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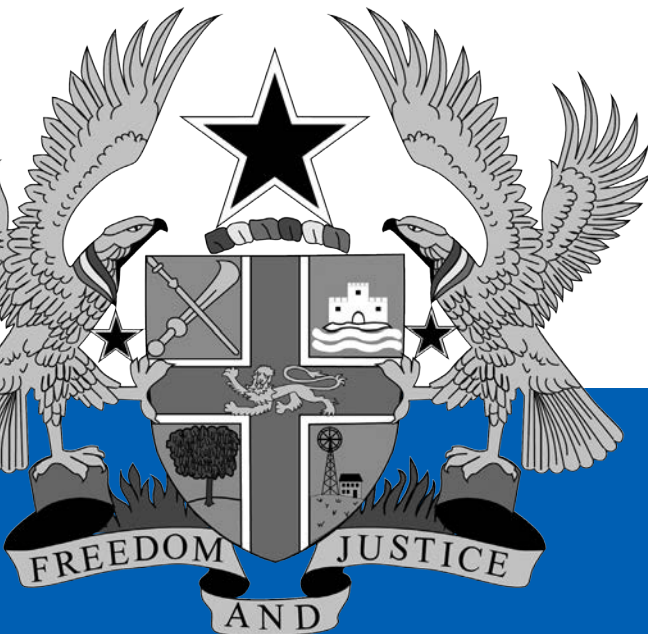


GHANA EDUCATION SERVICE

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:

- ✓ recognize the letters of the alphabet by their names and sounds.
- ✓ read decodable sentences.
- ✓ write or say words beginning with targeted sounds.

Topic:

Revision

Teaching Procedure:

1. Review

- Learners sing an *Alphabet Song*. e.g. *ants on my arms*.
- Play the *Letter Sound Game* (Activity 5), to consolidate the letter names and their sounds.
- Put learners into convenient groups. Let a member of one group pick a letter card, show it to a second group for them to give its name, sound and a word which begins with that sound.

2. Read

- In pairs, learners read decodable sentences from the board to each other
e.g. Ama fed the dog.

3. Write

- Learners write:
 - ✓ Words beginning with the revised sounds **p,f,b** as in *peg, fan and bag*.
 - ✓ Words in which they hear the sound "a" in the middle as in *fan*.
 - ✓ Words which end with the letter sound /g/ as in *peg, beg*.



TEACHING LEARNING RESOURCES

- Letter cards : all the letters of the alphabets.
- Word cards: peg, fan, bag, fed, dog , dice, 20 performance cards, 4 ludo cards

Term 1 - Week One (Lesson 2)



Learning Outcomes

The learner will be able to:

- ✓ read the high frequency words *is, are, was, the* and *to*
- ✓ form sentences with the high frequency words.
- ✓ write/give three to five- word sentences using a number of high frequency words.

Topic:

The High Frequency Words (*is, are, was, the, to*)

Teaching Procedure:

1. Review

- Play the Sound Ball Game (Activity 6) to revise the previous lesson.

Ask the learners these questions after the game:

- ✓ What words did you use in the game?
- ✓ What new words did you learn from the game?
- ✓ Did you find it difficult playing the game?

2. Vocabulary Practice

- Write the High frequency words ***is, are, was, on*** and ***to*** on the board one after the other.
- Model read the words while learners listen and repeat after you.
- Explain to learners that these are high frequency words, words we meet/use frequently in reading, writing and speaking.
- In pairs, learners read the high frequency words.
- Play the High Frequency Word Game (Activity 31)
-

After the game ask learners the following questions:

- ✓ Which words did we use in the game?
- ✓ What new words did you learn?

Learners write the sentences individually.

e.g.

- (a) *This is a cat.*
- (b) *You are my friend.*
- (c) *The monkey eats bananas.*
- (d) *My book is on the table.*
- (e) *The pen was on the table.*



3. Read

- Learners take turns to read out the sentences they have written.



4. Write

- Put learners in convenient groups and assign them two high frequency words.
- Learners write a sentence with each high frequency word.
- Have them share their sentences with the class.



TEACHING LEARNING RESOURCES

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

Term 1 - Week Two (Lesson 3)



Learning Outcomes

The learner will be able to:

- ✓ Read/give words and sentences containing consonant blends at the initial position.
- ✓ Form three sentences with words that have the target consonant blends.

Topic:

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

cloud



globe

Teaching Procedure:

1. Review

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

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

- ✓ Which high frequency words did we use in the game?
- ✓ Was it difficult playing the game?
- ✓ Would you like to play the game again? Why?



2. New Letter Sound

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

3. Read

- Play the Blends Floor Game (Activity 20) with the targeted blends.
- Mount a chart with the words below and have learners read them.



bl	black	blend	blue
cl	cloud	clean	climb
fl	flood	floor	flat
gl	glad	glass	globe

- Put learners into groups and have groups come up with words having the targeted blends.
- Move round the groups to monitor learners' practice.



4. Write

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

Ama John	has	black clean glass glittering blue	shoes bags watches cups pens
They The learners	have		

- Learners construct sentences from the substitution table and read them out. e.g.
 - (a) *Ama has black bags.*
 - (b) *John has clean shoes.*
 - (c) *They have glittering watches.*



TEACHING LEARNING RESOURCES

- Consonant blend cards: **bl, cl, fl, gl**
- Word cards: *black, cloud, flood, glad*

Term 1 - Week Two (Lesson 4)



Learning Outcomes

The learner will be able to:

- ✓ Read words and sentences containing given consonant blends.
- ✓ Write/give three sentences using words with the targeted consonant blends.

Topic:

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



chalk



ink

Teaching Procedure:

1. Review

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

Ask the learners these questions after the game:

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

2. New Letter Sound

- Present the consonant blend card **nk** and an example of a word with the blend at final position. e.g. *ink*
- Learners listen as you pronounce the blend and the associated word thrice.
- Learners repeat the blend and the word as a class, in groups and individually.
- Repeat the procedure with the other blends **st** and **lk**.

3. Read

- Play the *Blends Floor Game* (Activity 20), with the targeted blends.
- Write the blends with their associated words on the board and have learners read them, e.g.



nk	ink	bank	sink
lk	chalk	talk	bulk
st	first	best	guest
nd	and	band	send

Note: If they are unable to do it, model it again correctly. Say gently “Let’s try it again. This time carefully make the sounds of the letters and blend them together. I will say it first.”

- In convenient groups, have learners come up with other words with the targeted blends at the final position.
- Let groups share their words with their colleagues.
- Move round the classroom to monitor learners’ practice.



4. Write

- Have each group write five sentences with consonant blend words.
- Let Groups share their sentences with the whole class.



TEACHING LEARNING RESOURCES

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

Term 1 - Week Three (Lesson 5)



Learning Outcomes

The learner will be able to:

- identify the consonant blends **sk** and **sp** in words.
- read words containing the targeted consonant blends.
- write or say at least five words with the consonant blends **sk** and **sp**.

Topic:

Consonant blends **sk** and **sp** (medial position)



Hospital

Teaching Procedure:

1. Review

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

Ask the learners:

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



2. New Letter Sound

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

3. Read

- Play the *Blends Pair Game* (Activity 19). Have learners blend and read words e.g.



sk	basket	casket
sp	suspect	hospital
dr	children	withdraw

Note: If they are unable to do it, model again correctly. Say gently “Let’s try it again. This time just carefully make the sounds of the letters and blend them together. I will say it first.”

- Put learners into convenient groups and have them create a list of words having the targeted consonant blends at the medial position and read the words out.
- Move round the classroom to monitor learners’ practice.

4. Write

- Have the groups write five words containing the blends learnt, use them in sentences and read them out to the class.



TEACHING LEARNING RESOURCES

- Blend cards showing consonant blends taught e.g. bl, cl, sk
- Word cards: basket, casket, suspect, hospital

Term 1 - Week Three (Lesson 6)



Learning Outcomes

The learner will be able to:

- ✓ identify the consonant blends **dr** in words
- ✓ read words or sentences containing the target consonant blends
- ✓ write or say at least five words containing the consonant blends **dr**

Topic:

Consonant Blend **dr** initial position



dress

Teaching Procedure:

1. Review

- Learners play the *Blends Floor Game* (Activity 20) to revise the blends **sk** and **sp**.

Ask the learners the following questions after the game:

- ✓ How did you produce the consonant blend **sk** and **sp**?
- ✓ In which words do you have the blends in the middle?

2. Introduce New Letter Sound

- Show an example of words having **dr** blend at the medial position. e.g. learners
- As learners listen, pronounce the blend and the word.
- Learners repeat the blend and the word as a class, in groups and individually.

3. Read

- Learners come up with words that have the blend in the middle.
- Write learners' examples on the board.
- Learners read the words a group and individuals.



initial position
dr ink
dr ag
dr ain
dr ess



- Provide more words having the consonant blends in the chart above.
- Working in pairs, learners pick word cards and read the words to each other.
- Move round the classroom to monitor learners' practice.



3. Write

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



TEACHING LEARNING RESOURCES

- Blend cards: dr
- ord cards: *drink, drain, dress, drag*

Term 1 - Week Four (Lesson 7)



Learning Outcomes

The learner will be able to:

- ✓ recognise spelling pattern **ui** and **ew** in words as alternatives to **oo**.
- ✓ recognise spelling pattern **ou**, **o** and **ough** in words as alternatives to **oo**.
- ✓ read words and sentences with the target spelling patterns.
- ✓ write/give sentences using words having the target spelling.

Topic:

Special spelling patterns **ui** and **ue** as alternatives to **oo**.



Teaching Procedure:

1. Review

- Revise the consonant blends e.g. **sk**, **ck**, **sp**, **dr**, using *Lucky Dip* Game (Activity 11).

Ask the learners:

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

2. Teach New Sound

- Present word cards of words which contain the spelling pattern **ui** and **ue** one after the other e.g. *true*, *blue*, *juice*, *sue*.
- Pronounce the words as learners listen and repeat.
- Have them say the sound they hear at the end of the words. Repeat the procedure to teach *juice* and *sue*.
- Learners give examples of words having the ui and ue e.g. e.g. *fruit*, *glue*, *blue*, *suitcase*
- Write learners' examples on the board.

3. Read

- Learners read the words in the list they have made.
- Guide learners to construct sentences using the following examples: *cruel*, *fruit*, *blue*, *juice*, *blew*.



- In pairs, Learners read out the sentences to each other and identify the words with the ui and ue spelling pattern.

4. Write

- Learners in convenient groups write three sentences using their own examples of words with the targeted sound.
- Learners write their sentences on the board for the whole class to edit.



TEACHING LEARNING RESOURCES

- Blend cards showing consonant blends e.g. sk, ck, sp, dr
- Word cards: fruit, glue, blue, suitcase

Term 1 - Week Four (Lesson 8)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling pattern **ui** and **ew** in words as alternatives to **oo**.
- ✓ recognise spelling pattern **ou**, **o** and **ough** in words as alternatives to **oo**.
- ✓ read words with the target spelling patterns.
- ✓ write/give sentences using words having the target spelling.

Topic:

Special spelling pattern **o**, **ou**, and **ough** in words as alternatives to **oo**.

Teaching Procedure:

1. Review

- Guide learners to play the Bus Game (Activity 22) to revise **ui** and **ue** words.

Ask the learners:

- ✓ Did you find a sound to join the bus?
- ✓ What are the words that you pronounced?

2. Teach New Sound

- Present word cards with **ou** spelling pattern one after the other e.g. *loose, smooth, spoon, zoo, you, do, coupon*.
- Model read the words and have learners listen and repeat after you two times (stress the long u sound).
- Repeat the procedure to teach the ough spelling pattern. e.g. *through*.
- In pairs, let learners give examples of words having the ou and ough spelling pattern. e.g. *pool, root, school, group, soup, through*.
- Write learners' examples on the board and let them spell and pronounce the words.

3. Teach the Spelling Pattern

- Explain to learners that although the oo, o, ou and ough spelling patterns produce the same long u sound. As in do, coup, cool and you they are written differently.





4. Read

- Learners give their own examples of words having the spelling patterns and use the words in sentences.



5. Write

- Learners write three sentences each using their examples of words containing the target spelling patterns **ou**, **o**, and **ough**.
- In pairs, Learners read their sentences to each other.



TEACHING LEARNING RESOURCES

- Word cards e.g. *loose, smooth, spoon, zoo, you, do, coupon*.

Term 1 - Week Five (Lesson 9)



Learning Outcomes

The learner will be able to:

- ✓ read a level appropriate text and answer questions based on it.
- ✓ identify and pronounce key words correctly.
- ✓ write or say words having the targeted spelling pattern and use them in sentences.

Topic:

Reading Comprehension

Title:

The Lazy Frog

Teaching Procedure:



1. Before Reading

- Revise learners' relevant previous knowledge through discussion: Have learners share their experiences of lazy people they have met.
- Show a picture of a frog to learners and let them talk about what they know about frogs.
- Ask learners to read and comment about the title.
- Have them predict what the story is about.
- Write the key words *island, animals, laughed, message, famine* one at a time on the board and teach their pronunciation and meaning through context. Learners look for the words in the passage.

2. During Reading

- Write pre-reading questions on the board.
- Draw learners attention to the questions.
- Ask learners to read the first half of the passage silently.
- Discuss the questions with learners and have them answer the questions.
- Repeat the process with the second half of the passage.



3. After Reading

- Discuss the passage with learners and respond to their problems:
- Let them answer the questions.

i. *Where did the frog live?*

ii. *What did the king of all animals ask them to do?*

iii. *Why did Mr. Frog and his family die?*

Answers

i. *The frog lived on an island.*

ii. *To start growing crops.*

iii. *They did not get food to eat.*



TEACHING LEARNING RESOURCES

- Word cards e.g. *island, animals, laughed, message, famine*

Term 1 - Week Five (Lesson 10)



Learning Outcomes

The learner will be able to:

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

Topic:

Special spelling pattern **ir** as an alternative to **er**.

Teaching Procedure:

1. Review

- Revise spelling pattern **er** using the *Fishing Game* (Activity 21). Have learners give examples of words having the spelling pattern **er**.
e.g. *her, serve, perm, term, fern*

Ask the pupil:

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

2. Teach New Sound

- Present word cards with words which have the **ir** spelling pattern on the board e.g. *dirt, first, girl, shirt, her* on the board one after the other and model read them.
- Learners repeat the words after you.
- In pairs, learners give their own examples each of words having the spelling patterns. E.g. *skirt, firm, birth, germ, serve*.
- Write learners' examples on the board and draw their attention to the spelling pattern **ir** and the long e sound it makes.





3. Read

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



4. Write

- In pairs, learners write three sentences using their own examples of words having the spelling pattern **ir**.
- Have them write their sentences on the board for the whole class to edit.
- Dictate the words *dirt, first, girl, shirt, her, germ* to learners to write into their exercise books.



TEACHING LEARNING RESOURCES

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

Term 1 - Week Six (Lesson 11)



Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling patterns **ur** and **ear** in words.
- ✓ read words having the target spelling patterns.
- ✓ write/give sentences with words having the target spelling patterns.

Topic:

Special spelling pattern **ur** as an alternative to **er**

Teaching Procedure:

1. Review

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

Ask the pupil:

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

2. Teach New Sound

- Present word cards with words which have the **ur** spelling pattern and model read them for learners to repeat. e.g. *church, curl, curve, fur, and curfew*.
(Emphasize the long e sound)
- In groups, Learners give their own examples of words having the spelling pattern.
E.g. *curse, purse, curb, purple*.
- Write learners' examples on the board and have them read the words in their groups.



3. Sound Practice

- Give pronunciation practice using learners' examples: Learners pick and read from word cards bearing words having the spelling pattern.
- Learners construct sentences using the following examples: *church, curl, curve, fur*.
- Learners read through the sentences and identify the words with the long **e** sound in pairs.



4. Write

- In pairs, learners write three sentences using their own examples of words having the spelling pattern **ir**. Have them write their sentences on the board for the whole class to edit.
- Learners write a sentence each into their exercise books.



TEACHING LEARNING RESOURCES

- Word cards e.g. *church, curl, curve, fur, curfew, curb, and purple,*.

Term 1 - Week Six (Lesson 12)



Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling patterns **ur** and **ear** in words.
- ✓ read words having the target spelling patterns.
- ✓ write/give sentences with words having the target spelling.

Topic:

Special spelling pattern **ear** as an alternative to **er**

Teaching Procedure:

1. Review

- Revise spelling pattern **ear**, by having learners play the Lucky Dip Game (Activity 17)

Ask the pupil:

- ✓ What are the words you picked?
- ✓ Which spelling pattern is in the word you picked?
- ✓ What new words have you learnt from playing the game?

2. Teach New Sound

- Present word cards with words having the **ear** spelling pattern e.g. *smear, heard, smear, heard, rear* at a time.
- Model read the words and have learners read after you emphasizing the long **e** sound made by the ear spelling pattern.
- In pairs, learners give their own examples of words having the spelling pattern. e.g. *ear, tear, rear, pear, wear*.
- Write learners' examples on the board.
- Let learners spell the words and pronounce them.



3. Sound Practice

- Give pronunciation practice on learners' examples.
- Have groups of learners construct sentences using the following examples: *bear, smear, heard, rear*.
- In pairs, learners read the sentences and identify the words having the long **e** sound made by the ear spelling pattern.
- Let learners read their sentences to each other.



4. Write

- In pairs, learners write three sentences using their own examples of words that have the spelling pattern **ear**. Have them write their sentences on the board for the whole class to edit.



TEACHING LEARNING RESOURCES

- Word cards e.g. *smear, read, heard, wear*
- Picture of a bear

bear



Term 1 - Week Seven (Lesson 13)



Learning Outcomes

The learner will be able to:

- recognise the spelling pattern **or** in words.
- read words that have the target spelling pattern.
- write/give sentences using words that have the target spelling pattern.
- read simple stories and answer questions.

Topic:

Special spelling pattern **or** as an alternative to **er**

Teaching Procedure:

1. Review

- Play the Lucky Dip Game to revise the spelling patterns **ir, er, ur, ear**.

Ask the Learners after the game:

- ✓ How many spelling patterns did you find with the words?
- ✓ Mention the words with each of the following patterns; er,ir,ur,ear.
- ✓ Are there other familiar words you know with the same spelling patterns?

2. Teach New Sound

- Write words which have **or** spelling pattern e.g. *work, world, worst, worth* on the board.
- Model read the words one after the other and have learners repeat them after you. (Emphasize the long e sound)
- Learners repeat the words after you.
- In pairs, learners give their own examples of words having the spelling pattern. e.g. *word, worth, worship*.
- Write learners' examples on the board.
- Let learners spell the words and pronounce them.





3. Sound Practice

- Give a pronunciation practice on learners' examples.
- Have groups of learners construct sentences using the following examples: *work, world, worst*.

4. Read

- In pairs, learners read through the sentences they have formed and identify the words that have the *ur* spelling pattern.

5. Write

- Learners write three sentences using words having the spelling pattern **or**. Have them write their sentences on the board for the whole class to edit.
- Learners write two of the edited sentences on the board into their exercise books.
- Learners play the *Pick and Spell game* involving words having the target spelling pattern (Activity 24).



TEACHING LEARNING RESOURCES

- Word cards e.g. *work, world, worst, worth, worship, word, bear, smear, curve, curl*

Term 1 - Week Seven (Lesson 14)



Learning Outcomes

The learner will be able to:

- ✓ identify and pronounce key words in a reading text.
- ✓ read a level appropriate text and answer questions based on it.

Topic:

Reading for comprehension

Title:

A Visit to the Dentist

Teaching Procedure:



1. Before Reading

- Revise learners' relevant previous knowledge through a discussion. Ask learners the following questions:
 - (i) *What do you use to clean your teeth?*
 - (ii) *Why do you clean your teeth?*
 - (iii) *What will happen if you don't clean your teeth?*
 - (iv) *Where do you go if you have tooth ache?*
 - (v) *Ask learners to mention the name of the one who takes care of them when they have a toothache.*
- Learners think-pair and share the title and the picture accompanying the passage and predict what the story is about.
- Write the key words *dentist, tooth, favourite, injection, tomorrow, removed*, one after the other on the board and teach their pronunciation and meaning in context. Have learners look for the words in the passage and also identify them on word cards.

2. During Reading

- Write pre-reading questions on the board.
- Ask learners to read the first half of the passage silently.
- Discuss the questions with learners and have them answer the questions.
- Repeat the process with the second half of the passage.



3. After Reading

- Let learners answer questions based on the passage orally and read the sentences which contain the answers.
- Learners also answer the questions in their books.

Questions

- What does Kwaku's mother do?*
- Why did Mr. Opoku go to see the dentist?*
- What did the dentist give Mr. Opoku before removing his bad tooth?*
- Why will Kwaku and his friend not be given an injection?*



Answers

- She takes care of people's teeth.*
- He had a bad tooth.*
- She gave him an injection.*
- Because they do not have bad teeth.*

TEACHING LEARNING RESOURCES

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



Term 1 - Week Eight (Lesson 15)



Learning Outcomes

The learner will be able to:

- ✓ identify and read words and sentences containing consonant blends.
- ✓ recognize and read words containing target spelling patterns.
- ✓ read high frequency words and form sentences with them.
- ✓ read simple stories and retell portions of it.

Topic:

Revision

Teaching Procedure:

1. Review

- Play the Sound Ball Game (Activity 6) to revise the letter names, sounds and words which begin with the targeted sounds.
- Play the Special Spelling Pattern Game to revise spelling pattern.
- After the game ask learners to discuss their experiences playing the game.
- Play the High Frequency Word Game (Activity 31) to revise high frequency words.
- Read the decodable story 'The Red Hen' again and guide learners to rewrite portions of the story.

TEACHING LEARNING RESOURCES

- Picture: red hen
- A ball, special spelling cards, word cards with high frequency words



Term 1 - Week Eight (Lesson 16)



Learning Outcomes

The learner will be able to:

- ✓ identify and read words and sentences containing consonant blends.
- ✓ recognise and read words containing the target spelling patterns.
- ✓ read simple stories and answer questions based on them.
- ✓ read sentences containing high frequency words.

Topic:

Assessment

Teaching Procedure:

1. Assessment

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

initial	medial	final	medial	medial	medial
bl	ck	eu	ir	ur	or
black	necklace	blue	bird	burn	worm

- Learners complete the table by using appropriate words for each column.
- Have them use the words in simple sentences orally.

2. Comprehension

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



Term 2

(Lessons 1~16)



Term 2 - Week One (Lesson 1)



Learning Outcomes

The learner will be able to:

- ✓ recognise sounds and spelling patterns studied in term one.
- ✓ recognise the spelling pattern **aw** as an alternative to **or**.
- ✓ read words having the target spelling patterns.
- ✓ write/give sentences with words having the target spelling pattern.

Topic:

Revision of sounds and spelling patterns studied in term one.

Teaching Procedure:

1. Review

- Review previous sounds and spelling patterns using blending games e.g. *Consonant Blend Game* (Activity 18) and *Fishing Game* (Activity 21).
- Review the spelling patterns **oo, ui, ue, ou, ough, er** and **ir** one after the other and have learners give examples of words in which they occur.
- Learners put their examples into a chart.
E.g.

oo	ui	ue	ou	ough	er	ir
wood	fruit	glue	through	dough	her	first

2. Sound Practice

- Put learners in convenient groups.
- Give each group a different spelling pattern for long **u** and long **e** sound, E.g. **oo, ui, ue** and **ir**.
- Lead a brainstorming session for learners to come out with words associated with the sounds for their group.
- Learners form simple sentences with the words first orally and then in writing.

3. Read

- Groups read their work to the class.

4. Write and Share

- Learners add two words to each sound column.

5. Write

- In pairs, learners write three to five sentences using their own examples of words with the spelling pattern **or**. Have them write their sentences on the board for the whole class to edit.
- Learners play the *Pick and Spell game* (Activity 24)

TEACHING LEARNING RESOURCES

- Spelling pattern cards: oo, ui, ue, ou, ough, er, ir

Term 2 - Week One (Lesson 2)



Learning Outcomes

The learner will be able to:

- ✓ recognise sounds and spelling patterns studied in term one.
- ✓ recognise the spelling pattern **aw** as an alternative to **or**.
- ✓ read words having the target spelling patterns.
- ✓ write/give sentences with words having the target spelling pattern.

Topic:

Special pattern **or** as an alternative to **aw**

Teaching Procedure:

1. Review

- Play the Lucky Dip game (Activity 17) to review the spelling pattern **er** and its alternatives **er-her** and **ir-bird**.

2. Teach New Sound

- Write words which contain the long **aw** sound on the board. e.g. *fort, for, port, law, claw, jaw*
- Using word cards pronounce the words and have learners repeat after you.

3. Teach the Spelling Pattern

- Working in pairs, learners give their own examples of words having the spelling pattern.
- Write learners' examples on the board and draw their attention to the differences in spelling.
- Let learners spell the words and pronounce them.
- Use learners' examples to construct a T-chart as shown below:

or	aw
for	saw
torn	raw
port	paw
lord	law



4. Sound Practice

- Conduct a minimal pair drill with learners' examples. E.g. raw/saw, lord/ford
- Learners construct sentences using words from the chart.

5. Write

- Working in pairs, learners read the sentences aloud and identify words having the long *aw* sound.

Note: Pupil "A" reads out a sentence. Pupil "B" identifies the target word and roles are reversed.

TEACHING LEARNING RESOURCES

- Word cards: *awkward, law, claw, raw, jaw, paw*

Term 2 - Week Two (Lesson 3)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns **al** and **au** as the alternatives to **or**.
- ✓ read words having the target spelling patterns.
- ✓ write or say words and sentences having the target sounds.

Topic:

Special Spelling Pattern– **al** and **au** as alternatives to **or**

Teaching Procedure:

1. Review

- Play the *Find my pair* game to revise the long ɔ sound in the pattern **or** and **aw** through examples from learners.

Ask the learners these questions after the game:

- ✓ Did you find your pair?
- ✓ What was it?
- ✓ What other pairs were identified?
- ✓ Do you have another pair words for the sound?



2. Teach New Sound

- Write words which contain the long ɔ sound on the board e.g. *fault, haul, Paul, sausage, salt, sauce, malt, halt*.
- Lead learners to pronounce the words.
While learners listen attentively, pronounce the words and have them repeat after you.



3. Teach the Spelling Pattern

- Working in pairs, learners give their own examples of words having the spelling pattern.
- Write learners' examples on the board and draw their attention to the differences in spelling.

- Let learners spell the words and pronounce them.
- Use learners' examples to construct a chart as shown below:

al	au
malt	august
salt	author
halt	cause
tall	applause

4. Pronunciation Exercise

- Working in small groups, learners take turns to pronounce words in the chart aloud to the group.
- Learners construct sentences using words from the chart and write some of learners' sentences on the board.

5. Read

- Let pairs of learners read the sentences to each other and identify words having the long ɔ sound.



TEACHING LEARNING RESOURCES

- Word cards e.g. *fault, haul, Paul, sausage, salt, sauce, malt*

Term 2 - Week Two (Lesson 4)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns **al** and **au** as the alternatives to **or**.
- ✓ read words having the target spelling patterns.
- ✓ write or say words and sentences having the target sounds.

Topic:

Special Spelling Pattern **ch** (initial and final positions) e.g. *church, much, check*

Teaching Procedure:

1. Review

- Revise the long **c** sound taught in the previous lesson by having learners give examples of words that have the sound and use the words in sentences.



2. Teach New Sound

- Ask learners to imitate the sound they hear when food is dropped into very hot oil.
- Present Word Cards and write words which contain the **ch** sound on the board, e.g. *watch, chicken, child, cheap, kitchen*.
- Learners pronounce the words containing the target sound.
- Learners play the *Sound Ball* game to come out with words having the spelling pattern **ch** e.g. *fetch, chip, chat*.



3. Read

- Write the examples on the board for learners to read.
 - Let learners also pick sentence cards and read the sentences on them.
- Eg.

Why did Charles send chocolates to church?



4. Sound Practice

- Let learners have further practice on the pronunciation of the words.
- Pairs of learners read the sentences to each other and identify the /tʃ/ words.



TEACHING LEARNING RESOURCES

- Word cards: *watch, chicken, child, cheap, kitchen.*
- Sentence Cards

Term 2 - Week Three (Lesson 5)



Learning Outcomes

The learner will be able to:

- ✓ recognise spelling pattern **sh** in words.
- ✓ recognise spelling pattern **ng** and **nk** in words
- ✓ read words that have the target spelling patterns.
- ✓ write or say words having the target spelling.

Topic:

Topic: Special spelling pattern **sh** e.g. *ship*

Teaching Procedure:

1. Review

- Revise spelling the pattern **ch** using the *Lucky Dip* game. (Activity 17).

Ask the following questions:

- ✓ Which words did you mention that contain/has the **ch** sounds?
- ✓ Why did you drop some of the letters into the container?
- ✓ Name some objects that have the ch sound?

2. New Sound

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

E.g.

- She has a shoe shine pack
- Tasha often shouts at her friends.
- Wash your hands with soap and water.

- Read the sentences aloud as learners listen and identify the common sound in the words underlined.

3. Sound Practice

- Make the sound **sh** for learners to repeat after you a few times as a class, in small groups and as individuals.
- Ask learners to give examples of words having the same sound. Write learners' examples on the board e.g. *fish, push, brush, ship, shoe, shell, shirt, shop*.



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.
- Place two other tables in the front corners of the class (one for words beginning with the **sh** sound, the other for words ending with the **sh** sound).
- Put learners into two groups – Groups A and B. Members of the groups take turns to pick cards from the central table, show it to the class, read the word on it and say whether the sh sound is at the beginning or end.
- A pupil wins a point for his/her group if s/he places the word card on the appropriate table.
- Teach the meaning of the words with pictures/gestures/in context.

5. Write Words and sentences

- Put learners into groups. Give each group a number of the word cards. Ask them to construct sentences with the words on the cards. Invite learners to share their sentences with the class.

TEACHING LEARNING RESOURCES

- Lucky Dip box (words having **ch** spelling pattern)
- Word cards showing *hush, shrimp, fish, shark, mash, shelf, bush, dish, shower, brush, push, ship, shoe, shell, shirt, shop*

Term 2 - Week Three (Lesson 6)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling pattern **sh** in words.
- ✓ recognise spelling patterns **ng** and **nk** in words
- ✓ read words that have the target spelling patterns.
- ✓ write or say words that have the target spelling patterns.

Topic:

Special Spelling pattern **ng** and **nk** (final position) as in *long, king* and **nk** as in *ink, bank*

Teaching Procedure:

1. Review

- Use the *Bus* game to revise the **sh** spelling pattern.

Ask the following questions:

- ✓ Why were you not given a pass?
- ✓ Which words do you have to get for a pass?
- ✓ Which sound would have given you a pass?
- ✓ Give example of words that have the spelling pattern sh.

2. Teach New Sound:

- Introduce **ng** and **nk** spelling pattern:
- Write *king, bring, thing, strong*, on the board and lead learners to read the words a number of times.
- Underline the **ng** spelling pattern in the words.
- Learners produce the sounds of **ng /ŋ/** and **nk /ŋk/** and give examples of words having the sounds e.g. *thing, ring, king, long, ink, link*.

3. Teach the Spelling Pattern

- Explain the difference between the sound and spelling patterns. The **/ŋ/** sound is spelt as **ng**.



4. Sound Practice

- Learners play the *Lucky Dip game* (Activity 17) using word cards that have the spelling pattern.
- Learners give examples of words having /ŋ/ sound e.g. *lung, hung, angle, language*.
- Write the examples on the board and have learners spell the words.
- Learners construct sentences using the words on the board. Examples: *bring, thing, strong, sink, pink, wink*.
- Use the procedure above to teach the **nk** spelling pattern.

5. Write

- Learners fill blank spaces in sentences with words from the special spelling pattern game.
E.g.
Can you _____ four cups of water?
I prefer the _____ shirt to the white one.
- Learners read their sentences.
- Learners play the *Pick and Spell Game* (Activity 24).

TEACHING LEARNING RESOURCES

- Letter cards: *king, bring, thing, strong*

Term 2 - Week Four (Lesson 7)



Learning Outcomes

The learner will be able to:

- ✓ recognise the /g/ and /dʒ/ sound patterns in words.
- ✓ read words that have the target sound patterns.
- ✓ write or say words having the target sounds.
- ✓ read a short passage based on it.

Topic:

Special Sound Pattern **g** – /g/ and /dʒ/

Teaching Procedure:

1. Review

- Revise **ng** and **nk** spelling patterns by asking learners to pick and read word cards.

Ask the following questions:

- ✓ Which words did you pick?
- ✓ Did you find it difficult to pronounce the words?
- ✓ Give example of words that have the ng or nk sound.



2. Teach New Letter-Sound

- Show the letter **G** and ask learners to say the letter name and make the sound.
- Let Learners give examples of words that contain the sound e.g. *girl, goal, good, guide, goat*.
- Show pictures of objects whose names begin with the other sound of **g** e.g. *ginger, giraffe*. Ask learners to identify the objects by their names.



3. Read Words

- Learners say the words *ginger, giraffe* and make the initial sound
- Write the words on the board for learners 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, gym, game, gun*.
- Learners write sentences with the words.



TEACHING LEARNING RESOURCES

- Pictures of ginger, giraffe, giant, gym
- Word cards: ginger, giraffe, giant, gym



ginger



giraffe

giant



Term 2 - Week Four (Lesson 8)



Learning Outcomes

The learner will be able to:

- ✓ recognise the /g/ and /dʒ/ sound pattern in words.
- ✓ read words having the target sound patterns.
- ✓ write or say words having the target sound.
- ✓ read a short passage based on it.

Aspect:

Reading Comprehension

Topic:

Mosquito or Elephant?

Teaching Procedure:



1. Before Reading

- Present pictures of an elephant and a mosquito to learners and have them talk about the pictures. Based on the pictures and the title, ask learners to predict the content of the passage.
- Using pictures and context, teach the meaning of the key words (*elephant, exclaimed, surprised and area*) one after the other. Teach their pronunciation too.

2. During Reading

- Put pre-reading questions on the board.
- Ask learners to read the passage silently.
- Discuss the passage with the learners and let them answer the questions.
- Let learners take turns to read portions of the passage aloud individually.
- Let them read the passage silently the second time.

3. After Reading

- Lead a discussion of the passage and have learners retell the story in a chain.
- Learners answer the comprehension questions indicating where answers can be found in the passage.

Questions

- (i) What was troubling Efua?
- (ii) What was the bright idea Efua had?
- (iii) What did Efua use the stick for?
- (iv) If an elephant is killed what will it be used for?
- (v) Who said that?



Answers

- (i) Mosquitoes were troubling Efua.
- (ii) Efua had a bright idea to get a big stick and kill all the mosquitoes.
- (iii) She hit the wall with the stick.
- (iv) It will be used to prepare soup.
- (v) Efua's Mum.

TEACHING LEARNING RESOURCES

- A picture of a mosquito and an elephant.



mosquito



elephant

Term 2 - Week Five (Lesson 9)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns **k** and **s** in words as alternatives to **c**.
- ✓ read words/sentences having the target spelling patterns.
- ✓ write or say words having the target spelling patterns.
- ✓ read decodable sentences.

Topic:

Special sound pattern **c** - /k/ and /s/

Teaching Procedure:

1. Review

- Revise the /g/ and /dʒ/ sounds taught in the previous lesson by asking learners to read sentences containing words having the /g/ and /dʒ/ sounds from the board.

Ask the learners:

- ✓ Mention the word and underline the spelling pattern.
- ✓ Give words that have sounds that are similar to the one mentioned.

2. Teach New Letter Sound

- Show pictures of objects whose names have the target spelling patterns. E.g. picture of *a cat, a cup, ceiling, a 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.
- Learners build a *T-Chart* with the examples they have given. E.g.

k	s
cat	cease
cup	circle
cane	centre
cut	Cynthia





3. Read words

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



4. Write Words

- Put learners into groups of four to write simple sentences with the words.
- Have the groups mount their work on the board to be peer edited by the class.



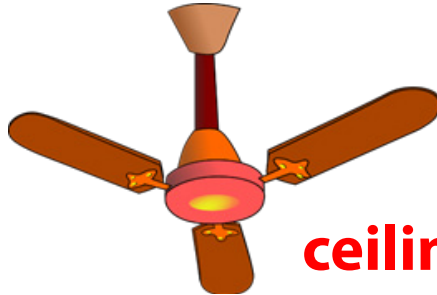
TEACHING LEARNING RESOURCES

- Pictures of a cat, cup, ceiling fan.

cat



ceiling fan



cup



Term 2 - Week Five (Lesson 10)



Learning Outcomes

The learner will be able to:

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

Topic:

Special Spelling pattern **gh-f** and **ph-f** as in *laugh, rough, photo, phone*

Teaching Procedure:

1. Review

- Revise **s** and **k** sounds taught in the previous lesson through the Fishing Game (Activity 21).

Ask learners the following questions:

- ✓ Which words did you catch today?
- ✓ Which of them have the spelling pattern **s** and **k** in them?
- ✓ Were you able to pronounce the words that have the target sound?



2. Teach New Letter Sound

- Show the letter card **ff** written on a letter card. Have learners identify the name and sound and give examples of words beginning and ending with the sound. E.g. fish, fan, turf.
- 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 having the spelling pattern **ph**. E.g. *nephew, elephant, microphone, orphan, pharmacy, pharmacist, autograph*.
- Teach the meaning of words using pictures and context.
- Follow the same steps to teach the **gh** words.





3. Read Sentences

- Let learners take turns to read sentences involving words that have the target spelling pattern on sentence cards.
- (i) Did your **nephew** hear the **ph**one ring?
- (ii) My father has a new tele**ph**one number.
- (iii) Joseph has a photograph**ph**.
- (iv) I saw an ele**ph**ant at the zoo.
- (v) The micro**ph**one picks up sound.
- (vi) He makes me la**ugh** all the time
- (vii) The road to your house is too rou**gh**.



4. Write

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

TEACHING LEARNING RESOURCES

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

Term 2 - Week Six (Lesson 11)



Learning Outcomes

The learner will be able to:

- ✓ read words/sentences containing silent letters as found in **wr**, **kn** and **gn**.
- ✓ write/give two or more sentences having words that have silent letters.

Topic:

Silent letters **wr** as in write, **kn** as in knee, knight

Teaching Procedure:

1. Review

- Play the Bus Game (Activity 22), to revise the Special Spelling Patterns **gh**, **ph** which were taught in the previous lesson.

Ask learners the following questions:

- ✓ Which word was your ticket today?
- ✓ Which of the words have the spelling pattern **gh** and **ph** in them?
- ✓ Were you able to pronounce the words that have the target sound easily?



2. Teach New Sound

- Play the *Word Fishing Game* (Activity 21).
- Write the word **know** on the board and ask learners to read it.
- Say the word again and ask learners if they can hear the **k** sound in it.
- Ask learners to tell you why.
- Present word cards with target words e.g. *wrap* and ask learners to read it.
- Say the word again and ask learners if they can hear the **w** sound in it.
- Explain to them that the **k** and **w** are silent in those words.

Examples: *knee, knight, know, and wrestle*.

3. Teach the Spelling Pattern

- Ask learners to mention other words in which **k** and **w** are silent e.g. *knife, knight, knee, write, wrong, wrestle*.
- Write learners' examples on the board e.g. *kneel, knickers, wrung, and wrack*.
- Learners' make sentences with the words.





4. Read

- Write learners' sentences on the board and invite individuals to read the sentences aloud.

5. Sound Practice

- Let learners give further examples and use the words to build a T-chart. Have them practise saying the words

wr	kn
wrack	Knight
wrung	knot
wrap	know
wrath	knowledge
wreath	knuckle
wrong	knock
wrinkle	knee
wright	kneel
wrist	Kneel
write	Knave



6. Write

- Learners construct sentences with words from the chart.
e.g. *write, wrung, wrap, knell, knickers, and knife.*
- Let learners read the sentences and identify the words.
- T-chart e.g.

wr	kn
<i>write</i>	<i>knell</i>
<i>wrung</i>	<i>knickers</i>
<i>wrap</i>	<i>knife</i>

TEACHING LEARNING RESOURCES

- Word cards for *knee, knight, knife, knickers, wrung, wreath, wrack, wrestle, know*
- A bag
- Cards with target sounds and target words
- Word cards(non-target sounds) eg...rack, rap, not, red, etc.

Term 2 - Week Six (Lesson 12)



Learning Outcomes

The learner will be able to:

- ✓ read words/sentences containing silent letters **wr**, **kn** and **gn**.
- ✓ write/give two or more sentences having words that have the target silent letters.

Topic:

Silent letters **mn** as in *condemn*, *column*, and **gn** as in *foreign*

Teaching Procedure:

1. Review

- Learners play the *Word Fishing Game* (Activity 21) to revise the previous lesson on silent letters.

Ask learners the following questions:

- ✓ Which word did you catch today?
- ✓ Which of the words have the silent letter wr, kn and gn in them?
- ✓ Were you able to pronounce the words that have the target sound easily?



2. Teach New Sound

- Write the word *condemn* on the board and ask learners to read it.
- Say the word again and ask learners if they can hear the **n** sound in it.
- Ask learners to tell you why.
- Write the word *sign* on the board and ask learners to read it.
- Say the word again and ask learners if they can hear the **g** sound in it.



3. Teach the Spelling Pattern

- Explain to them that the **n** and **g** are silent in those words.
- Learners mention other words in which **n** or **g** are silent.
- Write learners' examples on the board e.g. *condemn*, *sign*, *gnarl*, *gnaw*, *neighbour*.

4. Sound Practice

- Let learners give further examples and use them to build a T-chart. Have them practise saying the words.

E.g.

mn	gn
solemn	sign
condemn	gnarl
damn	gnash
hymn	align
column	benign
autumn	foreign

5. Write

- Write learners' examples on the board.
- Learners construct sentences using the words from the T-chart. Let learners read the sentences and identify the words with mn and gn.

mn	gn
solemn	sign
condemn	gnarl
damn	gnash

TEACHING LEARNING RESOURCES

- A bag
- Word cards: *condemn, sign, gnarl, gnaw, neighbour, solemn, damn, hymn, column, autumn, gnash, align, benign, foreign*



bag

Term 2 - Week Seven (Lesson 13)



Learning Outcomes

The learner will be able to:

- ✓ read a story and answer questions on it.
- ✓ recognise the variant forms of the spelling pattern **ch** in words.
- ✓ read words and sentences having the target spelling pattern.
- ✓ write or say words that have the target spelling.

Topic:

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

Teaching Procedure:

1. Review

- Play the *Fishing game* (Activity 21) to review the silent letters **wr, kn** and **gn**.

Ask learners the following questions:

- ✓ Which word did you catch today?
- ✓ Which of the words have the silent letter wr, kn and gn in them?
- ✓ Were you able to easily pronounce the words that have the target sound?

2. Teach New spelling

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

E.g.

Christian has a big school bag.

The school choir sings Christmas choruses.

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

initial	medial	final
christmas	mechanic	stomach
charisma	anchor	monarch



3. Sound Practice

- Learners identify the **ch** spelling at the **initial**, **medial** and **final** positions and pronounce the words.
- Read the words to learners. Have 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.
- Learners may also play the *Pick and Read* game (Activity 16) with sentence cards.



5. Write

- Learners write sentences with words having the target sound.

TEACHING LEARNING RESOURCES

- Sentence cards e.g. Christian has a big stomach.
- Word chart, word cards



Term 2 - Week Seven (Lesson 14)



Learning Outcomes

The learner will be able to:

- ✓ read a story and answer questions on it.
- ✓ recognise the variant forms of the spelling pattern **ch** in words.
- ✓ read words (sentences) that have the target spelling patterns.
- ✓ write or say words that have the target spelling.

Topic:

Reading Comprehension

Title:

Strange Noises

Teaching Procedure:



1. Before Reading

- Revise learners' relevant previous knowledge through discussion:
Show learners pictures of the following animals: *frog, pig, duck and dog*.
Learners give the names of the animals, where they live, what they eat and say whether or not they like the animals and why.
- Discuss the title briefly and ask learners to predict the content of the story.
- Teach the meaning and pronunciation of the following words in context and one at a time: *croak, quack, quee, bow-wow, wee-wee*.

2. During Reading

- Write pre-reading questions on the board to guide learners' reading.
- Learners read the passage silently and find answers to the pre-reading questions.
- Discuss the passage with the learners and address their difficulties.
- Learners take turns to read the passage aloud individually.
- Learners read the passage silently the second time.



3. After Reading

- Let learners answer questions based on the passage orally and read out the sentences which contain the answers.
- Learners also answer the questions in their books.

Questions

- What did the frog say?
- Who said, "quack-quack"?
- What did the pig say when he asked for dinner?
- Why were the animals conversing?

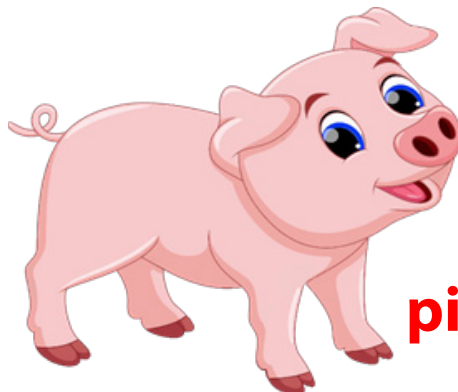


Answers

- The frog said 'croak, croak.'
- The duck said 'quack, quack.'
- He said 'grunt, grunt.'
- They were happy.

TEACHING LEARNING RESOURCES

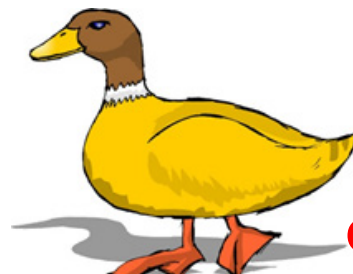
- Pictures of a frog, a duck and a pig



pig



frog



duck

Term 2 - Week Eight (Lesson 15)



Learning Outcomes

The learner will be able to:

- ✓ recognise and read words with the spelling patterns **ai, an, or, sh, ng, nk,** and **ph**.
- ✓ identify and read words having silent letters.
- ✓ read a story and answer questions based on it.

Topic:

Revision: Special spelling patterns and Silent Letters in words

Teaching Procedure:

1. Review

- Use the variations of the Word/Sound Ladder Game (Activity 7) to revise the spelling patterns learnt in the term.
- Guide learners to mention other games they remember playing in class.
- Learners play games mentioned by them.
- Discuss the special spelling patterns with learners.
- Guide learners to mention words having each of the special spelling patterns taught.
- Assign learners to work in small groups to write words having the special spelling patterns.



TEACHING LEARNING RESOURCES

- Sound/Word Ladder game, word cards showing words with the spelling patterns learnt during the term.

Term 2 - Week Eight (Lesson 16)



Learning Outcomes

The learner will be able to:

- ✓ recognise and read words that have spelling patterns **ai, an, or, sh, ng, nk**, and **ph**.
- ✓ identify and read words with silent letters.
- ✓ read a story and answer questions based on it.

Topic:

Assessment

Teaching Model:

1. Review / Assessment

- Introduce the process through games.
- Explain to learners the purpose of the assessment.
- Present the assessment exercise and explain it to learners:
- Build the table by providing at least five appropriate words per column.

Aw	Sh	ng	wr	kn	gn/mn

- Learners read over their work and make necessary corrections.

2. Comprehension

Provide a short level appropriate reading comprehension passage for the purpose of assessment. Set a short exercise based on it. The exercise must include:

- questions for comprehension.
- some vocabulary items.

The background of the page is decorated with a pattern of handprints in various colors including pink, yellow, blue, green, and red. Some of these handprints contain faint, stylized line drawings of faces or other patterns. The handprints are scattered across the page, with some appearing as full prints and others as partial prints at the edges.

Term 3

(Lessons 1~16)

Term 3 - Week One (Lesson 1)



Learning Outcomes

The learner will be able to:

- ✓ use spelling rules correctly.

Topic:

Spelling Rules: Plural y Endings-boy- boys

Teaching Procedure:

1. Review

Use the Bus Game (Activity 22) to revise Special spelling patterns, or, sh, ng, nk, and ph Examples: *word, world, fish, show, sing, bring, think, thank, phone, graph.*

Ask learners the following questions:

- ✓ Which word was your ticket in the Bus Game?
- ✓ Were you able to pronounce the words that have the target sound easily?

2. Grammatical Item

- Introduce spelling rules regarding plural endings for y ending words.
- Explain the rules through examples:

Rule: *For a vowel before y add s*

E.g.

boy-boys

play-plays

toy-toys

day-days

tray-trays

ray-rays

- Guide learners to give examples of the y ending spelling pattern



3. Write

- Play *Find My Plural Game (Activity 43)* with learners and let them write their answers in their books.

Ask the learners:

- ✓ What were the singular words?
- ✓ What were the plural words?
- ✓ How do you identify the plural form of a word?
- ✓ Give more examples of words in singular and plural



TEACHING LEARNING RESOURCES

- Word cards
e.g. *boy - boys*
play - plays
toy - toys
pray - prays
ray - rays

Term 3 - Week One (Lesson 2)



Learning Outcomes

The learner will be able to:

- ✓ use spelling rules to spell y ending words.

Topic:

Spelling Rules Regarding Plural Endings *army – armies; baby – babies*

Teaching Procedure:

1. Review

- Revise spelling rules of y ending words. Play Find My Plural Game (Activity 41) with learners play and let them write their answers in their books.

Ask the learners:

- ✓ What were the singular words?
- ✓ What were the plural words?
- ✓ How do you identify the plural form of a word?
- ✓ Give more examples of words in singular and plural

2. Grammatical Item

- Play the Find My Pair Game for plural endings (Activity 43)
- Introduce or present word cards with special -ies endings rule for y ending words and explain the rule using examples:

baby-babies

army-armies

fly-flies

duty –duties

Ask the following questions:

- ✓ What were the singular words?
- ✓ What were the plural words?
- ✓ How do you identify the plural form of a word?
- ✓ Give more examples of words in singular and plural

Rule: A consonant before **y**. Change the **y** to **i** and add **es**

- Play *Colour-Coding Game* (Activity 25) for singular and plural nouns.

Ask the following questions:

- ✓ Which words did you find easily?
- ✓ Did you find it difficult reading the word?

Learners give examples of words that follow the rule.

3. Write

- Play *Find My Plural Game* (Activity 43) with learners and let them write their answers in their books.



TEACHING LEARNING RESOURCES

- Word cards showing the following words: *baby, army, fly, duty*

Term 3 - Week Two (Lesson 3)



Learning Outcomes

The learner will be able to:

- ✓ use spelling rules to spell **ed** and **ing** ending words.

Topic:

Special Spelling Pattern – **ed** as in *play–played*

(Adding **ed** without doubling the last consonant as in *jump – jumped*
-ing as in *taking, walking, singing, looking, writing, playing, buying*)

Teaching Procedure:

1. Review

- Use Find My Pair Game (Activity 23)
- Revise previous lessons on special spelling patterns (Plural y Endings-*boy–boys*, Plural Endings *army – armies; baby – babies*)

Ask learners the following questions:

- ✓ What were the singular words?
- ✓ What were the plural words?
- ✓ How do you identify the plural form of a word?
- ✓ Give more examples of words in singular and plural

2. Grammatical Item- ed

- Introduce the **ed** spelling pattern to learners through questions.
- Explain the rule (add **ed**) to form the past tense of a regular verb. The last consonant is not doubled.

E.gs.

boy-boys
play-plays
toy-toys
day-days
tray-trays
ray –rays



- Learners give examples.
- Learners play Find My Pair Game (Activity 23).

3. Write

- Learners write four words with the special spelling pattern in their exercise books.



TEACHING LEARNING RESOURCES

- Word cards
e.g. *mark-marked*
play-played
work-worked
march-marched
walk-walked
weed-weeded

Term 3 - Week Two (Lesson 4)



Learning Outcomes

The learner will be able to:

- ✓ use spelling rules to spell **ed** and **ing** ending words.

Topic:

Special Spelling Pattern – **ing** as in *plant* – *planting*

(Adding **ing** without doubling the last consonant as in *jump* – *jumping*)

Teaching Procedure:

1. Review

- Revise the ed spelling pattern.
- Play Find My Pair Game (Activity 23)

2. Grammatical Item- ing

- Introduce the spelling pattern to learners through questions.
- Explain the rule (add **-ing**) without doubling the last consonant to form the present continuous form of the regular verb.

E.g.s.

take-taking

read-reading

keep-keeping

talk-talking

sleep-sleeping

work-working

- Put learners in groups to come up with words that follow the rule.
- Let learners identify words that follow the pattern from a group of words.



3. Write

- Underline the words that we add ing to without doubling the last consonant in the words below:
stop, pick, sit, keep, lick, drop, speak, brag, walk, step, fit, point, slip, tip



TEACHING LEARNING RESOURCES

- Word cards
e.g. *take-taking*
read-reading
keep-keeping
talk-talking
sleep-sleeping
work-working

Term 3 - Week Three (Lesson 5)



Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling pattern ai in words.
- ✓ read words (sentences) having the target spelling pattern.
- ✓ write/ give at least two sentences using words having the spelling pattern.

Topic:

Special spelling patterns **ai** as in *pain, gain*

Teaching Procedure:

1. Review

- Play *Colour Coding Game* (Activity 25) with the target sound ai with learners. Have them play an active part in the game.

Ask the Pupil after the Game:

- ✓ What are the colours we used in the game?
- ✓ Which is your favorite colour?
- ✓ Which color had the sound ai?
- ✓ Which of the colors does not have the sound ai?

2. Teach New Sound

- Write words which contain the ai sound on the board e.g. *maize, dais, tail, main, mail, raise, bail, frail*.
- Guide learners to pronounce the words with emphasis on the ai sound.
- Learners work in pairs to give two examples each of the words having the ai sound e.g. fail, jail, nail, rain, pain (in groups, pairs and individuals.)
- Write learners' examples on the board and have them pronounce the words and spell them.



3. Teach the Spelling Pattern

- Teach the spelling pattern showing the sound of the individual letter sound and its pattern in written form.
- Elicit more examples from the learners.

4. Sound Practice

- Use learners' examples for a pronunciation drill: The class, groups, and individuals repeat the words.
- Model three sentences using the following examples: *hail, maize, dais, tail, mail, main*.
- Put learners into pairs to read the sentences and identify the **ai** words.
- One reads out a sentence and the other identifies the word. Roles are then reversed.



5. Write

- Learners write three sentences each using their examples.
- Have them read their sentences with a friend.
- Dictate words for learners to write.



TEACHING LEARNING RESOURCES

- Word cards e.g. *maize, dais, tail, main, mail, raise, bail, frails*

Term 3 - Week Three (Lesson 6)



Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling patterns **ay** and **a-e** in words.
- ✓ read words (sentences) having the target spelling patterns.
- ✓ write/give at least two sentences with words having the spelling patterns.

Topic:

Spelling Patterns **ay** and **a-e**

ay as in pay, bay and **a-e** as in pane, lane, sane

Teaching Procedure:

1. Review

- Revise the sound pattern **ai** taught in the previous lesson using I Am Searching for My Friend Game (Activity 11)

Ask the learners these questions:

- ✓ Did you find your pair?
- ✓ How did you find her/him?
- ✓ Give some examples of words with **ai** spelling pattern

2. Teach New Sound

- Write words which contain the **ay** and **a-e** on the board.

E.g.

Ay	a-e
Day	ape
Clay	cake
Gray	game
Hay	race
Lay	grade
May	late



- Guide learners to pronounce the words.
- Learners give examples of words with **ay** and **a-e**, sound e.g. *stray, stay, pay, cake, game*. (In groups, pairs and individuals.)
- Write learners' examples on the board.
- Learners pronounce and spell the words.

3. Teach the Spelling Pattern

- Teach the spelling pattern showing the individual letter sound and its pattern in written form. Let learners provide more examples of words having the patterns.

4. Sound Practice

Drill words- class, groups and individual on

- Learners construct three sentences each using the following examples: *day, clay, gray, ape, cake, game* e.g. *On what day did you see the cake made of clay?*

5. Read

- In pairs, learners read the sentences and identify the ay and a-e words.

6. Write

- Working in groups, learners write three sentences with words chosen from their own examples.



TEACHING LEARNING RESOURCES

- Word cards e.g. *pay, bay, pane, lane, sane*

Term 3 - Week Four (Lesson 7)



Learning Outcomes

The learner will be able to:

- ✓ read a passage and answer questions based on it
- ✓ read words having given suffixes
- ✓ form and write words having the targeted suffixes

Topic:

Reading Comprehension

Title:

What Makes Us Sick?(Page 11)

Teaching Procedure:



1. Before Reading

- Show a picture of a hospital with sick people and have learners talk about the picture. Ask learners to tell you what they do before they eat their food. For those who wash their hands, ask them why they wash their hands.

Answer: So that they do not fall sick.

- Learners predict what the story will be about.
- Teach the pronunciation of the key words and explain the words in context one after the other. Have learners look for the words in the passage.

2. During Reading

- Write pre-reading questions on the board.
- Present comprehension cards to learners, and ask them to read the first third of the passage silently.



- Discuss the portion read with the learners and let them answer the pre-reading questions orally and address their difficulties.
- Repeat the above with the other two thirds of the passage.
- Learners take turns to read the passage aloud in a chain.
- Learners read the passage silently the second time for details.

3. During Reading

- Let learners answer questions based on the passage orally and read out the sentences which contain the answers.
- Learners also answer the questions in their books.

Questions

- (i) Mention two things germs can do to us.
- (ii) Where do germs live?
- (iii) Why must we cover our mouths when we cough?
- (iv) How can we protect ourselves from germs?



4. Read Words

- (i) Germs can make us sick and make food go bad.
- (ii) Germs live in dirty places such as drains.
- (iii) So that we will not spread germs.
- (iv) We must keep our surroundings clean.

TEACHING LEARNING RESOURCES

- Pictures of a hospital scene, a dirty environment, dirty hands



dirty hands

dirty environment

Term 3 - Week Four (Lesson 8)



Learning Outcomes

The learner will be able to:

- ✓ read words having the suffixes **tion** and **sion**.
- ✓ form and write words having the target suffixes.

Topic:

Introducing suffixes

E.g. **tion** and **sion** as in *addition, education, revision, division*

Teaching Procedure:

1. Review

- Revise learners' relevant previous knowledge on the spelling patterns **ay, a-e**.

Grammatical Item

- Play the Colour Coding Game (Activity 25) for the **-tion** and **-sion** suffixes.

Ask the Pupil after the Game:

- ✓ What are the colours we used in the game?
- ✓ Which is your favorite colour?
- ✓ Which color had the sound tion?
- Present words that have target suffixes. E.g. nation, mansion, and mission as learners listen and pronounce each word two-three times.
- Lead learners to pronounce the words.
- Play the Find My Pair Game for plural endings (Activity 23) for the suffixes.
- Working in groups, learners give examples of words having the target suffixes.



2. Write

- Let each pupil write three words having each of the target suffixes.



TEACHING LEARNING RESOURCES

- Word cards e.g. *addition, education, revision, division*

Term 3 - Week Five (Lesson 9)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling pattern **ie** in words.
- ✓ read words and sentences having the target spelling patterns.
- ✓ write/give at least two sentences using words that have the spelling patterns.

Topic:

Spelling patterns **ie** as in **tie**.

Teaching Procedure:

1. Review

- Play *Colour Coding Game* (Activity 25) with learners. Ensure that each pupil plays an active part in the game.

Ask learners the following questions:

- ✓ What are the colours we used in the game?
- ✓ Which is your favorite colour?
- ✓ Which color had the sound **ei**?
- ✓ Which of the colors does not have the sound **ei**?

2. Teach New Sound

- Write words which contain the **ie** sound on the board e.g. *pie, spies, skies, died, lie*.
- Model the pronunciation of the words for learners to repeat twice.
- Learners work in pairs to give two examples each of words having the **ie** sound e.g. *die, flies, applied, supplies, applies, cried, dried*.
- Write learners' examples on the board.

3. Teach the Spelling Pattern

- Explain the difference between the sound and spelling pattern simply.



4. Sound Practice

- Have the class, groups and individuals repeat the words a few times.
- Guide learners to construct three sentences each with words chosen from the following examples: *pie, spies, died, lie*



5. Write

- Learners write three-five sentences using their own examples of words
- Let them read their sentences with a friend.
- Learners play the Fishing Game (Activity 21).



TEACHING LEARNING RESOURCES

- Letter cards e.g. *die, flies, pie, spies, lie, supplies*



Term 3 - Week Five (Lesson 10)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns igh and y in words.
- ✓ read words and sentences having the target spelling patterns.
- ✓ write/give at least two sentences using words that have the spelling patterns.

Topic:

Spelling patterns **igh** and **y** ending as in *high, buy, try*

Teaching Procedure:

1. Review

- Play the *Colour Coding Game* (Activity 25) with learners to revise the previous lesson.

Ask the Pupil after the Game:

- ✓ What are the colours we used in the game?
- ✓ Which is your favorite colour?
- ✓ Which color had the sound ei?
- ✓ Which of the colors does not have the sound ei?

2. Teach New Sound

- Write words which contain the **igh** and **y** on the board.

E.g.

igh	y
Bright	cry
Light	dry
Right	fry
Delight	guy
Copyright	fly
Enlighten	apply



- Guide learners to pronounce the words.
- Let them give examples of words having the patterns **igh** and **y** *bright, light, right, cry, dry, fry*.
- Write learners' examples on the board.

3. Practice the Spelling Pattern

- Drill the pronunciation of more words to show the spelling patterns: *sky, dye, light, fright*.
- Learners bring out more examples.

4. Sound Practice

- Have a whole class, group and individual pronunciation practice with learners' examples.
- In pairs have learners construct three to five sentences, using words from this list: *fight, flight, high, pry, sky, spy*

5. Write

- Learners write three sentences each using their own examples.
- Learners read through their examples with their friends.



TEACHING LEARNING RESOURCES

- Word cards *bright, light, right, cry, dry, fry*.

Term 3 - Week Five (Lesson 11)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling pattern **oa** in words.
- ✓ read words and sentences with the target spelling pattern.
- ✓ write/give at least two sentences with words having the spelling pattern **oa**.

Topic:

The spelling pattern **oa** as in *load, boat*.

Teaching Procedure:

1. Review

- Play the *Colour Coding Game* (Activity 32) or *Fishing Game* (Activity 21) using the target sounds **oa** with learners. Have them play an active part in the game.

2. Teach New Sound

- Write words which contain the **oa** pattern on the board e.g. *goat, soap, float, toad, load*.
- Lead learners to pronounce the words.
- In pairs, learners give two examples each of words having the pattern e.g. *foam, soak, road, throat, coal*.
- Write learners' examples on the board.
- Learners pronounce and spell the words.

3. Practice the Spelling Pattern

- Drill the pronunciation of more words to show the spelling patterns: *load, float, coal*
- Learners bring out more examples

4. Sound Practice

- Give a pronunciation drill with learners' examples.
- Guide learners to construct 3 sentences each using words from the following list: *goat, soap, float, oat, toad*.
- In pairs, learners read the sentences and identify the **oa** words.



5. Write

- Learners write two sentences each with their own examples of words that have the spelling pattern.
- Learners read through their sentences with a friend.
- Guide them to play the *Colour Coding Game* (Activity 25)



TEACHING LEARNING RESOURCES

- Word cards e.g. *foam, soak, road, throat, coal, loathe*

Term 3 - Week Six (Lesson 12)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling pattern **oe** in words.
- ✓ read words (sentences) with the target spelling pattern.
- ✓ write at least two sentences with words having the spelling pattern **oe**.

Topic:

Special spelling pattern **oe** as in *hoe, toe, doe* and **o-e** as in *hole, bone, stone, cone, zone*

Teaching Procedure:

1. Review

- Play the *Special Spelling Pattern Game* (Activity 18) with the **oa** sound to revise the previous lesson.

2. Teach New Sound

- Introduce the new sound.
- In groups, learners write words which contain the **oe** and **o-e** on the board.

E.g.

oe	o-e
doe	bone
foe	choke
hoe	close
toe	cone
roe	globe

- Guide the learners to pronounce the words.
- Let learners give examples of words having **oe** and **o-e** individually, e.g., *tiptoe, woe, hoe, home, hope, nose*. Write learners' examples on the board.
- Learners play the *Market Buying Game* (Activity 35) with words containing the spelling pattern.

3. Practice the Spelling Pattern

- Drill pronunciation of more words to show the spelling patterns: toe, doe, hoe
- Learners bring out more examples

4. Sound Practice

- The class, groups and individuals repeat several words having the patterns
- In pairs, learners construct three sentences per pair using the following examples:
doe, foe, woe, bone, home, cone
- Learners read the sentences and identify the **oe** and **o-e** words.

5. Write

- Learners write three sentences each using their own examples.
- Let them read their examples with a friend.



TEACHING LEARNING RESOURCES

- Word cards e.g. *roe, tiptoe, woe, hoe, home, hope, nose*

Term 3 - Week Seven (Lesson 13)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling pattern **ow** in word.
- ✓ read words (sentences) having the target spelling patterns.
- ✓ write at least two sentences using words containing the spelling pattern.

Topic:

Spelling Pattern **ow** as in *sow, below, glow, slow*

Teaching Procedure:

1. Review

- Play *Colour Coding Game* (Activity 25) with learners to revise the previous lesson on **oe** and **o-e**.

2. Teach New Sound

- Write words which contain the **ow** pattern on the board. e.g. *slow, crow, blow, fellow, window*
- Learners to pronounce the words.
- Working in pairs, learners give two examples each of the words having the **ow** pattern e.g. *flow, know, tomorrow*.
- Write learners' examples on the board for learners to pronounce the words and spell them.

3. Practice the Spelling Pattern

- Drill more words to show the spelling patterns: *slow, crow, blow, window*
- Learners bring out more examples

4. Sound Practice

- Let learners repeat each of the examples of words 2-3 times: class, groups, and individually.
- Guide learners with examples to use some of the words in sentences, E.g. *flow*:
The river flows slowly





- In pairs, learners read the sentences aloud to each other and identify the ow words.

5. Write

- Learners write three sentences each with words chosen from their own examples.
- Have them read their sentences with a friend.
- Dictate words for learners to write.



TEACHING LEARNING RESOURCES

- Word cards e.g. *slow, crow, blow, fellow, window*

Term 3 - Week Seven (Lesson 14)



Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling pattern ow in words.
- ✓ read words (sentences) that have the target spelling pattern.
- ✓ write at least two sentences using, words containing the spelling pattern.
- ✓ read a story and answer questions based on it.

Topic:

Reading Comprehension

Title:

What's Your Name? (Page 5)

Teaching Procedure:



1. Before Reading

- Revise learners' relevant previous knowledge through questions.

E.g.

(i) *What is your name?*

(ii) *What is your father's name?*

- Learners mention their names and those of other relatives.

E.g. *My name is Mary. My father's name is Mr. Oke*

- Ask learners why we need to have different names.
- Write key words (region, exclaimed,) on the board and teach the meaning and pronunciation.
- Form sentences with the words to enhance comprehension.

E.g. *Yao comes from the Volta region.*

2. During Reading

- Present comprehension cards having the passage to learners.
- Write pre-reading questions on the board.



- Learners read first half of the passage silently to find answers to the pre-reading questions.
- Repeat this with the second half of the passage.
- Discuss the passage with the learners and address their difficulties.
- Learners take turns to read portions of the passage aloud.
- Learners read the passage silently the second time.

3. After Reading

- Learners answer questions based on the passage orally and read the sentences which contain the answers.
- Learners also answer the questions in their books.

Questions

- Where do Kwaku and Ama come from?*
- Where did they meet the old man?*
- What is the name of the old man?*
- What did the old man give Kwaku?*
- Why did Ama change her name?*



Answers

- They come from Fakyee.*
- They were on their way home from school.*
- Mr. Boafo.*
- He gave Kwaku a toffee.*
- So she could get a toffee.*



TEACHING LEARNING RESOURCES

- A map of Ghana



Ghana map

Term 3 - Week Eight (Lesson 15)



Learning Outcomes

The learner will be able to:

- ✓ use spelling rules to spell y words.
- ✓ read words having target spelling patterns.
- ✓ write words with target suffixes.

Topic:

Revision

Teaching Procedure:

1. Review

- Introduce the lesson with a discussion. Ask learners to tell the class what they learnt during the term.
- Learners give various answers. Teacher writes lessons learnt by learners on the board and discusses them with learners.
- Put learners into groups to play the various games:
 1. *Find My Pair Game (Activity 23) for singular and plural nouns.*
 2. *Colour Coding Game (Activity 25) to revise singular and plural nouns.*
 3. *Find My Plural Game (Activity 43)*
 4. *Fishing Game (Activity 21) for the ai and ei sounds.*
 5. *Fishing Game (Activity 21) for the special pattern igh and y endings.*
 6. *Lucky Dip (Activity 17, Activity) to revise oa and ow special spelling patterns.*
- After each game, remember to ask learners questions to help them understand the concepts. Use questions asked on each of the games.

Term 3 - Week Eight (Lesson 16)



Learning Outcomes

The learner will be able to:

- use spelling rules to spell y ending words.
- read words having target spelling patterns.
- read a passage and answer questions based on it.
- write words with target suffixes.

Topic:

Assessment

Teaching Procedure:

1. Assessment

- Introduce the process through games. E.g. Play the Fishing Game. (Activity21)
- Explain to learners the purpose of the assessment.
- Explain in simple terms what learners are expected to do
- Present assessment questions to learners.

A. Complete the table below with the correct words:

Ai	ay	tion	igh	ow	sion
pain	day	addition	light	sow	division

- Learners build the table by providing appropriate words to fill the table.
- Learners read over their work to make corrections.

2. Comprehension

Select or write a passage of appropriate level and length. Set a suitable exercise based on the text. The exercise should include:

- 4 - 6 comprehension questions.
- 2 - 3 vocabulary items. ave learner

Activity Book

(English Language)

Introduction to Sounds

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

Sound Recognition Activities

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

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

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

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

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

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

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

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

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

Word Recognition Games

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

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

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

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

NO	Name	Description	Materials
16	Pick and Read	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. c o n t e n t e d	• Letter cards

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

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

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

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

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

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

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

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

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

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

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

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

Homophones

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

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

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

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

Regular Verbs

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

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

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

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

Regular Nouns

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

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

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

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

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

Fiction Text Structure Retelling Organiser

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

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

Story Map Strategy

SETTING (PLACES)			CHARACTERS
PROBLEM			SOLUTION

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

Usage of Wow! Word Sheet

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

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

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

ADJECTIVES FOR COMPARATIVES & SUPERLATIVES

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

What is my Nationality?

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

Find out the names for nationals of the following countries:

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

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

HOW TO USE THE PREDICTION SHEETS

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

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

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

HOW TO USE KWL SHEET

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

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

Riddles

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

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

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

Here is a riddle:

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

Word endings (ers)

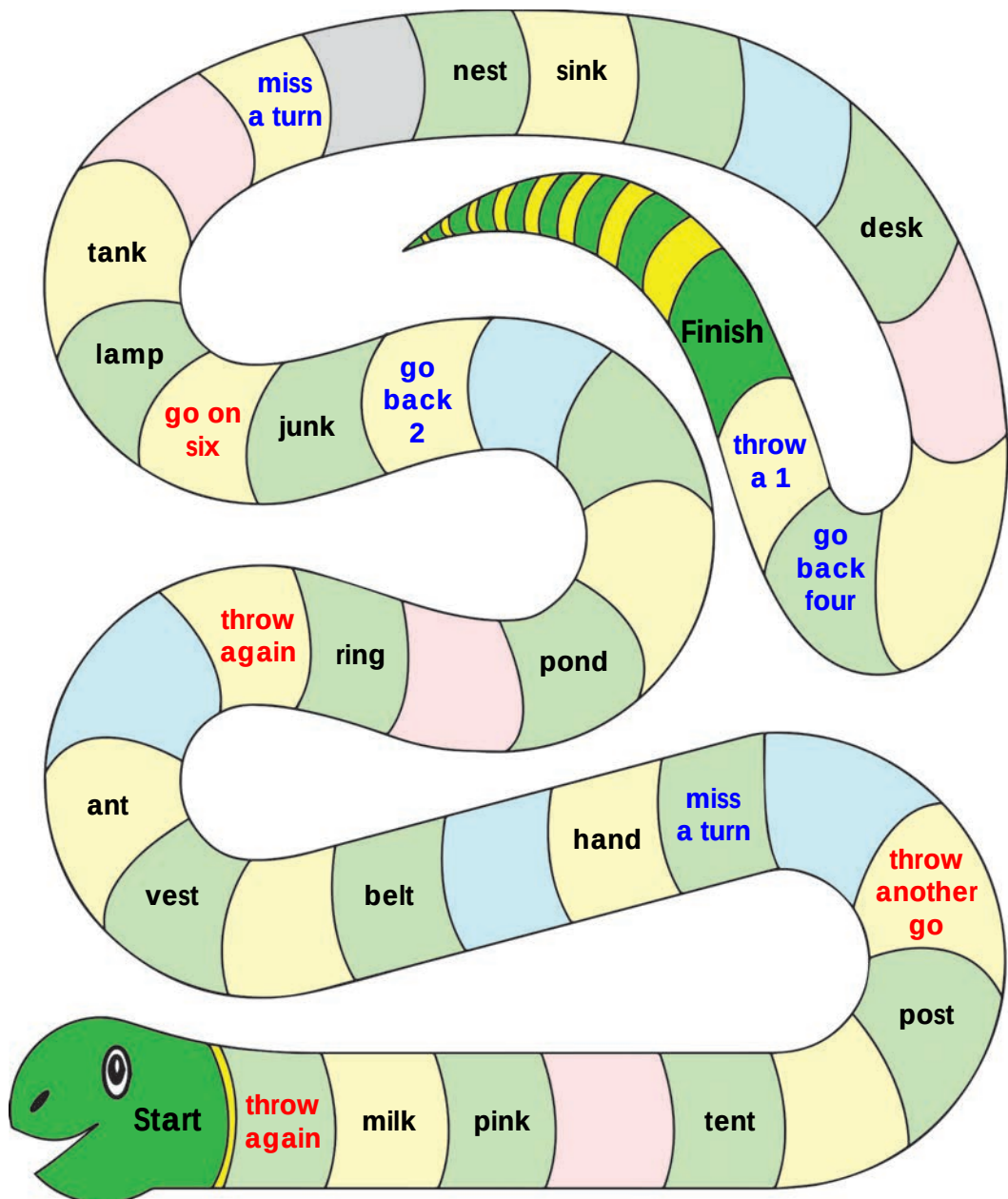
Add **‘er’** or **‘ers’** to the following words.

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

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

Beginning Blends			
bl 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					
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Long Vowel sounds-u

Word List

the Long “u” has 2 sounds- yoo and oo

u

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

u_e

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

ew

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

oo

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

ue

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

Long Vowel sounds-e

Word List

e

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

e_e

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

ea

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

ee

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

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

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

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

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

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

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

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

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

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

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

Spelling Pattern (ow)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GLOSSARY

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

DRA Directed Reading Activity.

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

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

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

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