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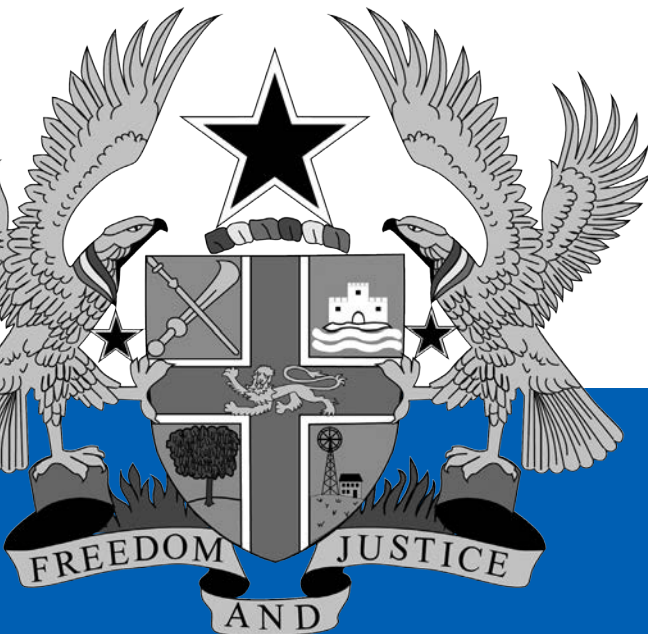


GHANA EDUCATION SERVICE

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:

- ✓ read the passage "At Home", and answer questions based on it.
- ✓ use the key words in the passage to construct sentences.
- ✓ complete given sentences using the right punctuation marks.

Topic:

At Home

Strategy:

Directed Reading Activity (DRA)

Key Words:

afraid, vehicle, learners, parents, replies, Saturday

Teaching Procedure:



1. Before Reading

- Review learners' Relevant Previous Knowledge by asking questions about their homes and families.

E.g. *Where do you live?*

- Learners open to the picture of a school girl and a boy (discussing some issues) in their readers Brail for learners with low vision / blindness.
- Learners predict what the lesson is about.
- Learners generate ideas on the work of family members at home.

E.g. *Learners help by running errands.*

Vocabulary Teaching

- Introduce the following key words one at a time: *afraid, vehicle, learners, parents, replies, Saturday*

Ask learners to read the sentences that contain the key words for you to write them on the board.

Brail for learners with low vision / blindness, Sign for learners with hearing disabilities/deafness, provide assistive devices.

- Learners find meanings of keywords as used in the passage.
- Let learners learn the correct pronunciation of the words by saying them after you.

Brail for learners with low vision / blindness, Sign for learners with hearing disabilities/deafness, provide assistive devices.

(One after the other),.

- Let learners spell the words.
- Let learners use the words to construct sentences

Note: Do not place too much emphasis on the correctness of the sentences. Encourage them to come out boldly to form the sentences.



2. During Reading

Put during reading questions on the board. E.g. *How many people live in the same house with Ama?*

- Learners read the first half of the passage silently to find answers to the questions (time them). Provide tactile materials to cater for learners with disabilities.
- Repeat the activity with the second half of the passage.
- Write comprehension questions on the board while learners move into groups.
- Ask learners to read silently again to answer the questions.

3. After Reading

Discuss the comprehension questions with the learners. Have learners read from the text to support their answers.

Note: Provide tactile materials to cater for learners with disabilities.

Answers: a) Ama b) every day c) in the market d) They help with washing, cooking and cleaning of the house. (*Refer to learners' reader page 2 for questions*).

4. Vocabulary Consolidation

- Using **Lucky Dip game**, (Activity 17), ask learners to use the new words in sentences to confirm their comprehension of words as used in the text. Provide tactile materials to cater for learners with disabilities.
- Debrief the game.



TEACHING LEARNING RESOURCES

- Word cards e.g. *afraid, vehicle, learners, parents, replies, Saturday*
- A picture from the learners' reader.

Term 1 - Week One (Lesson 2)



Learning Outcomes

The learner will be able to:

- ✓ read the passage “At Home”, and answer questions based on it.
- ✓ complete given sentences using the right punctuation marks.

Topic:

Punctuation marks: Question mark (?) and exclamation mark (!)

Teaching Procedure:

1. Review

- Learners read the passage “At Home” again. Let them look for sentences with either a question mark (?) or an exclamation mark (!). List the sentences on the board. e.g. Where do you live?
- Let learners read the sentences.
- Learners attempt to explain when and why the punctuation marks (?) and (!) are used.

E.g. The question mark is used at the end of a question.

The exclamation mark is used to indicate surprise.

- Learners complete the sentences on page 3 of their readers with a question mark or an exclamation mark.

Note: Provide tactile materials to cater for learners with disabilities.

2. Writing

- In groups, let learners pick sentence and punctuation cards and discuss which punctuation card / mark to use for each sentence.
- Write some sentences on the board.
- Learners punctuate the sentences using punctuation cards – question mark or exclamation mark.



TEACHING LEARNING RESOURCES

- Sentence cards
- Punctuation mark cards

Term 1 - Week Two (Lesson 3)



Learning Outcomes

The learner will be able to:

- ✓ read the passage "At School", and answer questions based on it .
- ✓ use the key words in the passage to construct sentences .
- ✓ end given sentences using apostrophe (') and comma (,) correctly.
- ✓ use the apostrophe or comma to punctuate given sentences.

Topic:

At School

Strategy:

Directed Reading Activity (DRA)

Key Words:

urinal, jerseys, respect, team, teachers

Teaching Procedure:



1. Before Reading

- Review learners' Relevant Previous Knowledge by asking questions about their schools.

E.g. *What is the name of your school?*

- Learners open in their readers the picture of a school building with two boys and two girls going into their classrooms.
- Learners discuss the picture, talking about school activities and predicting what the lesson is about.

Note: Provide tactile materials to cater for learners with disabilities.

Vocabulary Teaching

- Introduce the key words one at a time and follow the procedure for teaching vocabulary from lesson one.

2. During Reading

- Put pre-reading questions on the board and ask learners to read the first half of the passage silently to find answers to the questions.
- Provide tactile materials to cater for learners with disabilities.
- Briefly discuss the portions of the passage read.
- Repeat the process with the other half of the passage.
- Learners pause often during reading to connect the story to their lives. Ask the while reading questions and let learners answer orally.
- Learners read the passage silently again to answer the comprehension questions. Make room for learners with disabilities.



3. After Reading

- Discuss comprehension questions with the learners (*Have learners read from the text to support their answers*).

Answers to the comprehension questions:

- a) at Asesewa) b) they are Dede's friends c) the school team d) six teachers e) teachers

Refer to learners' reader page for questions)

Vocabulary Consolidation

- List the following words on the board: *urinal, jerseys, respect, team, teachers*
- Let learners use the words to form simple sentences.
- Have them use other words/synonyms of the words to replace the new words learnt.
- Learners play the *Letter Cards Spelling Game* (Activity 30) for learners to recognize the words.

Note: Provide tactile materials to cater for learners with disabilities.



TEACHING LEARNING RESOURCES

- Word cards, Letter cards

Term 1 - Week Three (Lesson 4)



Learning Outcomes

The learner will be able to:

- ✓ end given sentences using apostrophe (') and comma (,) correctly.
- ✓ use the apostrophe or comma to punctuate given sentences correctly.

Topic:

Punctuation - The Difference in use between Apostrophe (') and comma (,)

Teaching Procedure:

1. Review

- Review learners' Relevant Previous Knowledge by asking them to punctuate some sentences using question marks and exclamation marks. Make room for learners with disabilities.

2. Introduction

- Ask learners to look for the **apostrophe (')** and **comma (,)** in the passage.
E.g. *urinal, Korkor, Dede's etc.*
- Ask them to tell you the difference between the two punctuation marks.
- Ask them why the writer used these marks. (Don't tell them, help them to discover for themselves.) You can support them if they are not getting it right by drawing their attention to the fact that:

- a) The comma (,)
 - i) *shows a pause between parts of a sentence.*
 - ii) *shows a pause between words (elements) in a list.*
- b) The apostrophe (') shows possession.
Note: Provide tactile materials for learners with disabilities.



3. Practice

- Let learners work in pairs, to search for apostrophe marks and commas (in old newspapers, magazines, etc.). Make room for learners with disabilities.



Writing

1. Pre-Writing

Topic:

Use of punctuation marks (.), ('), (!) and (?).

- Learners think about the functions of the two punctuation marks, (') & (.). After two minutes, let them share their views with the whole class.
- Write sentences on the board and on sentence cards. In oral exercises, have learners read your sentences saying which of these punctuation marks ('), (,), (.), (!) and (?) } should be used.

Note: Make room for learners with disabilities.

2. Writing

- Write another set of sentences on the board leaving out the punctuation marks above.
- Ask learners to copy the sentences and punctuate them correctly.

Note: Provide tactile materials to cater for learners with disabilities.

3. Post Writing

- Learners proofread their work carefully making sure that the sentences have been punctuated correctly before submitting their work.
- Give feedback after marking learners' work.



TEACHING LEARNING RESOURCES

- Sentence cards.

Term 1 - Week Three (Lesson 5)



Learning Outcomes

The learner will be able to:

- ✓ read the passage "On the Farm", and answer questions based on it .
- ✓ use the key words in the passage to construct sentences.
- ✓ change given statements into questions.

Topic:

On the Farm

Strategy:

Directed Reading Activity (DRA), Know, want to learn and Learned (KWL)

Key Words:

vegetables, season, favourite, mosque, workers, porridge.

Teaching Procedure:



1. Before Reading

- Review learners' previous relevant knowledge by asking them to talk about farming.

Note: Make room for learners with disabilities.

E.g.

- i. *What do farmers do?*
- ii. *How do they do their work?*
- iii. *What is the importance of farmers?*

- Encourage learners to ask questions on what they want to know about farming in the reading passage.

Vocabulary Teaching

- Introduce the key words one at a time and follow the procedure for teaching vocabulary from lesson one.

2. During Reading

- Ask learners to do silent reading.
- Follow the procedure for teaching reading used in lesson one.



3. After Reading

- Learners answer the comprehension questions.
- Let learners say what they have learnt about farming. Ask them to fill in their KWL sheets.

Note: Provide tactile materials to cater for learners with disabilities.

Answers to the comprehension questions:

- (a) Pepper, garden eggs, groundnuts, maize.
- (b) Yusif.
- (c) Mosque
- (d) Alhaji Seidu.
- (e) Saturdays and holidays.
- (f) From the dam.

Vocabulary Consolidation

- Learners play the Pick and Spell game (Activity 24) to help learners consolidate the following words: *vegetables, season, favourite, mosque, workers, porridge.*

Note: Make room for learners with disabilities.



TEACHING LEARNING RESOURCES

- Word cards
- KWL sheet

Term 1 - Week Three (Lesson 6)



Learning Outcomes

The learner will be able to:

- ✓ change given statements into questions.
- ✓ write reasons why farming is important.

Topic:

Changing Statements into Questions

Teaching Procedure:

1. Review

- Review learners' Relevant Previous Knowledge by revising the punctuation marks taught in the previous lessons.
- Let learners underline the auxiliary/ helping verbs in the following sentences:
E.g.

- i. Kofi **is** going home.
- ii. They **are** cooking supper.
- iii. He **was** playing ludo.
- iv. Kofi **is** a boy.

- Call learners to read the sentences.

Note: Make room for learners with disabilities.

2. Introduction

- Have a learner read the first statement (Kofi is going home) again.
- Tell learners you want to change that statement into a question so they should help you change it.
- If they are struggling to do it, support them by asking them to tell you the subject. Ask them to bring the helping verb in that statement (is) in front of the subject.
- Have a pupil read the new sentence to the class.
E.g.

- i. *Is Kofi going home?*

- Tell the learners to change the end mark of the sentence to a question mark.

Note: Make room for learners with disabilities.

3. Practice

- In pairs, let learners change the remaining statements to questions.
- Encourage them to change more statements into questions including those that do not have auxiliary verbs as their main verbs.
- Invite learners to pick sentence cards from your table and change the statements on them to questions.
- Learners do the exercise on page 8 of their reader.

Note: Make room for learners with disabilities.



Writing – The Importance of Farming

1. Pre-Writing

- Learners work in pairs to talk about the usefulness of farm products to human beings.. After three minutes, let them share their views with another pair. Let the two pairs form a group.

2. Writing

- Ask the groups to appoint a secretary who will write the group's points and read to the class, e.g.
 - a. We get meat/beef from cattle.
 - b. We get milk from cows.
 - c. We get Vitamins from vegetables, etc.
 - d. We get hide from cattle. It is used in making belts, bags and shoes.

3. Post Writing

- Encourage the groups to copy and display their work in the classroom.



TEACHING LEARNING RESOURCES

- Sentence cards.

Term 1 - Week Four (Lesson 7)



Learning Outcomes

The learner will be able to:

- ✓ read the passage "A Football Match", and answer questions based on it.
- ✓ use the key words in the passage to construct sentences.
- ✓ spell the key words correctly.

Topic:

A Football Match

Strategy:

Directed Reading Activity (DRA), Think-Pair-Share

Key Words:

festival, donated, defender, shoulder, supporters, trophy, handed, received, handled.

Teaching Procedure:



1. Before Reading

- Review learners' Relevant Previous Knowledge by having them talk about their favourite games and why they like them.
- Narrow the question down to the game of football, their favourite football clubs e.g. *Hearts, Kotoko, Liberty Professionals*, etc.
- Learners open their readers to the picture of a scene from a football match (page 10) and encourage them to talk about the picture.
- Call on learners to predict what the passage is about.
- Use audio-visuals to help learners with disabilities to relate and interact better.
- Describe pictures to learners with blindness/low vision.



Vocabulary Teaching

- Write the key words on the board one after the other e.g. *festival, donated, defender, shoulder, supporters, trophy, handed, received, handled*.
- Learners pronounce the words with the help of the teacher.
- Using *Think- Pair- Share*, give learners time to think and discuss the meaning of the keywords with a friend and then have them share their views with the whole class.
- Where they are not able to get the right meaning as used in the passage, you can support them by using the word in a sentence.
- Let learners use the words to form sentences.

Note: Make room for learners with disabilities.



2. During Reading

- Write pre-reading questions on the board.
- Ask all the learners to read the passage silently in bits to find answers to the questions.
- Discuss the passage with learners.
- Learners read the passage again silently for details.

Note: Provide tactile materials to cater for learners with disabilities.



3. After Reading

- Call on learners to retell what they read in the text.
- Learners answer the comprehension questions (Call on learners individually, at random, to answer each of the questions).

Answers to the questions:

- a) The chief of Anlo b) to mark the end of the Hogbetsotso
c) The football match started d) the captain of Anloga Hawks
e) A defender of Anloga Hawks f) He has scored a goal. / They were happy.
(Refer to learners' reader page....for the questions)

Vocabulary Consolidation

- Write the key words on the board: *festival, donated, defender, shoulder, supporters, trophy, handed, received, handled*.
- Ask learners to give the meaning of the new words in their own words.
- Dictate the words for learners to write into their exercise books.
- Say each word twice and go over for learners to do their corrections.



TEACHING LEARNING RESOURCES

- Word cards: festival, donated, defender, shoulder, trophy, handed, caption
- A picture from the learners' readers.

Term 1 - Week Four (Lesson 8)



Learning Outcomes

The learner will be able to:

- ✓ read the passage “A Football Match”, and answer questions based on it.
- ✓ use the key words in the passage to fill in the gaps in given sentences.
- ✓ identify the simple past forms of the given regular verbs.

Topic:

Past Tense of Regular Verbs

Teaching Procedure:

1. Review

- Review learners’ Relevant Previous Knowledge by asking them to take turns to read aloud the passage on the ‘Football Match’.
- Using Think-Pair- Share, let learners select words that end in **d** or **ed** from the passage e.g. *played, donated, started, kicked, scored, passed, handled, received, handed*.

2. Introduction

- Ask learners why **d** and **ed** have been placed at the end of the words.
- After learners have explained, guide them, using examples, to understand why **d** and **ed** have been used.

*E. g. **d** has been used with words ending with /e/ to show past tense.*

Note: Make room for learners with disabilities.

3. Practice

- Put learners into groups to write more examples of the regular verbs, indicating their past forms.

Some verbs and their past tense:

- a. *donate – donated*
- b. *hand – handed*
- c. *kick – kicked*
- d. *score – scored*
- e. *receive – received*
- f. *push – pushed*
- g. *handle – handled*
- h. *pass – passed*

- Introduce the convention drill for learners to practice using the words. In pairs, one reads (on a sentence card) in the simple present tense and the other changes it into the past.

E.g.

- Pupil A: I cook my own food.
- Pupil B: I cooked my own food.

Writing – Filling blank spaces

- Copy these sentences on the board. Leave out a word from each sentence. Let learners fill the blank with the words listed below:

trophy, football, received, festival, ball,

- a. *Hogbetsotso is a _____ of the Anlo people.*
- b. *Asem kicked the _____ and scored a goal*
- c. *Referee Atsu handled the _____ match.*
- d. *Togbe Sri handed the _____ to Mawutor.*
- e. *Keta Tigers _____ a set of jerseys from the chief.*

Note: Use other means of assessments to make room for learners with disabilities.



TEACHING LEARNING RESOURCES

- Word cards

Term 1 - Week Five (Lesson 9)



Learning Outcomes

The learner will be able to:

- ✓ read the passage, "Animals at Home" and answer questions based on it.
- ✓ use the key words from the passage to construct sentences.

Topic:

Animals at Home

Strategy:

Know, want to learn and Learned (KWL)

Key Words:

useful, feathers, hatch, stubborn, earthworm, prayer mats

Teaching Procedure:



1. Before Reading

- Review learners' Relevant Previous Knowledge by asking them to talk about the animals they have in their homes, what they get from these animals and why they continue to keep them.
- Give learners the opportunity to discuss what they want to know about domestic animals.
- Learners discuss the picture in the Reader.

Vocabulary Teaching

- Write the key words on the board *useful, feathers, hatch, stubborn, earthworm, prayer mats* and follow the procedure for teaching vocabulary to teach the words.

2. During Reading

- Write pre - reading questions on the board.
- Let learners read the passage silently to find answers to the questions.
- Discuss the passage with learners and have them answer the questions orally.
- Ask learners to read the passage silently again for details.

3. After Reading

- Ask learners to share what they have learnt about animals with the class.
- Have them answer the comprehension questions.
- Learners fill in their KWL sheets.

Note: Provide tactile materials for learners with disabilities.

Answers:

- | | |
|--|---------------------|
| a) They give us meat, egg, money, etc. | b) Chickens |
| c) They scratch the ground | d) Leaves and grass |
| e) Individual answers | f) animal skins |



(Refer to learners' reader for the questions)

Vocabulary Consolidation

- Write these words on the board - *useful, feathers, hatch, stubborn, earthworm, prayer mats.*
- Ask learners to form oral sentences with the words.

TEACHING LEARNING RESOURCES

- Word cards
- KWL chart
- A picture of domestic animals



Term 1 - Week Five (Lesson 10)



Learning Outcomes

The learner will be able to:

- ✓ read the passage “Animals at Home”.
- ✓ use the key words from the passage to construct sentences.
- ✓ form plurals from given regular nouns.

Topic:

Plurals of regular nouns (adding ‘s’)

Teaching Procedure:

1. Revision

- Review learners’ previous knowledge by asking them to take turns to read the passage “Animals At Home” aloud.
- Copy the following nouns on the board:

animals hens goats eggs feathers ants grasshoppers earthworms	groundnuts seeds pieces belts sandals skins sticks
--	--

- Let learners pronounce them. These are regular nouns because they form their plurals just by adding **s**. E.g. animal – animals, hen – hens.
- In pairs, learners pick word cards and write plurals for the regular nouns.

Writing – The Importance of Animals At Home.

1. Pre-Writing

- Let learners take turns to read the passage “Animals at Home” aloud. Ask learners to say why the animals at home are important to us.



2. Writing

- Learners copy the sentences and fill the blanks with the words below:

animals, sandals, prayer mats, eggs, chicken, pray, meat

- Hens give us _____.
- Some _____ give us meat.
- Hens and _____ feed on insects.
- We make belts, _____ and bags from skins of animals.
- Some people _____ on the skins of animals.
- We use skins of animals as _____.



- In groups of four, let learners write a summary of the text with regards to the importance of animals at home.
- Make room for learners with disabilities.

Note: Use audio-visual materials to help learners with disabilities relate and interact better in the lesson.

3. Post-Writing

- Groups exchange their work and do peer editing.
- Ask each group to display its work for others to read.



TEACHING LEARNING RESOURCES

- Word cards

Term 1 - Week Six (Lesson 11)



Learning Outcomes

The learner will be able to:

- ✓ read the passage, "The Clever Monkey" and answer questions based on it.
- ✓ use the key words in the passage to construct sentences.
- ✓ retell the story.

Topic:

The Clever Monkey

Strategy:

Directed Reading Activity (DRA)/ Story line mapping activity

Key Words:

crocodile, herbalist, foolish, stupid, remove, medicine, heart, sore.

Teaching Procedure:



1. Before Reading

- Review learners' Relevant Previous Knowledge by asking them to talk about a picture of a monkey and a crocodile.
- Lead learners to discuss the title of the passage and predict where crocodile and monkey are going and what will happen to them.

Vocabulary Teaching

- Put the key words on the board one after the other (*crocodile, herbalist, foolish, stupid, remove, medicine, heart, sore*) and follow the procedure for teaching vocabulary in lesson one to teach the words.
- Ask the learners to form sentences with the words.

2. During Reading

- Write the pre – reading questions on the board.
- Let learners read the passage silently paragraph by paragraph and answer the questions.
- Ask learners to read silently again, pausing often, to think about what they can remember about the characters, settings, what the problem is and events leading to the solution of the problem.



Note: Make room for learners with disabilities and use other forms of assessments.

3. After Reading

- Give learners time to talk about how the problem of the story was resolved.
- Ask learners to talk about the two main characters.
- Guide learners to use the Story Map strategy (Additional Resources page 33)

Vocabulary Consolidation

- Copy the following words on the board: *crocodile, herbalist, foolish, stupid, remove, medicine, heart, sore* and have learners spell them.
- Dictate the words for learners to write. Dictate each word twice.



Answers to the comprehension questions:

- The banks of a river.
- With his bare hands.
- Rat.
- The heart of a monkey.
- To avoid being killed/various answers.
- The following day.
- Monkey.

TEACHING LEARNING RESOURCES

- Word cards
- A picture of a monkey on the back of a crocodile in a river



Term 1 - Week Six (Lesson 12)



Learning Outcomes

The learner will be able to:

- ✓ read the passage "The Clever Monkey".
- ✓ write the gist of the story, "The Clever Monkey".

Topic:

A story I have read

Teaching Procedure:

1. Review

- Learners take turns to read the passage again aloud and let them identify the words underlined in the passage which have the same sound.

2. Introduction

- Write the words on the board
e.g. *bear – bare, heel – heal.*
- Explain to learners that these words have the same pronunciation but different meaning.
- Explain the meaning of the above homophones by using them in sentences.

3. Practice

- Help learners to add more homophones to the list.
- Put learners into pairs to select the appropriate words to fill the blank spaces.
(Refer to activity book page 31 & 32 for more practice) Put the sentences on Sentences Cards for the learners to pick and complete.

- She looked very _____ after her illness.*
- The _____ was too tough to eat.*
- The _____ was half full of water.*
- The house is on the _____ road.*
- We will _____ at the junction.*
- The lion has a long _____.*

Answers

- a. *pale*
- b. *meat*
- c. *pail*
- d. *main*
- e. *meet*
- f. *mane*

Writing

A story I have read

1. Pre-Writing

Let learners read the passage: "The Clever Monkey" again.

2. Writing

- Put learners into groups to write in their exercise books, the gist of the story looking at the five aspects of the story map:
 - i. *Setting*
 - ii. *Character*
 - iii. *Problem*
 - iv. *Events to solve the problem*
 - v. *How the problem was solved*

3. Post-Writing

- Have groups paste their work for others to read.
Note: Encourage learners with disabilities to draw/ paint/ mould their stories.

TEACHING LEARNING RESOURCES

- Sentence cards

Term 1 - Week Seven (Lesson 13)



Learning Outcomes

The learner will be able to:

- ✓ read the passage "At the Beach", and answer questions based on it.
- ✓ use the key words in the passage to construct sentences.
- ✓ spell given words correctly.

Topic:

At The Beach

Strategy:

Directed Reading Activity (DRA)

Key Words:

holidays beach, delighted, scared, fishermen, fishmongers, bicycle, different.

Teaching Procedure:



1. Before Reading

- Review learners' Relevant Previous Knowledge by asking those who have seen fishermen at work at the beach before to tell the class of their experiences.
- Learners open to the picture of fishermen at work and let learners talk about it. Have them say what they like about what they see.

Vocabulary Teaching

- Write the key words *holiday, beach, delighted, scared, fisherman, bicycle, different* on the board one after the other and follow the procedure for teaching vocabulary (Lesson 1).

2. During Reading

- Put the pre-reading questions on the board.
- Let learners read the first half of the passage silently.

- Discuss this portion of the story and let them answer the pre-reading questions.
- Call learners randomly to answer the questions.
- Repeat steps 1-3 above with the rest of the story.
- Remind them to pause often and think about the story they are reading as they answer the pre-reading questions.

Note: Make room for learners with disabilities.

3. After Reading

- Let learners answer the comprehension questions.

Vocabulary Consolidation - Spelling and Dictation,

- Write the following words on the board: *holidays, beach, delighted, scared, fishermen, fishmongers, bicycle, different.*
- Lead learners to pronounce them.
- Let learners spell the words (whole class, rows, individuals)
- Dictate the words for the learners to write. Pronounce each word twice.
- Go over for learners to make the necessary corrections.

Answers to the comprehension questions:

- (a) Bolgatanga.
- (b) During the holidays.
- (c) Lamisi.
- (d) By throwing into the sea and pulling it to the shore.
- (e) Playing.
- (f) To prevent them from getting rotten.
- (g) Various answers.



TEACHING LEARNING RESOURCES

- Word cards
- A picture of fishermen pulling their nets and women with big basins at the beach

Term 1 - Week Seven (Lesson 14)



Learning Outcomes

The learner will be able to:

- ✓ read the passage, "At the Beach", and answer questions based on it.
- ✓ identify given homophones and use them correctly in sentences.
- ✓ complete given sentences with the right words.

Topic:

Homophones II

Teaching Procedure:

1. Review

- Review learners' Relevant Previous Knowledge by asking them to form sentences with: *meet and meat; mane and main*

2. Introduction

- Learners take turns to read the passage, "At the Beach".
- Let learners call out the words underlined in the passage.

deer - dear

sale - sail

road - rode

- Revise meaning of homophones – these are words with same pronunciation (sound) but different spelling.
- Use the new pairs of homophones in sentences to bring out their individual meanings.

3. Practice

- In pairs, have learners construct sentences with each pair of homophones.
- Copy the following sentences on the board. Leave gaps for learners to fill with the correct homophones, chosen from the list above.

a. The _____ was muddy after the rain.

b. The fishermen offered some fish for _____.

- c. The hunter killed a _____.
- d. The two boys had left _____ books at home.
- e. The girl _____ the bicycle to school.
- f. One _____ of the ship was destroyed by strong winds.

Answers

a. road b. sale c. deer d. their e. rode f. sail



Writing – A visit to the beach (sentence completion)

- Let learners read the passage, "At the Beach" again and retell the experience of Lamise and Tengabo.
- Ask learners to complete the following sentences with words below:

carried there visited foodstuffs staying market
region following basins pulling smoked bought

Lamise and Tengebo are siblings. One day, Lamise and Tengabo ____1____ their friends. Their friends were ____2____ at Axim. Axim is in the Western ____3____. The ____4____ day, their friends took them to the beach. The fishermen were ____5____ in their nets. The fishmongers were with their ____6____. They ____7____ some of the fish from the fishermen. The fishmongers ____8____ the fish home. They ____9____ and fried some of the fish. Agona Nkwanta had a big ____10____. The women sent the fish ____11____ to sell. They came back with a lot of ____12____.

Answers

1. visited 2. staying 3. region 4. following 5. pulling 6. basins 7. bought
8. carried 9. smoked 10. market 11. there 12. foodstuffs.

Term 1 - Week Eight (Lesson 15)

Areas of Assessment

1. Reading Comprehension

Vocabulary

- Use Spelling Bee to revise all the vocabulary work done in the term.

Assessment Plan

- Learners read and answer questions on the comprehension passage.
- Test learners' level of fluency by asking individuals to read paragraphs aloud
- Use spelling and dictation to test learners' knowledge of the vocabulary work done in the term.
- Learners construct sentences with few of the key words met in the term to test their understanding of the words.

Note: Make room for learners with disabilities.

Term 1 - Week Eight (Lesson 16)

Areas of Assessment

1. Grammar

Vocabulary

- Use Spelling Bee to revise all the vocabulary work done in the term.

Assessment Plan

- Learners read and answer questions on the comprehension passage.
- Test learners' level of fluency by asking individuals to read paragraphs aloud
- Use spelling and dictation to test learners' knowledge of the vocabulary work done in the term.
- Learners construct sentences with few of the key words met in the term to test their understanding of the words.

Note: Make room for learners with disabilities.



Term 2

(Lessons 1~16)



Term 2 - Week One (Lesson 1)



Learning Outcomes

The learner will be able to:

- ✓ read the passage "Travelling on the Amazon River", and answer questions based on it.
- ✓ use the key words in the passage to construct sentences.
- ✓ identify words that end with the suffixes **tion**.
- ✓ use the comparative and the superlative forms of given adjectives correctly.

Topic:

Travelling on the Amazon River

Strategy:

Think-Pair- Share, Directed Reading Activity (DRA)

Key Words:

jungles, paddle, floating, tips, dim, shelter, sense danger, etc

Teaching Procedure:

1. Before Reading

- Learners share their experiences on travelling by water with the rest of the class.
- Put up a picture of a young man and his dog travelling on a river in a boat.
- Learners tell what they can observe / perceive in the picture and discuss the title of the passage briefly with learners.
- Based on the above, ask learners to predict what the passage is about.
- Describe picture to learners with blindness / low vision.

Vocabulary Teaching

Introduce and teach the key words *jungles, paddle, floating, tips, dim, shelter, sense danger non-italics* and have learners pronounce them correctly. If they struggle to pronounce a word, model it and let them repeat it after you.

- Learners read out or write sentences in which the words are found.



- Using Think-Pair-Share strategy, have learners think of the meaning of the words as used in the text.
- Learners think of other words they can use in place of the words.
- Ask learners to form sentences with the words.

Note: Make room for learners with disabilities where necessary.

2. During Reading

- Put pre - reading questions on the board
- Ask learners to read the passage silently, paragraph by paragraph looking out for the answers to the pre - reading questions.
- Learners answer questions orally on each paragraph.
- Learners indicate where they got their answers from in the passage.
- Discuss the passage with learners.
- Ask learners to read the passage silently again for details.

3. After Reading

- Ask learners to answer the comprehension questions
- Modify the comprehension questions as needed.

Answers to the questions:

- When the wind is making waves*
- they become silent*
- to avoid being attacked by anaconda*
- they take shelter under the leaves*
- variety of answers, none should be rejected*
- Amazon river*

Vocabulary Consolidation - suffixes: **tion**

- Write **tion** on the board and ask learners look for a word ending with **tion** in paragraph two of the passage. (They are expected to identify *direction* as the word ending with **tion**. When they find it, write it on the board.
- Ask learners to observe the word and tell you which word could be formed with the first six letters of the word. *direct*
- Tell learners that we can add **tion** to certain words to make new words.

E.g.

create – creation

situate – situation

observe – observation

operate – operation

- Explain to learners that word ending such as **-tion** is called suffix.
- Draw learners' attention to the "e" at the end of the words. It is dropped before adding the suffixes '**-tion**' or '**-action**' to them.
- Ask them to make new words by adding **-tion**, **-action** to:

relate

educate

imagine

Make room for learners with disabilities where necessary.



TEACHING LEARNING RESOURCES

- A picture of a young man and his dog travelling on a river in a boat
- Word cards

Term 2 - Week Two (Lesson 2)



Learning Outcomes

The learner will be able to:

- ✓ read the passage, "Travelling on the Amazon River".
- ✓ use the comparative and the superlative forms of given adjectives correctly.

Topic:

Comparative and Superlative Forms of Single Adjectives - I

Teaching Procedure:

1. Review

- Learners look at the picture on the first page of their reader. Let them describe the man and his dog.
- Bring sets of sticks to the classroom. Compare their length by saying:
- *"This stick is long but that one is longer than the one in my left hand."*
- Let learners compare the lengths of other objects,
e.g. *My pencil is long but that of Ama is longer than mine*

Introduction of the Comparison Forms

- Explain to learners that we form comparative forms for this type of adjectives by adding **er** - to the adjective form.
- Let the class compare the lengths of objects in the class.
E.g. This table is long but that one is longer.

2. Introduce the Superlative Forms

- Raise three objects and say for instance, this rule is shorter than the stick but the pen is shorter than the rule so the pen is the shortest of the three.
- Tell the class that for three or more people or things, we use the superlative form of the adjective to talk about them. We form the superlative form by adding **est** to the adjective (positive form) of regular adjectives.

3. Practice

- Call learners to write the comparative and superlative forms of some adjectives on the board,
e.g. highhigher.....highest
- Introduce the comparative and the superlative forms of adjectives that end with “e”. Write the word *nice* on the board and ask learners to help you form the comparative and the superlative forms: nice- nicer – nicest
- Let learners observe that only “r” is added for the comparative form and “st” for the superlative forms of *nice*.
- Ask learners to turn to page 5 of their readers and write the comparative and the superlative forms for the adjectives there.

Note: Make room for and encourage learners with disabilities to manipulate and relate with lessons where applicable.

Answers

- slower/slowest*
- nicer/nicest*
- higher/highest*
- hotter/hottest*

- Let learners play a Comparison Game How Far Can You Go? (Activity 39).

NB: Take cognisance of learners with disabilities while playing the game.

4. Writing

- A. Let learners rewrite the adjectives in the following sentences in the comparative form.

- The Amazon river looks **calm** today.*
- The river is **deep** in the middle.*
- Kwaku's method of crossing the river is **simple**.*
- The **big** snakes are found in the river Amazon.*

- B. Learners rewrite the above sentences in the superlative form, introducing ‘the’ where necessary.



TEACHING LEARNING RESOURCES

- Sticks and objects in the classroom



Term 2 - Week Two (Lesson 3)



Learning Outcomes

The learner will be able to:

- ✓ read the passage “Cinderella”, and answer questions based on it.
- ✓ use the keywords in the passage to construct sentences.

Topic:

Cinderella

Strategy:

Directed Reading Activity (DRA)

Key Words:

stepmother, ball, godmother, fairy, gown, pretty, mice

Teaching Procedure:



1. Before Reading

- Introduce a discussion on the existence or otherwise of fairies in our world today.
E.g. Do you believe there are still fairies in the world?
Question: What is the name of the largest snake in the world?
Answer: anaconda
- Using questions, lead learners to discuss the picture of Cinderella dancing with the Prince and the title of the story.
- Learners predict what the story is about.

Vocabulary Teaching

- Write the key words, *stepmother, ball, godmother, fairy, gown, pretty, mice* on the board and follow the procedure for teaching vocabulary in lesson 1 to teach the meaning of the key words.

2. During Reading

- Write pre-reading questions on the board.
- Learners read the passage silently, paragraph by paragraph, looking for answers to the pre-reading questions.
- Encourage learners to indicate where the answers can be located in the passage.

3. After Reading

- Ask learners to answer the comprehension questions.

Answers

- i. *In the kitchen*
- ii. *It became a golden car.*
- iii. *The prince married her.*
- iv. *After Cinderella had arrived*
- v. *Gown*
- vi. *A magic wand*

(Refer to learners reader pag 9 for the questions)

Vocabulary - Matching words with meanings

- Learners read the passage again.
- Ask them to locate the following words in the passage taking note of how they are used in the passage:

Pretty, mice, stepmother, ball, godmother

- Write the meaning of the words on the board.
- Put learners into groups of three and let them match each word to the appropriate meaning. Go round to support them in this activity.
- Play the *Vocabulary Power Game* (Activity 36) to make learners match the words to their appropriate meanings.
- Guide learners to discuss how they found the game, and what they have learnt from it.
- Let learners fill in their *Wow! Word Sheets* with any two of the words that they want to add to their vocabulary stock (refer to Additional Resources page 34).

Note: Make room for learners with disabilities.



TEACHING LEARNING RESOURCES

- Word cards: Stepmother, ball, godmother, fairy, gown, pretty, nice
- Picture of Cinderella dancing with the prince
- Wow! Word sheets
- Meaning cards



Cinderella dancing with the prince

Term 2 - Week Two (Lesson 4)



Learning Outcomes

The learner will be able to:

- ✓ read the passage "Cinderella".
- ✓ find the superlative form of given adjectives.

Topic:

Comparative and Superlative Forms of Adjectives - II

Teaching Procedure:

1. Review

- Review learners' Relevant Previous Knowledge by inviting them to the board to fill in the following chart:

Adjective	Comparative	Superlative
nice		
large		
long		
tall		
quick		
great		
small		

2. Introduction

- Introduce comparative and superlative forms of two syllable adjectives that end with *y*. Form sentences with *happy* and *happiest*.
- Write *happy* on the board and ask learners to write its comparative form in their jotters. Go round to ensure everybody writes it.
- Explain to them that for 2- syllable adjectives that end with **y**, we replace the **y** with an **i** before adding **-er** (for comparative form) and **-est** (for superlative).

3. Practice

- Learners write the comparative and superlative forms for the following adjectives and use them in sentences:
busy
hungry
ugly
- Introduce the comparative and superlative forms of other adjectives that do not end with **y**.
- Write *handsome* on the board and ask learners to write its comparative and superlative forms in their jotters.
- Explain to them that such adjectives form their comparative by placing *more* before the adjective. And they form the superlative by placing *most* before the adjective.

E.g. *handsome*- *more handsome* – *most handsome*.

- Let learners practice finding the comparatives and superlative forms for this group of adjectives.
- Introduce the comparative and superlative forms of irregular adjectives. Write *bad* on the board and ask learners to write its comparative and superlative forms in their jotters for you to see.

Explain that some adjectives do not form their comparative and superlative in the normal way (adding **-er**, **-est** or 'more' and 'most').

They rather change their forms completely.

E.g. *bad*- *worse*- *worst*

Help them to list the irregular adjectives:

<i>good</i>	<i>better</i>	<i>best</i>
<i>bad</i>	<i>worse</i>	<i>worst</i>
<i>little</i>	<i>less</i>	<i>least</i>
<i>much</i>	<i>more</i>	<i>most</i>

- Learners form sentences with the comparative and superlative forms of some of irregular adjectives.

Note: Make room for learners with disabilities where applicable.

4. Writing

Topic: Cinderella's stepmother was right in trying to stop her from trying the glassy slipper on. Debate

- Prepare learners beforehand by asking them to tell you what they would have done if they were Cinderella's stepmother. Encourage every learner to say something about the issue.



- Now write the main topic on the board. Put the class into two groups to hold an informal debate on the topic.
- Invite group leaders to the 'Debate Table' to toss to determine who **speaks for or against the motion**.
- Let each group choose three representatives. Both groups have five minutes to prepare. Apart from the three representatives, the other group members should participate in the debate by writing down their views and passing them on to the group leaders who should compile them down for presentation during the 'extra points' time.
- Give each of the three reps one minute to make his or her points but it should be alternated in the order of: **'One- for- One -against'**.
- After this, give group leaders one minute each to present the group's extra points.
- Since it is an informal debate, no winner should be declared but you must take note of good arguments and praise learners for it. Also thank the class for good organization and presentations.

TEACHING LEARNING RESOURCES

- Sheets of paper for making points and for comments



Term 2 - Week Three (Lesson 5)



Learning Outcomes

The learner will be able to:

- ✓ recite and clap the rhythm of the poem "The Weather".
- ✓ identify the words that rhyme in the poem.
- ✓ use words that describe the weather in their own sentences.

Topic:

The Weather

Key Words:

fret, scold, storm.

Teaching Procedure:



1. Before Reading

- Review learners' Relevant Previous Knowledge by discussing the day's weather with them using questions.
- Put up a picture of a cloudy weather and use questions to let learners discuss what they can see.
- Learners predict what the day's lesson is going to be about.

Vocabulary Teaching

- Teach the above key words following the procedure for teaching vocabulary in the previous lessons.
- Learners read the passage again.
- Ask them to locate the following words in the passage taking note of how they are used in the passage:
fret, scold, storm
- Write the meaning of the words on the board.
- Put learners into groups of three and let them match each word to the appropriate meaning. Go round to support them in this activity.

- Play the Vocabulary Power Game (Activity 36) to make learners match the words to their appropriate meanings.
- Guide learners to discuss their experiences playing the game and whether they would like to play the game again and why.

Note: Support learners with disabilities with appropriate materials where applicable.

2. During Reading

- Write the poem on the board.
- Learners read the poem after you until the whole poem is learnt.
- Learners recite the poem and tap the rhythm with the teacher.
- Learners recite the poem and tap the rhythm all alone.
- Write *fret* on the board. Have learners pronounce it. Ask learners to recite the poem looking for a word whose ending sounds the same as that of *fret* – *wet*.
- Learners look for the other rhyming words in the poem i.e. *cold* – *sold*; *warm* – *storm*; *together* – *weather*



3. After Reading

- Ask learners questions on the poem (refer to learners' reader page 13 for the questions)

Answers

- sold*
- fret*

- Learners revisit their predictions to see who predicted rightly.

Vocabulary Consolidation

- Write the following words on the board, and let learners say them.

foggy

rainy

showery

windy

thundery

stormy

sunny

- Use pictures to teach the meaning of the words and explain that the words are used for describing weather.

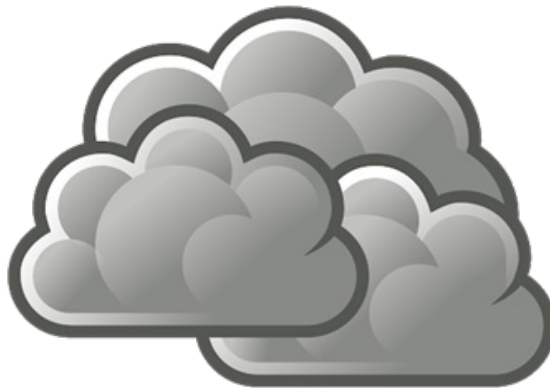
- Learners use the words to complete the following sentences in their books.

1. When the wind is blowing hard, the weather is _____. (windy)
2. When the sun is shining, we say it is _____. (sunny)
3. When there is a fog, we have a _____ weather. (foggy)
4. When the rain pours it is a _____ day. (rainy)
5. When there is a storm the weather is _____ (stormy)
6. When there is thunder, we say it is _____. (thundery)
7. The weather is _____ when it is showering. (showery)



TEACHING LEARNING RESOURCES

- Picture of a cloudy weather
- Word cards
- Picture cards for various weather conditions



clouds

Term 2 - Week Three (Lesson 6)



Learning Outcomes

The learner will be able to:

- ✓ recite, nod, mime, tap or clap the poem "The Weather".
- ✓ form new adjectives from given words.
- ✓ write a poem parallel to "The Weather".

Topic:

Forming New Adjectives

Teaching Procedure:

1. Review

- Review learners' Relevant Previous Knowledge by asking them to describe an object using an adjective.
- In pairs, let learners use adjectives to describe their counterparts. Before they start, tell them not to use words that will be offensive (If the group is large, invite some learners to the front and ask the class to describe them)
- Write some of their descriptions on the board.
E.g. *short boy, beautiful girl*, etc.
- Ask learners to tell the words that help them to describe their friends. Underline the words.
- Ask learners to tell how we call words that describe people and things. If they are unable to say it, tell them they are **Adjectives**.

2. Introduction

- Write up the poem "The Weather" on the board again and have learners read the first line.
- Ask them to show you the word which describes the weather in that line: *When the weather is wet*. The word is *wet*, because it tells us the kind of weather we are talking about.



- Take them through the following activity, to realize that adjectives can be formed by adding **-y** to certain words.

E.g.

- When a hand is covered with dirt we say, a dirty hand*
- When food has a lot of salt we say, salty food*
- When a chest is covered with hair we say, hairy chest*

3. Practice

- Now tell them to help you get the right word for each of the following descriptions.
- Follow up with more descriptions and let them suggest the right adjectives.

Teacher: *A girl who has lots of luck is a.....girl*

Learners: *a lucky girl*

- Continue till you have covered all the descriptions below:

- A day of strong winds* *a.....day (windy)*
- A table covered with dust* *a.....table (dusty)*
- A beach covered with sand* *a.....beach (sandy)*
- A sky with many clouds* *a.....sky (cloudy)*

- If they get it wrong, give them a clue by laying emphasis on the word to be changed into an adjective.

4. Writing - Writing a Parallel Poem

Pre-writing

- Put the poem *weather* on the board and let learners recite it.
- Learners recite the first line
- Recite that line again changing *wet* to *hot*.

E.g.

When the weather is hot

- Ask them to choose the word you should change in the second line. They must provide a new word for the replacement. Continue this way till changes are made to each line of the whole poem.
- Let the whole class recite the new poem. Tell them: *"You have just written a parallel poem to The Weather"*.



Writing

- Put learners in groups of three and let each group write their own parallel poem to *The Weather* within five minutes.

Post-Writing

- Ask each group to appoint a secretary to read their poem to the class. Allow the class to discuss each poem stating what they enjoy about it and what could be done better.
- Ask the group to make the necessary corrections to their poems, after which they should copy them neatly on manila cards or the back of old calendars and paste in the classroom.

TEACHING LEARNING RESOURCES

- The poem 'The Weather' on a manila card
- Manila cards for learners' use



Term 2 - Week Four (Lesson 7)



Learning Outcomes

The learner will be able to:

- ✓ retell, paint, draw, mould the story “Why Frogs Live in Ponds”, and answer questions on it.
- ✓ construct sentences with the key words in the story.

Topic:

Why Frogs Live in Ponds

Strategy:

Story mapping, Directed Reading Activity (DRA)

Key Words:

pond, selfish, trap, miserable, withered, coward, whispering, plunge

Teaching Procedure:



1. Before Reading

- Put learners into convenient groups and have them share ideas about frogs and lizards. E.g. *frogs live in water and on land*.
- Put up the picture (refer to learners’ reader page 15) and lead learners to discuss their observations through questions.
- Learners predict what the story is about.

Vocabulary Teaching

- Follow the procedure for teaching vocabulary in the previous lessons to teach the words.

2. During Reading

- Write story map questions on the board and discuss them with learners.
- Let learners read the passage silently to gather information for the story mapping questions.

- Ask learners to read the story paragraph by paragraph pausing often, to think about what they can remember about the characters, settings, what the problem is and events leading to the solution of the problem.

3. After Reading

- Give learners time to talk about how the problem of the story was resolved.
- Ask learners to say what they think about the three main characters.
- Pick a pupil from each group to retell the story based on the group's story map. (Activity Book Page 33).

Note: Make room for learners with disabilities where applicable

- Learners answer the comprehension questions.

Answers to the comprehension questions:

- From the pond.
- Frog would keep watch for him.
- He began to sing.
- He slipped away quietly away leaving frog in the farm.
- Their voices are so hoarse.



Vocabulary Consolidation

Finding words to match meanings.

- Write the key words on the board. Put learners into groups of 4 or less.
- Let them locate the key words in the passage and read the sentences in which they are found.
- Write the following meanings on the board and direct learners to paragraphs in which they can find words that have these meanings:
 - A pool of water – pond*
 - Speaking as quietly as possible – whispering*
 - Someone who is not brave – coward*
 - Thinking only of oneself – selfish*
 - Very unhappy – miserable*
 - Dive into water head first – plunge*
- Learners play the Vocabulary Power Game (Activity 36) to enable them remember the words and their meanings.

After the game ask the following questions:

- ✓ Which game did we play?
- ✓ Was it easy playing the game?
- ✓ Which words were used in the game?

- Let each pupil record one or two of the words that they like most on his/her Wow! Word Chart (Activity Book Page 34)
- Lead learners to construct expressions similar to '*They walked and walked*'.
- First explain to them that the expression means they walked for a long time.
- Then invite individual learners to the 'Verb Table' to pick verb cards that they could use to form their expressions. For instance, if a pupil picks a card with the inscription, 'dance, s/he can say, "Cinderella danced and danced at the party."



TEACHING LEARNING RESOURCES

- The picture in learners' reader
- "Wow! Word" sheet
- Verb cards
- Word cards
- Story Mapping

Term 2 - Week Four (Lesson 8)



Learning Outcomes

The learner will be able to:

- ✓ form adjectives with given words.
- ✓ raise at least three questions for developing points on a topic.

Topic:

Making New Adjectives (Continuation)

Teaching Procedure:

1. Review

- Revise the previous week's lesson on Making New Adjectives.
- Repeat the descriptions you gave and let learners suggest the right adjectives.
E.g.

Teacher: *A path that is full of stones is apath*

Learner: *stony*

2. Introduction

- Begin the lesson by asking learners to use the right adjectives to complete the sentences below:
 - i. *A face that has lots of spots is a face. (spotty)*
 - ii. *Hair that has curls is a hair. (curly)*
 - iii. *A mountain with many rocks a mountain.(rocky)*
 - iv. *A lane full of mud is a..... lane. (muddy)*
 - v. *A day of strong wind is aday. (windy)*
- Write the answers on the board and have learners read them as a complete sentence.
E.g.

<i>A day of strong wind</i>	<i>a windy day</i>
-----------------------------	--------------------

3. Practice

- Call learners to identify the adjectives in each of their responses. Allow them to come to the board to underline the adjectives.

E.g.

- i. a **windy** day
- ii. **curly** hair
- iii. a **sandy** beach
- iv. a **cloudy** sky

- Identify other words from the adjectives above.

E.g.

- v. A **sandy** beach – sand

- Lead them to compare the underlined words with the other words (by matching letter to letter) to help them realize that the only difference between the two words, is the **-y** in the first one.
- Explain to them that we can make some words adjectives by adding **-y** to them at the end position.

E.g.

rust-----rusty
greed-----greedy
storm-----stormy

(Refer to Activity Book page 34-35 to give them more words for practice).

- Explain further that 'consonant- vowel-consonant' (cvc) words need to double their last letter before adding the **-y**

E.g.

sun-----sunny
mud-----muddy

Also make them aware that words that end with **e**, have to drop it before adding **y**

E.g.

noise -----noisy
shade -----shady

- Give them more words for practice.



4. Writing

Topic: Pretend to be the frog in the old woman's box. Write a story entitled: *When I was in the Old Woman's Box.*

Pre-writing

- Guide learners to use questions and answers to develop this story.
- Introduce the lesson by writing an interesting topic on the board.
E.g. *The Day My Father Nearly Killed Me.*
- Pose the questions: "If somebody tells you this, what questions will you ask him or her?" Encourage them to ask as many questions as possible.
- As they ask the questions, answer them. Write the questions on one side of the board while the answers take the other side.

E.g.

- What did you do? I broke a plate.*
- When did that happen? That was 20th December, 2014.*
- How old were you then? I was ten years old.*
- Where did it happen? In our house.*

- Now write the topic on the board. Put learners into groups of three.
- Let each group write down as many questions as possible.
- Let each group appoint a secretary to read their questions to the class.
- Write the questions on the board striking out those that are repeated.
- Encourage learners to go beyond the "yes" or "no" questions. Let learners copy the questions into their note books.

Writing

- Tell the groups to find time and answer the questions before the next writing lesson.

Post-Writing

- Create time for the groups to present their work to the class.

TEACHING LEARNING RESOURCES

- Learners' readers



Term 2 - Week Five (Lesson 9)



Learning Outcomes

The learner will be able to:

- ✓ use the keywords from a passage read to construct sentences.
- ✓ read the passage, *"How Asamani captured the Christiansborg Castle"*, and answer questions based on it.

Topic:

How Asamani Captured Christiansborg Castle

Strategy:

Directed Reading Activity (DRA)

Key Words:

ivory, exchange, interpreter, fit, capture, companions, pirates, descendants, run for his life

Teaching Procedure:



1. Before Reading

- Ask learners to mention some names of people who sell things in their community and what they sell.
- Ask learners whether they have seen or heard a white person selling something in Ghana before.
- Using questions, lead learners to discuss the picture of a castle and the title of the passage.
- Based on the above, have learners predict with reasons, what the content of the passage is likely to be.

Vocabulary Teaching

- Write the above key words on the board one after the other and follow the procedure for teaching vocabulary in the previous lessons.

2. Before Reading

- Write before reading, questions for each paragraph on the board.
- Ask learners to read the passage paragraph by paragraph to look for answers to the questions.
- Discuss each paragraph after it has been read and ask them to answer the pre-reading questions orally.
- Learners read the passage silently for the second time.
- Provide appropriate materials for learners with disabilities where applicable

3. After Reading

- Ask learners to write, draw, paint, model, sign, demonstrate in groups.

Answers to the comprehension questions.

Answers

- for trading*
- cloth, guns, and gunpowder*
- His ship was captured by the English pirates/ He was killed by the English pirates*
- they hid the bullets in their clothes*
- He became a chief of the Akwamus while the Governor died.*
- It was a custom to give gun powder to customers who buy guns for trial purposes.*
- personal reponses.*

(Refer to learners' reader page 22 for the questions):

Vocabulary Consolidation

Finding words to match meanings.

- Write the key words on the board. Put learners into groups of three. Let them locate the key words in the passage and read the sentences in which they are found.
- Write the following meanings on the board and direct learners to paragraphs in which they can find words that have these meanings:
 - The valuable part of elephant tusks (**ivory**)*
 - Healthy and strong (**fit**)*
 - Sea robbers (**pirates**)*
 - Children, grandchildren and great grandchildren (**descendants**)*

- Guide learners to play Vocabulary Power Game to enable learners remember the words and their meanings. (Activity No. 36).
- Let each learners record one or two of the words that s/he likes most on his/her 'Wow! Word Chart' (Refer to the Activity Book page 33).



TEACHING LEARNING RESOURCES

- A picture of a castle,
- "Wow! Word" sheets



castle

Term 2 - Week Five (Lesson 10)



Learning Outcomes

The learner will be able to:

- ✓ identify the subjects and predicates in given sentences.
- ✓ complete a given table on countries and their people.

Topic:

Subject and Predicate

Teaching Procedure:

1. Review

- Ask learners to mention the characters in the passage, *“How Asamani Captured the Christiansburg Castle”*, and say what each of them did.

2. Introduction

- Learners listen to series of sentences.
- Write the sentences on the board.

E.g.

- i. *Aba plays ludo.*
- ii. *My brother fetches water.*
- iii. *Kojo cooks our breakfast.*
- iv. *Daddy gives us money.*
- v. *Mummy washes our clothes.*
- vi. *Asamanai captures the Christiansburg Castle.*

- Learners repeat the sentences.
- Lead the learners to observe that in each sentence, there is an action and the doer or performer of the action. E.g. Asamana captures the Christian Castle. Asamanin is the doer of the action (the subject). The predicate is **captures the Christiansburg** Castle (what Asamani does).

3. Practice

- Elicit learners' own examples of sentences and have them state the subject and the predicate of their examples.
- Lead the class to analyze the sentences on a T-chart into subjects and predicates. E.g.

Subject	Predicate
Aba	plays ludo
Mummy	washes our clothes

- Engage learners in a pair drill for further practice:
One gives the sentence and the other states the subject and the predicate.
They then reverse their roles.

4. Writing

Topic: Countries and their People

This exercise is meant to make learners aware of how people from different places are called.

- Make this learning fun by writing the countries on cards.
- Pick the card for Ghana, flash it in front of learners and say, "I come from Ghana, I am a..... Ghanaian".
- Pick another country's card and repeat the process, this time pause for learners to say what people from that country are called.

E.g.

Question: I come from Togo, I am a....

Answer: Togolese.

- Continue till all the countries on the cards are catered for. Any time the correct name for the people of a country is mentioned, let a pupil write it against the country.

(Refer to Activity Book page 36, Additional resources page... for countries and their nationalities.)



TEACHING LEARNING RESOURCES

- Country cards e.g. Ghana, Togo, Mali, Nigeria, Côte d'Ivoire
- A map of West Africa

Term 2 - Week Six (Lesson 11)



Learning Outcomes

The learner will be able to:

- ✓ read the passage 'The Mango Tree'
- ✓ identify adverbs of time in the passage and use them in sentences.
- ✓ describe what they do in the morning before coming to school.

Topic:

The Mango Tree

Strategy:

Directed Reading Activity (DRA)

Key Words:

manure, mulch, ignore, fed up, situation, lolls, miss, complain, deaf ears, responsible, marriageable, object

Teaching Procedure:



1. Before Reading

Learners talk about the mango tree in groups answering questions

E.g.

Do you have mango trees where you live?

What can we get from the mango tree?

Learners answer the questions.

- Put up the picture of a woman and a man involved in a conversation and have them predict what the conversation might be about.
- Learners predict what the lesson is about.

Vocabulary Teaching

- Introduce the key words *manure, mulch, ignore, fed up, situation, lolls, miss, responsible, object, marriageable, complain, deaf ears* and follow the procedure for teaching vocabulary in the previous lessons to teach the key words.



2. During Reading

- Put before reading questions on the board.
- Ask learners to read the passage paragraph by paragraph and look for answers to the questions while reading.
- Let learners answer the pre-reading questions orally, indicating where the answers are located in the passage.
- Let learners read the passage again silently.

3. After Reading

- Lead learners to answer the questions at the end of the passage.

Answers to the Comprehension questions:

- Three.
- In the garden.
- She was fed up with the situation.
- She was not doing anything/ she was lazy.
- They agreed to marry his sister off.
- They are all small.

Note: Refer to the learners' reader page 26 for the questions.

Vocabulary Consolidation

- Use the Look – Cover - Write - and Check strategy to help learners learn the spelling of the following key words from the passage (refer to Activity No.26)

<i>lolls</i>	<i>complain</i>
<i>fed up</i>	<i>deaf ears</i>
<i>manure</i>	<i>mulch</i>
<i>marriageable</i>	<i>responsible</i>



TEACHING LEARNING RESOURCES

- A picture of a woman complaining to her husband about something
- Word cards

Term 2 - Week Six (Lesson 12)



Learning Outcomes

The learner will be able to:

- ✓ read the passage, "The Mango Tree".
- ✓ identify adverbs of time in the passage and use them in sentences.
- ✓ describe what they do in the morning before coming to school.

Topic:

Adverbs of Time

Teaching Procedure:

1. Review

- Learners read paragraphs 2 and 3 of the passage "The Mango Tree", on page 24-25 of their reader. Let them read the words in bold out loud and tell their relevance in the sentences in which they occur.
- Use the words in sentences.

2. Introduction

- Ask learners to locate the words or group of words that tell us the time each action happened.

E.g

Get up -----When? early in the morning

Was playing ludo -----when? just an hour ago

- Explain that words that describe the time of the actions are adverbs of time e.g. one day, early in the morning, before.

3. Practice

- Take them back to the text to look for the other adverbs of time.
Make it easier for them by asking the question, *for how long?*
- Let learners locate adverbs of time in sentences and use them to write their own sentences.
- Play the **Adverb Scavenger Hunt** for further practice. (Refer to activity 40)
- Ask questions to elicit learners' responses on their experience playing the game.



4. Writing

Topic:

What I do in the Morning before coming to School.

Teaching Procedure

Before writing

- Let learners read the passage again (in pairs) to quickly identify sentences that show what the man's wife does every day.
- Tell them the sentences show the woman's early morning activities.
- Write the topic on the board and give learners three minutes to think of all the questions they will like to ask on such a topic.
- Write their questions on the board and guide them to answer them correctly.

Writing

- Ask them to write down their answers to the following questions:
 - i. When do you get up in the morning?
 - ii. What do you do first?
 - iii. What follows next?
 - iv. When do you leave home for school?

Post Writing

- Use about three minutes to have some of them read their answers to the class.



TEACHING LEARNING RESOURCES

- Learners' readers

Term 2 - Week Seven (Lesson 13)



Learning Outcomes

The learner will be able to:

- ✓ read the passage *"The Old Man from the Sea"* and answer questions based on it.
- ✓ use the keywords from the passage to construct sentences.
- ✓ identify adverbs of place in the passage and use them to construct sentences.
- ✓ write at least three sentences to debate on a given topic.

Topic:

The Old Man from the Sea

Strategy:

Directed Reading Activity (DRA)

Key Words:

brook, pity, twisted, faint, further, spot, victim, signalled, light-hearted, tossed, terror, merry, grapes

Teaching Procedure:



1. Before Reading

- Through questioning, review learner's previous knowledge.

Example:

- Have you seen / heard of an old man before? Where did you see / hear of him?
- Can an old man live in the sea?
- Put up a picture of a sad looking young man who is carrying an old man on his back and lead learners to discuss what they can see in the picture.
- Discuss the title of the passage with learners.
- Learners predict the content of the story.

Vocabulary Teaching

- Introduce the above key words one at a time and follow the procedure for teaching vocabulary in the previous lessons.



2. During Reading

- Write while reading, questions on the board
- Learners read the passage paragraph by paragraph looking for answers to the pre- reading questions.
- After each paragraph is read, learners answer pre - reading questions related to it. They should indicate where the answers are located in the passage.
- Learners read the passage again silently.

Note: Support learners with disabilities with the appropriate materials where necessary.

3. After Reading

- Ask learners to answer the comprehension questions.

Answers to the comprehension questions

- To carry him on his shoulders over the brook*
- Because he is old*
- He danced and sang happily*
- He got him drunk, tossed him off his shoulders and killed him with a stone*

(Refer to learners reader page 30 for the questions)

Vocabulary Consolidation

- Use syllable puzzle game to teach the spelling of the following key words from the passage (refer to Activity No. 44)

<i>signaled</i>	<i>merry</i>
<i>victim</i>	<i>loosed</i>
<i>tossed</i>	<i>terror</i>
<i>light-hearted</i>	<i>grapes</i>
- Learners use the words in their own sentences orally. Others may draw, paint, model, demonstrate, sign (use sign language).



TEACHING LEARNING RESOURCES

- A picture of a sad – looking young man who is carrying an old man
- Word cards for the following words: *brook, pity, twisted, faint, further,*
- *spot, victim, signalled, light-hearted, tossed, terror, merry, grapes*

Term 2 - Week Seven (Lesson 14)



Learning Outcomes

The learner will be able to:

- ✓ identify adverbs of place in the passage and use them to construct sentences.
- ✓ write at least three sentences to debate on a given topic.

Topic:

Adverbs of Place

Teaching Procedure:

1. Review

- Review learners' previous knowledge by asking them to identify the adverbs of time in given sentences.
- Learners to look for the words in the passage, *"The Old Man from the Sea"*, on pages 28- 29 that show the time of the action of the following sentences:

- i. *I left the juice of some grapes in a calabash (a few days before)*
- ii. *The juice had become very good wine. (in the meantime)*
- iii. *The old man clung to me. (day after day and night after night)*

Note: You may direct learners to the various paragraphs where they can locate the answers.

2. Introduction

- Explain to learners that we have Adverbs that tell us the place of actions, and they are called Adverbs of place. Explain further that instead of asking *when*, we ask *where* in order to get the place of the action.
- Take learners back to the passage *The Mango Tree*, on page 28-29 of the reader and lead them to look for words that tell the place of the actions by asking them to read the following sentences while you ask the question : Where?

Learners: This small house had a garden at the back of the house

Teacher: Where is the garden?

Learners: At the back of the house.

Learners: Have you come here to complain about my sister?

Teacher: Come where?

Learners: Here

Learners: Your sister lolls about in the garden.

Teacher: Lolls about where?

Learners: in the garden

3. Practice

- Let learners work in pairs to locate the adverbs of place in the following sentences. Let one person read the sentence while the other asks, 'where?' to help them locate the adverbs of place.

- John looked around but could not see the money. (**around**)*
- Come here! (**here**)*
- The table is here. (**here**)*
- Put it there. (**there**)*
- Place it in a place away from me (**in a place away from me**)*
- There goes the bell. (**there**)*
- I have nowhere to go. (**nowhere**)*



Writing

Topic:

Debate – Sinbad did well by killing the Old Man

Pre-Writing

- Review learners' Relevant Previous Knowledge by discussing the debate they had on Cinderella's shoes.
- Write the main topic on the board. Put the class into two groups to hold an informal debate on the topic. Invite group leaders to your table to toss **for** or **against** the topic and follow the procedure for oral debate in Term 2 Lesson 4.
- Write down the most valid arguments made by learners and let them write them down in their English note books while learners with disabilities sign, demonstrate, paint, and draw where applicable.



TEACHING LEARNING RESOURCES

- Learners' readers

Term 2 - Week Eight (Lesson 15)



Learning Outcomes

The learner will be able to:

- ✓ read given passages and answer questions based on them.
- ✓ answer assessment questions on topics treated within the term.

Areas of Assessment

1. Reading Comprehension
2. Learners read paragraphs of the stories 'The Old Man from the Sea'.

Vocabulary

Use the Spelling Bee game to revise all the vocabulary work done in the term.

Assessment Plan

- Test learners' level of fluency by asking individuals to read paragraphs aloud.
- Use spelling and dictation to test learners' knowledge of the vocabulary work done in the term.
- Learners construct sentences with a few of the key words met in the term to test their understanding of the words.

Note: Use other means of assessments to the benefit of learners with disabilities where applicable.

Term 2 - Week Eight (Lesson 16)



Learning Outcomes

The learner will be able to:

- ✓ read the passage and answer questions based on it
- ✓ answer assessment questions on topics treated within the term.

Areas of Assessment

1. Grammar

Sample Assessment Plan

- Use *Adverb Scavenger Hunts* (refer to Activity No. 40) to test learners' knowledge of adverbs of time and place.
- Use *Comparative Animal Game* to test comparative and superlative adjectives (Refer to Activity No. 41).
- Test subject and predicates using *Make-a-Sentence Challenge Game* (Refer to Activity No. 42).
- Give learners a number of words to change into adjectives.
- Give learners two comprehension passages to read and answer questions on. One of the texts should be a familiar text (from their reader) while the other should not be.

Note: Use other means of assessments to the benefit of learners with disabilities where applicable.

The background of the page is white, decorated with a pattern of colorful handprints. The handprints are in various colors including red, green, blue, yellow, and magenta. Some handprints are complete, while others are partially cut off by the edges of the page. The handprints are scattered across the page, creating a vibrant and playful background.

Term 3

(Lessons 1~16)

Term 3 - Week One (Lesson 1)



Learning Outcomes

The learner will be able to:

- ✓ read the passage, “Mother Theresa of Calcutta”, and answer comprehension questions based on it.
- ✓ use keywords to construct sentences.
- ✓ match words to their meanings.
- ✓ write given abbreviations in full

Topic:

Mother Teresa of Calcutta

Topic:

Directed Reading Activity (DRA)

Topic:

famous, nun, poverty, terrible, missionaries, charity, orphan upset

Teaching Procedure:

1. Before Reading

- Review learners’ Relevant Previous Knowledge by asking them to mention important people in their villages or towns.
- Put up the picture of Mother Theresa on the board and have learners guess who the person is.
- Learners generate ideas on the work of nuns through brainstorming.

E.g.

Nuns are engaged in teaching, helping the sick in the hospitals, helping poor people, setting up orphanages, etc.

Note: Make provision for learners with disabilities.

Vocabulary Teaching

- Introduce the following key words one at a time: famous, nun, poverty, terrible, missionaries, charity, orphan, upset.
- Ask learners to read the sentences that contain the key words for you to write on the board.
- Learners find the meaning of each words as it is used in the passage (Teacher can add words to the list).
- Learners think of other words that can be used in place of each word.
- Let learners attempt pronouncing the words. Model the pronunciation of which if they are unable to pronounce well.
- Let learners spell the words and use them in sentences.
- You may use the **Pick and Read** activity to reinforce word recognition. Learners pick word cards and read words written on them.

Note: Make provision for learners with disabilities.

2. During Reading

- Write pre- reading questions on the board:

E.g.

- i. Where did Mother Theresa come from?*
- ii. Where did she go to?*
- iii. Why was Mother Teresa sad?*

- Learners read the passage paragraph after paragraph silently (time them) to find answers to the pre-reading questions.
- Discuss each paragraph after it has been read.
- Ask learners to read silently again to answer the questions.

3. After Reading

- Discuss the comprehension questions with the learners and assign them to write answers to the questions. (Have learners read from the text to support their answers).

Answers to the questions:

- i. Missionaries of Charity.*
- ii. It tried to help people who are very poor.*
- iii. To work as a reverend sister/nun.*
- iv. Helping other people.*
- v. Any relevant personal answer should be acceptable.*

(Refer to learners reader page ...for questions)

Vocabulary Consolidation

- Write the key words on the board one after the other.
- Learners pronounce the words and use them in sentences.
- Learners do the exercise below by playing Word Power Game (Activity No. 36)

Word meaning

(Words: *nun, terrible, famous, orphan, poverty, charity, missionary*)

- _____ well known, popular
- _____ reverend sister
- _____ being in need
- _____ very bad
- _____ a person sent out to convert people to a faith
- _____ an organization set up for helping those in need
- _____ a learner whose parents are dead.



TEACHING LEARNING RESOURCES

- A large picture of Mother Teresa.
- Word cards-famous, nun, poverty, terrible, missionaries, charity, orphan, upset.
- Word power sheet.
- Meaning matching game chart on chalk board.
- Reader– Level 3 Term 3.

Term 3 - Week One (Lesson 2)



Learning Outcomes

The learner will be able to:

- ✓ write a simple composition on 'What I want to be famous for'.
- ✓ match words to their meanings.
- ✓ state given abbreviations in full.

Topic:

Abbreviations

Teaching Procedure:

1. Revision

- Review learners' previous knowledge by asking them to contract the following words: do not (don't), cannot (can't), have not (haven't), I am (I'm)

2. Introduction

- Write Ghana Broadcasting Corporation and its abbreviation – GBC on the board.
- Learners read what you have written and tell them that abbreviations are short forms of names or words and it is usually the initials of the words that are used. Thus GBC stands for Ghana Broadcasting Corporation.
- Learners bring out some of the abbreviations they know.
Write them on the board.
- Mount a chart of abbreviations on the board and discuss it with learners.

3. Practice

- Learners match the abbreviations to their correct full forms.
(Do one for them)

Abbreviation

dept.

Mr.

km

rd

Dr.

K.P.H.

Ltd

min

UN

St

MP

Full Name

kilometer

minute

Member of Parliament

United Nations

road

mister

doctor

department

limited

kilometer per hour

saint

- Play the abbreviation game (Bingo game2) Refer to activity 13.

4. Writing

Topic:

What I want to be Famous for

Pre-writing

- Write the word *famous* on the board.
- Learners pronounce it and explain its meaning.
- Learners mention names of some famous people in their community, and say what makes those people famous.
- Ask each of them to say, draw, sign (as in sign language), paint, demonstrate the field in which they would like to be famous.
- Next, let them think of what they would like to do for their communities.
- Using the Think - Pair - Share strategy, guide learners to come out with possible things they can do.

E.g.

Building a school, a toilet facility, a clinic, providing water (borehole), sponsors young persons in their education, helping the poor or needy and helping orphanages.

- Ask learners to share their reason for doing such good things and what they expect to achieve.



Writing

- Working in their small groups, learners put their thoughts/ideas they brainstormed into writing, drawing, painting, demonstration.
- Go round the groups to help those that have difficulties.
- Have the groups post their composition on the walls for other learners to read and comment on it.



TEACHING LEARNING RESOURCES

- A chart of common abbreviations e.g. Dr. , K.p.h., Ltd ,Min., UN, St.MP

Term 3 - Week Two (Lesson 3)



Learning Outcomes

The learner will be able to:

- ✓ read the passage, "The Watery Planet", and answer questions based on it.
- ✓ match key words to their meaning.

Topic:

The Watery Planet

Topic:

Directed Reading Activity (DRA)

Topic:

planet, appropriate, condense, hydrogen, atmosphere, Oxygen, submerge

Teaching Procedure:



1. Before Reading

- Review learners' Relevant Previous Knowledge by asking them to name the countries they know.
- Bring out the globe and have learners describe all they can see/observe on the globe.
- Write the topic on the board: *The Watery Planet*
- Learners talk about what they know about planets.
- Based on the above, ask learners to predict the content of the passage.
- Introduce and teach the pronunciation and meaning of the following words one at a time: *planet, appropriate, condense, hydrogen, atmosphere, oxygen, submerge*.
- Follow the procedure for teaching vocabulary from Lesson 1 to teach the meaning of the key words..

2. During Reading

- Write the pre- reading questions on the board and go through them with learners.

E.g.

What does watery planet refer to? (the earth)

- Learners read the passage one paragraph at a time. Discuss it with them and have them answer the pre-reading questions related to it.
- Repeat the process with the succeeding paragraphs.
- Ask learners to read the passage silently again to answer the comprehension questions.



3. After Reading

- Discuss or go through the comprehension questions with learners. (Learners read out aloud parts of the passage to support their answers).

Answers to questions

- No
- Salt
- The earth is not too near the sun neither is it too far away from the sun.*
- As the hot steam from the rocks got into the cold atmosphere the steam condensed into water and formed the oceans.*
- Scientists

(Refer to learners reader page ...for the questions)

- Learners read the passage paragraph after paragraph silently (time them) to find answers to the pre-reading questions.
- Write comprehension questions on the board.
- Ask learners to read silently again to answer the questions.

Vocabulary Consolidation

- Learners identify and pronounce the words at random.
- Write the key words on the board.
- Read a word and have a learner come to front to pick the card that bears the same word you read.
- Learners pronounce the word before putting it under the pack of words.
- Do this till all words have been matched with their corresponding word cards.
- Write phrases which are closer in meaning to the words on the other part of the board.
- In pairs, have learners match the key words to their meanings.

A	B
i. rainstorms	i. hot steam cooled and turned into water
ii. appropriate	ii. break free
iii. condense	iii. a storm with heavy rain
iv. escape	iv. the air in a particular place
v. atmosphere	v. an area that is lower in depth than its surrounding area
vi. depression	vi. suiteale



TEACHING LEARNING RESOURCES

- A globe or a large world map
- Word cards e.g. *rainstorms, appropriate, condense, escape, atmosphere, depression, hydrogen*



globe

Term 3 - Week Two (Lesson 4)



Learning Outcomes

The learner will be able to:

- ✓ read the passage.
- ✓ put sentences into direct speech.
- ✓ generate ideas for a debate.

Topic:

Direct Speech

Teaching Procedure:

1. Revision

- Review learners' Relevant Previous Knowledge by making them write some abbreviations in full.
- Write a short story, in which the characters make lots of direct speeches, on the board.
- Appoint different learners to represent and read what each character says in the story.

2. Introduction

- Write down what each character says against his or her name and explain to learners that sometimes we need to write the words that someone has spoken. and we do so by putting the exact words the person has spoken into quotation marks (""). Further explain that the exact words that are in the quotation marks are also referred to as 'Direct Speech'. Direct speech should begin and end with quotation marks or inverted commas ("").
- Invite learners to say something each and write their utterances in direct speech on the board.
- Learners read the sentences.

Answers to questions

- i. The teacher asked, "Where is your pencil?"
- ii. The learner answered, "It's in my bag."
- iii. Attoh says, "I am a big boy."
- iv. "Mr. Adongo is a kind person," said the boys.
- v. "Who are you?" Asked the girls.

NB: the actual sentence should have been written before rewriting it into the direct speech. E. g: Where is your pencil?.

Answer: The teacher asked, 'Where is your pencil?.'



3. Writing

Pre-writing

- Write the motion on the board. "It is water and oxygen that have made life on earth possible"
- Review learners' Relevant Previous Knowledge by asking one or two individuals to read the passage aloud to the class.
- Put the topic on the board.
- Allow a few learners to read the motion.
- Tell learners to think about the motion very well.
- Ask those who agree with it to put up their hands.
- Group them on one side and those who do not agree on the other side.
- Invite ideas from each group.
- Divide the board into two: 'those for' on one side and those against' on the other side.

Writing

- Write as many points as possible for each group. Teach learners how to begin their presentation. "Madam Chairman, Panel of Judges, I am I speak for the motion (Chairman is the class teacher). Or I speak against the motion.....)
- Encourage every child to say at least one point in contribution.
- Finally ask learners to write at least five points 'for' or 'against' the motion.

Post writing stage

- Have groups to write their points on a manila card to be displayed in the classroom.



TEACHING LEARNING RESOURCES

- Manila cards

Term 3 - Week Three (Lesson 5)



Learning Outcomes

The learner will be able to:

- ✓ read the passage, "Facts about Oceans", and answer comprehension questions based on it.
- ✓ fill in blank spaces with the correct vocabulary from the passage.
- ✓ use vocabulary in sentences correctly.
- ✓ change sentences into direct speech.
- ✓ talk about a journey made.

Topic:

Facts About Oceans

Topic:

Know, want to learn and Learned (KWL)

Topic:

experience, enormous, submerged, civilization, fascinate, mysterious

Teaching Procedure:

1. Before Reading

- Review learners' Relevant Previous Knowledge by asking them questions on the previous week's reading passage – "The Watery Planet".
- Write the topic "Facts about Oceans" with emphasis on water bodies and have learners write down what they want to know about oceans.
- Learners come around the globe in turns to locate the various oceans: *Pacific, Atlantic, Indian and Arctic Oceans*. They should also locate Mt. Everest. (If there is no globe, hang a large world map for same purpose).
- Learners guess what can be found under the sea in groups and read their predictions to the whole class.
- Introduce the key words one after the other : *experience, enormous, submerged, civilization, fascinating, mysterious* (Teacher can add words to the list).



- Follow the procedure for teaching vocabulary from lesson one to teach the key words.

2. During Reading

- Write pre-reading questions on the board.
- Learners read the first half of the passage silently (give them time) to find answers to the questions. Discuss the passage briefly with learners.
- Repeat the above with the second half of the passage.
- Write comprehension questions on the board and discuss each with learners briefly with learners.
- Ask learners to read the passage silently again.



3. After Reading

- Discuss or go through the comprehension questions with learners. (whole class).
- Learners answer the questions orally (they should read parts of the passage to support their answers).

Answers

- Pacific*
- 10,203 meters*
- Atlantic Ocean*.
- Twice the size of the Pacific Ocean*.
- Pacific Ocean, Atlantic Ocean, Indian Ocean and Arctic Ocean*.
- Mauna Kea has its greater part submerged in the sea while Mt. Everest has its whole above sea level*.

(Refer to learners reader page 12 for the questions)

- Have each group write down the new things they have learned about the topic, and read to the class.

Vocabulary Consolidation

Use of key words:

- Learners use the key words in sentences e.g. *experienced, enormous, submerged, civilization, fascinating, mysterious*.

Extension work on Vocabulary (Give this as a homework)

Word Ending **ous**

- Draw learners' attention to these two words in the passage:
mysterious, enormous.
- Tell learners that we can form adjectives from nouns and other words by adding '**ous**'.



E.g. *mysterious* comes from the word 'mystery'

mystery- noun

mysterious- adjective

enormity - noun

enormous – adjective

- Learners form adjectives from these words.

fame ----*famous*

vary-----*various*

anxiety----*anxious*

adventure—*adventurous*

study-----*studious*

disaster----- *disastrous*

glory----- *glorious*



TEACHING LEARNING RESOURCES

- Globe or world map showing five oceans
- A picture of the Eiffel towers
- Word cards- *experience, enormous, submerged, civilization, fascinating, mysterious*



Eiffel tower

Term 3 - Week Three (Lesson 6)



Learning Outcomes

The learner will be able to:

- ✓ put sentences into direct speech.
- ✓ generate ideas for a group composition on Travelling by water.

Topics:

1. The Watery Planet
2. Travelling by Water

Teaching Procedure:

1. Revision

- Review learners' Relevant Previous Knowledge by asking them to re-write, demonstrate, sign (as in sign language), or mime some sentences in the direct speech.

E.g.

Joy: Ben came yesterday. = Joy said, "Ben came yesterday."

2. Introduction

- Ask some learners to say, demonstrate, sign (as in sign language), or mime some sentences.
- Call other learners to write the sentences spoken in direct speech.
- Help learners to place the inverted commas correctly.
- Learners pick sentence cards and write the sentence in a direct speech.

3. Practice

- Ask learners to put the following sentences into direct speeches.

E.g.

- i. *He said he was writing a letter.*
- ii. *She asked me where I was going.*
- iii. *They asked me how old I was.*
- iv. *They said the food tasted good.*
- v. *The pastor asked me to sit down*

Answers

- i. *"I am writing a letter." He said.*
- ii. *She asked me, "Where are you going."*
- iii. *They asked me, "How old are you?"*
- iv. *They said, "The food tastes good."*
- v. *"Sit down," The pastor told me.*

Writing**Topic: Travelling by Water**

- Write the topic on the board.
- Let learners read it.
- Find out whether some of them have travelled by sea or river and ask them to respond to the following questions:

E.g.

- i. *When was that?*
- ii. *Where did you go? / Which town were you travelling to?*
- iii. *Why were you going there?*
- iv. *Where did you start from?*
- v. *Were there many travelers too?*
- vi. *How did you feel, if it was your first time of travelling on water?*
- vii. *What happened on the way?*
- viii. *Did you like it or not?*

- Encourage learners to add to what you have gathered if they have additional information.

Writing

- Put learners into groups and have them write a group composition using the question guide.

Post writing

- Learners should post their work for others to read.

TEACHING LEARNING RESOURCES

- Sentence cards

Term 3 - Week Four (Lesson 7)



Learning Outcomes

The learner will be able to:

- ✓ Read, mine or demonstrate the poem, “The Sea”, and answer questions on it.
- ✓ identify simple literary devices (metaphors and similes) used in given sentences.
- ✓ identify adjectives in the poem.
- ✓ use literary elements and adjectives to write about their pets.

Topic:

The Sea

Topic:

Think-Pair-Share Strategy

Topic:

gnaws, clashing, shaggy, rumbling, tumbling, moans, greasy, paws, licking, rolls

Teaching Procedure:



1. Before Reading

- Write the title of the poem on the board.
- In groups, learners write down what they know about the sea.
- Each group reads what they wrote to the whole class.
- Put up the picture of a dog with its jaws wide open showing its sharp teeth.
- Discuss the picture with the learners.
- In their reading groups, let learners predict what the passage is going to be about. (using prediction sheets – Activity 37)

Vocabulary Teaching

- Introduce the key words *gnaws, clashing, shaggy, rumbling, tumbling, moans, greasy, paws, licking, rolls* one after the other and have learners pronounce them

correctly. If they struggle to pronounce a word, model it and let them repeat it after you.

- Using the **Think-Pair-Share** strategy, have learners think of the meaning of the words as used in the text.
- Teach the meaning of shaggy jaws by pointing to the dog's jaws.
- Teach clashing teeth by pointing to the teeth of the dog.
- Let learners guess the meaning of rumbling and tumbling in relation to the sea. (Explain to learners that such words are sound words that are used to show the deep noise made by the sea waves as they beat the shore).
- Learners form sentences with the words.



2. During Reading

- Put the poem on the board.
- Learners read the poem with you line by line.
- Learners recite the poem and tap the rhythm with the teacher.
- Learners recite the poem and tap the rhythm all alone.
- Write the word **jaws** on the board. Have learners pronounce it. Ask learners to recite, mime or demonstrate the poem again looking for a word which rhymes with **jaws** – (**gnaws, paws**).
- Learners look for the other rhyming words in the poem i.e. **grey-day**.
- Ask learners to look for repetitions in the poem and explain to them that it is to lay emphasis on the loud noise made by the sea (as if it were a hungry dog craving for bones).
- Learners read/recite the poem again to answer the questions on it.

3. After Reading

- Ask learners questions on the poem.

Answers

- the sea*
- very big and grey*
- he rolls on the beach all day*
- Licking his greasy paws*
- Hour upon hour he gnaws*
- And bones, bones, bones, bones*

(Refer to learners reader page 17 for the questions)

- Ask learners to cross-check their predictions to see who predicted rightly.
- Ask learners to choose words for their Word Power sheets. Give them few minutes to record their favourite words on the word power sheets (Activity No. 36)



TEACHING LEARNING RESOURCES

- Picture of a dog with mouth wide open
- Word cards e.g. *gnaws, clashing, shaggy, rumbling, tumbling, moans, greasy, paws, licking, rolls*
- Word Power sheet
- Prediction sheets

Term 3 - Week Four (Lesson 8)



Learning Outcomes

The learner will be able to:

- ✓ use adjectives to qualify selected nouns.
- ✓ write sentences with given adjectives.
- ✓ write a composition on the topic my pet.
- ✓ generate ideas to debate.

Topic:

Adjectives

Teaching Procedure:

1. Revision

- Review learners' Relevant Previous Knowledge by asking them to recite, mime or demonstrate the poem learnt in the previous lesson.
- Write line one of the poem on the board and call a learner to read it. *'The sea is a hungry dog.'*
- Ask learners to tell you the word that describes the dog in the above sentence (*hungry*).

2. Introduction

- Remind learners that adjectives describe or add more information to nouns so *'hungry'* in that sentence is an adjective
- Refer learners to the poem titled *"The Sea"* and have them identify and write, say, sign (as in sign language), demonstrate, and model all the adjectives in it.

3. Practice

- Ask learners to identify and write, say, sign (as in sign language), demonstrate, model the nouns that each adjective describes.
- This is how they should do it.

E.g.

Adjectives	Nouns
hungry	dog
giant	dog
clashing	teeth
shaggy	jaws
rumbling	stones
tumbling	stones
greasy	paws

- Let them write sentences with some of the adjectives.



4. Writing

Topic: My Pet

Pre - writing

- Write the topic on the board.
- Learner stand in front of the class and read the topic.
- Let the class to ask him/her relevant questions that will enable him/her talk about his/her pet.

E.g.

- What is the name of your pet?*
- What kind of animal is it?*
- What is its size and colour?*

- Encourage the learners to use full sentences to answer each question.
- Write learners' questions and the responses on the board.
- Lead learners with examples to use similes, metaphors or simple adjectives to describe their pets.
- When learners are done with their questions, have them help you (teacher) to arrange the questions in the right sequence for a better description of the pet.
- Invite learners in pairs. One reads the questions and the other gives his/her personal response.

Writing

- Leave the questions on the board and have learners work in groups to describe their pets by responding to the questions.

Sample questions

my pet

- What is the name of the pet?*
- What kind of animal is it?*
- What is its size and colour?*
- What are some things it can do that others cannot do?*
- Why do you like or dislike about it?*

Post Writing

- Groups read their descriptions to the class. Thereafter, paste it on the wall for others to read. (Encourage the class to make relevant contributions to each group's work).



TEACHING LEARNING RESOURCES

- Manila cards

Term 3 - Week Five (Lesson 9)



Learning Outcomes

The learner will be able to:

- ✓ read the passage, "A Small Fish" and answer comprehension questions based on it.
- ✓ re-arrange jumbled sentences to retell a story.
- ✓ use adverbs of manner correctly in given sentences.
- ✓ use key words in the passage to form sentences.
- ✓ write a parallel story.

Topic:

A small fish's story

Topic:

Think-Pair-Share Strategy, KWL

Topic:

wriggle, contented, floundering, haul, warning, mesh, million, splash, emptied, struggling



Teaching Procedure:

1. Before Reading

- Review learners' Relevant Previous Knowledge by asking them to tell you all that they know about fish and have their views recorded in the K column of the *KWL sheet*.
- Refer learners to the picture in the Reader and have learners talk about it. Others may model, sign (as in sign language), demonstrate etc.
- Learners write down in the W column, all that they want to know about fish from the passage.

Vocabulary Teaching

- Introduce the key words *wriggle, splashing, contented, floundering, haul, warning* one after the other. (Teacher can add words to the list).
- Follow the procedure for teaching vocabulary in Lesson 1 to teach the meaning of these key words.

2. During Reading

- Write pre- reading questions on the board.
- Learners read the first half of the passage silently to find answers to the pre- reading questions (give them time). Let them indicate where in the passage they got the answers from.
- Ask learners to read the passage silently again.



3. After Reading

- Go through the comprehension questions with learners.
- Learners answer the questions orally (they should read part of the passage to support their answers).
- Provide support services to learners with disabilities.

Questions

Answers

- It is very hard to be such a little mite of a fish.
If I were only larger, how much happier I could be.*
 - As the small fish was happily swimming with the other fishes they were caught up in the meshes of a great net.*
 - It came to realize that being small was an advantage. It was because it was very small that it could escape from the net.*
 - I have learned that we have to be satisfied with whatever we have (other relevant responses).*
- Ask learners to share the new things they have learnt about fish by filling the L column of the KWL sheet.
 - Give each group a set of jumbled sentences that forms a particular paragraph of the story.
 - Ask each group to arrange their sentences in chronological order to retell their part of the Fish story (time them).



Vocabulary Consolidation

Spelling Game: *wriggle, contented, floundering, haul, warning*

- Cut letter cards for each of the above words.
- Give a set of the cards to each group.
- Say the word and put the word card of the word you said on the board.
- Learners are to use their letter cards to form the word as quickly as possible.
Take the word off the board and mention another word.
- Do this till all the words are spelt. The group that has all the five words formed correctly emerges winner.



TEACHING LEARNING RESOURCES

- A picture of a small fish swimming, real objects (fishing net).
- Word cards e.g. *wriggle, contented, floundering, haul, warning, mesh*

Term 3 - Week Five (Lesson 10)



Learning Outcomes

The learner will be able to:

- ✓ re-arrange jumbled sentences to retell a story.
- ✓ use adverbs of manner correctly in given sentences.
- ✓ write a parallel story.

Topic:

Adverbs of Manner

Teaching Procedure:

1. Revision

- Review learners' Relevant Previous Knowledge by asking them to demonstrate, sign (as in sign language), model the meaning of certain verbs picked from the passage, "A Small Fish's story", e.g. *laugh, swimming, slip, struggle, etc.*

2. Introduction

- Write about ten action verbs on the board.
- Construct a sentence with one of the verbs using an adverb of manner to describe the action. E.g. Aba walked slowly.
- Invite learners to construct sentences with the rest of the verbs using words that describe how the verb (action) is performed, e.g. *He killed the cat wickedly*.
- Explain to learners that the words they used to describe the verbs are *Adverbs of Manner* because they describe how the actions are performed.

3. Practice

- Put learners into pairs, to construct sentences with five verbs and appropriate *Adverbs of Manner* to match.
- Put learners into smaller teams and let them play the *Adverb Scavenger Hunt* (refer to Activity page 40)



Writing

Topic: Parallel Story for "The Small Fish"

Pre-writing

- Revise the meaning of the following words by using them in sentences and asking learners to do same: *haul, mesh, splashing, million, unhappy*.
- Put learners into small groups and have them read the passage on the *Small Fish* again.

Writing

- Tell them to imagine they were the small fish that was in the story. Ask them to write a parallel story as a group (encourage groups to use the above words). They may first write a draft.

Post Writing

- Each group should appoint a secretary who should read the group's story to the class.
- Allow the class to make inputs into each story after which the groups should copy out and paste their stories on the wall.



TEACHING LEARNING RESOURCES

- Adverb Scavenger Game cards, Manila Cards

Term 3 - Week Five (Lesson 11)



Learning Outcomes

The learner will be able to:

- ✓ read the passage "Malaria" and answer questions on it.
- ✓ give the meaning of key vocabulary and use the key vocabulary in sentences.

Topic:

Malaria

Topic:

Know, want to learn and Learned (KWL)

Topic:

connection, theory, prevent, tackled, obstacles

Teaching Procedure:

1. Before Reading

- Review learners' Relevant Previous Knowledge by asking them to tell you all that they know about malaria.
- Draw a *KWL Chart* on the board and record what they know about malaria in the K column of the *KWL* sheet.
- Post the picture of a sick learner and have learners talk about it.
- Learners write, model, demonstrate what they want to know about malaria in the W column of the chart (all stated in question form).

Vocabulary Teaching

- Introduce the following key words one after the other: *connection, theory, prevent, tackled, obstacles* (Teacher can add words to the list).
- Follow the procedure for teaching vocabulary from lesson one to teach the meaning of the key words.



During Reading

- Write before reading questions on the board.
- Learners read the one-third of the passage silently to find answers to the pre-reading questions (give them time).
- Discuss the pre-reading questions with learners and have them answer the questions orally.
- Repeat the above process with each of the other two-thirds of the passage.
- Learners read the passage silently again to answer the comprehension questions.



After Reading

- Go through the comprehension questions with learners.
- Have them answer the questions orally (they should read parts of the passage to support their answers)

QUESTIONS

Answers

- Hippocrates a Greek doctor*
- Malaria is not a very good name because the disease was not caused by bad air.*
- It is their improved drainage system*
- It is made from quina-quina tree)*

(Refer to learners reader page 26 for the questions)

- Have each group tell the class the new things they have learned about malaria and ask them to fill the *L column* of the *KWL Chart* on the board.

Vocabulary Consolidation

- a medicine –(drug)*
- not flowing – (stagnant)*
- the outer skin of a tree – (bark)*
- swamps – (marshes)*
- produce young ones- (breed)*
- one hundred years- (century)*
- found out – (discovered)*
- overcome – (conquer)*

- Use the following expressions in sentences to enable learners understand and use them in their own sentences too.

i. *to make up* (to invent a name or a story)

ii. *to get rid of something* – (free yourself from something unpleasant (malaria))

iii. *to find out* – (to discover something you did not know before)

iv. *to set up* – (to start an institution, establish)

- Discuss the pre-reading questions with learners and have them answer the questions orally.
- Repeat the above process with the other-two thirds of the passage.
- Learners read the passage silently again to answer the comprehension questions.

After Reading

- Go through the comprehension questions with learners.
- Learners answer the questions orally (they should read parts of the passage to support their answers).



TEACHING LEARNING RESOURCES

- A picture of a sick learner on admission
- KWL Chart
- Word cards e.g. *connection, theory, prevent, tackled, obstacles*

Term 3 - Week Six (Lesson 12)



Learning Outcomes

The learner will be able to:

- ✓ identify prepositions in a passage read.
- ✓ use prepositions in sentences.
- ✓ use given expressions (phrasal verbs) in sentences.

Topic:

Prepositions - by, for, about, between, against

Teaching Procedure:

1. Revision

- Review learners' Relevant Previous Knowledge by asking them to identify simple prepositions (in, to, at, on) in given sentences.

E.g.

- i. *There is no malaria in England.*
- ii. *The girls have put their books on the table.*

2. Introduction

- Refer learners to sentences in the passage containing *by, for, about, against and between*.
- Learners read the sentences for you to write on the board.
- Write *by, for, about, between, against* on the board one after the other.
- Use each in several sentences (similar to how they are used in the passage) to bring out the meaning.

3. Practice

- Learners use them in sentences of their own.
- Let learners play a prepositional game (Activity no. 45) to consolidate their understanding of prepositions
- Learners to complete given sentences with the appropriate prepositions.

E.g.

- i. *My brother's house is the road.*
- ii. *They lived in Kumasi seven years.*



iii. *I don't like the prefect but I will not vote his proposal.*

iv. *We left his house 8a.m.*

v. *Dickson is sitting Kofi and Esi.*

4. Writing

Pre-writing

- Ask learners to go back and read the comprehension passage on malaria.
- Draw their attention to these expressions:

i. *make up*

ii. *get rid of*

iii. *find out*

iv. *wipe out*

v. *set up*

- Use the expressions in sentences to bring out their meanings and ask learners to do same.

Writing

- Learners work in groups to use the correct expression to fill in the blank space in each of the following sentences:

i. *I am trying to _____ all the weeds in my garden. (get rid of)*

ii. *Small pox will _____ all the inhabitants of the village. (wipe out)*

iii. *The government _____ a Tourist Board to bring visitors to our country. (set up)*

iv. *Tetteh was late for school so he _____ an excuse. (made up)*

v. *I don't know when the train starts, but I will _____. (find out)*

(The group that will finish first and have all the five sentences correct wins the game with 10 points.)

TEACHING LEARNING RESOURCES

- Manila cards
- Word cards e.g. *by, for, about, between, against*



Term 3 - Week Six (Lesson 13)



Learning Outcomes

The learner will be able to:

- ✓ read the passage, "Modern Olympics", and answer comprehension questions based on it.
- ✓ find words in the passage to match words or groups of words nearest in meaning.
- ✓ play a vocabulary game.
- ✓ use prepositions in given sentences correctly.
- ✓ complete sentences using masculine and feminine gender nouns.

Topic:

Modern Olympics

Topic:

Directed Reading Activity (DRA)

Topic:

archaeologists, conflict, lavish, discovered, ancient, gymnastics, established, Zeus

Teaching Procedure:



1. Before Reading

- Review learners' Relevant Previous Knowledge by asking them to tell you about a recent sports event their school participated in.
- Post the picture of athletes finishing a race on the board and have learners talk about it.
- Learners predict what the passage will be about.
- Introduce the key words (*archaeologists, conflict, lavish, discovered, ancient, gymnastics, established and Zeus*) one after the other. (Teacher can add words to the list).
- Follow the procedure for teaching vocabulary outline in lesson one.

During Reading

- Write pre- reading questions on the board.
- Learners read the first half of the passage silently to find answers to the pre- reading questions (give them time).
- Discuss answers to the pre- reading questions with learners. Repeat the process with the rest of the passage.
- Let them read the passage silently again.



After Reading

- Go through the comprehension questions with learners.
- Learners answer the questions orally (they should read parts of the passage to support their answers).

Answers

- They were held to honour the Greek gods.*
- While the ancient games were held in honour of Greek gods the modern games are held to honour talented sportsmen and women.*
- Pierre de Coubertin thought nations coming together to play games could prevent conflicts.*
- The ancient Greeks would not like Olympic Games held to honour individual sportsmen and not their gods.*
- They would like the income that Greece gets as a result of the numerous people who attend the Olympic Games. 1,500 years.*

(Refer to learners reader -week seven for questions)

Vocabulary Consolidation

- Put learners into two groups and have them play Vocabulary Power Game(refer to Activity No. 36) with the following words:
archaeologists, conflict, lavish, discovered, ancient, gymnastics, established, Zeus

TEACHING LEARNING RESOURCES

- A picture of athletes finishing a race on the finishing line
- Meaning cards
- Word cards e.g. *archaeologists, conflict, lavish, discovered, ancient, gymnastics, established, Zeus*



Term 3 - Week Six (Lesson 14)



Learning Outcomes

The learner will be able to:

- ✓ use correct words to fill in blank spaces in given sentences.
- ✓ use prepositions in given sentences correctly.
- ✓ complete sentences using masculine and feminine gender nouns.
- ✓ write a short composition on the Olympic Games.

Topic:

Masculine and Feminine Gender Nouns

Teaching Procedure:

1. Revision

- Review learners' Relevant Previous Knowledge by asking them to identify common objects in the classroom, school environment and community by name. List the words on the board and have them use them in sentences.

2. Introduction

- Have the groups share their findings with the class. Get the names recorded under males and females on the board.
- Explain that the nouns that refer to males belong to the masculine gender while those that refer to females belong to the feminine gender.
- Have them give more examples of masculine and feminine nouns. Lead them to build a T-chart and use the words in sentences.

3. Practice

- Ask the class to look for masculine nouns that form their feminine gender by adding **ess** e.g. god- goddess, host- hostess, etc.
(refer to Activity No.3 Activity Book page---)



4. Writing

Topic: The Recent Olympic Game

Pre-writing

- Learners read the comprehension text once more and discuss key issues such as types of sporting events that take place during Olympic games with them (You can check the internet for information).
- Learners stand in front of the class and say, *"Last week I was at the Olympic Games."*
- Ask him three questions about Olympic Games. The following questions may be of help.
 - i. *Where was it held?*
 - ii. *Which countries took part?*
 - iii. *For how long did the games last?*
 - iv. *How many events were done?*
 - v. *Which country won the gold medal for the men's 100 metres?*

Writing

- Put learners into groups of four and have each group write down three more questions they will like to ask the Olympic person. After three minutes, ask the group secretaries to read their questions to the class.
- Write the valid questions on the board and let each group choose six questions from the board that will help them write a short composition on the topic.
- Give them time to write their essays by answering the questions they have chosen.

Post writing

- Have the groups read their essays to the class for peer editing.

TEACHING LEARNING RESOURCES

- Word cards e.g. *god, goddess, host, hostess, cock, hen*



Term 3 - Week Eight (Lesson 15)



Learning Outcomes

The learner will be able to:

- ✓ revise the aspects of language learned during the term.
- ✓ read a passage and answer questions.
- ✓ answer questions on Grammar items learnt during the term.
- ✓ write a composition on a given topic.

Topic:

Revision

Teaching Procedure:

1. Revision

- Select a passage that lends itself for revision and use it to revise comprehension skills developed during the term.
- Help/lead pupils to identify any literary term (e.g. Metaphor and Simile), direct or factual information as well as inferential meanings in the passage.
- Learners use at least five words to form sentences.
- In groups, pupils use two prepositions, two adjectives and two adverbs to form two sentences.

Term 3 - Week Eight (Lesson 16)



Learning Outcomes

The learner will be able to:

- revise the aspects of language learned during the term.
- read a passage and answer questions on it.
- answer questions on grammar items learnt during the term.
- write a composition on a given topic.

Topic:

Assessment

Teaching Procedure:

Write the following test items on the board and have pupils do the work individually.

A. Grammar

1. Write the full words for these abbreviations:
i. Dr. ii. Mr. iii Kp.h iv. St.
2. Use the apostrophe mark to punctuate the following sentences.
i. I am tired Ajo said.
ii. Don't go out shouted the teacher.
iii. I am tired Ajo said.
3. Underline the prepositions in the following sentences:
i. Please, walk along the road.
ii. The dog was lying beside the baby.
iii. Share the mangoes between the two boys.
4. Write the adverbs in the following sentences:
i. She danced adowa gracefully.
ii. Please, walk along the road.
iii. He walked lazily to his table.
iv. Grandpa spoke angrily on the bad boys.
v. The learners carefully filled the form.



5. Form one sentence each with the following adjectives.
i. brave ii. clever iii easy
6. Choose and write the correct figure of speech:
i. The baby looked as beautiful as a fairy. (simile, personification, metaphor)
ii. Amidu fought as bravely as a tiger. (metaphor, simile, personification)
iii. Acka is a snake in the grass. (simile, personification, metaphor)
iv. Marfo is a lion. (personification, simile, metaphor)
7. Form two other words from these words.
i. care
ii. faith.....
iii. follow.....

Read this passage and answer the questions that follow it.

One day Agya Oye went to his cocoa farm. On reaching the farm, he found that part of the farm had just been cleared. "Ei!", he exclaimed. He wondered who it could be. He started to work, expecting all the time that the person would appear. It was almost sunset. He would no longer wait. He took his cutlass and started to set off. Suddenly, an idea flashed through his mind, "I will leave the left-over food as usual. If the person is not a ghost, he/she will eat it."

The next day, another part of the farm had been cleared. This continued for some days. Only a small portion of the weeds was left. Agya Oye said, "This is strange." I should find this strange person. The farmer said, "I will go to the farm tomorrow earlier than usual. Agya Oye asked his friends to accompany him to the farm. They walked quietly so nobody could hear them on the farm.

To their surprise, a teenager in tattered clothes was sleeping peacefully. He was sleeping under the big tree where Agya Oye sits to rest and eat. They roused the sleeping boy. The two men began to question him. The boy told them his story. He had been a wanderer. He lost his way in the forest a couple of weeks ago. The boy said he decided to stay on Agya Oye's farm because there was always food and water for him. "It was this that kept me alive," he said. Agya Oye was very sorry for the boy. He took the boy home to take proper care of him.

Answer the following questions:

- i. What is the name of the farmer?*
- ii. What happened when the farmer went to his farm?*
- iii. What did the farmer decide to leave in the farm?*
- iv. Why did he do that?*
- v. Who accompanied the farmer to the farm?*
- vi. Whom did they see on the farm?*
- vii. Why was the boy in tattered clothes?*
- viii. Give a suitable title to the story/passage.*

Vocabulary

What is the meaning of each of the following words as used in the story/passage?

- i. cleared*
- ii. wondered*
- iii. teenager*
- iv. tattered*
- v. strange*
- vi. reaching*

Writing

Write a similar story about how someone was found after losing his/her way.

Activity Book

(English Language)

Introduction to Sounds

NO	Name	Description	Materials
1	Jolly Phonics songs and stories	Jolly Phonics	• CDs or soft copies of Jolly Phonics songs • Pictures: ants on the arm, bat, castanet, drum, egg, ink, plate, drain, kite, meal, aeroplane, pink, pig, cakes

Sound Recognition Activities

NO	Name	Description	Materials
2	Letter/ Word Sound Search	1. Put letter/word cards at different places in the classroom. 2. Put learners into two teams. 3. Mention a sound/word and one learner searches for the letter/the word which has that sound at the beginning, shows the letter/word card and says the sound. If s/he gets it correctly, s/he wins points for his/her team. If it is wrong, the other team is given the chance to pronounce the sound of the letter.	• Letter Cards • word Cards

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

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

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

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

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

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

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

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

Word Recognition Games

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

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

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

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

NO	Name	Description	Materials
16	Pick and Read	1. Put word cards in a bowl on a table. 2. A learner picks a word card, call out individual letters, blends to read the word and claps out the number of syllables.	• Word cards
17	Lucky Dip	1. Words/sentences already taught are written on flash cards. 2. They are put in a polythene bag/ basket/ carton/box. 3. Learners are called one after the other to pick a card, show it up to the class, and pronounce a word/ read a sentence. 4. A correctly read word or sentence wins an agreed number of points. Note: This can be a competition between/among teams. Learners are put into teams and representatives are made to pick cards in turns and read the words/sentences.	• Letter cards • Sentence cards

Consonant Blends

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

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

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

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

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

Spelling And Writing Activities

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

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

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

		3. Let learners use the motherword understanding to form as many words as they can. 4. The group/ pair/individual with the largest number of words is the winner. 5. Activity should be time bound.																																																																																																																																													
28	Word Search Game	1. This is a spelling game. 2. Teacher writes letters in squares and adds other letters to hide the correct spelling of the words. 3. Learners in groups/pairs/ individuals search for the hidden words. 4. A group/a pair/ an individual who finds the most words is the winner. The words are written horizontally. (Left to right) <table><tr><td>A</td><td>b</td><td>v</td><td>e</td><td>h</td><td>i</td><td>c</td><td>l</td><td>e</td><td>c</td><td>d</td><td>f</td><td>e</td><td>x</td></tr><tr><td>k</td><td>m</td><td>q</td><td>j</td><td>s</td><td>t</td><td>u</td><td>b</td><td>b</td><td>o</td><td>r</td><td>n</td><td>p</td><td>r</td></tr><tr><td>y</td><td>c</td><td>r</td><td>o</td><td>c</td><td>o</td><td>d</td><td>i</td><td>l</td><td>e</td><td>x</td><td>w</td><td>f</td><td>r</td></tr><tr><td>A</td><td>u</td><td>h</td><td>e</td><td>r</td><td>b</td><td>a</td><td>l</td><td>l</td><td>s</td><td>t</td><td>f</td><td>o</td><td>q</td></tr><tr><td>A</td><td>f</td><td>t</td><td>m</td><td>r</td><td>e</td><td>c</td><td>e</td><td>l</td><td>v</td><td>e</td><td>n</td><td>y</td><td>z</td></tr><tr><td>z</td><td>c</td><td>v</td><td>e</td><td>r</td><td>a</td><td>n</td><td>d</td><td>a</td><td>h</td><td>l</td><td>t</td><td>b</td><td>d</td></tr><tr><td>k</td><td>w</td><td>e</td><td>f</td><td>t</td><td>y</td><td>u</td><td>r</td><td>i</td><td>n</td><td>a</td><td>l</td><td>l</td><td>b</td></tr><tr><td>w</td><td>t</td><td>e</td><td>l</td><td>e</td><td>v</td><td>i</td><td>s</td><td>i</td><td>o</td><td>n</td><td>q</td><td>m</td><td>k</td></tr><tr><td>a</td><td>d</td><td>r</td><td>c</td><td>h</td><td>i</td><td>l</td><td>d</td><td>r</td><td>e</td><td>n</td><td>x</td><td>w</td><td>l</td></tr><tr><td>k</td><td>u</td><td>h</td><td>e</td><td>a</td><td>d</td><td>t</td><td>e</td><td>a</td><td>c</td><td>h</td><td>e</td><td>r</td><td>m</td></tr></table>	A	b	v	e	h	i	c	l	e	c	d	f	e	x	k	m	q	j	s	t	u	b	b	o	r	n	p	r	y	c	r	o	c	o	d	i	l	e	x	w	f	r	A	u	h	e	r	b	a	l	l	s	t	f	o	q	A	f	t	m	r	e	c	e	l	v	e	n	y	z	z	c	v	e	r	a	n	d	a	h	l	t	b	d	k	w	e	f	t	y	u	r	i	n	a	l	l	b	w	t	e	l	e	v	i	s	i	o	n	q	m	k	a	d	r	c	h	i	l	d	r	e	n	x	w	l	k	u	h	e	a	d	t	e	a	c	h	e	r	m	• Letter cards
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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																																																																																																																																		

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

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

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

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

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

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

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

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

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

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

Homophones

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

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

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

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

Regular Verbs

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

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

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

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

Regular Nouns

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

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

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

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

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

Fiction Text Structure Retelling Organiser

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

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

Story Map Strategy

SETTING (PLACES)			CHARACTERS
PROBLEM			SOLUTION

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

Usage of Wow! Word Sheet

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

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

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

ADJECTIVES FOR COMPARATIVES & SUPERLATIVES

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

What is my Nationality?

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

Find out the names for nationals of the following countries:

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

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

HOW TO USE THE PREDICTION SHEETS

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

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

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

HOW TO USE KWL SHEET

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

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

Riddles

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

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

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

Here is a riddle:

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

Word endings (ers)

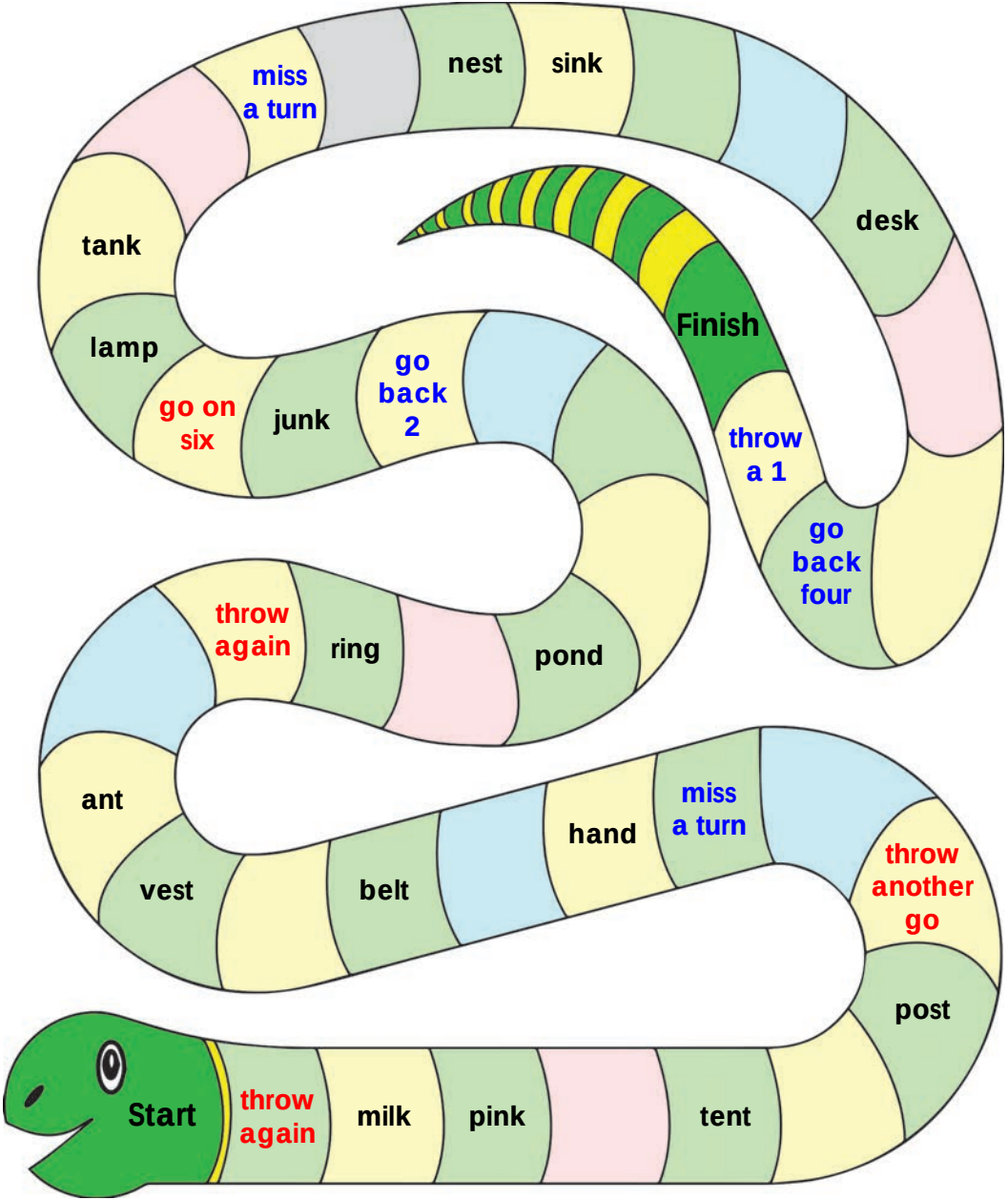
Add **‘er’** or **‘ers’** to the following words.

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

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

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

Final consonant blends



Consonant blends (2 letter)-Beginning of Words

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

Long Vowel sounds-i

Word List

i

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

i_e

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

igh

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

ie

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

-y

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

Long Vowel sounds-a

Word List

a

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

a_e

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

ai

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

-ay

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

Long Vowel sounds-o

Word List

o

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

o_e

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

oa

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

ow

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

oe

toe	foe	hoe	doe					
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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				
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Long Vowel sounds-e

Word List

e

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

e_e

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

ea

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

ee

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

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

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

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

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

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

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

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

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

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

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

Spelling Pattern (ow)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GLOSSARY

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

DRA Directed Reading Activity.

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

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

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

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