



English Language

Learners' Workbook

LOWER PRIMARY - LEVEL 2



Ghana Education
Service (GES)



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Term One

LESSON ONE

Dear learners, let's sing the alphabet song to revise the names and sounds of the letters to the alphabet. For example the '**A**' sound '**a**' '**B**' sounds '**b**'... every letter has a sound. The sounds are combined to form words.

TASK ONE

Write five (5) words each beginning with **c, p, f, b, d** sounds. For example; '**c**' as in **cat**.

1.
2.
3.
4.
5.

TASK TWO

Write five (5) words each beginning with **h, g, l, m, n** sounds. For example;

light, gate, man, house, name

1.
2.
3.
4.
5.

When sounds are put together to form words, the process is called **blending**.

For example **s-a-t = sat**.

TASK THREE

Blend the following sounds (**sS, aA, tT, li, pP, nN**) to make two (2) and three (3) letter words.

Example: **a-t=at, a-n-t=ant**.

Two-letter words	Three-letter words
a.	
b.	
c.	
d.	
e.	

LESSON TWO

Learners we will revise on the alphabets. Example; **c, b, p, d, f.** complete the words with the letters below.

TASK ONE

Complete the words below with the missing letters.

(a, e, i, o, u)

- | | |
|------------|-------------|
| 1. s.....t | 6. n.....d |
| 2. p.....t | 7. p.....n |
| 3. t.....p | 8. t.....p |
| 4. n.....p | 9. c.....t |
| 5. S.....p | 10. g.....t |

TASK TWO

Colour and write the name of the objects below.

1.



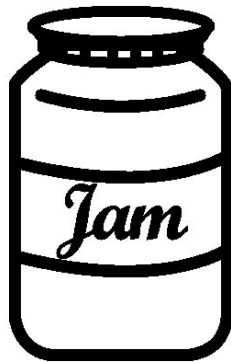
.....

2.



.....

3.



.....

TASK THREE

Learners, we are continuing with our exercises on blending of sounds to form words.

Blend any of these sounds to form three or four letter words;

b, d, e, g, h, l, m, o, r.

Example: h-e-r.....her

m-o-r-e.....more

1.

2.

3.

4.

5.

6.

7.

LESSON THREE

Welcome to lesson three (3), where you will blend some letters to make more words.

TASK ONE

Match the following words to the objects

1. Book



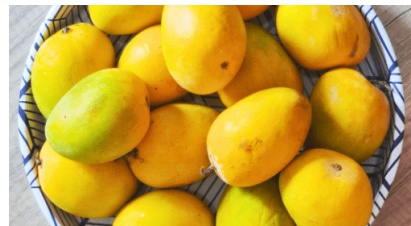
2. Egg



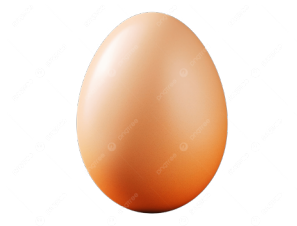
3. Mangoes



4. Road



5. House



TASK TWO

Complete the words below with the missing letters.

(a, e, i, o, u)

1. l.....g
2. l.....g
3. h.....m
4. r.....d
5. b.....d
6. m.....p
7. m.....g
8. l.....p

TASK THREE

Underline the most frequently used words in the dialogue below.

Kojo: Fati, how is school today?

Fati: School is interesting today.

Kojo: oh why are you tired?

Fati: I am hungry, I was late to school so had no
food to eat.

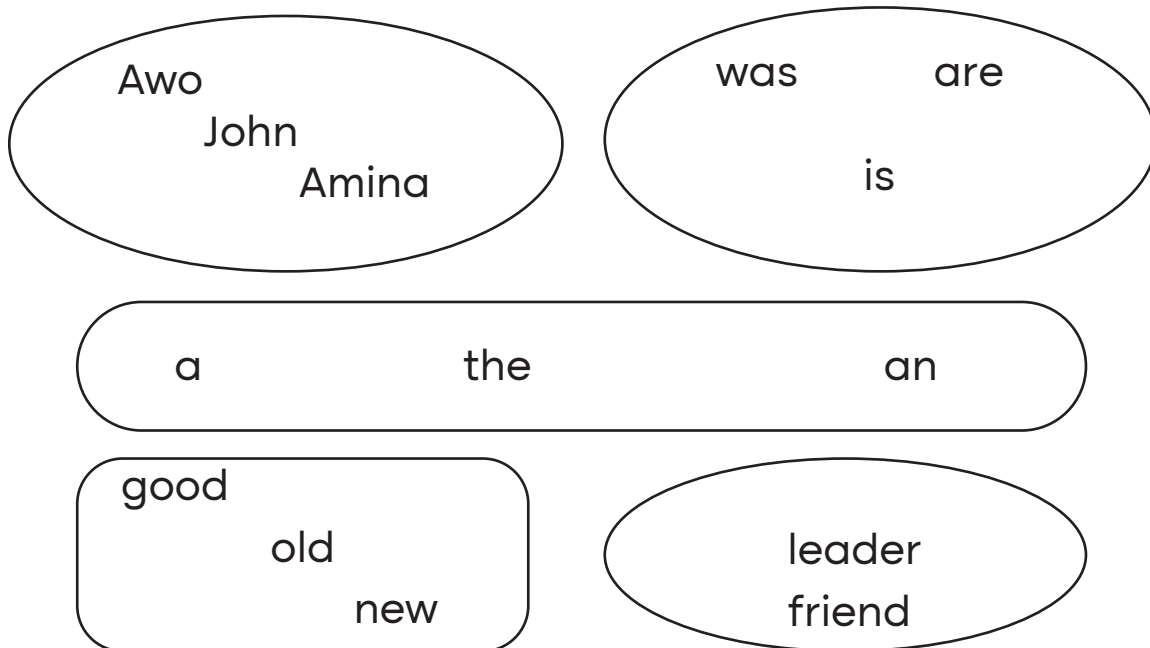
Kojo: Well, the canteen was not open today.

LESSON FOUR

Learners, you will be working on high frequency words in this lesson. High frequency words are words that are always used. Examples; **is, was, the, an**. Example ***I am a serious learner.***

TASK ONE

From the diagram select words to make five meaningful sentences. Example: ***Awo is a good friend.***



1.
2.
3.
4.
5.

TASK TWO

Write a sentence each with the following words
(is, was, are, to, on, a).

1.
2.
3.
4.
5.
6.

TASK THREE

1. Read the short story below and indicate at least two rhyming words.

The Red Hen

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

- a.
- b.

2. Write two sentences from the story

a.

b.

3. Read the story again and answer the following questions.

a. Where will the red hen get wet?

.....

c. What is the name of the vet?

.....

e. Who feeds the hen?

.....

LESSON FIVE

Learners, well done. Let's continue with consonant blends. Consonant blends are two or more consonants that make a new sound when they are put together.

For example: **bl** - **blow**.

TASK ONE

Look at the following consonants blends (**bl, cl, fl sp, gl**) and write a word for each of them.

For example, **glow**.

1.
2.
3.
4.
5.

TASK TWO

Complete the table with word examples of the consonant blends.

	Consonant Blends			
1.	bl			blue
2.	cl			
3.	fl	fly		
4.	gl			
5.	sp		spoon	

TASK THREE

Use five (5) of the words formed in task two to form sentences.

Example: ***I like the blue dress.***

1.

2.

3.

4.

5.

LESSON SIX

Learners, we will continue our exercises on consonant blends.

TASK ONE

Study the following consonants blends (**nk**, **st**, **lk**, **nd**) and write a word for each of them. *For example, ink.*

1.
2.
3.
4.
5.

TASK TWO

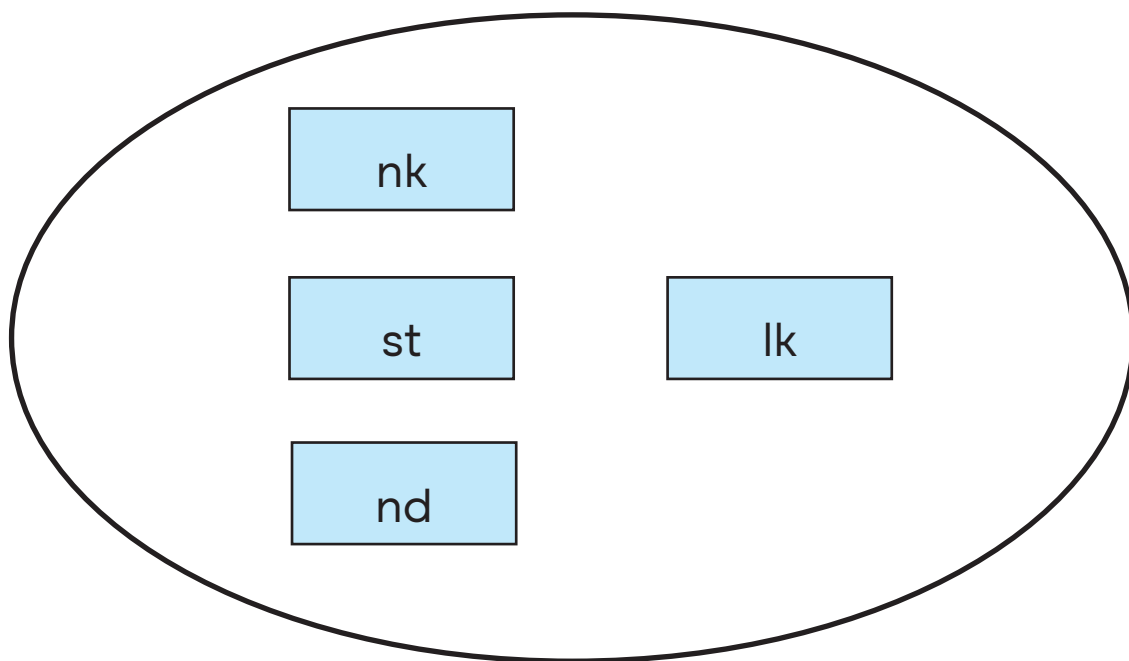
Complete the table with word examples of the consonant blends

	Consonant Blends			
a.	nk			
b.	st			
c.	lk			
d.	nd			
e.	sp			

TASK THREE

Pick a consonant blend card from the bowl to form a word and use it in a sentence.

For example: **band- The band plays well.**



1.
2.
3.
4.
5.

LESSON SEVEN

Learners welcome to today's lesson. We will look at consonants blends. Consonant blends are two or more consonants written immediately after another. Example, ***nk, st, lk, nd.***

TASK ONE

Combine the letter sounds to form words

s, a, t, n, b, d, e, g, h, k, m, o, r.

1.
2.
3.
4.
5.

TASK TWO

Complete the words with the following missing letters

a, l, p, s, m

- | | |
|-----------|-----------------|
| 1.nt | 6. l.....p |
| 2.s | 7. m.....p..... |
| 3.an | 8. t.....p |
| 4.at | |
| 5.op | |

TASK THREE

Underline and write out each of the sight words in each of the sentences below.

1. The pot is hot.
2. The net was big.
3. He is a boy.
4. The learners are singing.
5. I can see a car.

LESSON EIGHT

Learners, we will look at the consonant blends **sk, sp, dr**.
example **skirt, speak, dream**.

TASK ONE

Read the short story and answer the questions that follow.

The Pig Farm

Pigs are big and fat.

Pigs eat a lot of food.

They play in muddy water for fun.

They cry for food and sleep a lot.

1. What is the size of a pig?

.....

2. Where does the pig play?

.....

3. Write out the four (4) verbs from the story.

a.

b.

c.

d.

TASK TWO

Complete each of the sentences with the correct word.
(**skip, dries, drives, skill, spoon**)

Example: ***The spy put the spoon in the fridge.***

1. The boy..... his uniform outside.
2. Sheher father's car
3. Put the.....in the bowl.
4. It is a need learn a.....

LESSON NINE

Welcome to a lesson on decodable sentences. Decodable sentences are sentences that can be read after learning the alphabets.

TASK ONE

Use the words in the substitution table to form sentences.

Tom			flat	book
John	has		blue	pencil
They	have	a	black	bag
The girl			glittering	cup
The boy			clean	mop

Example: Tom has a flat book.

1.
2.
3.
4.
5.

TASK TWO

Write three (3) sentences with these words.

Medicine, mother, massage

.....

.....

.....

.....

.....

LESSON TEN

We will continue with consonant blends. *Example, **bl**, **cl**, **fl**, **gl**.*

TASK ONE

Complete the table with words that have the consonant blends at the beginning, middle and end.

Example: **lk** as in ***sillk***, ***talk***, ***walk***.

Beginning Position (initial)	Middle Position (medial)	End Position (final)
bl.....	sk	nk
cl.....	sp	lk
fl		st
gl		nd

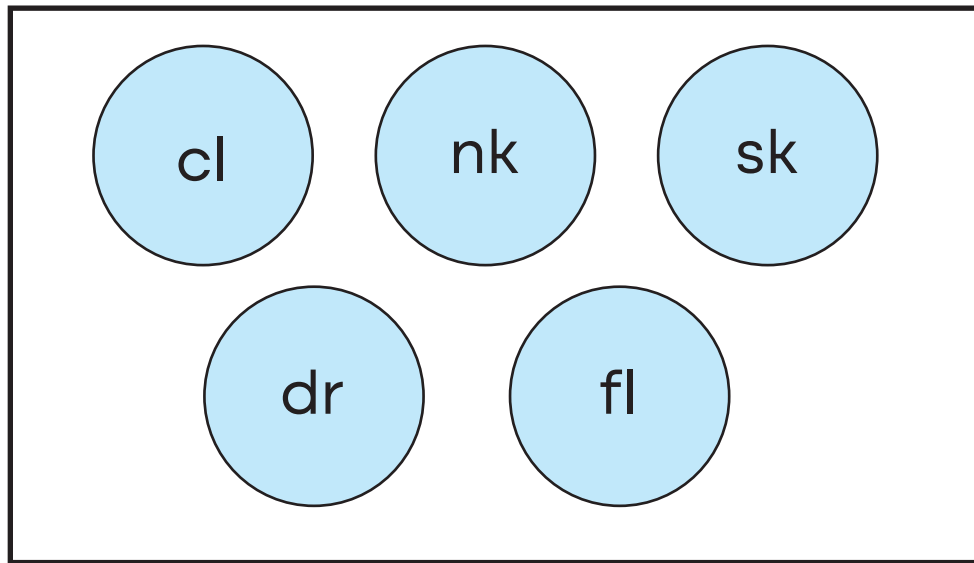
TASK TWO

Use five (5) of the words in task one to form sentences.

1.
2.
3.
4.
5.

TASK THREE

Use the consonant blends to form words.



1.
2.
3.
4.
5.

LESSON ELEVEN

Learners, welcome again to the sight words session. Sight words are common words that are frequently used. For example; **to, do, of, on, as, all, the, are, is, come, go, for, from,** and **am** etc. Sight words help learners to read faster.

TASK ONE

Underline the sight words and write them in the spaces provided.

1. I bought food for Kofi.....
2. Both boys and girls play games.
3. Go to the room pick a dress.
4. Come along with your exercise books.....
5. All learners are well behaved.
6. I have a new shoe.

TASK TWO

Form sentences with the following sight words.

1. for:
2. have:
3. go:
4. all:
5. come:

TASK THREE

Form five (5) sentences with the words from the substitution table.

Example: ***Manu has a bowl.***

They	goes	a	Ho
Manu	have	an	
The boy	come	the	good reader
The girl	has	to	
Adiza	is	from	bowl
		for	ball
			books

Example: ***They come from Ho***

1.
2.
3.
4.
5.

LESSON TWELVE

Learners, let's now read some short stories and answer simple questions on them.

TASK ONE

Read the short story and answer the questions that follow.

My Cat

I sat on the mat to pat my fat cat.

My cat sat on my lap.

My dad sat on a chair and my cat sat on my dad's lap.

1. Where did the cat sit?

.....

2. Who does the cat belong to?

.....

3. Mention two (2) words that rhyme in the story.

.....

.....

TASK TWO

Read and answer the questions on the short story.

The Star Student

Sintim is a great student. He has the best test scores out of almost everyone in his class. He doesn't stop studying until he has to go to sleep. He likes to stay at school to learn. His teacher says he is a star student. Sintim's mom says he is a fast learner.

1. What is Sintim's performance in class?

.....

2. In what two (2) ways is Sintim serious with his books?

.....

.....

3. What does his teacher and mother say about him?

.....

4. What can you say about Sintim?

.....

TASK THREE

Read and answer the questions on the short story.

The thirsty crow

A crow flew into a village.
It was in search of water.
It flew over houses, fields and trees.
There was no water.
It found a tin which had some water.
The crow was happy.

1. What animal is the story about?
.....
2. Mention three (3) things the crow flew over.
.....
3. Why was the crow flying over things?
.....
4. In what did the crow find water?
.....
5. Draw and colour a crow

LESSON THIRTEEN

Welcome to another lesson consonant blends.

Example **lk** as in chalk, **fl** as in flag and **'gl'** as in gold.

TASK ONE

Complete the words with the right consonant blends.

lk, fl, gl, nk, st, bl.

For example: **blast**

1.lk
2. fl.....
3. gl.....
4.nk
5. st.....
6. bl.....
7. st.....

TASK TWO

Complete the table with words that have the consonant blends at the initial and final position.

Consonant Blend	Initial	Consonant Blend	Final
Sk		sk	
Sp		sp	
dr		ck	
bl		nd	

TASK THREE

Form sentences with four (4) words formed from task 2.

1.

2.

3.

4.

LESSON FOURTEEN

Welcome to the end of this term's task. You will go through some of the lessons you did in class.

TASK ONE

Identify and write out the sight words from the sentences below.

1. They have flat stomachs.
2. I will go for my food
3. She comes to school every day.
4. Sam has a beautiful cup.

TASK TWO

Read the short story and answer the questions that follow.

Sam is a lad and Mensah is a lass.
They both go to school every day
Sam has a map but Mensah has a bag.
They can go over the gap.

1. What names are mentioned in the story?

.....

2. What can they go over?

.....

3. Suggest a title for this story?

.....

TASK THREE

Read the paragraph and answer the questions that follow.

Tim Kept Pigs

Tim kept pigs.

He was resting in the grass by a rock.

A man crept out to his pig pen and got in.

Tim ran at him.

The man put one of the runts in a bag and was back on the grass with one big jump.

He run off and he was fast.

1. What did Tim keep?

.....

2. How did the man get into the pen?

.....

3. Write out five (5) sight words from the story?

a.

b.

c.

d.

e.

Term Two

LESSON ONE

Learners, let us revise some of the lessons in term one.

TASK ONE

Create five (5) words by blending the following sounds

Ss,

Aa,

Tt,

Ii,

Pp,

Oo,

Mm,

Hh,

Nn,

Example: **s-a-tsat**

1.
2.
3.
4.
5.

TASK TWO

Underline and write the high frequency words in the following sentences - (*high frequency words are also called sight words*).

1. He is a good friend.
2. Aba has an orange for snack.
3. All learners are equal.
4. Go into the box.
5. I have a new ball.

TASK THREE

Read the story below and write out your own story.

THE LITTLE BROWN DOG

*Afi lives in a big house with her brother
and parents.*

She owns a little brown dog.

Afi named the dog 'mango'

Mango likes to play with Afi.

Afi likes mango very much

.....

.....

.....

.....

.....

.....

.....

.....

.....

LESSON TWO

Learners you will work with the long 'ee' in this lesson.

Example: **speed, three.**

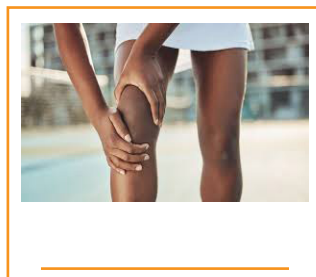
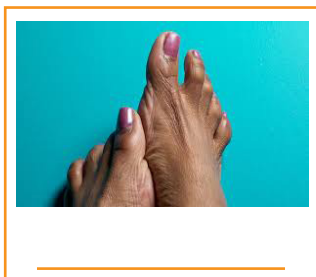
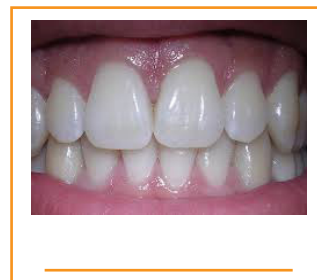
TASK ONE

Read the sentences and circle all the words that have the sound 'ee' in them.

1. Hannah needs a pen to write her test.
2. Does your sheep feed on cassava peels?
3. Mensa feels happy anytime he sees me.
4. The dog likes sweets.
5. The street is flooded with bees.

TASK TWO

Select the appropriate word to match the objects below



TASK THREE

Write four (4) sentences using the following words

feel, peel, sheep, feet, knee

For example: ***The dog has a swollen foot.***

1.
2.
3.
4.

LESSON THREE

Learners the lesson today is on long '**ea**' as in **meat, beach**.

TASK ONE

Complete the table with the alternative spelling patterns of words (**ee/ea**)

ee	ea
peel	
meet	
see	
been	
tee	

TASK TWO

Read and circle the words that have (**ee/ea**) in them.

1. My father has a lot of sheep in his pen.
2. The sheep feed on green plants
3. Sometimes cassava peels are used to feed the sheep.
4. I feel happy anytime I see the sheep feed.
5. I meet people carrying meat when I'm going to schools.

LESSON FOUR

Welcome to today's lesson on '**or**' as in **fort, port**, etc.

TASK ONE

Write five (5) words that have the sounds '**or**'

For example: **fort**

1.
2.
3.
4.
5.

TASK TWO

Write five (5) sentences using the words formed in **Task 1**

For example: fort Amsterdam is found in Abandze in the Central Region.

1.
2.
3.
4.
5.

LESSON FIVE

Welcome to lesson on the spelling pattern **'or'** and its alternative **'aw'** and **'au'** as law, august

TASK ONE

Match the words with the appropriate sounds.

Saw
law
paw
awesome
papaw
port
august
audience

au

qW

TASK TWO

Complete the words with the correct sounds in brackets
(**a**, **aw**, **au**, **or**)

1. p.....t
2. p.....
3. s.....w
4.gust
5.dio

TASK THREE

Complete the sentences with the appropriate words in brackets

(*audio, awesome, saw, sort, audible*)

1. I Kweku Manu today
2. Hajara has an voice.
3. Fafa and Manu belong to anfamily.
4. We will out the books
5. They played the of the song.

LESSON SIX

Welcome to lesson on the spelling pattern '**ar**' as in **bar**, **market**.

TASK ONE

Complete the table below.

au	aw
fault	law

TASK TWO

Complete the table below.

au	or	aw	ar
sauce	pore	paw	far

TASK THREE

Pick any five (5) of the words formed in **Task 2** containing the sounds in brackets and use them to form sentences

(ar, aw, or, au)

1.

2.

3.

4.

5.

LESSON SEVEN

Learners, we will practice spelling pattern **'oo'** as in **room**, **moon**, etc.

TASK ONE

Recite and circle the words that have the sound **'oo'** (long **u**) in them

Look, I see the moon from my room
It booms down after noon.
With a broom, I scoop and shoot down
the lane.
And soon roof my cartoon house with
bamboo.

TASK TWO

Form five (5) sentences with the following words:

too, loose, smooth, zoo, spoon

For example: ***I visited the zoo with my friends.***

1.
2.
3.
4.
5.

TASK THREE

Name the objects with the followings words:

tool, food, hook, book, pool, moon, foot, cook

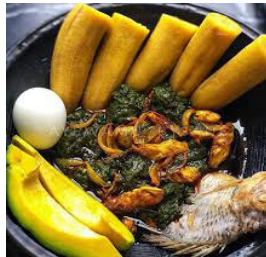
1.



2.



3.



4.



5.



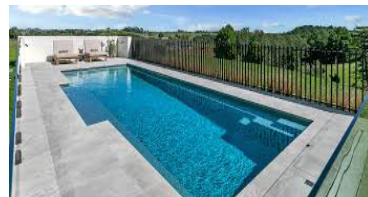
6.



7.



8.



LESSON EIGHT

Learners, we have been looking at spelling patters that produce long sounds. We continue with another spelling pattern '**u-e**' as alternative for '**oo**' as in **flute**.

TASK ONE

Complete the table with words that have the sounds indicated.

au	aw	or	ar	oo	ue
sauce	law	fork	car	pool	blue

TASK TWO

Fill in the gaps with '**ar**', '**oo**', '**ue**', '**or**'.

- | | |
|--------------|--------------|
| 1. c k | 6. c..... |
| 2. b | 7. m t |
| 3. gl..... | 8. p..... k |
| 4. f..... t | 9. b..... k |
| 5. d..... k | 10. m..... k |

TASK THREE

Form five (5) sentences with the following words:

true, clue, blue, statue, sue

For example: ***I bought a blue car.***

1.

2.

3.

4.

5.

LESSON NINE

Learners, we have been looking at spelling patterns that produces long sounds. We continue with another spelling pattern '**u-e**' as alternative for '**oo**' as in **flute**.

TASK ONE

Complete the table

or	ar	oo	ue
port	car	cool	clue

TASK TWO

Form sentences with the following words:

value, blue, rescue, queue, argue.

For example: **Mensima loves blue dresses.**

-
-
-
-
-

TASK THREE

Complete the table with additional words that have '**ue**', '**oo**', '**ar**'.

oo	ue	ar	ue
loop	revenue	tart	clue

LESSON TEN

Learners, you are welcome to today's activities on the spelling pattern '**ir**' as in **girl, first**.

TASK ONE

Match the words in **A** to the appropriate sounds in **B**

car
fort
mart
girl
for
dirt
far

ir

or

ar

TASK TWO

Complete the table with the sounds indicated.

ar	or	ir
art	for	first

TASK THREE

Describe the images in each sentence using these words:
dirty, shirt, skirt, bird.

1.



2.



3.



4.



LESSON ELEVEN

Learners, we have been looking at spelling patterns that produces long sounds. We continue with another spelling pattern '**er**' as in **her, there**.

TASK ONE

Complete the table with words that have the sounds indicated.

ir	er	or	ar
first	herd	fork	mart

TASK TWO

Read and circle the words that have '**er**' in them.

1. My family owns a herd of cattle
2. After school, I play games.
3. Some green plants are herbs.
4. The clock is faster than my wristwatch.
5. We gave the books to her

TASK TWO

Complete the table with the appropriate words

er	ir
	first
finger	
	girl
ever	

LESSON TWELVE

Learners, we will review the spelling patterns we have learnt so far. (***Please repeat this lesson for LESSON THIRTEEN***)

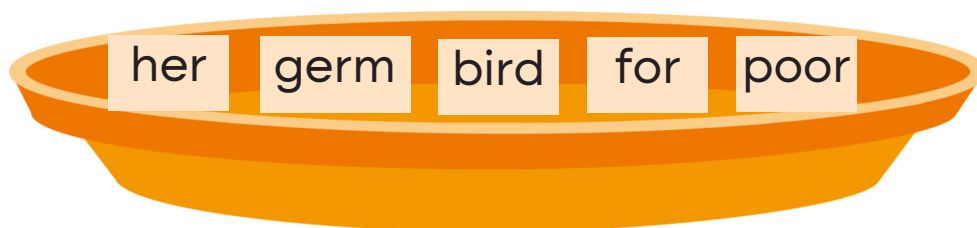
TASK ONE

Read and circle words with **er, ir, or** in them.

1. We eat rice with fork and knife.
2. The fish bit my little finger
3. Ama has a new skirt.
4. A year ago, we travelled together for the holidays.
5. That girl is beautiful and respectful.
6. The dress is torn.
7. The tree is taller than the house.
8. Our Daddy is firm but fair.

TASK TWO

Use the words in the bowl to form sentences.



For example: ***Germs are dangerous.***

1.
2.
3.
4.
5.

LESSON FOURTEEN

TASK ONE

Complete the table with words that have the sounds indicated.

er	or	ir	ue	sh
teller	tailor	girl	glue	ship

TASK TWO

Pick any five (5) words from **Task 1** that have the sounds **er**, **or**, **ir**, **ue**, **sh** to form sentences.

1.
2.
3.
4.
5.

TASK THREE

Fill in the gaps with **'or', 'ar', 'sh'**

A	B	C
n.....th	d.....k	bu.....
c.....n	h.....p	mu.....room
h.....n	t.....t	ell
t.....ch	st.....	op
th.....n	c.....t	pu.....

Term Three

LESSON ONE

Welcome back to the beginning of another session. We will start by revising some of the sounds we have learnt.

TASK ONE

We will read the words that have the target spelling pattern '**sh**', '**ir**', '**ur**' and '**ar**'.

Read the words in the table below

Sir	firm	fur	sure	shine
far	bird	first	shoe	bar

Complete the sentences below using the words in the table.

1. The distance from my house to the school is.....
2. The parrot is a very beautiful
3. The tiger's skin is covered with
4. The sun brighter in the morning.
5. You can get some of the drink from the.....

TASK TWO

Read the following sentences and underline the words that have '**sh**' sound in them.

1. I have watched the movie titled '*The Shoe Shine Boy*'.
2. Show the shorts to the girl.
3. It is a shame to be rude to strangers.
4. I like the shade of the colour of your shirt.
5. Don't wash the shirt in front of to the shop.

TASK THREE

Complete the table with '**ur**' or '**ar**' words

ur	ar
Purse	par

LESSON TWO

Learners, we will continue with the sound '**ng**'.

For example: **sing, ring, king**

TASK ONE

Read and underline the words that have '**ng**'.

1. This is a king.
2. Draw a long line.
3. He speaks many languages.
4. Your answer is not wrong.
5. Bring the book to school.

TASK TWO

Use the words underlined in the sentences in **Task 1** to construct four (4) sentences.

For example: ***Ananse became the king of the jungle.***

1.
2.
3.
4.

TASK THREE

Complete the sentences with these words.

triangle, lung, wing, sang, tongue

1. The hot soup burnt my.....
2. They hurt the Of the bird.
3. The girls at the party.
4. Draw the shape of the into your exercise book.
5. Smoking can cause cancer.

LESSON THREE

Welcome to this session. Here the sound '**nk**' will be identified in words and the words will be used in sentences.

TASK ONE

Read the following words: **sink, blink, think, prank, pink.**

Now use the words above to complete the sentences.

1. Adwoa will her eyes if you throw the ballon at her.
2. Wash the every day after washing the utensils in it.
3. Do you Mama will come back today?
4. The pig keeps itself neat.
5. The made the woman laugh.

TASK TWO

Write five (5) words that have the '**nk**' sound and use them in sentences.

For example **bank – I keep my money at the bank.**

1. a.
b.
2. a.
b.

3. a.
b.
4. a.
b.
5. a.
b.

TASK THREE

Read the passage and answer the questions that follows.

I have a big pig. It is pink in colour
My pink pig likes to run. It likes to eat.
It eats a lot of things and squeals (screams).
It can swim. I love my pink pig

1. Write three (3) sentences that describe the pig from the story.

.....
.....
.....

2. What does the pig likes?

.....

LESSON FOUR

Learners, let's read some decodable sentences/stories in this session. Decodable sentences/stories are created with words formed with letters/letter combinations to provide learners with real reading experience at the appropriate learning level.

The Red Hen



TASK ONE

Read the story carefully.

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

Answer the following questions:

1. What happened to the red hen?

.....

2. What did the hen need?

.....

3. What two things did Meg do for the red hen?

.....

TASK TWO

Did you like the story? Read it again and write your story of about five lines. Give it a title.

.....

.....

.....

.....

.....

.....

,

LESSON FIVE

Welcome to another task. This task is on the special use of **'c'** as **'k'** . for example **cat, camel, cup, cow** and **'c'** as **'s'** in the examples **centre, cease, city**.

TASK ONE

Read aloud the words in the table. Circle  the words that sound **'k'** and put a  on the words that sound **'s'**.

For example:

clean

circuit

cap	civil	center	clean
cup	clue	cease	excite
cow	pencil	City	clear

Write five (5) sentences with the words: **centre, clean, cup, cow, pencil**

1.

2.

3.

4.

5.

TASK TWO

Read the sentences below and write the words that have 'c' as 'k' and 'c' as 's'

1. The woman sells bags of cement.

.....

2. Our coach is meeting us this afternoon.

.....

3. The woman bought some cables for her building.

.....

4. The youth are going on camp meeting.

.....

5. A cedar is a strong wood.

.....

6. The young boy became a celebrity after he saved the
life of the old man.

.....

7. We will visit the cinema this holiday.

.....

8. Have you ever been to Cape Coast castle?

.....

9. We get chocolate from cocoa.

.....

10. Put the ice cube in the cup.

.....

LESSON SIX

Well, done learners, your progress is very encouraging. Let's play this puzzle game.

TASK ONE

There are ten (10) words hidden in the puzzle. They are written from left to right or right to left. They can be seen from up to down or down to up. They may even be across. Take your time and get them all.

Draw circles around the words you find in the puzzle.

a	r	h	d	g	e	e	s	e	v
o	o	d	a	g	r	o	u	p	t
i	y	b	r	i	o	o	z	q	d
b	t	o	a	a	e	a	x	c	y
w	w	e	u	n	w	m	l	p	f
j	d	h	l	t	i	w	a	l	v
g	y	a	q	t	n	o	f	g	w
t	s	o	z	k	n	w	s	h	v
h	d	y	v	g	t	e	w	k	w
a	e	f	f	a	r	i	g	s	z

geese
gentle

giraffe
giant

goal
group

game
grow

TASK TWO

Use the following words to form sentences.

great, goal, group, game, grow

For example: ***Essien scored the first goal.***

1. great

.....

2. goal

.....

3. group

.....

4. game

.....

5. grow

.....

LESSON SEVEN

Welcome to another interesting task. We have learnt that the **'gh'** and **'ph'** sound as **'f'**. We shall now use words with this sound in sentences.

TASK ONE

Underline and write out the words that have the sound **'ph'** in each sentence.

1. The photograph hanging on the wall is my mother.
.....
2. You can get that type of medication from the pharmacy.
.....
3. My nephew is a medical doctor.
4. There is an orphan in my class.
5. There are elephants at the zoo.

TASK TWO

Write five (5) words that have **gh** sounding as **f**.
For example, ***The road is rough***

1.
2.
3.
4.
5.

LESSON EIGHT

Learners, in this session we will look at the spelling pattern '**ch**' that sound '**k**' in **chorus**, **Christmas**. In the previous lesson we worked on '**gh**' and '**ph**' sounding as '**f**'. the task here is recognizing '**ch**' as giving a '**k**' sound.

TASK ONE

Complete the following sentences with the following words
Christ, Christmas, Chorus, Echo, stomach, school, anchor, scholar.

1. Christians believe in
2. Do you celebrate?
3. This food is not good for my
4. Our teacher is a from Legon.
5. The children sang the of the anthem together.
6. My father is the that holds my family together.

TASK TWO

Use the following words to form sentences.

school, echo, chemical, scholar, stomach

For example: ***The music gives a very loud echo.***

1.
2.
3.
4.
5.

LESSON NINE

We have seen **'ch'** sounding as **'k'**. Now let us look at **'ch'** as **sh/ts** in words. For example: **chew the biscuits**.

TASK ONE

Identify and circle the target sound in words.

1. Chicago is a place I will want to visit.
2. I like bread and cheese.
3. Will you eat rice and chicken?
4. The chef prepared a delicious meal
5. The Methodist church has donated some items to the orphanage.

TASK TWO

Read the story. Underline the words that have the **'ch'** as **js/sh**. Group the words in the table provided.

The chick sat on the chair.
It ate the chesse that Charity placed on the
chop board.
"Oh my food," cried Charlotte.
It was my lunch.
"Don't cry", the chef said.
I will make you potato chips.

Ch- (sh)	'ch'(js)

LESSON TEN

Learners, how was the task with **'ch'**? Today, you will practice with the sounds **'o'** and **'u'**.

For example: **'o' - open, okro.**

'u' - union, universe.

TASK ONE

Complete the table by grouping the given words under **'o'** and **'u'** sounds.

Over, ordinary, onion, oat, octopus, obtain, opium, obsess, ocean, omen, olive. Unity, unique, uniform, you, utensil, useful, union, use, university

Words that have 'o'	Words that have 'u'

TASK TWO

Form sentences with these words:

***union, universe, unity, useful, university, usual,
uniform, utensil, unique, you***

For example: ***Teachers belong to a union called GNAT.***

1. Union

.....

2. Universe

.....

3. Unity

.....

4. University

.....

5. Useful

.....

6. Usual

.....

7. Uniform

.....

8. Utensil

.....

9. Unique

.....

10. You

.....

LESSON ELEVEN

You are doing well, and your progress is great. What task do we have ahead today?

Let's make use of new words.

TASK ONE

off, made, make, now, have, done

1. The story he told put me
2. They the programme successful yesterday.
3. Have you.....your work?
4. is the time to be awarded for the good work.
5. You can't a good grade is study
6. They to clean the room before their mother comes back.

TASK TWO

Write five (5) sentences from the high frequency words provided.

Our, their, there, do, some, few, again.

For example; ***The group did it again.***

1.

2.

3.

4.

5.

LESSON TWELVE

You learnt the consonant clusters **'nk'**, **'st'**, and **'lk'** (final position).

TASK ONE

Write five (5) words for each sound

nk	st	lk
think	post	walk

TASK TWO

Write five (5) sentences using these words: **just, chest, bulk, folk, think.**

For example: ***it is good to buy goods in bulk.***

1.
2.
3.
4.
5.

TASK THREE

Word power. There are some words hidden in the maze. Look for them and draw circles around them.

u	t	v	c	x	j	y	v	t	x	m	z	d	j	q	b	t	m
n	n	o	s	p	a	t	q	r	h	t	x	s	w	d	b	u	e
y	e	d	a	z	c	h	a	l	k	i	c	a	q	b	z	n	j
o	i	h	r	g	i	v	k	y	d	i	a	e	p	t	w	i	q
v	x	f	b	i	n	f	i	n	t	r	u	n	k	d	z	g	w
r	w	c	c	a	n	t	f	k	t	v	o	g	d	j	v	b	w
u	h	r	x	f	n	k	k	b	o	o	s	t	a	x	y	j	t
i	z	j	i	h	n	k	a	b	h	m	d	f	p	f	x	y	a
h	t	g	h	s	s	s	t	u	p	y	y	t	e	m	a	g	l
n	g	k	q	w	t	f	w	l	f	b	w	d	h	h	b	s	k
d	f	g	t	d	e	t	y	k	g	x	a	d	q	o	f	v	t
g	w	z	p	e	u	p	e	j	x	k	q	j	l	i	s	t	i

fast

boost

talk

chalk

bulk

wrist

list

trunk

bank

drink

LESSON THIRTEEN

Welcome to another interesting task. How was the previous task? We have learnt the Consonant clusters

sk, sp,dr (medial position).

Let's have more practice with these sounds

TASK ONE

sk-medial position	sp-medial position	dr-initial position
masks	hospital	drive

TASK TWO

Write five (5) sentences from the list of words below.

basket, withdraw, inspection
basketball, priest

For example: ***The priest prayed for the nation.***

1.

2.

3.

4.

5.

LESSON FOURTEEN

Welcome to the final task for this term. You have done very well and you will have a great reward.
Let's look at the task for today.

TASK ONE

Read the consonant blends in the box below and form ten sentences using the words provided.

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

1.
2.
3.
4.
5.

6.
7.
8.
9.
10.

TASK TWO

Complete the sentences with the appropriate words.

risk, desks, walk, suspense, truck

1. She took a into the forest.
2. Our teacher advised us not to write on our
3. The headmaster kept us inwhen he called us into his office.
4. I go for a..... every morning as a form of exercise
5. The woman put her items at.....
6. Arrange the dresses in the

