



English Language

Learners' Workbook

LOWER PRIMARY - LEVEL 3



Ghana Education
Service (GES)



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Term One

LESSON ONE

Learners, you are welcome once again. Let us quickly review our lesson on decodable words. We said decodable words have letter- sound relationship. They sound the way they are spelt. Example: **sit, can, etc.**

TASK ONE

Write any five (5) decodable words you remember from the previous lessons.

1.
2.
3.
4.
5.

TASK TWO

Write **ten (10)** words that begin with the sounds **/p,f,b/** with the sounds **/a&e/** at the middle and **/g, t, n, d/** at the end. For example: **beg, pad, etc.**

1.
2.

3.
4.
5.
6.
7.
8.
9.

LESSON TWO

Learners, let us enrich our vocabulary. Here, we are going to identify and practice more words we meet frequently in reading and writing.

*For example: **is, are, want, on, to, was, no, am**, etc.*

TASK ONE

Write at least **five (5)** sentences and underline the high frequency words in them.

1.

2.

3.

4.

5.

TASK TWO

Circle the **high frequency** words in the poem below.

Read

Reading is an interesting thing to do.

It is good to read always.

You become a star if you are able to read.

Read until you become a star.

Form **five (5)** sentences with the words you circled.

Example: ***always*: Ama always comes to school early.**

1.

2.

3.

4.

5.

LESSON THREE

Learners, let us continue our lesson on consonant blends:
bl, cl, fl, gl.

TASK ONE

Write at least **ten (10)** words with the following consonant blends: **bl, cl, fl, gl.**

*For example: **glad, blind, etc.***

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

TASK TWO

Construct **five (5)** sentences from the substitution table and read them out.

Kwaku Amadu	has	black clean glass	shoes bags watches
They The learners	have	glittering blue	cups pens

Example: ***Kwaku has black pens.***

1.

2.

3.

4.

5.

LESSON FOUR

Learners, let us continue our lesson on consonant blends:
nk, st, lk.

TASK ONE

Write at least **ten (10)** words with the following consonant blends: **nk, st, lk.**

For example: ***stink, test, etc.***

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

TASK TWO

Use the words in **task one** to form sentences .

*For example: **The gutter stinks.***

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

LESSON FIVE

Welcome learners! Let's do some activities on consonant blends.

TASK ONE

Complete the table with words of the following consonant blends: **bl, cl, fl, gl, nk, st, lk, pl, sk, dr** at the beginning, middle and the end. For example:

beginning

black

middle

split

final

sink

Beginning	Middle	Final
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

TASK TWO

Use the words in task one to form **ten (10)** sentences.

Example: The **black** cat is under the chair.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

LESSON SIX

Learners, we are going to do more practice on consonant blends. We will practise pronouncing two individual consonants as one. Example: **g**reen, **c**lose, **sick**.

TASK ONE

Study the table, read and write **two (2)** more words with consonant blends given. An example has been done for each blend.

Beginning	Medial	Final
bl as in black	sk as in basket	nk as in link
cl as in cloud	sp as in suspect	lk as in mild
fl as in flood	dr as in children	st as in first
gl as in glad		nd as in band

TASK TWO

Form at least **ten (10)** sentences from the words in the table in **Task 1**.

Example: ***The suspect was handed over to the police.***

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

LESSON SEVEN

Welcome to the lesson on the sound production of the long **u**, **ui**, and **ue** as in *fruit*, *true* and *blue*.

TASK ONE

Write at least **five (5)** words which contain the long **ui**, or **ue** sound, spell and pronounce them. For example: **fruit**, **clue**, etc.

1.
2.
3.
4.
5.

TASK TWO

Write **three (3)** sentences using examples in **Task 1** and underline the target word. Example: A mangoe is a sweet fruit.

1.
2.
3.

LESSON EIGHT

We continue our lesson on the alternative spelling on long /u/ that is spelt as **o**, **oo** and **ou** as in **do**, **coup**, **cool** and you.

Read the target letters and make their corresponding sounds. Example: 'o' as in **orange**. 'oo' as in cool 'ou' as in **coup**.

TASK ONE

The Pig Farm

Adamu looked down at the little girl.

He shook his head.

"No, Mawutor! You are too small.

You are shorter than me and you are shorter than Adwoa.

You are too small to go fishing."

Read the short story and write the words that have 'o', 'oo' and 'ou' sound in them.

1.
2.
3.
4.

TASK TWO

Write **three (3)** sentences containing the target spelling pattern '**ou**', and '**ough**'.

For example:

ou	ough
coup	dough

1. **ou**

a.

b.

c.

2. **ough**

a.

b.

c.

LESSON NINE

TASK ONE

Read the passage and answer the questions that follow.

The Lazy Frog

On a sunny and beautiful island lived Mr. Frog and his family.

One day, the king of frogs sent a message to all frogs.

He told them to start growing crops so they could get food to eat when the rains stop. Mr. Frog laughed and said, "I will never grow any crops."

Not long after this, there was a great famine. Mr. Frog and his family did not have food to eat because of his laziness.

Questions

1. Where did the frog live?

.....

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

.....

3. Why did Mr. Frog and his family have no food to eat?

.....

4. What will you have done if you were in the family of Mr. Frog?

.....

TASK TWO***Vocabulary consolidation***

Use the following words in constructing meaningful sentences.

1. beautiful

.....

2. island

.....

3. growing

.....

4. famine

.....

5. laziness

.....

LESSON TEN

The sound **'ir'** and **'er'** are spelt differently but they have the same sound. E.g. **ir-girl er-her**

TASK ONE

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

For example: **The teller gave me the money.**

1. The girls saw a bird from the window.
2. The German read the new era book.
3. Her building looks taller than the tree.
4. The firm has a new manager.

TASK TWO

Write **six (6)** words, three (3) for each of the target sound **'ir'** and **'er'** in them, and use the words in sentences. Example: shirt: The shirt is very nice.

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

LESSON ELEVEN

We continue our lesson on the spelling pattern on the long '**er**' as an alternative to '**ur**', as in **burn** and **turn**. The '**er**' can also be spelt as '**ur**' and its pronunciation is longer as in **turn**.

TASK ONE

Read and circle the words that have '**ur**' in them:

1. The oil was poured into the pan.
2. We attend church every Sunday.
3. There will be a curfew next week.
4. Always use curly bracket when writing number set.
5. The fur of the cat is beautiful.
6. The untarred road curves to the market.

TASK TWO

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

Example: **Fur - The fur of the cat is beautiful.**

1.
2.
3.
4.
5.

LESSON TWELVE

Welcome to **Lesson Twelve**. The lesson on special sound pattern '**ear**' as an alternative to '**er**' (as in **earth, earn**) continues. Identify target sounds and use them in words. Example: '**ear**' as in **dear, rear**.

TASK ONE

Construct **five (5)** sentences using the following words: **bear, smear, heard, pear, bread**. Example: *I ate a pear yesterday.*

1.
2.
3.
4.
5.

TASK TWO

Use the following words: **bear, smeared, heard, beard, pear** to complete the short story.

I saw an old man with a white He
his face with oil. He had a big following
him around. Many people were afraid of him because of
the bear. But my mother told me that she
the bear saved the old man when he was a little boy.
The bear saw the old man as his friend and was always
protecting the old man. The old man always gave the bear
.....

LESSON THIRTEEN

We still continue the lesson on the spelling pattern on the long '**er**', as alternative for '**ur**' sound. There are different spelling patterns which produce the sound '**er**'.

Example: **her, term, etc.**

TASK ONE

Identify and **circle** the words that have the long '**er**' sound in the sentences below:

1. The skillful weaver gave her beautiful baskets.
2. If you study harder this term, you will pass your exams.
3. The seller advertised his goods.
4. Per the agreement reached, the issue was settled.
5. The soldier was alert during the war.

TASK TWO

Write **two (2)** words each of the following sounds (**ir, er, ur, ear, or**) and use them to form five (5) sentences.

Example: **bird, first (ir) - Kuuku came first in the exams.**

1. ir

.....

2. er.....

.....

3. ur.....

.....

4. ear.....

.....

5. or

.....

LESSON FOURTEEN

Learner, have you ever been to the dentist? We will read a passage on **'A visit to the Dentist'**.

Read the passage and answer the questions on them.

A Visit to the Dentist

Kwaku is my friend. His mother is a dentist.

She takes care of people's teeth.

She goes to her clinic everyday.

Yesterday, Mr. Opoku went to her.

He had a bad tooth.

Dr. Afia Manu gave him an injection before she removed the bad tooth.

Mr. Opoku is happy. He can now eat his favourite food.

Tomorrow, Kwaku and I will visit his mother.

We will not be given any injection because we do not have any bad teeth.

TASK ONE

Answer the following questions on the passage.

1. What work does Kwaku's mother do when people have bad tooth?

.....

2. Why did Mr. Opoku go to see the dentist?

.....

3. What did the dentist give Mr. Opoku before removing his bad tooth?

.....

4. Why will Kwaku and his friend not be given an injection?

.....

5. A person who takes care of peoples teeth is called

.....

TASK TWO

Use the following words in constructing meaningful sentences.

1. dentist

.....

2. tooth

.....

3. favourite

.....

4. injection

.....

5. removed

.....

Term Two

LESSON ONE

Welcome to **Lesson One** of **Term Two**. We would go through the sounds and spelling patterns we learnt in **first term**.

TASK ONE

Complete the table with word examples of the sounds indicated.

oo	ui	ue	ou	ough	er	ir
cool	fruit	glue	house	dough	here	first

TASK TWO

Read and underline the words that have the sounds in

Task 1. Example: ***Mango is a fruit.***

1. The first girl to arrive will get an award.
2. The man gave a rough idea about the length of the journey.
3. The biscuit tastes fruity.
4. The food is made with corn dough
5. This bag can be fixed with super glue.
6. The house has a swimming pool.
7. I made it through it all.
8. We bought a book for her.

9. Kofi Mensa is a famous tailor.

TASK THREE

Write **five (5)** sentences with the following words: bird, port, fair, air, lord.

Example: ***Air is needed for survival.***

1.

2.

3.

4.

5.

LESSON TWO

Welcome to **Lesson Two**. We would revise special pattern **'or'** as an alternative to **'aw'** as in **awkward, law, claw, raw, jaw**.

TASK ONE

Match the objects to the words.



letter

flower

river

blender

tower

TASK TWO

Complete the table below:

or	aw
lord	raw

TASK THREE

Write **six (6)** sentences using the words formed in **Task Two**.

*Example: **Raw vegetables are good for our health.***

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

LESSON THREE

Welcome to **Lesson Three**. We would look at the spelling pattern '**al**' and '**au**' as alternative to '**or**' as in **August**, **taught**.

TASK ONE

Complete the table with words that have the sounds indicated.

or	au	al
lord	august	malt

TASK TWO

Pick any **five (5)** of the words formed with the sound '**al**' and use them to form sentences.

*Example: **Pal** - I have a pal in the United Kingdom.*

1.
2.
3.
4.
5.

TASK THREE

Match the words in box A to those in box B

A

malt

talk

salt

hall

B

mall

halt

cult

wall

LESSON FOUR

Welcome to another interesting lesson. We would look at special spelling pattern '**ch**' at the initial and final positions.

TASK ONE

Complete the table with word examples of the sounds indicated, and use them in sentences. Example is as shown in the table below:

ch	Sentences with the word
church	Christians go to church to worship God.

TASK TWO

Put in word examples for the sound '**ch**' at the beginning and at the end.

Initial (beginning)	Final (end)
<u>ch</u> ick	ben <u>ch</u>

TASK THREE

Write **five (5)** sentences with these words:

watch, chicken, child, cheap, kitchen.

1.

2.

3.

4.

5.

LESSON FIVE

We would look at the spelling pattern '**sh**' as in **shop, shine, ship, wash.**

TASK ONE

Form sentences with the following words: **shake, bushes, cushion, fish, dish.**

For example: ***It was a palatable dish.***

1.
2.
3.
4.
5.

TASK TWO

Read and complete each sentence with the appropriate word (**shoeshine, shouts, wash, cushion, milkshake**)

1. Tasha has a pack.
2. She takes delight in drinking a glass of every morning.
3. She often..... at her friends for not patronizing her.
4. She is an advocate of your hands with soap and water.
5. Kate enjoys to rest on the..... in her house.

TASK THREE

Use the words in the box to form sentences.

ship, brush, shirt, shop, she,
fish, shoe, shell, short, push

Example: ***She has a white shirt.***

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

LESSON SIX

Welcome to lesson six. You would revise the special pattern '**ng**' and '**nk**' as in **sing-ng** and **sink- nk**.

Example: **bank - (nk)**, **tongue - (ng)** .

TASK ONE

Complete the table with words that have the sounds indicated.

ch	sh	ng	nk
chip	shore	ring	think

TASK TWO

Pick out any **five (5)** words that have the sounds **ng, nk** from **Task 2** and form sentences with them.

Example: **I think the game is over.**

1.
2.
3.
4.
5.

TASK THREE

Fill the blank spaces with the following words:

(drink, ring, pink, young, king)

1. My family prefers the colour to white.
2. Many peoplea lot of water these days.
3. My father is aman.
4. There lived a great
5. The Prefect willthe bell for dinner at 6:30 pm.

LESSON SEVEN

Special spelling pattern **g-/g/** as in **great, gate**, and **j-/dʒ/** as in judge.

Example: **greet, gray**

TASK ONE

Complete the table with words that have the sounds indicated.

g	j	ch	sh
gift	jam	choose	show

TASK TWO

gym, jam, gun,
game, gift, giant,

Form **five (5)** sentences with the following words

1.
2.
3.
4.
5.

TASK THREE

Use the following words: ***giant, gym, game, gun, giraffe***, to create a story.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

LESSON EIGHT

Let us revise the /g/ and /dʒ/ sound patterns in 'g' sound as in **girl**, and /dʒ/ as in **George**.

TASK ONE

Match the objects with their names that have the sounds **j, k, g** as in **jug, king, giant**.

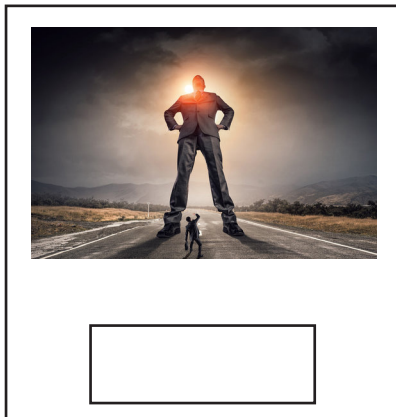
1



2



3



TASK TWO

Form new words from the word '**elephant**'.

2- letters	3- letters	4 - letters	5- letters	6 - letters	7 - letters
at	ant	lent	plant	planet	heeltap

TASK THREE

Read the passage and answer the questions that follow.

Efua lived in an area where there were many mosquitoes. She was always looking for a way to kill them. One day, she had a bright idea. She said. "I'll get a big stick and kill all the mosquitoes!" she exclaimed. She got a big stick, and went to the back of the house. She saw some mosquitoes on the wall. Bam! She hit the wall with the stick.

"Who is that?" Mrs. Mensah asked. "it's me, Mum," Efua replied. "I am killing mosquitoes." Efua's mother was surprised. She asked, "Are you killing a mosquito or an elephant?" "Mosquitoes" Efua answered. Her mother laughed and said, "Next time kill an elephant so we can prepare soup with it".

1. What was troubling Efua?
.....
2. What was the bright idea Efua had?
.....
3. What did Efua use the stick for?
.....
4. If the elephant is killed, what will it be used for?
.....
5. Who asked the question 4 above?
.....
6. What will you do if you were Efua?
.....

LESSON NINE

Read words that have the target sound '**g**' and in gin, /dʒ/ as in judge, '**k**' as in **can**.

TASK ONE

Complete the table with word examples of the sounds indicated.

g	j	k(c)	s (c)
game	job	cup	circle

TASK TWO

complete the table with word examples of the sounds indicated and use the words in sentence.

k(c)	sentence	s(c)	sentence
cat		ceiling	

TASK THREE

Form sentences with the following words:

cap, center, cease,
cane, circle

1.
2.
3.
4.
5.

LESSON TEN

Identifying words that have the '**ph**' and '**gh**' sounds.

TASK ONE

Underline the words that have the '**ph**' and '**gh**' sounds in them.

1. Did your nephew hear the phone ring?
2. My father has a new telephone number.
3. Joseph has a photograph.
4. I saw an elephant at the zoo.
5. The microphone picks up sound.
6. He makes me laugh all the time.
7. The road to your house is too rough.

TASK TWO

Write word examples to complete the table.

ph	gh	k(c)	s(c)
phone	through	cap	cinema

LESSON ELEVEN

Read words that have the '**wr**' as in **write**, '**kn**' as in **knit**, '**gn**' as in **reign**.

TASK ONE

Write word examples to complete the table below:

wr	kn	gn
write	knot	reign
wrong	knife	sign

TASK TWO

Write **five (5)** sentences using the words given.

*For example: **knot** – The learners tightened the **knot** of the laces on their shoes.*

1. knee-
2. wrap-
3. wrist-
4. knock-
5. wrong-

LESSON TWELVE

Reading words and sentences containing silent letters as found in '**wr**' as in **write**, '**kn**' as in **knee**.

TASK ONE

Complete the table with words having the given sounds.

mn	gn	wr	kn	ph
solemn	sign	write	knee	sphere

TASK TWO

Rearrange the jumbled letters to form words.

1. n isg
2. geiforn.....
3. dconmen
4. aglni
5. geinhbour

TASK THREE

Use the following words in meaningful sentences.

condemn, sign, neighbour, align, foreign

1.
2.
3.
4.
5.

LESSON THIRTEEN

We will look at the variant form of the spelling pattern '**ch**' as '**c**' as in **Christ, stomach**.

TASK ONE

Write word examples to indicate beginning, middle and end of the sound '**ch**' (**k**).

Initial	Medial	Final
christmas	mechanic	stomach

TASK TWO

Form sentences with the words formed in **Task 1**.

Example: *The mechanic makes a lot of money.*

1.
2.
3.
4.
5.
6.
7.

TASK THREE

Rearrange the jumbled letters to form words.

1. somctha -
2. chamenic-
3. asmthrsic-
4. chonar-
5. hristinac-

LESSON FOURTEEN

Welcome to the final task for the term. Read the picture.

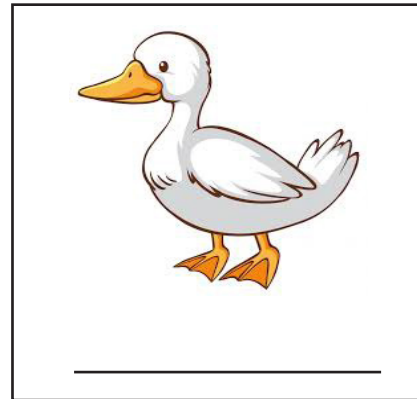
TASK ONE

Name the objects and use the name in sentences.

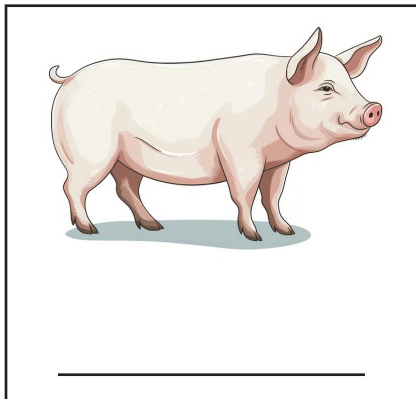
1.



2.



3.



TASK TWO

Read the story and answer the questions that follow.

Once upon a time, I saw a group of animals conversing. "Quack, quack," said the duck. The frog leapt for joy and responded, "Croak, croak, croak." "What a choir!" I exclaimed. The pig asked for his dinner. But instead of saying dinner please, he said, "quee, quee." What will happen if all the animals speak like us?

1. who said, "quack-quack"?

.....

2. What did the frog say?

.....

3. What did the pig say when he asked for dinner?

.....

4. Why were the animals conversing?

.....

TASK THREE

Identify the consonant blends in the words the below:

1. croak

2. frog

3. drug

4. choir

5. speak

Term Three

LESSON ONE

Learners, you are welcome to today's lesson on spelling rules, where we will look at plural form of words that end with '**y**'. Note that when the letter before the '**y**' is a vowel, (**a, e, i, o, u**), '**s**' is added to the singular word to get its plural form.

Example: **boy- boys, toy-toys, monkey-monkeys, valley-valleys, essay-essays.**

TASK ONE

Write the plural forms of these words

1. Play -
2. Key -
3. Alley-
4. Toy -
5. Ray -

TASK TWO

Read the story and circle the words with plural endings '**ys**'

All the boys looked for the keys to the room where the toys were kept.

They checked the alleys of the classrooms.

One of them prays for a time of fun and for plays unending.

TASK THREE

Write **four (4)** sentences using any **four (4)** of the words selected in **Task 2**.

1.

2.

3.

4.

LESSON TWO

Learners, you are welcome to today's lesson on spelling rules regarding plural form of words that end with 'y'. When a word ends with a consonant, the 'y' changes to 'ies'.

Example: **army - armies, party - parties, berry - berries.**

TASK ONE

Write the plural forms of these words.

1. baby -
2. army -
3. fly -
4. duty -
5. dry -
6. cry -
7. try -
8. fly -

TASK TWO

Write **four (4)** sentences using the words in **Task 1**.

1.
2.
3.
4.

TASK THREE

Look at the pictures and complete the words

Baby – bab.....

Fly- fl.....

LESSON THREE

Learners, you are welcome to today's activities on special spelling pattern to form the past tense of verbs. Here, the past tense of verbs are formed by adding **'ed'**.

Example: ***play - played, talk - talked, etc.***

TASK ONE

Write the past tense of the following verbs.

1. mark -
2. play -
3. work -
4. march -
5. walk -
6. weed -
7. look -
8. fix -
9. enjoy -
10. watch -

TASK TWO

Write **five (5)** sentences using any of the words in **Task 1**.

1.
2.
3.
4.
5.

TASK THREE

Complete the story with the correct form of the verbs in the bracket.

*The old woman sat on the staircase. She.....
(watch) the children touching the flowers. She
(warn) them not to destroy the flower but they
(destroy) them. She (scream) as she saw her long-
time friend(walk) into the compound. Her friend
told her that, he(call) his old time friend.*

LESSON FOUR

Learners, you are welcome to today's lesson on special spelling pattern with words ending with **-ing** to form the present continuous form of verbs without doubling the last consonant of regular verbs.

Example: **look - looking, teach - teaching, eat - eating.**

TASK ONE

Add **-ing** to the words in the box and use them in constructing meaningful sentences.

watch, speak, fly,
start, cook, close,
make, call, walk,
cook

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

TASK TWO

Write the present continuous form of the verbs below:

Example: ***eat – eating***

1. call -
2. dry -
3. clean -
4. talk -
5. cheat -
6. work -
7. sing -
8. watch -
9. start -
10. rain -

TASK THREE

Write **five (5)** sentences using any of the words in **Task 2**.

Example: ***They are starting the work next week.***

1.
2.
3.
4.
5.

LESSON FIVE

Learners, you are welcome to today's activities on Special spelling patterns '**ai**' as in **pain**.

TASK ONE

Read the story and write the words with the sound '**ai**'.

Zail the snail was very sad as she felt very plain.
She got an idea in her brain.
And tried to paint the shell with paint.
She felt happy again.
She began to dance in the rain.

- | | |
|---------|---------|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

TASK TWO

Write **five (5)** sentences using words with the sound '**ai**'.

1.
2.
3.
4.
5.

TASK THREE

Write **five (5)** sentences using at least **one (1)** of these words.

tail, main, mail, raise, bail, frail.

1.
2.
3.
4.
5.

LESSON SIX

Learners, you are welcome to today's lesson on spelling patterns '**ay**' and '**a-e**'. read words that have the '**ay**' sound as in day, away, stay, and the '**a-e**' sound as in **cake**, **face**, **brave**, **grade**.

TASK ONE

Write **five (5)** sentences using these words.

day, clay, gray, ape, cake, game

1.
2.
3.
4.
5.

TASK TWO

Complete the table by writing the words that fall under '**ay**' or '**a-e**', (**day, game, clay, cake, gray, late, hay, grade, lay, may, ape, race, tame, pay, lake, pray, way, name.**)

ay	a-e
Example: day	Example: game

TASK THREE

Write at least **seven (7)** sentences with the words in **Task 2**.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

LESSON SEVEN

Learners, you are welcome to today's lesson on reading comprehension '**What Makes Us Sick?**'

Each of us might have fallen sick sometime in the past. We may know what caused the sickness or not, but the most important thing is what we can do to prevent it from recurring.

TASK ONE

Read the passage and answer the questions that follow.

Germes are tiny, tiny little things. We cannot see them with our naked eyes. Germes live in dirty places such as drains, empty cans, etc. They also live in dirty kitchens, bathrooms and toilets.

To avoid germes, we must always keep our houses and surroundings clean. Flies carry germes on their feet from one place to another. When they land on our food they leave the germes there. Germes make food go bad or contaminated.

When we eat contaminated food we become sick. We must, therefore, cover our food and prevent flies from settling on them.

When people cough or sneeze, germes come out of their mouths. We must cover our mouths when we cough or sneeze in order to avoid germes from spreading.

We must wash our hands often, trim our finger nails and keep them clean.

Questions

1. Mention **two (2)** things' germs can do to us.

.....

.....

2. Where do germs live?

.....

3. Why must we cover our mouths when we cough?

.....

4. How can we protect ourselves from germs?

.....

TASK TWO

Write **five (5)** new words you learnt from the passage and use them in at least **five (5)** sentences.

Example: **surroundings** - I weed my surroundings to avoid mosquitoes

1.

2.

3.

4.

5.

TASK THREE

Complete the story by filling in the blanks with the appropriate word: (**mosquito, prevent, sick, weeding, clean, drain, sickness**).

I hate to be so I always find ways to myself from falling victim to.....

For this reason, I always keep my environment by all bushy areas and making sure that the are I also sleep under net.

LESSON EIGHT

Learners, you are welcome to today's lesson on suffixes: **-tion** and **-sion**. Suffixes come at the end of words.

Note: In some of the words, a letter must be added or dropped before the suffix is added.

Example: **-tion** as in (**add - addition, locate - location**) and (**divide - division, decide - decision**), etc.

TASK ONE

Complete the words below by drawing a line to match it to the right suffix, and then write the correct form of the word.

1. add
2. revise
3. educate
4. divide

-tion

-sion

TASK TWO

Add the suffixes '**-tion**' or '**-sion**' to the words below, and write the correct form of the words.

Example: Transmit **-sion** transmission.

1. Demonstrate

2. State

- | | | | |
|-----|----------|-------|-------|
| 3. | decide | ..... | ..... |
| 4. | relate | ..... | ..... |
| 5. | define | ..... | ..... |
| 6. | conclude | ..... | ..... |
| 7. | man | ..... | ..... |
| 8. | men | ..... | ..... |
| 9. | create | ..... | ..... |
| 10. | pass | ..... | ..... |

TASK THREE

Form **three (3)** sentences with these words

nation, mansion, mission

1.
2.
3.

LESSON NINE

Learners, you are welcome to today's activities on spelling pattern '**ie**' in words. Examples of words with '**ie**' are **replies**, **babies**, **diet**, **pie**, **etc.**

TASK ONE

Form **five (5)** sentences with these words:

pie, spies, skies, died, lie

1.
2.
3.
4.
5.

TASK TWO

Complete the following sentences with the words provided

tie, relied, tried, fried, pie

1. Heto sleep.
2. The looks good with the shirt.
3. The is delicious.
4. Kojo some eggs.
5. They on him for support.

LESSON TEN

Learners, you are welcome to today's lesson on spelling patterns with endings **'igh'** and **'y'**. Example **high, buy, etc.** More of words with the target sounds are in **Task 1**. Read out the words aloud with emphasis on **'igh'** and **'y'**.

Fill the table by writing the words belonging to **'igh'** or **'y'**

cry, bright, dry, high, fry, sigh, guy, fly, thigh, apply, fight, flight, flight, pry, prayer, sky, spy

igh	y

TASK TWO

Write **five (5)** sentences using these words:

fight, flight, high, pry, prayer, sky, spy, light.

1.
2.
3.
4.
5.

TASK THREE

Write a short story of at least **five (5)** lines with some of the words found in **Task 2**

.....

.....

.....

.....

.....

.....

.....

LESSON ELEVEN

Learners, you are welcome to today's lesson on spelling pattern '**oa**' as in **load, road, boat, coat, etc.**

TASK ONE

Write **five (5)** sentences using these words.

goat, soap, float, toad, load

1.
2.
3.
4.
5.

TASK TWO

Write a short story of at least **seven (7)** lines using '**oa**' words.

.....

.....

.....

.....

.....

.....

LESSON TWELVE

Learners, you are welcome to today's activities on spelling patterns '**oe**' and '**o-e**'

TASK ONE

Form **five (5)** sentences using any of these words:

***tiptoe, woe, hoe, home, hope, nose, doe, foe,
bone, home, cone***

1.
2.
3.
4.
5.

TASK TWO

Write a short story using '**oe**' and '**o-e**' words

.....

.....

.....

.....

.....

LESSON THIRTEEN

Learners, you are welcome to today's lesson on spelling pattern **'ow'**.

TASK ONE

Form **five(5)** sentences using any of these words:

slow, crow, blow, fellow, window, flow, know, tomorrow.

1.
2.
3.
4.
5.

TASK TWO

Write a short story with **'ow'** words.

.....

.....

.....

.....

.....

LESSON FOURTEEN

Learners, you are welcome to today's lesson on reading comprehension, '**What's Your Name?**'

TASK ONE

Read the passage and answer the questions that follow.

Kwaku and Ama are pupils of Fakye Primary School in the Brong Ahafo Region. One day, they were on their way home from school when they met an old man.

The old man asked, "What is your name?" pointing to Kwaku.

"My name is Kwaku Boafo," he said.

"That's a great name. I am also called Boafo. I am happy to meet you. Here, take this toffee."

"Thank you, " said Kwaku to the old man.

The old man asked Ama, "what is your name?"

"Er, my name is Ama, but my friends call me Boafo."

The old man burst out laughing. He exclaimed, "So toffee has made you change your name!"

Questions

1. Where do Kwaku and Ama come from?

.....

2. Where did they meet the old man?

.....

3. What is the name of the old man?

.....

4. What did the old man give Kwaku?

.....

5. Why did Ama change her name?

.....

TASK TWO

Write **five (5)** new words learnt from the passage

1.

2.

3.

4.

5.

TASK THREE

Write five (5) sentences using the words in **Task 2**

1.
2.
3.
4.
5.