

# ESSENTIAL English

## Primary 1



Teacher's Guide



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**ESSENTIAL**  
**English**  
**Primary 1**  
**Teacher's Guide**

Comfort Dorvlo • Regina Ankama





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# Contents

<b>Introduction</b>	<b>vi</b>
<b>Teacher assessment rubrics</b>	<b>xiii</b>
<b>Scope and sequence</b>	<b>xvi</b>
<b>Appendix</b>	<b>xxxi</b>
<b>Curriculum coverage</b>	<b>xxxiv</b>
<b>Unit 1: My first day at school</b>	<b>1</b>
<b>Workbook Answers</b>	<b>11</b>
<b>Unit 2: How to greet with love, respect, and care</b>	<b>12</b>
<b>Workbook Answers</b>	<b>21</b>
<b>Unit 3: Let's talk about ourselves</b>	<b>22</b>
<b>Workbook Answers</b>	<b>32</b>
<b>Unit 4: The people around me</b>	<b>33</b>
<b>Revision 1</b>	<b>43</b>
<b>Workbook Answers</b>	<b>44</b>
<b>Unit 5: When the lights go off</b>	<b>45</b>
<b>Workbook Answers</b>	<b>55</b>
<b>Unit 6: The spaces around me</b>	<b>56</b>
<b>Workbook Answers</b>	<b>66</b>
<b>Unit 7: Things in the home</b>	<b>67</b>
<b>Workbook Answers</b>	<b>76</b>
<b>Unit 8: In my school –1</b>	<b>77</b>
<b>Revision 2</b>	<b>86</b>
<b>Workbook Answers</b>	<b>86</b>
<b>Unit 9: In my school –2</b>	<b>87</b>
<b>Workbook Answers</b>	<b>96</b>
<b>Unit 10: The things I do at home</b>	<b>98</b>
<b>Workbook Answers</b>	<b>107</b>
<b>Unit 11: Why you should work hard</b>	<b>108</b>
<b>Workbook Answers</b>	<b>116</b>
<b>Unit 12: Celebrations –1</b>	<b>117</b>
<b>Revision 3</b>	<b>126</b>
<b>Workbook Answers</b>	<b>127</b>
<b>Unit 13: Obedience</b>	<b>128</b>
<b>Workbook Answers</b>	<b>137</b>

# Contents

<b>Unit 14:</b> Animals –1 _____	138
<b>Workbook Answers</b> _____	147
<b>Unit 15:</b> Change in weather _____	148
<b>Workbook Answers</b> _____	156
<b>Unit 16:</b> Be healthy and strong –1 _____	157
<b>Revision 4</b> _____	165
<b>Workbook Answers</b> _____	166
<b>Unit 17:</b> Malaria –1 _____	167
<b>Workbook Answers</b> _____	175
<b>Unit 18:</b> Animals –2 _____	176
<b>Workbook Answers</b> _____	185
<b>Unit 19:</b> Malaria –2 _____	186
<b>Workbook Answers</b> _____	195
<b>Unit 20:</b> Be strong and healthy –2 _____	197
<b>Revision 5</b> _____	206
<b>Workbook Answers</b> _____	208
<b>Unit 21:</b> Our food _____	209
<b>Workbook Answers</b> _____	219
<b>Unit 22:</b> Animals –2 _____	220
<b>Workbook Answers</b> _____	228
<b>Unit 23:</b> Safety on the road _____	229
<b>Workbook Answers</b> _____	238
<b>Unit 24:</b> At the library _____	239
<b>Revision 6</b> _____	247
<b>Workbook Answers</b> _____	249
<b>Unit 25:</b> Greed is not good _____	250
<b>Workbook Answers</b> _____	259
<b>Unit 26:</b> Celebrations –2 _____	260
<b>Workbook Answers</b> _____	269
<b>Unit 27:</b> Let's go to the market! _____	270
<b>Workbook Answers</b> _____	279
<b>Unit 28:</b> At the library _____	280
<b>Workbook Answers</b> _____	289
<b>Unit 29:</b> You and strangers _____	291
<b>Workbook Answers</b> _____	300

<b>Unit 30:</b> Fun with computers	302
<b>Revision 7</b>	311
<b>Workbook Answers</b>	312

# Introduction

## Rationale

Language is used to express meaning and culture from one generation to another. Language also serves as a vehicle for reflecting changes that occur in society. The influx of rapid technology in our society, coupled with globalisation, has made English the most widely used language in the world. In Ghana, English plays an important role in national life. It is used as the official language as well as the language across the curriculum. The study of this language as the second language of the nation, aims at equipping the learners with vital effective communication skills. They become members of the international community who understand, respect and appreciate values incorporated in their language and culture as well as that of other societies.



However, it must be noted that learning a language that is different from one's mother tongue is difficult. Here, **Essential English for primary schools** comes in handy as a pillar of support. It is a set of six books for Primary 1 to 6. Each grade level has a learner's book, accompanied by a workbook and a teacher's guide. The content of the learner's books is in four sections, with the sections designed to cater for the four basic language skills, namely, listening, speaking, reading, and writing skills.

## Learner's Book

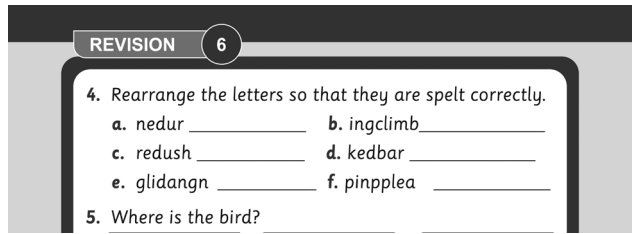
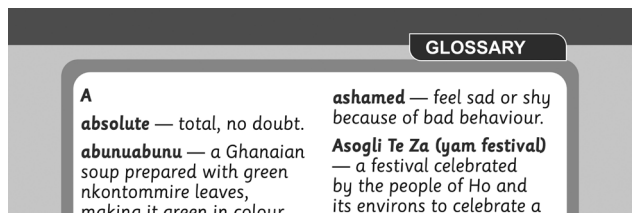
This 30-unit Learner's Book is packed with a variety of activities and exercises to help learners explore and develop the cognitive, psychomotor and affective domains as well as acquire the basic language skills. Bearing in mind that learners go through development stages as they learn language and that they develop language at their own pace, the activities are designed and graded to meet the learning style and needs of each child as well as to make learning fun for the young learners. In addition to the activities, the Learner's Book contains other vital features, such as:

<b>a. Learning Outcomes</b> – This refers to the unit objectives that are shared with the learners at the beginning of the unit to enable them to know what the unit entails.	<div><b>Learning Outcomes</b></div> <div>By the end of the unit, you will be able to:</div> <ul style="list-style-type: none"><li>• recite a rhyme;</li><li>• read a text aloud and answer questions about it;</li><li>• identify the sound of letter "a" in words;</li><li>• show the meaning of words by matching them to pictures;</li></ul>
<b>b. Unit Summary</b> – This serves as a reflection on all that has been learnt in the unit in question.	<div><b>Unit Summary</b></div> <div>In this unit, you have learnt how to:</div> <ul style="list-style-type: none"><li>• recite a rhyme;</li><li>• create new words by deleting sounds from existing words;</li><li>• read a text out loud and answer questions about it;</li></ul>



<p><b>c. Picture(s)</b> – This refers to the picture(s) that are related to what learners will learn in each section.</p>	<p>Asking and answering questions – Talking about pictures</p> <p>1. Look at the pictures below. Talk about what you see with your classmates.</p> 
<p><b>d. Keywords</b> – These are important words that learners will come across in the unit and need to learn. Teachers are free to add to the number.</p>	<p><b>KEYWORDS</b></p> <p>teacher shoes happy school dress</p>
<p><b>e. Fun Fact</b> – Interesting facts that learners should add to their knowledge. The fun facts should be related to topic being treated.</p>	<p><b>Fun Fact</b></p> <p>Did you know that before erasers were invented, bread crumbs were used to rub out pencil marks?</p>
<p><b>f. Check in</b> – Questions that help learners to think about what they are yet to learn. <b>Check out</b> – Questions that help learners to think about what they have learnt.</p>	<p><b>Check-out</b></p> <p>Hello, hello! Can you say ten new words you have learnt so far?</p>
<p><b>g. Reading tip</b> – Tips to help learners read better.</p>	<p><b>Reading tip</b></p> <p>Point to each word as you read.</p>
<p><b>h. Listening tip</b> – Tips that teach learners how to develop good listening skills.</p>	<p><b>Listening tip</b></p> <p>Pay attention to how your teacher pronounces each word when reading. “Pronounce” means to use your voice to make sounds.</p>
<p><b>i. Discover more</b> – Useful websites that help to integrate technology into the learning to enhance deep and independent learning through giving learners an opportunity to have additional practice of a learning experience. Teachers or learners can scan the QR code with their phone’s camera and click on a link that will appear.</p>	<p><b>Discover More</b></p> <p>Find out more about malaria by using this link:</p>  <p>Scan me</p>
<p><b>j. Homework</b> – Activities that help learners to practise what they have learnt at school in their home environments.</p>	<p><b>Homework</b></p> <p>Write eight to ten sentences in your homework book about your favourite things you like to do at school. Give reasons too.</p>



<p><b>k. Revision</b> – Exercises that help check learners’ understanding of a number of units.</p>	
<p><b>l. Glossary</b> – Keywords and their meanings as used in the individual passages. They are at the end of the book.</p>	

## Workbook

The 30-unit Workbook has task-oriented curriculum material that is designed to give learners additional practice in each section of a unit. Teachers are expected to refer learners to appropriate pages of the Workbook (indicated in the Teacher’s Guide) for additional practice.

## Teacher’s Guide

The Teacher’s Guide closely adheres to the official curriculum. It suggests the creative pedagogical approaches, strategies and methods that can promote learners’ learning. It is based on the Learner’s Book.

The content of the Teacher’s Guide includes:

**a. Unit Overview:**

This is a summary of what a unit is about. It gives the teacher the opportunity to know what to expect in a unit. The unit overview talks about what each section of the unit is about.

**b. Learning Outcomes:**

This refers to unit objectives that teachers should aim to achieve by the end of the unit.

**c. Section Heading:**

This shows which of the four sections is being considered at a particular time. The sections are: A. Oral language, B. Reading, C. Vocabulary, and D. Writing. The topic to be treated under the section is also indicated.

**d. Core Competencies:**

All the core competencies (e.g. Communication and Collaboration, Creativity and Innovation, etc.) that the section aims to develop through treating the target topic are stated here. Teachers are free to add to the number.

**e. Teaching Strategies:**

These are strategies used to manage the classroom for effective teaching and learning to take place. Group work, pair work, demonstration, questioning, etc. are examples of strategies suggested in the Teacher’s Guide.

**f. Teaching/Learning Resources:**

These are suggested resources for teaching the lessons. Teachers are free to add to the number.

**g. Preparation Before Class:**

Teachers are expected to prepare all their resources before going to class. As part of the preparation, teachers might search the internet for a piece of information, learn to perform a particular activity, train some learners for a demonstration, etc.

**h. Teaching/Learning Activities:**

These are the activities that teachers and the learners are expected to undertake to make it possible for effective teaching and learning to take place.

**i. Assessment:**

The assessment is part of the second phase of a lesson. Teachers are supposed to vary the questions to cater for the various domains (levels) of Bloom's Taxonomy. The tasks should vary from level-1 recall tasks to level-4 tasks that require learners to analyse, create, evaluate, etc.

**j. Reflection:**

Here, activities for reflecting upon the activities carried out in the lesson are suggested. It can be in the form of games, presentations, etc.

**k. Note:**

Where a section has a number of activities, the teacher can decide to teach it in more than one lesson, depending on the abilities of the learners.

**l. Answers:**

The Teacher's Guide contains answers to all the assessment tasks in the Learner's Book, the Workbook and the revision exercises.

**m. Additional Practice:**

Teachers are referred to pages in the Workbook where learners can have additional practice of the concept learnt. Teachers must cross-check each page before referring learners to it.

**n. Homework:** Occasionally, the guide directs teachers to a task that should be given to learners as homework.

**o. Remedial Activity:** They are activities that help struggling learners to catch up with lessons.

**p. Extension of Assessment:**

The guide sometimes differentiates tasks by suggesting what high or low achievers should do.

# Instructional Expectations

## Differentiation:

Teachers are expected to use scaffolding and differentiation by tasks, by support and by outcome (refer to curriculum page xvi) to ensure no learner is left out when using the **Essential English** books.

The Teacher’s Guide offers essential participatory experiences that should enable learners to progress seamlessly from one phase to another. Learner-centred pedagogy is key to the approaches suggested in the Teacher’s Guide. The strategies selected (group work, pair work, individual activity, etc.) are employed to help learners develop and demonstrate national values such as respect for others, collaboration, honesty, integrity, etc.

## Structure of the Learner’s Book

In Primary 1, 2 and 3, each Unit has four sections:

- Oral Language (Listening and Speaking)
- Reading/Phonics
- Vocabulary
- Writing and Grammar Usage

### Section A: Oral Language


The oral section comprises sub-strands (rhyme, conversation/ everyday discourse, songs, asking and answering questions, giving and obeying commands, and listening comprehension). Its purpose is to motivate learners to listen carefully with understanding and share ideas confidently and effectively in English. Learners need to be taken through lots of oral practice to become fluent in a second language.

Section A Oral Language

Activity 1

Reciting a rhyme: The Rain

1. Look at the picture and share what you can see with your classmates. Who can you see and what are they doing?



2. Read the poem below first with your teacher. Then, read it without your teacher until you can recite it alone without looking at the words.

The Rain  
The rain will come  
The rain will come  
We need the rain to come  
To get a lot of food  
So, let's keep the refuse away  
To make the water flow  
The rain will come  
The rain will come

Unit 6

We need the rain to come  
To keep the rivers alive  
So let's keep houses away  
From the waterways.

The rain will come  
The rain will come  
We need the rain to come  
To get hydro-power working  
So, let's be good citizens  
To stop the city floods.

2. Clap your hands as you recite it. Stamp your feet according to the rhythm.

Speaking tip

A really good way of gaining confidence when reading aloud or speaking is to have fun with it! Try reading with a foreign accent. Now, try reading with a bass voice. Or a tiny voice.

Activity 2

1. Recite the poem again and share how you understand it with your partner.

2. Think about the part of the rhyme that you enjoy reciting and share it with each other, giving reasons.

3. Answer the following questions with your partner and share the answers with the class.

a. What is the poem about?

b. Why do we need the rains to come in stanza 3?

c. Write your poem like the first stanza.

## Section B: Reading

The reading section involves a lot of reading materials and reading comprehension techniques at the different stages of the reading process: pre-reading (strategies include using pictures or titles to predict, understanding new words as used in context, as well as forming sentences with the treated words.

2. While-reading techniques involve reading aloud in groups/pairs/echo-reading or individually. There is also the pronunciation and finding meaning of new vocabulary items from their context. Lastly, post-reading (techniques include asking and answering questions based on the text read, drawing conclusions, and giving one's own/personal response. Each Learner's Book abounds with a variety of level-appropriate texts and strategies in every unit. The reading section also embodies phonics titled as "Letters have Sounds". A variety of sounds/phonetic activities has been provided to motivate learners to learn the sound system of the language.

The reading texts are creatively designed to help develop learners' comprehension skills as well as take care of their extensive reading needs.

## Section C: Vocabulary

The purpose of the vocabulary section is to help learners expand their scope of vocabulary and enhance their language competence.


Activities in the section (including word hunt, matching words with their meaning, matching word parts, finding missing letters, re-arranging jumbled letters to form words, etc.) are structured to deepen learner's understanding of key words from the passage and enhance their competency in the use of the English Language.

Teachers must therefore, make time consciously to help learners to acquire vocabulary.

**Section B Reading**

**Activity 4**

1. Look at this picture carefully and share what you can see with your classmates.



a. What do you expect to read about?

2. Listen and say the keywords correctly after your teacher.

'how can I help you'
'how much'
'there is ...'
'a change of ...'

'Ghana cedis worth of ...'
cutlass
hoe

**Listening tip**

It is important to be quiet when the keywords are being pronounced so you can hear everything correctly.

**Unit 5: Marketing days**

**Activity 5**

3. Look through the passage below quickly to find the words in **bold**. Try to work out the meaning of each word by reading the sentence(s) in which it appears.

**Market Day in Agomanya**

All markets across the country have market days. Market days are the days when most of the sellers and buyers go to the market. They are the busiest days in the market. Some market days are a time-honoured tradition dating back centuries. In Agomanya, a town in the Lower Manya Krobo Municipality of the Eastern Region, Wednesdays and Saturdays are the market days. Agomanya Market, named after the town, is the biggest market in the municipality. This means that market days are very special in Agomanya. Though there are two market days, Saturday is the more popular of the two.

On Saturdays, the town is remarkably busy. Many people from far and near come to the market. As soon as day breaks, women and children from the surrounding towns arrive at the market. They bring different kinds of foodstuff, including plantain, cocoyam, cassava, yams, and potatoes to sell. Some of them also come with fruits like oranges, mangoes, pears, bananas, and pineapples. Fresh vegetables like onions, garden eggs, okra, tomatoes, cabbages, pepper, and nkontomire are also brought to the market in abundance only on Saturdays. Sellers make a lot of noise selling their wares, inviting customers, and bargaining over the prices of goods.

Some people carry their wares to the market on their heads whilst others come in cars. In the mornings, the atmosphere is generally calmer than during peak selling hours. People from cities like Tema and Accra come to the Agomanya Market to buy foodstuff. There are two groups of them. Those who buy foodstuff in bulk so they can resell in towns and cities, or use in their restaurants or catering businesses. And there are also some sellers who bring goods like cloth, body lotion, perfume, toothpaste, footwear, radio, belts, chocolate beverages, sugar, and kitchen utensils to sell to the townspeople. These sellers often make sales later in the day, after the traders have made enough money selling to the many customers that come to the market.

Midday is the peak of events in Agomanya Market. The market becomes busier and noisier. By this time, the people traveling from far have arrived.

**Section C Vocabulary**

**Fun with Words**

1. Learn to spell and read these words.

insisted
gainful
employment
menial

discharged
written
enrolled
snippet

squander
scholarship
tertiary
unabashedly

2. Which words in the passage means the following? Write the correct words in the spaces provided.

- Unembarrassedly \_\_\_\_\_
- Cleared \_\_\_\_\_
- Waste \_\_\_\_\_
- Admitted \_\_\_\_\_
- Disregarded \_\_\_\_\_

3. Find the meaning of **kicked out** and use it to form four sentences.  
E.g., the students were kicked out of class for coming in late.

1. Read the following sentences and circle the possessive adjectives.

- Our parents are very friendly.
- I love my new school uniform.
- My uncle wants me to stay with him in the city.
- Her friend is called Abena.
- Their work seemed complete.

## Section D: Writing and Grammar

### Usage

This section is in two parts, namely, Penmanship and Guided Writing. Penmanship is for writing skills development, whereas Guided Writing deals with integration of skills, especially reading, writing, and grammar usage in writing. In each section, care is taken to integrate the language skills. For instance, as you teach oral language, you should let learners have reading and writing exercises in addition to the oral ones. Guided Writing is used as an umbrella term for all other types of writing - controlled, guided, free and process writing.

You should also use the chance to integrate the teaching of values and attitudes that are linked to them / the specific task – without preaching or changing the focus from teaching language skills.

### Assessment

The **Essential English for primary schools** course is designed bearing in mind the three modes of assessing the 21<sup>st</sup> century learners. The tasks are carved in such a way that it will make room for learners to take charge of their own learning (assessment as learning), to enable learners to be assessed throughout the lesson as part of the learning process (assessment for learners) and tasks for assessing learners at the end of each lesson or unit (assessment of learning.)

As part of the summative assessment, learners are given revision exercises after every four units. There are homework activities at the end of every unit to keep learner's memory refreshed about the unit's activities.

Bloom's taxonomy informs instruction and assessment of each section. This means the assessment is gradually graded from level 1 (recall questions) to level 4 (where learners learn to analyse, evaluate and create).

**Section D Writing**

Penmanship

1. Copy the following text into your writing book.

Mr. Deka said that drivers themselves could cause accidents. For example, a distracted driver can cause an accident in the same way that a drunk driver or an over-speeding driver can. Sometimes, drivers don't obey traffic rules and that can also result in accidents.

**Activity 13**

*Guided Writing*

1. Imagine you were at a place when a road accident occurred. Narrate what happened (using **this, that, these, and those**, to fill in the gaps correctly).

I was (standing/sitting) on \_\_\_\_ (that/those) rocks when I saw \_\_\_\_ (this/these) (bus/lorry/car/truck) passed by (speeding/dodging) potholes. The driver drove into \_\_\_\_ (this/those) (driver's/drivers') lane and clashed with \_\_\_\_ (this/that) (car/bus/lorry/truck) over there. It seemed \_\_\_\_ (this/those) vehicle has a mechanical fault and \_\_\_\_ (these/those) drivers too were drunk or tired.

**Writing tip**  
 For this exercise, say the sentence out loud before writing it down in order to know what it sounds like.

Check-in

Were you able to finish all exercises in this unit? Can you now tell the difference between possessive and demonstrative adjectives?

**REVISION 2**

**Exercise 1**

- Sing the National Anthem and answer the following questions:
  - How was our heritage won for us?
  - What are we to defend?
  - What should we use to resist the oppressors' rule?
- Recite the poem below and identify the rhyming words.
 

Ghana my proud home  
 The land where I have grown  
 The land on which I can't afford to roam  
 I will love you Mother Ghana  
 I will uplift your good name  
 And save it from shame  
 Oh! Ghana my proud home.
- Complete the conversation below:
 

Storekeeper: How can I \_\_\_\_\_ you?  
 Sammy: I need two \_\_\_\_\_ of milk.  
 Storekeeper: Here \_\_\_\_\_ are.  
 Sammy: How \_\_\_\_\_ is one?  
 Storekeeper: One is 70 pesewas and the two will be \_\_\_\_\_.  
 Sammy: I have two cedis. How much \_\_\_\_\_ will I get?  
 Storekeeper: 60 pesewas. Here you \_\_\_\_\_.
- Fill in the gaps in the following paragraph, about road accident, with the right words. The first one has been done for you.
 

Whenever you are about to cross the road especially at the \_\_\_\_\_ light, make sure you wait on the zebra \_\_\_\_\_ until all the cars stop and the \_\_\_\_\_ light for pedestrians shows, then you can cross to the other side. Once the green light is on for cars to move on, you can get knocked down by a speeding \_\_\_\_\_.

## Teacher assessment rubrics

Use the following rubrics to assess learners' listening and speaking tasks,

### Oral language

Rhyme with diverse partners on grade-level topics.		
<b>Content</b>	<ul style="list-style-type: none"> <li>The content is based on the given theme. (1).</li> </ul>	1
<b>Organisation</b>	<ul style="list-style-type: none"> <li>All learners take part in the recitation of the rhyme. (1)</li> <li>All partners participate in sound-sensitising activities. (2)</li> <li>All partners listen carefully to what others say. (1)</li> </ul>	4
<b>Expression</b>	<ul style="list-style-type: none"> <li>An appropriate register is used. (2)</li> <li>Appropriate vocabulary is used. (1)</li> </ul>	3
<b>Mechanical accuracy</b>	<ul style="list-style-type: none"> <li>All partners recite the rhyme clearly, so that the rest of the group can hear them. (1)</li> <li>Pronunciations are correct. (1)</li> </ul>	2
<b>Total marks</b>		<b>10</b>

Conversation		
Conversation with diverse partners on grade-level topics		
<b>Content</b>	<ul style="list-style-type: none"> <li>The content is based on the given theme. (1)</li> </ul>	1
<b>Organisation</b>	<ul style="list-style-type: none"> <li>All partners in the conversation participate and take turns to speak. (1)</li> <li>All partners listen carefully to what others say. (1)</li> <li>All partners ask and respond to questions. (2)</li> </ul>	4
<b>Expression</b>	<ul style="list-style-type: none"> <li>An appropriate register is used (formal or informal depending on the context of the conversation). (2)</li> <li>Appropriate vocabulary is used. (1)</li> </ul>	3
<b>Mechanical accuracy</b>	<ul style="list-style-type: none"> <li>All partners speak clearly so that the rest of the group can hear them. (1)</li> <li>Pronunciation and grammar are correct.(1)</li> </ul>	2
<b>Total marks</b>		<b>10</b>

Conversation		
Talk to your partner about your family		
<b>Content</b>	<ul style="list-style-type: none"> <li>The content is based on the given theme. (1)</li> </ul>	1
<b>Organisation</b>	<ul style="list-style-type: none"> <li>All partners in the conversation participate and take turns to speak. (1)</li> <li>All partners listen carefully to what others say. (1)</li> <li>All partners ask and respond to questions. (2)</li> </ul>	4
<b>Expression</b>	<ul style="list-style-type: none"> <li>All partners use open-ended questions. (2)</li> <li>Appropriate vocabulary is used. (1)</li> </ul>	3
	<ul style="list-style-type: none"> <li>All partners speak clearly, so that the rest of the group can hear them. (1)</li> <li>Pronunciation and grammar are correct. (1)</li> </ul>	2
<b>Total marks</b>		<b>10</b>

Asking and answering questions		
Listen to and answer questions, then share opinions on level-appropriate text.		
<b>Content</b>	<ul style="list-style-type: none"> <li>The content is based on the given text. (1)</li> </ul>	1
<b>Organisation</b>	<ul style="list-style-type: none"> <li>All partners in the discussion participate. (1)</li> <li>All partners listen carefully to what others say. (1)</li> <li>All partners ask and answer questions based on the text correctly. (2)</li> </ul>	4
<b>Expression</b>	<ul style="list-style-type: none"> <li>An appropriate register is used (formal or informal depending on the text of the discussion). (2)</li> <li>Appropriate pronunciation is used. (1)</li> </ul>	3
<b>Mechanical accuracy</b>	<ul style="list-style-type: none"> <li>All partners speak clearly, so that the rest of the group can hear them. (1)</li> <li>Grammar is used correctly. (1)</li> </ul>	2
<b>Total marks</b>		<b>10</b>



Use the following rubrics to assess learners' writing tasks and grammar usage.

Penmanship		
<b>Content</b>	<ul style="list-style-type: none"> <li>The writing is about copying given letters, words, simple sentences or paragraphs. (1)</li> </ul>	1
<b>Organisation</b>	<ul style="list-style-type: none"> <li>The given items for the writing are copied clearly. (1)</li> <li>The writing has good spacing, well-placed letters and correct alignment. (3)</li> </ul>	4
<b>Expression</b>	<ul style="list-style-type: none"> <li>Correct construction of sentences. (3)</li> </ul>	3
<b>Mechanical accuracy</b>	<ul style="list-style-type: none"> <li>The words are spelt correctly. (2)</li> </ul>	2
<b>Total marks</b>		<b>10</b>

Guided Writing		
<b>Content</b>	<ul style="list-style-type: none"> <li>The content is based on the given topic. (1)</li> </ul>	1
<b>Organisation</b>	<ul style="list-style-type: none"> <li>All questions are answered. (3)</li> <li>The gaps are appropriately filled. (1)</li> </ul>	4
<b>Expression</b>	<ul style="list-style-type: none"> <li>Ability to use the writing content. (1)</li> <li>Ability to manipulate words in the text to come out with a new version of the given text. (2)</li> </ul>	3
<b>Mechanical accuracy</b>	<ul style="list-style-type: none"> <li>Correct spelling. (1)</li> <li>Correct punctuation. (1)</li> </ul>	2
<b>Total marks</b>		<b>10</b>

## Scope and sequence

Unit	Content	LB pages	WB pages
<b>1</b>	Going back to school	1 - 12	1 - 6
<b>Oral Language</b>	Rhyme - School Bells	2 - 3	1 - 2
<b>Reading</b>	Mansa goes to school	4 - 6	3 - 4
<b>Phonics/Letters have Sounds</b>	The sounds of letter “a” in words	6 - 7	4 - 5
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Sentence completion</li> <li>Matching pictures to words</li> </ul>	8	5
<b>Penmanship</b>	Copying sentences	9	6
<b>Guided Writing</b>	Labelling pictures	10	6
<b>Discover More</b>	Rani’s first day at school	11	
<b>Homework</b>	Sentence completion - Myself	12	

Unit	Content	LB pages	WB pages
<b>2</b>	How to greet with love, respect, and care	13 - 22	7 - 14
<b>Oral Language</b>	Conversation - Greetings	14	7 - 8
<b>Reading</b>	Greeting in love	15 - 18	8 - 10
<b>Phonics/Letters have Sounds</b>	Initial sounds	18	10 - 11
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Finding missing letters</li> <li>Matching word parts</li> </ul>	19	11 - 12
<b>Penmanship</b>	Paragraph copying	20	13 - 14
<b>Guided Writing</b>	Sentence completion on greeting	20 - 21	13 - 14
<b>Discover More</b>	How to say hello in different languages	22	
<b>Homework</b>		22	

Unit	Content	LB pages	WB pages
<b>3</b>	Let's talk about ourselves	23 - 32	15 - 21
<b>Oral Language</b>	Questioning and answering	24	15 - 16
<b>Reading</b>	Call me Bugi	25 - 27	16 - 17
<b>Phonics/Letters have Sounds</b>	The sound of letters "k" and "c" in words	28	17 - 18
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Finding missing letters</li> <li>Matching word parts</li> <li>Rearranging letters to form words</li> </ul>	29	19
<b>Penmanship</b>	Sentence copying	30	
<b>Guided Writing</b>	Sentence completion to tell about oneself	30 - 31	21
<b>Discover More</b>	All about me	32	
<b>Homework</b>	Composition: What makes me special	32	

Unit	Content	LB pages	WB pages
<b>4</b>	The people around me	33 - 43	22 - 27
<b>Oral Language</b>	Conversation - My family	34 - 36	22 - 23
<b>Reading</b>	The Budus of Sikakrom	37 - 39	23 - 24
<b>Phonics/Letters have Sounds</b>	The sounds of letters "r", "d" and "m"	39	24 - 25
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Sentence completion</li> <li>Finding missing letters</li> <li>Sight words</li> </ul>	40	26 - 27
<b>Penmanship</b>	<ul style="list-style-type: none"> <li>Paragraph copying</li> <li>Matching capital and small letters</li> </ul>	41	27
<b>Guided Writing</b>	Me and my family	42	
<b>Discover More</b>	A family	43	
<b>Homework</b>	What would you do differently if you were your teacher?	43	
<b>Revision 1</b>		44 - 47	

Unit	Content	LB pages	WB pages
<b>5</b>	When the lights go off	48 - 59	28 - 32
<b>Oral Language</b>	Rhyme - Stars in darkness	49 - 50	28 - 29
<b>Reading</b>	Sources of energy	50 - 54	29 - 30
<b>Phonics/Letters have Sounds</b>	The sounds of letters “g”, “o” and “u”	55	30- 31
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Matching words with their meanings</li> <li>• Finding missing letters</li> <li>• Sentence completion</li> </ul>	56 - 57	31 - 32
<b>Penmanship</b>	Sentence copying	57	32
<b>Guided Writing</b>	Sentence completion to show what to do when lights go off	58	32
<b>Discover More</b>	Sources of light	59	
<b>Homework</b>		59	

Unit	Content	LB pages	WB pages
<b>6</b>	The spaces around me	60 - 69	33 - 37
<b>Oral Language</b>	Questioning and answering about places in the home	61	33
<b>Reading</b>	See my parents’ new house!	61 - 65	34
<b>Phonics/Letters have Sounds</b>	The sounds of letters “l”, “f” and “b”	65 - 66	35
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Sight words</li> <li>• Finding missing letters</li> </ul>	66 - 67	35 - 36
<b>Penmanship</b>	Paragraph copying	67	37
<b>Guided Writing</b>	Sentence completion about a house	68	37
<b>Discover More</b>	Different places in the city	69	
<b>Homework</b>	Drawing your dream home	69	

Unit	Content	LB pages	WB pages
<b>7</b>	Things in the home	70 - 80	38 - 42
<b>Oral Language</b>	Questioning and Answering - Talking about pictures	71	38
<b>Reading</b>	Komla's parents' house	72 - 75	39
<b>Phonics/Letters have Sounds</b>	The sound of letters "c", "k" and "e"	75 - 76	39 - 40
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Finding words in a passage</li> <li>Sentence completion</li> </ul>	77	40 - 41
<b>Penmanship</b>	Drawing and labelling of things in the kitchen	78	41
<b>Guided Writing</b>	Sentence completion about things in the house	78 - 79	42
<b>Discover More</b>	Things in the kitchen	80	
<b>Homework</b>		80	

Unit	Content	LB pages	WB pages
<b>8</b>	In my school - 1	81 - 89	43 - 50
<b>Oral Language</b>	Rhyme - I love my school	82 - 83	43 - 44
<b>Reading</b>	Welcome to St. John's Basic school	84 - 86	44
<b>Phonics/Letters have Sounds</b>	Breaking words into sounds	86	45
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Finding missing letters</li> <li>Drawing things in your school</li> <li>Sight words</li> </ul>	87	46 - 49
<b>Penmanship</b>	Paragraph copying	88	50
<b>Guided writing</b>	Sentence construction about things in the school	88	50
<b>Discover More</b>	A tour through a school	89	
<b>Homework</b>		89	
<b>Revision 2</b>		90 - 91	

Unit	Content	LB pages	WB pages
<b>9</b>	In my school - 2	92 - 101	51 - 56
<b>Oral Language</b>	Conversation - Things in the classroom	93 - 94	51
<b>Reading</b>	What can you find in Aisha's classroom?	95 - 97	52 - 53
<b>Phonics/Letters have Sounds</b>	Beginning and ending sounds	97 - 98	53 - 54
<b>Vocabulary</b>	Matching word parts	99	54 - 55
<b>Penmanship</b>	Sentence construction from a substitution table	100	56
<b>Guided Writing</b>	Sentence construction - Things in the classroom	100 - 101	56
<b>Discover More</b>	Mason's school day	101	
<b>Homework</b>		101	

Unit	Content	LB pages	WB pages
<b>10</b>	The things I do at home	102 - 111	57 - 62
<b>Oral Language</b>	Rhyme - This is what I do	103 - 105	57 - 58
<b>Reading</b>	Every day with Selase and Yao	106 - 108	58 - 59
<b>Phonics/Letters have Sounds</b>	Finding words that have "i" and "-ing" in them	108 - 109	59
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Finding missing letters</li> <li>Sight words</li> </ul>	109	60 - 61
<b>Penmanship</b>	Writing sentences from a substitution table	110	62
<b>Guided Writing</b>	Completing sentences about what you do every day	110	62
<b>Discover More</b>	Days of the week	111	
<b>Homework</b>		111	

Unit	Content	LB pages	WB pages
<b>11</b>	Why you should work hard	112 - 122	63 - 66
<b>Oral Language</b>	Conversation - Chores at home	113	63
<b>Reading</b>	A surprise for Dela and Elorm	114 - 117	64 - 65
<b>Phonics/Letters have Sounds</b>	Syllables	117 - 118	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Finding missing letters</li> <li>Completing sentences</li> <li>Matching pictures with their appropriate sentences</li> </ul>	118 - 120	65 - 66
<b>Penmanship</b>	Copying sentences from a substitution table	121	66
<b>Guided Writing</b>	Constructing sentences about what you do every day	121	66
<b>Discover More</b>	Bamboo bicycle	122	
<b>Homework</b>		122	

Unit	Content	LB pages	WB pages
<b>12</b>	Celebrations - 1	123 - 133	67 - 72
<b>Oral Language</b>	Rhyme - Mabilia, the kente queen	124 - 125	67
<b>Reading</b>	The beauty of the Yam Festival	126 - 129	68
<b>Phonics/Letters have Sounds</b>	Blending sounds	129 - 130	69 - 70
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Finding words in a passage</li> <li>Sentence completion</li> <li>Finding missing letters</li> </ul>	130 - 131	70 - 71
<b>Penmanship</b>	Sentence copying	131	71 - 72
<b>Guided Writing</b>	<ul style="list-style-type: none"> <li>Drawing a picture and writing a label</li> <li>Sentence completion</li> </ul>	132	71 - 72
<b>Discover More</b>	Yam Festival	133	
<b>Homework</b>		133	
<b>Revision 3</b>		134 - 135	



Unit	Content	LB pages	WB pages
<b>13</b>	Obedience	136 - 147	73 - 76
<b>Oral Language</b>	Commands and instructions	137 - 138	73
<b>Reading</b>	The day the hawk visited	139 - 142	74
<b>Phonics/Letters have Sounds</b>	The sound of “aw” in words	143	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Finding words in a passage</li> <li>Sentence completion</li> <li>Labelling pictures</li> <li>Sentence formation</li> </ul>	144 -145	75 -76
<b>Penmanship</b>	Paragraph copying	146	76
<b>Guided Writing</b>	Story completion	146	76
<b>Discover More</b>	More about birds	147	
<b>Homework</b>		147	

Unit	Content	LB pages	WB pages
<b>14</b>	Animals - 1	148 -157	77 - 81
<b>Oral Language</b>	Rhyme - The animals’ choir	149 - 150	77
<b>Reading</b>	Ali and Kasha, the Fabulous Fanta Farmers	151 - 154	78 - 79
<b>Phonics/Letters have Sounds</b>	Blending sounds to read words	154	79
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Sentence completion</li> <li>Vocabulary with an “o” sound as in “box”</li> <li>Sentence reading - tongue twister</li> </ul>	155	79 - 80
<b>Penmanship</b>	Paragraph copying	156	81
<b>Guided Writing</b>	A answering questions to help you write about animals	156	81
<b>Discover More</b>	Video on farming	157	
<b>Homework</b>		157	

Unit	Content	LB pages	WB pages
<b>15</b>	Change in weather	158 - 167	82 - 85
<b>Oral Language</b>	Rhyme - Rain, rain, come again	159 - 160	82
<b>Reading</b>	The crops are thirsty	161 - 163	83
<b>Phonics/Letters have Sounds</b>	The sound of letter “u” in words	164	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Matching words with their meanings</li> <li>• Matching rhyming words</li> </ul>	165	84
<b>Penmanship</b>	Paragraph copying	166	85
<b>Guided Writing</b>	Continuing a story	166	85
<b>Discover More</b>	Irrigation	167	
<b>Homework</b>		167	

Unit	Content	LB pages	WB pages
<b>16</b>	Be healthy and strong - 1	168 - 178	86 - 89
<b>Oral Language</b>	Asking and answering questions - Talking about pictures	169 - 170	86
<b>Reading</b>	Question, Question!	170 - 173	87
<b>Phonics/Letters have Sounds</b>	Blending sounds	174	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Reading sentences with “-ing” words</li> <li>• Sight words</li> <li>• Picture labelling</li> </ul>	175 - 176	88
<b>Penmanship</b>	Sentence writing from a substitution table	177	89
<b>Guided Writing</b>	Writing letters in alphabetical order	177	89
<b>Discover More</b>	Healthy habits	178	
<b>Homework</b>		178	
<b>Revision 4</b>		179 - 182	

Unit	Content	LB pages	WB pages
<b>17</b>	Malaria - 1	183 - 192	90 - 93
<b>Oral Language</b>	Talking about pictures that tell a story	184 - 185	90
<b>Reading</b>	The mosquitoes feast on Mansa's body	185 - 188	91
<b>Phonics/Letters have Sounds</b>	The sound of letters "j", "z" and "w" in words	188 - 189	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Word-picture matching</li> <li>Finding missing letters</li> </ul>	189 - 190	92
<b>Penmanship</b>	Letter copying	190	93
<b>Guided Writing</b>	Sentence completion on what to do when you have malaria	191	93
<b>Discover More</b>	What to do when invaded by mosquitoes	192	
<b>Homework</b>		192	

Unit	Content	LB pages	WB pages
<b>18</b>	Animals - 2	193 - 201	94 - 98
<b>Oral Language</b>	Asking and answering questions - Picture description	194	94
<b>Reading</b>	A visit to the Kumasi Zoo	195 - 198	95
<b>Phonics/Letters have Sounds</b>	Initial sounds	198	96
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Finding missing letters</li> <li>Sight words</li> <li>Matching sentences to pictures</li> </ul>	198 - 199	96
<b>Penmanship</b>	Copying words and sentences.	200	97
<b>Guided Writing</b>	A visit to the zoo Sentence completion and unjumbling of letters in words	200 - 201	97 - 98
<b>Discover More</b>	Zoos around the world	201	
<b>Homework</b>		201	

Unit	Content	LB pages	WB pages
<b>19</b>	Malaria - 2	202 - 212	99 - 103
<b>Oral Language</b>	Song - The mosquitoes are coming	203 - 204	99
<b>Reading</b>	A conversation about malaria	205 - 207	100
<b>Phonics/Letters have Sounds</b>	Initial sounds	208	101
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Using descriptive words</li> <li>Finding missing letters</li> <li>Sentence completion</li> </ul>	209 - 210	102
<b>Penmanship</b>	Sentence writing from a substitution table	211	103
<b>Guided Writing</b>	Parallel writing - Song	211	103
<b>Discover More</b>	More about malaria	212	
<b>Homework</b>		212	

Unit	Content	LB pages	WB pages
<b>20</b>	Be healthy and strong - 2	213 - 223	104 - 108
<b>Oral Language</b>	Conversation - Exercising our bodies	214 - 215	104
<b>Reading</b>	Meet Eli Strong	216 - 218	105
<b>Phonics/Letters have Sounds</b>	The sounds of “sh” and “ch” in words.	218 - 219	106 - 107
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Sight words</li> <li>Sentence completion</li> </ul>	219 - 220	107
<b>Penmanship</b>	Word writing	221 - 222	108
<b>Guided Writing</b>	Sentence writing in the present continuous tense	221 - 222	
<b>Discover More</b>	Andy’s maize farm; Akili and me	223	
<b>Homework</b>		223	
<b>Revision 5</b>		224 - 226	

Unit	Content	LB pages	WB pages
<b>21</b>	Our food	227 - 235	109 - 112
<b>Oral Language</b>	Asking and answering questions - Time to talk	228	109
<b>Reading</b>	Fufu Sundays with the Danquahs	229 - 231	110 - 111
<b>Phonics/Letters have Sounds</b>	The sound of “ee” in words	231	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Re-arrange letters to spell words correctly</li> <li>• Matching words with their meanings</li> <li>• Using articles “a” and “an” with naming words</li> <li>• Sight words</li> </ul>	232 - 233	111
<b>Penmanship</b>	Writing sentences from a substitution table	234	112
<b>Guided Writing</b>	Sentence completion - My family’s best food	234	112
<b>Discover More</b>	Eating rituals around the world	235	
<b>Homework</b>		235	

Unit	Content	LB pages	WB pages
<b>22</b>	Safety in and around the home	236 - 245	113 - 116
<b>Oral Language</b>	Asking and answering questions - Talking about a picture	237	113
<b>Reading</b>	Mr. Klaye’s coconut tree	238 - 240	114
<b>Phonics/Letters have Sounds</b>	Finding the long “i” sound in words (/i:/)	241	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Matching pictures and labels</li> <li>• Where things are (prepositions)</li> </ul>	242 - 243	115
<b>Penmanship</b>	Writing the capital letters of given small letters	244	116
<b>Guided writing</b>	Guided composition	244	116
<b>Discover More</b>	A short story - Five chicks and a mango	245	
<b>Homework</b>		245	

Unit	Content	LB pages	WB pages
<b>23</b>	Safety on the road	246 - 253	117 - 120
<b>Oral Language</b>	Rhyme - Road and safety	247 - 248	117
<b>Reading</b>	Yiko and Esi	248 - 250	118
<b>Phonics/Letters have Sounds</b>	The sounds made by “oo” in words	250	118 - 119
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Reading and spelling words</li> <li>• Re-arrange letters to spell words correctly</li> <li>• Finding missing letters</li> </ul>	251	119
<b>Penmanship</b>	<ul style="list-style-type: none"> <li>• Writing letters in alphabetical order</li> <li>• Copying a paragraph</li> </ul>	252	120
<b>Guided Writing</b>	Rewriting a rhyme	252	120
<b>Discover More</b>	Road and safety signs	253	
<b>Homework</b>		253	

Unit	Content	LB pages	WB pages
<b>24</b>	At the library	254 - 265	121 - 125
<b>Oral Language</b>	<ul style="list-style-type: none"> <li>• Asking and answering questions</li> <li>• Talking about pictures</li> <li>• Rhyme - My books</li> </ul>	255 - 257	121
<b>Reading</b>	Magical Saturdays with books	257 - 260	122
<b>Phonics/letters have sounds</b>	Words with common endings - Word families	261	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Word tree</li> <li>• Finding missing letters</li> <li>• Using describing words</li> <li>• Sight words</li> </ul>	262 - 263	122 - 124
<b>Penmanship</b>	Making and copying sentences from a substitution table	264	125
<b>Guided Writing</b>	Guided composition - What I do on Saturday mornings	264	125
<b>Discover More</b>	Pete the cat goes to the library	265	
<b>Homework</b>		265	
<b>Revision 6</b>		266 - 268	

Unit	Content	LB pages	WB pages
<b>25</b>	Greed is not good	269 - 277	126 - 129
<b>Oral Language</b>	Listening comprehension - The greedy monkey	270 - 271	126
<b>Reading</b>	Why Goat has a short tail	271 - 274	127
<b>Phonics/Letters have Sounds</b>	Rhyming endings	274	127
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Read new vocabulary</li> <li>• Matching word parts</li> </ul>	275	128
<b>Penmanship</b>	Paragraph copying	276	129
<b>Guided Writing</b>	Writing a parallel story	276	129
<b>Discover More</b>	A story about the talking cave and the clever monkey	277	
<b>Homework</b>		277	

Unit	Content	LB pages	WB pages
<b>26</b>	Celebrations - 2	278 - 287	130 - 135
<b>Oral Language</b>	<ul style="list-style-type: none"> <li>• Conversation - Talking about a picture</li> <li>• Dialogue: My Birthday Party</li> </ul>	279 - 280	130
<b>Reading</b>	A yellow birthday for Mansa!	281 - 284	131
<b>Phonics/Letters have Sounds</b>	More rhyming endings (word families)	284	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Sight words</li> <li>• Finding missing letters</li> </ul>	285	132 - 133
<b>Penmanship</b>	Writing sentences from a substitution table	285	134
<b>Guided Writing</b>	Guided composition	280	134
<b>Discover More</b>	Special days around the world	287	
<b>Homework</b>		287	



Unit	Content	LB pages	WB pages
27	Let's go to the market	288 - 297	136 - 139
<b>Oral Language</b>	<ul style="list-style-type: none"> <li>• Conversation - Talking about a picture: Buying in the market</li> <li>• Dialogue</li> </ul>	289 - 290	136
<b>Reading</b>	A typical Kotokuraba market day	291 - 293	137
<b>Phonics/Letters have Sounds</b>	More common rhyming endings	294	137
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Finding missing letters</li> <li>• Naming and labelling pictures</li> <li>• Sentence completion</li> </ul>	294 - 295	138
<b>Penmanship</b>	Paragraph copying	296	138 - 139
<b>Guided Writing</b>	Sentence construction on things I want to buy in the market	296	138 - 139
<b>Discover More</b>	A market day at Asesewa	297	
<b>Homework</b>		297	

Unit	Content	LB pages	WB pages
28	The days of the week	298 - 307	140 - 144
<b>Oral Language</b>	Asking and answering questions	299 - 300	140
<b>Reading</b>	How I spend my favourite days	300 - 303	141
<b>Phonics/Letters have Sounds</b>	Objects with "sh" in their names	303 - 304	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Identifying days of the week</li> <li>• Finding missing letters</li> <li>• Sight words</li> </ul>	304 - 305	142
<b>Penmanship</b>	Sentence copying	306	143
<b>Guided Writing</b>	Writing about what I do on my favourite day	306	144
<b>Discover More</b>	Months of the year	307	
<b>Homework</b>		307	

Unit	Content	LB pages	WB pages
<b>29</b>	You and strangers	308 - 317	145 - 152
<b>Oral Language</b>	Conversation - Dealing with strangers.	309 - 310	145 - 146
<b>Reading</b>	The red car	311 - 313	146 - 148
<b>Phonics/Letters have Sounds</b>	The sound “ch” makes in words	314	148 - 149
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Matching word parts</li> <li>• Sentence completion</li> </ul>	315	149 - 151
<b>Penmanship</b>	Paragraph copying	316	152
<b>Guided Writing</b>	Making sentences from a substitution table	316	152
<b>Discover More</b>	Fati and the old man	317	
<b>Homework</b>		317	

Unit	Content	LB pages	WB pages
<b>30</b>	Fun with computers	318 - 327	153 - 158
<b>Oral Language</b>	<ul style="list-style-type: none"> <li>• Talking about a picture</li> <li>• Riddles</li> </ul>	319 - 320	153 - 154
<b>Reading</b>	When Afi visits Oko	321 - 323	155 - 156
<b>Phonics/Letters have Sounds</b>	Word families	323 - 324	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Matching words parts</li> <li>• Finding missing letters</li> </ul>	324 - 325	157
<b>Penmanship</b>	Sentence copying	325	158
<b>Guided Writing</b>	Matching the beginning of sentences n with their correct endings	326	158
<b>Discover More</b>	Song - If you are happy and you know it...	327	
<b>Homework</b>		327	
<b>Revision 6</b>		328 - 332	
<b>Glossary</b>		333 - 343	

## Appendix A

### 1. Stages for Penmanship Development

#### Before Writing

Lead learners to do hand and wrist exercises for a few minutes. Demonstrate to them the good posture needed for writing. Also demonstrate how to hold a pen to write. At upper primary this is still useful for learners who are struggling with good handwriting practices.

#### During writing/Main

Rule lines on the board like those in learners' writing books and practise writing letters and sentences from the text on the board (especially those letters or words learners are likely to have difficulty writing well). Then have learners copy the text from the Learner's Book into their writing books. Go round the class to assist those who are struggling.

#### After writing

Collect the books, mark and provide feedback to learners individually and as a class.

### 2. Procedure for Vocabulary Teaching

- Teach the pronunciation of a keyword (one at a time), and let learners pronounce it correctly after you.
- Write the word on the board and introduce the next one.
- When all keywords are done, have learners work in pairs to search for the keywords (words in bold) in the passage. Have them read out the sentence in which they find the word. Write the sentence(s) on the board.
- Using the think-pair-share strategy, let learners think of the meaning of the words as used in the text.
- Have them think of other words they can use in place of each of the keywords.
- Where they are not able to get the meaning of a word from the text, use pictures, demonstrations, real objects, etc. to teach the meaning.
- Give learners time to spell and use the keywords in sentences.

(DO NOT copy the keywords on the board ahead of time).

### 3. Matching key words from the passage to their meanings

Do this exercise with learners. Copy the word and meaning lists on the board. Get a learner to read the first word and have the other learners look for that word in the passage. Anyone who finds it first shouts, "bingo". S/he reads the sentence in which the word occurs to the whole class. Then the class goes through the meaning list to decide which one matches the word as used in the passage.

Have the learner draw a line on the board from the word to its meaning. Get another learner to read the next word and follow the procedure till all the words are matched. Give learners time to use the words in sentences.

#### **4. Finding words to match given meanings**

Read each of the meanings with the learners and ask them to read the passage paragraph by paragraph to look for a word to match that meaning. When they find a word, let the class read the sentence to be sure the word in that context really matches the meaning they have. Let learners write the word against its meaning on the board and continue with the search. When all is done, give learners time to use the words in sentences.

#### **5. Looking for the meaning of the keywords as used in the passage (Contextual meaning)**

Have learners do this activity in groups. Each group should get someone to read each word and the others look for a sentence in which the word is used. One person reads the sentence twice to all members and the group decides which of the two meanings attached to the word is applicable in the context. Each group should be allowed to present their work to the class, so also allow time for peer feedback.

#### **6. Finding Missing Letters**

Have learners sit in pairs to do this exercise. Do the first one with them. Ask them to glance through the passage to look for a word which begins with ... e.g. 'c', has ... e.g. 'mm' in the middle and ends with... e.g., 'nt'. Have them raise their hands when they find the word and direct the class to the paragraph in which the word is found. Have the founder read the word. Then ask the class for their approval of the word. If the word is correct, ask them to identify the missing letter(s).

#### **7. To rearrange jumbled letters of keywords aright**

This activity should be done in small groups (of 3-5 learners). Refer learners to the page of the Learner's Book where the passage is and have them read the passage once again. Copy the exercise on the board and have learners scan through the passage to look for the words that are wrongly spelt. Lead them to do the first few by telling them the key letters that form the word. Ensure they look for the words from paragraph to paragraph until all the words are found. Allow them some time to copy the words into their exercise books and/or use them to construct sentences.

## **Appendix B**

### **Games**

#### **1. How Far Can You Go**

Put learners into groups to compete, for instance, in identifying common nouns that can be found in a particular place, e.g., kitchen. The teacher gives the location and the learners take turns to mention an object (a common noun). The group with the highest point at the end of the game is the winner.

## 2. Hot Seat Game

Put the class in groups (normally two groups). Group representatives or members take turns to sit on the hot seat in front of the class to answer questions based on the the lesson. E.g., if lesson is about important places in Ghana, the learner on the hot seat has to state the importance of any place mentioned by the opponent.

## 3. Article Scavenger Hunt Game

Put learners into groups and give the groups a limited amount of time to take out all the items in their desks and put them on their desks. In a race, give each learner a handful of index cards with articles (the, a, an) written on them, and tell them to find items in the classroom (on their desks) that they can attach the correct index card to. The first group to finish using all their index cards correctly is the winner. Use different colours for the cards to help identify each group's cards.

## 4. Mike's Spelling Game

The teacher invites about four to five learners to form a semi-circle with the teacher facing them. The rest of the class observes while the teacher shows a word card to the participants and leads them to read the word twice or more. S/he asks learners to spell the word in unison. Then, the teacher says the first letter of the word and the participants take turns to say the next letter of the word aloud and wait for another turn.

At beginning the spelling is done at a slow pace to enable each participant to become familiar with the word. Thereafter, the speed is increased and anyone who fails to remember to say the next letter correctly and on time is out of the game. The last person is the winner. The teacher can choose to call learners at random to have a turn.

## 5. KWL sheet


K is for what learners know, W is for what they want to know, and L is for what they have learnt.

## 6. Letter Cards Spelling Game

Teach the pronunciation and meaning of target words. Put learners into groups. Cut the words into letter cards and share them among the groups, e.g. 

a	s	k
---	---	---

At a go, the groups compete in forming the words as quickly as possible. The group that is able to finish before time is up and also gets all the words correct, wins. The same activity could be adapted for **Syllable Puzzle Game**. In this case, the words are cut into syllable cards instead of letter cards.

**Note:** The letter cards for each word must be enough to cover the number of groups involved.

# Curriculum coverage

**Note:** The page numbers refer to the pages in the Learner's book.

Strand 1: Oral Language		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 2: Rhymes</b> <b>B1.1.2.1: Appreciate a variety of literary pieces</b>	B1.1.2.1.1 Listen and recite rhymes and tongue-twisters with accompanying actions	Unit 1 pp 2-3 Activity 1-2 Unit 5 pp 49 Activity 1 Unit 8 pp 82 Activity 1&2 Unit 10 pp 103-105 Activity 1&2
<b>Sub-strand 6: Conversation</b> <b>B1.1.6.1: Use certain culturally acceptable language for communication</b>	B1.1.6.1.1. Use appropriate greetings for different times of the day	
	B1.1.6.1.2 Describe the home, people or place	Unit 4 pp Activity Unit 6 pp. 61 Activity 1 Unit 7 pp.71 Activity 1
	B1.1.6.1.3. Talk about their school and places in the school	Unit 9 pp. 93-94 Activity 1&2
<b>Sub-strand 8: Asking and answering question</b> <b>B1.1.8.1 Demonstrates understanding in asking and answering questions</b>	B1.1.8.1.2. Use appropriate pronunciation and intonation in asking and answering wh-questions	Unit 3 pp.24 Activity 1

Strand 2: Reading		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 7:</b> <b>Comprehension</b> <b>B1.2.7.1: Understand text read</b>	B1.2.7.1.1. Use illustrations, text clues (title, headings) and context to make references and predictions	Unit 1. pp 4-5 Activity 3-6 Unit 3 pp 25-27 Activity 2-6 Unit 4 pp 37-39 Activity 3-6 Unit 5 pp 50-54 Activity 2-7 Unit 6 pp 62-65 Activity 2-5 Unit 7 pp 72-75 Activity 2-6 Unit 8 pp 4-6 Activity 3-5 Unit 10 pp 106-108 Activity 3
	B1.2.7.1.2. Ask and answer factual, influential and applicative questions	Unit 1. pp 4-5 Activity 3-6 Unit 2 pp 15-8 Activity 1-2 Unit 3 pp 25-27 Activity 2-6 Unit 4 pp 37-39 Activity 3-5 Unit 5 pp 50-54 Activity 2-7 Unit 7 pp 72-75 Activity 2-5 Unit 8 pp 84-86 Activity 3-5 Unit 10 pp 106-108 Activity 3-5
	B1.2.7.2. Use knowledge skills and techniques of reading to understand	B1.2.7.2.4. Read level-appropriate texts with prompting and support Unit 6 pp 62-65 Activity 2-5


Strand 2: Reading		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 9: fluency</b> <b>B1.2.9.1.1.</b>	B1.2.9.1.1 Read short and simple sentences as good pace	Unit 9 pp 95-97 Activity 3-7
<b>Sub-strand 2: Phonics</b> <b>B1.2.1.1. Know how a text works for reading and writing</b>	B1.2.1.1.1. Handle book appropriately	Unit 1 pp 6-7 Activity 1 Unit 2 pp 18 Activity 1
<b>B1.2.1.2 Manipulate the sounds of the letters of English</b>	B1.2.1.2.2 Orally segment spoken syllables/words into individual sounds, e.g. stop = s-t-o-p	Unit 2 pp18 Activity 1
<b>B1.2.2.1. Connect sounds to letters and blend letters/ syllabus in order to read and write</b>	B1.2.2.1.2 Recognize and produce letter names and sounds randomly	Unit 1 pp 6-7 Activity 1 Unit 4 pp 39 Activity 1 Unit 5 pp 55 Activity 1 Unit 6 pp 65 Activity 1 Unit 7 pp 75-76 Activity 6
	B1.2.2.1.3 Understand the relationship between spelling of words and sounds of speech	Unit 3 pp 28 Activity 1 Unit 9 pp 3 Activity
	B1.2.2.1.4. Blend sounds to reproduce simple syllabus/ words and blend syllables to produce words	Unit 7 pp 75-76 Activity 1-5



Strand 2: Reading		
Content Standard	Indicators	Unit and activities
<b>B1.2.2.1: connect sounds to letters and blend letters/ syllables in order to read and write</b>	B1.2.2.1.5. Segment syllabus/words into sounds	Unit 8 pp 86 Activity 1
<b>Sub-strand 6: Vocabulary</b> <b>B1.2.6.1 Understand word meanings and usages</b>	B1.2.6.1.1. Read level-appropriate sight words and use many of them in meaningful sentences	Unit 1 pp 8 Activity 1 Unit 4 pp 40 Activity 1 Unit 6 pp 66-67 Activity 1 Unit 7 pp 77 Activity Unit 8 pp 87 Activity Unit 10 pp 109 Exercise 2
<b>B1.2.6.1: Understand word meaning and usages</b>	B1.2.6.1.2. Ask questions to find out the meaning of new words	Unit 5 pp 56-57 Activity 1
<b>B1.2.2.1. Connect sounds to letters and blend letters/ syllabus in order to read and write</b>	B1.2.2.1.2 Recognize and produce letter names and sounds randomly	Unit 1 pp 6-7 Activity 1 Unit 4 pp 39 Activity 1 Unit 5 pp 55 Activity 1 Unit 6 pp 65 Activity 1 Unit 7 pp 75-76 Activity 6
	B1.2.2.1.3 Understand the relationship between spelling of words and sounds of speech	Unit 3 pp 28 Activity 1 Unit 9 pp 3 Activity
	B1.2.2.1.4. Blend sounds to reproduce simple syllabus/ words and blend syllables to produce words	Unit 7 pp 75-76 Activity 1-5

Strand 2: Reading		
Content Standard	Indicators	Unit and activities
<b>B1.2.2.1: connect sounds to letters and blend letters/ syllables in order to read and write</b>	B1.2.2.1.5. Segment syllables/words into sounds	Unit 8 pp 86 Activity 1
<b>Sub-strand 6: Vocabulary</b> <b>B1.2.6.1 Understand word meanings and usages</b>	B1.6.1.1. Read level-appropriate sight words and use many of them in meaningful sentences	Unit 1 pp 8 Activity 1 Unit 4 pp 40 Activity 1 Unit 6 pp 66-67 Activity 1 Unit 7 pp 77 Activity Unit 8 pp 87 Activity Unit 10 pp 109 Exercise 2
<b>B1.2.6.1: Understand word meaning and usages</b>	B1.2-6.1.2. Ask questions to find out the meaning of new words	Unit 2 pp18 Activity 1

Strand 5: Using Writing Conventions/Grammar usage		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 10: spelling</b> <b>B1.5.10.1. Use phonic knowledge to spell words</b>	B1.5.10.1.1. Identify and spell simple words correctly	Unit 2 pp 19 Activity 1 Unit 3 pp 29 Activity 1 Unit 10 pp 109 Exercise 1 Unit 9 pp 99 Activity 5

Strand 4: Writing		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 1: Pre- writing</b> Write patterns for muscular control and hand-eye coordinations	B1.4.1.1.1 Make given patterns, trace and draw various objects. E.g. 	Unit 1
<b>Sub-strand 2: Penmanship</b> Copy and write letters of the alphabet correctly	B1.4.2.1.1. Copy letters of the alphabet clearly	Unit 4 pp 41 Activity 1- 2 Unit 8 pp 88 Activity 1

Strand 4: Writing		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 3: Writing letters-small and capital</b> <b>B1.4.3.1. Use general skills strategies and knowledge of letters sounds to write legibly and boldly</b>	B1.4.3.1.1. Match lower and uppercase letters	Unit 4 pp Activity
	B1.4.3.1.3. Write words using both capital and small letters	Unit 2 pp Activity Unit 5 pp Activity
<b>Sub-stand 4: Labeling items</b> <b>B1.4.4.1 draw in label simple objects</b>	B1.4.4.1.1. Draw simple pictures of peers or various objects and use the invented spelling to write about oneself	Unit 7 pp 74 Activity 1

Strand 4: Writing		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 5: Writing simple words and sentences</b> <b>B1.4.5.1. Write words and sentences</b>	B1.4.5.1.2. Write simple familiar words/sentences	Unit 3 pp Activity Unit 5 pp Activity Unit 6 pp Activity Unit 8 pp Activity Unit 9 pp Activity
	B1.4.5.1.3 Use basic descriptive words in writing simple sentence	Unit 6 pp Activity 7 Unit 7 PP Activity 7

Strand 4: Writing		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 7: Controlled writing</b> <b>B1.4.7.1. Write simple compositions</b>	B1.4.7.1.1. Find, read and copy sentences from a given substitution table.	Unit 9 pp Activity Unit 10 pp Activity
<b>Sub-strand 12: Descriptive writing</b> <b>B1.4.12.1. Demonstrate knowledge of description in writing</b>	B1.4.12.1.1. Use words and simple sentences to describe self	Unit 3 pp 30-31 Activity 127 Unit 4 pp 41-42 Activity 127

Strand 5: Using writing conventions / Grammar usage		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 4: Using Action words</b> <b>B1.5.4.1: Applying knowledge of action words in communication</b>	B1.5.4.1.1. Use the present tense of verbs to describe habitual actions	Unit 10 pp 110 Activity 6
<b>Sub-strand 5: Using qualifying words-adjectives</b> <b>B1.5.5.1: Apply knowledge of adjectives in communication</b>	B1.5.5.1.1 Identify adjectives and use them to describe self and other people	Unit 3 pp 30-31 Activity 7 Unit 6 pp 67 Activity 7
<b>Sub-strand 10: Spelling</b> <b>B1.5.10.1: Used phonics knowledge to spell words</b>	B1.5.10.1. 2 Fill in blank spaces in simple words/ sentences	Unit 7 pp 78 Activity 7



Strand 1: Oral Language		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 1: Songs</b> <b>B1.1.1.1. Demonstrates understanding of a variety of songs</b>	B1.1.1.1.1. Listen to and sing familiar songs with appropriate expressions	Unit 19 pp 203-204 Activity 1-2
<b>Sub-strand 2: Rhymes</b> <b>B1.1.2.1: Appreciate a variety of literary pieces</b>	B1.1.2.1.1 Listen to and recite rhymes and tongue-twisters with accompanying actions	Unit 12 pp 124-125 Activity 1-2 Unit 14 pp 149-150 Activity 1-2 Unit 15 pp 159-160 Activity 1-2 Unit 23 pp 247-248 Activity 1-2
<b>Sub-strand 4: Story Telling</b> <b>B1.1.4.1. Respond to stories</b>	B1.1.4.1.2. Retell short stories	Unit 17 pp 184-185 Activity 1-2
<b>Sub-strand 4: Story Telling</b> <b>B1.1.6.1: Use culturally acceptable language for communication</b>	B1.1.6.1.4. Use a variety of words to describe different situations and events	Unit 20 pp 214-215 Activity 1-2 Unit 21 pp 228-229 Activity 1-2 Unit 26 pp 279-280 Activity 1-2 Unit 27 pp 289-290 Activity 1-2 Unit 29 pp 309-310 Activity 1-2
<b>Sub-strand 7: Listening comprehension</b> <b>B1.1.7.1. Use appropriate scores and strategies to process meaning from texts</b>	B1.1.7.1.1. 1 Listen to and reproduce narrative texts	Unit 25 pp 270-271 Activity 1
	B1.4.5.1.3 Use basic descriptive words in writing simple sentence	Unit 6 pp Activity 7 Unit 7 PP Activity 7

<p><b>Sub-strand 8: Asking and answering questions</b></p> <p><b>B1.1.8.1 Demonstrate understanding in asking and answering questions</b></p>	<p>B1.1.8.1.2. Use appropriate pronunciation and intonation in asking and answering wh-questions</p>	<p>Unit 16 pp 169-170 Activity 1-2 Unit 18 PP 194 Activity 1 Unit 22 pp 237 Activity 1 Unit 22 pp 2199-300 Activity 1-2 Unit 30 pp 319-320 Activity 1-2</p>
<p><b>Sub-strand 9: Giving and responding to commands/ instructions, directions and request</b></p> <p><b>B1.1.9.1 Demonstrate understanding in commands/ instructions, directions and making requests</b></p>	<p>B1.1.9.1.1. Give and respond to commands and instructions</p>	<p>Unit 13 pp 137-138 Activity 1-2</p>

Strand 2: Reading		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 7: Comprehension</b> <b>B1.2.7.1: Understand text read</b>	B1.2.7.1.1. Use illustrations, texts clues and context to make inferences and predictions	Unit 11 pp 140-116 Activity 2-5 Unit 14 pp 151-153 Activity 3-7 Unit 17 pp185-188 Activity 2-7 Unit 26 pp 281-284 Activity 3-6
	B1.2.7.1.2. Asking and answer factual, influential and applicative texts	Unit 14 pp 151-153 Activity 3-7 Unit 15 pp 161-163 Activity 3-6 Unit 16 pp 170-173 Activity 3-7 Unit 19 pp 205-207 Activity 3-6 Unit 21 pp 229-231 Activity 2-5 Unit 28 pp 300-303 Activity 3
<b>Sub-strand 7: Comprehension</b>	B1.2.7.1.3. Read level-appropriate texts in own words	Unit 13 pp 139-142 Activity 3-6 Unit 17 pp 185-188 Activity 3-7
<b>B1.2.7.2. Use knowledge skills and techniques of reading to understand</b>	B1.2.7.2.1 Demonstrate understanding of the purpose and features of a narrative text	Unit 12 pp 126-129 Activity 3-6
	B1.2.7.2.2. Describe characters and their actions in a story	Unit 12 pp 126-129 Activity 3-6 Unit 13 pp 139-142 Activity 3-6 Unit 20 pp 216-218 Activity 3-6 Unit 22 pp 238-240 Activity 2-5 Unit 25 pp 271-274 Activity 2-5

<b>Strand 2: Reading</b>		
<b>B1.2.7.2. Use knowledge skills and techniques of reading to understand</b>	B1.2.7.2.3. Connect ideas and information in stories to own experiences and knowledge of the world	Unit 15 pp 161-163 Activity 3-6 Unit 16 pp 170-173 Activity 3-7 Unit 18 pp 195-198 Activity 2-5 Unit 23 pp 248-250 Activity 3-5 Unit 29 pp 311-313 Activity 3-6
	B1.2.7.2.4. Read level-appropriate texts with prompting and support	Unit 19 pp 205-207 Activity 3-6
	B1.2.7.2.5. Use a variety of comprehension strategies, e.g. prediction before reading a text cover page, etc	Unit 27 pp 291-293 Activity 3-8
	B1.2.7.2.6. Identify the structure of a story, e.g. beginning part, middle part and end part	
		Unit 26 pp 281-284 Activity 3-6
<b>Sub-Strand 9: Fluency</b>		
<b>B1.2.9.1. Read text with good speed accuracy and expression</b>	B1.2.9.1.1. Read short and simple sentences at good space	Unit 23 pp 248-250 Activity 3-5
	B1.2.9.1.2. Recognise one hundred and twenty sight words including content words	Unit 11 pp 114-116 Activity 2-5 Unit 20 pp 216-218 Activity 3-6

Strand 2: Reading		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 2: Phonics</b> <b>B1.2.2.1. Connect sounds to letters and blend letters/syllabus in order to read and write</b>	B1.2.2.1.2. Recognise and produce letter names and sounds randomly	Unit 15 pp 164 Activity 1 Unit 17 pp 188-189 Activity 1 Unit 18 pp 198 Activity 1 Unit 19 pp 208 Activity 1 Unit 20 pp 218 Activity 1 Unit 22 pp 241 Activity 1
	B1.2.2.1.4. Blend sounds to produce simple syllabus/words and blend syllabus to produce words	Unit 12 pp 129-130 Activity 1 Unit 14 pp 154 Activity 1 Unit 16 pp 174 Activity 1
	B1.2.2.1.5 Segment syllabus/words into sounds	Unit 11 pp 117-118 Activity 1

Strand 2: Reading		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 2: Phonics</b> <b>B1.2.2.1. Connect sounds to letters and blend letters/ syllables in order to read and write</b>	B1.2.2.1.6. Use alphabetic knowledge to decode known words	Unit 28 pp 300 Activityv1 Unit 29 pp 314 Activity 1
<b>Sub-strand 3: Word Families, Rhyming Ending and Common Digraph</b> <b>B1.2.3.1. Employ knowledge of rhyming endings to enhance reading comprehension</b>	B1.2.3.1.1. Use common rhyming endings to decode simple words	Unit 13 pp 143 Activity 1 Unit 21 pp 231 Activity 1 Unit 23 pp 250 Activity 1 Unit 25 pp 274 Activity 1 Activity 26 pp 284 Activity 1 Unit 27 pp 294 Activity 1

Strand 2: Reading		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 6: Vocabulary</b> <b>B1.2.6.1 Understand word meaning and usages</b>	B1.6.1.1. Read level appropriate site words and use many of them in meaningful sentences	Unit 12 pp 130-133 Activity 1-3 Unit 13 pp 14-5 Activity 1-4 Unit 14 pp 15 Activity 1-3 Unit 16 pp 175-176 Activity 1-3 Unit 20 pp 219 Activity 1 Unit 21 PP 232-233 Activity 1-4 Unit 25 pp 275 Activity 1-2 Unit 29 pp 315 Activity 1-2
	B1.2.6.1.2. Ask questions to find out the meaning of new words	Unit 15 pp 165 Activity 1-5

Strand 5: Using Writing Conventions/Grammar Usage		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 10: Spelling</b> <b>B1.5.10.1. Use phonics knowledge to spell words</b>	B1.5.10.1.1. Identify and spell words correctly	Unit 11 pp18-120 Activity 1-4 Unit 17 pp189-190 Activity 1-2 Unit 18 pp-198-199 Activity 1-3 Unit 19 pp 209-210 Activity 1&8 Unit 20 pp 219-220 Activity 7 Unit 22 pp 242-243 Activity 1-3 Unit 23 pp 251 Activity 1-3 Unit 26 pp 285 Activity 1 Units 27 pp 294-295 Activity 1-3 Unit 28 pp 304-305 Activity 1-3 Unit 30 pp 324-325 Activity 1-2



Strand 4: Writing		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 2: Penmanship</b> <b>B1.4.2.1. Copy and right letters of the alphabet correctly</b>	B1.4.2.1.1 Copy letters of the alphabet clearly	Unit 16 pp 177 Activity 1 Unit 17 pp 190 Activity 1 Unit 22 pp 244 Activity 1 Unit 23 pp 252 Activity 1
<b>Sub-strand 3: Writing letters-small and capitals</b> <b>B1.4.3.1. Use general skills, strategies and knowledge of letter sounds to write legibly and bodily</b>	B1.4.3.1.3. write words written both capital and small letters	Unit 13 pp 146 Activity 1 Units 14 pp 156 Activity 1 Unit 16 pp Activity Unit 23 252 Activity 6 Unit 25 pp 276 Activity 1

<b>Strand 4: Writing</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Unit and activities</b>
<b>Sub--strand 4: Labeling Items</b> <b>B1.4.4.1 draw and label simple objects</b>	B134.4.1.1. Draw simple pictures of peers or various objects and use invented spelling to write about oneself	Unit 13 pp 132 Activity 7
<b>Sub-strand 5: Writing simple words and sentences</b> <b>B1.4.5.1. Write words and sentences</b>	B1.4.5.1.2. Write familiar words	Unit 12 pp131 Activity 1 Unit 15 pp 166 Activity 1 Unit 16 pp Activity Unit 22 pp Activity
	B1.4.5.1.3. Use basic descriptive words in writing simple sentence	Unit 13 pp 146 Activity 1 Unit 18 pp 200 Activity 1 Unit 24 pp 264 Activity 9 Unit 28 pp 306 Activity 7

Strand 4: Writing		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 7: Controlled Writing</b> <b>B1.4.7.1. Write simple compositions</b>	B1.4.7.1.1. Find, read and copy sentences from a given substitution table.	Unit 11 pp 121 Activity 1 Unit 16 pp 177 Activity 8 Unit 19 pp 211 Activity 1 Unit 21 pp 234 Activity 1 Unit 24 pp 264 Activity 1 Unit 26 pp 286 Activity 7 Unit 29 pp 316 Activity 7 Unit 30 pp 326 Activity 7
	B1.4.7.1.2. Write a simple composition using a substitution table.	Unit 25 pp 276 Activity 6 Unit 27 pp 296 Activity 9

<b>Strand 4: Writing</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Unit and activities</b>
<b>Sub-strand 7: Controlled Writing</b> <b>B1.4.7.1. Write simple compositions</b>	B1.4.7.1.3 Match parts of sentences to compose meaningful texts	Unit 17 pp 191 Activity 8 Unit 30 pp 326 Activity 7
<b>Sub-strand 12: Descriptive Writing</b> <b>B1.4.12.1. Demonstrate knowledge of description in writing</b>	B1.4.12.1.1. Use words and simple sentences to describe self	Unit 21 pp 234 Activity 6 Unit 28 pp 306 Activity 7

Strand 5: Using Writing Conventions/Grammar Usage		
Content Standard	Indicators	Unit and activities
<b>Sup-strand 4: Using action words</b> <b>B1.5.4.1. Apply knowledge of action words in communication</b>	B1.5.4.1.1. Use the present tense of verbs to describe habitual actions	Unit 11 pp 121 Activity 6 Unit 14 pp 156 Activity 8 Unit 20 pp Activity
	B1.5.4.1. Use the present tense of verbs to express the present state of things or situations	Unit 14 pp 156 Activity 8
	B1.5.4.1.3. use the present tense continuous form of verbs	Unit 20 pp 221-222 Activity 1-3
<b>Sub-strand 7: Using simple prepositions</b> <b>B1.5.7.1</b>	B1.5.7.1.1. Identify and use prepositions in oral and written language to indicate position	Unit 22 pp Activity
	B1.5.10.1.1. Identify and spell simple words correctly	Unit 18 pp 200 Activity 6
	B1.5.10.1.2. Fill in blank spaces simple words	Unit 20 pp 221 Activity 1

Strand 6: Extensive Reading		
Content Standard	Indicators	Unit and activities
<b>Sub-strand 6: Building the love and culture of reading</b> <b>B1.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in the literary area</b>	B1.6.1.1.1. Read a variety of age-appropriate books and text from prints	All units

# Unit 1

## My first day at school

### Unit Overview

This unit is about the key figure's first day at school. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn a new rhyme titled "School Bells" and answer a few questions on it. Section B is in two parts. The first part caters for pre-reading activities and the main reading task. Learners will be taken through a few pre-reading activities followed by the main reading activity where learners answer questions in it. The second part is code-named "Letters have Sounds". It will focus on making the /a/ sound in words. Learners will name pictures and identify the /a/ sound in the names.

In Section C, learners will learn to have fun with the keywords they met in the passage. They will complete sentences meaningfully with the keywords as well as match words with pictures correctly. Finally, in Section D, they will copy sentences in joint script (cursive writing) and write labels for pictures.

### Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub – strand 1: Rhymes		
Content Standard	Indicators	Core Competencies
<b>B1.1.2.1: Appreciate a variety of literary pieces</b>	<b>B1.1.2.1.1:</b> Listen to and recite rhymes and tongue twisters with accompanying actions	Cultural Identity and Global Citizenship
Strand 2: Reading Sub – strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1</b> <b>Understand texts read</b>	<b>B1.2.7.1.1:</b> Use illustrations, text clues (title, heading) and context to make inference and prediction. <b>B1.2.7.1.2:</b> Ask and answer factual, inferential and applicative texts.	Personal Development and Leadership Communication and Collaboration, Critical Thinking and Problem Solving
Sub – strand 1 and 2: Pre – reading Activities/Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.1.1: Know how a text works for reading and writing</b> <b>B1.2.2.1: Connect sounds to letters/syllables to read and write</b>	<b>B1.2.1.1.1</b> Handle books appropriately. <b>B1.2.2.1.2</b> Recognise and produce letter names and sounds.	Personal Development and Leadership Communication and Collaboration

Sub – strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B1.2.6.1</b> Understanding word meaning and usages	<b>B1.2.6.1.1</b> Read level appropriate sight words and use many of them in meaningful sentences.	Personal Development and Leadership Communication and Collaboration Critical Thinking
Strand 4: Writing Sub – strand 1: Pre - writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.1.1</b> Write patterns for muscular control and hand eye coordination	<b>B1.4.1.1.1</b> Make given patterns, trace and draw various objects.	Personal Development and Leadership Communication and Collaboration
Strand 5: Using Writing Conventions/Grammar Usage Sub – strand 1: Using Capitalisation		
Content Standard	Indicators	Core Competencies
<b>B1.5.1.1</b> Apply knowledge of capitalization in writing	<b>B1.5.1.1.2</b> Use capital letters at the beginning of titles and names of people.	Personal Development and Leadership Communication and Collaboration
Strand 6: Extensive Reading Sub – strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b> Read widely for pleasure and demonstrate independent reading and learning in the literary area.	<b>B1.6.1.1.1</b> Read a variety of age – appropriate books and text from print.	Personal Development and Leadership Communication and Collaboration

## Section A

### Strand 1: Oral Language

#### Sub-strand 2: Rhymes

##### Rhyme: School Bells

**B1.1.2.1.1:** Listen to and recite a rhyme with accompanying actions

**Teaching Strategies:** Drilling, picture description, language drill, question and answer drill.

**Teaching/Learning Resources:** An enlarged picture of the one on [page 2](#) of the English Learner's Book 1, a poster of the "School Bells" rhyme on [page 3](#).



**Core Competencies:** Communication and Collaboration, Leadership and Personal Development.

**Key Vocabulary:** ringing, off we go, bells.

### Preparation Before Class

Before class, prepare your word cards (flash cards). Enlarge the picture of Mansa on [page 2](#) of the English Learner's Book 1 and make a poster of the rhyme "School Bells" on [page 3](#).

## Teaching/Learning Activities

### Activity 1

1. Have learners recite familiar rhymes.
2. Mount the enlarged picture on the board and encourage learners to talk about it using leading questions. Have them say what they see in the picture and what, they think, is happening. Ask them to predict what the lesson will be about.
3. Teach the pronunciations and meanings of the following words: bell, school, ringing, learn and play.

### Activity 2

1. Write the rhyme on the board (refer to [page 3](#) of the English Learner's Book 1 for the rhyme) or mount a poster of the rhyme on the board. Then, invite learners to repeat lines of the rhyme after you several times until they know the rhyme.
2. Then, as they listen and observe, repeat lines of the rhyme while you clap or tap its rhythm. After a while, invite the learners to join in. Guide learners to recite difficult rhyming words.
3. In small groups, pairs and as individuals, ask learners to recite the rhyme with the appropriate stress, rhythm and actions. Let learners orally answer the questions on [page 3](#) of the English Learner's Book 1.

## Answers

- a. The bells are ringing for school children to go to school.
- b. The bells are ringing for school children.

### Remedial Activity

Observe the class and identify those who struggle reciting the rhyme. Lead them to practice the parts that pose difficulty to them. Then, let them join the others in learning the rest of the rhyme. Have them practice other rhymes with similar level of difficulty.

### Extension Activity

Invite individual learners to recite the rhyme with the necessary stress and action.

### Reflection

Invite learners to say why they like or dislike the rhyme. This is a personal response question. Accept any reasonable answer.

## Additional Practice

Refer learners to **pages 1 - 2** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 7: Comprehension

**B1.2.7.1.1:** Use illustrations, text clues and context to make inferences and predictions.

**B1.2.7.1.2:** Ask and answer factual, inferential and applicative questions about level-appropriate texts.

**Topic:** Mansa goes to school

**Teaching Strategies:** Directed Reading Activity (DRA), brainstorming, group and pair work, etc.

**Teaching/Learning Resources:** Picture on **page 4** of the English Learner's Book 1, picture cards of the pictures on page 6 of the English Learner's Book 1. word cards, sentence cards, etc.

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership

**Key Vocabulary:** school, dress, teacher, mother, shoes, happy, excited, waves.

### Preparation Before Class

Before the class, prepare word cards, sentence cards and an enlarged picture of the one on **page 4** of the English Learner's Book 1. Also prepare picture cards for the pictures on **page 6** of the English Learner's Book 1.

### Teaching/Learning Activities

#### Activity 3

Remind learners about the new rhyme "School Bells" and let them recite it with the accompanying actions. Refer learners to **page 2** of the Learner's Book 1 to remind them of the girl who is so excited about going to school. Let them recall the girl's name – Mansa.

**1.** Lead learners with questions and prompts to talk about the picture on **page 4** of the English Learner's Book 1. Write the title of the passage on the board, "Mansa goes to school."

Read it out to them a few times, pointing to the individual words as they read. Read out the full title and have learners repeat it after you several times.

**2.** Based on the discussions of the picture and the title of the story, ask learners to guess what they will read about.

**3.** Introduce and teach these words one at a time: school, shoes, bag, dress, teacher, waves, happy

### Procedure for Teaching Pronunciation of Keywords

**a.** Let learners listen as you pronounce a word two or three times.

**b.** Next, let learners repeat the word after you a few times.

- c. Then, write the word on the board, as learners observe, and let them repeat the word a few times.
- d. Finally, point to the word and ask, “What word is this?” for learners to pronounce it independently. Learners may also identify the word on word cards, sentence cards, on the board or in the English Learners’ Book 1.

**Note:** Teach the meaning (e.g. use demonstration, pictures, or simple explanation). Teach the pronunciation (e.g. through modelling and drilling).

#### Activity 4

1. Encourage learners to listen carefully as you read the passage aloud twice. Read the passage again, but this time, have learners listen and follow in their books. Note that at this initial stage, the passage may be written on the board or made into a poster which can be mounted on the board.
2. Follow the model reading exercise with echo reading. In this activity, let learners as a class, in groups, and as individuals read the passage after you several times. You may accompany the reading with tracking, particularly if the reading is done from the board.

#### Activity 5

- Engage learners in activities that will enable them to recognise words they have learnt to read easily. For example, you may read out words and sentences for them to identify on word and sentence cards. You may point to a word or a sentence for them to read. Learners may also use word cards to form sentences.

#### Activity 6

Put learners into pairs to practise reading aloud. They may read aloud together, and/or take turns to read.

### Assessment

After ensuring that all learners have had sufficient practice in reading the passage aloud, read each comprehension question in Activity 6 on **page 6** of the English Learner’s Book 1 and let learners answer it. Explain the question if need be.

#### Answers

- a. Mansa
- b. Mansa
- c. red
- d. She has a new dress, new shoes and a new bag and she is in school.
- e. Personal response/ Accept any reasonable response.

## Remedial Activity

Use probing questions to help low achievers relate the passage to their personal life to help them understand the passage and answer comprehension questions.

## Extension Activity

Let high achievers construct sentences with five of the keywords in their exercise books.

## Reflection

Have learners reflect on the story and connect it to their personal experiences.

## Reading Sub-section B: Letters have Sounds: Identifying the sound of letter “a” in words.

### Strand : 2

### Sub-strand: 1 and 2

**B1.2.1.1.1:** Handle books appropriately.

**B1.2.2.1.2:** Recognise and produce letter names and sounds.

1. End the reading session with this activity. Play the phonics song and have learners sing along.
2. Have learners pick up their English Learners Book One.  
Ask them to think-pair and share the reasons for keeping books neat and handling them well. E.g. books contain important information.  
Lead Learners to make some rules for handling their books.  
Demonstrate how to handle books including holding it, turning the pages properly, etc.  
Discuss front page and title page information with Learners.  
Invite learners in pairs and groups to demonstrate how to hold books and turn pages to the class.
3. Now use your picture cards for the pictures on **page 6** of the English Learner’s Book 1.  
Raise a picture card and ask learners to identify it by name. Say the name of the object on the picture card two or more times and have learners repeat it after you.  
Say the name again and ask learners if they can hear the **/a/** sound in it. Then, ask them to indicate the position of **/a/** in the name of the object on the picture card (begining, middle,end). Continue until all the picture cards are done.  
You can make it fun by asking learners to use their arms to indicate the position of the sound in the word. For example, they touch the upper arm if the sound is heard at the initial position, they touch the elbow if it is at the mid-position and the wrist if it is heard at the end position.  
Read the words on **page 7** of the English Learner’s Book 1 with the learners. Then refer them to **page 6** of the English Learner’s Book 1. Ask the learners to label each picture with its name.

## Remedial Activity

Observe and identity those learners who are struggling to hold books and turn pages appropriately.

Practice with them till they can do so by themselves.

## Additional Practice

Refer learners to **pages 3 - 5** of the Workbook for more exercises.

### Section C

#### Strand 2: Reading

##### Sub-strand 6: Vocabulary

**B1.2.6.1.1:** Read level-appropriate sight words and use many of them in meaningful sentences.

**Teaching Strategies:** Demonstration, games, etc.

**Teaching/Learning Resources:** Word cards, etc.

**Core Competencies:** Communication and Collaboration, Personal Development, Critical Thinking and Problem Solving.

#### Preparation Before Class

Prepare word cards.

#### Teaching/Learning Activities

This section is in two parts. In the first part (Exercise 1), learners are to use the words in the brackets to fill in the gaps in the sentences correctly. In the second part (Exercise 2), they match words and pictures.

1. Ask them to read the story “Mansa goes to school” again. Lead them to figure out which word should fit which gap. Read the sentence, and when you reach the gap, pause for learners to choose the right word for the gap.
2. Let learners sit in pairs. Have them listen to you say the names of the objects in the pictures on **page 8** of the English Learner’s Book 1. Have them point to the objects as you name them. Ask them, at random, to point to a picture and name it to match the pictures to their names.

## Additional Practice

Refer learners to **page 5** of the Workbook for more exercises.

### Section D

#### Strand 4: Writing/labelling items

##### Sub-strand 1: Pre-writing

**B1.4.1.1.1:** Make given patterns

**Teaching/Learning Strategies:** Modelling, copying, good sitting posture, demonstration, imitation.

**Teaching/Learning Resources:** Slates and other writing materials, smartphone (to go online), etc.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

### Preparation Before Class

Before the lesson, prepare your word cards. Go online to get the guidelines for joint script writing and practise writing the sentences in joint script. For example, go to [www.youtube.com](http://www.youtube.com) and type “how to teach cursive writing” in the search bar.

## Teaching/Learning Activities

### Penmanship

1. This part of the writing section is for developing good handwriting. You should patiently and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script.
2. Lead learners to do hand and wrist exercises for a few minutes. Demonstrate to them the right posture needed for good writing. Also, demonstrate how to hold a pencil properly.
3. Rule a line on the board like the one in the learner’s exercise book. If there is any particular letter pupils find difficult to write well, let them practise this on the board. Then have learners copy the sentences on **page 9** of the English Learner’s Book 1 into their exercise books.

Go round to ensure that:

- they start with a capital letter;
- the spelling of each word is correct;
- they write small letters correctly;
- there is space between words;
- they end with a full stop or the right punctuation mark.

### Reflection

Have learners reflect and identify which letters pose difficulty to them and how they overcome the difficulty.

## Activity 7

### Guided Writing

#### Strand 4: Writing

#### Sub-strand 4: Labelling items

**B1.4.4.1.1:** Draw simple pictures of peers or various objects and use invented spelling to write about oneself.

#### 1. Naming words

Refer learners to **page 10** of the English Learner’s Book 1 and let them orally name the pictures. Lead them to label the pictures correctly. Write the names of the pictures on the board. Have learners identify each picture by name.

Invite a learner to the board to identify the name of the picture.

If the class agrees to the name (and it is correct), write the number of the picture in the

English Learner's Book 1 against the name on the board. When all is done, ask learners to label the pictures on **page 10** of the English Learner's Book 1.

2. Tell learners your name using the structure. "My name is ....."  
and invite each learner to respond to the question, "What is your name?"
3. Write your answer to the question, "What is your name?" on the board. Write that of a few students also on the board. E.g. Tr: My name is Efua. Learners A: My name is Rese.  
Draw their attention to the use of capital letter to start proper nouns.
4. Elicit other responses with questions such as:  
What is your father's name?  
What is your mother's name?  
What is your brother's name?

Invite learners to put their answers on the board. Have them identify the proper nouns and underline the capital letters.

### **Remedial Activity**

Go round and assist learners with spelling where necessary.

### **Extension Activity**

Have high achievers draw and label any object of choice.

### **Additional Practice**

Refer learners to **page 6** of the Workbook for more exercises.

### **Unit Summary**

Go through the unit summary with learners and discuss what they have learnt.

### **Discover more**

View the video with learners and let them tell how they would have felt if they were Mansa.

### **Homework**

Let Learners fill in the blank spaces with the appropriate words.

## Extensive Reading Activities

- Select interesting and age appropriate story books ( refers to the suggested list below) for your class Library / book corner.
- Review pre-reading activities – handling of books – with learners
- Encourage learners to visit the class library every morning during silence hour / break time.
- Choose a book to read with the class at least twice a week to inculcate reading habits and culture in learners.
- Do picture wall with learners.  
Walk learners through the book to look at the pictures and discuss them without reading the words. Ask learners to predict what will happen next on each picture discussed
- Read the story in clear voice with modulation
- Have learners retell the story once the whole book is read

## Slogan

Library Hour: DEAR

Drop Everything And Read (DEAR)



## Workbook Answers

### A. Oral Language

#### Activity 1

1. school bells
2. play
3. three times

#### Activity 2

1. bells, ringing, learn, play.
2. singing
3. School bells are ringing!  
Ringing, ding, dong, ding!  
School bells are ringing  
For you and for me.  
So off, off go we,  
I say, to drum and drum;  
And dance and dance.

### B. Reading

#### Activity 1

1. Mansa is looking at her school uniform.
2. Mansa is going to school.

### Activity 2

1. today
2. holidays
3. bag
4. Mansa's teacher
5. happy

### Activity 3

1. cap
2. mango
3. ant
4. cat
5. mat
6. map
7. tomato
8. pan

### C. Vocabulary

#### Activity 1

1. a dress
2. bell
3. a pair of shoes
4. bag

### D. Writing

#### Activity 1

All about me!

Examples :

My name is Grace Odonkor.

I am a boy/girl.

I am six years old.

I am in class one.

My teacher's name is Mrs. Addo.

## Unit 2

## How to greet with love, respect, and care

### Unit Overview

This unit will introduce learners to a key element of global social life: greetings. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn the acceptable daily greetings and their responses and the importance of greetings in daily life. Section B is in two parts. In the first part, learners will read a short text aloud , titled “Greeting in Love”, and answer questions on the text. The second part is code-named Letters have Sounds”. It will focus on the initial sounds of words. Learners will name pictures and identify the initial sounds of the names.

In Section C, learners will learn to have fun with the keywords they met in the passage. They will find missing letters in giving words and match word parts. Finally in Section D, they will copy sentences and fill in the gaps in sentences with the right words.

### Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

#### Strand 1: Oral Language Sub – strand 6: Conversation

Content Standard	Indicators	Core Competencies
<b>B1.1.6.1</b> Use certain culturally acceptable language for communication	<b>B1.1.6.1.1</b> Use appropriate greetings for different times of the day.	Communication and Collaboration

#### Strand 2: Reading Sub – strand 7: Comprehension

Content Standard	Indicators	Core Competencies
<b>B1.2.7.1</b> Understand texts read	<b>B1.2.7.1.1</b> Use illustrations, text clues (title, headings) and context to make inferences and prediction. <b>B1.2.7.1.2</b> Ask and answer factual and inferential and applicative questions about level – appropriate texts.	Personal Development and Leadership Communication and Collaboration, Critical Thinking and Problem Solving

Sub – strand 1 and 2: Pre – reading Activities/Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.1.1: Know how a text works for reading and writing</b> <b>B1.2.2.1: Manipulate the sounds of the letters of English</b>	<b>B1.2.1.1.1</b> Handle books appropriately. <b>B1.2.2.1.2</b> Orally segment spoken syllables/words into individual sounds.	Personal Development and Leadership Communication and Collaboration
Strand 5: Using Writing Conventions/Grammar Usage Sub – strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B1.5.10.1</b> Use phonics knowledge to spell words	<b>B1.5.10.1.1</b> Identify and spell simple words correctly. <b>B1.5.10.1.1</b> Fill in blank spaces in simple words	Communication and Collaboration, Personal Development, Critical Thinking
Strand 4: Writing Sub – strand 3: Writing letters–Capital and small Sub – strand 4: Pre – writing Sub – strand 7: Controlled writing		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b> Read widely for pleasure and demonstrate independent learning in the literary area.	<b>B1.6.1.1.1</b> Read a variety of age – appropriate books and text from prints.	Personal Development and Leadership Communication and Collaboration

## Section A

### Strand 1: Oral Language

#### Sub-strand 2: Conversation

##### Conversation: Greetings

**B1.1.6.1.1:** Use appropriate greetings for different times of the day.

**Teaching Strategies:** Pair work, picture discussion, role-play.

**Teaching/Learning Resources:** Picture from **page 14** in the English Learner's Book 1.

**Core Competencies:** Cultural Identity and Global Citizenship, Communication and collaboration

**Key Vocabulary:** greet, good morning, good afternoon, goodnight, respect, etc.

## Preparation Before Class

Enlarge the picture on **page 14** of the English Learner's Book 1.

## Teaching/Learning Activities

### Activity 1

Using the Community Circle strategy, let learners sit in a horseshoe or semi-circle and let them sing a few songs, especially ones related to greetings. First, greet the class and assist them in responding appropriately. Next, greet groups such as all girls, and all boys, and then go round to welcome individuals. Discuss the appropriate responses to the greetings. Greet the class according to the time of day and let them respond. Go round to greet individuals, pairs and groups of learners and let them respond.

Discuss importance of greetings.

1. Inform learners that they will now talk about two friends whose pictures are on **page 14** of the English Learner's Book 1. Put up the enlarged picture and use probing questions to have learners talk about what they can see in the picture.

#### For example:

Teacher: What do you see in the picture?

Learner: (Using the structure) "I see ....."

Continue to discuss the picture and guide learners to answer the questions. Let learners guess who the people in the picture are, how they are related (friends), and what they are doing (exchanging greetings). Teach key vocabulary and have learners guess what the lesson is about.

2. Ask questions about the different times people greet. Let learners respond to the questions to establish that we greet in the morning, in the afternoon, in the evening and at night. Then, introduce the correct greeting for each of these times and practise with learners.
3. Create situations for learners to practise the correct daily greetings and their responses. For example, close the door and some windows and tell learners, "It is evening," and elicit the appropriate response.

## Assessment

Create similar situations for pairs and groups of learners to practise. Now, let learners name the people we must greet: parents, siblings, friends, teachers, other relations and all the people we meet. Explain why we must greet all these categories of people, e.g., to maintain good relationships with them, show respect to elders, etc.

### Remedial Activity

Observe and identify learners who have difficulty greeting appropriately. Practice with them in the L1 (if possible) before practicing in the English Language to boost their confidence level.

### Extension Activity

Ask learners to tell the class the importance of greetings.

## Reflection

Use other situations for learners to pretend to be different categories of people to further practise greetings and responses (e.g., a shopkeeper and a customer, a doctor and a patient, a child and an elder, etc.).

## Additional Practice

Refer learners to **pages 7 - 8** of the Workbook for more exercises.

## Section B

### Strand 1: Reading

#### Sub-strand 7: Comprehension

**B1.2.7.1.1:** Use illustrations, and titles of passages to make predictions before, during and after reading to enhance comprehension of text.

**B1.2.7.1.2:** Ask and answer factual, inferential and applicative questions about level-appropriate texts.

#### Topic: Greeting in love

**Teaching Strategies:** Directed Reading Activity (DRA), brainstorming, group and pair work, etc.

**Teaching/Learning Resources:** Pictures on **page 15** of the English Learner's Book 1, word cards, etc.

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem Solving, Cultural Identity and Global Citizenship.

**Key Vocabulary:** daughter, respect, love, greet, returns, differ, whirls, laugh, good, greet, morning, afternoon, bag

#### Preparation Before Class

Prepare word cards, enlarge the picture on **page 15** of the English Learner's Book 1, etc.

### Teaching/Learning Activities

#### Activity 2

Let learners review what they talked about during the last lesson (greetings). Then, greet the class and ask individuals to move around to greet their friends.

1. Let them look at the picture on **page 14** of the English Learner's Book 1 again and try to recall the children in the picture, how they are related to each other (friends) and what they are doing (exchanging greetings). Pose the questions accompanying the picture for learners to answer.
2. Let them open to **page 15** of the English Learner's Book 1 and give them time to study the pictures with a partner. Ask them what they see in the pictures and talk about how greeting people show love, respect, and care.
3. Draw learners' attention to the title of the passage by reading it aloud and asking them to guess what they will read about.

### Activity 3

Teach the key vocabulary and review any words that may have featured prominently in the earlier conversation lesson.

### Activity 4

Read the passage “Greeting in Love” to the learners as they listen and follow in their books or on the board two or three times. Let learners read the text after you several times as a class and in groups. You may now lead the class to read the passage together several times.

### Activity 5

1. After the chorus reading, put the learners into small, mixed ability groups to take turns to read aloud. Visit the groups to hear individual learners read. Engage learners in a brief discussion of the passage and invite them to try to recall some of the words and names they read.
2. Organise learners into pairs to discuss and answer the questions (see Assessment below).

### Remedial Reading

Observe and identify learners who struggle to read the text. Practice the pronunciation of the words posing difficulty and allow them to read the portions several times. Encourage them to read to you by themselves.

## Assessment

Read aloud each of the comprehension questions on **page 18** of the English Learner’s Book 1 for learners to answer orally.

### Answers

#### Comprehension

2.
  - a. We greet to show people respect, love, and care.
  - b. Naadu says, “Good morning, Mama”.
  - c. Naadu greets her mother three times.
  - d. Naadu’s father whirls her around and around.
  - e. Yes/No. (Personal response)

### Reflection

Have learners connect the lesson to how they personally greet people at home.

**Reading Sub-Section B: Letters have sounds: Identifying initial sounds in names/words**

**Strand: 2**

**Sub-strand 1: Pre-Reading Activities**

**B1.2.1.2.2:** Orally segment spoken syllables/words into individual sounds.

1. Have learners look at and name the objects in the pictures on **page 18** of the English

Learner's Book 1. Ask them to listen to you say the names of the objects. Ask them to identify the initial sound of each name as you say it.

2. When the sound is mentioned, ask those whose names begin with the sound, identify themselves by raising hands, nodding, shaking their bodies etc.

Have learners give example of names that begin with the sound e.g Petter, Issah, Nana etc.

Model segmenting the name into individual sounds e.g. Issah = i-.s-a. Assist learners to practice segmenting their names into sounds orally.

Have learners segment the name s of the objects in the picture on **page 18** of the Learners Book.

### Remedial Activity

Provide opportunities for learners to practice segmenting syllables / words into individual sounds.

### Additional Practice

Refer learners to **pages 8 - 11** of the Workbook for more exercises.

## Section C

### Strand 5: Using Writing conventions / Grammar usage

#### Sub-strand 5: Spelling

**B1.5.10.1.1:** Identify and spell simple words correctly.

**B1.1.10.1.2:** Fill in blank spaces in simple words.

**Teaching Strategies:** Demonstration, games, etc.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development, Critical Thinking and Problem Solving.

### Preparation Before Class

Prepare word cards.

### Teaching/Learning Activities

1. The section is in two parts. In the first part, ask learners to fill in the missing letters in Exercise 1. Provide words from the reading passage with spaces and help learners to fill in the gaps with the right letters.

### Answers

- |          |            |              |            |
|----------|------------|--------------|------------|
| a. laugh | b. morning | c. returns   | d. whirl   |
| e. greet | f. differ  | g. afternoon | h. teacher |
| i. fine  | j. school  | k. home      | l. after   |

2. The second part is about matching the beginning part of a word to its ending. Lead learners to do the first one by tracing over the line from “after” to “noon”. In pairs, have learners do the rest of Exercise 2. Help learners to do this in a fun-full manner by making them race through the passage on **pages 16-17** of the Learners Book to find the words. List the words on the board and have learners learn to spell them. Refer learners to page 19 and do Exercise 2.

### Answers

after noon = afternoon  
to day = today  
tea cher = teacher  
mor ning = morning  
wel come = welcome  
fa ther = father

### Remedial Activity

Put learners in mixed ability groups for the exercise to enable low achievers learn from high achievers. Go round to support the groups.

### Extension Activity

Ask learners to form sentences using any of the words from the text. They write their sentences in their exercise book.

### Additional Practice

Refer learners to **pages 11 - 12** of the Workbook for more exercises.

## Section D

### Strand 4: Writing

#### Sub-strand 3: Writing letters – small and capital

**B1.4.4.3.1.3:** Write words using both capital and small letters

Sub-strand 7: Controlled Writing

B.1.4.7.1.3: Match parts of sentences to compose meaningful texts.

**Teaching/Learning Strategies:** Modelling, copying, good sitting posture, demonstration, imitation.

**Teaching/Learning Resources:** Slates and other writing materials, smartphone, etc.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.



## Preparation Before Class

Before the lesson, prepare your word cards. Go online to get the guidelines for joint script writing (e.g. on YouTube) and practise writing the sentences in joint script.

## Teaching/Learning Activities

### Penmanship

1. Model pronunciation of target words for learners to repeat.
2. Lead learners to read the sentences in the short paragraph on **page 20** of the English Learner's Book 1. Demonstrate how to write challenging letters in the sentences. Draw their attention to the quotation marks. Write the paragraph on the board and let learners copy it in their exercise books.

Follow the 3-phase procedure described on **page 6** of this book to teach this part of the lesson:

1. give hand and wrist exercises, demonstrate good posture and pencil grasp;
2. demonstrate writing text on the board;
3. observe closely while learners write.

### Remedial Activity

Encourage learners to space out letters appropriately in the words. Help learners who have difficulty writing, certain letters to practice writing them.

### Activity 6

#### Guided Writing

1. Have learners use the key vocabulary in the box on **page 20** of the English Learner's Book 1 to construct sentences.
2. Lead them to use the words learnt to fill the gaps in the paragraph on **page 21**.

### Assessment

Have learners copy the paragraph in their exercise books.

### Reflection

Invite learners to share their work with the class.

### Additional Practice

Refer learners to **pages 13 - 14** of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover

Scan the QR code and let learners have fun listening to the song and make new discoveries. Have learners demonstrate some of the hellos.

## Homework

Discuss the homework with Learners. Have Learners do it as a research which should be posted on the classroom walls for a gallery walk. Scan the discover me QR Code and have Learners have fun listening to the song and making new discoveries. Have Learners demonstrate some of the hellos.

## Extensive Reading Activities

- Select interesting and age appropriate story books ( refers to the suggested list below) for your class Library / book corner.
- Review pre-reading activities – handling of books – / parts of books
- Encourage learners to visit the class library every morning during silence hour / break time.
- Choose a book to read with the class at least twice a week to inculcate reading habits and culture in learners.
- Do picture wall with learners.  
Walk learners through the book to look at the pictures and discuss them without reading the words. Ask learners to predict what will happen next on each picture discussed
- Read the story in clear voice with modulation
- Have learners retell the story once the whole book is read

## Slogan

Library Hour: DEAR

Drop Everything And Read (DEAR)

## Workbook Answers

### A. Oral Language

#### Activity 1

1. I can see a girl greeting “ Good morning, Mum”. / a mother responding “Good morning my daughter”.
2. Good morning
3. Good afternoon
4. Good evening
5. Happy birthday
6. Good night

### B. Reading

#### Activity 1

1. Some people are greeting someone / an elderly person.
2. **a.** love/care/respect (any two)  
**b.** Naadu greets to show respect, love and care.  
**c.** Good bye

**d.** Ayekoo/ Adwuma oo! etc.

**e.** Yaa yei / Aduma y3 etc.

3. **a.** morning      **d.** Naadu’s father  
**b.** smiles      **e.** whirls  
**c.** Naadu

#### Activity 2

1. **a.** p      **f.** s  
**b.** n      **g.** n  
**c.** s      **h.** p  
**d.** t      **i.** k  
**e.** t      **j.** n

### C. Vocabulary

1. **a.** morning      **b.** afternoon  
**c.** evening      **d.** night
3. **a.** it      **b.** you  
**c.** the      **d.** for  
**e.** to      **f.** said

## Unit 3

## Let's talk about ourselves

### Unit Overview

This unit will encourage learners to talk about themselves. They will learn to provide relevant personal information about themselves. The unit consists of four sections labelled A - D.

Section A will deal with Oral Language Development. Learners will learn to ask and respond to questions about themselves. Section B is in two parts. In the first part, learners will read aloud a short text, titled "Call me Bugi", and answer questions about it. The second part is code-named "Letters have Sounds". It will focus on the /k/ sounds in words. Learners will name pictures and identify the /k/ sounds in the names.

In Section C, learners will be learning to have fun with the keywords they met in the passage. They will find missing letters in giving words, match word parts and re-arrange jumbled letters to form words correctly. Finally in Section D, they will copy sentences and fill in the gaps of given sentences to write about themselves.

### Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub – strand 8: Asking and Answering Questions		
Content Standard	Indicators	Core Competencies
<b>Demonstrate understanding in asking and answering questions</b>	<b>B1.1.8.1.2</b> Use appropriate pronunciations and intonation in asking and answering – wh questions	Communication and Collaboration Personal Development and Leadership
Strand 2: Reading Sub – strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1</b> <b>Understand texts read</b>	<b>B1.2.7.1.2</b> Ask and answer factual, inferential and applicative questions. <b>B1.2.7.1.1</b> Use illustrations, text clues (title, headings) and context to make inferences and predictions.	Personal Development and Leadership Critical Thinking

Sub – strand 1 and 2: Pre – reading Activities/Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1</b> <b>Connect sounds to letters and blend letters/syllables in order to read and write</b>	<b>B1.2.2.1.3</b> Understand the relationship between spelling of words and sounds of speech.	Personal Development and Leadership Communication and Collaboration
Strand 5: Using Writing Conventions/Grammar Usage Sub – strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B1.5.10.1</b> <b>Use phonics knowledge to spell words</b>	<b>B1.5.10.1.2</b> Fill in blank spaces in simple words <b>B1.5.10.1.1</b> Identify and spell simple words correctly.	Personal Development and Leadership Communication and Collaboration
Strand 4: Writing Sub – strand 5 and 12: Writing simple words and sentences/ Descriptive Writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.5.1</b> <b>Write words and sentences</b> <b>B1.4.12.1</b> <b>Demonstrate knowledge of description in writing</b>	<b>B1.4.12.1.1</b> Use words and simple sentences to describe self	Personal Development and Leadership Communication and Collaboration
Strand 6: Extensive Reading Sub – strand 1: Building the Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b> <b>Read widely for pleasure and demonstrate independent reading and learning in the literary area.</b>	<b>B1.6.1.1.1</b> Read a variety of age – appropriate books and texts from print.	Personal Development and Leadership Communication and Collaboration

## Section A

### Strand 1: Oral Language

#### Sub-strand 8: Asking And Answering Questions

**B1.1.1.8.2:** Use appropriate questions and intonation in asking and answering wh-questions.

#### Questioning and answering: Talking about myself

**Teaching Strategies:** Pair work, picture discussion, class activity, etc.

**Teaching/Learning Resources:** Picture on **page 24** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem Solving.

**Key Vocabulary:** call, ride, bicycle, years, etc.

#### Preparation Before Class

Enlarge the picture on **page 24** of the English Learner's Book 1.

#### Teaching/Learning Activities

##### Activity 1

1. Begin the lesson with a rhyme and a song. Present the poster of the picture on **page 24** of the English Learner's Book 1. (Note: In the absence of a poster version, let learners look at the picture in their books.) Let learners say what they see and read what the boy is or saying. Let learners ask and answer questions about the picture on page 24 of the Learners Book. E.g. Who is in the picture? What is he or she doing?

**Example:** The boy in the picture is telling the learners about himself.

Simply explain that they will talk about themselves and briefly discuss what is involved in talking about themselves, for example, to a person who does not know them.

Briefly discuss why it is good for us to be able to tell others about ourselves.

2. Model the activity by telling learners a few things about yourself, through the use of wh-questions for example:

What is your name?

My name is Mr./Mrs./Miss \_\_\_\_\_.

How old are you?

I am \_\_\_\_ years old.

What do you do?

I am a teacher.

Where do you come from?

I come from \_\_\_\_\_.

Where do you live?

I live at \_\_\_\_\_.

Repeat the first questions and then turn to learners for answers: "What is your name?"

Have all learners take turns to respond using the structure above. Ask the question, "How old are you?" and answer it yourself. Repeat this for learners to mention their ages.

Introduce and conduct a question drill for learners to practise the structures.

### Example:

Teacher: What is your name?

Learner: My name is \_\_\_\_\_.

3. In pairs, have one learner ask the question, and the other respond, and vice versa.

### Examples:

**Learner A:** What is your name?

**Learner B:** My name is \_\_\_\_\_.

**Learner B:** What is your name?

**Learner A:** My name is \_\_\_\_\_.

Let the pair sit down for another pair to take over. This continues until everyone has had a turn. The exercise is then repeated with the other structures:

**Question:** Where do you come from? **Answer:** I come from \_\_\_\_\_.

**Question:** Where do you live? **Answer:** I live at \_\_\_\_\_.)

### Remedial Activity

Using chain drill, practice the questions and the answers with struggling learners.

Teacher: What is your name?

Teacher: My name is Joe

Teacher: (To learners) what is your name?

Learner A: My name is Grace.

Learner A (To learner B) What is your name?

## Assessment

Each learner should take a turn to stand in front of the class to introduce themselves to their classmates:

Esi Akoto: My name is Esi Akoto. I am six years old.

Peter Oko: My name is Peter Oko. I am six years old.

### Remedial Activity

Observe to identify learners who struggle to ask or answer questions. Practice with them till they can do it alone. Ensure they use rising intonation for the “WH” questions and use falling intonation for the answers.

### Extension Activity

Continue the activity by introducing and practising the following with high achievers:

**Question:** What is your father's name?

**Answer:** My father's name is \_\_\_\_\_.

**Question:** What is your mother's name?

**Answer:** My mother's name is \_\_\_\_\_.

**Question:** Where do you live?

**Answer:** I live at \_\_\_\_\_.

Remember to model each structure adequately and provide sufficient practice through language drills such as the Question-and-Answer Drill.

### Reflection

Have learners share what they have done with ease, difficulty and how they felt with their group members.

### Additional Practice

Refer learners to **pages 15 - 16** - of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 7: Comprehension

**B1.2.7.1.2:** Ask and answer, factual and inferential questions

**B1.2.7.1.1.** Use illustrations, text, clues (title, headings and context) to make inferences and predictions.

#### Topic: Call me Bugi

**Teaching Strategies:** Directed Reading Activity (DRA), brainstorming, group and pair work, etc.

**Teaching/Learning Resources:** Picture on **page 25** of the English Learner's Book 1, word and letter cards, alphabet chart.

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership

**Key Vocabulary:** father, mother, sister, brother, mangoes, bananas, meat, honey, farmer, favourite, delicious

#### Preparation Before Class

Prepare sentence, word and letter cards, enlarge the picture on **page 25** of the English Learner's Book 1.

### Teaching/Learning Activities

#### Activity 2

Let learners recall all that they have discussed about themselves in earlier lessons. Tell them two things about yourself and let learners do the same.

Remind them about the picture of Babugi on his bicycle on **page 24** of the English Learner's Book 1. Then, let them study the picture on **page 25** of the English Learner's Book 1.

Let them tell you who they think the children in the picture are. (They are Babugi and his siblings.) Ask them to guess what they will read about.

#### Activity 3

Teach the pronunciation and meaning of the keywords. Create a situation to teach the meaning of the first four words. In the case of the last two, you may use pictures or real objects. Refer to **page 3** of this book for the procedure for teaching the pronunciation and meaning of key vocabulary.



#### Activity 4

Let learners follow in their books as you read the passage two or three times.

Then, inform learners it is now their turn to read and take them through an echo reading session. This should be done by the class, groups and individuals. Now, invite learners to join you to read the passage together a few times.

After this activity, display word cards and sentence cards in front of the class. Let learners take turns picking a word or sentence card, show it to the class and read it.

Alternatively, name a word or read out a sentence. Let individuals look for the card and read the word or sentence on it out loud.

**Note:** It is important to ensure the active participation of all learners.

#### Activity 5

Put learners into small groups of four or five to take turns reading the passage in their books. Move round to monitor the groups and hear individuals read aloud.

### Assessment

After making sure that each learner has fully benefitted from the reading activities, discuss the comprehension questions on **page 27** of the English Learner's Book 1 with them and let them answer each question orally in pairs.

#### Remedial Activity

Give individual attention to learners to read the passage.

Introduce them to phonics analysis of the words if possible. Make time to help them improve upon their skills.

#### Extension Activity

Have high achievers answer two additional inferential questions. E.g Why is Babugi called Bugi?

### Answers

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| a. Babugi is six years old.         | d. No                             |
| b. No.                              | e. Babugi likes to eat tuo zaafi. |
| c. Babugi's sister is called Wepea. | f. Babugi's nickname is Bugi.     |

#### Reflection

Invite learners to reflect on the parts of the passage that sound like their personal stories and share them with the class.

## Reading Sub-Section B: Letters have sounds: Identifying the /k/ sound in words

### Strand: 2

#### Sub-strand 2: Phonics

**B1.2.2.1.1:** Identify the alphabet in order.

1. Introduce the lesson with alphabet songs paying attention to the letters of the alphabet (aA-zZ)
2. Revise the letters and let learners identify them on the alphabet chart and letter cards.
3. Use alphabet cards, alphabet trees, picture cards, etc. to play alphabet games. Let learners play matching games with the alphabet cards. Eg. Sound Ball Game, Find My Partner, etc.
4. Next, refer learners to **page 28** of the English Learner's Book 1 and read the words in the word bank in Exercise 1.  
Have the learners read each word after you and point to it in the book or on the board.  
Read the words and ask the learners to identify the beginning letters and sound of each word that you read.
5. Then, refer them to **page 28** of the English Learner's Book 1 to name the pictures in Exercise 2 and identify those that have the **/k/** sound beginning their names. Ask learners to label the pictures.

**Answers:** /k/ - cap, kite, cup, kettle, corn, kente

/e/ - elephant, envelope, egg

6. Have learners do Exercise 3 in pairs. E.g. cap → k

#### Additional Practice

Refer learners to **pages 16 - 18** of the Workbook for more exercises.

## Section C

### Strand 5: Using writing conventions/Grammer usage

#### Sub-Strand 10: Spelling

**B1.5.10.1.2.:** Fill in blank spaces in simple words.

**B1. 5. 10.1.1.:** Identify and spell simple words correctly.

**Teaching Strategies:** Demonstration, games, etc.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development, Critical Thinking and Problem Solving.

#### Preparation Before Class

Prepare word cards.

#### Teaching/Learning Activities

1. Write the words in Exercise 1 on **page 29** of the English Learner's Book 1 on the board.

Revise the pronunciation and meaning of the words.

**Note:** Lead learners to play some vocabulary games like the Fishing Game. Here's how to play the Fishing Game. Prepare word cards with the words from the passage on **page 26** of Learners Book 1. Attach a string to each word card and place cards upside down on the demonstration table.

A player goes up to the table, pulls a string and takes the attached card. The player can then read out the word, look at it and spell it. If the player succeeds, they earn points for their team.

When the game is over, let learners sit in pairs or small groups to practise spelling the words to one another. After a while, put the cards away and have learners find the missing letters of the words in Exercise 1 of their books.

### Answers

bananas	name	father	mother
brother	sister	mangoes	live
best	draw	road	pet

2. Lead them to do Exercise 2 by drawing lines from the part of the word under 'A' to its correct ending under 'B'.

### Remedial Activity

Have strugglers use word cards and match the letters one is one to identify the missing letters.

### Answers

man ____ goes = mangoes	bana ____ nas = bananas
bro ____ ther = brother	foot ____ ball = football
sis ____ ter = sister	bi ____ cycle = bicycle

### Extension

Have high achievers do Exercise 3 on **page 29** of the English Learner's Book 1.

### Answers

a. honey.      b. Paga      c. Babugi      d. bicycle      e. school

### Additional Practice

Refer learners to **page 19** of the Workbook for more exercises.

## Section

## D

### Strand 4: Writing

#### Sub-Strand 1: Pre- writing

**B1.4.1.1.2.:** Model various objects of interest.

**Sub-Strand 3:** Writing letters – small and capital

**B1.4.3.1.3:** Write words using both capital and small letters.

**Teaching/Learning Strategies:** Modelling, copying, good sitting posture, demonstration, imitation.

**Teaching/Learning Resources:** Slates and other writing materials, smartphone, etc.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

#### Preparation Before Class

Before the lesson, prepare your word cards. Go online to get the guidelines for joint script writing and practise writing the sentences in joint script.

### Teaching/Learning Activities

#### Penmanship

This part of the writing section is for developing good handwriting. You should patiently guide learners to develop this skill properly. Lead learners to revise writing letters and words in joint script.

1. In groups give learners clay, play dough or paper to model any object they like. Have learners say the name of the object, and what it is used for.
2. Lead learners to do hand and wrist exercises for a few minutes. Demonstrate to them the correct posture needed for writing. Also, demonstrate how to hold a pencil.
3. Rule lines on the board like those in the learners' exercise books.  
Then, have learners copy the sentences in Exercise 1 on **page 30** of the English Learner's Book 1 into their exercise books.

#### Remedial Activity

If there is any particular letter learners find difficult to write well, let them practise this on the board.

### Activity 7

#### Guided Writing

### Strand 4: Writing

#### Sub-Strand: 12

**B1.4.12.1.1.**

1. Model describing yourself in 2-3 simple sentences.

Through questions have pairs of learners describe themselves to each other. Eg. What is your name? How old are you?

### Remedial Activity

1. Assist learners to write their sentences out.
2. Ask learners to read the text “Call me Bugi” again.
3. Lead learners to figure out which words to place in which gaps. Read the sentence aloud. When you reach the gap, pause for learners to choose the right word for the gap. Continue that way till all the gaps are filled in with the right words.

## Assessment

Let learners draw themselves in their drawing books. Have them write their names under the drawn picture.

### Reflection

Invite learners to display their drawings for a gallery walk and to talk about the drawing.

### Additional Practice

Refer learners to **pages 20 - 21** of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover More

Watch this video with learners and ask them to mention the funny things they saw in it.

### Homework

Let Learners do this work as a

## Extensive Reading Activities

- Review pre-reading activities – handling of books – with learners
- Encourage learners to visit the class library every morning during silence hour / break time.
- Choose a book to read with the class at least twice a week to inculcate reading habits and culture in learners.
- Do picture wall with learners.  
Walk learners through the book to look at the pictures and discuss them without reading the words. Ask learners to predict what will happen next on each picture discussed
- Read the story in clear voice with modulation
- Have learners retell the story once the whole book is read
- Have learners do after reading activities
  - \* dramatization
  - \* debating issues from the story
  - \* drawing and color

## Slogan

Library Hour: DEAR

Drop Everything And Read (DEAR)

## Workbook Answers

### A. Oral Language

#### Activity 1

1. **a.** He mentioned his name, "Babugi".
2. **a. - h.** (Accept any reasonable response.)

### B. Reading

#### Activity 1

1. **a.** six      **b.** Mrs. Songoh  
**c.** Wesea
2. **a.** No      **b.** No      **c.** Yes
3. **a.** king      **b.** egg      **c.** cap  
**d.** kid      **e.** car      **f.** cot  
**g.** envelope      **h.** elephant  
**i.** kitten      **j.** candle

### C. Vocabulary

#### Activity 1

2. **a.** football — red  
**b.** bananas — draw  
**c.** draw — football  
**d.** red — bananas  
**e.** pet — school  
**f.** school — pet  
**g.** father — sister  
**h.** sister — father

#### Activity 2

1. Mansa Kofi Mr. Atu Mrs. Osei  
Ama

### D. Writing

#### Activity 2

(Accept any reasonable answers.)

## Unit Overview

This unit will enable learners to talk about the people around them and, in the process, learn to provide relevant information about the people around them. The unit consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn to engage meaningfully in conversations about their families. Section B is in two parts. In the first part, learners will read a short text aloud, titled “The Budus of Sikakrom”, and answer questions about it. The second part is code-named “Letters have Sounds”. It will focus on sounds in words. Learners will name pictures and identify the initial sounds of the names. In Section C, learners will be learning to have fun with the keywords they met in the passage. They will complete given sentences with the right words, find missing letters for given words and read sight words correctly. Finally in Section D, they will copy sentences and fill in the gaps of given sentences to write about their families.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub – strand 6: Conversation		
Content Standard	Indicators	Core Competencies
<b>B1.1.6.1</b> Use culturally acceptable language for communication	<b>B1.1.6.1.2.</b> Talk about children’s families.	Communication and Collaboration Personal Development and Leadership
Strand 2: Reading Sub – strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1</b> Understand texts read	<b>B1.2.7.1.1</b> Use illustrations, text clues (title, heading) and context to make inference and prediction. <b>B1.2.7.1.2</b> Ask and answer factual, inferential and applicative questions about level – appropriate texts.	Personal Development and Leadership Communication and Collaboration Critical Thinking

Sub – strand 1 and 2: Pre – reading Activities/Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1</b> Connect sounds to letters and blend letters/syllables in order to read and write	<b>B1.2.2.1.2</b> Recognise and produce letter names and sounds randomly.	Personal Development and Leadership Communication and Collaboration
Sub – strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B1.2.6.1.</b> Understand word meanings and usages.	<b>B1.2.6.1.1.</b> Read level – appropriate sight words and use many of them in meaningful sentences.	Personal Development and Leadership Communication and Collaboration
Strand 4: Writing		
Sub – strand 2, 3 and 12: Penmanship/Writing letters – small and capital/ Descriptive Writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.2.1</b> Copy and write letters of the alphabet correctly <b>B1.4.3.1</b> Use general skills knowledge and strategies of letter sounds to write legibly <b>B1.4.12.1</b> Demonstrate knowledge of descriptive writing	<b>B1.4.3.1.3</b> Copy letters of the alphabet and simple sentence clearly <b>B1.4.3.1.1</b> Match lower and upper case letters <b>B1.4.12.1.1</b> Use words and simple sentences to describe self	Personal Development and Leadership Communication and Collaboration
Strand 6: Extensive Reading		
Sub – strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b>	<b>B1.6.1.1.1</b> Read a variety of age – appropriate books and text from print.	Personal Development and Leadership Communication and Collaboration



**Strand : Oral Language**

**Sub-Strand 6: Conversation**

**B1.1.6.1.2.:** Talk about children's families.

**Conversation: People in my Family**

**Teaching Strategies:** Pair work, picture discussion, class activity, etc.

**Teaching/Learning Resources:** Picture from **page 34** of the English Learner's Book 1, a recording of the dialogue on **page 35** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Critical Thinking, Personal Development, Cultural Identity.

**Key Vocabulary:** siblings, family, parents.

**Preparation Before Class**

Enlarge the picture on **page 34** of the English Learner's Book 1. Prepare word cards.

## Teaching/Learning Activities

### Activity 1

1. Let learners sing an action song or two. Then ask them to listen as you say one or two things about yourself. Invite individuals to also do the same to revise the previous lesson.
2. Write the topic on the board and read it out once or twice. Let learners orally repeat the topic after you. Ask them to guess what the lesson will be about. Lead learners in a short discussion to establish that we all live together with others. Proceed now to lead a short brainstorming session with learners to name and make a list of people they live with.

**Examples:** father, mother, brothers, sisters, uncles, aunt, etc.

Teach the words: family, siblings, parents, aunt, uncle.

### Activity 2

1. Practise the dialogue at page 35 of the Learners Book with a learner (Prepare the learner ahead of the lesson)  
Invite learners in pairs to practice the dialogue.
2. Play a prerecorded audio version of the dialogue on **page 35** of the English Learner's Book 1 two or more times. Then practise asking and answering the two questions in Exercise 2 on **page 36** with the class, before pairs of learners practise asking and answering them in turns.
3. Ask learners to draw their families. Use probing questions to help learners. Talk about their families e.g. "What is your father's/mother's name?"  
Introduce a language drill. For example, a substitution drill for learners to practise the response to the question, "What is your father's/mother's name?" using the structure:  
My father's/mother's name is \_\_\_\_\_.

Introduce and teach structures such as:

I have \_\_\_\_ brother(s).

I have \_\_\_\_ sister(s).

I am the only child.

My father is a \_\_\_\_\_.

My mother is a \_\_\_\_\_.

4. Present a poster of the picture on **page 34** of the English Learner's Book 1. (Note: In the absence of a poster version, you may have learners look in their books.) Discuss the picture briefly to establish that the people in the picture are a family. Invite learners to point to the various people in the picture as you name them (e.g. father, mother, brother, sister, etc.). Check to ensure that the right person has been pointed to when each name is mentioned.

**Note:** It is important to use language drills and scenarios to ensure adequate practice for learners.

## Assessment

Have learners engage in the conversation on **page 34** of the English Learner's Book 1.

### Reflection

At the end of this section, create a situation where learners can talk about their families.

**Example:** The Headmistress needs some information about your parents. You are in her office right now, and she is sitting at her desk. Tell her about your parents.

This is a role-play scene between a learner and a headmistress. It is good to give learners ample time to prepare for the exercise.

### Remedial Activity

Take your time to work with the strugglers in small groups or community circles to talk about their family members using the structure below:

Ask learners to work in, groups and tell each other about their family members.

#### Example:

My name is \_\_\_\_\_. / I am \_\_\_\_\_.

My father's name is \_\_\_\_\_.

I have \_\_\_\_ brothers . / I have \_\_\_\_\_ sisters.

My mother is a \_\_\_\_\_, etc.

### Extension Activity

Ask the class to talk about the different roles members of the family play in the home.

### Additional Practice

Refer learners to **pages 22 - 23** of the Workbook for more exercises.

**Strand 2: Reading****Sub-strand 7: Comprehension**

**B1.2.7.1.1.** Use illustrations, text clues (title, headings) and context to make inferences and prediction.

**B1. 2.7.1.2:** Ask and answer factual, inferential and applicative questions about level appropriate texts.

**Topic: The Budus of Sikakrom**

**Teaching Strategies:** Directed Reading Activity (DRA), brainstorming, echo reading, Chorus reading, group and pair work, etc.

**Teaching/Learning Resources:** Picture on **page 37** of the English Learner's Book 1, word cards, sentence cards.

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership

**Key Vocabulary:** family, brother, nurse, clinic, father, shop, flour, twin, toffees, biscuits, television, margarine

**Preparation Before Class**

Prepare word cards and sentence cards, enlarge the picture on **page 37** of the English Learner's Book 1, etc.

**Teaching/Learning Activities****Activity 3**

In this section, learners will read about a family. Remind learners of all that has taken place earlier by having them talk about members of their families. Have them discuss the picture on **page 37**, which is accompanying the passage. Write the title of the passage, "The Budus of Sikakrom", on the board and say what it refers to. Based on this, ask learners to guess what they will read about.

**Activity 4**

Introduce and teach the meanings, pronunciations and recognition of the keywords: family, nurse, clinic, flour, shop, twin, toffees, biscuits, television, margarine, brother, father. Remember to use the context, picture, situations, etc., to teach the meanings of the words. To teach the pronunciation, refer to the guidelines on (**page 3**) of this book. Use word cards and sentence cards to involve learners in interesting games (e.g. Fishing Game, Pick and Read) to enhance recognition of the words.

**Activity 5**

1. Read the passage several times as learners follow in their books or from the board. Note that model reading may also take the form of learners listening to an audio recorded version of the passage (by you).

2. Let learners read after you in small yet meaningful bits. It is important to spend time on this since this is the stage where pronunciation and intonation problems may be noticed and addressed. Groups and individuals should be involved at this stage instead of the class reading together.

Have learners read the passage in chorus as a class or in groups and pairs. As learners read in pairs or small groups, they assume greater responsibility for their reading.

Encourage them to ask for help from group members or partners if need be. Again, close monitoring is essential here.

### Remedial Activity

Spend time to have struggling readers read in small meaningful bits to you as individuals or in small groups. Listen and correct their pronunciation and intonations.

### Extension Activity

Have good readers read aloud individually. Remember that good readers may read to the class so that their reading becomes a model for others.

## Assessment

Have a final discussion of the passage. Let learners answer the comprehension questions. Refer to Exercise 2 on **page 39** of the English Learner's Book 1 for the questions.

### Answers

3. a. They are five people.  
b. Sandra has two brothers.  
c. Sandra's mother (Mrs. Budu) is a nurse.  
d. Mrs. Budu goes to the clinic every day to work.  
e. Sandra's father (Mr. Budu) goes to the shop every day to operate his shop.

**Sub-Section B: Letters have sounds: Identifying the /r/, /m/, and /d/ sounds in words.**

**Strand 2: Reading**

**Sub-Strand 2: Phonics**

**B1.2.2.1.2.2:** Orally segment spoken syllables /words into individual sounds. (Unit 4)

1. Have learners refer to **page 39** of the English Learner's Book 1 and identify the pictures on the page by name. Say each name out loud and have learners repeat it after you. Ask them to identify the first sound they hear in each name. When the sound is identified, have those whose names begin with that sound stand up. You can also ask the class to mention the names of other people they know who have the sound at the beginning of their names. For example, with the **/r/** sound, you can tell someone whose name begins with R (e.g. Rose, Richard) to stand.

2. Model segmenting the names or other words/syllables into individual sounds (e.g. Rose → R-o-se). Lead learners to say the names of what is in each picture on page 39 of the Learners Book. and orally segment it.  
Ask them to name objects that have that sound at the initial position of their names, e.g. rock for /r/. Next, have learners identify some words in the passage with the target sounds, e.g., Dora for /d/.
3. Finally, ask learners to label the pictures on **page 39** of the English Learner's Book 1.

### Remedial Activity

Say the word slowly to help the struggling learners hear and identify the sounds in the word. Help them to take their turns to segment words into individual sounds orally.

### Additional Practice

Refer learners to **pages 23 - 25** of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub-strand 6: Vocabulary

**B1.2.6.11** Read level appropriate sight words and use many of them in meaningful sentences.

**Teaching Strategies:** Demonstration, games, etc.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development, Critical Thinking and Problem Solving.

### Preparation Before Class

Prepare word cards.

### Teaching/Learning Activities

1. This section has three parts. In Exercise 1, learners are to use the given words to correctly fill in the gaps in the sentences. Ask them to reread the text titled "The Budus of Sikakrom. Have them use the given words to form sentences. Now help them figure out which word should fit into each gap. Read the sentence and when you reach the gap, pause for learners to choose the right word to fill it.

### Answers

- a. Mr. Budu
- b. nurse
- c. two
- d. Sikakrom
- e. six-and-a-half

2. Then, write the words in Exercise 2 on the board and invite learners to read and spell them. Display the word cards on a table in front of the class. Invite individuals to match the words on the board with their corresponding word cards. Demonstrate the activity on the board with the help of learners. Put them into groups to practise the exercise and assign them to find the missing letters.

### Answers

a. six	b. nurse	c. Friday	d. shop
e. smart	f. years	g. margarine	h. twin
i. shopkeeper	j. school	k. provision	

3. Exercise 3 is about sight words. Use the Look and Say Method to teach learners to read these words. Say the word and have learners hear and say it after you. Write the word on the board and do same with another word. When all the words are done, drill learners in their pronunciation of the words. Use the words in sentences to bring out their meanings and have learners use them in their own sentences too.

## Section D

### Strand 4: Writing

#### Sub-Strand 3: Writing Letters – small and capital

**B1.4.3.1.3:** Write words using capital and small letters.

**B1.4.3.1.1:** Match lower and upper case letters.

**B1.4.12.1.1:** Use words and simple sentences to describe self.

**Teaching/Learning Strategies:** Modelling, copying, good sitting posture, demonstration, imitation.

**Teaching/Learning Resources:** Slates and other writing materials, smartphone, etc.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

#### Preparation Before Class

Before the lesson, prepare your word cards. Go online to get the guidelines for joint script writing and practise writing the sentences in joint script.

## Teaching/Learning Activities

### Penmanship

#### Strand 4: Writing

##### Sub-strand 2: Penmanship/Controlled Writing

**B1.4.2.1.1.:** Copy letters of the alphabet and sentences clearly.

**B1.4.7.1.2.:** Write a simple composition

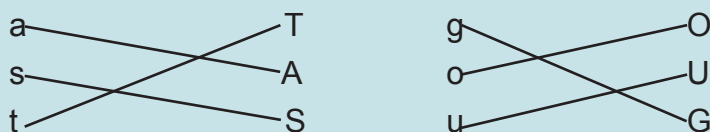
1. Read the paragraph on **page 41** of the English Learner's Book 1 with the class a few times. Then have learners copy it neatly into their exercise books. Encourage learners to space out the letters in the words appropriately. Teacher's Guide for guidelines regarding the teaching of Penmanship.

#### Remedial Activity

Support learners who are not able to write some letters correctly to do so.

1. In Exercise 2, have learners identify the letters on a chart.
2. Place letter cards on teacher's table (small and capital letters)  
Put learners in groups and invite group representatives to pick and match the letter cards (small letters against capital letters)  
Let learners write the letters in their exercise books.

### Answers



### Activity 7

#### Guided Writing

**B1.4.12.1.1:** Use words and simple sentences to describe self.

1. Use probing questions to lead learners to discuss their families.

**Example:** Teacher: What is your name? How old are you? What is your father's name? etc.

2. Let learners listen to you fill in each gap with information about your family. Invite learners to give information about their families relevant to the questions asked so they too can fill in the gaps.

#### Remedial Activity

Assist learners to write out their sentences.

### Assessment

Refer learners to **page 42** of the English Learner's Book 1 to discuss in pairs and fill in all the gaps with information about their families. Ask them to copy the sentences clearly into their exercise books.

## Reflection

Invite learners to share what they have learnt in the lesson.

## Revision

Refer learners to Revision 1 on **pages 44 - 45** of the English Learner's Book 1 for more practice. The Revision forms part of the Summative Assessment.

## Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

## Discover

Watch this video with learners. Through leading questions, let them tell how the introduction was done.

## Homework

Let Learners do this work as a research on a teacher's work.

## Extensive Reading Activities

- Review pre-reading activities – handling of books – with learners
- Encourage learners to visit the class library every morning during silence hour / break time.
- Choose a book to read with the class at least twice a week to inculcate reading habits and culture in learners.
- Do picture wall with learners.

Walk learners through the book to look at the pictures and discuss them without reading the words. Ask learners to predict what will happen next on each picture discussed

- Read the story in clear voice with modulation
- Have learners retell the story once the whole book is read
- Have learners do after reading activities
  - \* dramatization
  - \* debating issues from the story
  - \* drawing and color

## Slogan

Library Hour: DEAR

Drop Everything And Read (DEAR)



## Revision 1

## Answers

### Exercise 1

#### A. Greetings

- |                           |                           |
|---------------------------|---------------------------|
| c. Good morning, Mama.    | f. Good evening, Mr Klaye |
| d. Good afternoon, Daddy. | h. Good night, Mama.      |

### Exercise 2

- |           |                                    |
|-----------|------------------------------------|
| a. seven  | d. large                           |
| b. school | e. (Accept any reasonable answer.) |
| c. Adu    |                                    |

### Exercise 3

- |        |        |
|--------|--------|
| a. //  | d. /m/ |
| b. /k/ | e. /r/ |
| c. /e/ |        |

### Exercise 4

- |            |            |             |              |
|------------|------------|-------------|--------------|
| a. friend  | b. school  | c. night    | d. nurse     |
| e. morning | f. brother | g. family   | h. evening   |
| i. father  | j. mother  | k. greet    | l. afternoon |
| m. six     | n. sister  | o. Saturday | p. teacher   |

### Exercise 5

This is a sentence completion exercise. Accept satisfactory responses. Focus on correct spelling.

## Workbook Answers

### A. Oral language

#### Activity 1

2. (Accept any reasonable answers.)

### B. Reading

#### Activity 1

1. Sandra's
2.
  - a. Sandra
  - b. six-and-a-half
  - c. provision shop
  - d. nurse
  - e. Sikakrom Basic
  - f. twin

#### Activity 2

2. The correct initial letters are:

- |      |      |
|------|------|
| a. d | b. m |
| c. r | d. d |
| e. m | f. r |
| g. d | h. m |
| i. r | j. d |

### C. Vocabulary

#### Activity 1

- |          |           |
|----------|-----------|
| 2. a. up | e. down   |
| b. look  | f. little |
| c. is    | g. can    |
| d. go    | h. see    |

#### Activity 2

- |              |             |
|--------------|-------------|
| 2. a. mother | e. everyone |
| b. clinic    | f. family   |
| c. basic     | g. happy    |
| d. sister    | h. biscuits |

#### Activity 3

- |                |         |
|----------------|---------|
| 1. a. root/rat | b. map  |
| c. mug         | d. duck |
| e. room        | f. dog  |

## Unit Overview

This unit is about energy. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn a new rhyme, titled “Stars in darkness”, and will answer a few questions on it. Section B is in two parts. In the first part, learners will read a short text aloud about sources of energy and answer questions about it. The second part is code-named “Letters have Sounds”. It will focus on identifying the sounds /g/, /b/, and /u/ in words. Learners will name pictures and identify the sounds in the names.

In Section C, learners will learn to have fun with the keywords they met in the passage. They were match words with their meanings, find missing letters and fill the gaps in sentences with the right words. Finally, in Section D, they will copy sentences and fill in gaps in given sentences to write about what they will do if the lights are off.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub – strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
<b>B1.1.2.1</b> Appreciate a variety of literary pieces	<b>B1.1.2.1.1.</b> Listen to and recite rhymes and tongue twisters with accompanying actions.	Cultural Identity and Global Citizenship Communication and Collaboration
Strand 2: Reading Sub – strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1</b> Understand texts read	<b>B1.2.7.1.1</b> Use illustrations, text clues (title, heading) and context to make to inference and predictions. <b>B1.2.7.1.2</b> Ask and answer factual, inferential and applicative questions about level – appropriate texts.	Personal Development and Leadership Communication and Collaboration Critical Thinking

Sub – strand 1 and 2: Pre – reading Activities/Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.1.2.</b> Manipulate the sounds of the letters of English.	<b>B1.2.2.1.3</b> Say the new word when asked to delete initial sound.	Personal Development and Leadership Communication and Collaboration
Sub – strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B1.2.6.1.</b> Understand word meanings and usages.	<b>B1.2.6.1.1.</b> Ask questions to find out meaning of new words.	Personal Development and Leadership Communication and Collaboration
Strand 5: Using Writing Conventions/Grammar Usage		
Sub – strand 10: Spellings		
Content Standard	Indicators	Core Competencies
<b>B1.5.10.1</b> Use phonics knowledge to spell words	<b>B1.5.10.1.2</b> Fill in blank spaces in simple words and sentences	Personal Development and Leadership
Strand 4: Writing		
Sub – strand 3: Pre – writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.5.1</b> Write words and sentences	<b>B1.4.3.1.3</b> Write words using both capital and small letters <b>B1.4.5.1.2</b> Write simple familiar words and sentences	Personal Development and Leadership Communication and Collaboration Critical Thinking
Strand 6: Extensive Reading		
Sub – strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b> Read widely for pleasure and demonstrate independent reading and learning in the literary area.	<b>B1.6.1.1.1</b> Read a variety of age – appropriate books and text from print.	Personal Development and Leadership Communication and Collaboration

**Strand 1: Oral Language****Sub-strand 2: Rhymes**

**B1.1.2.1.1.:** Listen to and recite rhymes with accompanying actions.

**Rhyme: Stars in darkness**

**Teaching Strategies:** Pair work, picture discussion, class activity, etc.

**Teaching/Learning Resources:** Poster with the rhyme from **page 49** of the English Learner's Book 1; picture from **page 49** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Critical Thinking, and Problem Solving Creativity and Innovation, Cultural identity and Global Citizenship

**Key Vocabulary:** light, dark, stars, skies.

**Preparation Before Class**

Enlarge the picture on **page 49** of the English Learner's Book 1.

**Teaching/Learning Activities****Activity 1**

Lead learners to recite familiar rhymes and sing an action song or two. Let them know they are going to learn another rhyme.

1. Mount the poster depicting a power outage situation and lead learners with questions to talk about it.

**Example:**

**Teacher:** What is in the picture?

Learner A: I see a girl.

Learner B: I see houses.

Learner C: I see trees.

Learner D: I see darkness and stars.

**Teacher:** Where are the stars?

Learner A: They are outside.

Learner B: They are in the skies.

**Teacher:** Can you see everything clearly?

Learner C: No.

**Teacher:** Why?

Learner D: It is night./It is dark. / There are no lights shining.

Let individuals share their experiences of power outages. You may help by prompting them. You may also accept responses in Ghanaian languages and promptly teach adequate English translations.

Now, lead the discussion to the sources of energy, the importance of energy and how to save power, e.g. switching off lights and electric gadgets when we are not using them.

2. Mount the poster of the rhyme on the board and tell learners the story behind the rhyme. Say that the little girl in the rhyme is unhappy about the lights being off, but once she looks outside, the stars in the skies soothe her, and they remind her that they are her source of light even in darkness (i.e. even when the lights are off because of a power outage). Perform the rhyme once or twice as learners listen and observe, clapping or tapping to the rhythm. Invite the class to join you as you recite lines of the rhyme, clapping or tapping to the rhythm. You may put the class into two groups: Group A and Group B. Group A recites the lines of the rhyme while Group B claps to the rhythm. After a while, reverse the roles and let Group B recite while Group A claps to the rhythm.

## Assessment

Put learners into pairs. Let one learner recite a line or two while the other stamps, taps or claps to the rhythm. Reverse the roles. After this, have learners answer the questions on [page 50](#) of the English Learner's Book 1.

### Remedial Activity

Observe to identify learners who are struggling to recite the rhyme. Lead them to practice the difficult rhyming parts.

Have them say other rhymes that are of similar difficulty level.

### Extension Activity

Invite individual learners to recite the rhyme with the necessary stress and action. Ask them to change some words and recite it afresh.

## Answers

- a. A little girl.
- b. Lights go off and the streets are dark. When the lights go off, everything turns black but when there is darkness the stars shine for us.
- c. Personal response. Accept any reasonable answer.

### Additional Practice

Refer learners to [pages 28 - 29](#) of the Workbook for more practice.

**Strand 2: Reading****Sub-strand 7: Comprehension**

**B1.2.7.1.1:** Use illustration, text, clues (titles, heading) and context to make inferences and prediction.

**B1.2.7.1.2:** Ask and answer factual, inferential and applicative questions about level appropriate texts.

**Topic: Sources of energy**

**Teaching Strategies:** Directed Reading Activity (DRA), brainstorming, group and pair work.

**Teaching/Learning Resources:** Pictures on **page 50** of the English Learner's Book 1, word cards, sentence cards, alphabet chart.

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership

**Key Vocabulary:** Monday, homework, candles, lamp, earlier, remembers, sufficient, immediately.

**Preparation Before Class**

Prepare word cards and sentence cards, and enlarge the pictures on **page 50** of the English Learner's Book 1.

**Teaching/Learning Activities****Activity 2**

1. Have learners open to **page 49** of the English Learner's Book 1 and let them recall what they said about the picture. Let them also share some of their personal experiences during a power outage.
2. Write the title of the unit on the board and read it out for learners to repeat. Discuss it briefly and ask learners to look at the title and guess what they will read about.
3. Direct learners to the pictures of the lamps and candle on **page 50** of the English Learner's Book 1, and discuss the questions with them.

**Activity 3**

Let learners tell you the meaning of "homework", which they do regularly.

Use the procedure described on **page 3** of this book to teach the pronunciation and meaning of the other keywords.

Now, teach recognition of the words using word and sentence cards.

**Activity 4**

As learners listen and follow in their book, read the passage aloud two or three times. Now, let learners read the passage aloud after you in brief but meaningful parts. This should be done by the class, in groups, and then in pairs. At the end of the echo reading, ask learners to tell you some of the words in the sentences they read.

### Activity 5

Lead the class and groups to read the entire text together. Do this repeatedly and occasionally pause for individuals to show where they are by pointing. Learners should now identify words and sentences in the passage and read those given words and sentences on word and sentence cards.

### Activity 6

Let learners read aloud in small groups or in pairs as you go round to hear individuals read. In groups or pairs, let them read together and then take turns to read. Discuss the passage briefly with the learners and ask them to relate Sika's experience to their personal experience.

## Assessment

Then, let them orally answer the questions on **page 54** of the English Learner's Book 1.

### Remedial Activity

Discuss the pictures to activate learners background knowledge and enhance their comprehension of text.

### Extension Activity

Ask the class to share their experiences during a power outage.

### Reflection

Have learners reflect and share what they have learnt with the class.

## Answers

- a. Monday
- b. Sika
- c. She wants to do her homework but the lights went off.
- d. They can burn her books.
- e. It is night.
- f. Personal response/ Accept any reasonable answer.
- g. No. It can burn them, their books and clothes.

### Reflection

After discussing and answering the questions, lead learners with a few questions to make personal comments about the passage.

Examples of such questions are: Do you like the story? Why do you like it?

Do you like Sika? Why?



## Activity 7

Learners have to find information at home for the group task on **page 54** of the English Learner's Book 1. Back at school, give them time to tell one another what they were able to find out. Then, have a period where you hold a Community Circle session to discuss the issue of energy. Focus on sources of energy and how to conserve it.

**Reading Sub-Section B: Letters have sound:** Identifying the /g/, /b/, and /ʌ/ sounds in words/ Phoneme Deletion.

### Sub-Strand 1: Pre-Reading Activities

**B1.2.1.2.3:** Say the new word when asked to delete an initial sound.

1. Refer learners to **pages 55** of the English Learner's Book 1 to name the pictures and identify the initial sound in each name. The names of the objects in the pictures and their initial sounds are:
  - a. gate /g/                      b. orange /ɔ/                      c. hut /h/
  - d. glass /g/                      e. umbrella /ʌ/                      f. octopus /ɔ/
3. Read this sentence: Uncle Gawu gave umbrellas to the girls.  
Have learners repeat the sentence after you and identify the initial letter sound of each word.  
Say a word and delete the first sound of the word. E.g gate\_ ate.  
Say the new word as learners listen to you.  
Invite learners to practice phoneme deletion with you using each other's names. Have learners do Exercise 4 at **page 55** of the Learners Book.

## Remedial Activity

Assist learners to practise deleting sounds of oral words and saying what is left.

## Additional Practice

Refer learners to **pages 29 - 31** of the Workbook for more practice.

## Section C

### Strand 2: Reading

#### Sub-strand 6: Vocabulary

**B1.2.6.1.1.:** Read level-appropriate sight words and use many of them in meaningful sentences.

**Teaching Strategies:** Demonstration, games, etc.

**Teaching/Learning Resources:** Word cards, letter cards.

**Core Competencies:** Communication and Collaboration, Personal Development, Critical Thinking and Problem Solving.

## Preparation Before Class

Prepare word and letter cards for the following words: Monday, lamp, cries out, ahead, homework, heart, candle, finish, again, immediately, earlier, remember, sufficient, home.

## Teaching/Learning Activities

This section has three parts.

1. Do Exercise 1 with the class. Ask them to reread the passage “Sources of energy” to locate each of the words under Column A (on **page 56** of the English Learner’s Book 1). Ask them questions and allow them to ask questions based on the story. Tell them to raise their hands when they find any of the key words. Have the class read the full sentence that contains the word to decide the contextual meaning of each word.  
Write down the words and their meanings on the board. Read the words one after the other and ask the learners to go through the list of meanings to find the one that matches the word. Invite a learner to draw a line from the word to its meaning.

### Answers

- |                |   |                                 |
|----------------|---|---------------------------------|
| i. Monday      | - | a day of the week               |
| ii. lamp       | - | gives us light                  |
| iii. cries out | - | shouts                          |
| iv. ahead      | - | in front                        |
| v. homework    | - | school work which we do at home |
| vi. heart      | - | a part of the body              |

Have learners make sentences with the words.

2. Exercise 2 should be done in pairs. Learners have to read and spell words with missing letters correctly. Provide pairs of learners with letter cards to form or spell these words:

**Monday, lamp, heart, ahead, home, light, again, candle**

**Examples:** heart – h e a r t

Monday – M o n d a y

Next, write the words on the board and revise the pronunciations and meanings of each one. Then, display their word cards for the class to see. Invite individuals to match the words on the board with the corresponding word cards. Lead them to find the missing letters in each word by comparing the letters in both words (word on the cards with the words on the board). Demonstrate the activity on the board, matching letter to letter. Finally, put learners into groups and assign them to complete Exercise 2 by finding all the missing letters.

### Answers

- |                     |                   |                         |
|---------------------|-------------------|-------------------------|
| a. <u>l</u> amp     | b. a <u>h</u> ead | c. im <u>m</u> ediately |
| d. ear <u>l</u> ier | e. ag <u>a</u> in | f. remem <u>b</u> er    |
| g. l <u>l</u> ight  | h. h <u>e</u> art | i. suffic <u>i</u> ent  |
| j. c <u>a</u> ndle  | k. h <u>o</u> me  | l. en <u>e</u> rgy      |

3. This is the final part of the vocabulary activities for the unit. Ask learners to read the text again. Copy the sentences (refer to [page 57](#), Exercise 3) on the board and lead learners to figure out which word fits which gap. Do this by reading each sentence and stopping when you reach a gap so learners can choose the right word to fill it.

### Remedial Activity

When they fail to get the word correctly, assist them by asking leading questions.

#### Answers

- a. finish
- b. Mondays
- c. again
- d. candle
- e. lamp

### Additional Practice

Refer learners to [pages 31 - 32](#) of the Workbook for more practice.

## Section D

### Strand 4: Writing

#### Sub-Strand 3: Writing letters—small and letters.

**B1.4.3.1.3.:** Write words using both capital and small letters.

#### Sub-Strand 5: Writing simple words and sentences.

**B1.4.5.1.2:** Write simple familiar words

**Teaching/Learning Strategies:** Modelling, copying, good sitting posture, demonstration, imitation.

**Teaching/Learning Resources:** Slates and other writing materials, smartphone, etc.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

### Preparation Before Class

Before the lesson, prepare your word cards. Go online to get the guidelines for joint script writing and practise writing the sentences in joint script.

### Teaching/Learning Activities

#### Penmanship

Lead learners to read the sentences on [page 57](#) of the English Learner's Book 1.

Demonstrate how to write challenging letters in words and model the pronunciation of target words. Write the sentences on the board and let learners copy them in their exercise books.

**NB:** Refer to page 6 of this book guidelines on how to teach this part of the lesson.

## Activity 8 **Guided Writing**

1. Have learners use the given vocabulary (call, go, candles, come) to orally construct sentences of their own.
2. Put learners into groups and lead them to use the given words to fill the gaps in the paragraphs on **page 58**. Let learners do peer editing.

## Assessment

Have learners copy the paragraphs in their exercise books.

### Reflection

Invite learners to share their work with the class.

### Additional Practice

Refer learners to **page 32** of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover More

Scan the QR Code for learners to learn about more sources of light. Use probing questions to find out what they have learnt.

### Homework

Have Learners do search for the answer to those questions.

## Extensive Reading Activities

- Review pre-reading activities – handling of books – with learners
- Encourage learners to visit the class library every morning during silence hour / break time.
- Choose a book to read with the class at least twice a week to inculcate reading habits and culture in learners.
- Do picture wall with learners.

Walk learners through the book to look at the pictures and discuss them without reading the words. Ask learners to predict what will happen next on each picture discussed

- Read the story in clear voice with modulation
- Have learners retell the story once the whole book is read
- Have learners do after reading activities
  - \* dramatization
  - \* debating issues from the story
  - \* drawing and color

## Slogan

Library Hour: DEAR

Drop Everything And Read (DEAR)

### Workbook Answers

#### A. Oral Language

##### Activity 1

2. a. off                      d. me  
b. dark                    e. skies  
c. see                      f. beam

#### B. Reading

##### Activity 1

1. a. Monday              d. happy  
b. home                  e. the lights  
c. homework

##### Activity 2

2. a. gift  
b. goat  
c. gasoline/gallon  
d. underwear  
e. umbrella  
f. octopus  
g. ostrich  
h. gate  
i. glass  
j. orange

3. a. g                      f. o  
b. g                      g. o  
c. g                      h. g  
d. u                      i. g  
e. u                      j. o

#### C. Vocabulary

1. a. home                  b. Monday  
c. candle                  d. worry  
e. lamp                    f. lights  
g. mother                  h. mummy

2. **A**

mon	me
mor	mmy
ho	day
mu	ning

Monday  
morning  
home  
mummy

**B**

can	right
wo	dle
dark	rry
al	ness

candle  
worry  
darkness  
alright

# Unit 6

## The spaces around me

### Unit Overview

This unit is about the learners' immediate environment - the home. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will ask and answer a few questions about the places found in our homes. Section B is in two parts. In the first part, learners will read aloud a story, titled "See my parents' news house!", and answer questions about the text. The second part is code-named "Letters have Sounds". It will focus on sounds in words. Learners will name pictures and identify the /ll/, /fl/, and /b/ sounds in the names.

In Section C, learners will learn to have fun with the keywords they met in the passage. They will read and spell sight words correctly. Finally in Section D, they will copy sentences and fill the gaps provided in sentences to write about the things around them.

### Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub – strand 6: Conversation		
Content Standard	Indicators	Core Competencies
<b>B1.1.6.1</b> Use culturally acceptable language for communication	<b>B1.1.6.1.2.</b> Describe places in the home.	Personal Development and Leadership Communication and Collaboration
Strand 2: Reading Sub – strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1.</b> Understand texts read <b>B1.2.7.2</b> Use general skills strategies and knowledge of letter sounds to write legibly and boldly	<b>B1.2.7.1.1</b> Use illustrations, text clues (title, heading) and context to make inference and predictions. <b>B1.2.7.2.4</b> Read level – appropriate texts with prompting and support.	Personal Development and Leadership Communication and Collaboration

Sub – strand 1 and 2: Pre – reading Activities/Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1</b> Connect sounds to letters and blend letters/syllables in order to read and write	<b>B1.2.2.1.2</b> Recognise and produce letter names and sounds randomly.	Personal Development and Leadership Communication and Collaboration
Sub – strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B1.2.6.1.</b> Understand word meanings and usages.	<b>B1.2.6.1.3</b> Read level – appropriate sight words and use them in meaningful sentences.	Personal Development and Leadership Communication and Collaboration
Strand 5: Using Writing Conventions/Grammar Usage		
Sub – strand 10: Spellings		
Content Standard	Indicators	Core Competencies
<b>B1.5.10.1</b> Use phonics knowledge to spell words	<b>B1.5.10.1.2</b> Fill in blank spaces in simple words and sentences	Personal Development and Leadership Communication and Collaboration
Strand 4: Writing		
Sub – strand 5: Writing Simple words and Sentences		
Content Standard	Indicators	Core Competencies
<b>B1.4.5.1</b> Write words and sentences	<b>B1.4.5.1.2</b> Write simple familiar words and sentences <b>B1.4.5.1.3</b> Use basic descriptive words in writing simple sentences	Personal Development and Leadership Communication and Collaboration Critical Thinking
Strand 6: Extensive Reading		
Sub – strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b> Read widely for pleasure and demonstrate independent reading and learning in the literary area.	<b>B1.6.1.1.1</b> Read a variety of age – appropriate books and text from print.	Personal Development and Leadership Communication and Collaboration

**Strand 1: Oral Language****Sub-strand 6: Conversation**

**B1.1.6.1.2.:** Describe places in the home

**Questioning and Answering: Places in the home**

**Teaching Strategies:** Pair work, picture discussion, class activities, field trip, etc.

**Teaching/Learning Resources:** Picture(s) from **page 61** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Critical Thinking, Creativity and Innovation.

**Key Vocabulary:** television, spoon, plate, stove, washroom, bed, clock.

**Preparation Before Class**

Enlarge the pictures on **page 61** of the English Learner's Book 1.

**Teaching/Learning Activities****Activity 1**

1. Inform learners about the topic of the lesson.

**Field Trip:** Lead them to a vantage point within the school's vicinity and ask them to note the different houses they can see.

Back in the classroom, let learners discuss what they saw.

**Examples:**

1. The different kinds of houses
  2. Their sizes
  3. Their colours
  4. The kinds of roof, etc.
2. Briefly discuss the topic by guiding learners to name the different places in their homes with leading questions.

**Example:**

**Teacher:** Where do you do your homework at home?

Learner: I do my homework in the sitting room.

**Teacher:** Where do you bath?

Learner: I bath in the bathroom.

**Teacher:** Where do you sleep?

Learner: I sleep in the bedroom.

Drill learners on each correct response by making them repeat it as a class, group, or as individuals.

**NB:** Learners may give the names of the places in a Ghanaian language. Promptly teach them the most accurate English translation.

Invite learners to take turns naming the places in their homes. Let each learner come forward and name at least one place.



**Example:**

Learner A: There is a washroom in my house.

Learner B: There is a kitchen in my house.

Learner C: There is a bathroom in my house.

3. Refer learners to **page 61** of the English Learner's Book 1. Lead them with questions and modelling to talk about the pictures one at a time.

**Example:**

**Teacher:** Now let us enter a house. What is this place? (Picture a)

Learner A: It is a living room.

**Teacher:** It is a living room.

The class: It is a living room.

Groups: It is a living room.

**Teacher:** Now let us go to the next place. (Picture b) What is the name of this place?

Learner B: It is a bedroom.

**Teacher:** It is a bedroom.

The class: It is a bedroom.

Groups or individual learners: It is a bedroom.

Continue as directed above to teach the names of the rest of the places and ensure adequate practice on the various sentence structures introduced.

## Assessment

Pair up learners to ask and answer questions on places in their homes.

**Remedial Activity**

Use probing questions to help learners identify the places in the picture. E.g Where do you go when you are hungry?

**Example:**

1. This is a bedroom. / I can see a bedroom.

2. There is a lamp in the bedroom.

**Extension Activity**

In pairs, have learners take turns to talk about the uses of the different places in the home. For example:

a. There is a living room. We watch television in the living room.

b. This is a bedroom. We sleep in a bedroom.

Invite learners to talk about the differences between the places in the picture and those in their homes.

**Reflection**

Have learners reflect and share new things they have learnt in the lesson.

**Additional Practice**

Refer learners to **page 33** of the Workbook for more exercises.

**Strand 2: Reading****Sub-Strand: Comprehension**

**B1.2.7.2.4.:** Read level appropriate texts with prompting and support.

**B1.2.7.1.1:** Use illustrations, text, clues (title, heading) and context to make inferences and predictions.

**Topic:** See my parents' new house!

**Teaching Strategies:** Drilling, echo reading, group/pair work, language game (Lucky Dip).

**Teaching/Learning Resources:** Picture on **page 62** of the English Learner's Book 1, sentence cards, letter cards, pictures of different kinds of houses.

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership

**Key Vocabulary:** house, living room, bedroom, kitchen, bathroom, huge, compound, fridge, roof.

**Preparation Before Class**

Prepare word, sentence and letter cards and an enlarged picture of **page 63** of the English Learner's Book 1.

**Teaching/Learning Activities****Activity 2**

Remind learners about the field trip in the earlier oral lesson and ask them to recall the types of houses they saw, i.e. their sizes, colour, etc.

Guide them with questions to recall the different places in their own homes and those they identified in the pictures in Section A of this unit.

1. Refer learners to **page 62** of the English Learner's Book 1 and use the following questions to get them talking about the pictures.
  - a. What is in each picture?
  - b. What is the colour of the house?
  - c. What do you do behind the kitchen?
  - d. Which trees are in the house?
  - e. What do you like about this house?
  - f. What kind of house do you live in?
2. Write the title of the passage on the board and let learners repeat it two or three times. Based on the discussion, the pictures and the title, ask learners to guess what they will read about.

**Activity 3**

1. Introduce the keywords listed in Activity 2 one at a time and use pictures to teach their meaning. Follow the three-step strategy to teach or revise the meaning and pronunciation of each word (refer to **page 3** of this book for the strategy).

2. Have learners play the games “Pick and Read” and “Lucky Dip” for learners to identify the words. Put word cards on your table upside down and invite learners to take turns to pick a card and read to the class (Pick and Read). You can put the word cards in a bowl, box or polythene bag and invite learners to dip their hands in the container, one after the other, to pick a word card and read to the class (Lucky Dip).

#### Activity 4

1. Model read as learners listen and follow in their book. Play an audio recording of the text or read the text aloud several times. At the end of the model reading, ask learners to say some of the words and sentences they heard. Echo read with the learners. Then, point to words or sentences for the class, groups and individual learners to read aloud.
2. Learners may also pick word and sentence cards and read the words or sentences on them.

#### Activity 5

1. Put learners into pairs or small groups to practise reading the passage aloud. Go round listening to the readings and monitor for mistakes or mispronunciations.
2. Briefly discuss the passage with learners. Read out each question to them (refer to **pages 64 - 65** of the English Learner’s Book 1 for the questions). Let them read it out twice.

Let learners orally answer the questions.

#### Remedial Activity

Use “Look, say, cover, write strategy to help learners who struggle to learn to spell the keywords at page 62 the Learners Book.

#### Extension Activity

Write the keywords on English Learner’s Book 1 **page 62** on the board but leave out a letter in each word, e.g. ho\_\_se, li\_\_ing roo\_\_. Learners identify the missing letters and write the words in their exercise books, e.g. house, living room.

### Answers

- a. The house is for Ewoenam’s parents.
- b. There are five bedrooms.
- c. The colour of the roof is red.
- d. The coconut tree is behind the house.
- e. There is a silver fridge and a new gas cooker in the kitchen.
- f. Ewoenam is speaking in this passage.

#### Reflection

Have learners talk about the passage and say which kind of rooms they have at home.

## Sub-Section B: Letters have sound: Identifying the sounds /l/, /f/, and /b/, in words.

### Strand 2: Reading

#### Sub-Strand 2: Phonics

**B1.2.2.1.2:** Recognize and produce letter names and sounds randomly.

Revise the names and sounds of the letters already introduced.

**Example:** Hold up a letter card. The class, in chorus, makes the sound of the letter, and all learners whose names begin with the sound stand up, raise their hands and say, “Yes!” Working in pairs, let one learner pick a letter card and show it to their partner to make the corresponding sound. Let them take turns in doing this.

#### 1. Introduce the new sounds: /l/ /f/ /b/

Use the “Hear it, Say it, See it, Say it, Write it” Strategy.

With this strategy, you let learners hear you say the sound of a letter and say it after you several times (hear it, say it). Then you show the letter card to them and have them say it a number of times after you (see it, say it). Finally, let learners write the letter saying its sound and name (say it, write it).

Say each sound in words, names, et. for learners to identify the sound.

2. Refer learners to **page 65** of the English Learner’s Book 1 to read the pictures and identify the target sounds in the names.
3. Have learners work in pairs to provide more examples of words that contain the target sounds.

#### Remedial Activity

Observe and identify learners who struggle with the sound production.

Take your time to practice saying the sound with them till they can produce it by themselves.

#### Activity 6

Let learners do the matching exercise on **page 66** of the English Learner’s Book 1 as homework.

#### Answers

lot → leg	lip → leaf
fox → fan	fish → fat
box → ball	bed → bus

#### Additional Practice

Refer learners to **pages 34 - 35** of the Workbook for more exercises.

**Strand 2: Reading****Sub-Strand 6: Vocabulary**

**B1.2.6.1.1:** Read level appropriate sight words and use many of them in meaningful sentences.

**Teaching Strategies:** Class activity, pair work, demonstration, games, etc.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development, Critical Thinking and Problem Solving.

**Preparation Before Class**

Prepare word cards.

**Teaching/Learning Activities**

This section, on pages 66 - 67 of the English Learner's Book 1, has two parts.

- Exercise 1 is about sight words. Use the Look and Say Method to teach learners to read these words. Begin with the commonest word among the words. Say the word and have learners hear and say it after you. Write the word on the board and then do the same with another word. When all the words are done, drill learners in the pronunciation of the words. Use the words in sentences to bring out their meanings and have learners use them in their own sentences too. Tell a story and have learners identify the sight words in the story.
- Exercise 2 is about spelling. Write the first word (ho\_se) on the board. Lead learners to find the missing letter in a word by matching the letters on a word card with that of the word on the board. Demonstrate by matching letter to letter till you come to the gap. Have learners tell you the letter that should be in the gap. Continue matching the letters to the end of the word. Do another example.  
Put learners into groups and assign them to find the missing letters for the rest of the words.

**Answers**

- |          |            |            |             |            |           |
|----------|------------|------------|-------------|------------|-----------|
| a. house | b. huge    | c. walls   | d. kitchen  | e. fridge  | f. cooker |
| g. roof  | h. sitting | i. bedroom | j. compound | k. painted |           |

**Additional Practice**

Refer learners to **pages 35 - 36** of the Workbook for more exercises.

**Strand 4: Writing****Sub-Strand 5: Writing simple words and sentences**

**Teaching/Learning Strategies:** Modelling, copying, good sitting posture, demonstration, imitation.

**Teaching/Learning Resources:** Slates and other writing materials, smartphone, etc.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

**Preparation Before Class**

Before the lesson, prepare your word cards. Go online to get the guidelines for joint script writing and practise writing the sentences in joint script.

**Teaching/Learning Activities****Penmanship****Strand 4: Writing****Sub-Strand 2: Penmanship/controlled writing**

**B1.4.4.11.:** Draw simple pictures of peers or various objects and use invented spelling to write about oneself.

**B1.4.5.1.3:** Use the basic descriptive words in writing simple sentences

Let learners read the sentences in the short paragraph on **page 67** of the English Learner's Book 1. Demonstrate how to write challenging letters in the sentences. Have learners work in pairs to write simple sentences. Write the paragraph on the board and let learners copy it in their exercise books.

**NB:** Refer to page 6 of this book for guidelines on how to teach this part of the lesson.

**Remedial Activity**

Have struggling learners copy only three sentences, while high achievers copy all the sentences.

**Activity 7****Guided Writing**

1. Have learners use the key vocabulary (green, beautiful, bedroom, new, garden) to orally construct sentences.
2. Lead them to use these words to fill the gaps in the sentences on **page 68** of the English Learner's Book 1. Read each sentence out loud. Pause where the gaps are and ask learners to tell you which word to use to fill the gap. Continue till all the gaps are filled.

**Assessment**

Have learners copy the sentences as one paragraph into their exercise books.

## Reflection

Invite learners to share their work with the class.

## Additional Practice

Refer learners to [page 37](#) of the Workbook for more exercises.

## Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

## Discover more

View this video with learners and use probing questions to find out what they have learnt.

## Homework

Let Learners draw their dream houses and share their pictures with the class.

## Extensive Reading Activities

- Have learners do after reading activities.
  - \* dramatization
  - \* debating issues from the story
  - \* drawing and colouring
- Have learners read decodable stories

## Slogan

Library Hour: DEAR

Drop Everything And Read (DEAR)

## Workbook Answers

### A. Oral Language

#### Activity 1

1. a. bedroom, a kitchen, etc.

- |   |  |
|---|--|
| 2. a. <input checked="" type="checkbox"/> | e. <input checked="" type="checkbox"/> |
| b. <input checked="" type="checkbox"/>    | f. <input checked="" type="checkbox"/> |
| c. <input checked="" type="checkbox"/>    | g. <input type="checkbox"/>            |
| d. <input type="checkbox"/>               | h. <input type="checkbox"/>            |

### B. Reading

#### Activity 1

- |  |  |
|--|--|
| a. <input type="checkbox"/>            | e. <input checked="" type="checkbox"/> |
| b. <input type="checkbox"/>            | f. <input type="checkbox"/>            |
| c. <input checked="" type="checkbox"/> | g. <input type="checkbox"/>            |
| d. <input type="checkbox"/>            | h. <input type="checkbox"/>            |

#### Activity 2

- |                    |                    |
|--------------------|--------------------|
| 1. a. <u>b</u> all | e. <u>b</u> icycle |
| b. <u>l</u> eaf    | f. <u>f</u> rog    |
| c. <u>f</u> ish    | g. <u>b</u> owl    |
| d. <u>l</u> og     | h. <u>f</u> ence   |

### C. Vocabulary

#### Activity 1

- house – the building we live in
- bedroom – the room we sleep in
- roof – the top of a house
- kitchen – we cook in it

5. mango – a fruit

6. behind – at the back

- 1.
- | A       | B     |
|---------|-------|
| b. bed  | go    |
| c. ki   | room  |
| d. man  | tchen |
| e. be   | ther  |
| f. fa   | hind  |
| g. pa   | ll    |
| h. flo  | tting |
| i. ha   | nut   |
| j. coco | rents |
| k. si   | wers  |

- |             |             |
|-------------|-------------|
| 2. a. house | d. garden   |
| b. school   | e. bathroom |
| c. kitchen  |             |

### D. Writing

#### Activity 2

This is our house. The house belongs to my father. It is painted grey. The roof is red. There are four bedrooms, a kitchen and two bathrooms. There are beautiful flowers in front of the house. (Accept learners' choices from the options too.)



## Unit Overview

This unit is about the things in the home. It consists of four sections labelled A - D.

Section A will deal with Oral Language Development. Learners will ask and answer a few questions about things in the home. Section B is in two parts. In the first part, learners will read aloud a story, titled “Komla’s parents’ house!”, and answer questions on the story. The second part is code-named “Letters have Sounds”. It will focus on the /c/, /k/, and /e/ sounds that letters “c”, “k”, and “e” can make in words. Learners will name pictures and identify these sounds in the names.

In Section C, learners will learn to have fun with the keywords they met in the passage. They will use the keywords to fill in the blanks in given sentences correctly. Finally, in Section D is for copying sentences and filling gaps in given sentences to write about things in the home.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub – strand 6: Conversation		
Content Standard	Indicators	Core Competencies
<b>B1.1.6.1</b> Use culturally acceptable language for communication	<b>B1.1.6.1.2.</b> Talk about things in the home.	Communication and Collaboration
Strand 2: Reading Sub – strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1.</b> Understand texts read	<b>B1.2.7.1.1</b> Use illustrations, text clues (title, heading) and context to make to inference and predictions. <b>B1.2.7.1.2</b> Ask and answer factual and inferential and applicative questions about level – appropriate texts.	Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving

Sub – strand 1 and 2: Pre – reading Activities/Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1</b> <b>Connect sounds to letters and blend letters/syllables in order to read and write</b>	<b>B1.2.1.2.1</b> Recognise and produce letter names and sounds randomly. <b>B1.2.2.1.4</b> Blend sounds to produce simple syllables/words and blend syllables to produce words.	Personal Development and Leadership Communication and Collaboration
Sub – strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B1.2.6.1.</b> <b>Understand word meanings and usages.</b>	<b>B1.2.6.1.3</b> Read level – appropriate sight words and use them in meaningful sentences.	Personal Development and Leadership Communication and Collaboration
Strand 4: Writing		
Sub – strand 4 and 5: Labelling items/Writing Simple words and Sentences		
Content Standard	Indicators	Core Competencies
<b>B1.4.5.1</b> <b>Write words and sentences</b> <b>B1.4.4.1</b> <b>Draw and label simple objects</b>	<b>B1.4.7.1.2</b> Use basic descriptive words in writing simple sentences <b>B1.4.4.1.1</b> Draw simple pictures of peers or various objects and use inverted spelling to write about self.	Personal Development and Leadership Communication and Collaboration Critical Thinking
Strand 6: Extensive Reading		
Sub – strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b> <b>Read widely for pleasure and demonstrate independent reading and learning in the literary area.</b>	<b>B1.6.1.1.1</b> Read a variety of age – appropriate books and text from print.	Personal Development and Leadership Communication and Collaboration

**Strand 1: Oral Language****Sub-strand 6: Conversation**

**B1.1.6.1.2.:** Talk about things in the home

**Asking and Answering questions:** Talking about things found at home

**Teaching Strategies:** Pair work, picture discussion, class activity, etc.

**Teaching/Learning Resources:** Pictures from **page 71** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Critical Thinking.

**Key Vocabulary:** television, lamp, stove, washroom, bed.

**Preparation Before Class**

Enlarge the pictures on **page 71** of the English Learner's Book 1.

**Teaching/Learning Activities****Activity 1**

1. Ask learners to look at the pictures on English Learner's Book 1, **page 71** and name them.
2. Lead a discussion for learners to recall the names of places at home such as living room, bedroom, kitchen, bathroom, toilet, etc. Let them talk about what normally happens in each of these places in the home.

Let learners know that they will talk about what can be seen at these places. Have learners suggest which places they will talk about first, for example, the kitchen. Start by telling them one thing you have in your kitchen and let them continue.

Encourage them to answer by beginning their statements with **"There is/are...."**

Now pose questions like:

**What is in your parent's kitchen?**

... to elicit responses such as:

There is a coal pot.

There is a stove.

There are plates.

**Remedial Activity**

Have learners sit in groups to talk about the pictures to enable the less knowledgeable ones learn the names of the objects from the more knowledgeable ones. Go round to support groups that struggle.

Have each learner ask and respond to the question. Introduce other places at home, one at a time, and guide learners to name some things that can be seen and the activities that take place in those places.

3. Put learners into small groups of four or five to take turns and talk about things that can be seen in the various places inside a home.

## Assessment

Show pictures of common household items and ask, “What is this?” Let a few learners respond. Then, when the names have been mastered, ask, “Where can we find this in our homes?” and encourage them to provide adequate responses.

### Remedial Activity

Drill struggling learners on both the questions and the responses.

### Extension Activity

Challenge high achievers to write the names of the objects in the pictures on [page 71](#) of the English Learner’s Book 1.

### Reflection

Using probing questions let learners recap what they have learnt.

### Additional Practice

Refer learners to [page 38](#) of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 7: Comprehension

**B1.2.7.1.1:** Use illustrations, text, clues (title, heading) and context to make inferences and predictions.

**B1.2.7.1.2.:** Ask and answer inferential and factual and applicative questions

**Topic:** Komla’s parents’ house!

**Teaching Strategies:** Directed Reading Activity (DRA), brainstorming, group and pair work, echo reading, chorus reading, etc.

**Teaching/Learning Resources:** Picture on [page 72](#) of the English Learner’s Book 1, word cards, sentence cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving,

**Key Vocabulary:** armchair, watch, storeroom, help, grains, spices, large

### Preparation Before Class

Prepare word cards, enlarge the picture on [page 72](#) of the English Learner’s Book 1, etc.

### Teaching/Learning Activities

#### Activity 2

Ask learners to name the different places in their homes and revise those names. Revisit the names of common objects seen in the places discussed in the previous lesson.

1. Let them look at the picture on **page 72** of the English Learner's Book 1 and name the various objects in the picture. Next, write the title of the passage boldly on the board and let learners read it.
2. Invite learners to guess what they will read about based on the pictures and the title.

### Activity 3

Introduce the keywords one at a time and teach their meanings and pronunciations. Refer to **page 3** of this book for the correct procedure when teaching keywords.

### Activity 4

Ask learners to look through the passage to find the words in bold. Then, lead them to try to work out the meaning of each word by reading the sentence in which it appears.

### Activity 5

1. Let the learners listen carefully and follow in their books as you read the passage aloud twice. Let them repeat after you as a class and in groups many times.
2. Lead learners to read the passage aloud together two or three times.  
At the end of this chorus reading, read out words and sentences for learners to identify in the passage. Let them also pick and read some of the words and sentences on word and sentence cards.

### Activity 6

Let the learners now sit in groups to practise reading the passage aloud. As they read in groups, monitor closely so you can hear individuals read aloud.

### Remedial Activity

Assist Learners who have difficulty reading the text aloud. Drill them in pronunciation of words or expressions that pose difficulty. Give them opportunities to read the words in several sentences.

## Assessment

Discuss the passage briefly with learners and let them orally answer the comprehension questions. Refer to **pages 74 - 75** of the English Learner's Book 1 for the questions.

### Answers

- a. Kabenla
- b. Variety of things including armchairs, sofa, television, lamp, gas stove, and a coal pot, grains, spices, etc.
- c. Personal response
- d. Kabenla watches television in the living room.
- e. Grains and spices are kept in the kitchen storeroom.

- f. Kabenla helps his mummy to cook.
- g. The colour of the sofa is yellow.

## Reflection

Have learners reflect on the text and share which things are similar in their homes.

## Sub- Section B: Letters Have Sounds: Identifying the sounds, /c/, /k/, and /e/ in words/ oral blending

### Strand 2: Reading

#### Sub-Strand 1: Pre-Reading Activity

**B1.2.1.2.1:** Orally blend two or three sounds together to make one syllable word.

1. Have learners listen to you while you make two or three sounds together to make a word. Let learners listen to you make some other sounds. Ask them to blend the sound together orally and say the word/words
2. Revise the names and sounds of the letters already learnt.  
**For example:** Hold up a letter card. Let the class, in chorus, make the sound of the letter and all learners whose names begin with the sound stand up, raise their hands and say, "Yes!"
3. Working in pairs, let one learner pick a letter card and show it to the partner who will make the sound of the letter. After a while, reverse the roles.
4. Introduce the new sounds: /c/ /k/ /e/
5. Use the "Hear it, Say it, See it, Say it, Write it" Strategy. (Refer to **page 43** of this book.)
6. Let learners stand individually in front of the class. Allow them to pick a letter card and make the sound.
7. Refer learners to **pages 75 - 76** of the English Learner's Book 1 to read and name the pictures, identify the target sounds in the names and write the beginning sound in their exercise books. Learners then blend sounds to read the words in Exercise 6.
8. Assist learners in blending the sounds with those learnt earlier.

### Remedial Activity

Assist Learners to say and blend the sounds together by modeling the blending severally and encouraging them to do it with you. Also provide them with several opportunities to blend orally

### Additional Practice

Refer learners to **pages 39 - 40** of the Workbook for more exercises.

**Strand 2: Reading****Sub-Strand 6: Vocabulary**

**B1.2.6.1.3:** Use words acquired through talk and reading in conversation.

**Strand 5: Using writing conventions/Grammar Usage****Sub-Strand 10: Spelling**

**B1.5.10.1.1** Use Phonics knowledge to spell words.

**Teaching Strategies:** Class activity, pair work, demonstration, games, etc.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development, Critical Thinking and Problem Solving.

**Preparation Before Class**

Prepare word cards.

**Teaching/Learning Activities**

1. Exercise 1 on **page 77** of the English Learner's Book 1 has nine keywords that learners have to find in the passage. As they search for the words, let anyone who finds any of the words raise a hand or shout "Bingo!" The class must stop searching, and the Finder must tell the class where they found the word. Spend a few minutes to allow learners to read the sentence in which the word was found to figure out what the word means within that context. Have them use the word in oral sentences of their own, and then tell them to continue the search. When all the words are done, have learners take time to spell them one after the other. In groups have learners engage in conversation about my father's house using the words.
2. In Exercise 2, learners then use the keywords to complete the sentences. Ask them to reread the text, "Kabenla's parents' house!". Lead them to figure out which word should fit which gap. Read the sentence, and when you reach the gap, pause for learners to choose the right word for the gap.

**Expected answers**

- a. beautiful  
d. arm chair

- b. cook  
e. television

- c. kitchen

**Remedial Activity**

Observe and identify learners who struggle to use the words in conversation. Practice with them and give the ample practice of using the words in context to demonstrate understanding of the words.

**Additional Practice**

Refer learners to **pages 40 - 41** of the Workbook for more exercises.

**Strand 4: Writing****Sub-strand 2: Penmanship/controlled writing**

**B1.4.4.1.1.:** Labelling of items

**B1.4.7.1.2.:** Write a simple composition

**Teaching/Learning Strategies:** Modelling, copying, good sitting posture, demonstration, imitation.

**Teaching/Learning Resources:** Slates and other writing materials, smartphone, etc.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

**Preparation Before Class**

Before the lesson, prepare your word cards. Go online to get the guidelines for joint script writing and practise writing the sentences in joint script.

**Teaching/Learning Activities****Penmanship****Strand 4: Writing****Sub-strand 2: Labelling items**

**B1.4.4.1.1.:** Draw a simple picture of peers or various objects and use invented spelling to write about oneself.

Discuss the objects at home with learners. Have a picture of any object from your kitchen drawn and labelled. Write two lines about the object. Paste your object on the board and lead learners to discuss it. In groups, let learners share observations. Ask learners to choose and draw any object from their kitchen. Have learners label their drawing and paste it on the wall for discussion.

**Remedial Activity**

Go round to assist learners with their spellings where necessary.

**Activity 7****Guided Writing**

1. Have learners read the passage on **page 73** of the English Learner's Book 1 again.
2. Copy the exercise on **pages 78 - 79** of the English Learner's Book 1 on the board. Lead learners to orally discuss the words that fill each of the gaps correctly. Have learners fill each gap correctly.

**Assessment**

In pairs, have learners fill in the gaps in the paragraph on **page 78** of the English Learner's Book 1. Then ask them to copy the paragraph into their exercise books.



## Reflection

Invite learners to share their experience in the lesson with the class.

## Additional Practice

Refer learners to [pages 41 - 42](#) of the Workbook for more exercises.

## Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

## Discover More

Watch this video with Learners and let them tell how they would assist the lady in the story and also learn more middle sounds.

## Homework

Let Learners answer the given questions as well as write their thoughts in their homework book.

## Extensive Reading Activities

- Have learners do after reading activities.
  - \* dramatization
  - \* debating issues from the story
  - \* drawing and color
- Have learners read decodable stories

## Slogan

Library Hour: DEAR

Drop Everything And Read (DEAR)

## Workbook Answers

### A. Oral Language

#### Activity 1

1. **a.** a sofa  
**b.** a tree  
**c.** a ceiling  
**d.** a sheep/a goat  
**e.** a bed  
**f.** a coal pot  
**g.** a broom  
**h.** an armchair  
**i.** a motor cycle  
**j.** a radio  
**k.** a lantern  
**l.** a gas stove

### B. Reading

#### Activity 1

- |   |   |
|---|---|
| 1. <b>a.</b> <input type="checkbox"/>         | <b>e.</b> <input checked="" type="checkbox"/> |
| <b>b.</b> <input checked="" type="checkbox"/> | <b>f.</b> <input checked="" type="checkbox"/> |
| <b>c.</b> <input checked="" type="checkbox"/> | <b>g.</b> <input type="checkbox"/>            |
| <b>d.</b> <input type="checkbox"/>            | <b>h.</b> <input type="checkbox"/>            |

### Activity 2

- |                          |                            |                         |
|--------------------------|----------------------------|-------------------------|
| 1. <b>a.</b> <u>h</u> at | <b>b.</b> <u>t</u> ap      | <b>c.</b> m <u>a</u> t  |
| <b>d.</b> r <u>a</u> t   | <b>e.</b> <u>b</u> ag      | <b>f.</b> c <u>a</u> t  |
| <b>g.</b> <u>c</u> oal   | <b>h.</b> b <u>a</u> lloon | <b>i.</b> fr <u>o</u> g |

### C. Vocabulary

- |                       |                      |
|-----------------------|----------------------|
| 1. <b>a.</b> armchair | <b>b.</b> television |
| <b>c.</b> table fan   | <b>d.</b> bed        |
| <b>e.</b> bicycle     | <b>f.</b> coal pot   |
| 2. <b>a.</b> stove    | <b>e.</b> room       |
| <b>b.</b> sofa        | <b>f.</b> house      |
| <b>c.</b> fan         | <b>g.</b> parents    |
| <b>d.</b> coal pot    | <b>h.</b> armchair   |

### D. Writing

#### Activity 2

- pot
- television
- table
- gas stove
- blender
- tomatoes
- beds
- wardrobe

### Unit Overview

This unit is about the school and its environment. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn a rhyme about love for school and answer a few questions on it. Section B is in two parts. In the first part, learners will read a story aloud, titled “Welcome to St. John’s Basic School”, and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on breaking words into sounds. Learners will name pictures and identify the sounds in the names.

In Section C, learners will learn to have fun with the keywords they met in the passage.

They will find the missing letters for given words, draw some items found in their school environment and read sight words. In Section D, they will write sentences of their own about things in the school.

### Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub – strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
<b>B1.1.2.1</b> Appreciate a variety of literary pieces	<b>B1.1.2.1.1</b> Listen to and recite rhymes and tongue twisters with accompanying actions	Cultural Identity and Global Citizenship Communication and Collaboration Personal Development and Leadership
Strand 2: Reading Sub – strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1.</b> Understand texts read	<b>B1.2.7.1.1</b> Use illustrations, text clues (title, heading) and context to make to inference and predictions. <b>B1.2.7.1.2</b> Ask and answer factual and inferential and applicative questions about level – appropriate texts.	Personal Development and Leadership Communication and Collaboration, Critical Thinking and Problem Solving

Sub – strand 1 and 2: Pre – reading Activities/Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1</b> Connect sounds to letters and blend letters/syllables in order to read and write	<b>B1.2.2.1.5</b> Segment syllables/words into sounds.	Personal Development and Leadership Communication and Collaboration
Sub – strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B1.2.6.1.</b> Understand word meanings and usages.	<b>B1.2.6.1.1.</b> Read level – appropriate sight words and use them in meaningful sentences.	Personal Development and Leadership Communication and Collaboration
Strand 4: Writing		
Sub – strand 2 and 5: Penmanship/Writing Simple words and Sentences		
Content Standard	Indicators	Core Competencies
<b>B1.4.3.1.</b> Use general skills strategies and knowledge of letter sounds to write legibly and boldly. <b>B1.4.5.1</b> Write words and sentences	<b>B1.4.3.1.3</b> Write words using both capital and small letters. <b>B1.4.5.1.2</b> Write simple sentences clearly	Personal Development and Leadership Communication and Collaboration Critical Thinking
Strand 5: Using Writing Conventions/Grammar Usage		
Sub – strand 10: Spellings		
Content Standard	Indicators	Core Competencies
<b>B1.5.10.1</b> Use phonics knowledge to spell words	<b>B1.5.10.1.2</b> Fill in blank spaces in simple words and sentences	Personal Development and Leadership Communication and Collaboration
Strand 6: Extensive Reading		
Sub – strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b> Read widely for pleasure and demonstrate independent reading and learning in the literary area.	<b>B1.6.1.1.1</b> Read a variety of age – appropriate books and text from print.	Personal Development and Leadership Communication and Collaboration

**Strand 1: Oral Language****Sub-strand 2: Rhymes**

**B1.1.2.1.1.:** Listen to and recite rhymes

**Rhyme:** I love my school

**Teaching Strategies:** Pair work, picture discussion, class activity, modelling, drills, etc.

**Teaching/Learning Resources:** Picture from **page 82** of the English Learner's Book 1, poster of the rhyme from **page 82** of the English Learner's Book 1, word cards, classroom objects, etc.

**Core Competencies:** Communication and Collaboration, Critical Thinking.

**Key Vocabulary:** school, learn, new, friends, teachers.

**Preparation Before Class**

Enlarge the picture on **page 82** of the English Learner's Book 1, prepare word cards, and copy the rhyme on a manila card.

**Teaching/Learning Activities****Activity 1**

1. Lead the class to sing one or two songs to warm them up, and then recite the rhyme "School Bells" from Unit 1.
2. Put up the enlarged picture and have learners talk about what they can see in the picture. Ask them to name the next place after the home where they spend most of their time every day; the school. Begin the discussion by having each learner respond to the question: **What is the name of your school?** using the structure: **The name of my school is \_\_\_\_\_**. Follow up with the next question: **Where is your school?** to elicit the response: **My school is at/near \_\_\_\_\_**.
3. Employing a pair drill, let learners practise asking questions and answering these questions. In pairs, let one ask a question for the other to answer. Learners then change roles. Proceed similarly to get learners to talk about the classroom block(s), the size, the colour, the classrooms, the compound, and the people (teachers and learners).

**Activity 2**

1. Write the rhyme "I love my school" on the board or put up the poster. Ask the learners to listen to you as you recite the rhyme. Ask the learners to read the lines after you until they know the words (refer to **page 82** of the English Learner's Book 1 for the rhyme).
2. Then, as they listen and observe, repeat lines of the rhyme while you clap or tap its rhythm. After a while, invite learners to join in until they know the rhyme.

## Remedial Activity

Observe to identify learners who struggle reciting the rhyme. Practice the areas of difficulty with them till they master it, then let them join the others to continue learning the rest of the rhyme.

## Assessment

In small groups, pairs and as individuals, ask learners to recite the rhyme with appropriate stress, rhythm and actions. Then, let learners orally answer the questions on **page 83** of the English Learner's Book 1.

## Reflection

Invite learners to share what they like about their school.

## Extension Activity

Invite individual learners to the front of the class to recite the rhyme with stress and action.

## Additional Practice

Refer learners to **pages 43 - 44** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 7: Comprehension

**B1.2.7.1.1.:** Use illustrations, text clues and content to make references and predictions.

**B1.2.7.1.2** Ask and answer factual questions, inferential and applicative questions about level - appropriate texts.

**Topic: Welcome to St. John's Basic School**

**Teaching Strategies:** Directed Reading Activity (DRA), brainstorming, group and pair work, etc.

**Teaching/Learning Resources:** Picture on **page 84** of the English Learner's Book 1, word cards, sentence cards, letter cards.

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem solving

**Key Vocabulary:** school, basic, church, classroom, parked, kind, twelve, thirty, eighteen.

### Preparation Before Class

Prepare word, sentence and letter cards, make an enlarged picture on of the one on **page 84** of the English Learner's Book 1, etc.

## Teaching/Learning Activities

### Activity 3

1. Group the learners into pairs. Put up the enlarged picture and let learners discuss it briefly with their partners. Guide them with probing questions to talk about the picture. E.g., Who can you see in the picture? What are they doing?

Ask them to compare their school uniform with the one in the picture to identify the differences and the similarities. Then, they should compare the building(s) and the environment.

Let learners think about the picture and the title of the passage and guess what the story will be about.

2. Use real objects and pictures to teach the meanings of the keywords and guide learners with examples, to use the words in simple sentences.

### Activity 4

1. Have learners listen carefully and follow in their books as you read the passage aloud.
2. Let them read after you as a class and then in small groups. You may occasionally pause to check whether or not they are following.

Continue the process with a chorus reading of the passage, two or three times by the class, in groups and individually.

### Activity 5

1. At the end of the chorus reading, display sentence and word cards (of words and sentences from the passage) in front of the class. Read out words and sentences for learners to identify and read out. You may also give out word cards to groups to use in reforming sentences from the passage.
2. Put learners into small groups of four to six members to practise reading the passage aloud. They may read together and/or take turns to read. Go round to hear individuals read aloud.

## Assessment

Lead the class to discuss the passage briefly. Let them answer a few simple questions based on the passage (refer to **page 86** of the English Learner's Book 1 for the questions). Read out and discuss each question and let them provide oral answers.

### Answers

- a. The name of Asibi's school is St. John's Basic School.
- b. It/The school is near a Methodist church.
- c. The colour of the roof is brown.
- d. Asibi's class prefect is called Naa Djama.
- e. Personal response (Accept any reasonable response.)
- f. Personal response (Accept any reasonable response.)

## Remedial Activity

Use the picture at [page 84](#) of the Learners Book to activate learners background knowledge of the passage to enable them understand the passage better. E.g. where is the school building? Is there any other building there? What is it used for? What is the colour of the school building's roof?

## Extension Activity

In pairs, have learners look again at the passage, "Welcome to St. John's Basic School". Ask them to make a list of five describing words (adjectives) and read them to each other.

## Reflection

Invite learners to comment on the passage and say what they like about the school in the passage.

## Sub-Section B: Letters have sound: Breaking words into sound segments

### Sub-Strand 1: Pre-reading Activity

**B1.2.1.2.2:** Orally segment spoken syllables/words into individual sounds e.g. run- r\_u\_n

1. Lead learners to practice oral segmentation with some words.
2. Use letter cards to revise the names and sounds of letters of the alphabet. For example, display letter cards in front of the class, name a letter and let a learner identify and pick its card. Let the learner show it to the class and make its regular sound.
3. Revise sound blending by demonstrating it with familiar vowel-consonant (VC) and consonant-vowel-consonant (CVC) words such as *in*, *on*, *pen*, *pin*.

Write several sounds on the board for learners to blend into words.

**Example: Teacher: i - n**

Learner A: in

**Teacher: o - f**

Learner B: of

**Teacher: f - a - n**

Learner C: fan

**Teacher: p - e - n**

Learner D: pen

4. Tell learners that, after practising how to blend sounds, they will now learn to separate sounds (segmentation).

Demonstrate segmentation with some CV, and CVC words.

as: a - s

mat: m - a - t

at: a - t

pot: p - o - t

is: i - s

cup: c - u - p

Then, let them say the words in Exercise 2 on [page 86](#) of the English Learner's Book 1 with you.

5. Finally, let them identify the pictures in Exercise 3, say the word and then break the word into its sound components.



## Additional Practice

Refer learners to **pages 44 - 45** of the Workbook for more exercises.

### Section C

#### Strand 5: Using writing convention/Grammar usage

##### Sub-Strand 10: Spelling

**B1.5.10.1.2:** Fill in black spaces in simple words.

##### Sub strand 6: Vocabulary

**B1.2.6.1.1** Read level appropriate sight words and use many of them in meaningful sentences.

**Teaching Strategies:** Class activity, pair work, demonstration, games, etc.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development, Critical Thinking and Problem solving.

#### Preparation Before Class

Prepare word cards.

#### Teaching/Learning Activities

1. This section is in three parts. In part one, learners are expected to find the missing letters for the words in Exercise 1. Revise the pronunciations and meanings of each word (refer to (Answers below for the words). Display the word cards of the words on a table in front of the class and invite individuals to pick a card, read it and write the word on the board. Have individuals match the words on the board with the corresponding word cards. Now, lead them to find the missing letters in a word by matching the letters on the word card with that of the word on the board. Demonstrate the activity on the board by matching letter to letter till you come to the gap. Have learners tell you the missing letter. Write it in the gap and continue matching to the end of the word. Put learners into groups and assign them to find the missing letters for the rest of the words.

#### Remedial Activity

Use spelling strategy (read, cover and write) to help strugglers spell the keywords in the passage.

#### Answers

- |                      |            |                 |                   |
|----------------------|------------|-----------------|-------------------|
| a. desk              | b. roof    | c. tree         | d. friend         |
| e. class <u>room</u> | f. perfect | g. w <u>all</u> | h. chur <u>ch</u> |

2. In Exercise 2, lead learners to draw and label some things in their school.  
Ask probing questions to lead learners to name some items in the school. Then ask each of them to draw and label any object of their choice.
3. Use the Look and Say Method to teach learners to read the sight words. (Refer to [page 27](#) of this book for the strategy)

### Additional Practice

Refer learners to [pages 46 - 49](#) of the Workbook for more exercises.

## Section D

### Strand 4: Writing

#### Sub-Strand 3: Writing letters – small and capital

**B1.4.3.1.3:** Write words using both capital and small letters.

**Teaching/Learning Strategies:** Modelling, copying, good sitting posture, demonstration, imitation.

**Teaching/Learning Resources:** Slates and other writing materials, smartphone, etc.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

### Preparation Before Class

Prepare your word cards. Go online to get the guidelines for joint script writing and practise writing the sentences in joint script.

### Teaching/Learning Activities

#### Penmanship

Lead learners to read the sentences in the short paragraph on [page 88](#) of the English Learner's Book 1. Demonstrate how to write challenging letters in the words for learners to repeat. Write the paragraph on the board and let learners copy it into their exercise books. Follow the procedure described on page 6 of this book to teach this part of the lesson.

### Remedial Activity

Encourage learners to space out words in the sentences appropriately.

#### Activity 6 Guided Writing

1. Write the words in the box (refer to [page 88](#) of the English Learner's Book 1) on the board. Invite learners to identify and read the words one after the other.
2. Get learners to listen while you construct sentences with the words. Invite learners to do the same. Let them write their sentences on the lines provided in their Learner's Book.

## Assessment

In pairs, have learners use the words to write sentences about their school.

### Reflection

Invite pairs to share what they learnt with the class.

### Additional Practice

Refer learners to **page 50** of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover More

Let learners view this video with you. Use probing question to help them find more about some things in the classroom.

### Homework

Let individual Learners do this work and share their answers with the class.

### Revision

Refer learners to Revision 2 on **pages 90 - 91** of the English Learner's Book 1 for more practice. The Revision forms part of the Summative Assessment.

## Extensive Reading Activities

- Have learners do after reading activities.
  - \* dramatization
  - \* debating issues from the story
  - \* drawing and color
- Have learners read decodable stories

## Slogan

Library Hour: DEAR

Drop Everything And Read (DEAR)

## Revision 2      Answers

### Exercise 1

- house
  - white
  - red
  - fan, armchairs, television, etc. (Accept all reasonable answers.)

### Exercise 2

- Miss Azumah
  - The roof is bright red.
  - There are tomatoes, onions, and carrots in her garden.
  - There are two bedrooms.
  - photographer
  - Personal response. (Accept any reasonable answer.)

## Workbook Answers

### A. Oral Language

#### Activity 1

- me
  - two times / twice
  - Personal response
  - Learners' own sentences.

### B. Reading

#### Activity 1

- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>No</li><li>No</li><li>Yes</li><li>No</li></ol> | <ol style="list-style-type: none"><li>Yes</li><li>No</li><li>No</li><li>Yes</li></ol> |
|--|---|

#### Activity 2

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>keg</li><li>peg</li><li>leg</li><li>bed</li><li>pen</li></ol> | <ol style="list-style-type: none"><li>well</li><li>hen</li><li>net</li><li>bell</li></ol> |
|---|---|
- /e/

### C. Vocabulary

#### Activity 2

- |  |  |
|--|--|
| <ol style="list-style-type: none"><li>here</li><li>run</li><li>help</li><li>play</li></ol> | <ol style="list-style-type: none"><li>yellow</li><li>two</li><li>funny</li><li>toy</li></ol> |
|--|--|

#### Activity 3

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>church</li><li>skirt</li><li>ladder</li></ol> | <ol style="list-style-type: none"><li>blackboard</li><li>box</li></ol> |
|---|--|

#### 2.

- |                      |               |                                     |
|----------------------|---------------|-------------------------------------|
| Is this a fan?       | Yes, it is.   | <input checked="" type="checkbox"/> |
| Is this a table?     | No, it isn't. | <input checked="" type="checkbox"/> |
| Is this a desk?      | No, it isn't. | <input checked="" type="checkbox"/> |
| Is this a church?    | Yes, it is.   | <input checked="" type="checkbox"/> |
| Is this a classroom? | Yes, it is.   | <input checked="" type="checkbox"/> |
| Is this wall red?    | No, it isn't. | <input checked="" type="checkbox"/> |

## Unit Overview

This unit is also about the school and its environment. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will engage meaningfully in conversation by asking and answering questions about things in the classroom. Section B is in two parts. In the first part, learners will read a text aloud, titled “What can you find in Aisha’s classroom?”, and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on beginning and ending sounds in words. Learners will name pictures and identify the beginning and ending sounds in the names.

In Section C, learners will be learning to have fun with the keywords they met in the passage. They will match part of words to form complete words. In Section D, they will use a substitution table and fill gaps in given sentences to write about things in the classroom.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub – strand 6: Conversation		
Content Standard	Indicators	Core Competencies
<b>B1.1.6.1</b> Use culturally acceptable language for communication	<b>B1.1.6.1.3</b> Talk about things in the classroom.	Communication and Collaboration
Strand 2: Reading Sub – strand 9: Fluency		
Content Standard	Indicators	Core Competencies
<b>B1.2.9.1</b> Read texts with good, speed, accuracy and expression.	<b>B1.2.9.1.1</b> Read short and simple sentences at good pace.	
Sub – strand 1 and 2: Pre – reading Activities/Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.1.2</b> Manipulate the sounds of the letters of English	<b>B1.2.1.2.3</b> Say the new word when asked to delete, add initial sound or substitute on initial, middle or final sound.	Personal Development and Leadership Communication and Collaboration

Strand 4: Writing		
Sub – strand 7 and 5: Controlled Writing/ Writing Simple words and Sentences		
Content Standard	Indicators	Core Competencies
<b>B1.4.7.1</b> <b>Write simple compositions</b> <b>B1.4.5.1</b> <b>Write words and sentences</b>	<b>B1.4.7.1.1</b> Find, read and copy sentence from a given substitution table. <b>B1.4.5.1.1</b> Make a list of objects in the school. <b>B1.4.5.7.2</b> Write simple sentences correctly.	Personal Development and Leadership Communication and Collaboration Critical Thinking
Strand 5: Using Writing Conventions/Grammar Usage		
Sub – strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B1.4.2.1</b> <b>Copy and write letters of the alphabet and sentence clearly</b> <b>B1.4.5.1</b> <b>Write words and sentences</b>	<b>B1.4.2.1.1</b> Copy short sentences clearly <b>B1.4.5.1.2</b> Write simple sentences clearly	Personal Development and Leadership Communication and Collaboration Critical Thinking
Strand 5: Using Writing Conventions/Grammar Usage		
Sub – strand 10: Spellings		
Content Standard	Indicators	Core Competencies
<b>B1.5.10.1</b> <b>Use phonics knowledge to spell words</b>	<b>B1.5.10.1.1</b> Identify and spell simple words correctly	Personal Development and Leadership Communication and Collaboration
Strand 6: Extensive Reading		
Sub – strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b> <b>Read widely for pleasure and demonstrate independent reading and learning in the literary area.</b>	<b>B1.6.1.1.1</b> Read a variety of age – appropriate books and text from print.	Personal Development and Leadership Communication and Collaboration

**Strand 1: Oral Language****Sub-strand 6: Conversation****B1.1.6.1.3.:** Talk about things in the classroom**Conversation: Things in the classroom****Teaching Strategies:** Pair work, picture discussion, class activity, etc.**Teaching/Learning Resources:** Picture on **page 93** of the English Learner's Book 1.**Core Competencies:** Communication and Collaboration, Critical Thinking.**Key Vocabulary:** desk, walls, floor ceiling, classroom.**Preparation Before Class**Enlarge the picture on **page 93** of the English Learner's Book 1.**Teaching/Learning Activities****Activity 1**

Let learners recall what they talked about in the previous conversation lesson; their school. Inform them that they will continue to talk about the school, specifically the classroom.

1. Ask learners to look around the classroom and take note of the things they see in the classroom. You may set the ball rolling by naming an item using the structure: There is/are ..... in our classroom.

Invite learners to follow you:

**Teacher:** There is a wall clock in the classroom.

Learner A: There is a teacher's table in the classroom.

Learner B: There is a cupboard in the classroom.

Learner C: There is a ceiling fan in the classroom.

During the exercise, you may provide prompt and leading questions to assist learners who get stuck. You may also accept names in Ghanaian languages and promptly teach the English equivalents.

2. After the names of items or objects in the classroom have been exhausted, direct attention to other aspects such as the ceiling, the walls and the floor.  
Have learners talk about what is done in the classroom and the importance to the individuals.

**Activity 2**

1. Put learners into pairs to ask and answer Yes/No questions about the classroom. Let one of the pairs touch an object, for example, a table and ask, "Is this a table?" The other partner will say, "Yes, it is."  
Let them change roles. It should continue until all learners have had their turn to ask and answer questions.
2. Still in pairs, refer learners to **pages 93 - 94** of the English Learner's Book 1 to engage in the conversation activity. Go round to listen to the learners and support those who struggle.

## Assessment

Let them know that having talked about their classroom, they will now talk about the classroom of their friend in the book, Aisha. Refer them to **page 95** of the English Learner's Book 1 and give them a few minutes to study the picture carefully.

Prompt learners with a few WH questions (starting with What ....?) to say a few things about the pictures. Let them sit in pairs to ask and answer WH questions about the picture. One of the pair should point to or touch an object, for example, a table, and ask, "What is this?" The other will answer and also ask a question.

### Example:

Learner A: (Touches a table) What is this?

Learner B: It is a table.

Learner B: (Touches a cupboard) What is this?

Learner A: It is a cupboard.

Encourage learners to ask questions about all the items in the picture.

### Remedial Activity

Observe and identify learners who struggle to engage in the dialogue on **page 93-94** of the learner's Book. Model and Practise the areas of difficulty with them till they master it. Engage them to talk about other objects in the classroom with you before joining others to learn the dialogue.

### Extension Activity

Encourage learners to master the structure. "There is ..... / There are ....." through repetition drill. Name an item using the structure. Ask them to talk about things they wish to have in the classroom.

### For example:

**a.** I wish there is fan in my classroom.

**b.** There are two pens on my table.

**c.** There is one book in my bag.

Ask learners to repeat in pairs, groups and individually.

### Reflection

Invite learners to compare their classroom to the one in the picture and share things that are similar and those that are different.

### Additional Practice

Refer learners to **page 51** of the Workbook for more exercises.



**Strand 2: Reading****Sub-strand 9: Fluency**

**B1.2.9.1.1:** Read short and simple sentences at good pace.

**Topic:** What can you find in Aisha's classroom?

**Teaching Strategies:** Directed Reading Activity (DRA), brainstorming, group and pair work, etc.

**Teaching/Learning Resources:** Picture on **page 95** of the English Learner's Book 1, word cards, sentence cards, alphabet strip or chart.

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership

**Key Vocabulary:** colourful, computer, cupboard, stationery, learners, smiling, laboratory.

**Preparation Before Class**

Prepare word and sentence cards, enlarge the picture on **page 95** of the English Learner's Book 1, etc.

**Teaching/Learning Activities****Activity 3**

Remind learners that they have been talking about their school and ask them to recollect and verbalise some of the things they said about the school. Remind them that they have been asking and answering questions about classroom objects. Invite a few pairs to repeat some of the questions and their responses.

1. Ask learners to look closely at the picture of the classroom on **page 95** of the English Learner's Book 1 and name the items they see. Ask them to compare their classroom and the classroom in the picture, and say which one they prefer.
2. Read the title of the passage on **page 96** of the English Learner's Book 1 to the learners and discuss it briefly. Then, ask them to predict what they will be reading about.

**Activity 4**

Introduce and teach the keywords one at a time. Use real classroom objects to teach the meaning of the keywords (refer to **page 3** of this book for the procedure for teaching keywords).

**Activity 5**

Have learners look through the passage to find the words in bold. Let them try to work out the meaning of each word by reading the sentence in which it appears.

**Activity 6**

1. First, do a model reading of the passage at a reasonable pace once or twice as learners follow in their book. At the end of the model reading, ask learners to mention some words they heard and remember.

Invite the class to read the passage after you once or twice. Display the word and sentence cards of some of the words and sentences they have echo - read.

2. Read out words and sentences from the passage and let learners read them out. Similarly, have learners randomly pick cards and read the word/sentence on them.

### Activity 7

1. Put learners into small mixed ability groups to practise reading the passage aloud. Groups may read the passage in chorus and later take turns to read individually.
2. Let learners read the passage aloud in a chain. The first learner begins from the beginning of the text, and after reading one sentence, the next learner takes over from where the first learner stops. The second learner also reads one sentence, and then the third learner takes over. This continues until everyone has had a turn.
3. Discuss the passage briefly and encourage learners to ask questions for clarification. Let them comment and express opinions about the classroom they have read about.

### Remedial Activity

Observe and identify learners who have difficulties reading the text in chorus with group members or class.

Practice the area of difficulty with them till they can read it fluently.

### Extension Activity

Invite fluent readers to read portions fluently to the class.

## Assessment

Read out each comprehension question (refer to **page 97** of the English Learner's Book 1 for the questions) and have learners answer it orally.

### Answers

- a. It is is near the computer laboratory.
- b. The books are on the desk.
- c. Miss Asem
- d. She is always smiling. / She makes the lessons fun for everyone.
- e. Personal response

## Sub-Section B: Letters Have Sounds: Identifying the beginning and end sounds

### Strand 2: Reading

#### Sub-Strand 2: Phonics

**B1.2.1.2.3:** The new word when asked to delete, add initial sound or substitute an initial, middle or small, sound (phoneme deletion, addition, substitution)

1. Say a word and model using phoneme substitution, e.g cock→rock. Say the following words and have learners substitute another sound for each beginning sound: pen, moon, room, book, hen.
2. Briefly review the names and sounds of letters of the alphabet randomly. Mount an alphabet strip or chart on the board. Point to a letter and invite two learners to the board. Let one identify the letter, and the other make its sound. Let another pair take their turn. It should continue until all members of the class have had a turn.  
Revise blending briefly, and let the class together blend the sounds of a few sets of VC and CVC words.  
Remind learners that they have to continue to practise blending and breaking words into individual sounds. Demonstrate by leading the class to segment several familiar words. Refer learners to **pages 97-98** of the English Learner's Book 1. Have them read and label the pictures. Then, in pairs, have learners identify each name's beginning and end sounds.

#### Extension Activity

Have learners identify the beginning and end sounds of each other's names.

#### Additional Practice

Refer learners to **pages 52 - 54** of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub-strand 6: Vocabulary

#### Strand 5: Using writing convention/Grammar usage

#### Sub-strand 10: Spelling

**B1.5.10.1.1:** Identify and spell simple words correctly.

**Teaching Strategies:** Class activity, pair work, demonstration, games, etc.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development, Critical Thinking and Problem Solving.

#### Preparation Before Class

Prepare word cards.

## Teaching/Learning Activities

1. Revise the pronunciation and meanings of these words: pencil, duster, picture, classroom, cupboard, teacher, tables, woman]. Let learners identify the words on word cards.
2. Demonstrate clapping the syllables of words. Ask learners to use the words in sentences orally. Next, refer them to the exercise in their Learner's Book, and let them sit in pairs to match the beginning of each word to its end. If they are struggling, allow them to use the word cards.

### Remedial Activity

Support learner's who have difficulty matching the beginning parts of words on page 99 of the Learners Book with the end parts.

Let them sit in a circle with you. Let them say the first part and listen to you try the ending parts are after the other. Tell them to say Bingo when they think the part you mention can fit the beginning they mention. E.g Learners: pen

Teachers: Is it pen-room? Pen\_\_cil? Etc.

### Answers

pencil	duster	picture	classroom
cupboard	teacher	tables	woman

### Additional Practice

Refer learners to [pages 54 - 55](#) of the Workbook for more exercises.

## Section D

### Strand 4: Writing

#### Sub-Strand 7: Controlled Writing

**B1.4.7.1.1:** Find, read and copy sentences from a given substitution tables.

#### Sub-Strand 5: Writing simple words and sentences.

**B1.4.5.1.1:** Make a list of objects in the school.

**B1.4.5.7.2.:** Write simple sentences correctly

**Teaching/Learning Strategies:** Modelling, copying, good sitting posture, demonstration, imitation.

**Teaching/Learning Resources:** Slates and other writing materials, smartphone, etc.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

## Preparation Before Class

Before the lesson, prepare your word cards. Go online to get the guidelines for joint script writing and practise writing the sentences in joint script.

## Teaching/Learning Activities

### Penmanship

Have the 3 column substitution table on **page 100** on the board. Have learners identify the words that form the table.

1. Explain and demonstrate on the board how to select items from columns of the substitution table to form sentences. Let individuals practise reading sentences from the table.
2. Lead learners to form sentences from the substitution table orally. Demonstrate how to write challenging letters in the sentences.
3. Have learners sit in pairs to copy at least five sentences from the table into their exercise books. Have learners read their sentences to the class for feedback.

### Activity 8

#### Guided Writing

1. Let learners identify objects that are commonly found in the classroom.  
Put learners in groups and let each group choose an area in the school and make a list of objects in that area.
2. Help learners with word cards to spell the target words. Write the words on the board and ask learners to use five words in sentences.

### Assessment

Assign learners to do the exercise in Activity 8 on **pages 100 - 101** of the English Learner's Book 1 in their exercise books.

### Reflection

Have learners draw an item each that can be found in the classroom. Let them show their drawings to the class and say what they have drawn.

### Additional Practice

Refer learners to **page 56** of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover More

Watch these videos with learners and discuss how a boy spends his typical school day. Have learners relate it to their own experiences.

### Homework

Ask learners to write in their homework books what they would do for their students if they were headteachers.

## Extensive Reading Activities

- Have learners do after reading activities.
  - \* dramatization
  - \* debating issues from the story
  - \* drawing and color
- Have learners read decodable stories

## Slogan

Library Hour: DEAR

Drop Everything And Read (DEAR)

## Workbook Answers

### A. Oral Language

#### Activity 1

#### 2. Examples:

- a. a chair
- b. a pencil
- c. a wall
- d. a ceiling fan
- e. a book

### B. Reading

#### Activity 1

- 1. **b**
- 2. **b**
- 3. 

a. computer lab	e. table
b. desks	f. pink
c. in front	g. teacher
d. walls	

#### Activity 2

- |        |      |
|--------|------|
| 1. pin | bin  |
| pig    | fish |
| zip    | wig  |
| ship   | bib  |

- 2. 

a. p	n
b. p	g
c. z	p
d. sh	p
e. b	n
f. f	sh
g. w	g
h. b	b

### C. Vocabulary

#### Activity 1

- |               |             |
|---------------|-------------|
| 1. a. teacher | b. duster   |
| c. cupboard   | d. computer |
| e. table      | f. pencil   |
| g. classroom  | h. picture  |

## 1. A

dus ————— ture  
class ————— ter  
pic ————— cil  
pen ————— room  
ta ————— board  
cup ————— cher  
com ————— bles  
tea ————— puter

2. a. duster
- b. classroom
- c. picture
- d. pencil
- e. tables
- f. cupboard
- g. computer
- h. teacher

## Activity 1

3. Any five of the following:
- a. In my classroom there is a computer.
  - b. In my classroom there is a clock.
  - c. In my classroom there is a cupboard.
  - d. In my classroom there are posters.
  - e. In my classroom there are desks.
  - f. In my classroom there are books.

# Unit 10

## The things I do at home

### Unit Overview

This unit is about the things we do at home. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn to recite a rhyme and answer a few questions about it. Section B is in two parts. In the first part, learners will read a story aloud, titled "Every day with Selase and Yao" and answer questions on the story. The second part is code-named "Letters have Sounds". It will focus on /i/ and /in/ sounds in words. Learners will name pictures and identify the sounds in the names. In Section C, learners will be learning to have fun with the keywords they met in the passage. They will fill in the gaps in the keywords and learn to read the keywords. In Section D, learners will be copying sentences from a substitution table and filling in the gaps of given sentences to write about things we do at home.

### Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub – strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
<b>B1.1.2.1</b> Appreciate a variety of literary pieces	<b>B1.1.2.1.1</b> Listen to and recite rhymes and tongue twisters with accompanying actions	Cultural Identity and Global Citizenship Communication and Collaboration Personal Development and Leadership
Sub – strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1</b> Understand texts read	<b>B1.2.7.1.1</b> Use illustrations, text clues (title, headings) and context to make inferences and predictions.  <b>B1.2.7.1.2</b> Ask and answer factual, inferential and applicative questions.	Personal Development and Leadership Critical Thinking Communication and Collaboration



Sub – strand 1 and 2: Pre – reading Activities/Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1</b> Connect sounds to letters and blend letters/syllables in order to read and write	<b>B1.2.1.2.3</b> Understand the relationship between spelling of words and sounds of speech.	Personal Development and Leadership Communication and Collaboration
Sub – strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B1.2.6.1</b> Understand word meaning and usages	<b>B1.2.6.1.1</b> Read level appropriate sight words and use many of them in meaningful sentences.	Personal Development and Leadership Communication and Collaboration
Strand 4 and 5: Writing/ Using Writing Conventions/Grammar Usage		
Sub – strand 7 and 4: Controlled Writing/Using Action Words		
Content Standard	Indicators	Core Competencies
<b>B1.4.7.1</b> Write simple composition. <b>B1.5.4.1</b> Knowledge of action words in communication.	<b>B1.4.7.1.2</b> Find, read and copy sentence from a substitution table. <b>B1.5.4.1.1</b> Use the present tense of verbs to describe habitual actions.	Personal Development and Leadership Critical Thinking
Strand 6: Extensive Reading		
Sub – strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b> Read widely for pleasure and demonstrate independent reading and learning in the literary area.	<b>B1.6.1.1.1</b> Read a variety of age – appropriate books and text from print.	Personal Development and Leadership Communication and Collaboration

## A

Learner D: I help my parents to cook at home.

After all learners have had their turn, mount the rhyme on the board (refer to [page 104](#) of the English Learner's Book 1 for the rhyme). As they listen and observe you, recite it with the accompanying actions.

Lead learners to recite lines of the rhyme after you several times. Do this with the class, groups and individuals.

## Activity 2

Again, ask them to listen, observe, and recite the rhyme, tapping or clapping to the rhyme. Repeat this several times and invite them to clap or tap the rhythm.

Have the boys recite lines of the rhyme as girls clap or tap the rhythm. After a while, let them change roles.

## Remedial Activity

Observe to identify learners who struggle to recite the rhyme. Practice the areas of difficulty with them before letting them rejoin the others to learn the rest of the rhyme.

## Assessment

In pairs, have learners answer questions on the rhyme orally (refer to [page 105](#) of the English Learner's Book 1 for the questions).

### Answers

- a. Dad, mum, aunt and everyone he/she sees.
- b. He/she rises from bed at 6 a.m. / six o'clock in the morning.
- c. He or she brushes his/her teeth, greets everyone, makes his/her bed, does his/her chores and has breakfast.
- d. Personal response
- e. Personal response

## Remedial Activity

Support individual learners to recite the rhyme meaningfully.

## Extension Activity

Have individual learners tell the class what they do every evening.

## Reflection

Discuss the rhyme briefly and invite individuals to comment on it and express their personal opinions about whether they like the rhyme, the part they enjoy, etc.

## Additional Practice

Refer learners to [pages 57 - 58](#) of the Workbook for more exercise.

**Strand 2: Reading****Sub-Strand: Comprehension**

**B1.2.7.1.1:** Ask and answer factual, inferential and applicative questions about a level appropriate texts.

**Topic: Every day with Selase and Yao**

**Teaching Strategies:** Directed Reading Activity (DRA), brainstorming, group and pair work, echo reading, chorus reading, etc.

**Teaching/Learning Resources:** Pictures on **page 106** of the English Learner's Book 1, word cards, sentence cards.

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem Solving, Reading and Writing, etc.

**Key Vocabulary:** wake up, brush, teeth, mop, parents, sweep.

**Preparation Before Class**

Before class, prepare word cards and sentence cards, enlarge the pictures on **page 106** of the Learner's Book 1, etc.

**Teaching/Learning Activities****Activity 3**

1. Lead a brief discussion of the pictures on **page 106** of the English Learner's Book 1. Let learners say what they see in the picture, what the boy(s) is/are doing and the purpose of performing the activities.
2. Let learners discuss the title of the passage in pairs. Based on the discussions about the pictures and the title of the passage, ask learners to guess the content of the passage.
3. Teach the pronunciation and meaning of each of the keywords (using pictures and demonstration to teach the meaning). Refer to **page 3** of this book for the procedure.
4. Let them identify the words on word cards, sentence cards and in the passage. Guide them to use some of the words in simple sentences.

**Activity 4**

1. Have learners listen and follow in their books as you read the passage aloud. Repeat the model reading once or twice. Pause along the line to ask learners to show you or mention the last word they read.
2. Let them read the passage after you two or three times. Then, read out words and sentences on word cards and sentence cards and have learners identify them in the passage.
3. Lead the class and groups to do chorus reading of the text a few times. Put them in small mixed ability groups to read aloud. Let them read together, and then take turns to read individually.

### Activity 5

Finally, have individuals read the passage aloud in a chain. The first learner starts from the beginning, reads the first sentence, and the second learner takes over, and after reading one sentence, the third learner takes over. This continues until the text has been read several times, and everyone has had a turn or more. Encourage learners to ask and answer questions.

### Assessment

Discuss the passage briefly with the class by having them answer a few simple questions. Refer to **pages 107 - 108** of the English Learner's Book 1 for the questions. Read and discuss each question briefly and have learners give oral answers.

### Answers

- a. There are four people.
- b. Selase is seven years old.
- c. Selase sweeps the compound.
- d. Yao usually helps Papa Atsu to make supper.
- e. The children watch a film in the evening.
- f. Personal response. Accept any reasonable answer.

### Remedial Activity

Observe and identify learners who struggle to use the keywords in sentences. Use the keywords in several sentences and have them do same to enhance their understanding.

### Extension Activity

Ask learners to work in pairs. They read the passage on English Learner's Book 1, **page 107** and find all the verbs or action words in it. They share their verbs with the class. Let individuals construct sentences with five of their verbs orally.

### Reflection

Have learners reflect and say the moral lesson in the story.

### Sub-Section B: Letters Have Sounds: Identifying the sounds of "i" and "ing" in words

#### Strand 2: Reading

#### Sub-Strand 2: Phonics

**B1.2.1.2.3:** Say the new word when asked to delete, add initial sound or substitute an initial, middle or final sound.

### Exercises 1 - 3

Ask learners to identify each object and write the word under it. Lead them to identify the vowel sound /i/ in each word by sounding out the letters that form the word.

Ask learners to refer to Exercise 4 on **page 109** of the Learner's Book.

This activity is to introduce learners to the /ŋ/ sound in "ing".

Say the "ing" word in each sentence (e.g. washing) and say the /ŋ/ with stress. Have learners repeat the word and the sound after you.

Have them do Exercise 5 in pairs.

### Additional Practice

Refer learners to **pages 58 - 59** of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub-strand 6: Vocabulary

**B1.2.6.1.1.:** Read level-appropriate sight words and use many of them in meaningful sentences.

### Strand 5: Using writing convention/Grammar Usage

#### Sub-strand 10: Spelling

**B1.5.10.1.2.:** Fill in blank spaces in simple words.

**Teaching Strategies:** Class activity, pair work, demonstration, games, etc.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development, Critical Thinking and Problem Solving.

### Preparation Before Class

Prepare word cards.

## Teaching/Learning Activities

### Exercise 1

Revise the words learnt in the passage using word cards. Learners may play Pick and Read with word cards. Let them sit in pairs or small groups to practise spelling the words. Provide the words and have learners use the word cards to find the missing letters.

### Answers

- |          |          |             |          |           |
|----------|----------|-------------|----------|-----------|
| a. daily | b. sweep | c. eight    | d. film  | e. mother |
| f. seven | g. cook  | h. compound | i. watch |           |

### Exercise 2

Use the Look and Say Method to teach learners to read the sight words in this exercise.

### Additional Practice

Refer learners to **pages 60 - 61** of the Workbook for more exercises.

**Strand 4: Writing****Sub-Strand 7: Controlled Writing**

**B1.4.7.1.1:** Find, read and copy sentences from a given substitution table.

**B1.4.7.1.2:** Write a simple composition using a substitution table.

**B1.4.7.1.2.:** Write a simple composition by filling in the blank spaces.

**Teaching/Learning Strategies:** Modelling, copying, good sitting posture, demonstration, imitation.

**Teaching/Learning Resources:** Slates and other writing materials, smartphone, a poster of the substitution table on **page 110** of the English Learner's Book 1, etc.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

**Preparation Before Class**

Before the lesson, prepare your word cards and write the substitution table on manila card. Go online to get the guidelines for joint script writing and practise writing the sentences in joint script.

**Teaching/Learning Activities****Penmanship**

Mount the poster of the substitution table (**page 110** of the English Learner's Book 1) on the board. Revise how to select items from columns of the substitution table to form sentences. Let individuals practise reading sentences from the table. Demonstrate how to write challenging letters in the sentences. Have learners sit in pairs to copy at least five sentences from the table into their exercise books.

**Activity 6****Guided Writing**

Based on the work done with the substitution table, let learners write a composition on what they do every day.

1. Let learners recall things they do every day.
2. Help learners with word cards to spell the target words (morning, up, sweep, do, cooking, cleaning, washing, plates, etc.). Write the words on the board and ask learners to use each word orally in a sentence. Have learners listen to you use the words to fill in the gaps. Invite them to do the same. Have learners read their sentences to the class for feedback.

**Remedial Activity**

Practice constructing sentences from substitution table with learners who struggle to do so.

## Assessment

Assign learners to do the exercise in Activity 6 (**page 110** of the English Learner's Book 1) in their exercise books.

### Reflection

Have learners share their works with the class.

### Additional Practice

Refer learners to **page 62** of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Play this video for learners to learn the ant's song.

### Homework

Let Learners do this work as a project.

## Extensive Reading Activities

- Have learners do after reading activities.
  - \* dramatization
  - \* debating issues from the story
  - \* drawing and color
- Have learners read decodable stories

## Slogan

Library Hour: DEAR

Drop Everything And Read (DEAR)



## Workbook Answers

### A. Oral Language

#### 2. Examples:

- a. Every morning I greet my dad.
- b. Every morning I make my bed.
- c. Every morning I brush my teeth.
- d. Every morning I do all my chores.
- e. Every morning I have my breakfast.

### B. Reading

#### Activity 1

- 2. a. seven                      d. sweeps
- b. greet                    e. supper
- c. brush                    f. homework

#### Activity 2

- 1. a. kịng                      b. rịng
- c. eye                      d. tịn
- e. kịt                      d. pịt

### C. Vocabulary

#### Activity 1

- 1. a. the                      d. but
- b. was                    e. That
- c. they                   f. on
- 2. a. fetch                   b. brush
- c. sweep                   d. wash
- e. play                    f. cook

### D. Writing

#### Activity 1

- 1. Any five of the following:
  - a. I wake up early every day.
  - b. I brush my teeth every day
  - c. I read my book every day.
  - d. I play football every day.
  - e. I fetch water every day.
  - f. I greet my parents every day.

# Unit 11

## Why you should work hard

### Unit Overview

This unit is about why it is good to be hardworking. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will engage in conversation by talking about a picture. Section B is in two parts. In the first part, learners will read a story about a surprise for two helpful children (Dela and Elorm) aloud, and answer questions on the story. The second part is code-named "Letters have Sounds" It will focus on segmentation of words into syllables.

In Section C, learners will be learning to have fun with the keywords they met in the passage. They will find the missing letters for given keywords as well as use given words to complete sentences. In Section D, learners will be copying sentences from a substitution table and filling in gaps of given sentences to write about things they do every day.

### Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1 – Oral Language Sub-strand 6: Conversation		
Content Standard	Indicators	Core Competencies
<b>B1.1.6.1</b> Use culturally acceptable language for communication.	<b>B1.1.6.1.4</b> Use a variety of words to describe different situations and events.	Communication and Collaboration
Strand 2: Reading Sub-strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1</b> Connect sounds to letters and blend letters/ syllables in order to read and write.	<b>B1.2.2.1.5</b> Segment syllables/ words into sounds.	Personal Development and Leadership  Communication and Collaboration
Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1</b> Understand texts read.	<b>B1.2.7.1.1</b> Use illustrations, text clues and context to make inferences and predictions.  <b>B1.2.7.1.3</b> Retell level-appropriate texts in own words.	Personal Development and Leadership

Sub-strand 9: Fluency		
Content Standard	Indicators	Core Competencies
<b>B1.2.9.1</b> Read texts with good speed, accuracy and expression.	<b>B1.2.9.1.2</b> Read short and simple sentences at good pace.	Communication and Collaboration  Personal Development
Strand 5: Using Writing Conventions/ Grammar Usage		
Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B1.5.10.1</b> Use phonics knowledge to spell words.	<b>B1.5.10.1.2</b> Fill in blank spaces in simple words.	Personal Development and Leadership  Communication and Collaboration  Critical Thinking
Strand 4: Writing		
Sub-strand 7: Controlled Writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.7.1</b> Write simple compositions.	<b>B1.4.7.1.1</b> Find, read and copy sentences from given substitution tables.	Personal Development and Leadership  Critical Thinking
Strand 6: Extensive Reading		
Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b> Read widely for pleasure and demonstrate independent reading and learning in the literary area.	<b>B1.6.1.1.1</b> Read a variety of age-appropriate books and texts from print.	Personal Development and Leadership  Communication and Collaboration

**Strand 1: Oral Language****Substrand 6: Conversation**

**B1.1.6.1.4:** Use a variety of words to describe different situations and events.

**Conversation: Questions and answers about pictures**

**Core Competencies:** Communication and Collaboration, Listening and Speaking.

**Teaching/Learning Strategies:** Questions, drills, picture description.

**Teaching/Learning Resources:** Pictures from **page 113** of the English Learner's Book 1.

**Preparation Before Class**

Make sure you gather all materials you need. If possible, make a poster-size picture of the conversation picture. This helps you make sure all learners move with you at the same pace.

**Teaching/Learning Activities****Activity 1**

1. Let learners sing a familiar song, clap and dance while they sing. Discuss the things one does that show that one is a good child. Let them mention what they do to help in the house and their reward for doing that.

Have learners observe the picture on **page 113** of the English Learner's Book 1 and say what they see.

Have learners think-pair- what is happening and why it is happening.

Through questions, lead learners to discuss the picture.

**For example:**

How many people do you see in the picture?

**Response:** I can see three people (a boy, a girl and a woman).

Where are they?

**Response:** They are in the house.

What are they doing?

- a. The girl is watering plants.
- b. The boy is sweeping the compound.
- c. The old lady is smiling (at the children).

2. Have learners, in pairs, practise asking and answering the questions on **page 113**. Go round to check for correct pronunciation.

**Remedial Activity**

Observe and identify those who struggle asking or answering questions. Practise the areas of difficulty with them till they could say it well.

**Reflection**

Have learners state the parts of the conversation they enjoyed and share them. Then, let learners give reasons why they enjoyed those parts.

## Additional Practice

Refer learners to [page 63](#) of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-Strand 7: Comprehension

**B1.2.7.1.1:** Use illustrations, text clues and context to make inferences and predictions.

**B1.2.7.1.3:** Retell level appropriate texts in own words.

#### Sub-Strand 9: Fluency

**B1.2.9.1.2:** Read short and simple sentences at good pace.

**Topic:** A surprise for Dela and Elorm

**Teaching/Learning Strategies:** Echo reading (class/group reading), matching (sentence/word)

**Teaching/Learning Resources:** Word cards, pictures on [page 114](#) of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Keywords:** grandmother, helpful, errands, bicycle, uncle, fetch, chatting.

### Preparation Before Class

Before the lesson, prepare your word cards. If possible, make a large copy of the picture in the English Learner's Book 1 ([page 114](#)).

## Teaching/Learning Activities

### Activity 2

1. Begin the lesson with a discussion of the picture on [page 114](#) of the English Learner's Book 1. Allow learners to discuss what they see and predict what they will read about.
2. Teach and drill the pronunciations of the keywords one after the other.

### Activity 3

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meanings of the words (if necessary) using contexts, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time).
3. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
4. Use simple Herring Bone strategy to guide learners to retell the story in their own words (refer to curriculum page 26)

#### Activity 4

1. Read the text a second time while learners listen.
2. Have learners read the text after you several times (echo reading).

#### Activity 4

In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph.

### Assessment

Let learners read each question (refer to **pages 116 - 117** of the English Learner's Book 1) and discuss the answers with their partners.

#### Answers

- a. Uncle Ben brought two bicycles.
- b. She is their grandmother.
- c. In the morning they sweep their compound and their rooms. They go to the riverside to fetch water.
- d. The surprise is the bicycles from Uncle Ben.
- e. Elorm got a red bicycle.
- f. This is a personal response question, so no answer is wrong.

#### Remedial Activity

Use the picture and the title of the passage to activate low achievers' understanding of the passage.

#### Extension Activity

Learners read the text on **page 115** of the English Learner's Book 1 again in pairs and tell each other what Dela and Elorm do to have earned the surprise.

#### Sub-section B: Letters have Sounds: Syllables/word segmentation - B1.2.2.1.5

1. End the reading session with this activity. Play the phonics song and have learners sing along. Revise the sounds of letters learners have learnt.
2. Refer learners to the pictures of objects on **page 117** of the English Learner's Book 1, to observe. Have them name the objects in the pictures and explain their uses. While learners listen to you, blend the letters in the words and read them aloud (table, pencil, duster, ruler). Then, have the learners blend and read the words after you. Have learners take turns reading the words.
3. Introduce word segmentation in syllables by explaining it and clapping it. Explain that, words can be broken into syllables.

**For example:** table becomes ta – ble  
pencil becomes pen – cil  
duster becomes dus – ter  
ruler becomes ru – ler

**4.** Let learners join you in breaking/segmenting several familiar words.

Have learners sit in pairs to break up the following words: banana, coconut, pineapple, strawberry, mango. Help learners to use their words in sentences.

**Remedial activity**

Observe and identify learners who struggle to segment the syllables/words into sound.

Practice with them to segment words in their Learners Book 1 first before coming to Learners Book 2 to enable them master the concept.

**Answers**

Banana → ba - na - na  
Coconut → co - co - nut  
Pineapple → pine - apple  
Strawberry → straw - ber - ry  
Mango → man - go

**Additional Practice**

Refer learners to **pages 64 - 65** for more exercises.

**Section C**

**Strand 5: Using Writing convention/Grammar usage**

**Sub-Strand 10: Spelling**

**B.1.5.10.1.2:** Fill in black spaces in simple words.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards, sentence cards, the pictures on **page 120** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

**Preparation Before Class**

Prepare words card and sentence cards with the appropriate words and sentences. Make enlarged copies of the pictures on **page 120** of the English Learner's Book 1.

### 1. Filling in the missing letters (English Learner's Book 1, page 118)

Use word cards to revise the pronunciation and recognition of the listed words.

Explain the missing letter spelling activity. Then, lead learners to do it orally.

Let them copy the words and fill in the missing letters in their exercise books.

Provide a passage with the words that have the blanks for learners to fill in the gaps appropriately.

#### Answers

sweep, water, bicycle, fetch, uncle, grandmother, wash, kind

### 2. Sentence completion (English Learner's Book 1, page 119)

Write the target words on the board. Say each one while learners listen. Let them repeat after you: errands, school, greet, helpful, Dela.

Read the sentences for learners to complete orally. In pairs, have them copy the sentences into their exercise books.

#### Answers

- a. Dela
- b. greet
- c. school
- d. errands
- e. helpful

### 3. Matching pictures with sentences. (English Learner's Book 1, page 120). Do this exercise as an additional task. Put the sentence cards on the board and read each one to the learners. Read them again and ask learners to read each sentence after you, several times. Drill the sentences by asking learners to pick sentence cards, read them and place them at the corresponding picture.

#### Answers

- a. An old woman walking with a stick
- b. A girl washing plates
- c. A boy sweeping
- d. A girl sweeping
- e. A boy fetching water

Ask learners to read the five sentences in their books.



## Additional Practice

Refer learners to **pages 65 - 66** of the Workbook for more exercise.

## Section

D

### Strand 4: Writing

#### Sub-Strand 7: Controlled Writing

**B1.4.7.1.1:** Find, read and copy sentences from substitution tables.

**Teaching/Learning Strategies:** Modelling, copying, good sitting posture, demonstration.

**Teaching/Learning Resources:** Writing materials.

**Core Competencies:** Communication and Collaboration.

## Penmanship

Explain and demonstrate the exercise. Have each learner read at least one sentence from the substitution table. Then ask them to copy any five sentences into their exercise books.

## Activity 6

### Guided Writing

#### Strand 5: Using writing conventions

##### Sub-Strand 4: Using action words

**B1.5.4.1.1:** Use present tense of verbs to describe habitual actions.

1. Introduce the activity and tell Learners two things you do daily. Put Learners in groups to talk about the things they do every day. Write the things you do on the board and read to the learners.
2. Let learners look at all the pictures in this Unit of children doing chores and helping at home, and say what the children do every day. List these on the board: sweep, fetch water, wash plates, etc.
3. Explain the gap-filling exercise to learners with several examples. Then, let them do the exercise in their books. Accept all relevant answers.

**For example: i.** I go to school every day.

**ii.** I greet my friend every day. Accept all relevant answers.

### Remedial activity

Go round and assist low achievers with spelling of the words they need to fill in the gaps.

## Additional Practice

Refer learners to **page 66** of the Workbook for more exercise.

## Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

## Discover More

Scan the QR Code for learners to learn about the uses of bamboo and makes a search for more uses of the bamboo

## Homework

Let Learners write a few sentences about the topic.

## Extensive Reading Activities

- Have learners read decodable stories.
- Have read supplementary stories and share with the class.
- Reduce your reading to once a week.

## Slogan

Library Hour: DEAR

Drop Everything And Read (DEAR)

## Workbook Answers

### A. Oral Language

#### Activity 1

- |                |             |
|----------------|-------------|
| 1. a. watering | b. sweeping |
| c. washing     | d. running  |

### B. Reading

#### Activity 1

- |               |                |
|---------------|----------------|
| 1. a. bicycle | d. grandmother |
| b. errands    | e. fetch       |
| c. sweep      |                |

#### Activity 2

- |                |            |
|----------------|------------|
| 1. grandmother | 4. helpful |
|----------------|------------|

2. Yes

5. Uncle Ben

3. No

### C. Vocabulary

#### Activity 1

- |               |               |
|---------------|---------------|
| 1. a. coconut | b. pawpaw     |
| c. guava      | d. strawberry |

#### Activity 2

- |                           |                      |
|---------------------------|----------------------|
| 2. a. straw <u>b</u> erry | b. fe <u>t</u> ch    |
| c. bicyc <u>l</u> e       | d. compo <u>u</u> nd |
| e. un <u>c</u> le         | f. gre <u>e</u> t    |
| g. err <u>a</u> nds       | h. pawpaw <u>a</u>   |
| i. cocon <u>u</u> t       | j. earl <u>y</u>     |

### Unit Overview

This unit is about celebrations. It consists of four sections labelled A - D. Section A deals with Oral Language Development and learners will learn to recite a rhyme meaningfully. In Section B, they will read a text about a festival celebration and answer questions about it. In phonics, phoneme segmentation will continue to be discussed and practised, with attention on the // sound as in pin, fin, tin, big, and the /b/ sound as in pot, cot, mop.

In Section C, there will be sentence completion, completing words with the missing letters, finding given words in the reading passage. They will learn to complete sentences with sight words appropriately and spell given keywords correctly.

In Section D learners will form sentences from a substitution table, copy a given paragraph and draw themselves at a festival in African wear.

### Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub-strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
<b>B1.1.2.1</b> Appreciate a variety of literary pieces.	<b>B1.1.2.1.1</b> Listen to and recite rhymes and tongue-twisters with accompanying actions.	Cultural identity and Global citizenship. Communication and collaboration Personal Development and Leadership.
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.2</b> Use Knowledge skills and techniques of reading to understand.	<b>B1.2.7.2.1</b> Demonstrate understanding of the purpose and features of narrative texts. <b>B1.2.7.2.2</b> Describe characters and their actions in a story.	Personal Development and Leadership  Communication and Collaboration
Sub-strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1</b> Connect sounds to letters and blend letters/ syllables in order to read and write.	<b>B1.2.2.1.4</b> Blend sounds to produce simple syllables/ words and blend syllables to produce words.	Personal development and leadership Communication and collaboration

<b>Sub-strand 6: Vocabulary</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Core Competencies</b>
<b>B1.2.6.1</b> Understand word meanings and usages	<b>B1.2.6.1.1</b> Read level-appropriate sight words and use many of them in meaningful sentences.	Personal Development and Leadership Communication and Collaboration
<b>Strand 4: Writing</b>		
<b>Sub-strand 3: Writing Letters - Small and Capital</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Core Competencies</b>
<b>B1.4.3.1</b> Use general skills strategies and knowledge of letter sounds to write legibly and boldly.	<b>B1.4.3.1.3</b> Write words using both capital and small letters.	Personal development and leadership  Communication and collaboration  Critical Thinking
<b>Sub-strand 4: Labelling items</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Core Competencies</b>
<b>B1.4.4.1</b> Draw and label simple objects.	<b>B1.4.4.1.1</b> Draw simple pictures of peers or various objects and use invented spelling to write about oneself.	Critical thinking  Communication and collaboration
<b>Sub-strand 5: Writing simple words and sentences</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Core Competencies</b>
<b>B1.4.5.1</b> Write words and sentences.	<b>B1.4.5.1.2</b> Write simple familiar words.	Personal development and leadership Communication and collaboration Critical thinking
<b>Strand 6: Extended Reading</b>		
<b>Sub-strand 1: Building the Love and Culture of Reading</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Core Competencies</b>
<b>B1.6.1.1</b> Read widely for pleasure and demonstrate independent reading and learning in the literary area.	<b>B1.6.1.1.1</b> Read a variety of age-appropriate books and texts from print.	Personal development and leadership  Communication and collaboration

**Strand 1: Oral Language****Sub-strand 2: Rhymes****B1.1.2.1.1:** Listen to and recite rhymes**Rhyme:** Mabilia, the kente queen**Core Competencies:** Cultural Identity and Global citizenship, Communication and Collaboration**Teaching/Learning Resources:** Pictures from **pages 123 and 124** of the English Learner's Book 1, rhyme from **pages 124 - 125** of the English Learner's Book 1.**Key vocabulary:** glows, chocolate, drips, crowd, gorgeous.**Preparation Before Class**

Make sure you gather all materials you need. If possible, make a poster-size copy of the two pictures and the rhyme. This helps you make sure all learners move with you at the same pace.

**Teaching/Learning Activities****Activity 1**

Let learners sing a familiar song or recite a rhyme related to the lesson.

1. Put up the picture from **page 123** on the board and allow learners to talk about what they see.
2. Ask learners questions about what they see, why the girl is dressed in kente cloth, if they have ever worn clothes from kente cloth, why, etc. Let learners describe her attire and predict what the lesson will be about.
3. Teach the pronunciation and meanings of the following words: glows, chocolate, drips, crowd, gorgeous.

**Activity 2**

1. Put up the poster of the rhyme or write it on the board.
2. As learners listen and observe, recite the rhyme. Lead learners to recite lines of the rhyme several times. Do this with the class, in groups and as individuals.
3. Again, ask them to listen, observe, as you recite the rhyme by tapping or clapping the rhythm.  
Repeat this several times and invite learners to join in to recite the lines while clapping or tapping to the rhythm.  
Let one half of the class recite the rhyme while the other half taps or claps. After a while, let the other half of the class recite the rhyme while the first half taps or claps to the rhythm.
4. Let the whole class recite the rhyme again. Lead them to identify rhyming words.
5. Have learners state the parts of the rhyme that they enjoyed and share them. Then, let learners give reasons why they enjoyed those parts.

## Assessment

Have learners orally answer the questions about the rhyme (refer to the English Learner's Book 1, [page 125](#)).

### Answers

- a. Mabilia/She is Mabilia.
- b. She is attending a festival. / She is dressed for a festival. / celebration
- c. She is dancing very beautifully. (Responses may differ.)
- d. Wild rhymes with child.

### Remedial Activity

Observe and identify Learners who struggle to recite the rhyme.

Practice the areas of difficulty with them and have them repeat those lines severally before joining the others to learn the rest of the rhyme.

### Extension Activity

Ask pairs of learners to use the following verbs in sentences of their own, and to share their sentences with the class: glow, drip, jump, cheer.

### Reflection

Have learners reflect on the rhyme and compare what they used to know about dressing for festivals to what is described in the rhyme.

### Additional Practice

Refer learners to [page 67](#) of the Workbook for more exercise.

## Section B

### Strand 2: Reading

#### Sub-Strand 7: Comprehension

**B1.2.7.2.1:** Demonstrate understanding of the purpose and features of narrative texts.

**B1.2.7.2.2:** Describe characters and their actions in a story.

**Topic:** The beauty of the Yam Festival

**Teaching/Learning Strategies:** Echo reading, group activity, matching (sentence/word).

**Teaching/Learning Resources:** Word cards, sentence cards, picture on page 126 of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Keywords:** durbar, celebration, festival, harvest, hometown, city, excited, cousins

### Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 126** of the English Learner's Book 1, if possible.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson with a discussion of the picture in the English Learner's Book 1, **page 126**. Then, allow learners to discuss what they see and predict what they will read about.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 4

In pairs, have learners search the text quickly to find the words in bold.

Let them try to find the meaning of each word by reading the sentence(s) in which it appears.

Teach the meanings of the words (if necessary) using context, demonstration and miming.

(Remember the order of teaching new vocabulary. Do not write all the words on the board ahead of time.)

### Activity 5

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.  
Read the text a second time while learners listen.  
Have learners read after you several times (echo reading). Ask individual learners to read on their own.

### Activity 6

1. In pairs, have learners take turns to read the text aloud to each other sentence by sentence or paragraph by paragraph.
2. Have learners identify and describe the characters and their actions in the story.

## Assessment

Let learners read each question (refer to **pages 128 - 129** of the English Learner's Book 1) and discuss the answers with their partners.

### Remedial activity

Use probing question to get Learners talk about the characters in the story.

Example: Who is Mama Awuga?

What is her behaviour towards her people's culture? How do you know etc.

## Answers

- a. They are going to Dume.
- b. They are going to witness a Yam Festival.
- c. Mama Awuya is their grandmother.
- d. It is to thank the Almighty God for the good harvest.
- e. To bring home all the people who have travelled outside (who have moved elsewhere).
- f. (Accept learner's answers.)

### Extension Activity

In groups, let learners pick sentence and word cards in turns and read them. Those who read correctly earn points.

### Sub-Section B: Letters Have sounds - Blending sounds

#### Strand 2: Reading

#### Sub-Strand 2: Phonics

**B1.2.2.1.4:** Blend strands to produce simple/words and blend syllables to produce words.

Play the phonics song and have learners sing along.

1. While learners listen to you, blend the letters in the following words and read them aloud (wig, zip, fish, pig, lips, pin). Have the learners blend and read the words after you. Now refer learners to the pictures in the English Learner's Book 1, **page 129** to identify the objects in the pictures.
2. Revise the names and sounds of the letters of the alphabet.
3. a. Guide learners to do blending and segmentation of sounds. You may do the blending game. To do this, form two teams. A girl makes the sound of letters that make up a familiar word.

A boy, from the opposing team, blends the sounds into a word, i.e. bag. If he succeeds, he wins a point for his team.

Then a boy makes the sounds of another familiar word for the other team (girls) to blend, for example: p - o - t. A girl answers and if she succeeds, she also wins a point.

This continues until a winner is declared. Have learners practise breaking the following words into sounds.

**Examples:** zip = z - i - p

wig = w - i - g

fish = f - i - sh

tin = t - i - n

pin = p - i - n

pig = p - i - g



**3. b. & c.** Guide learners to blend sounds into words.

**Examples:** d - o - g = dog

c - o - t = cot

l - o - g = log

f - o - x = fox

p - o - t = pot

l - o - ck = lock

b - o - x = box

c - o - ck = cock

### Remedial activity

Have learners take turns repeating the exercise orally. Let them use other words for blending and segmentation.

### Additional Practice

Refer learners to **pages 68 - 70** of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub-strand 6: Vocabulary

**B1.2.6.1.1:** Read level-appropriate sight words and use many of them in meaningful sentences.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards, sentence cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

### Preparation Before Class

Before the lesson, prepare your word cards and sentence cards.

### Teaching/Learning Activities

#### 1. Finding words in the passage (English Learner's Book 1, **page 130**)

Working as a class, have learners reread the passage and find the words (Dume, Yam Festival, harvest, Borborbor, witness). Ask them to put up their hands when they see any of them and tell the class the paragraph they find it in. Then, have them read the sentence in which it is.

#### 2. Sentence completion (Learner's Book, **page 130**)

Write the exercise on the board. Then drill the pronunciation of the words in the box. Let learners say the words in groups, pairs and individually.

Have learners take turns to complete the sentences orally. Let them write the completed sentences in their exercise books. Go round to monitor each learner's work.

## Answers

- a. Dume
- b. Yam Festival
- c. harvest
- d. borborbor
- e. witness

Do this exercise as an additional task.

### 3. Missing letters spelling exercise (Learner's Book, page 131)

Revise the pronunciation of the target words through repetition and drills: celebration, home, festival, etc.

Have learners sit in pairs to practise spelling the given words.

Revise the given words using word and sentence cards.

Learners may play Pick and Read with the cards.

Explain the spelling exercise and demonstrate with numerous examples on the board. Let them fill in the gaps orally in several familiar words. Let them practise with familiar words in a jotter or on sheets of paper.

Finally, let learners complete the words from Exercise 3 in their exercise books.

### Remedial activity

Observe and identify Learners who struggle to fill in the missing letters. Have them use cover and read strategy to identify the missing letters.

## Answers

- |                |                   |
|----------------|-------------------|
| a. celebration | e. dance          |
| b. home        | f. excited        |
| c. festival    | g. harvest        |
| d. witness     | h. grand-daughter |

### Additional Practice

Refer learners to pages 70 - 71 of the Workbook for more exercise.

**Strand 4: Writing****Sub-Strand 3: Writing Letters-small and capital**

**B1.4.3.1.3:** Write using both capital and small letter.

**Sub-Strand 4: Labelling items**

**B1.4.4.1.1:** Draw simple pictures of peers or various objects and use invented spelling to write about oneself.

**Sub-Strand 5: Writing simple words, and sentences.**

**B1.4.5.1.2:** Write simple familiar words.

**Teaching/Learning Strategies:** Modelling, copying, repetition.

**Teaching/Learning Resources:** Smartphone, colouring pencils.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Preparation Before Class**

Have enough colouring pencils available.

**Teaching/Learning Activities****Penmanship**

Refer to **page 131** of the English Learner's Book 1 for the sentences that learners will copy. While learners observe, demonstrate writing a sentence on the board in ruled lines. Allow learners to practise writing the sentences on paper or in jotters. Insist on the correct shaping of letters, spacing between letters in words, and correct alignment. Let learners then copy the two sentences into their exercise books.

**Remedial activity**

Observe and identify Learners who are not able to write some words. Practice writing the letters with them.

**Activity 7****Guided Writing**

1. Ask learners to look at the picture of the boy and girl dressed for the Yam Festival at Dume (English Learner's Book 1, **page 127**). They should imagine themselves attending a local festival and draw themselves. They should colour their pictures and label them.
2. Have learners listen to you complete the sentences orally, then have them do the same. In pairs, have learners complete the gaps and copy the paragraph into their exercise book. Have learners read their sentences to the class.

**Extension Activity**

Ask high achievers to add one more reason for celebrating the festival.

## Additional Practice

Refer learners to **pages 71 - 72** of the Workbook for more exercise.

## Revision

Refer learners to Revision 3 on **pages 134 - 135** of the English Learner's Book 1 for more practice. The Revision forms part of the Summative Assessment.

## Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

## Discover More

Share this video with learners then use probing questions to find out what they know about festivals in their town.

## Homework

Let Learners share their sentences.

## Extensive Reading Activities

- Have learners read decodable stories.
- Have learners read supplementary stories and share with the class.
- Reduce your reading to once a week.

## Slogan

Library Hour: DEAR

Drop Everything And Read (DEAR)

### Revision 3    Answers

#### Exercise 1

- Personal responses, including wash face, brush teeth, sweep room, etc.
  - Personal responses, including fetch water, cook, play, sell, learn, etc.
  - Personal responses, including pray, watch film, do homework etc.
- |        |        |        |        |
|--------|--------|--------|--------|
| a. wig | b. pin | c. bed | d. mat |
| e. pen | f. hen | g. cot | h. pot |

#### Exercise 2

- |          |           |          |          |
|----------|-----------|----------|----------|
| a. cook  | b. table  | c. chair | d. sweep |
| e. desk  | f. pencil | g. brush | h. wash  |
| i. fetch |           |          |          |

## Workbook Answers

### A. Oral Language

#### Activity 1

2.

kente  
chocolate  
gold  
wild  
rattle  
gorgeous

### B. Reading

#### Activity 1

- |               |              |
|---------------|--------------|
| 1. Yam        | 4. Borborbor |
| 2. Dume       | 5. never     |
| 3. Mama Awuya |              |

#### Activity 2

- |                           |                       |
|---------------------------|-----------------------|
| 1. a. gradu <u>a</u> tion | b. wed <u>d</u> ing   |
| c. Chr <u>i</u> stmas     | d. fest <u>i</u> vals |
| e. fun <u>e</u> ral       | f. b <u>i</u> rthday  |
| 2. a. gradu <u>a</u> tion | b. wed <u>d</u> ing   |
| c. Chr <u>i</u> stmas     | d. fest <u>i</u> vals |
| e. fun <u>e</u> ral       | f. b <u>i</u> rthday  |

### C. Vocabulary

- |               |             |
|---------------|-------------|
| 1. a. cassava | b. plantain |
| c. yams       | d. carrots  |
| e. cabbage    | f. okro     |
- 
- |            |         |
|------------|---------|
| 2. a. cele | town    |
| b. festi   | ver     |
| c. home    | vest    |
| d. ne      | val     |
| e. har     | bration |
- hometown  
never  
harvest  
festival  
celebration

### D. Writing

Any ten sentences, for example:

- a. I celebrated New Year.
- b. He visited the Yam Festival.
- c. We celebrate Christmas.
- d. They visited our grandmother in the village.
- e. She celebrated her birthday party, etc.

## Unit Overview

This unit is about obedience. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn to give and obey commands and instructions. Section B is in two parts. In the first part, learners will read a short text aloud, titled "The day the hawk visited", and answer questions on the text. The second part is code-named "Letters have Sounds". It will focus on making the /ɔ:/ sound in words like hawk, flaw, jaw, etc. Learners will read sample words and identify the "aw" sound in them. In Section C, learners will learn to have fun with the keywords they met in the passage. They will complete given sentences with the keywords correctly, label pictures and use the keywords in their own sentences. In Section D, they will copy a short paragraph and write sentences to continue a story.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

### Strand 1: Oral Language

#### Sub-strand 9: Giving and Responding to Commands/ Instructions and Making Requests

Content Standard	Indicators	Core Competencies
<b>B1.1.9.1</b> Demonstrate understanding in commands, instructions, directions and requests.	<b>B1.1.9.1.1</b> Give respond to commands and instructions.	Personal development and leadership  Communication and collaboration

### Strand 2: Reading

#### Sub-strand 7: Comprehension

Content Standard	Indicators	Core Competencies
<b>B1.2.7.1</b> Understand texts read.	<b>B1.2.7.1.3</b> Demonstrate understanding of the purpose and features of narrative texts.	Personal development and leadership
<b>B1.2.7.2</b> Use knowledge skills and techniques of reading to understand.	<b>B1.2.7.2.2</b> Describe characters and their actions in a story.	Personal development and leadership  Communication and collaboration

Sub-strand 3: Word Families, Rhyming Endings and Common Digraphs		
Content Standard	Indicators	Core Competencies
<b>B1.2.3.1</b> Employ knowledge of rhyming endings to enhance reading comprehension.	<b>B1.2.3.1.1</b> Use common rhyming endings to decode simple words.	Personal development and leadership  Communication and collaboration
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B1.2.6.1</b> Understand word meanings and usages.	<b>B1.2.6.1.1</b> Read level-appropriate sight words and use many of them in meaningful sentences.  <b>B1.2.6.1.2</b> Ask questions to find out the meaning of new words.	Personal development and leadership  Communication and collaboration
Strand 4: Writing		
Sub-strand 3: Writing Letters - Small and Capital		
Content Standard	Indicators	Core Competencies
<b>B1.4.3.1</b> Use general skills strategies and knowledge of letter sounds to write legibly and boldly.	<b>B1.4.3.1.3</b> Write words using both capital and small letters.	Personal development and leadership  Communication and collaboration  Critical Thinking
Sub-strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
<b>B1.4.5.1</b> Write words and sentences.	<b>B1.4.5.1.3</b> Use basic descriptive words in writing simple words and sentences.	Personal development and leadership  Critical thinking
Strand 6: Extensive Reading		
Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b> Read widely for pleasure and demonstrate independent reading and learning in the literary area.	<b>B1.6.1.1.1</b> Read a variety of age-appropriate books and text from print.	Personal development and leadership  Communication and collaboration

**Strand 1: Oral Language****Substrand 9: Giving and responding to commands/ instructions and making requests**

**B1.1.9.1.1:** Give and respond to commands and instructions.

**Conversation: Commands and instructions**

**Core Competencies:** Communication and Collaboration

**Key Vocabulary:** chick, fright, swooped, hawk, coop, pecking, fault, frowned.

**Teaching/Learning Strategies:** Role-play, repetition.

**Teaching/Learning Resources:** Pictures from **page 137** of the English Learner's Book 1.

**Preparation Before Class**

Make sure you gather all the materials you need. If possible, make a poster-size copy of the conversation picture. This helps you make sure learners move with you at the same pace. Place the real object you will use for demonstrations on your demonstration table.

**Teaching/Learning Activities****Activity 1**

1. Put up the picture on the board and allow learners to talk about it. Have learners name the people in the picture and say what they are doing. Have learners predict what the lesson will be about.
2. Ask learners to read the conversation on **page 137** of the English Learner's Book 1 after you.

**Activity 2**

1. Give several commands and instructions for the class, groups and individuals to respond to. You may accompany the verbal commands with gestures to enable learners to understand and respond or obey promptly.
2. Discuss examples of commands and instructions, and have learners talk about some situations in which commands are used, and why. Let them say whether or not they have had to obey commands and instructions and whether they sometimes give instructions and commands, and to whom.
3. Let learners role-play several situations to demonstrate giving and obeying commands/ instructions. For example, a mother instructing a child to do a chore/a prefect instructing a learner to do a duty, etc. Refer to **page 138** of the English Learner's Book 1 for pictures of three scenarios that learners could role-play in pairs.

**Remedial Activity**

Practise giving and responding to several commands with Learners. Exchange roles so they give the command and you obey. Then, do same with giving of instructions to enable the difference.



## Extension Activity

Have learners, in pairs, take turns to practice commands and instructions from cards.

## Additional Practice

Refer learners to [page 73](#) of the Workbook for more exercises.

## Section

## B

Refer to [page 140-141](#) of Learners Book 1.

### Strand 2: Reading

#### Sub-strand 7: Comprehension

**B1.2.7.1.3:** Retell level appropriate texts in own words.

**B1.2.7.2.2:** Describe characters and their actions in a story.

**Topic:** The day the hawk visited

**Teaching/Learning Strategies:** Echo reading (class/group), matching (sentence/word).

**Teaching/Learning Resources:** Word cards, picture on [page 139](#) of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Keywords:** chick, flew, hawk, coop, pecking, scolded, frowned, bowed, struggled, shame

### Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on [page 139](#) of the English Learner's Book 1.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson by discussing the picture on [page 139](#) of the English Learner's Book 1. Allow learners to talk about what they see and predict what they will read about.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meanings of keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time).

### Activity 5

While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.

Have learners read the text after you several times (echo reading).

Use the simple Herring Bone strategy to guide learners to retell the story in their own words.

## Activity 6

In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph.

Put learners in groups to identify and describe the characters and their actions in the story: Hen, Hawk and the stubborn chick.

## Assessment

Let learners read each question (refer to [page 142](#) of the English Learner's Book 1) and discuss the answers with their partners.

## Remedial activity

Discuss the pictures on [pages 140-141](#) to activate Learners background knowledge of the text for better understanding.

## Answers

- a. Hen and her eight chicks lived in a coop.
- b. They were looking for food.
- c. A hawk had arrived. A hawk catches chicks for food. (Accept other correct responses.)
- d. Personal response
- e. Personal response

## Remedial Activity

Write these questions on the board. Have learners answer these questions.

1. Who was helping her last chick to feed?
2. What happened at that time?
3. What did Hen do to protect her chick?
4. What did Hen tell her disobedient chick?
5. What does this story tell children?

## Extension Activity

Ask learners to write the answers to the questions under Remedial Activity into their exercise books.

Refer to **page 143** of Learners Book 1.

**Sub-Section B: Letters have Sounds: The /ɔ:/ sound, made by the letters “aw”**

**Sub-strand 3: Word families, Rhyming endings and common diagraphs**

**B1.2.3.1.1:** Use common rhyming endings to decode simple words.

Play the phonics song and have learners sing along.

While learners listen to you, blend the letters in the following words and read the words out loud: hawk, saw, awe, saw, pawpaw, flaw, raw, draw, claws, jaw, law, lawn, crawl. Have the learners blend and read the new words after you and identify the common sound in.

Have learners read the words from the word cards on **page 143** of the Learners’s book as a class, in groups, in pairs and as individuals.

Refer learners back to the passage to look for words that have the letters “aw” in them (Answer: saw, hawk).

Let learners identify the common sound in the words.

Have learners sit in pairs to build on the rhyming endings by finding words that have the sound made by “aw” in words. Let them read their words to the class. Go round to support. Encourage learners to form sentences with their words through your examples.

### **Remedial activity**

Lead Learners to practice making the sound produced by “aw” spelling. Give them adequate chances to read words that contain the /j/ sound as in ‘aw’ spelling.

### **Additional Practice**

Refer learners to **page 74** of the Workbook for more exercise.

## **Section C**

Refer to **page 144** of Learner’s Book 1.

### **Strand 2: Reading**

#### **Sub-Strand 6: Vocabulary**

**B1.2.6.1.1:** Read level-appropriate sight words and use many of them in meaningful sentences.

**B1.2.6.1.2:** Ask questions to find out the meaning of new words.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

### **Preparation Before Class**

Before the lesson, prepare your word cards.

## Teaching/Learning Activities

1. Working as a class, have learners reread the passage and find the following words: chick, scolded, pecking, fought, hawk, coop. Ask them to put up their hands when they find any of them and to tell the class the paragraph in which they find it. Have them read the sentence in which it appears.

Have individuals take turns to read the given words in their books. (English Learner's Book 1, **page 144**) Have learners use the words in sentences to indicate their understanding of the contextual meaning of each word.

### Exercise 2

Refer learner's to **page 144** of the Learner's Book.

2. Write the target words (farm, corn, coop, hen) on the board. Say each one while learners listen. Let them repeat the words after you. Have learners use the words in meaningful sentences.

Read the sentences for learners to complete with the appropriate words. Say the full sentences for learners to repeat.

Have learners, in pairs, practise reading the sentences to their partners while you go round checking for correct pronunciation.

### Answers

- a. coop
- b. corn
- c. farm
- d. Hen

Do these two exercises as additional tasks.

3. Let learners look at the given pictures. In pairs, let them name the items in the pictures and share their answers with the class.

**Answers:** a hawk, a hen coop, a hen, three chicks, a cob of corn, a plate of rice.

4. Have learners read the nine words with their partners until they can read them alone. Go round to help when necessary.

Invite some pairs to read some of the words to the class. Use word cards to check word recognition.

Finally, let the class chorus read the words.

### Remedial activity

Use phonics analysis to help learners who are struggling to read the words in Exercise 4.

Example chick

Ch+i → chi

Ck → /k/

Chi + k

### Extension Activity

Have high achievers use any form of the words in sentences.

### Additional Practice

Refer learners to [pages 75 - 76](#) of the Workbook for more exercise.

## Section D

### Strand 4: Writing

#### Sub-Strand 3: Writing letters -small and capital

**B1.4.3.1.3:** Write words using both capital and small letters.

#### Sub-Strand 5: Writing simple words and sentences.

**B1.4.5.1.3:** Use basic descriptive words in writing simple sentences.

**Teaching/Learning Strategies:** Modelling, copying.

**Teaching/Learning Resources:** None.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

### Preparation Before Class

Write the paragraph for the Penmanship activity in joint script on the board.

## Teaching/Learning Activities

### Penmanship

Present the short paragraph on the board. (Refer to [page 146](#) of the English Learner's Book 1). Read it for learners to listen. Read again and ask learners to repeat after you three times. Have groups, pairs, or individuals take turns to read the given paragraph. Demonstrate how to write challenging letters.

Now have learners copy the paragraph into their exercise book. Go round to support where necessary.

### Remedial Activity

Encourage struggling learners to space out the words and demonstrate how to write challenging letters.

Refer learners to the exercise on **page 146** of the English Learner's Book 1. Assist them in practising the dialogue between the chick and Hen in pairs. Have them to think about one more sentence that each of the two characters will say if the story continues.

Ask them to share their sentences with the class. Write two simple but interesting sentences on the board for learners to copy into their exercise books.

Finally, ask them to draw the chick apologising to the mother (Hen).

### **Remedial Activity**

Go round and assist learners with spelling of the words in their sentences.

### **Additional Practice**

Refer learners to **page 76** of the Workbook for more exercises.

### **Unit Summary**

Go through the unit summary with learners and discuss what they have learnt.

### **Discover More**

Watch this video with learners and use probing questions to get them to talk about the new things they have learned about birds. Give them a group project on birds. Have each group pick a bird they like. Let them draw the bird and write all the characteristics they learn about the bird of their choice. Get the birds to paste their project on the classroom walls for gallery walk activities.

### **Homework**

Individual responses

## **Extensive Reading Activities**

- Have learners read decodable stories.
- Have learners read supplementary stories and share with the class.
- Reduce your reading to once a week.

## **Slogan**

Library Hour: DEAR

Drop Everything And Read (DEAR)

## Workbook Answers

### A. Oral Language

#### Activity 1

1.

The girl is brushing her teeth.

The boy is fetching water.

The boys are playing football.

### B. Reading

#### Activity 1

1. hen

4. No

2. anger

5. Yes

3. corn

a. hen

b. hawk

c. chick

d. coop

### C. Vocabulary

#### Activity 1

1. a. hen

b. cock

c. hawk

d. chicks

e. hen with chicks

f. hen coop

2.

a. sud cks chicks

b. chi tch catch

c. al ways always

d. dan denly suddenly

e. ca gerous dangerous

### D. Writing

#### Activity 1

1. Examples:

a. The hen is in a coop.

b. The chick is eating corn and rice.

c. The hawk is on the farm.

d. The hawk is a threat to the hen.

e. The hen is eating corn and rice.

## Unit Overview

This unit is about animals. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will listen to and recite a rhyme related to animals, called “The animals’ choir”. Section B is in two parts. In the first part, learners will read a short text aloud, titled “Ali and Kasha, the Fabulous Fanta Farmers”, and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on blending sounds to read words. Learners will segment sounds and blend them to form words. In Section C, learners will learn to have fun with keywords they met in the passage. They will complete sentences with the keywords correctly as well as label given pictures. In Section D, they will copy a paragraph in joint script (cursive writing) and further practise writing a simple composition by answering given questions.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub-strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
<b>B1.1.2.1</b> Appreciate a variety of literary pieces.	<b>B1.1.2.1.1</b> Listen to and recite rhymes and tongue-twisters with accompanying actions.	Cultural identity and Global citizenship Communication and collaboration Personal Development and Leadership
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1</b> Understand texts read.	<b>B1.2.7.1.1</b> Use illustrations and text clues (title/ heading) and context to make inferences and predictions.  <b>B1.2.7.1.2</b> Ask and answer factual, inferential and applicative texts.	Personal development and leadership  Communication and collaboration  Critical thinking



Sub-strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1</b> Connect sounds to letters and blend letters/ syllables in order to read and write.	<b>B1.2.2.1.4</b> Blend sounds to produce simple syllables/ words and blend syllables to produce words.	Personal development and leadership Communication and collaboration
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B1.2.6.1</b> Understand word meanings and usages.	<b>B1.2.6.1.1</b> Read level-appropriate texts and use many of the words in meaningful sentences.	Personal development and leadership  Communication and collaboration
Strand 4: Writing		
Sub-strand 3: Writing Letters - Small and Capital		
Content Standard	Indicators	Core Competencies
<b>B1.4.3.1</b> Use general skills strategies and knowledge of letter sounds to write legibly and boldly.	<b>B1.4.3.1.3</b> Write words using both capital and small letters.	Personal development and leadership  Communication and collaboration  Critical Thinking
Strand 5: Using Writing Conventions/ Grammar Usage		
Sub-strand 4: Using Action Words		
Content Standard	Indicators	Core Competencies
<b>B1.5.4.1</b> Apply knowledge of action words in communication.	<b>B1.5.4.1.2</b> Use the present tense of verbs to express the present state of things or situations.	Personal development and leadership  Communication and collaboration
Strand 6: Extensive Reading		
Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b> Read widely for pleasure and demonstrate independent reading and learning in the literary area.	<b>B1.6.1.1.1</b> Read a variety of age-appropriate books and texts from print.	Personal development and leadership  Communication and collaboration

## Section

## A

### Strand1: Oral Language

#### Sub-strand 2: Rhymes

**B1.1.2.1.1:** Listen to and recite rhymes with claps.

#### Rhyme: The animals' choir

**Core Competencies:** Cultural Identity and Global Citizenship, Communication and Collaboration

**Teaching/Learning Strategies:** Modelling, repetition, eliciting personal responses, pair work.

**Teaching/Learning Resources:** Picture on **page 149** of the English Learner's Book 1; the rhyme on page 150 copied on manila card.

**Key Vocabulary:** moo, cow, brown, barks.

#### Prepare Before Class

Make sure you gather all materials you need. If possible, make a poster-size copy of the picture on **page 149** of the English Learner's Book 1 and of the rhyme on **page 150**. This helps you make sure all learners move with you at the same pace.

### Teaching/Learning Activities

#### Activity 1

Let learners sing a familiar song or recite a rhyme related to the lesson.

1. Put up the picture on the board and let learners talk about it. Have them name the animals in the picture and say some of their characteristics.
2. Teach the pronunciation and meanings of these words: smiley, says, sweet.

#### Activity 2

1. Put up the poster of the rhyme or write it on the board.
2. Lead learners to recite lines of the rhyme several times. Let them do this as a class, in groups and as individuals. Again, ask them to listen, and observe as you recite the rhyme, this time tapping or clapping the rhythm.  
Repeat this several times and invite learners to join in to recite the lines while clapping or tapping the rhythm.
3. Let half of the class recite the rhyme while the other half claps or taps the rhythm. After a while, let the other half recite the rhyme while the first half claps or taps the rhythm. Then , let the class recite the rhyme again.
4. Have learners state parts of the rhyme that they enjoyed and share them with each other. Let learners give reasons why they enjoyed those parts.

## Assessment

Have learners answer the questions (refer to **page 150** of the English Learner's Book 1) with their partners.

## Answers

- a. The cow says moo.
- b. The brown dog barks.
- c. The cat sings meow meow meow.
- d. The duck says quack, quack, quack.

### Remedial Activity

To improve learners understanding of the rhyme, lead learners through questions to talk about the animals in the rhyme:

Where can we find each of them?

How do they help us?

### Extension Activity

Ask learners to choose an animal, say and then write down sentences about it.

### Reflection

Have learners reflect on the rhyme and try to compare what they had known about the animals in the rhyme to what is in the rhyme.

### Additional Practice

Refer learners to [page 77](#) of the Workbook for more exercise.

## Section B

### Strand 2: Reading

#### Sub-Strand 7: Comprehension

**B1.2.7.1.1:** Use illustrations, text clues and context to make inferences and predictions.

**B1.2.7.1.2:** Ask and answer factual, inferential and applicative questions.

**Topic:** Ali and Kasha, the Fabulous Fanta Farmers

**Teaching/Learning Strategies:** Echo reading (class/group reading), matching (sentence/ word).

**Teaching/Learning Resources:** Word cards, picture on Learner's Book 1, [page 151](#).

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Keywords:** farmer, animals, guinea fowl, goat, sheep, rear, feast

### Preparation Before Class

Before the lesson, prepare your word cards. If possible, make a large copy of the picture on [page 151](#) in the English Learner's Book 1 for a more co-operative picture-reading activity.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson with a discussion of the picture on **page 151** of the English Learner's Book 1. Allow learners to talk about what they see and predict what they will read about.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meanings of the words (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

### Activity 5

While learners listen attentively, read the text aloud and ask them to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.

### Activity 6

Read the text a second time while learners listen.

Have learners read the text after you several times (echo reading).

### Activity 7

In pairs, have learners take turns to read the text aloud to each other sentence by sentence or paragraph by paragraph. Put learner's in groups and ask them to come out with questions based on the text and answer questions from other groups.

### Remedial Activity

Have group leaders give all group members the chance to ask questions, including the introverts.

## Assessment

Let learners read each question (refer to **pages 153 - 154** of the English Learner's Book 1) and discuss the answers with their partners.

### Answers

- a. Ali and Kasha Achillo are the farmers.
- b. Their farm is called the Fabulous Fanta Farm.
- c. Their farm is at Bole.
- d. So that they can take good care of the animals.
- e. Cows, sheep, goats, hens, guinea fowls, and ducks.
- f. Kasha feeds the birds.

- g. To buy things they do not have.
- h. Personal response. Accept any reasonable answer.

Refer to **page 154** of Learners Book 1

### **Sub-Section B: Letters have sounds - Blending sounds**

#### **Sub-strand 2: Phonics**

**B1.2.2.1.4:** Blend sounds to produce simple syllables and blend syllables to produce words.

1. End the reading session with this activity. Play the phonics song and have learners sing along. Let a learner pick a letter card and mention the name and sound of the letter.
2. Review with learners the blending and segmentation of sounds learnt previously. Allow learners to play the blending game with given words.

**Examples:** s + i + n = sin, f + a + n = fan.

3. Introduce the words and make the individual sounds. Have learners blend the sounds together to make one-syllable words.

**Examples:** t + op = top, b + ox = box, f + ox = fox, j + ug = jug, b + ug = bug, c + up = cup. Through more examples and practice, let learners develop skills in the concept of blending.

4. Let the class join you in blending sounds to form familiar words.

**Examples:** d + og = dog, p + ot = pot, c + ock = cock, b + us = bus, r + ug = rug, m + ug = mug, j + og = jog, s + un = sun, m + op = mop, d + uck = duck

5. Use words to build a vocabulary chart and encourage learners to go round to read.

#### **Blending syllables**

Have learners use think-pair-share strategy to come out with single syllables. Lead them to blend the syllables into words. E.g ma\_ter = master

Have learners use their words in sentences. E.g He is my master.

#### **Additional Practice**

Refer learners to **pages 78 - 79** of the Workbook for more exercises.

## **Section C**

### **Strand 2: Reading**

#### **Sub-strand 6: Vocabulary**

**B1.2.6.1.1:** Read level-appropriate texts and use many of the words in meaningful sentences.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

## Preparation Before Class

Before the lesson, prepare your word cards.

## Teaching/Learning Activities

1. Working as a class, have learners reread the passage and see if they can find the following words in it: lay, feeds, big, every day, wife. Ask them to put up their hands when they find any of them and tell the class the paragraph in which they find it. Have them read the sentence in which it appears.

Write the target words on the board. Say each one while learners listen. Let them repeat after you.

Read the sentences and stop at the gaps for learners to complete them with the appropriate words. Say the full sentences for learners to repeat.

Have learners, in pairs, practise reading the sentences to their partners while you go around checking for correct pronunciation.

Finally, let learners copy the sentences by filling in the gaps with the appropriate words. Go round to supervise.

2. Have learners look at the pictures. Then ask them to identify the pictures and read the accompanying words.
3. Put the sentence on the board and drill learners until they pronounce it perfectly. Then, have learners work in groups and use some of the words in that sentence to form their own sentences. (Examples: Lots of hens got locked up in the coop. Mr. Oklu sells lots of clocks in his shop.)  
Have pairs/groups of learners take turns to read their sentence, followed by the class.

## Remedial Activity

Practise saying the sentence with struggling learners until they can say it accurately.

## Extension Activity

Tell learners to write sentences of their own using the words in the box in Exercise 1, English Learner's Book 1, [page 155](#). They should share their sentences with the class.

## Additional Practice

Refer learners to [pages 79 - 80](#) of the Workbook for more exercises.

## Section

## D

### Strand 4: Writing

#### Sub-Strand 3: Writing letters- small and capital

**B1.4.3.1.3:** Write words using both capital and small letters.

**Teaching/Learning Strategies:** Modelling, copying.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

## Penmanship

On the board, put up word cards with the proper names that appear in the short paragraph (English Learner's Book 1, **page 156**) and teach learners to pronounce the names correctly (Ali Achillo, Fabulous Fanta Farm, Kasha Achillo, Bole).

Present the short paragraph on the board. Read it for learners to listen. Let learners repeat it three times. Have groups/pairs or individuals read it in turns.

Demonstrate the writing of challenging letters. Ask learners to copy the short paragraph into their exercise book.

## Activity 8

### Guided Writing

Refer to **page 156** of the Learner's Book 1.

#### Strand 5: Using writing convention Grammar usage

#### Sub-Strand 4: Using Action words

**B1.5.4.1.2:** Use the present tense of verbs to express the present state of things or situations.

1. Have learners reread the passage on **page 152** of the English Learner's Book 1.

2. Lead learners to discuss the questions on **page 156** of the English Learner's Book 1.

Get a learner to ask you the questions one after the other while you answer each of the questions. Using the present tense verb, e.g. My parents have some animals.

Guide learners to describe the state of things in the questions on **page 156** of the learners Book 1.

## Assessment

Let learners work in pairs to ask and answer the questions. Encourage them to discuss the answers each of them gives. Let learners copy their answers into their exercise books.

### **Remedial Activity**

Observe to identify learners who struggle to answer the questions. Assist them by asking the questions first in the Learners Book 1 and then in the Learners Book 2. Give them enough practice.

### **Additional Practice**

Refer learners to [page 81](#) of the Workbook for more exercises.

### **Unit Summary**

Go through the unit summary with learners and discuss what they have learnt.

### **Discover more**

View this video with learners and use probing questions to find out what they have learnt.

### **Homework**

Have learners write five sentences about the video they have watched in their homework book.

## **Extensive Reading Activities**

- Have learners read decodable stories.
- Have read supplementary stories and share with the class.
- Reduce your reading to once a week.

## **Slogan**

Library Hour: DEAR

Drop Everything And Read (DEAR)



## Workbook Answers

### A. Oral Language

#### Activity 1

1. - Moo, moo, moo!  
- Woof, woof, woof!  
- Oink, oink, oink!  
- Meow, meow, meow!  
- Quack, quack, quack!

### B. Reading

#### Activity 1

1. farmers
2. big
3. no
4. healthy
5. farm house

#### Activity 2

1. a. parrot    b. zebra    c. deer

### C. Vocabulary

#### Activity 1

1. 

a. fa	mer	<u>farmer</u>
b. fe	rm	<u>farm</u>
c. ani	mals	<u>animals</u>
d. heal	eds	<u>feeds</u>
e. far	thy	<u>healthy</u>

#### Activity 2

1. 

a. ant	b. bat
c. cat	d. chick
e. cock	f. goat
g. lion	h. dog
i. elephant	j. fish
k. duck	l. frog

### Unit Overview

This unit is about changes in weather. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn and recite a rhyme called “Rain, rain, come again” meaningfully. Section B is in two parts. In the first part, learners will read a short text aloud, titled “The crops are thirsty”, and answer questions about it. The second part is code-named “Letters have Sounds”. It will focus on making the /v/ sound and producing words with it. In Section C, learners will learn to have fun with the keywords they met in the passage. They will match words with their meanings and match some word from the passage to words they rhyme with. In Section D, they will copy a paragraph in joint script (cursive writing). Finally, in section D, learners will read the beginning of a story and continue it.

### Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub-strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
<b>B1.1.2.1</b> Appreciate a variety of literary pieces.	<b>B1.1.2.1.1</b> Listen to and recite rhymes and tongue-twisters with accompanying actions.	Cultural Identity and Global Citizenship  Communication and Collaboration
Strand 2: Reading Sub-strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1</b> Connect sounds to letters and blend letters/ syllables in order to read and write.	<b>B1.2.2.1.2</b> Recognize and produce letter names and sounds randomly.	Personal development and leadership  Communication and collaboration
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B1.2.6.1</b> Understand word meanings and usages.	<b>B1.2.6.1.2</b> Ask questions to find out the meaning of new words.	Personal development and leadership  Communication and collaboration

Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1</b> Understand texts read.	<b>B1.2.7.1.2</b> Ask and answer factual, inferential and applicative texts.	Personal development and leadership  Communication and collaboration
<b>B1.2.7.2</b> Use knowledge skills and techniques of reading to understand.	<b>B1.2.7.2.3</b> Connect ideas and information in stories to own experiences and knowledge of the world.	
Strand 4: Writing		
Sub-strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
<b>B1.4.5.1</b> Write words and sentences.	<b>B1.4.5.1.2</b> Write simple familiar words.	Personal development and leadership  Communication and collaboration  Critical Thinking
Sub-strand 7: Controlled Writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.7.1</b> Write simple compositions.	<b>B1.4.7.1.2</b> Write a simple composition.	Personal development and leadership  Communication and collaboration  Critical Thinking
Strand 6: Extensive Reading		
Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b> Read widely for pleasure and demonstrate independent reading and learning in the literary area.	<b>B1.6.1.1.1</b> Read a variety of age-appropriate books and text from print.	Personal development and leadership  Communication and collaboration

**Strand 1: Oral Language****Sub-strand 2: Rhymes**

**B1.1.2.1.1:** Listen to and recite rhyme

**Rhyme:** Rain, rain, come again

**Core Competencies:** Cultural Identity, Creativity, Communication and Collaboration.

**Teaching/Learning Strategies:** Modelling, demonstrations, drills

**Teaching/Learning Resources:** A poster of the rhyme on **page 160** and the picture on **page 159** of the English Learner's Book 1.

**Key vocabulary:** ground, dying, crops, rain.

**Preparation Before Class**

If possible, make a poster-size picture of the copy on **page 159** of the English Learner's Book 1 and copy the rhyme on page 160 onto a manila card.

This helps you make sure all learners move with you at the same pace.

**Teaching/Learning Activities****Activity 1**

Let learners sing a familiar song or recite a rhyme related to the lesson.

Put up the picture on the board and allow learners to talk about it.

E.g., Who can you see? What are they doing? What has happened to their garden? Why do you think it is so? Introduce these words: ground, dying, crops, rain. Let learners predict what they will read about.

**Activity 2**

1. Put up the poster of the rhyme (refer to **page 160** of the English Learner's Book 1) or write it on the board.
2. As learners observe and listen, perform the rhyme a few times. Recite the rhyme again once or twice, this time reading it from the poster. Revise these words: ground, dying, crop, rain.
3. Ask learners to repeat lines of the rhyme after you several times. Then, as they listen and observe, repeat lines of the rhyme while you tap or clap its rhythm.  
Have learners recite the rhyme after you several times.  
Let them recite it alone till they can recite it without your help.  
Finally, repeat lines of the rhyme with accompanying actions and let learners practise this.
4. Have learners state the parts of the rhyme that they enjoyed and share them with each other. Let learners give reasons why they enjoyed those parts.

**Remedial Activity**

Lead Learners to identify the rhyming parts of the rhyme.

## Extension Activity

In groups have the high achievers find other words that rhyme with “cry” and “you” and present to the class. Check their presentation skills and comment on it.

## Assessment

Have learners answer the questions (refer to [page 160](#) of the English Learner’s Book 1) with their partners.

### Answers

- a. The ground is dry and the crops are dying.
- b. i. dry  
ii. dew

## Reflection

Have learners reflect on the rhyme and compare how farms look like in the rainy season to what they look like in the dry season described in the rhyme.

## Additional Practice

Refer learners to [page 82](#) of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 7: Comprehension

**B1.2.7.1.2:** Ask and answer factual, inferential and applicative questions about level appropriate texts.

**B1.2.7.2.3:** Connect ideas and information in stories to own experiences and knowledge of the world.

**Topic:** The crops are thirsty

**Teaching/Learning Strategies:** Echo reading (class/group), matching (sentence/word), modelling repetition, drills.

**Teaching/Learning Resources:** Word cards, picture on [page 161](#) of the English Learner’s Book 1..

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership.

**Key vocabulary:** Saturday, thirsty, crops, dying, rained, pepper, tomato, garden, hut, pray.

## Preparation Before Class

Before the lesson, prepare your word cards. If possible, make a large copy of the picture on **page 161** of the English Learner's Book 1.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson by discussing the picture on **page 161** of the English Learner's Book 1. Allow learners to talk about what they see and predict what they will read about.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 4

In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.

Teach the meanings of the words (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

### Activity 5

While learners listen attentively, read the text aloud and ask learners to check for the correctness of their predictions. Have a few of them share their ideas with the rest of the class.

Read the text a second time while learners listen.

Have learners read the text after you several times (echo reading).

Use probing questions to have learners discuss the character and values in the text. Have them relate the ideas and information in the story to their personal experiences.

### Activity 6

In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph.

## Assessment

Let learners read each question (refer to **page 163** of the English Learner's Book 1) and discuss the answers with their partners.

### Answers

- a. They are in the garden.
- b. It is a Saturday.
- c. There are tomatoes, pepper and eggplants in the garden.
- d. No. Because her crops are dying.
- e. Personal response
- f. Personal response

## Sub-Section B: Letters have Sounds: The sound of letter “u” in words /ʌ/:

### Sub-Strand 2: Phonics

**B1.2.2.1.2:** Recognise and produce letter names and sounds randomly.

Play the phonics song and have learners sing along. Introduce the new sound /ʌ/ in words.

1. While learners listen to you, say a word that contains the sound e.g. ‘up’. Blend the letters in the words on **page 164** of the Learner’s Book 1 and read them aloud: hut, cup, sun, nut, duck, bug, mug, bus, jug). Have the learners blend and read the words after you.
2. Lead a brief discussion on the given pictures. Point to each picture and ask learners to mention its name. Have learners in pairs do the exercise orally.

Still working in pairs, have learners give more examples of words that have the sound of letter “u” in them, e.g., gun, fun, thumb, etc.

Let them form sentences with their words and present three to the class.

### Remedial Activity

Assist learners to make the /ʌ/ sound by reading a lot of words that contain the sound. Have them sound out the letters before reading the words.

### Extension Activity

Ask learners to look at **page 164** of the English Learner’s Book 1. Let them draw pictures of other objects that have the /ʌ/ sound made by the letter “u”, and label them in the same way.

### Additional Practice

Refer learners to **page 83** of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub-strand 6: Vocabulary

**B1.2.6.1.2:** Ask questions to find out the meaning of new words.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership.

### Preparation Before Class

Before the lesson, prepare your word cards.

### Teaching/Learning Activities

1. **Puzzle** (English Learner’s Book 1, **page 165**)

Working as a class, have learners reread the passage twice. Have learners find the target words (garden, house, behind, Saturday, plant). Ask them to put up their hands when they

find any of them and tell the class the paragraph in which they can find it.

Have them read the sentence in which it appears.

Put learners in pairs to read the sentence in which each word is found again. Have them think and try to get the meanings of the words. Have them share their meanings with the class.

Now, read the words for learners to repeat after you. Let them mention the words from word cards.

Read the meanings of words (a - e) together with the learners. Read them again and stop at the gaps for learners to supply the words. Then have learners read the meanings and words in groups and individually.

Have learners take turns to match each word against its meaning on the board and then write the answers in their exercise books.

## Answers

- a. Saturday
- b. house
- c. behind
- d. plant
- e. garden

Do this exercise as an additional task.

### 2. Matching exercise (English Learner's Book 1, [page 165](#))

Drill learners on each set of words on the board. Explain the exercise to learners and let them do it orally. The sets are look – book, house – mouse, dying – buying, stays – pays, home – Rome.

### Additional Practice

Refer learners to [page 84](#) of the Workbook for more exercises.

## Section

## D

### Strand 4: Writing

#### Sub-Strand 5: Writing simple words and sentences

**B1.4.5.1.2:** Write simple familiar words

#### Sub-Strand 7: Controlled Writing

**B1.4.7.1.2:** Write a simple composition

**Teaching/Learning Strategies:** Modelling, copying.

**Teaching/Learning Resources:** Writing materials.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.



## Teaching/Learning Activities

### Penmanship

Refer to **page 166** of the English Learner's Book 1 and copy the paragraph on the board. Let learners identify some words in the paragraph. Read the paragraph from the board several times for learners to repeat after you. Invite individual learners to write some given words on ruled lines on the board. Insist on the correct shaping of letters in words and between words and correct alignment.

Let learners copy the given paragraph into their exercise books.

Go round to supervise.

### Activity 7

#### Guided writing

Work as a class to read the passage again.

Write the story (English Learner's Book 1, **page 166**) on the board. Lead learners to read it two or more times. Discuss what the story is about. Tell learners to discuss, in pairs, what they think happened when Afi's mother, and Nene's father got to the stream. Let them listen as you tell them your version; maybe there was no water in the stream, etc.

#### Remedial Activity

Use probing questions to get struggling learners get involved in the discussions.

### Assessment

In pairs, learners write two sentences to continue the story.

#### Extension Activity

Let high achievers write three sentences to continue the story.

#### Reflection

Invite pairs to share their work with the class.

#### Additional Practice

Refer learners to **page 85** of the Workbook for more exercises.

#### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

#### Discover more

View this video with learners and use probing questions to find out what they have learnt.

#### Homework

Have learners write down other ways that Afi's mother can get water for her crops.

## Extensive Reading Activities

- Have learners read decodable stories.
- Have read supplementary stories and share with the class.
- Reduce your reading to once a week.

## Slogan

Library Hour: DEAR

Drop Everything And Read (DEAR)

## Workbook Answers

### A. Oral Language

#### Activity

1. a.

you  
dance / dew  
thirsty / dry  
cry

b.

rain  
miss  
are dusty / our farms  
again / again

### B. Reading

#### Activity 1

1. Saturday
2. crops
3. rained
4. Nene
5. peppers, tomatoes and eggplants

### C. Vocabulary

#### Activity 1

1.

A	B	
a. gar	ther	<u>mother</u>
b. mo	den	<u>garden</u>
c. Satur	pers	<u>peppers</u>
d. to	day	<u>Saturday</u>
e. pep	mato	<u>tomato</u>

2. a. hut      b. sun      c. mug  
d. bus      e. bug      f. duck

### D. Writing

#### Activity 1

1.

i	K
k	G
l	L
j	I
g	J

### Unit Overview

This unit is about being healthy and strong. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will ask and answer questions based on pictures. Section B is in two parts. In the first parts, learners will read aloud a short dialogue, titled “Question, Question!”, and answer questions on it. The second parts is code-named “Letters have Sounds”. It will focus on blending two or three sounds to make one-syllable words. Learners will name pictures and identify the sounds in the names. In Section C, learners will learn to have fun with the keywords they meet in the passage. They will read sentences and sight words and label some pictures correctly. and in Section D, they will practise their penmanship skills while copying sentences about what to do every day to stay healthy.

### Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language		
Sub-strand 8: Asking and Answering Questions		
Content Standard	Indicators	Core Competencies
<b>B1.1.8.1</b> <b>Demonstrate understanding in asking and answering questions.</b>	<b>B1.1.8.1.2</b> Use appropriate pronunciation and intonation in asking and answering Wh-questions.	Communication and collaboration Personal development and leadership
Sub-strand 10: Presentation		
Content Standard	Indicators	Core Competencies
<b>B1.1.10.1</b> <b>Plan and present information and ideas for a variety of purposes.</b>	<b>B1.1.10.1.3</b> Speak with confidence before different audiences.	Personal development and leadership Communication and collaboration
Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1</b> <b>Understand texts read.</b>	<b>B1.2.7.1.2</b> Ask and answer factual, inferential and applicative questions about level-appropriate texts.	Personal development and leadership Communication and collaboration
<b>B1.2.7.2</b> <b>Use knowledge skills and techniques of reading to understand.</b>	<b>B1.2.7.2.3</b> Connect ideas and information in stories to own experiences and knowledge of the world.	Creativity and Innovation

<b>Strand 2: Reading</b>		
<b>Sub-strand 2: Phonics</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Core Competencies</b>
<b>B1.2.2.1</b> Connect sounds to letters/ syllables to read and write.	<b>B1.2.2.1.4</b> Blend sounds to produce simple syllables/ words and blend syllables to produce words.	Personal development and leadership  Communication and collaboration
<b>Sub-strand 6: Vocabulary</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Core Competencies</b>
<b>B1.2.6.1</b> Understand word meanings and usages.	<b>B1.2.6.1.1</b> Read level-appropriate sight words and use many of them in meaningful sentences.	Personal development and leadership  Communication and collaboration
<b>Strand 4: Writing</b>		
<b>Sub-strand 2: Penmanship/Handwriting</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Core Competencies</b>
<b>B1.4.2.1</b> Copy and write letters of the alphabet correctly.	<b>B1.4.2.1.1</b> Copy letters of the alphabet clearly.	Personal development and leadership  Communication and collaboration  Critical Thinking
<b>Sub-strand 7: Controlled Writing</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Core Competencies</b>
<b>B1.4.7.1</b> Write simple compositions.	<b>B1.4.7.1.1</b> Find, read and copy sentences from given substitution tables.	Personal development and leadership  Critical Thinking
<b>Strand 6: Extensive Reading</b>		
<b>Sub-strand 1: Building the Love and Culture of Reading</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Core Competencies</b>
<b>B1.6.1.1</b> Read widely for pleasure and demonstrate independent reading and learning in the literary area.	<b>B1.6.1.1.1</b> Read a variety of age-appro- priate books and text from print.	Personal development and leadership  Communication and collaboration

Refer to **page 169** of Learner's Book 1.

### **Strand 1: Oral Language**

#### **Sub-Strand 8: Asking and answering questions**

**B1.1.8.1.2:** Use appropriate pronunciation and intonation in asking and answering .

#### **Sub-Strand 10: Presentations**

**B1.1.10.1.3:** Speak with confidence before audiences.

#### **Wh-questions: Talking about a picture**

**Teaching/Learning Strategies:** Modelling, demonstration, repetition, group work, pair work, games (Lucky Dip).

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership.

**Teaching/Learning Resources:** Word and sentence cards, pictures from **pages 169 - 170**, of the English Learner's Book 1.

**Key vocabulary:** strong, clothes, treated, vegetables, exercise.

#### **Preparation Before Class**

Make sure you gather all the materials you need. If possible, make a poster-size copy of the conversation pictures on **page 169** of the English Learner's Book 1. This helps you make sure all learners move with you at the same pace.

### **Teaching/Learning Activities**

#### **Activity 1**

Refer learners to the pictures on **page 169** of the English Learner's Book 1. Through questions, guide learners to discuss the pictures. For example, who are in the picture? Where are they? What are they doing?

Let pairs of learners look at the pictures, talk about them and share what they see with the class. Use probing questions to have learners talk about the pictures to each other and to the class.

Encourage learners to ask and answer questions on the target pictures. Have them talk about importance of exercises in being healthy using WH-questions. Encourage learners to use rising tone to ask the questions and falling tone in responding.

For further practice, learners could play a language game, e.g. Lucky Dip.

#### **Activity 2**

Have learners answer the questions (a - d) on **pages 169 - 170** of the English Learner's Book 1 with their partners.

## Answers

- a. They are exercising/playing games.
- b. The children look weak/unhealthy/sick/pale. / A woman is taking two children who are sick/weak to the hospital/doctor.
- c. They don't exercise. They don't eat enough healthy food.
- d. We must eat healthy food. We must drink clean water. We must keep our hands and body clean. We must exercise. (Any three. Also accept other sensible suggestions.)

### Remedial Activity

Encourage the shy Learners to speak to their partners and to the class.

### Reflection

Have learners reflect on the conversation and say what they had known before and what new things they have learnt from this conversation.

### Additional Practice

Refer learners to [page 86](#) of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-Strand 7: Comprehension

**B1.2.7.1.2:** Ask and answer factual, inferential and applicative questions about level-appropriate texts.

**B1.2.7.2.3:** Connect ideas and information in stories to own experiences and knowledge of the world.

#### Question, Question!

**Teaching Strategies:** Echo reading (class/group reading), matching (sentence/word), pair work.

**Teaching/Learning Resources:** Word cards, sentence cards, the picture on [page 170](#) of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** learners, strong, clothes, clean, treated, teeth, vegetables, exercise.

#### Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on [page 170](#) of the English Learner's Book 1.

## Teaching/Learning Activities

### Activity 3

Begin the lesson by discussing the picture on **page 170** of the English Learner's Book 1. Allow learners to talk about what they see and predict what they will read about.

### Activity 4

Teach and drill the pronunciation of the keywords one after the other.

### Activity 5

1. In pairs, have learners search the text to find the words in bold.  
Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of the words (if necessary) using contexts, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

### Activity 6

While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.

Read the text a second time while learners listen.

Have learners read the text after you several times (echo reading).

In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph. Encourage learners to ask and answer factual and inferential questions. Ask learners to relate some parts of the passage to their personal experiences.

### Remedial Activity

Observe to identify Learners who have difficulty echo-reading the passage. Assist them to read the areas of difficulty fluently.

## Assessment

Let learners read each question in Activity 7 and discuss the answers with their partners. (English Learner's Book 1, **page 173**)

### Answers

2.
  - a. Her name is Mrs. Osei.
  - b. The learners want to be healthy and strong.
  - c. Personal responses
  - d. Personal responses including: to be strong.
  - e. Personal responses, which should include one or more of the following aspects: exercise, play games, eat healthy food like fruit and vegetables, drink clean water, keep our bodies and clothes clean, get enough sleep.

Refer to **page 174** of Learner's Book 1.

## **Sub-Section B: Letters have sounds**

### **Strand 2: Reading**

#### **Sub-Strand 2: Phonics**

**B1.2.2.1.4:** Blend sounds to produce simple syllable words and blend syllables to produce words.

1. End the reading session with this activity. Play the phonics song and have learners sing along. While learners listen to you, make individual sounds and let learners blend them to make one-syllable words.

**Examples:** c + up = cup, b + us = bus, n + ut = nut, d + uck = duck

Let them clap the syllables of the words.

Have learners understand the concept of blending through more examples. Working as a class, have learners join you in blending sounds to form more words.

**Examples:** j + ug = jug, s + un = sun, b + ug = bug, b + ut = but,

Have learners sit in pairs to do more examples of blending sounds to form words. Give each pair letter cards to use for forming words, blending the sounds and reading the words.

2. Refer to the English Learner's Book 1, **page 174**. Lead learners, with questions (e.g. What is in picture 1?), to name the pictures. Have them use the words in Exercise 3 to label the objects in the pictures.

### **Remedial Activity**

Observe to identify learners who struggle to blend and read the words. Practice blending the sounds with them. Give them more practice with similar sounds/words.

### **Extension Activity**

Have high achievers blend sounds and read more challenging words. E.g. busk

### **Additional Practice**

Refer learners to **page 87** of the Workbook for more exercises.

## **Section C**

### **Strand 2: Reading**

#### **Sub-stranding 6: Vocabulary**

**B1.2.6.1.1:** Read level-appropriate sight words and use many of them in meaningful sentences.

**Teaching Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.



## Preparation Before Class

Before the lesson, prepare your word cards.

## Teaching/Learning Activities

1. Working as a class, have learners look at the pictures on **page 175** of the English Learner's Book 1 and read the sentences.
2. Introduce the sight words on **page 175** one by one with word cards. Pronounce them clearly and have the learners say/read them after you. Use the words orally in sentences and encourage learners to do the same.  
Ask pairs to share four of their sentences with the class. Tell a simple story and have learners identify the sight words they hear in the story.
3. Working as a class, have learners read the words on **page 176** of the English Learner's Book 1 from the board: bath, skip, drink, run, eat, wash, play, sleep, jump.  
Invite groups, pairs and individuals also to read the words.  
Enhance more word recognition by using word cards.  
Still working as a class, have learners take turns to do the exercise orally.  
Then let them copy the words into their exercise books.

## Answers

3. wash, play, sleep  
shower/bath, jump, sleep  
run, drink, skip

## Additional Practice

Refer learners to **page 88** of the Workbook for more exercises.

## Section

## D

Refer to **page 117** of Learner's Book 1.

### Strand 4: Writing

#### Sub-Strand 7: Controlled Writing

**B1.4.2.1.1:** Copy letters of the alphabet clearly

#### Sub-Strand 2: Penmanship

**B1.4.7.1.1:** Find, read and copy sentences from given substitution tables

**Teaching/Learning Strategies:** Modelling, copying.

**Teaching/Learning Resources:** Alphabet strip or chart, substitution table on **page 177** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

**Key Vocabulary:** strong, healthy, stay, drink, eat, bath, sleep.

### Preparation Before Class

Write the lowercase letters l, j, h, g, i and k on letter cards. Put up an alphabet strip or chart. Prepare the substitution table.

## Teaching/Learning Activities

### Penmanship

1. Have learners recite letters of the English alphabet.
2. In pairs, have learners write the letters in alphabetical order correctly in their jotters. Go round to inspect.
3. Have learners read the target letters from word cards. Using probing questions, have individuals say these letters in the correct order.
4. Draw the lines on the board and demonstrate writing of the letters. Give learners ample time to practice writing the letters.
5. Have learners copy the given letters correctly and in the right order in their exercise books.

### Activity 8

#### Guided Writing - How to be strong and healthy

Working as a class, discuss the exercise with learners. Let them mention some of the things we should do to stay healthy.

Have some of the suggestions on the board. Let pairs, groups and individuals read over the suggestions several times. Have learners form sentences with the words. Draw the substitution table on **page 177** of Learners Book 1 on the board. Have learners identify the words that make up the table. Lead learners to form sentences orally from the substitution table on **page 177** of the English Learner's Book 1.

Have individual learners write and share their sentences with the class. They, then, copy five of the sentences in their exercise books. Go round to support.

### Remedial Activity

Have learners who struggle to write the letters practice writing them in the air, in the sand, on each others palm and then on slates before writing in the exercise book.

### Answer

g h i j k l

### Revision 4

Refer learners to **pages 179 - 182** of the English Learner's Book 1 for more practice. The Revision forms part of the Summative Assessment.

## Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

## Discover more

Ask learners to watch this video with their parents or older siblings so they can be supervised to practice them.

## Homework

Ask learners to make a list of topics they are interested in with the help of their parents. They should remind their parents every month and let them help you with it.

## Extensive Reading Activities

- Read to the class once every two weeks.
- Have learners work in groups to choose and share a story.
- Have groups use text organizer sheets to summarize their stories.
- Make time for groups to share their stories with the class.

## Slogan

Library Hour: FRED

Free Reading Every Day

## Revision 4    Answers

### Exercise 1

1. The correct sequence is:  
This is a cow.  
This is a goat.  
This is a horse.  
This is a hen.  
This is a dog.
2. **a.** The crops are thirsty, the lands are dry, the roofs are dusty, the farms are dry.  
**b.** you - dew; dry - cry

### Exercise 2

1. **a.** They are Asaaba and Ebow.  
**b.** They do their chores.  
**c.** Ebow likes English.  
**d.** Asaaba is the queen of Maths.  
**e.** Yes / They help their grandparents at home.  
**f.** Personal response  
**g.** Personal response  
**h.** Personal response

### Exercise 3

1. a. children                      e. draw  
b. every day                      f. play  
c. school                          g. good  
d. road
2. b. i. mango                      ii. flower  
iii. tree                          iv. house  
v. room                          vi. toilet  
vii. coconut                      viii. front  
ix. kitchen                      x. near  
xi. stories

## Workbook Answers

### A. Oral Language

#### Activity 1

1. a. The child is sick.  
b. They are cleaning the house.

### B. Reading

#### Activity 1

1. a. brush our teeth  
b. two  
c. hands  
d. water  
e. good / healthy  
f. exercise  
g. treated

### C. Vocabulary

#### Activity 1

1. a. bath                      bath  
b. drink                      drink  
c. eat                          eat

- d. sleep                      sleep  
e. wash                      wash  
f. play                          play  
g. jump                      jump  
h. dead                          dead  
i. rot                              rot

### D. Writing

#### Activity 1

1. a. I drink water every day.  
b. I run every day.  
c. I walk every day.  
d. I bath every day.  
e. I sleep every day.  
f. I eat every day. (Any five.)

## Unit Overview

This unit is about malaria. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will share what they know about malaria (cause, prevention and cure). Section B is in two parts. In the first part, learners will read a short text aloud, titled “The mosquitoes feast on Mansa’s body”, and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on making the sounds of letters “j”, “z” and “w” in words. Learners will name pictures and identify the “j”, “z” and “w” sounds in their names.

In Section C, learners will learn to have fun with the keywords they met in the passage. They will match words to pictures and find the missing letters in keywords. In Section D, they will choose from given phrases to complete sentences about what they must do when they have malaria.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub-strand 3: Storytelling		
Content Standard	Indicators	Core Competencies
<b>B1.1.3.1</b> Respond to stories.	<b>B1.1.3.1.2</b> Retell short stories.	Communication and collaboration Cultural Identity and Global Citizenship
Strand 2: Reading Sub-strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1</b> Connect sounds to letters and blend letters/ syllables in order to read and write.	<b>B1.2.2.1.2</b> Recognize and produce letter names and sounds randomly.	Personal development and leadership Communication and collaboration
Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1</b> Understand texts read.	<b>B1.2.7.1.1</b> Use illustrations, text clues (title/ heading) and context to make inference and prediction. <b>B1.2.7.1.3</b> Retell level-appropriate texts in own words.	Personal development and leadership

<b>Sub-strand 9: Fluency</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Core Competencies</b>
<b>B1.2.9.1</b> Read texts with good speed, accuracy and expression.	<b>B1.2.9.1.1</b> Read short and simple sentences at good pace.	Personal development and leadership  Communication and collaboration
<b>Strand 5: Using Writing Conventions/ Grammar Usage</b>		
<b>Sub-strand 10: Spelling</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Core Competencies</b>
<b>B1.5.10.1</b> Use phonics knowledge to spell words.	<b>B1.5.10.1.2</b> Fill in the blank spaces in simple words.	Personal development and leadership  Communication and collaboration
<b>Strand 4: Writing</b>		
<b>Sub-strand 2: Penmanship/Handwriting</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Core Competencies</b>
<b>B1.4.2.1</b> Copy and write letters of the alphabet correctly.	<b>B1.4.2.1.1</b> Copy letters of the alphabet clearly.	Personal development and leadership  Communication and collaboration
<b>Sub-strand 7: Controlled Writing</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Core Competencies</b>
<b>B1.4.7.1</b> Write simple compositions.	<b>B1.4.7.1.3</b> Match parts of sentences to compose meaningful texts.	Personal development and leadership  Critical Thinking
<b>Strand 6: Extensive Reading</b>		
<b>Sub-strand 1: Building the Love and Culture of Reading</b>		
<b>Content Standard</b>	<b>Indicators</b>	<b>Core Competencies</b>
<b>B1.6.1.1</b> Read widely for pleasure and demonstrate independent reading and learning in the literary area.	<b>B1.6.1.1.1</b> Read a variety of age-appropriate books and texts from print.	Personal development and leadership  Communication and collaboration

**Strand 1: Oral Language****Sub-strand 3: Story telling****B1.1.4.1.2:** Retell short stories**Picture description:** Talk about the pictures to tell a story

**Teaching/Learning Strategies:** Modelling, repetition, demonstration.

**Teaching/Learning Resources:** Pictures on **page 184** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Cultural Identity and Global Citizenship.

**Key Vocabulary:** clinic, sick, taxi, doctor, treatment.

**Preparation Before Class**

Make sure you gather all the materials you need. If possible, make a poster-size copy of the pictures on **page 184** of the English Learner's Book 1 for the discussion. This helps you make sure all learners move with you at the same pace.

**Teaching/Learning Activities****Activity 1**

Let learners sing a familiar song or recite a rhyme related to the lesson.

**Example:** "Mother, Mother, I am sick."

1. Together with learners, look at the pictures on **page 184** of the English Learner's Book

1. Through questions, guide learners to talk about the pictures. For example: Who is in picture (a)? Where is she? What do you think is wrong with her? etc.

In pairs let learners follow the pictures sequentially to retell a story about a girl who is sick

2. Have learners repeat some of the answers to the above questions. For example: a girl; the girl is sick.

Let learners tell other stories they know. Allow story tellers to pause for others to sing any appropriate song.

**Remedial Activity**

Encourage the shy learners to participate in the activities by singing, dancing or even sharing their experiences.

**Activity 2**

Read the questions on **page 185** of the English Learner's Book 1 one by one, and let learners discuss them with their partners. Conclude the lesson with a whole-class discussion of the questions.

## Answers

- a. Yes, or No.
- b. I was sick. / I went with my mom to get medicine. / I had to get an injection. / I accompanied someone. (Accept all reasonable answers.)
- c. The bite of infected mosquitoes.
- d.
  - i. By eating good food.
  - ii. By keeping our environment clean.
  - iii. By sleeping under treated mosquito nets, etc.(Have learners give as many suggestions as possible).

### Reflection

Have learners state the parts of the discussion they liked most and share them with their friends. Let learners give reasons why they enjoyed those parts.

### Additional Practice

Refer learners to **page 90** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-Strand 7: Comprehension

**B1.2.7.1.1:** Use illustrations, text clues and context to make inferences and prediction.

**B1.2.7.1.3:** Retell level appropriate texts in own words.

#### Sub-Strand 9: Fluency

**B1.2.9.1.1:** Read short and simple sentences at good pace.

#### Topic: The mosquitoes feast on Mansa's body

**Teaching/Learning Strategies:** Echo reading, class/group reading, matching (sentences/ words), modelling.

**Teaching/Learning Resources:** Picture on **page 185** of the English Learner's Book 1, word cards, sentence cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership.

**Key Vocabulary:** malaria, comforted, idea, clinic, mosquito, nurse, doctor, treated, weak, shaking.

### Preparation Before Class

Before the lesson, prepare your word cards and sentence cards. Make a large copy of the picture on **page 185** of the English Learner's Book 1.



## Teaching/Learning Activities

### Activity 3

Begin the lesson with a discussion of the picture on **page 185** of the English Learner's Book

1. Allow learners to talk about what they see and predict what they will read about.

### Activity 4

Teach and drill the pronunciation of the keywords one after the other.

### Activity 5

1. In pairs, have learners search the passage on **pages 186 - 187** of the English Learner's Book 1 quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of the words (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

### Activity 6

1. While learners listen attentively, read the text aloud and ask learners to check for the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.  
Have learners read the text after you several times (echo reading).
3. Use a simple Herring Bone strategy to guide learners to retell the story in their own words.

### Activity 7

In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph.

## Assessment

Let learners read questions (a) - (f) (refer to **page 188** of the English Learner's Book 1) and discuss the answers with their partners.

### Answers

- a. Mansa got ill on Sunday.
- b. She felt weak.
- c. Her mother and her brother took her to the clinic.
- d. Mansa's mother/Mama promised to make her chicken soup.
- e. The bite of infected mosquitoes.
- f. Personal response
- g. Personal response

## Remedial Activity

Practise reading lines of difficulty with learners who struggle to read portions of the text.

## Extension Activity

Have the high achievers answer question (g) of the comprehension questions in their jotters.

## Additional Practice

Refer learners to **page 91** of the Workbook for more exercises.

## Sub-Section B: Letters have sounds: The sounds of letters “j”, “z” and “w”

### Sub-Strand 2: Phonics

**B1.2.2.1.2:** Recognise and produce letter names and sounds randomly.

1. Refer learners to **page 188** of the English Learner’s Book 1 and have them point to each picture and say its name. Let them then repeat it after you several times. Write the names one by one on the board, or put up word cards.

Have learners play alphabet and sound games to practice recognition of letters and their sounds at random.

Introduce the sounds you intend to teach one after the other.

Say each such first in context (in a word) and then in isolation.

Have learners repeat it after you. Let them work in pairs to give words that contain the sound in them.

**Answers:** jam, jar, jug, zebra, zip, watch, well

2. For each word, ask a different learner to say with what letter the word starts and to say the sound (j, z, or w). Then say the letter and sound clearly and let the class repeat after you.
3. In pairs, let learners read the words in Exercise 4 to each other.
4. In pairs, get learners to write the words under the pictures correctly.

## Section

## C

Refer to **pages 189 - 190** of Learner Book 1.

## Strand 5: Using writing conventions/ Grammar usage

### Sub-Strand 10: Spelling

**B1.5.10.1.2:** Fill in the blank spaces in simple words.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership.

## Preparation Before Class

Before the lesson, prepare your word cards.

## Teaching/Learning Activities

### 1. Match the words and pictures

Do this exercise as an introduction exercise for the spelling in Exercise 2.

Have learners observe the pictures on **page 189** of the English Learner's Book 1 and mention their names. Teach pronunciation and write the words on the board. Use the board and word cards to drill the pronunciation of the words.

Let learners pronounce the words in pairs and individually.

Let them pick word cards and match them to the words on the board.

Working in pairs, have learners match the words to their appropriate pictures.

### 2. Write the missing letters

Working as a class, have learners read the full words from the board and word cards (clinic, nurse, mosquitoes, malaria, medicines, temperature, comforted, shaking).

In pairs, let learners take turns to read the given words again.

Clean the board, remove the word cards, and ask learners to do Exercise 2 on **page 190** of the English Learner's Book 1.

Go round to support.

### Remedial Activity

Let Learners who struggle to write the missing letters use the 'Look, Say, Cover'. Write and check strategy.

### Additional Practice

Refer learners to **page 92** of the Workbook for more exercises.

## Section

## D

### Strand 4: Writing

#### Sub-Strand 2: Penmanship

**B1.4.2.1.1:** Copy letters of the alphabet clearly.

#### Sub-Strand 7: Controlled Writing

**B1.4.7.1.3:** Match parts of the sentences to compose meaningful texts.

**Teaching/Learning Strategies:** Modelling, copying, group/class activity, pair work.

**Teaching/Learning Resources:** Phrase cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinkings.

**Key Vocabulary:** medicine, market, visit, clinic.

### Preparation Before Class

Write the phrases in the Guided Writing activity on cards.

## Teaching/Learning Activities

### Penmanship

1. Rule lines similar to those in learners' exercise books on the board. As learners observe, demonstrate each of the target letters.
2. With their partners, have learners practise writing the letters on paper or in their jotters.
3. Assign learners to copy the letters in their exercise books. Go round to supervise and help where necessary. Give feedback after assessing learners work.

### Remedial Activity

Have struggling learners practice writing the letters in the air, in the sand, on each other's palm and on slates before writing in their exercise books.

### Activity 8

#### Guided Writing

1. Working as a class, revise what we do when we have malaria. Put the phrase cards you prepared on the board as the discussion progresses.
2. Remind learners that it is important to rest when we have malaria, and ask them to name things we should avoid doing when we are sick. Elicit the following responses: do not play football / do not go to the market / do not visit your friends, etc.
3. Lead the class to discuss what we must do when we have malaria and use the responses to complete the statements on **page 191** of the English Learner's Book 1 orally. Jumble the phrases for completing the exercise on **page 191** and have learners work in groups to identify and rearrange the jumbled parts.
4. In pairs, let learners complete the statements and copy the sentences in their exercise books. Have learners read their sentences to the class.

### Additional Practice

Refer learners to **page 93** of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

View these videos with learners and discuss what they have learnt.

### Homework

Ask when is to write what they would do if they were ministers of health. They should suggest those they would call on for help/support.

## Extensive Reading Activities

- Read to the class once every two weeks.
- Have learners work in groups to choose and share a story.
- Have groups use text organizer sheets to summarize their stories.
- Make time for groups to share their stories with the class.

## Slogan

Library Hour: FRED

Free Reading Every Day

## Workbook Answers

### A. Oral Language

#### Activity 1

- mosquito
- clinic
- nurse
- treated net

### B. Reading

#### Activity 1

- clinic
- Mosquitoes
- malaria
- treated net
- nurses

### C. Vocabulary

#### Activity 1

- |             |                 |
|-------------|-----------------|
| a. doctor   | b. mosquito net |
| c. nurse    | d. mosquito net |
| e. mosquito | f. medicine     |

### D. Writing

#### Activity 1

- Mosquitoes cause malaria.
  - Malaria is a deadly disease.
  - Kojo is a malaria patient.
  - Ama suffered an attack of malaria.
  - The doctor injects a malaria patient.
  - Malaria can kill.
  - Kojo sleeps under a mosquito net. (Accept any seven sentences that make sense.)

## Unit Overview

This unit is a continuation of the discussions on animals. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn the names of and talk about some wild animals. Section B is in two parts. In the first part, learners will read a short text, titled “A visit to the Kumasi Zoo”, and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on initial sounds of words.

In Section C, learners will learn to have fun with the keywords they met in the passage. They will find missing letters for some keywords, read and use sight words in sentences as well as match sentences to pictures they describe. In Section D, they will copy the names of wild animals they read about, copy short sentences with describing words (adjectives), and write a guided composition on a visit to the zoo.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language		
Sub-strand 8: Asking and Answering Questions		
Content Standard	Indicators	Core Competencies
<b>B1.1.8.1</b> <b>Demonstrate understanding in asking and answering questions.</b>	<b>B1.1.8.1.2</b> Use appropriate pronunciation and intonation in asking and answering <b>Wh</b> -questions.	Communication and Collaboration  Personal Development and Leadership
Strand 2: Reading		
Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.2</b> <b>Use knowledge skills and techniques of reading to understand.</b>	<b>B1.2.7.2.3</b> Connect ideas and information in stories to own experiences and knowledge of the world.	Personal development and leadership  Communication and collaboration
Sub-strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1</b> <b>Connect sounds to letters and blend letters/syllables in order to read and write.</b>	<b>B1.2.2.1.1</b> Recognise and produce letter names and sounds randomly.	Personal Development and Leadership  Communication and Collaboration

Strand 5: Using Writing Conventions/ Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B1.5.10.1</b> Use phonics knowledge to spell words.	<b>B1.5.10.1.2</b> Fill in blank spaces in simple words.	Personal development and leadership  Communication and collaboration
Strand 4: Writing Sub-strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
<b>B1.4.5.1</b> Write words and sentences.	<b>B1.4.5.1.3.</b> Use basic descriptive words in writing simple sentences.	Personal Development and Leadership  Communication and Collaboration  Critical Thinking
Strand 5: Using Writing Conventions/ Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B1.5.10.1</b> Use phonics knowledge to spell words	<b>B1.5.10.1.1</b> Identify and spell simple words correctly.	Personal development and leadership  Communication and collaboration
Strand 6: Extensive Reading Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b> Read widely for pleasure and demonstrate independent reading and learning in the literary area.	<b>B1.6.1.1.1</b> Read a variety of age-appropriate books and texts from prints.	Personal Development and Leadership  Communication and Collaboration

**Strand 1: Oral Language****Sub-strand 8: Asking and answering questions**

**B1.1.8.1.2:** Use appropriate pronunciation and intonation in asking and answering wh-questions.

**Asking and answering questions: Picture description**

**Teaching/Learning Strategies:** Modelling, repetition, demonstration, drill.

**Teaching/Learning Resources:** Picture on **page 194**, of the English Learner's Book 1; more pictures depicting animals.

**Core Competencies:** Communication and Collaboration

**Key vocabulary:** animals, monkey, giraffe, elephant, lion, zebra.

**Preparation Before Class**

Gather some pictures of animals the learners already know about (for revision), and some additional pictures of wild animals (optional). If possible, make a poster-size copy of the picture on **page 194** of the English Learner's Book 1. This helps you make sure all learners move with you at the same pace.

**Teaching/Learning Activities****Activity 1**

Let learners sing a familiar song about animals. Let them clap and dance.

Have learners mention the names of animals they read about in different lessons earlier this year, such as in Unit 14: Animals - 1.

**Examples:** goat, cow, dog, sheep, cock, etc.

1. Have learners look at the picture on **page 194** of the English Learner's Book 1 and say what they see.

Through questions, let learners discuss the pictures. Refer learners to English Learners Book **page 194** for the questions.

2. Write the names of the animals in the picture on the board. Let learners pronounce them after you several times. Let them point at specific animals in the Learner's Book and say what they are. Get learners to use the names of the animals in asking and answering questions.
3. Have learners work in pairs, to ask and answer the questions on **page 194** of the English Learner's Book 1. Go round to check for correct pronunciation.

**Reflection**

Have learners state the parts of the lesson that they enjoyed and share them with each other. Let them give reasons why they enjoyed those parts.

**Additional Practice**

Refer learners to **page 94** of the Workbook for more exercises.



**Strand 2: Reading****Sub-Strand 7: Comprehension**

**B1.2.7.2.3:** Connect ideas and information in stories to own experience and knowledge.

**Title of story:** A visit to the Kumasi zoo

**Teaching/Learning Strategies:** Echo reading (class/group reading), matching (sentence/word).

**Teaching/Learning Resources:** Picture on **page 195** of the English Learner's Book 1 word cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** excited, monkey, zebra, animals, tiger, elephant, ostrich, giraffe, trumpets.

**Preparation Before Class**

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 195** of the English Learner's Book 1.

**Teaching/Learning Activities****Activity 2**

1. Begin the lesson by discussing the picture on **page 195** of the English Learner's Book 1. Then, allow learners to discuss what they see and predict what they will read about.
2. Teach and drill the pronunciations of keywords one after the other.

**Activity 3**

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meanings of the words (if necessary) using contexts and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

**Activity 4**

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.  
Have learners read the text after you several times (echo reading)  
Ask learners to relate the information in the story to their personal experiences at the zoo.

**Assessment**

Let learners read each question (English Learner's Book 1, **pages 197 - 198**) and discuss the answers with their partners.

## Answers

- a. Six people visit the Kumasi Zoo.
- b. The elephant trumpets.
- c. Ekuba is scared of the elephant.
- d. Elephants, rabbits, camels, zebras, bears, lions, giraffes, snakes, crocodiles, peacocks, ostriches (any eight).
- e. Ostrich
- f. No. They are wild.
- g. Yes/No. Personal responses.

### Remedial Activity

Lead learners to read and discuss the passage in bits to enable them gain better understanding of the concept. Then use probing questions to get them to answer the questions.

### Extension Activity

Have high achievers answer questions (g) and (h) in their exercise books.

## Sub-Section B: Letters have sounds: Initial sounds

### Sub-Strand 2: Phonics

**B1.2.2.1.2:** Recognise and produce letter names and sounds randomly.

Have learners play alphabet games to recognise letter names at random. While learners listen to you, read the target words out loud (lamp, lizard, log, pin, pestle, pawpaw, nurse, nail, net). Have learners read the words after you. Ask learners to identify the initial (the first) letters in each word.

Call individuals to say a word and make the initial sound, e.g. lamp, pin, nurse, etc. Have the others repeat the sound.

Let pairs of learners take turns reading the words and stressing the initial sounds of the words.

### Additional Practice

Refer learners to **pages 95 - 96** of the Workbook for more exercises.

**Strand 5: Using Writing conventions / Grammar usage****Sub-Strand 10: Spelling**

**B1.5.10.1:** Fill in blanks spaces in simple words.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards, sentence cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

**Preparation Before Class**

Before the lesson, prepare your word cards and sentence cards.

**Teaching/Learning Activities****1. Missing letters spelling exercise** (English Learner's Book 1, **page 198**)

Revise the given words with learners. Have them read the full words from the board several times. Use word cards to give further word recognition practice.

Sitting in pairs, refer learners to **page 198** of the Learner's Book 1 and have them figure out which letter is missing in each word. Ask learners to fill in the gaps and copy the words in their exercise books.

**Remedial Activity**

Observe and identify learners who struggle to identify the missing letters. Work with them to match the words on word cards to those in their books letter for letter to enable them identify the missing letter.

**Answers**

- |                 |                  |                    |                   |
|-----------------|------------------|--------------------|-------------------|
| <b>a.</b> zebra | <b>b.</b> lion   | <b>c.</b> elephant | <b>d.</b> bear    |
| <b>e.</b> zoo   | <b>f.</b> monkey | <b>g.</b> animals  | <b>h.</b> ostrich |

Do Exercises 2 and 3 as additional task for vocabulary consolidation.

**2. Sight words** (English Learner's Book 1, **page 199**)

Introduce the sight words to the learners on word cards. Pronounce the words several times for learners to listen and repeat (into, good, four, saw, want, too, pretty, well, ran, brown).

Write the words on the board, read them again one after the other and let learners repeat after you.

Drill pronunciation by pointing to each word for pairs, groups or individuals to read.

Finally, let the class read the words from **page 199** of the English Learner's Book 1.

### 3. Match each picture to its meaning (English Learner's Book 1, [page 199](#))

Have learners pick word cards and read the words on them aloud: zoo, banana, ear, and ostrich.

Put sentence cards showing the words meanings (sentences a – d) on the board. Read each sentence for learners to listen to. Now read the sentences and ask learners to repeat them. Read each sentence and ask learners to point at the picture it refers to.

**Example:** a. ostrich: It is the biggest bird.

b. bananas: They are fruits. We eat them.

c. ear: We hear with it.

d. zoo: Many animals can be kept there.

Working in groups, have each member read a word from the word cards and give its meaning. This continues till all members have had their turn. Have learners match the meanings to the pictures in their Learner's Books.

#### Additional Practice

Refer learners to [page 96](#) of the Workbook for more exercises.

## Section

## D

Refer to [page 200](#) of Learner's Book 1.

#### Strand 4: Writing

#### Sub-Strand 5: Writing Simple words and sentences

**B1.4.5.1.3:** Use basic descriptive words in writing simple sentences.

**Teaching/Learning Strategies:** Modelling, copying.

**Teaching/Learning Resources:** Writing materials.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

**Key Vocabulary:** huge, trumpets, zoo, calms, different.

#### Preparation Before Class

Before the lesson, rule lines on the board.

#### Teaching/Learning Activities

### Penmanship

Do this activity as an introduction exercise to task 2.

1. Write the given words on the board and read them several times for learners to repeat after you (refer to [page 200](#) of the English Learner's Book 1 for the words). Invite individual learners to write the given words on ruled lines on the board. Insist on the correct shaping of letters, the spacing between letters in words, and between words and correct alignment.

Let learners copy the words into their exercise books.

2. Read the target sentences (a – d on **page 200** of the English Learner's Book 1) together with the learners. Then let learners read them in groups and individually.

Have learners observe the describing words in the given sentences and talk about their functions: they tell us more about the nouns. Let learners repeat the describing words in the given sentences.

Have learners copy the sentences into their exercise books.

### Remedial Activity

Practise writing challenging letters with struggling writers.

### Extension Activity

Have high achievers write two more sentences using the descriptive words.

## Activity 6

### Guided Writing

#### Strand 5: Using Conventions/Grammar usage

#### Sub-Strand 10: Spelling

**B1.5.10.1.1:** Identify and spell simple words correctly.

1. Have learners read the passage "A visit to the Kumasi Zoo" again.
2. Drill the pronunciation and meaning of the keywords. Write the keywords on the board and get learners to spell them.
3. In pairs, let learners use the words in sentences.
4. Tell learners, you are going to talk about another zoo but you will need those words to talk about that second zoo. Lead them to talk about what is normally seen in a zoo. E.g, In a zoo we see different types of animals. Some animals are ... Pause for learners to give the answer. Tell them to help you spell the word correctly. Continue that way until you have indirectly finished discussing what they will meet in the task on **pages 200 - 201** of the English Learner's Book 1.
5. Now refer them to **pages 200 - 201** and go through the exercise orally. Let them know beforehand that the words for the gaps are provided in the brackets but they are written wrongly. Lead them to fill each gap with the correct spelling form of the word in the brackets. Allow learners to use word cards to help them write the words correctly.

### Remedial Activity

Assist learners to find the words for the jumbled letters. Get them to search the text paragraph. In each paragraph tell them the letters to look for the the word.

## Answers

ozo → zoo

hegu → huge

gib → big

tremputs → trumpets

drenchil → children

cefen → fence

sacerd → scared

scalm → calms

### Additional Practice

Refer to **pages 97 - 98** of the Workbook for more practice.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Ask learners to let their parents/guardians guide them to learn about different zoos around the world on the internet.

### Homework

Have learners design their dream zoo as a project work.

## Extensive Reading Activities

- Read to the class once every two weeks.
- Have learners work in groups to choose and share a story.
- Have groups use text organizer sheets to summarize their stories.
- Make time for groups to share their stories with the class.

## Slogan

Library Hour: FRED

Free Reading Every Day

## Workbook Answers

### A. Oral language

#### Activity 1

- |            |             |
|------------|-------------|
| 1. a. lion | f. bear     |
| b. tiger   | g. zebra    |
| c. fox     | h. elephant |
| d. monkey  | i. deer     |
| e. snake   |             |

### B. Reading

#### Activity 1

- |            |             |
|------------|-------------|
| 1. excited | 5. ostrich  |
| 2. Ekuba   | 6. bananas  |
| 3. animals | 7. trumpets |
| 4. small   |             |

### C. Vocabulary

#### Activity 1

Boxes to be coloured:

l	b
f	t
s	s
b	m

### D. Writing

#### Activity 1

1. Sample answer: Ostrich  
The ostrich is very large. It is the biggest of all the birds on earth.  
It has a long neck and grey feathers.

#### Activity 2

This is a monkey.  
It is a wild animal. It is small in size.  
The monkey is a furry animal.  
It has a long tail.  
It is very intelligent and behaves like a human being.  
Monkeys love bananas.

### Unit Overview

This unit continues the discussion of malaria that was introduced in Unit 17, but now the focus is on prevention. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will talk about what they can do to prevent being bitten by mosquitoes. They will sing a song called “The mosquitoes are coming” and answer a few questions about it.

Section B is in two parts. In the first part, learners will read a text aloud, titled “A conversation about malaria”, and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on the initial sounds of words. In Section C, learners will learn how to have fun with the keywords they met in the reading passage. They will describe picture and form sentences about the pictures. They will also find the missing letters in given keywords as well as use the keywords to complete given sentences correctly. In Section D, they will write sentences from a substitution table as well as write a parallel song.

### Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language		
Sub-strand 1: Songs		
Content Standard	Indicators	Core Competencies
<b>B1.1.1.1</b> <b>Demonstrate understanding of a variety of songs.</b>	<b>B1.1.1.1.1</b> Listen to and sing familiar songs with appropriate expressions.	Cultural Identity and Global Citizenship
Strand 2: Reading		
Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1</b> <b>Understand texts read.</b>	<b>B1.2.7.1.2</b> Ask and answer factual, inferential and applicative questions about level-appropriate texts.	Personal Development and Leadership
<b>B1.2.7.2</b> <b>Use knowledge skills and techniques of reading to understand.</b>	<b>B1.2.7.2.4.</b> Read level-appropriate texts with prompting and support.	Personal Development and Leadership  Communication and Collaboration



Sub-strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1</b> Connect sounds to letters and blend letters/syllables in order to read and write.	<b>B1.2.2.1.2</b> Recognise and produce letter names and sounds randomly.	Personal Development and Leadership  Communication and Collaboration
Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B1.5.10.1</b> Use phonics knowledge to spell words.	<b>B1.5.10.1.2</b> Fill in blank spaces in simple words.	Personal Development and Leadership  Communication and Collaboration
Strand 4: Writing Sub-strand 7: Controlled Writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.7.1</b> Write simple composition.	<b>B1.4.7.1.1</b> Find, read and copy sentences from substitution tables.  <b>B1.4.7.1.2.</b> Write a simple composition using substitution.	Personal Development and Leadership  Critical Thinking
Strand 6: Extensive Reading Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b> Read widely for pleasure and demonstrate independent reading and learning in the literary area.	<b>B1.6.1.1.1</b> Read a variety of age-appropriate books and texts from print.	Personal development and leadership  Communication and collaboration

**Strand 1: Oral Language****Sub-strand 1: Songs**

**B1.1.1.1.1:** Listen to and sing familiar songs with appropriate expressions.

**Sub-strand 10: Presentation**

**B1.1.10.1.2:** Generate and select ideas on a given topic for presentation.

**Song: The mosquitoes are coming**

**Teaching and Learning Strategies:** Repetition, modelling.

**Teaching/Learning Resources:** Picture on **page 203** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Cultural Identity and Global Citizenship.

**Key Vocabulary:** prepare, scared, protect, reasons.

**Preparation Before Class**

If possible, make a poster-size copy of the picture on **page 203** of the English Learner's Book 1. This helps you make sure all learners move with you at the same pace.

**Teaching/Learning Activities****Activity 1**

Let learners recite one or two familiar songs with accompanying actions.

Then, ask them to mention the names of diseases they know. Based on the discussion, let learners predict what the lesson will be about.

1. Refer learners to the picture on **page 202 - 203** of the English Learner's Book 1 and discuss them. Ask, "What is happening in the picture?" Learners should answer, "There is a dumping ground / a house / the house looks dirty / there are weeds / the house has no gutters, so there are muddy collection water around the house / the window is open / the house does not have a door that can be closed / mosquitoes are flying around."

Let the class repeat the answers and say what will happen to those who live in such a house.

2. Proceed similarly to let learners tell whether they would like to live in that house and give reasons for their answers.

Working in groups, have learners discuss what the people living in that house should do. Have the groups present their discussions to the rest of the class. Encourage others to ask questions after each presentation.

**Activity 2**

1. Let learners identify and sing some familiar songs. Have them sing and clap, tap or dance to the rhythm of the songs.
2. Play the Ubongo kids song ([youtube.com/watch?v=4eEajKEKc](https://youtube.com/watch?v=4eEajKEKc)).
3. Refer to **page 204** of the English Learner's Book 1 for the song "The mosquitoes are coming". Write the song on the board and lead learners to read it.

Have learners listen to you sing the song. Ask learners to sing with you line by line until they know the song.

4. Have learners sing and act on the song.

### Remedial Activity

Help learners to repeat lines of the song that are difficult to sing until they can sing well.

## Assessment

Let learners, in pairs, answer the questions on **page 204** of the English Learner's Book 1.

### Extension Activity

Have high achievers change one or two words in the songs to make it a new song. E.g. The mosquitoes are going.

## Answers

4. Personal response
5. **a.** So that they don't bite us. / So that we do not get malaria.  
**b.** By sleeping in treated mosquitoes nets, etc.

### Reflection

Invite learners to say what part of the song they like best and why. Share their experiences with malaria with the class.

### Additional Practice

Refer learners to **page 99** of the Workbook for more exercise.

## Section B

Refer to **page 206** of Learners Book 1.

### Strand 2: Reading

#### Sub- Strand 7: Comprehension

**B1.2.7.1.2:** Ask and answer factual, inferential, and applicative questions about level-appropriate texts.

**B1.2.7.2.4:** Read level-appropriate texts with prompting and support.

**Topic: A conversation about malaria**

**Teaching/Learning Strategies:** Echo reading (class/group reading), matching (sentence/word).

**Teaching/Learning Resources:** Word cards, picture on **page 205** of the English Learner's Book 1, newspaper cutouts.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership.

**Key Vocabulary:** dress, killer, disease, white, smiles.

### Preparation Before Class

Before the lesson, prepare your word cards. Prepare newspaper cutouts of words beginning with the letters V, Y and X. Make a large copy of the picture on **page 205** of the English Learner's Book 1.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson by discussing the picture on **page 205** of the English Learner's Book 1. Allow learners to talk about what they see.

Encourage pairs of learners to ask and answer questions about the picture.

**Examples:** Who are in the picture? Where are they? What are they doing? What do you think the nurse is doing in the classroom? What do you think the passage will be about?

2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 4

In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.

Use the picture and demonstration to teach the meaning of the keywords. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

### Activity 5

1. While learners listen attentively, read the text aloud and ask learners to check for the correctness of their predictions.
2. Read the text a second time while learners listen.

Have learners read the text after you several times (echo reading).

### Activity 6

In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph. Encourage learners to ask and answer factual and inferential questions.

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## Assessment

Let learners read each question (English Learner's Book 1, **page 207**) and discuss the answers with their partners.

## Answers

- a. Miss Antwi
- b. She is a nurse.
- c. She works at Kumasi Poly Clinic.
- d. They are in Miss Antwi's classroom.
- e. You will get malaria.
- f. To stop mosquitoes from biting us.
- g. Personal responses

**Sub-section B: Letters have Sounds: Beginning letters** (English Learner's Book 1, page 208)

### Strand 2: Reading

#### Sub-strand 2: Phonics

**B1.2.2.1.2:** Recognise and produce letter names and sounds randomly.

**B1.2.2.1.2:** Introduce the new sounds /y/, /v/, /x/ one after the other in words

1. **a.** Play the phonics song and have learners sing along. While learners listen to you, say a word that contains the sound e.g. 'yes'. Blend the sounds in the word and read it.
2. Working in pairs, have learners look at the pictures and say their names. (English Learner's Book 1, page 208.)
3. Blend the sounds in each name and read them aloud (yacht, vulture, xylophone, van, yam, vase).
4. Have the learners blend and read the words after you.
5. Have learners label the pictures.
6. Ask learners to read the words from word cards as a class, in groups, in pairs and as individuals.

Have learners identify the target sound in the words and say where it is found: in the initial position.

Have learners sit in pairs and find words that begin with V, Y, and X in newspaper cutouts. They may share their examples with the rest of the class.

Let learners, in pairs, form sentences with their words and present three to the class.

### Additional Practice

Refer learners to **pages 100 – 101** of Workbook for more exercises.

**Strand 5: Using Writing Conventions/Grammar Usage****Sub-Strand 5: Using qualifying words. Adjectives**

**B1.5.5.1.1:** Identify adjectives and use them to describe self and other people.

**Sub-Strand 10: Spelling**

**B1.5.10.2:** Fill in blank spaces in simple words.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards, objects of different colours.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

**Preparation Before Class**

Before the lesson, prepare your word cards. Gather a few familiar objects in different colours: green, blue, yellow, black, white, red.

**Teaching/Learning Activities****Activity 7:****Using Descriptive words (English Learner's Book 1, page 209)**

Review learners' knowledge of descriptive words learnt in the previous unit by asking them to identify the descriptive words in sample sentences.

**For example:** big, small, long, short.

1. Introduce adjectives of colour: Let learners know that things have different colours.

Discuss the pictures in the Learner's Book with learners. Point to each picture and say each name several times. For example, a green dress, a blue house, a yellow bucket, etc. Point to them again and say the words for learners to repeat after you.

Now write the question and answer on the board:

Question: "What is this?"

Answer: "This is a blue dress."

Do the same with the other pictures. Drill learners on the questions and answers several times.

In pairs, let learners practise the question and answer with each other using each of the objects in the pictures. Go round to check the pronunciation. Assist with any problem that learners encounter. Have learners listen to a short story and identify the colour names in the story.

2. Go through the activity together. Point to the picture and ask, "What is this?" In a chorus, learners answer, "This is a red car". Through sample sentences, encourage learners to make sentences with colours as descriptive words.

**For example: i.** I have a blue dress.

**ii.** Our classroom is painted white.

**iii.** Esi bought a black bag.

Have learners work in pairs to write simple sentences describing objects with their colours.  
Let them copy two of their sentences in their exercise books.

3. Ask learners to label the pictures.

### Remedial Activity

Use other objects to help learners practise becoming more familiar with colours names.

### Additional Practice

Refer learners to **page 102** of the Workbook for more exercise.

#### 1. Missing letters spelling exercise (English Learner's Book 1, **page 210**)

Working as a class, have learners reread the passage and find the following words: teacher, mosquitoes, treated net, nurse, dress, clinic, disease. Ask them to put up their hands when they find any of the words and to tell the class the paragraph in which they find it. Have them read the sentences in which they find it.

To check that learners know the meaning of the words, ask them to use the words orally in sentences of their own.

Refer learners to Exercise 1 in their books. Do the first word with them.

Now ask learners to work in pairs to find the missing letters in the rest of the words.

Learners finally copy the full words in their exercise books.

Do this exercise as an additional task for vocabulary consolidation.

#### 2. Sentence completion (English Learner's Book, **page 210**)

Have learners read the target words from the board.

(Miss Hlormah, Miss Antwi, teacher, mosquitoes, treated mosquito nets, malaria)

Let learners take turns doing Exercise 2 orally. Ask them to write the completed sentences in their exercise books.

### Answers

- |                 |                         |
|-----------------|-------------------------|
| a. teacher      | d. Miss Antwi           |
| b. Miss Hlormah | e. malaria              |
| c. Mosquitoes   | f. treated mosquito net |

## Section D

Refer to **page 211** of Learners Book 1.

### Strand 4: Writing

#### Sub-Strand 7: Controlled Writing

**B1.4.7.1.1:** Find, read, and copy sentences from substitution tables.

**B1.4.7.1.2:** Write a simple composition using substitution.

**Teaching/Learning Strategies:** Modelling, copying, repetition, drills.

**Teaching/Learning Resources:** Sentence cards for Remedial Activity.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

**Key Vocabulary:** red, blue, green, yellow.

### Teaching/Learning Activities

#### Penmanship

1. Lead the class to orally construct sentences from the substitution table on **page 211** of the English Learner's Book 1.

Have learners work in pairs and write four sentences from the table. Go round to assist them.

#### Remedial Activity

Give learners who need extra practice in identification of colours. Then get them to identify the colours of the objects on **page 209** of the Learner's Book. Refer them to **page 211** and lead them to pick the items from each column to form sentences. E.g. This is a red dress, etc.

#### Extension Activity

Let learners sit in pairs and form sentences with the adjectives: black, white, yellow, green, red, and blue.

### Activity 9 Guided Writing

Write the song on **page 204** on the board. Have learners sing it two or more times. Let learners hear you sing the song and replace "coming" and "scared" with your own words. Invite learners in pairs to do the same. Ask them to write their new version in their exercise books.

#### Remedial Activity

Go round to help learners with their spellings if need be.

#### Additional Practice

Refer learners to **page 103** of the Workbook for more exercises.



## Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

## Discover more

Scan the QR Code in class and have learners watch it and identify the causes of malaria.

## Homework

Tell learners that with the help of their parents or guardians command they should search the internet for some ideas to write about what they will focus on if they were to spend on HealthCare.

## Extensive Reading Activities

- Read to the class once every two weeks.
- Have learners work in groups to choose and share a story.
- Have groups use text organizer sheets to summarize their stories.
- Make time for groups to share their stories with the class.

## Slogan

Library Hour: FRED

Free Reading Every Day

## Workbook Answers

### A. Oral Language

#### Activity 1

E.g. 1. Mosquitoes give us malaria.

2. I sleep in a treated mosquito net, etc.

### B. Reading

#### Activity 1

- |          |        |
|----------|--------|
| 1. a. No | f. Yes |
| b. No    | g. No  |
| c. Yes   | h. No  |
| d. No    | i. Yes |
| e. Yes   | j. No  |

#### Activity 2

- |         |      |      |
|---------|------|------|
| 1. a. v | b. v | c. y |
| d. y    | e. x | f. y |

### C. Vocabulary

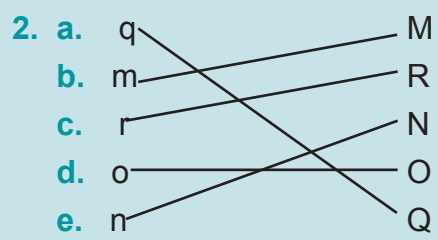
#### Activity 1

banana - yellow  
apple - red  
carrots - orange  
cabbage - green  
bucket - violet  
computer mouse - black

### D. Writing

#### Activity 1

1. a. The cup is black.  
b. The dustbin is blue.  
c. This is red.  
d. The bowl is yellow.  
e. That is orange, etc.

2. a. q — M  
b. m — R  
c. r — N  
d. o — O  
e. n — Q
- 

## Unit Overview

This unit is about the importance of regular physical exercise for our health. It consists of four sections labelled A - D. Section A will deal with Oral Language Development Learners will talk about a picture that shows children exercising, read a dialogue, answer questions about the dialogue, and then role-play the dialogue. Section B is in two parts. In the first part, learners will read a short text aloud, titled “Meet Eli Strong”, and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on the sounds of the letters “sh” and “ch” in words. Learners will name pictures and identify “sh” and “ch” sounds in the names.

In Section C, learners will learn to have fun with the keywords they met in the passage. They will learn to read given sight words and use them in sentences. In addition, they will use the present continuous tense to make positive and negative statements. Finally, in Section D, learners will copy verbs (-ing words) neatly in joint script, and then use them to write sentences of their own in the present continuous tense.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub-strand 6: Conversation		
Content Standard	Indicators	Core Competencies
<b>B1.1.6.1</b> Use culturally acceptable language for communication.	<b>B1.1.6.1.4.</b> Use a variety of words to describe different situations and events.	Communication and Collaboration
Sub-strand 4: Dramatisation and Role-play		
Content Standard	Indicators	Core Competencies
<b>B1.1.4.1</b> Perform stories	<b>B1.1.5.1.1</b> Dramatise stories heard	Communication and Collaboration
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.2</b> Use knowledge skills and techniques of reading to understand.	<b>B1.2.7.2.5</b> Describe characters and their actions in a story.	Personal Development and Leadership  Communication and Collaboration

Sub-strand 9: Fluency		
Content Standard	Indicators	Core Competencies
<b>B1.2.9.1</b> Read texts with good speed, accuracy and expression.	<b>B1.2.9.1.2</b> Recognise one hundred and twenty sight words including content words.	Communication and Collaboration  Personal Development
Sub-strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1.</b> Connect sounds to letters and blend letters/syllables in order to read and write.	<b>B1.2.2.1.2</b> Recognise and produce letter names and sounds randomly.	Personal Development and Leadership  Communication and Collaboration
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B1.2.6.1</b> Understand word meanings and usages.	<b>B1.2.6.1.1</b> Read level-appropriate sight words and use many of them in meaningful sentences.	Personal development and leadership  Communication and collaboration
Strand 5: Using Writing Conventions/ Grammar Usage Sub-strand 4: Using Action words		
Content Standard	Indicators	Core Competencies
<b>B1.5.4.1</b> Apply knowledge of action words in communication	<b>B1.5.4.1.3.</b> Use the present tense continuous form of verbs.	Personal Development and Leadership  Communication and Collaboration
Strand 5: Using Writing Conventions/ Grammar Usage Sub-strand 4: Action Words		
Content Standard	Indicators	Core Competencies
<b>B1.5.4.1</b> Apply knowledge of action words in communication.	<b>B1.5.4.1.2.</b> Use the present tense of verbs to express the state of things or situations.	Personal Development and Leadership  Communication and Collaboration

Strand 6: Extensive Reading Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1</b> Read widely for pleasure and demonstrate independent reading and learning in the literary area.	<b>B1.6.1.1.1</b> Read a variety of age-appropriate books and texts from print.	Personal Development and Leadership  Communication and Collaboration

## Section A

### Strand 1: Oral Language

#### Sub-Strand 6: Conversation

##### B1.1.6.1.4

#### Sub-strand 4: Dramatisation and Role-play

##### B1.1.5.1.1: Dramatise stories heard.

#### Topic: Exercising our bodies

**Teaching/Learning Strategies:** Pair work, modelling, repetition.

**Teaching/Learning Resources:** Picture on **page 214** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Cultural Identity and Global Citizenship.

**Key Vocabulary:** chance, exercise, organs, improves, immediately.

#### Preparation Before Class

If possible, make a poster-size picture of the copy on **page 214** of the English Learner's Book 1. This will help you make sure all learners move with you at the same pace.

### Teaching/Learning Activities

#### Activity 1

Lead learners to perform one or two familiar action rhymes. Through discussion, review learners' previous knowledge on what we do to keep strong and healthy every day.

1. Put up the picture or refer learners to the picture on **page 214** of the English Learner's Book 1. Have them observe it and say what they see.

For example, point to the picture and ask

- a. Who is in the picture?

Learners' response: A teacher and his learners.

- b. What are they doing?

Learners' response: They are at P.E, games, etc.

- c. Why do you think they are exercising their bodies?

Learners' response: They want to be strong and healthy/happy, etc.

Let the class repeat the answers.

Have learners, in pairs, take turns to engage in the conversation.

Go round the class to assist and encourage learners.

2. Read the conversation (dialogue) on pages 214 - 215 of the English Learner's Book 1 with the class. Practise it a few times. Have learners identify the characters in the conversation. Then, let the girls read Dora's lines and the boys read James's lines.
3. Have learners work in groups to role-play the situation in Dora and James conversation.

### Activity 2

In pairs, have learners practise the conversation on **pages 214 - 215** of the English Learner's Book 1.

### Remedial Activity

Observe to identify learners who have difficulty engaging in any part of the conversation.

Practise the area of difficulty with them till they can say it fluently. Then have them join the class in learning the rest of the conversation.

## Assessment

Ask learners to answer the questions on **page 215**.

### Answers

4. Personal response
5. **a.** P.E. gives us the chance to exercise our bodies.  
**b.** It makes organs active / improves school performance / helps build stronger bones and a healthier body.

### Reflection

Invite learners to share the new things they have learnt.

### Additional Practice

Refer learners to **page 104** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 7: Comprehension

**B1.2.7.2.5:** Use a variety of comprehension strategies e.g. prediction before reading a text, cover page.

**B1.2.7.2.2:** Describe characters and their actions in a story.

## Sub -Strand 9: Fluency

**B1.2.9.1.2:** Recognise one hundred and twenty- eight words including content words.

**Topic:** Meet Eli strong

**Teaching/Learning Strategies:** Echo reading (class/group reading), matching (sentence/ word), repetition.

**Teaching/Learning Resources:** Word cards, pictures on **page 216** of the English Learner's Book 1, newspaper cutouts ("ch" and "sh words).

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** brush, crayfish, soursop, teeth, strong, truck, healthy, washroom, toothpaste.

### Preparation Before Class

Before the lesson, prepare your word cards and newspaper cutouts. Make a large copy of the pictures on **page 216** of the English Learner's Book 1, if possible, for a more co-operative picture-reading activity.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson by discussing the pictures on **page 216** of the English Learner's Book 1. Allow learners to talk about what they see and predict what they will read about.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 4

In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meaning of the words (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.) Have learners go over the sight words they have learnt during the term.

### Activity 5

1. Whilst learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen. Have learners read the text after you several times (echo reading). Let learners make simple meaningful sentences with the sight words.

### Remedial Activity

Observe and identify learners who struggle to read the text after you. Practise the area of difficulty with them before they rejoin the class.

## Activity 6

In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph.

## Assessment

Refer learners to the questions at the top of **page 218** of the English Learner's Book 1. Let learners read each question and discuss the answers with their partners.

### Answers

- a. Eli is seven years old.
- b. He gets up early in the morning.
- c. He likes to play football.
- d. He does not want to get malaria. / He does not want mosquitoes to bite him, etc.
- e. Because he:
  - i. brushes his teeth.
  - ii. baths every morning and evening.
  - iii. eats good food.
  - iv. eats fruits.
  - v. washes his hands with soap and clean water.
  - vi. plays football, runs and jumps.
  - vii. gets enough sleep / goes to bed early.
  - viii. sleeps in a treated net.

## Sub Section B: Letters have Sounds: – Words with /sh/ and /ch/

### Strand 2: Reading

#### Sub Strand 2: Phonics

**B1.2.2.1.2:** Recognise and produce letter names and sounds randomly.

Play the phonics song and have learners sing along. Lead a brief discussion on the pictures on **page 218** of the English Learner's Book 1. Point to each picture and ask learners to name the object. Write the words one by one on the board in this order:

church   charcoal   chick  
sheep   shirt   shoe

While learners listen to you, introduce the “ch” and “sh” sounds in the above sets of words, blend them with the other sounds and read the words aloud. Have the learners blend and read the words after you.

Let learners repeat the common sounds in each set of words (ch, sh). Drill learners in the production of each of the two sounds in isolation.

Now, ask learners to read the sample words in groups, pairs or individually.



Have learners sit in pairs and find examples of words with the “sh” and “ch” sounds in the conversation on **pages 214 - 215** or the passage on **pages 217 - 218** or in newspaper cutouts.

Guide learners to make meaningful sentences with the target words.

### Remedial Activity

Help learners to differentiate between the sound produced “ch’ and that of “sh’.

Give them ample opportunities to say them in words.

### Additional Practice

Refer learners to **pages 105 - 107** of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub-strand 6: Vocabulary

**B1.2.6.1.1:** Read level-appropriate sight words and use many of them in meaningful sentence.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

### Preparation Before Class

Before the lesson, prepare your word cards.

## Teaching/Learning Activities

### Activity 7

#### 1. Words you meet anytime you read (English Learner’s Book 1, **page 219**)

Introduce the sight words to learners on word cards. Pronounce and teach the words several times for learners to listen. Write the words on the board.

Read the words and have learners repeat them after you.

Point to each word for pairs, groups or individuals to read.

Learners then choose five words and use them in sentences of their own.

### Additional Practice

Refer learners to **page 107** of the Workbook for more exercises.

**Strand 4: Writing****Sub-strand 4: Action words**

**B1.5.4.1.2:** Use the present tense continuous form of verbs.

**Teaching/Learning Strategies:** Modelling, copying, sentence formation, pair work, class activity.

**Teaching/Learning Resources:** Pictures on English Learner's Book, **page 221**.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

**Key Vocabulary:** jumping, bathing, sweeping, washing, eating, sleeping.

**Teaching/Learning Activities****Penmanship****Strand 5: Using Writing conventions/Grammar usage****Strand 4: Using Action words**

**B1.5.4.1.3:** Use the present tense continuous form of verbs.

Choose “**is**” or **is not**” to complete the sentences (English Learner's Book 1, **page 220**)

Lead learners to perform a familiar rhyme, e.g. “Hot Cross Buns”.

Ask learners to look at the pictures. Let them know that the boy and the girls in the pictures are doing some activities. They should look at a picture and say what each one is doing or not doing.

Allow the class to agree on names for the children in the pictures.

**Ask:** Who is running?

Who is not running?

Who is writing?

Who is not writing?, etc

Learners should respond:

\_\_\_\_\_ is running.

\_\_\_\_\_ is not running, etc.

Have learners in pairs ask and answer the questions using **is/is not**.

Let learners copy and complete the three sentences in their exercise books.

**1. Choose the correct word. Write it.** (English Learner's Book 1, **page 221**)

Let learners sing a familiar song. Allow learners to clap and dance.

Introduce learners to the present continuous form through actions; have some learners perform some actions. While the action is going on, ask the class what the person is doing.

“What is he doing?” Model the response, “He is clapping. / She is dancing. / He is walking.”, etc.

Present sentences with the present continuous tense in the 3rd person on the board:

- a. He is drinking.
- b. She is jumping.
- c. He is washing.

Say these sentences with learners.

Refer learners to the word boxes on **page 222** of the English Learner's Book 1. Read the sample verbs together with learners. Let learners read the words on their own.

2. Lead learners to form sentences with the verbs using the 1st person.

**Examples:** I am drinking. / I am bathing. / I am eating. etc.

3. Still working as a class, have learners look at each picture and say what the boy or girl in the picture is doing:

What is the boy doing?

What is the girl doing?

Learners should respond:

- a. The boy is sweeping.
- b. The girl is jumping, etc.

Have learners, in pairs or groups, repeat the questions and answers.

Finally, have learners copy the words (drinking, bathing, eating, sleeping, running, jumping, washing, sweeping) into their exercise books and use them to make sentences.

### Remedial Activity

Go round to assist learners who have difficulty copying some of the letters. Get them to observe you write the letters and to trace them with their fingers before writing the words.

### Additional Practice

Refer learners to **page 108** of the Workbook for more exercises.

### Extension Activity

Present sentences with the present continuous tense on the board for learners to read on their own. Ask them to point out the present continuous tense in each sentence.

Learners copy the sentences into their exercise books and underline the present continuous aspect in them. e.g. The boy is sweeping.

### Revision

Refer to Revision 5 on **pages 224 - 226** of the English Learner's Book 1 for more practice. The Revision forms part of the Summative Assessment.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Watch these videos with learners and have them retell the story in it sequentially. Use probing questions to find out what learners know about good food.

## Homework

Ask learners to compose a ten line pledge about things one can do to keep him/ herself healthy in their homework books and submit for marking.

## Extensive Reading Activities

- Read to the class once every two weeks.
- Have learners work in groups to choose and share a story.
- Have groups use text organizer sheets to summarize their stories.
- Make time for groups to share their stories with the class.

## Slogan

Library Hour: FRED

Free Reading Every Day

### Revision 5

### Answers

#### Exercise 1

- |             |          |             |
|-------------|----------|-------------|
| a. giraffes | b. lion  | c. elephant |
| d. tiger    | e. zebra | f. monkey   |

#### Exercise 2

2. a. i. headache  
ii. shaking  
iii. sweating  
iv. feeling weak (Any three)
- b. To the clinic.
- c. Doctor's advice was that they get a mosquito net.
- d. Tell your parents, go to hospital or clinic, etc.

#### Exercise 3

- |              |              |            |             |           |         |
|--------------|--------------|------------|-------------|-----------|---------|
| 1. a. cock   | b. goat      | c. sheep   | d. cow      | e. farm   | f. bird |
| g. hen       | h. farmer    | i. egg     | j. duck     |           |         |
| 3. a. clinic | b. medicine  | c. nurse   | d. mosquito | e. doctor |         |
| f. feast     | g. comforted | h. soursop | i. treated  |           |         |
| 4. a. blue   | b. yellow    | c. green   |             |           |         |

#### Exercise 4

- a. brushes his teeth
- b. takes his bath
- c. eats fruits
- d. plays football
- e. washes his hands with soap and water
- f. eats healthy
- g. sleeps in a treated net
- h. gets to bed early (Any five)

## Workbook Answers

### A. Oral Language

#### Activity 1

- It makes our organs active.
  - It improves our school performance.
  - It helps build stronger bones.
  - It makes us healthy.
  - It helps us to overcome some diseases/to reduce weight/obesity. (Note that the dialogue only gives four reasons, so accept any sensible fifth reason.)

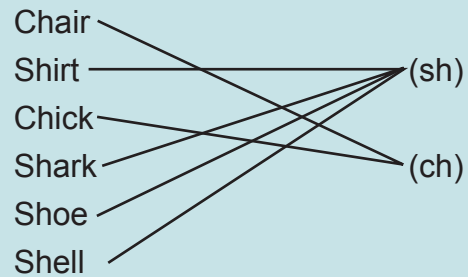
### B. Reading

#### Activity 1

- Pepsodent / toothpaste
  - toothbrush
  - teeth
  - fruits

- | A    | B   |
|------|-----|
| bru  | th  |
| tee  | ng  |
| stro | ste |
| heal | th  |
| fru  | its |
| too  | thy |
| pa   | sh  |

#### Activity 2



#### Activity 3

- seven
  - soursop / bananas
  - early
  - crayfish
  - brushes

### C. Vocabulary

was, he, now, that, the, like, all, with, this, first, etc.

## Unit Overview

This unit is about our food. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn of issues related to the kinds of food we eat and answer a few questions about it. Section B is in two parts. In the first part, learners will read aloud a short text, titled “Fufu Sundays with the Danquahs”, and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on the sound made by the letters “ee” in words.

In Section C, learners will learn to have fun with the keywords they met in the passage. They will rearrange jumbled letters to form words correctly, match words to what they mean and use indefinite articles correctly. In Section D, they will copy sentences from a substitution table as well as write a guided composition about their family’s best/favourite food.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language		
Sub-Strand 6: Conversation-Talking about one self, family, people etc		
Content Standard	Indicators	Core Competencies
<b>B1.1.6.1. Use culturally acceptable language for communication</b>	<b>B1.1.6.2.2.</b> Talk about likes and dislikes; food, animals, toys, etc.	Communication and Collaboration
Strand 2: Reading		
Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1. Understand texts read</b>	<b>B1.2.7.1.2</b> Ask and answer factual inferential and applicative questions about level appropriate texts.	Communication and Collaboration Personal Development and Leadership
Sub-Strand 3: Word families, rhyming Endings and common diagraphs		
Content Standard	Indicators	Core Competencies
<b>B1.2.3.1: Employ knowledge of rhyming endings to enhance reading comprehension</b>	<b>B1.2.3.1.1.</b> Use common rhyming endings to decode simple words	Personal Development and Leadership communication and Collaboration

Strand 5: Using Writing Conventions Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B1.5.10.1.1. Use phonics knowledge to spell words</b>	<b>B1.5.10.1.1.</b> Identify and spell simple words correctly	Personal Development and Leadership Communication and Collaboration
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B1.2.6.1. Understand word meanings and usages</b>	<b>B1.2.6.1.1.</b> Read level-appropriate sight words and use many of them in meaningful	Personal development and leadership Communication and collaboration
Strand 4: Writing Sub-Strand 7: Controlled Writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.7.1. Write sample compositions</b>	<b>B1.4.7.1.</b> Find read and copy sentences from a given substitution tables	Personal Development and Leadership Critical Thinking
Sub-Strand 12: Descriptive Writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.12.1. Demonstrate knowledge of description in writing</b>	<b>B1.4.12.1.1.</b> Use words and simple sentences to describe self/things	Personal Development and Leadership Communication and Collaboration
Strand 6: Extensive Reading Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in the literary area.</b>	<b>B1.6.1.1.1.</b> Read a variety of age appropriate books and texts from print	Personal Development and Leadership Communication and Collaboration



**Strand 1: Oral Language**

**Sub-strand 6: Conversation** – Talking about oneself, family, people and other things.

**B1.1.6.2.2:** Talk about likes and dislikes: food, animals, toys etc.

**Conversation: Talk about pictures of food**

**Teaching/Learning Strategies:** Modelling, question and answer drill, pair work.

**Teaching/Learning Resources:** Pictures of meals, real objects (foodstuff).

**Core Competencies:** Communication and Collaboration, Cultural Identity and Global Citizenship.

**Key Vocabulary:** jollof, fufu and soup, waakye, banku and tilapia, yam and palava sauce.

**Preparation Before Class**

Make sure you gather all the materials you need. If possible, make a poster-size copy of the pictures on **page 228** of the English Learner's Book 1. This will help you make sure all learners move with you at the same pace.

**Teaching/Learning Activities****Activity 1**

1. Let learners sing a familiar song about food, e.g. "Kelewele". Let them identify some foodstuffs and their uses. Have learners name the kinds of food we eat. Elicit from learners why we eat.

Let them respond: – We eat to grow.

– We get energy. etc.

Have learners tell which food they like best and why.

2. Proceed with the conversation by asking learners to mention the names of the food we eat. Examples include rice and beans, yam and stew, fufu and soup, jollof, banku and okro stew/fish and pepper, unripe plantain and nkontomire stew, a cup of tea and bread, etc. Refer learners to the pictures of meals on **page 228** of the English Learner's Book 1. Let them point at the different meals and say what they are. In small groups, have learners discuss what we get from each of the meals.
3. On the board, write the words that refer to the meals (that are in the pictures) and ask learners to say them. For example, rice, fufu and soup, yam and stew, salad, jollof, etc. Ask pairs of learners to read the words and point to the pictures.

Introduce the structure, "What is this?"

"It is a \_\_\_\_\_"

Let learners repeat the structure several times in groups, pairs and individually.

**Remedial Activity**

Observe to identify learners who have difficulty saying the names of the food items. Encourage them to say them in the L1 first before saying it in the L2.

### Extension activity

Ask high achievers to mention three other meals they eat at home and what they get from each of them.

## Assessment

Now, point to the bowl of fufu and soup and ask, “What is this?” Encourage learners to respond with the complete sentence. “It is a bowl of fufu and soup.” Repeat this with other meals in the pictures.

Ask learners in pairs to answer the questions on **page 228** of the English Learner’s Book 1.

### Reflection

With probing questions get learners to recap the lesson by asking each other questions about the lesson. Example Koo: What is this? When will you like to have it in the day and why?

### Additional Practice

Refer learners to **page 109** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 2: Comprehension

**B1.2.7.1.2:** Ask and answer factual, inferential and applicative questions about level – appropriate texts.

**Topic:** Fufu Sundays with the Danquahs

**Teaching/Learning Strategies:** Echo reading (class/group reading), matching (sentence/ word).

**Teaching/Learning Resources:** Word cards, picture on **page 229** of the English Learner’s Book 1.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** smoked, household, plantain, cassava, fruits, meals, feast, swimming

### Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 229** of the English Learner’s Book 1, if possible, for a more co-operative picture-reading activity.

## Teaching/Learning Activities

### Activity 2

Begin the lesson by discussing the picture on [page 229](#) of the English Learner's Book 1. Allow learners to talk about what they see and predict the topic of the lesson.

### Activity 3

Teach and drill the pronunciation of the keywords one after the other.

### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of the words (if necessary) using contexts, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new word on the board ahead of time.)
3. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.  
Read the text a second time while learners listen.
4. Have learners read the text after you several times (echo reading). Then, let learners read the text on their own as a whole class, in groups, pairs and as individuals.

### Activity 5

In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph.

## Assessment

Let learners read each question (refer learners to [page 231](#) of the English Learner's Book 1) and discuss the answers with their partners.

### Answers

- a. Three children are mentioned in this passage.
- b. They go to church.
- c. Daa and Uncle Boadu pound the fufu.
- d. Tabuah washes all the bowls and makes sure everyone gets a tray.
- e. Nana and Daa like to eat their soup with okro.
- f. Personal response
- g. Pawpaws, oranges and apples.
- h. Yes/No. (Personal response)

## Reflection

Let learners reflect on the story and tell the class how the lesson has helped them.

**Sub-section B: Letters have Sounds: The sound made by “ee”** (English Learner’s Book 1, **page 231**)

### Strand 2: Reading

#### Sub-strand 2: Phonics

**B1.2.3.1.1:** Use common rhyming endings to decode simple words.

Have learners listen to you read the following words: feet, need, peel, deed, feel, heel, beet, meet, sheep, keep. Invite learners to say the words after you. Have learners identify the vowel sound that is common to all the words. Have learners build new words with the sound. Let the class do the exercise together. Then, let learners copy the words into their exercise books. Let learners read the passage on **page 230** of the English Learner’s Book 1 to search for at least two words that have the “ee” spelling form in them. Let them read the words and use them in sentences. Have learners look for more words with the spelling form.

## Answers

3. beef, trees

### Additional Practice

Refer learners to **pages 110 - 111** of the Workbook for more exercises.

### Remedial activity

Have learners take their time to produce the long /i:/ sound accurately. Get them to say them in context and in isolation. Let them have ample practice to become familiar with the sound.

### Extension activity

Have learners to search for other words (with different spelling forms) that can produce the /i:/ sound, example me lead etc.

## Section C

Refer to Learner’s book **page 232**.

### Strand 5: Using Writing Conventions

#### Sub-strand 10: Spelling

**B1.5.10.1.1:** Identify and spell simple words correctly.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards, pictures.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

## Preparation Before Class

Before the lesson, prepare your word cards and pictures.

## Teaching/Learning Activities

### 1. Rearranging jumbled letters

Write the following words on the board one after the other: apple, orange, pawpaw, church, soup, mango. Drill learners in the pronunciation and spelling of the words. Use the words in sentences to bring out their meaning and have learners do same. Refer learners to Exercise 1 on **page 232** of the English Learner's Book 1 and lead them to work out the first word (alppe = apple). In pairs, have them re-write the rest of the words in their exercise books.

### Answers

apple	church
orange	soup
pawpaw	mango

### 2. Choosing the correct meaning of words

Based on the discussion in exercise one, write the given expressions on the board: a fruit, food, a day, a girl's name, a time. Point to each expression, read it twice and have learners repeat it after you.

Refer learners to **page 232**, Exercise 2. Read the first task – fufu and soup, and ask learners to go through the expressions on the board to pick the one that is closest in meaning to fufu and soup. If they are unable to get the right answers, read the expressions one after the other and ask, "Can we call ... (e.g. a learner's name) fufu and soup? Then what is fufu and soup....? Continue till they get the right meaning to match each expression. In pairs, have learners do Exercise 2 in their exercise books.

### Answers

a. fufu and soup	<u>food</u>
b. afternoon	<u>a time</u>
c. yawa	<u>a girl's name</u>
d. Sunday	<u>a day</u>
e. mango	<u>a fruit</u>

### 3. Using "a" and "an" with naming words

1. Have learners sing a familiar rhyme and clap and dance to the rhythm.
2. B1.2.6.1.1: Introduce the sight word (a, an) one after the other. Say the word and have learners say it after you. Write them on the board. Use the words meaningfully in sentences and have learners do same. Refer learners to **page 233** of the learner's book.

3. Revise the names of objects by showing pictures of concrete objects for learners to mention their names. E.g. orange, pineapple, egg, pawpaw, apple, boy.  
Now, write the names with the appropriate articles – an orange, a pineapple, etc.  
Point to each word and pronounce it three times for learners to listen and repeat after you in groups, pairs and as individuals.  
Allow learners to read independently as a class, in groups, in pairs or as individuals.  
In pairs, have learners attach articles to each object's name.  
Explain to the learners that words that use **a** as an article begin with a consonant sound. For example, a pawpaw, a bear, a pineapple, or a mango. Those that take **an** begin with a vowel sound. For example, an egg, an apple, an oyster, an okro, and an onion.

### Answers

a mango	a pawpaw
a pineapple	an apple
an egg	a boy

### Remedial Activity

Take your time to get learners grasp the concept and know when to use each of the articles. Give them ample practice to enable them use the articles (a, an) appropriately.

### Extension Activity

Ask learners to copy sentences and underline the articles “a” and “an” in them.

Examples:

1. I saw an oven in the house.
2. Eat a fruit every day.

### Additional Practice

Refer learners to **page 111** of the Workbook for more exercises.

### 3. Words we meet any time we read

Refer to **page 233** of the English Learner's Book 1. Write the sight words on the board.  
Point to each word and pronounce it three times for learners to listen and repeat after you in groups, pairs, and as individuals.  
Allow learners to read the words from the board on their own.  
Have learners sit in groups and read the given words, and use them in sentences.  
Go round to supervise. Insist on correct pronunciations.

**Strand 4: Writing****Sub-strand 7: Controlled Writing**

**B1.4.7.1.1:** Find, read and copy sentences from a given substitution table.

**B1.4.12.1.1:** Use words and simple sentences to describe self/things.

**Teaching/Learning Strategies:** Modelling, copying, sentence formation.

**Teaching/Learning Resources:** Word cards, substitution table.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** rice and beans, family, come from, best food, help.

**Preparation Before Class**

Before the lesson, prepare your word cards and substitution table.

**Teaching/Learning Activities****Penmanship**

Refer learners to the substitution table on the board. Have learners identify the words that make up the table. Give examples of sentences from the table:

- i. I love jollof.
- ii. We eat fufu and soup.
- iii. They like mangoes.

Write the sample sentences on the board. Ask learners to read them from the board. Allow learners to form sentences from the substitution table.

Write learners' sentences on the board. Ask the class to read them. Then, ask them to copy five of the sentences in their exercise books.

**Remedial activity**

Assist learners who struggle to pick words from the table's columns to form their sentences.

**Activity 6****Guided Writing**

Model describing your family and their favourite meal.

Have learners tell you their family's favourite meals. Let learners listen to you fill the gaps in the short composition on "My family's best food" orally. Invite learners to do the same.

In pairs, have learners fill in the gaps in the composition with suitable words. Ask learners to read their work to the class for peer feedback.

**Extension activity**

Have the high achievers add one more sentence to the composition.

**Additional Practice**

Refer learners to **page 112** of the Workbook for more exercises.

## Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

## Discover more

Play this video and ask them next to share the interesting rituals around the world.

## Homework

Have learners write five sentences about how they would spend Sundays with their families in their homework book.

## Extensive Reading Activities

- Continue to read to the class
- Have individuals select books for their personal extensive reading.
- Encourage learners to read the blurb of story books for the gist before choosing it.
- Have individuals write reports on their chosen books
  - \* Title
  - \* setting
  - \* brief summary of the story
  - \* characters
  - \* few vocabulary learnt

## Remedial Activity

Support struggling readers by practicing choral reading with them

## Extension Activity

Have high achievers do character trait for any character of their choice (in small groups).

## Slogan

Library Hour: FRED

Free Reading Every Day



## Workbook Answers

### A. Oral Language

#### Activity 1

1. waakye
2. jollof rice
3. banku and tilapia
4. yam and palava sauce
5. fried rice

### B. Reading

#### Activity 1

1. Yawa – preparing the fruits
2. Tabuah – washing all the bowls, making sure everyone gets a tray
3. Ansah and Sister Tawiah –washing dishes
4. Nana and Maa – preparing the soup
5. Daa and Uncle Boadu – pounding fufu
6. Aunt Afra – preparing the cassava and unripe plantain

1. fufu and soup

4. No

2. Yes

5. No

3. Afra

### C. Vocabulary

#### Activity 1

1. a. a

e. a

b. an

f. an

c. a

g. a

d. an

### D. Writing

#### Activity 1

Examples:

- a. I like fried plantain.
- b. They eat fruits.
- c. We love rice and beans.
- d. I eat fried plantain.
- e. They love fried rice and chicken.

## Unit Overview

This unit is about the children's safety in and around the home. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will ask and answer questions about the pictures related to the home. Section B is in two parts. In the first part, learners will read aloud a short text, titled "Mr. Klave's coconut tree", and answer questions on the text. The second part is code-named "Letters have Sounds". It will focus on the /i:/ sound made by the letters "ee" in words.

In Section C, learners will learn to have fun with the keywords they met in the passage. They will match pictures to their meanings and identify and state the position of objects in pictures. In Section D, they will write the capitals of small letters as well as complete sentences by filling in the gaps.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language		
Sub-Strand 8: Asking and Answering Questions		
Content Standard	Indicators	Core Competencies
<b>B1.1.8.1. Demonstrate understanding in asking and answering questions about pictures.</b>	<b>B1.1.8.1.</b> Use appropriate pronunciation and intonation in asking and answering questions about given pictures	Communication and Collaboration Personal Development and Leadership
Strand 2: Reading		
Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.2. Use knowledge skills and techniques of reading to understand</b>	<b>B1.2.7.2.2.</b> Describe characters and their actions in story	Communication and Collaboration Personal Development and Leadership
Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1. Connect sounds to letters and blend letters/syllables in order to read and write</b>	<b>B1.2.2.1.2.</b> Recognise and produce letter names and sounds randomly	Personal Development and Leadership Communication and Collaboration

Strand 5: Using Writing Conventions/Grammar Usage		
Sub-Strand 7: Using Simple prepositions		
Content Standard	Indicators	Core Competencies
<b>B1.5.7.1. Apply knowledge of prepositions in communication</b>	<b>B1.5.7.1.1.</b> Identify and use prepositions in oral and written language to indicate position	Personal Development and Leadership Communication and Collaboration
Strand 4: Writing		
Sub-Strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
<b>B1.4.2.1. Copy and write letters of the alphabet correctly</b>	<b>B1.4.2.1.1.</b> Copy letters of the alphabet clearly	Personal development and leadership Communication and collaboration
Sub-Strand 5: Writing Simple Words and Sentences		
Content Standard	Indicators	Core Competencies
<b>B1.4.5.1. Write words and sentences</b>	<b>B1.4.5.1.2.</b> Write simple familiar words	Personal Development and Leadership Communication and Collaboration
Strand 6: Extensive Reading		
Sub-Strand 1: Building the love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary in the literary area</b>	<b>B1.6.1.1.1.</b> Read a variety of age appropriate books and texts from print	Personal Development and Leadership Communication and Collaboration

**Strand 1: Oral Language****Sub-Strand 8: Asking and Answering Questions**

**B1.1.8.1.** Demonstrate understanding in asking and answering questions about pictures.

**Topic:** Talk about a picture

**Teaching/Learning Strategies:** Modelling, group work, pair work, demonstration.

**Teaching/Learning Resources:** Word cards, picture on **page 237** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration.

**Key Vocabulary:** raining, playing, fallen down, happened, safe.

**Preparation Before Class**

If possible, make a poster-size picture of the conversation copy on **page 237** of the English Learner's Book 1. This helps you make sure all learners move with you at the same pace.

**Teaching/Learning Activities****Activity 1**

Let learners sing a story song. Let them clap and dance while singing.

1. Give a scenario similar to what is on **page 237** of the learner's book and have learners say what they will do in such a situation. E.g.

Scenario:

One day three children went to play football behind their house. It began to rain but the children continue to play till one of them fell and hurt his knee. If you were one of the children what will you do? If you were the child who fell, what will you do?

1. Through questions, guide learners to discuss the picture. For example:
  - a. "What is happening in the picture?" Learners should answer, "It is raining."
  - b. "Who are in the picture?" "There are some boys in the picture."
  - c. "What are they doing?" "They are playing football."
  - d. "What has happened to one of the boys?" "He has fallen down."
2. Have learners repeat the questions and learners' responses after you several times.

**Assessment**

In pairs, let learners ask and answer questions about the picture (refer to **page 237** of the English Learner's Book 1 for the questions).

Now, discuss what we must do to be safe in and around the home with learners.

**Examples:** Do not play in the rain.

Do not climb trees.

Let learners repeat the safety measures after you in chorus.

## Reflection

Have learners reflect on the discussion. Let them state what parts of the lesson they enjoyed and share them with each other. Let learners give reasons why they enjoyed those parts.

## Additional Practice

Refer learners to **page 113** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 6: Comprehension

**B1.2.7.2.2:** Describe characters and their actions in a story.

**Topic:** Mr. Klaye's coconut tree

**Teaching/Learning Strategies:** Echo reading (class/group reading), matching (sentence/word).

**Teaching/Learning Resources:** Word cards, pictures on **page 238** of the English Learner's Book 1, sentence cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** pluck, sneaked, barked, hanging, climbing, bush, ashamed, ban.

### Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 238** of the English Learner's Book 1.

## Teaching/Learning Activities

### Activity 2

1. Let learners recite the alphabet and sing the alphabet song. Begin the lesson by discussing the picture on **page 238** of the English Learner's Book 1. Allow learners to talk about what they see and predict what they will read about.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 3

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of the words (if necessary), using contexts, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

#### Activity 4

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.  
Have learners read the text after you several times (echo reading), and then on their own as a class, in groups, pairs and as individuals.

#### Activity 5

In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph.

### Assessment

Let learners read each question and discuss the answers with their partners. (Refer to **page 240** of the English Learner's Book 1 for the questions.)

#### Answers

- a. They wanted to pluck some coconuts.
- b. He didn't want them hurt.
- c. He heard Mr. Klaye shout.
- d. They screamed.
- e. "ashamed"
- f. They should ask Mr. Klaye.
- g. Yes/No, followed by a personal response.

#### Sub-section B: Letters have Sounds: The /i:/ sound in words

##### Sub-section 2: Phonics

**B1.2.3.1.1:** Use common rhyming endings to decode simple words.

Have a brief discussion on the first picture by asking learners what they see. For example, "I can see a boy holding a plate." Point to another picture and ask, "What do you see?" A learner responds, "I can see a boy." Then you ask, "What is he doing?" Another learner responds, "The boy is pointing to an eel." Do the same with the other pictures.

Now point at each picture and say each sentence aloud for learners to repeat after you.

Let learners point at the pictures and say the sentences to their partners. Let them repeat these words: sweets, trees, three, eel, geese, sheep. Let them identify the vowel sound and use the words to form sentences.

#### Additional Practice

Refer learners to **page 114** of the Workbook for more exercises.

**Strand 5: Using Writing Conventions****Sub-strand 7: Using Simple Prepositions**

**B1.5.7.1.1:** Identify and use prepositions in oral and written language to indicate position.

**Teaching Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards, sentence cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

**Preparation Before Class**

Before the lesson, prepare your word cards and sentence cards.

**Teaching/Learning Activities****1. Matching pictures with the phrases that describe them.**

Refer learners to **page 242** of the English Learner's Book 1 and lead them to talk about what is happening in each picture.

Now read the phrases and have learners to tell you which of the pictures matches each phrase. Pause for them to draw a line from the picture to the phrase. Ask them to tell you where each activity is taking place.

**2. Where things are (Prepositions)**

Let learners recite a familiar rhyme and accompany it with actions.

Introduce the prepositions used in the pictures to learners through demonstration and repetition. They are on, in, under, near.

Now refer learners to **page 243** of the English Learner's Book 1. For each picture, ask learners to say where the bird is.

**Examples:** Teacher: Where is the bird in the first picture?

Learner: The bird is on the tree.

Teacher: Where is the bird in the next picture??

Learners: The bird is on a window.

Repeat this activity with the other pictures.

Ask pairs of learners to take turns to point at the pictures and tell their partners where the bird is.

By way of revision, place objects in different places in the classroom and ask individual learners to tell their positions. Encourage learners to answer in sentences. For example:

**1.** The box is on the teacher's table.

**2.** The box is under the teacher's table.

Have learners work in pairs, taking turns to ask and answer questions about the position of objects, such as: "Where is the book?"

Go round the class to assist.

### Remedial Activity

Lead learners through a variety of demonstration activities to grasp the concept. E.g. In pairs, have learners take turns to give each other instructions with the prepositions in, on, near and under and to follow the instructions. For example: Put your pencil on your book. Put your pencil near your book. Put your pencil under your book. Put your pencil in your book.

### Extension Activity

Display sentence cards on your table. Call individual learners to pick and read sentences and identify the prepositions (words showing position) in them.

### Additional Practice

Refer learners to [page 115](#) of the Workbook for more exercises.

## Section

## D

Refer to [page 244](#).

### Strand 4: Writing

#### Sub-strand 2: Penmanship

**B1.4.2.1.1:** Copy letters of the alphabet clearly.

**Sub-strand 5:** Writing simple words and sentences

**B1.4.5.1.2:** Write simple familiar words.

**Teaching/Learning Strategies:** Modelling.

**Teaching/Learning Resources:** Letter cards, writing materials.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** sneaked, careful, climbing, tasty, decide.

### Preparation Before Class

Before the lesson, prepare your letter cards.

### Teaching/Learning Activities

#### Penmanship

Let learners recite the letters of the alphabet.

Revise capital and small letters with learners by writing small letters and their capital versions on the board. Introduce learners to the lines and spaces they write in and demonstrate how to write the letters. Invite learners to practice writing the letters.

Ask learners to write the capital letters for the small letters (refer to [page 244](#) of the English Learner's Book 1).

### Answers

y → Y   t → T   s → S   z → Z   v → V   u → U   x → X   w → W



## Activity 6

### Guided Writing

Refer learners to [page 239](#) to read the story “Mr. Klaye’s coconut tree” again. Have learners talk about their favourite fruits. Write them on the board. In pairs, have them read and fill the gaps in the paragraph on [page 244](#) of the English Learner’s Book 1. Do the first one with them.

### Remedial activity

Where learners find it difficult to fill in the gap, refer them to the text to read the part of the passage that contains the answer. And then fill in the gap with the right word.

### Answers

- |            |             |
|------------|-------------|
| a. careful | d. sneaked  |
| b. coconut | e. climbing |
| c. quiet   |             |

### Additional Practice

Refer learners to [page 116](#) of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover more

Watch the video with learners and let them retell the story and talk about the characters.

### Homework

Let’s learners write in their homework book a story of a little boy who fell from your tree.

## Extensive Reading Activities

- Continue to read to the class
- Have individuals select books for their personal extensive reading.
- Encourage learners to read the blurb of story books for the gist before choosing it.
- Have individuals write reports on their chosen books
  - \* Title
  - \* setting
  - \* brief summary of the story
  - \* characters
  - \* few vocabulary learnt

### Remedial Activity

Support struggling readers by practicing choral reading with them

## Extension Activity

Have high achievers do character trait for any character of their choice (in small groups).

## Slogan

Library Hour: FRED

Free Reading Every Day

## Workbook Answers

### A. Oral Language

#### Activity 1

1. A boy and a girl / two children playing with the tap water. The place is watery and slippery. Any of the children can fall down. / They will fall down.

### B. Reading

#### Activity 1

2. friends
3. coconuts
4. balance
5. Mr. Klaye

### C. Vocabulary

#### Activity 1

- a. in a cage
- b. under the chair
- c. in a basket
- d. on the table

- e. behind the house

### D. Writing

#### Activity 1

- |       |          |   |          |
|-------|----------|---|----------|
| 1. a  | <u>A</u> | k | <u>K</u> |
| 2. b  | <u>B</u> | l | <u>L</u> |
| 3. c  | <u>C</u> | m | <u>M</u> |
| 4. d  | <u>D</u> | n | <u>N</u> |
| 5. e  | <u>E</u> | o | <u>O</u> |
| 6. f  | <u>F</u> | p | <u>P</u> |
| 7. g  | <u>G</u> | q | <u>Q</u> |
| 8. h  | <u>H</u> | r | <u>R</u> |
| 9. i  | <u>I</u> | s | <u>S</u> |
| 10. j | <u>J</u> | t | <u>T</u> |

### Unit Overview

This unit is about being safe on the road. It consists of four sections labelled A - D.

Section A will deal with Oral Language Development. Learners will learn a new rhyme entitled “Road and safety” and answer a few questions on it. Section B is in two parts. In the first part, learners will read aloud a short text about two children riding a bicycle, titled “Yiko and Esi”, and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on the sounds made by the letters “oo” in words. Learners will read sample words and identify middle sounds.

In Section C, learners will learn to have fun with the keywords they met in the passage. They will read and spell the keywords correctly, rearrange the letter to write given words correctly and fill in the missing letters in given words. In Section D, they will copy letters and a short paragraph from the reading passage as well as rewrite a rhyme.

### Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub-strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
<b>B1.1.2.1. Appreciate a variety of literary pieces</b>	<b>B1.1.2.1.1.</b> Listen to and recite rhymes and tongue twisters with accompanying actions	Communication and Collaboration Cultural identify and Global Citizenship
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.2. Use knowledge skills and techniques of reading to understand</b>	<b>B1.2.7.2.3:</b> Connect ideas and information in stories to own experiences and knowledge of the world	Personal Development and Leadership Communication and Collaboration
Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.9.1. Read texts with good speed accuracy and expression</b>	<b>B1.2.9.1.1.</b> Read short and simple sentences at good pace	Communication and Collaboration Personal Development

Sub-Strand 2: Word Families – Rhyming Endings and Common Diagraphs		
Content Standard	Indicators	Core Competencies
<b>B1.2.3.1 Employ knowledge of rhyming endings to enhance reading comprehension</b>	<b>B1.2.3.1.1.</b> Use common rhyming endings to decode simple words	Personal Development and Leadership Communication and Collaboration
Strand 5: Using Writing Conventions/Grammar Usage Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B1.5.10.1. Use phonics knowledge to spell words</b>	<b>B1.5.10.1.1.</b> Identify and spell simple words correctly <b>B1.5.10.1.2.</b> Fill in the blank spaces in simple words	Personal development and leadership Communication and collaboration
Strand 4: Writing Sub-Strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
<b>B1.4.2.1. Copy and Write letters of the alphabet correctly</b>	<b>B1.4.2.1.1.</b> Copy letters of the alphabet clearly	Personal Development and Leadership Communication and Collaboration
Sub-Strand 3: Write words using both capital and small letter		
Content Standard	Indicators	Core Competencies
<b>B1.4.3.1. Use general skills strategies and knowledge of letter sounds to write legibly and boldly</b>	<b>B1.4.3.1.3.</b> Write words using both capital and small letters	Personal Development and Leadership Communication and Collaboration
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.2 Use knowledge skills and techniques of reading to understand</b>	<b>B1.2.7.2.3.</b> Connect ideas and information in stories to own experiences and knowledge of the world.	Personal Development and Leadership Communication and Collaboration
Sub-Strand 3: Word Families-Rhyming Endings and common Diagraphs		
<b>B1.2.3.1. Employ knowledge of rhyming endings to enhance reading comprehension</b>	<b>B1.2.3.1.1.</b> Use common rhyming endings to decode simple words	Personal Development and Leadership Communication and Collaboration

Strand 5: Using Writing Conventions/Grammar Usage Sub-Strand 10 Spelling		
<b>B1.5.10.1. Use phonics knowledge to spell words</b>	<b>B1.5.10.1.1.</b> Identify and spell simple words correctly. <b>B1.5.10.1.2.</b> Fill in blend spaces in simple	
Strand 6: Extensive Reading Sub-Strand 1: Building the love culture of reading		
<b>B1.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in the literary area</b>	<b>B1.6.11. 1.</b> Read a variety of age-appropriate books and texts from print	Personal Development and Leadership Communication and Collaboration

## Section A

### Strand 1: Oral Language

#### Sub-strand 2: Rhymes

**B1.1.6.2.2:** Listen to and recite rhymes and tongue twisters with accompanying actions.

**Rhyme: Road and safety**

**Core Competencies:** Communication and Collaboration, Cultural Identity and Global Citizenship.

**Teaching Strategies:** Modelling, demonstration, group work, pair work.

**Teaching/Learning Resources:** Picture and rhyme on **page 247** of the English Learner's Book 1.

**Key Vocabulary:** traffic light, adults, abide, obey, zebra crossing.

#### Preparation Before Class

Make sure you gather all the materials you need. If possible, make a poster-size copy of the rhyme and the discussion picture (**page 247** of the English Learner's Book 1). This helps you make sure all learners move with you at the same pace.

### Teaching/Learning Activities

#### Activity 1

Let learners sing a familiar song or recite a rhyme related to the lesson.

Remind learners that they already know many things that they should do and should never do in and around the home if they want to stay healthy and safe. Ask them to mention some. They will respond:

- i. We should not play in the rain.
- ii. We should not climb trees.
- iii. We should sleep under a treated mosquito net.

Introduce the new topic by asking learners to tell how they cross the road. "Look to the left and right before you cross." Allow each learner to respond.

1. Let learners look at the given pictures and mention what they see.

**Examples:** traffic light, a policewoman, four schoolchildren, etc.

Now, point at specific things and people in the picture and ask, "What is this?" "Who is this?" "Who are these people?" "What are they doing?"

2. Drill learners with those questions several times.

Expect these responses:

- They are school children.
- They are crossing the street.
- She is a policewoman.
- The policewoman is helping the schoolchildren to cross the street, etc.

3. Encourage learners to ask and answer the above questions in pairs. Go round to correct learners where necessary.

## Activity 2

1. Refer to the action rhyme "Road and safety", on **page 247** of the English Learner's Book 1. Inform learners that they will now learn another exciting rhyme. As learners observe and listen, perform the action rhyme a few times. Mount a poster of the rhyme on the board and as learners listen, present it again twice, this time reading it from the poster.
2. Introduce and teach these words: road, adults, safety, signs, obey.
3. Ask learners to repeat lines of the rhyme after you several times. Then, as they listen and observe, repeat lines of the rhyme while you clap or tap its rhythm. After a while, invite learners to join in.
4. Introduce a variety of activities aimed at whipping up learners' interest. For example, as boys repeat lines of the rhyme, girls clap or tap the rhythm. Then, reverse the roles and let them repeat the process. Guide learners to identify repeated words.

## Remedial activity

Take time to have learners who struggle practise reciting the parts of the rhyme that they found difficult to recite.

## Assessment

Finally, repeat lines of the rhyme with accompanying actions and let learners practise this.

## Reflection

Have learners reflect on the rhyme and state whether they like it, and let them say why.

## Additional Practice

Refer learners to **page 117** of the Workbook for more exercise.

**Strand 2: Reading****Sub-strand 7: Comprehension**

**B1.2.7.2.3:** Connect ideas and information in stories to own experiences and knowledge of the world.

**Sub-strand 9: Fluency**

**B1.2.9.1.1:** Read short and simple sentences at good pace.

**Topic: Yiko and Esi**

**Teaching/Learning Strategies:** Echo reading, repetition, drills, group work, pair work.

**Teaching/Learning Resources:** Picture on **page 248** of the English Learner's Book 1, word cards, sentence cards, word chart.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership.

**Key Vocabulary:** policewoman, ride, serious, area, road, main, chatting, nod, lanes.

**Preparation Before Class**

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 248** of the English Learner's Book 1.

**Teaching/Learning Activities****Activity 3**

Begin the lesson by discussing the picture on **page 248** of the English Learner's Book 1. Allow learners to talk about what they see and predict what they will read about.

**Activity 4**

1. Teach and drill the pronunciation of the keywords one after the other.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
3. Teach the meaning of the words (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)
4. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
5. Read the text a second time while learners listen.  
Have the learners read the text after you several times (echo reading).
6. Let learners read the text on their own as a class, in groups, pairs and as individuals.  
Invite learners to connect the story to their personal experiences with riding bicycle.

## Activity 5

In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph.

Let learners read each question (refer to [page 250](#) of the English Learner's Book 1) and discuss the answers with their partners.

### Answers

- a. Yiko has a new bicycle.
- b. There are two people on the bicycle.
- c. The policewoman stopped the bicycle to warn them.
- d. Because you will fall and hurt yourself.

**Sub-section B: Letters have Sounds: Sounds made by “oo” (/u:/ as in broom; /ʊ/ as in book)**

**Strand 2: Reading**

**Sub-strand 2: Phonics**

**B1.2.3.1.1:** Use common rhyming endings to decode simple words.

1. **Note: The letters “oo” make two very different sounds in words: /ʊ/ as in book, look, cook, hook, crook, etc. and /u:/ as in school, pool, cool, broom, loop, etc. Be mindful of this when choosing and accepting learners’ examples of words.**
2. Play the phonics song and have learners sing along.
3. While learners listen to you, introduce the short ‘u’ /u/ sound (as in book) in context. Say the word and invite learners to join you in saying it. Write the word on the board and introduce the other words that have the sound. Write them on the board as well. Ask learners to say each word after you and identify the sound the letters, “oo”, is making in each word. Explain that the “oo” in those words make a short “u” sound. Use the phonic slide to help learners read the sound in different words: book, look, cook, hook, crook.
4. Introduce the long /u:/ too in same manner. Have learners read the long ‘u’ words too on the phonic slide: school, pool, soon, cool, broom, loop etc.
5. Let learners provide more examples of words with “oo”. Pronounce each word clearly, let the class repeat it after you, and then add it to the correct list on the board. Finally, drill the words in each list to get the pronunciation right.
6. Guide learners through examples to form sentences with the words. Let learners read the words and sentences repeatedly from the board, and from word and sentence cards. Present a word chart for learners to identify the target words on it.

### Additional Practice

Refer learners to [pages 118 – 119](#) of the Workbook for more exercises.



## Remedial Activity

Observe and identify learners who struggle to make the two sounds correctly. Practise with them till they can do so independently.

## Extension Activity

Ask learners to sort words with “oo” in them into the short and the long ‘u’ sounds.

## Section

## C

### Strand 5: Using Writing Conventions

#### Sub-strand 10: Spelling

**B1.5.10.1.1:** Identify and spell simple words correctly.

**B1.5.10.1.2:** Fill in blanks spaces in simple words.

**Teaching Strategies:** Modelling, repetition, drills, explanation, leading questions, pair work, group activity.

**Teaching/Learning Resources:** Word cards, letter cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

### Preparation Before Class

Before the lesson, prepare your word and letter cards.

### Teaching/Learning Activities

#### 1. Read, spell and copy words.

Introduce learners to the target words on word cards (riding, bicycle, nod, main, sign, lanes, road). Have them listen to you read the words.

Now write the words on the board, read the words and let learners repeat after you. Point at each word for pairs, groups or individuals to read. Then, let the class read the words from **page 251** of the English Learner’s Book 1.

Let learners count the letters in each word. A learner mentions a word and then tells the class the number of letters that form it.

Finally, have learners copy the target words in their exercise books.

#### 2. Rearrange the letters to spell the words correctly.

Let learners recite an alphabet song.

Write the complete words on the board: **lanes, road, bicycle, ride, nod, main, sign, riding.**

Say each word several times for learners to listen and repeat after you. Then, let them pronounce the words again as a class, in groups, in pairs, or as individuals. Let them also pick word cards with words mentioned by you.

Now, ask learners to look at Exercise 2 on **page 251** of the English Learner’s Book 1 and write the correct words in their exercise books.

### 3. Missing letters spelling exercise

Write the full words on the board and read them together with the learners.

**Examples:** car, road, bicycle, riding, school, behind, ride, stop

Have learners read and spell the words. In groups, have learners use the letter cards to form the words on their tables, e.g., c a r. After much practice, refer learners to [page 251](#) of the English Learner's Book 1 to do Exercise 3.

## Section

## D

### Strand 4: Writing

#### Sub-strand 2: Penmanship

**B1.4.2.1.1:** Copy letters of the alphabet clearly.

**Sub-strand 3:** Writing letters small and capital

**B1.4.3.1.3:** Write words using both capital and small letters.

**Teaching/Learning Strategies:** Modelling, copying, repetition

**Teaching/Learning Resources:** Letter cards (with small letters u - z in joint script), sentence cards., alphabet chart.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

**Key Vocabulary:** bicycle, loves, neighbourhood, main road, chatting.

#### Preparation Before Class

Before the lesson, prepare your letter cards and sentence cards.

### Teaching/Learning Activities

#### Penmanship

1. Have learners sing an alphabet song. Revise the letters of the alphabet. Show the alphabet chart to learners. Let them mention the letters on it. Use letter cards containing the target letters for further revision. In pairs and as individuals, let learners pick different cards and say the letters on them for others to observe and pronounce.

Now, have learners in pairs and groups recite the target letters in the right order.

**Answer:** s t u v w x y z

2. Introduce learners to the lines and spaces they will be expected to write in. Demonstrate each letter on the board and in the air, in sand etc several times.

#### Remedial activity

Use alphabet songs to help learners identify the order of the letters of the English alphabet.

3. Refer learners to Exercise 1 on **page 252** of the English Learner's Book 1. Let them do the work in their exercise books.
4. Write the paragraph (on **page 252**) on the board. Let good readers read it aloud for the class to listen. Read the paragraph together with learners. Now, show sentence cards for individuals and pairs to read them.  
Have learners practise writing the sentences on the board on ruled lines. Then, have them copy the paragraph into their exercise books.

## Activity 6

### Guided Writing

1. Have learners recite the rhyme on **page 247** with their partners.
2. Let the pair decide on which two words to change in the rhyme.
3. Have learners write the words (in upper and lower cases). Have learners space out the letters appropriately in their words. Invite learners to share their poem with the class.

## Assessment

Have learners change the words and write the new rhyme in their exercise book.

### Reflection

Invite pairs to share their rhymes with the class.

### Additional Practice

Refer learners to **page 120** of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover

View these videos with learners and discuss what they have learnt.

### Homework

Ask learners to draw in color four road signs in Ghana India homework book for marking.

## Extensive Reading Activities

- Continue to read to the class
- Have individuals select books for their personal extensive reading.
- Encourage learners to read the blurb of story books for the gist before choosing it.
- Have individuals write reports on their chosen books

\* Title

\* setting

\* brief summary of the story

\* characters

\* few vocabulary learnt

### Remedial Activity

Support struggling readers by practicing choral reading with them

### Extension Activity

Have high achievers do character trait for any character of their choice (in small groups).

## Slogan

Library Hour: FRED

Free Reading Every Day

## Workbook Answers

### A. Oral Language

#### Activity 1

1. We use the road every day  
Drivers use the road Adults use the road  
And children use the road  
Abide by the road safety signs  
Use the zebra crossing  
Obey the traffic light  
To use the road every day

### B. Reading

#### Activity 1

- |            |                |
|------------|----------------|
| a. Yiko    | d. policewoman |
| b. school  | e. behind      |
| c. careful |                |

### Activity 2

- |         |      |      |
|---------|------|------|
| 1. a. b | b. p | c. t |
| d. r    | e. b | f. c |

### C. Vocabulary

#### Activity 1

- |                  |             |
|------------------|-------------|
| 1. a. bicycle    | d. school   |
| b. riding        | e. children |
| c. traffic light |             |

## Unit Overview

This unit is about visiting the library. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn a rhyme titled “My books” and answer a few questions about visiting the library. Section B is in two parts. In the first part, learners will read aloud a short text, titled “Magical Saturday”, and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on words with common rhyming endings. Learners will read simple words and identify the common rhyming endings.

In Section C, learners will learn to have fun with the keywords they met in the reading passage, find missing letters for given words work with describing words that are opposites, and learn more sight words. In Section D, they will make and copy sentences from a substitution table as well as write a guided composition about “What I do on Saturday morning”.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub-strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
<b>B1.1.2.1. Appreciate a variety of literary pieces</b>	<b>B1.1.2.1.1.</b> Listen to and recite rhymes and tongue twisters with accompanying actions	Cultural identity and Global Citizenship Communication and Collaboration
Sub-Strand 5: Using Qualifying Words-Adjectives		
Content Standard	Indicators	Core Competencies
<b>B1.5.5.1. Apply knowledge of adjectives in communication</b>	<b>B1.5.5.1.1.</b> Identify adjectives and use them to describe self and other people	Personal Development and Leadership Communication and Collaboration
Strand 4: Writing Sub-Strand 7: Controlled Writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.7.1. Write simple compositions</b>	<b>B1.4.7.1.1.</b> Find, read and copy sentences from a given substitution table	Personal Development and Leadership Critical Thinking

Sub-Strand 5: Writing Simple words Sentences		
Content Standard	Indicators	Core Competencies
<b>B1.4.5.1. Write words and sentences</b>	<b>B1.4.5.1.3.</b> Use basic descriptive words in writing simple sentences	Personal Development and Leadership Communication and Collaboration
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in the literary area</b>	<b>B1.6.1.1.1.</b> Read a variety of age-appropriate books and texts from print	Personal development and leadership Communication and collaboration

## Section A

### Strand 1: Oral Language

#### Sub-Strand 2: Rhymes

**B1.1.2.1.2:** Listen to and recite rhymes with accompanying actions

**Rhyme: My books**

**Teaching Strategies:** Discussion, substitution drill.

**Teaching/Learning Resources:** Pictures from **page 255** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration.

**Key Vocabulary:** library, read, borrow, books, shelf.

#### Preparation Before Class

If possible, make a poster-size copy of the discussion picture (**page 255** of the English Learner's Book 1). This helps you make sure all learners move with you at the same pace. Have a field trip with learners. Visit a public library. If there is none at your place, visit the school library (if there is one).

Just before the visit, lead a short discussion about important places in the community and guide learners to name a few places, e.g. the chief's palace, the police station, the market, the church, the mosque, the District Assembly office, etc. In turns, let learners share their opinions about why each place is important.

Inform them about the visit to the library; encourage them to think of a library as one of the most important places.

At the library, let them have a brief session with the librarian, who takes them around the various sections, especially the children's section, and tells them briefly about the importance of the library. The climax of the visit should be learners gaining access to several age and level appropriate books available.

## Teaching/Learning Activities

### Activity 1

Back in the classroom, lead a short discussion with learners responding to questions such as:

“Where did we/you go?”

“I/we went to the library.”

“What did you see in the library?”

“I/We saw books, posters, etc.”

“What did you do?”

“I/We looked at pictures in books.”

“I read a story.”, etc.

### Activity 2

1. Drill learners with the above questions and answers. Put learners into pairs to practise asking and answering each question about the library.

2. Select some learners to express their opinions about the library in response to questions such as:

Do you like the library?

What did you like about the visit?

Would you like to visit the library again?, What will you do differently?

### Activity 3

Now put up the rhyme and read through it while learners listen. Invite learners to read through the rhyme with you. Recite the rhyme while learners clap or tap the rhythm. Then change roles.

### Remedial activity

Observe and identify learners who couldn't say parts of the rhyme correctly. Practice saying such part with them so they can say it alone. Then, have them join the others to learn the rest of the rhyme.

### Extension activity

Have the high achievers change some words in the rhyme to create a parallel rhyme.

## Assessment

Invite learners in pairs to recite and tap or clap the rhythm of the rhyme. Ask learners to answer the questions on the rhyme.

### Reflection

Have learners say what parts of the rhyme they like and why.

## Answers

3. a. Keeping books in view. / Reading and looking at books.  
b. His/her books.  
c. have — love  
you — view  
d. Personal response

### Additional Practice

Refer learners to **page 121** of the Workbook for more exercise.

## Section B

### Strand 2: Reading

#### Sub-strand 7: Comprehension

**B1.2.7.2.3:** Connect ideas and information in stories to own experiences and knowledge of the world

**Topic:** Magical Saturdays with books

**Teaching/Learning Strategies:** echo reading, chorus reading, pair/group reading, individual reading, repetition

**Teaching/Learning Resources:** picture, letter cards, word cards, sentence cards

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation

**Key Vocabulary:** library, mystery, comics, visit, storybooks, borrow

### Preparation Before Class

Before the lesson, prepare your word and sentence cards. Make a large copy of the pictures on **pages 257 - 258** of the English Learner's Book 1.

## Teaching/Learning Activities

### Activity 4

1. Begin the lesson by discussing the pictures on **pages 257 - 258** of the English Learner's Book 1. Allow learners to talk about what they see and predict what they will read about..
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 5

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of the words (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)



## Activity 6

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.  
Have the learners read the text after you several times (echo reading).

## Activity 7

1. In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph. Have learners share their experiences and the library in the class.
2. Let learners read each question and discuss the answers with their partners. (English Learner's Book 1, [page 260](#))

### Answers

- a. Ali is interested in picture books and comics.
- b. Yawa likes storybooks.
- c. When they go to Yawa's house her mother fries atsomo for them.
- d. Ali's father has a huge library.
- e. Because they do not go to school on Saturdays, they get time to read.
- f. Accept any reasonable answer.
- g. Accept any reasonable answer.

## Sub-section B: Letters Have Sounds: Words with common endings.

### Strand 2: Reading

#### Sub-strand 2: Phonics

**B1.2.3.1.1:** Use common rhyming endings to decode simple words.

Read the following four words to the learners: read, bead, knead, lead. Write the words on the board and invite learners to read them after you.

Ask learners to brainstorm and tell you the sounds that are common to the words. (Answer: the ending, -ead)

Explain that when a group of words end with a common ending (similar sound and spelling pattern!) they are referred to as a word family. Have learners build on the rhyming and things to bring out more words.

### Remedial activity

Read a variety of words that have the rhyming end in sentences, Rhymes or songs to enable learners practice saying the sound enough.

Give two more examples:

1. rice, nice, ice, price. (Answer: -ice)
2. bun, fun, run, sun. (Answer: -un)

Have learners sit in pairs to do Exercise 2 and 3 on **page 261** of the English Learner's Book 1. Invite learners to share their words with the class. (Answer: fat, hat, mat, pat, rat, sat, vat - Any six). Have learners form sentences with the words.

### Additional Practice

Refer learners to **page 122** of the Workbook for more exercises.

## Section C

### Strand 5: Using writing conventions

#### Sub-strand 10: Spelling

**B1.5.10.1.2:** Fill in blank spaces in simple words.

#### Sub-strand 5: Using qualifying words-adjectives

**B1.5.5.1.1:** Identify adjectives and use them to describe self and other people.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards, word tree.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

### Preparation Before Class

Before the lesson, prepare your word cards.

### Teaching/Learning Activities

#### 1. Reading words from the tree

Working as a class, have learners re-read the passage on **pages 258 - 259** of the English Learner's Book 1 and find the following words: library, friend, comics, book, borrow, visit, delicious, reading, home. Ask them to put up their hands when they find any of them and to tell the class the paragraph in which they can find it. Have them read the sentence in which it appears.

Put learners in pairs to read the words from the word tree on **page 262** of the English Learner's Book 1..

#### 2. Missing letters spelling activity

Revise the pronunciation of the keywords. Let learners read the words on the board. Have learners randomly pick word cards and read the words on them. Refer learners to Exercise 2 on **page 262** of the English Learner's Book 1. Explain the exercise and demonstrate it on the board using familiar words. Let them do it first orally and then in their exercise books.

## Answers

- |            |            |            |         |
|------------|------------|------------|---------|
| a. library | b. soon    | c. book    | d. like |
| e. friend  | f. reading | g. picture | h. home |

### Exercise 1 (page 263)

#### 3. Using the describing words “big” and “small”

Have learners read the passage and look for two descriptive words used in the passage. Review learners’ knowledge of descriptive words learnt in the previous units by asking them to mention the descriptive words in simple sentences on the board.

**For example:** big, small, long, short.

Refer learners to Exercise 3 on **page 263**. Point out to them that the objects in the picture have different sizes. Point to each picture and say each name several times.

**For example:** a big ball, a small ball, a small bowl, a big bowl, a small ant, a big ant, etc. Let learners listen without repeating. Then point to the pictures again and say the words for learners to repeat after you. Have learners label the pictures with the descriptive words correctly.

Now, write the question and answer on the board:

“What is this?”

“This is a small ball,” etc.

Drill learners on the question and answer several times.

Go through the activity together. Point to the pictures and ask, “What is this?” In a chorus, learners answer, “This is a big ball.”

Through sample sentences, encourage learners to make sentences with size descriptive words. **For example:**

- a. I have a big bowl.
- b. We played with the small ball.
- c. Esi wears a small dress.

Have learners work in pairs to say simple sentences describing the sizes of objects. Let them copy two of their sentences into their exercise books.

#### Additional task

#### 4. Words you may see often when you read (sight words)

Exercise 2 on page 263 is about sight words. Use the Look and Say Method to teach learners to read the words. Say the word and have learners hear and say it after you. Write the word on the board and do same with another word. When all the words are done, drill learners in the pronunciation of the words. Use the words in sentences to bring out their meanings and have learners use them in their own sentences too.

#### Remedial Activity

Have the low achievers say the sight words severally with you. Use them in sentences and help them to form sentences with two of the sight words orally.

## Extension Activity

Let learners work in pairs to write simple sentences describing the sizes of any objects of their choice. They should copy two of their sentences in their exercise books.

## Additional Practice

Refer learners to [pages 122 - 124](#) of the Workbook for more exercises.

## Section

## D

Refer to [page 264](#) of Learner's Book 1.

### Strand 4: Writing

#### Sup-strand 7: Controlled writing

**B1.4.7.1.1:** Find, read and copy sentences from a given substitution table.

#### Sub-strand 5: Writing simple words and sentences

**B1.4.5.1.3:** Use basic descriptive words in writing simple sentences.

**Teaching/Learning Strategies:** Modelling, copying, repetition.

**Teaching/Learning Resources:** Word cards, substitution table.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

**Key Vocabulary:** chores, day, draw, teeth, compound, rest.

### Preparation Before Class

Before the lesson, prepare your word cards and substitution table.

## Teaching/Learning Activities

### Penmanship

Mount the substitution table on the board and explain it with several examples. Let learners take turns reading the sentences.

Let learners write three of the sentences in their exercise books.

**Examples:** 1. I read on Saturdays.

2. The children play on Saturdays.

3. We tell stories on Saturdays.

## Activity 9

### Guided Writing

Ask learners questions that will make them talk about what they do on Saturday mornings. E.g. "When do you wake up on Saturday mornings?"

Tell the class what you do on Saturday mornings. Refer learners to [page 264](#) of the English Learner's Book 1 to discuss in pairs what words to use to fill the gaps.

Invite some pairs to share their work with the class. Ask learners to write the completed sentences in their exercise books.

Example of expected answers:

(6, face, teeth, sweep, breakfast, wear, mother, friends)

### Revision

Refer learners to Revision 6 on **pages 266 - 268** of the English Learner's Book 1. The Revision forms part of the Summative Assessment.

### Extension activity

Encourage high achievers to add two more sentences to the composition.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover

Watch the video with learners and discuss what they have seen.

### Homework

Have learners draw their dream library in their homework book for marking.

## Revision 6      Answers

### Exercise 1

- 5. **a.** lead – read – knead – bead etc.
- b.** bad – mad – had – pad etc.
- c.** bip – dip – hip – tip etc.
- d.** men – den – hen – pen etc.
- e.** bend – fend – lend – mend etc.

### Exercise 2

- |                   |                     |                  |                  |
|-------------------|---------------------|------------------|------------------|
| <b>a.</b> library | <b>b.</b> Saturdays | <b>c.</b> borrow | <b>d.</b> corner |
|-------------------|---------------------|------------------|------------------|

### Exercise 3

- |  |                       |                    |                       |
|--|-----------------------|--------------------|-----------------------|
| 1. <b>a.</b> plantain and palava sauce |                       |                    |                       |
| <b>b.</b> fried rice                   |                       |                    |                       |
| <b>c.</b> jollof                       |                       |                    |                       |
| 2. <b>a.</b> smoked                    | <b>b.</b> household   | <b>c.</b> library  | <b>d.</b> plantain    |
| <b>e.</b> pluck                        | <b>f.</b> sneaked     | <b>g.</b> barked   | <b>h.</b> hanging     |
| 3. <b>a.</b> a ball                    | <b>b.</b> an elephant | <b>c.</b> a flag   | <b>d.</b> an envelope |
| <b>e.</b> a bottle                     | <b>f.</b> an egg      | <b>g.</b> a basket | <b>h.</b> an axe      |
| <b>i.</b> a mango                      |                       |                    |                       |

4. a. under                      b. climbing                      c. rushed                      d. barked  
e. hanging                      f. pineapple
5. a. on the chair  
b. in the cage  
c. on the roof  
d. under the chair

#### Exercise 4

1. a - e (Personal response)

### Extensive Reading Activities

- Continue to read to the class
- Have individuals select books for their personal extensive reading.
- Encourage learners to read the blurb of story books for the gist before choosing it.
- Have individuals write reports on their chosen books
  - \* Title
  - \* setting
  - \* brief summary of the story
  - \* characters
  - \* few vocabulary learnt

#### Remedial Activity

Support struggling readers by practicing choral reading with them

#### Extension Activity

Have high achievers do character trait for any character of their choice (in small groups).

### Slogan

Library Hour: FRED

Free Reading Every Day

## Workbook Answers

### A. Oral Language

#### Activity 1

My books, oh my books!  
What a great friend to have?  
Quite a sweet partner to love.  
Oh! I love reading you.  
And keeping you in view,  
My greatest pleasure.  
Your wonderful stories  
Kill boredom and make me  
A busy creative thinker.

### B. Reading

#### Activity 2

- |              |           |
|--------------|-----------|
| 1. library   | 4. borrow |
| 2. pictures  | 5. corner |
| 3. Saturdays |           |

### C. Vocabulary

#### Activity 1

- |             |            |
|-------------|------------|
| 1. a. story | b. library |
| c. soon     | d. reading |
| e. book     | f. friend  |
| g. picture  | h. home    |

### Activity 2

- |                 |              |
|-----------------|--------------|
| 1. a. an        | d. a         |
| b. a            | e. an        |
| c. an           | f. a         |
| 2. a. small/big | d. small/big |
| b. small/big    | e. small/big |
| c. big/small    |              |

### D. Writing

#### Activity 1

1. Examples
- a. Who feeds you?
  - b. Who buys you books?
  - c. Who studies with you?
  - d. Who beats you?
  - e. Who eats with you?

## Unit Overview

This unit is about the result of being greedy. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will listen to a short story titled “The greedy monkey” and will answer a few questions about it. Section B is in two parts. In the first part, learners will read aloud a short text, titled “Why Goat has a short tail”, and answer a few questions about the text. The second part is code-named “Letters have Sounds”. It focuses on common rhyming endings. Learners will give their examples of rhyming words, make sentences with them and read them to their partners.

In Section C, learners will learn to have fun with the keywords they met in the passage. They will learn to read some sight words and join words parts to form complete words. In Section D, they will copy a paragraph from the passage they read as well as write a parallel story.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language		
Sub-Strand 1: Listening Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.1.7.1. Use appropriate skills and strategies to process meaning from texts</b>	<b>B1.1.7.1.1.</b> Listen to and reproduce narrative texts	Communication and Collaboration Cultural identity and Global Citizenship
Strand 2: Reading		
Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.2. Use knowledge skills and techniques of reading to understand</b>	<b>B1.2.7.2.2.</b> Describe characters and their actions in a story	Personal Development and Leadership Communication and Collaboration
Sub-Strand 3: Word Families, Rhyming Ending and Common Diagrams		
Content Standard	Indicators	Core Competencies
<b>B1.2.3.1. Employ knowledge of rhyming endings to enhance reading comprehension.</b>	<b>B1.2.3.1.1.</b> Use common rhyming endings to decode simple words	Communication and Collaboration Personal Development



Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B1.2.6.1. Understand word meanings and usages</b>	<b>B1.2.6.1.1.</b> Read level-appropriate sight words and use many of them in meaningful sentences	Personal Development and Leadership Communication and Collaboration
Strand 4: Writing Sub-Strand 3: Writing Letters- Small and Capital		
Content Standard	Indicators	Core Competencies
<b>B1.4.3.1. Use general skills strategies and knowledge of letter sound to write legibly and boldly</b>	<b>B1.4.3.1.3.</b> Write words using both capital and small letters	Personal development and leadership Communication and collaboration
Sub-Strand 7: Controlled Writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.7.1. Write simple compositions</b>	<b>B1.4.7.1.2.</b> Write a simple composition	Personal Development and Leadership Critical thinking
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in the literary area</b>	<b>B1.4.3.1.3.</b> Write words using both capital and small letters	Personal Development and Leadership Communication and Collaboration

**Strand 1: Oral Language****Sub-Strand: Listening Comprehension**

**B1.1.7.1.1:** Listen to and reproduce narrative texts

**Listening Comprehension: The greedy monkey**

**Teaching/Learning Resources:** Picture on **page 270** of the English Learner's Book 1, sentences cards.

**Teaching/Learning Strategies:** Modelling, demonstration, repetition, pair work, group work.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership.

**Key Vocabulary:** greedy, hunter, dying, fetch, hungry.

**Preparation Before Class**

Make sure you gather all the materials you need. If possible, make a poster-size copy of the description picture (on **page 270** of the English Learner's Book 1). This helps you make sure all learners move with you at the same pace, and will help learners to understand the listening text.

**Teaching/Learning Activities****Activity 1**

Let learners sing a familiar song. Allow them to clap and dance while they sing.

1. Refer learners to the picture on **page 270** of the English Learner's Book 1. Through questions, guide learners to discuss the picture. For example, Who are in the picture? What are they doing?

Let pairs of learners look at the pictures, talk about it and share what they see with the class.

Show word cards to learners. Say the words for learners to listen first, then repeat them after you several times.

2. Read the story to the learners two times. Stop at vantage Point and hear learners talk about the content.
3. Use probing questions to get learners to retell the story, e.g., Who is the main character in the story? What did he want to do? What prevented him from achieving his aim? How did he solve the problem? etc.

## Why Goat has a short tail

Once upon a time. Goat and **Tiger** were very good friends. They planned to throw a big birthday party for Tiger's wife. Tiger invited other animals to the party. When the day came, the two friends woke up early and helped their wives to prepare different types of meals for the visitors. They had **fresh** leaves, **mixture** of cassava, yam and cocoyam **peels**, fresh **grains** and roasted nuts available. They also cooked banku, fried rice and jollof for visitors who do not **delight** in leaves and peels. The meals were arranged in beautiful **mangers**, with cuts of vegetables to decorate them. Soon, the house of Tiger was giving sweet **aroma** of different foods.

When they had finished, each of them ate some food and the rest of the dishes were kept in the kitchen well-covered. The two families agreed to go and get themselves ready for the party. On the way home, Goat told his wife that he left his money in Tiger's kitchen and needed to go for it before the guests begin to arrive. His wife advised him to get home, dress up and go there ahead of the family. Then he could pick his money as well as help the Tigers to receive the visitors. But Goat refused.

He ran as fast as he could and in no time he was in Tiger's house. He told the Tigers that he left his purse in the kitchen and had returned to get it. The Tigers trusted their friend and did not follow him to the kitchen. Goat quickly dashed into the kitchen. He took a **polythene** bag from one of the drawers and emptied half of the peels and the nuts into it. He dipped his hand into the jollof and pushed a hand-ful into his mouth.

As he was trying to put the food into his bag, he heard **footsteps**. "Who might this be?" he asked himself. Lo and behold. It was Tiger. Tiger could not believe what he saw. With anger, he jumped to catch Goat but he could only take hold of Goat's tail. Goat **struggled** to escape but Tiger held his tail tightly. As Goat jumped to free himself, half his **tail** got cut off in Tiger's claws. Goat ran away very fast with his short tail. That is why up to today, goats have short tail.

## Assessment

Have learners answer the questions on **pages 270 - 271** of the English Learner's Book 1 with their partners.

### Answers

- a. The old monkey
- b. He was very hungry.
- c. He wanted more than he needed.
- d. Personal response
- e. Personal response

## Reflection

Have learners reflect on the story and discuss what lesson they have learnt from the story.

## Additional Practice

Refer learners to **page 126** of the Workbook for more exercises.

## Section

## B

### Strand 2: Reading

#### Sub-Strand 7: Comprehension

**B1.2.7.2.2:** Describe characters and their actions in a story.

#### Topic: Why Goat has a short tail

**Teaching/Learning Strategies:** Narration, discussion, echo reading (class/group reading), matching (sentence/words).

**Teaching/Learning Resources:** Word cards, picture on **page 271** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** rushed, wives, roasted, purse, footsteps, polythene, struggled, tail, grains, dipped.

#### Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 271** of the English Learner's Book 1.

### Teaching/Learning Activities

#### Activity 2

1. Begin the lesson by discussing the picture on **page 271** of the English Learner's Book 1. Allow learners to talk about what they see. Have learners read the title of the story from the board and predict what the story will be about.

#### Activity 3

1. Teach and drill the pronunciation of the keywords one after the other. Let learners listen carefully to each word as it is pronounced repeatedly. Then let them say and read after you. Use word cards for further pronunciation practice drills.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
3. Use simple explanations to teach the meaning of the words, if necessary. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

#### Activity 4

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.

## 2. Read the text a second time while learners listen.

Have learners read the text after you several times (echo reading).

### Activity 5

In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph. Put learners in groups to identify and describe the characters and their actions in the story.

## Assessment

Have learners retell the story to their group members. Let learners read each question below and discuss the answers with their partners. (English Learner's Book 1, [page 274](#))

### Answers

- a. Mrs. Tiger
- b. To enjoy and steal the food meant for the party.
- c. No. He told her, he was going to pick up his purse.
- d. Selfish – He poured half of the food for himself alone.  
Greedy – He wanted to have more food than he needed.
- e. Personal response
- f. Personal response

### Remedial Activity

Prepare learners to role play the story to enable them have better understanding.

### Extension Activity

Display sentence cards on your table. In pairs, learners take turns choosing sentence cards and read them to each other for the class to repeat, and point out the keywords used.

Examples: The meals were decorated and arranged in a beautiful manner. (Keyword: decorated)

## Sub-section B: Letters have Sounds: Common rhyming endings

### Strand 2: Reading

#### Sub--strand 2: Phonics

**B1 2.3.1.1:** Use common rhyming endings to decode simple words

Get learners to perform an action song.

Revise the word families learnt in the previous lesson: read, lead, etc. Write “big” on the board and get learners to read it. Tell them you are that word (big) and you want them to help you find your family members. Work as a class to find words that have the same ending as “big”. (Possible words: pig, jig, twig, sprig, prig, gig, rig.) Explain the meaning of the words by

using them in sentences. Refer learners to [page 274](#) to use some of their words to complete Exercise 2. Have learners use the words in sentences.

### Remedial activity

Have learners who struggle to say the words practise the endings with you for a number of times before saying the whole word

### Additional Practice

Refer learners to [page 127](#) of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub-strand 5: Vocabulary

**B1.2.6.1.1:** Read level appropriate sight words and use many of them in meaningful sentences

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

### Preparation Before Class

Before the lesson, prepare your word cards.

### Teaching/Learning Activities

#### 1. Read these words

Working as a class, have learners reread the passage on [pages 272 - 273](#) of the English Learner's Book 1 and find the words listed on [page 275](#): (goat, tiger, rushed, polythene, roasted, dipped, mixture, invite, purse, meals, grains, struggled, peels, animals, claws, kitchen, footsteps, visitors, wives, tail).

Ask them to put up their hands when they find any of them and tell the class the paragraph in which they can find it. Have them read the sentence in which it appears.

Put learners in pairs to read the sentence in which each word is found again. Have them think and try to get the meaning of the words. Have them share their meaning with the class.

Still working as a class, read the given words from the board three times for learners to listen. Read each word again for learners to repeat after you.

Have learners take turns reading the words from word cards.

Finally, have the class read the target words from the board and use at least six to form sentences.

## 2. Matching word parts

Write the full words on the board (see Answers below) and drill learners in the pronunciation and spelling. Have learners pick word cards and read for consolidation purposes.

Refer learners to **page 275** to match the parts of the words. Do it with them while the full words remain on the board. After matching word parts orally, clean the words from the board and, in pairs, have learners do Exercise 2 in writing (drawing lines or writing the full words in their exercise books).

### Answers

vill _ age	ani _ mals
foot _ steps	visi _ tor
ki _ tchen	par _ ty
ti _ ger	re _ turn

### Additional Practice

Refer learners to **page 128** of the Workbook for more exercises.

## Section D

Refer to **page 276** of Learner's Book 1.

### Strand 4: Writing

#### Sub-strand 3: Writing letters-small and capitals.

**B1.4.3.1.3:** Write words using both capital and small letters.

#### Sub-strand 7: Controlled writing

**B1.4.7.1.2:** Write a simple composition

**Teaching/Learning Strategies:** Reading, copying.

**Teaching/Learning Resources:** Paragraph written in joint script.

**Core Competencies:** Communication and Collaboration, Cultural Identity and Global Citizenship.

**Key Vocabulary:** believe, struggled, meals, peels, invited.

### Teaching/Learning Activities

#### Penmanship

1. Lead learners to do hand and wrist exercises for a few minutes. Have them sing a familiar song, clap, and dance.
2. Copy the paragraph on the board. Demonstrate the writing of challenging letters.

3. Let learners read the target paragraph on the board several times as a class, in groups, pairs, and individually.

### Remedial activity

Observe to identify learners who have difficulty writing some letters. Practice writing such letters with them on the board, in the sand, in the air etc.

## Assessment

Ask learners to copy the paragraph into their exercise books. Go around and help where necessary

## Activity 6 Guided Writing

Have a few of the learners quickly retell the story, “Why Goat has a short tail”. Then retell what each of the main characters did in the story.

Refer learners to [page 276](#) to read the paragraph.

Demonstrate how the task should be done, namely by replacing all the underlined words with their own words. Have learners work in pairs to replace the underlined words with their own words. At the end of the activity, have learners read their composition to the class.

### Additional Practice

Refer learners to [page 129](#) of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover

Watch the video with Learners and let them talk about what they have learnt.

### Homework

Ask learners to write in 12 sentences a story about a tree talking to them in the forest.

## Extensive Reading Activities

- Continue to read to the class
- Have individuals select books for their personal extensive reading.
- Encourage learners to read the blurb of story books for the gist before choosing it.
- Have individuals write reports on their chosen books
  - \* Title
  - \* setting
  - \* brief summary of the story



- \* characters
- \* few vocabulary learnt

### Remedial Activity

Support struggling readers by practicing choral reading with them

### Extension Activity

Have high achievers do character trait for any character of their choice (in small groups).

## Slogan

Library Hour: FRED

Free Reading Every Day

## Workbook Answers

### A. Oral Language

#### Activity 1

1. The old monkey
2. He was very hungry.
3. The monkey found nuts.
4. The hunter
5. He wanted more than he needed.

### B. Reading

#### Activity 1

1. Goat and tiger
2. Tiger's wife
3. For his purse
4. Goat wanted to steal food.
5. A greedy person  
Because he wanted to have more food than what he would get as a guest at the party.

### Activity 2

- |         |      |            |
|---------|------|------------|
| a. nail | jail | sail, etc. |
| b. tray | lay  | play, etc. |

### C. Vocabulary

#### Activity 1

- |             |              |
|-------------|--------------|
| 1. a. tiger | b. goat      |
| c. claws    | d. animals   |
| e. kitchen  | f. footsteps |
| g. aroma    | h. mixture   |

#### Activity 2

- |             |        |
|-------------|--------|
| a. cat      | Home   |
| b. elephant |        |
| c. zebra    | Forest |
| d. cock     |        |
| e. lion     |        |

## Unit Overview

This unit is about celebrations. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will engage in a conversation by discussing a picture of a birthday party and role-playing a dialogue titled “My Birthday Party”. Section B is in two parts. In the first part, learners will read aloud a story called “A yellow birthday for Mansa”, and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on rhyming words. Learners will read groups of rhyming words and add more words to each group.

In Section C, learners will learn to have fun with the keywords they met in the passage. They will learn to read sight words and to fill in the missing letters in given words. In Section D, they will write sentences from a substitution table as well as write a guided composition with the heading, “My Birthday Party”.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub-Strand 6: Conversation		
Content Standard	Indicators	Core Competencies
<b>B1.1.6.1. Use culturally acceptable language for communication</b>	<b>B1.1.6.1.4.</b> Use a variety of words to describe different situations and events	Communication and Collaboration
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1. Understand texts read</b> <b>B1.2.7.2. Use knowledge skills and techniques of reading to understand</b>	<b>B1.2.7.1.1.</b> Use illustration, text clues (title, headings) and context to make inferences and predictions <b>B1.2.7.2.6.</b> Identify the structure of a story eg beginning part middle and end part	Personal Development and Leadership Communication and Collaboration

Sub-Strand 3: Word Families Rhyming Endings and Common Diagraphs		
Content Standard	Indicators	Core Competencies
<b>B1.2.3.1.1. Employ knowledge of rhyming endings to enhance reading comprehension</b>	<b>B1.2.3.1.1.</b> Use common rhyming endings to decode simple words	Personal Development and Leadership Communication and Collaboration
Strand 5: Using Writing Conventions/Grammar Usage Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B1.5.10.1. Use phonics knowledge to spell words</b>	<b>B1.5.10.12.</b> Fill in blank spaces in simple words	Personal Development and Leadership Communication and Collaboration
Strand 4: Writing Sub-Strand 7: Controlled Writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.7.1. Write simple compositions</b>	<b>B1.4.7.1.1.</b> Find, read and copy sentences from a given substitution table	Personal development and leadership Communication and collaboration
Sub-Strand 12: Descriptive Writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.12.1. Demonstrate knowledge of description in writing</b>	<b>B1.4.12.1.1.</b> Use words and simple sentences to describe events	Personal Development and Leadership Communication and Collaboration
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in the literary area</b>	<b>B1.6.1.1.1.</b> Read a variety of age-appropriate books and texts from print	Personal Development and Leadership Communication and Collaboration

(Refer Learners to the picture on **page 278** of the Learners Book 1. Using probing questions, have learners talk about it and predict what the unit is going to be about.)

## Section A

Refer to **pages 279 - 280**.

### Strand 1: Oral Language

#### Sub-Strand 6: Conversation

**B1.1.6.1.4:** Use a wide variety of words to describe different situations and events.

#### Conversations: My Birthday Party

**Teaching/Learning Strategies:** Modelling, discussion.

**Teaching/Learning Resources:** Picture on **page 279** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership.

**Key Vocabulary:** congratulations, lots, looking forward, enjoying.

#### Preparation Before Class

If possible, make a poster-size picture of the conversation picture on **page 279** of the English Learner's Book 1. This helps you make sure all learners move with you at the same pace.

### Teaching/Learning Activities

#### Activity 1

Let learners sing a familiar song or recite a rhyme related to the lesson.

1. Put up the conversation picture on the board and ask learners to discuss what people in the picture are doing. Let learners explain why the people do what they are doing.
2. Tell learners the day you were born on, using the structure: I was born on \_\_\_\_\_. Let each learner say what day they were born. Lead a short discussion on birthdays and their importance. Tell them one or two things that you do on your birthday. For example:  
I take pictures.  
I go to church.  
I pray to God.  
I hold a party.
3. Let individuals also answer the question, "What do you do on your birthday?"  
Invite volunteers to talk about their birthday celebration or that of another person.
4. Put learners into small groups to tell one another their experiences of a birthday celebration.

#### Activity 2

1. Lead learners to read the dialogue on **page 280** of the English Learner's Book. Ask groups/pairs to read the dialogue on their own.
2. Have learners state what parts of the conversation that they enjoyed and share them with each other. Let learners give reasons why they enjoyed those parts.

## Remedial Activity

Practise the parts of the conversation that seems difficult to the slow achievers.

## Assessment

In pairs, have learners role-play or engage in the dialogue on **page 280** of the English Learner's Book 1.

## Reflection

Have learners reflect on the conversation and try to compare what they know about birthday celebrations to what they have seen and heard in this lesson. Let them share what they have learnt.

## Additional Practice

Refer learners to **page 130** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-Strand 7: Comprehension

**B1.2.7.1.1:** Use illustrations, text clues and context to make inferences and predictions.

**B1.2.7.2.6:** Identify the structure of a story e.g beginning, middle and the end.

#### Topic: A yellow birthday for Mansa!

**Teaching/Learning Strategies:** Echo reading, pair work, class/group activities.

**Teaching/Learning Resources:** Word cards, picture on **page 281** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking.

**Key Vocabulary:** birthday, seven, decorate, scream, party, lovely, whirls, wooden.

#### Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 281** of the English Learner's Book 1.

## Teaching/Learning Activities

### Activity 3

Begin the lesson by discussing the picture on **page 281** of the English Learner's Book 1. Allow learners to talk about what they see and predict what they will read about.

### Activity 4

1. Teach and drill the pronunciation of the keywords one after the other.

2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
3. Use the picture and simple explanation to teach the meaning of the words. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.) Guide learners with examples to use the words in sentences.
4. Remind learners about the earlier discussion about birthdays, their importance and what takes place. Let learners recollect and tell the class about what they do on their birthdays.

### Activity 5

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions and also to share their ideas with the rest of the class.
2. Read the text a second time while learners listen. Have learners identify the structure of the story by recalling what happened at the beginning, middle and ending. Have learners read the text after you several times (echo reading).
3. Let the class, groups, pairs or individuals take turns to read the text on their own.

### Activity 6

In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph.

## Assessment

Let learners read each question and discuss the answers with their partners. (English Learner's Book 1, [page 284](#))

### Answers

- a. Aunt Naki gives Mansa her new dress.
- b. Akoto gives Mansa a kente purse.
- c. Yellow. Accept any plausible answer with evidence from the passage.
- d. She begins to squeal.
- e. Personal response.
- f. Personal response.
- g. Personal response.

Refer to [page 284](#) of Learner's Book 1.

### Sub-Section B: Letters have Sounds: More rhyming endings

#### Strand 2: Reading

**Sub-Strand 3:** Word families, Rhyming, Ending and common digraphs.

**B1.2.3.1.1:** Use common rhyming endings to decode simple words.

Revise the previously learnt rhyming endings.

Introduce the new set of rhyming endings by having learners listen to a series of words that rhyme. **For example:** tell, cell..... call, ball.....

Lead learners to work in pairs to find at least three words that belong to each rhyming family. Have pairs share their words with the class. Example

### Expected answers

fell	hell	sell
hall	mall	tall

### Remedial Activity

Practice the rhyming endings with individuals who find it difficult to say the words. Have them practice reading a good number of words with the same endings to enable them get used to saying the sound.

### Additional Practice

Refer learners to [page 131](#) of the Workbook for more exercises.

## Section C

### Strand 2: Reading

#### Sub-Strand 9: Fluency

**B1.2.9.1.2:** Recognise one hundred and twenty sight words including content words.

**Strand 5:** Using Writing Convention/Grammar usage

#### Sub-Strand 10: Spelling

**B1.5.10.1.2:** Fill in black spaces in simple words.

**Teaching Strategies:** Demonstration, leading questions, explanation.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development, Creativity and Innovation, Critical Thinking and Problem Solving.

### Preparation Before Class

Before the lesson, prepare your word cards.

### Teaching/Learning Activities

- Exercise 1 is about sight words. Introduce the target words to learners on word cards. Pronounce and teach these words several times for learners to listen. Write the words on the board. (could, over, when, now, just, were, from, how)  
Now, read the words and let learners repeat after you.  
Point at each word for pairs, groups or individuals to read. Play vocabulary consolidation games with words e.g. lucky Dip.  
Finally, let the class read the words from [page 285](#) of the English Learner's Book 1.  
Have learners form sentences with the words.

2. Exercise 2 is about spelling. Revise the given words using word cards.

Learners may play “Pick and Read” with the cards. Let them sit in groups or pairs to practise spelling the words.

Copy the exercise (English Learner’s Book 1, **page 285**) on the board and get learners to identify the missing letters by comparing the word cards to what is on the board.

In pairs, have learners do the exercise by filling in the missing letters.

Let them finally copy the words in their exercise books.

## Answers

- |             |            |          |
|-------------|------------|----------|
| a. birthday | b. bicycle | c. party |
| d. jollof   | e. yellow  | f. happy |

### Remedial Activity

Support the struggling learners to find the missing letters by letting them work in pairs to use letter cards to form the words on their table before doing Exercise 2.

### Extension Activity

Ask high achievers to make sentences with five of the sight words and write them in their exercise books.

### Additional Practice

Refer to **pages 132 - 133** of the Workbook for more exercises.

## Section D

Refer to **page 285 to 286** of Learner’s Book 1.

### Strand 4: Writing

#### Sub-Strand 7: Controlled Writing

**B1.4.7.1.1:** Find, read and copy sentences from a given substitution table.

#### Sub-Strand 12: Descriptive Writing

**B1.4.12.1.1:** Use words and simple sentences to describe events.

**Teaching/Learning Strategies:** Modelling, copying, demonstration, imitation.

**Teaching/Learning Resources:** Substitution table on **page 285** of the English Learner’s Book 1.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** a toy car, a red doll, guests, enough, excited.



## Preparation Before Class

Before the lesson, prepare your substitution table.

## Teaching/Learning Activities

### Penmanship

Mount the poster of the substitution table on the board. Explain it to learners by reading several sentences from it. Lead the class to also read the sentences from it. Let individuals read from the substitution table.

Demonstrate the activity again, but this time, write the sentences you read on the board. Let individual learners read out the sentences while you write them on the board as examples. Let learners sit in pairs to read and write sentences from the table in their exercise books. Go round to support where necessary.

### Remedial Activity

Support the low achievers to construct sentences from the substitution table.

### Activity 7

#### Guided Writing

Orally prepare learners for the exercise by asking them questions that will elicit the words needed for the composition on **page 286** of the English Learner's Book 1. E.g., Which date was or is your birthday?

Refer learners to **page 286** of the English Learner's Book 1. As they listen, read the composition on a birthday party and fill in the gaps with your own information. Invite volunteers to do the same.

In pairs, have learners discuss the words needed for filling in the gaps.

### Answers

- a. Date of birthday
- b. Which anniversary, e.g. seventh
- c. Time of the day (morning, afternoon, evening or night)
- d. Actual time, e.g. 4 p.m.
- e. Other visitors apart from family and friends, e.g. classmates, teachers, etc.
- f. food
- g. drinks
- h. Any other 2 meals
- i. Any of the visitors, e.g. my friends, church members, etc.

### Additional Practice

Refer to **pages 134 - 135** of the Workbook for more exercises.

## **Strand 6:** Extensive Reading

### **Sub-Strand 1:** Building the love and Culture of Reading

**B1.6.1.1.1:** Read a variety of age-appropriate books and texts from print.

#### **Unit Summary**

Go through the unit summary with learners and discuss what they have learnt.

#### **Discover**

Watch this with learners and discuss the various cultures and what they celebrate around the world.

#### **Homework**

Have learners write a story of 12 sentences about a strange birthday in their homework book for peer editing and marking.

## **Extensive Reading Activities**

- Continue to read to the class
- Have individuals select books for their personal extensive reading.
- Encourage learners to read the blurb of story books for the gist before choosing it.
- Have individuals write reports on their chosen books
  - \* Title
  - \* setting
  - \* brief summary of the story
  - \* characters
  - \* few vocabulary learnt

#### **Remedial Activity**

Support struggling readers by practicing choral reading with them

#### **Extension Activity**

Have high achievers do character trait for any character of their choice (in small groups).

## **Slogan**

Library Hour: FRED

Free Reading Every Day

## Workbook Answers

### A. Oral Language

#### Activity 1

- funeral
  - birthday
  - wedding
  - naming ceremony

### B. Reading

#### Activity

- seven
- greet
- party
- dress
- kente

### C. Vocabulary

- fufu and soup
  - a party
  - goat jollof
  - banku and tilapia
  - fried rice and chicken
  - a yellow shelf

- friend
  - birthday
  - yellow
  - party
  - goat jollof

(Accept any other reasonable answers.)

### D. Writing

- I am slim. / I am tall.
  - I am strong.
  - I am creative.
  - I am clever.
  - I am healthy.
- This question demands personal responses  
Accept any reasonable answers.  
E.g. 20th January / seventh house  
2 p.m.  
teacher  
food  
drinks  
fried rice / grilled tilapia  
my friends

## Unit Overview

This unit is about the market as an important place in the community. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn about activities at the market and practise a dialogue on it. Section B is in two parts. In the first part, learners will read aloud a text, titled "A typical Kotokuraba market day", and answer questions on the text. The second part is code-named "Letters have Sounds", It will focus on more common rhyming endings.

In Section C, learners will learn to have fun with the keywords they met in the passage. They will find missing letters for familiar words, read and label some pictures and fill in the gaps in given sentences with the right words. In Section D, they will copy a paragraph from the passage they read as well as write a guided composition about things they would like to buy at the market.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub-Strand 6: Conversation		
Content Standard	Indicators	Core Competencies
<b>B1.1.6.1. Use culturally acceptable language for communication</b>	<b>B1.1.6.1.4.</b> Use a variety of words to describe different situations and events	Communication and Collaboration
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.2. Use knowledge skills and techniques of reading to understand</b>	<b>B1.2.7.2.5.</b> Use a variety of comprehension strategies, eg prediction before reading a text, cover page etc	Personal Development and Leadership Communication and Collaboration
Sub-Strand 3: Word Families, Rhyming Endings and Common Diagraphs		
Content Standard	Indicators	Core Competencies
<b>B1.2.3.1. Employ knowledge of rhyming endings to enhance reading comprehension</b>	<b>B1.2.3.1.1.</b> Use common rhyming endings to decode simple words	Personal Development and Leadership Communication and Collaboration

Strand 5: Using Writing Conventions/Grammar Usage		
Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B1.5.10.1. Use phonics knowledge to spell words</b>	<b>B1.5.10.1.2.</b> Fill in Blank spaces in simple words	Personal Development and Leadership Communication and Collaboration
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B1.2.6.1. Understand word meanings and Usages</b>	<b>B1.2.6.1.1.</b> Read level-appropriate sight words and use many of them in meaningful sentences	Personal development and leadership Communication and collaboration
Strand 4: Writing		
Sub-Strand 7: Controlled Writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.7.1. Write simple compositions</b>	<b>B1.4.7.1.1.</b> Find, read copy sentences <b>B1.4.7.1.2.</b> Write a simple composition	Personal Development and Leadership Critical Thinking
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in the literary</b>	<b>B1.6.1.1.1.</b> Read a variety of age-appropriate books and texts from print	Personal Development and Leadership Communication and Collaboration

**Strand 1: Oral Language****Sub-strand 6: Conversation**

**B1.1.6.1.4:** Use a wide variety of words to describe different situations and events.

**Conversation: Talk about the picture**

**Teaching/Learning Strategies:** Discussion, language drill, modelling.

**Teaching/Learning Resources:** A poster of the dialogue on **page 290** and of the picture of a market scene on **page 289** of the English Learner's Book 1, or any other large picture of a typical Ghanaian market scene.

**Core Competencies:** Communication and Collaboration.

**Key Vocabulary:** sheds, market, amount, collects, change.

**Preparation Before Class**

Make sure you gather all the materials you need. If possible, make a poster-size copy of the conversation picture on **page 289** of the English Learner's Book 1. This helps you make sure all learners move with you at the same pace.

**Teaching/Learning Activities****Activity 1**

Let learners recite one or two rhymes and also sing a song. Tell them they will talk about an important place in the town/area.

Encourage them to guess the place. Expected responses: the chief's palace, the police station, the District Assembly office, the clinic/ hospital, etc.

1. Put up the picture of a Ghanaian market scene on the board and allow learners to talk about what they see.

Let learners name the places in a market. Teach words like shop, shed, stall, washroom/ urinal, whichever is applicable.

Refer learners to the picture again and let them say what they see in the picture through a substitution drill. Let each individual mention the name of what they see.

**Example:**

**Teacher:** What do you think is happening in the picture?

**Learner A:** I can see electricity poles.

**Learner B:** I can see sheds.

**Learner C:** I can see tables.

**Learner D:** I can see people.

Now, pose the question, "What are the people doing?" Let learners respond in a similar manner after drilling them on the correct response.

Shift focus to other relevant aspects of a market and practise with various types of drills. Refer learners to the dialogue on **page 290** of the English Learner's Book 1. Practise it orally with learners. Let the whole class, groups and pairs repeat it after you till they can say it alone.

## Activity 2

1. Refer learners to **page 290** to practise the dialogue in pairs.
2. Then ask them to change roles in the dialogue.
3. Have learners state the parts of the conversation that they enjoyed and share them with each other. Let learners give reasons why they enjoyed those parts.

## Remedial Activity

Support Learners to engage in the conversation on page 290. Practise some parts with them and encourage them to say their parts out.

## Reflection

Have learners reflect on the conversation and try to compare what they used to know about a market to what they know now. Have them share what they have learnt.

## Additional Practice

Refer learners to **page 136** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-Strand: Comprehension

**B1.2.7.2.5:** Use a variety of comprehension strategies – eg. Prediction before reading a text, cover page etc.

**Topic:** A typical Kotokuraba market day

**Teaching/Learning Strategies:** Echo reading, pair work, class/group activities.

**Teaching/Learning Resources:** Word cards, picture on **page 291** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership.

**Key Vocabulary:** trader, stalls, sole, mackerel, sardines, catfish, regular customer, wave.

### Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 291** of the English Learner's Book 1.

## Teaching/Learning Activities

### Activity 3

Begin the lesson by discussing the picture on **page 291** of the English Learner's Book 1. Allow learners to talk about what they see and predict what they will read about. Have learners say what they know about market days and what they want to know about it in the lesson. Have them work on groups to fill in the K and W columns with their points.

#### Activity 4

Teach and drill the pronunciation of the keywords one after the other.

#### Activity 5

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meanings of the words (if necessary) using contexts, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

#### Activity 6

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.  
Have learners read the text after you several times (echo reading).

#### Activity 7

1. Read the text again while learners listen and follow in their books.
2. Let them read aloud on their own.

#### Activity 8

In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph.

### Assessment

Let learners read each question and discuss the answers with their partners. (English Learner's Book 1, [page 293](#))

Have learners say what they have learnt from the passage about market days.

#### Answers

- a. Ekuwa Quagraine is a fish trader/one of the biggest fish traders in Kotokuraba Market.
- b. Her shop is at Kotokuraba Market.
- c. She sells different types of fishes—from sole, mackerel, sardines, catfish and cassava fish to red snapper, and then shrimps. (Accept any four)
- d. Araba Mensah buys red snapper, sole and shrimps from Ekuwa.
- e. Cassava, yam, tomatoes, onions, garden eggs, kontomire, garlic, peppers, carrots, green peppers.
- f. Personal responses.



## Sub-Section B: Letters have Sounds: More common rhyming endings

### Strand 2: Reading

#### Sub-Strand 3: Word families, Rhyming Endings and Common Diagraphs

##### B1.2.3.1.1

End the reading session with this activity. Ask learners to recite a few rhymes.

Begin the lesson by revising the common rhyming endings learnt so far. Write the word “market on the board. Have learners read it and identify its ending sound i.e. -et.

In pairs, ask learners to give you one word that has a common ending with market. Write learners’ words on the board. Have learners work in groups to build on the rhyming endings.

Refer learners to **page 294** of the English Learner’s Book 1 to do exercise 2 and 3.

Have learners form sentences with the rhyming words.

#### Remedial Activity

Practise the rhyming endings with learners who struggle to say the words till they can read the words with ease.

#### Extension Activity

Have high achievers find three more words for the -et word endings.

#### Additional Practice

Refer learners to **page 137** of the Workbook for more exercises.

## Section

## C

### Strand 5: Using Writing Conventions/Grammar usage

#### Sub-Strand 10: Spelling

**B1.5.10.1.2:** Fill in the blank spaces in simple words.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving.

#### Preparation Before Class

Before the lesson, prepare your word cards.

### Teaching/Learning Activities

#### 1. Missing letters spelling exercise

Write the full words on the board (see Answers below). Point at each word and say it three times for learners to repeat.

Let learners read the words in groups/pairs and individually.

Show word cards for individuals to read aloud.

Have learners look at the exercise on **page 294** of the English Learner’s Book 1 and do it in their exercise books.

## Answers

- |             |             |            |             |
|-------------|-------------|------------|-------------|
| a. trader   | b. stalls   | c. sole    | d. customer |
| e. mackerel | f. sardines | g. catfish | h. regular  |
| i. wave     |             |            |             |

### Strand 2: Reading

#### Sub-Strand 6: Vocabulary

**B1.2.6.1.1:** Read level-appropriate sight words and use many of them in meaningful sentences.

#### 2. Sentence completion

Write the target words on the board. (Refer to **page 295** of the English Learner's Book 1.)

Drill learners on their pronunciation. Allow them to form sentences with the given words. Read each sentence and stop at the gap for learners to provide the right word from the box.

Go through the exercise with learners once more before instructing them to do the exercise in their exercise books.

## Answers

- |                 |                |                       |
|-----------------|----------------|-----------------------|
| a. market scene | b. ripe pepper | c. onions in a basket |
| d. okro         | e. tomatoes    | f. fish in a basket   |

#### 2. Picture labelling

Teach and drill the pronunciation of the target expressions. Examples are: a market scene, tomatoes, etc. Write the expressions on the board. Refer learners to **page 295** to identify the picture that matches each expression.

Let them work in pairs and label the pictures in writing. For example: a. A market scene.

#### Remedial Activity

Use real objects in place of the pictures on **page 295** of the Learners Book 1 to help low achievers identify and label the pictures.

#### Extension Activity

Ask the high achievers to form three sentences with the names of the objects in the picture at **page 295** of learner's Book.

## Answers

- |                     |                                  |
|---------------------|----------------------------------|
| a. fish and shrimps | c. red snapper, sole and shrimps |
| b. market days      | d. market                        |

## Additional Practice

Refer learners to **page 138** of the Workbook for more exercises.

## Section

## D

### Strand 4: Writing

#### Sub-Strand 7: Controlled Writing

**B1.4.7.1.1:** Find, read and copy sentences

**B1.4.7.1.2:** Write a simple composition

**Teaching and Learning Strategies:** Modelling, copying, demonstration.

**Teaching/Learning Resources:** Pictures of objects found at the market.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** extra, bulk, serves, customers, products.

#### Preparation Before Class

Before the lesson, gather pictures of objects sold at a typical market.

### Teaching/Learning Activities

#### Penmanship

Before writing, lead learners to do hand and wrist exercises for a few minutes. Have them sing a familiar song, clap and dance.

During writing, copy the paragraph on the board. Demonstrate the writing of challenging letters and words. Have learners write some of the sentences.

#### Assessment

Ask learners to copy the paragraph into their exercise book.

#### Reflection

Have learners reflect on the part of the task that was more challenging.

#### Activity 9

#### Guided Writing

Copy the introductory sentences (refer to English Learner's Book **page 296**) on the board.

Have learners listen to you say five things you will buy from the market using the expressions:

Today is market day. First, I will buy \_\_\_\_\_. Next, I will \_\_\_\_\_. Then, \_\_\_\_\_ etc.

Invite learners to do the same. You can differentiate the lessons by showing pictures of objects to learners while they make their list. They will draw clues from the picture to write what they want from the market. Have learners read their composition to the class.

### Remedial Activity

Refer learners to **page 291** of the Learners Book and discuss the market scene there to enable them write about what they will buy in the market and the purpose for buying it.

### Extension Activity

Have high achievers write more than five sentences on what they will buy and why.

### Additional Practice

Refer learners to **page 139** for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover

Scan the QR code in class and have learners watch it . Have them identify the activities that go on during A Market Day at Asesewa.

### Homework

Have learners write a few sentences about the topic in their homework book.

## Extensive Reading Activities

- Continue to read to the class
- Have individuals select books for their personal extensive reading.
- Encourage learners to read the blurb of story books for the gist before choosing it.
- Have individuals write reports on their chosen books
  - \* Title
  - \* setting
  - \* brief summary of the story
  - \* characters
  - \* few vocabulary learnt

### Remedial Activity

Support struggling readers by practicing choral reading with them

### Extension Activity

Have high achievers do character trait for any character of their choice (in small groups).

## Slogan

Library Hour: FRED

Free Reading Every Day

## Workbook Answers

### A. Oral Language

#### Activity 1

- a. I went to the market to buy onions.
- b. I went to the market to buy oranges.
- c. I went to the market to buy yams, etc.

### B. Reading

#### Activity 1

1.
  - a. Ekuwa Quagraine
  - b. Araba Mensah
  - c. Sole, mackerel, sardines, catfish, cassava fish, red snapper  
(Any three of the above)
  - d. Cassava, yam
  - e. Because her products are always fresh. / The products taste good.
2. Personal responses

### C. Vocabulary

1. 

a. mo	sh
b. fi	ket
c. mar	per
d. toma	ney
e. pep	toes

### D. Writing

#### Activity 1

- | A              | B                               |
|----------------|---------------------------------|
| 1. We buy      | a lot of people in the market.  |
| 2. People      | looks filthy.                   |
| 3. This market | always buy from a clean market. |
| 4. We must     | sell food at the market.        |
| 5. There are   | food at the market.             |
- 
1. We buy food at the market.
  2. People sell food at the market.
  3. This market looks filthy.
  4. We must always buy from a clean market.
  5. There are a lot people in the market.

## Unit Overview

This unit is about things learners do outside school. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will talk about the days of the week and activities related to them. Section B is in two parts. In the first part, learners will read aloud a short text, titled “How I spend my favourite days”, and answer questions on it. The second part is code-named “Letters have Sounds”. It will focus on the sound that “sh” makes in words. Learners will name pictures and identify the “sh” sound in their names. In Section C, learners will learn to have fun with the keywords they met in the passage. They will identify days of the week, find the missing letters for giving words and learn to read given sight words. In Section D, they will copy sentences with clarity as well as write about their favourite days of the week and what they do on those days.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language		
Sub-Strand 8: Asking and Answering Questions		
Content Standard	Indicators	Core Competencies
<b>B1.1.8.1. Demonstrate understanding in asking and answering questions</b>	<b>B1.1.8.1.2.</b> Use appropriate pronunciation and intonation in asking and answering wh-questions	Communication and Collaboration Personal Development and Leadership
Strand 2: Reading		
Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1. Understand texts read</b>	<b>B1.2.7.1.2.</b> Ask and answer factual, inferential and applicative questions about level appropriate texts	Personal Development and Leadership
Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1. Connect sounds to letters and blend letters/syllables in order to read and write</b>	<b>B1.2.2.1.6.</b> Use alphabetic knowledge to decode known words	Personal Development and Leadership Communication and Collaboration

Strand 5: Using Writing Conventions/Grammar Usage		
Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B1.5.10.1. Use phonics knowledge to spell words</b>	<b>B1.5.10.1.1.</b> Identify and spell simple words correctly <b>B1.5.10.1.2.</b> Fill in blank spaces in simple words	Personal Development and Leadership Communication and Collaboration
Strand 4: Writing		
Sub-Strand 5: Writing Simple words and Sentences		
Content Standard	Indicators	Core Competencies
<b>B1.4.5.1. Write words and sentences</b>	<b>B1.4.5.1.3.</b> Use basic words in writing simple sentences	Personal development and leadership Communication and collaboration
Sub-Strand 12: Descriptive Writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.12.1. Demonstrate knowledge of description in writing</b>	<b>B1.4.12.1.1.</b> Use words and simple sentences to describe self, events etc.	Personal Development and Leadership Communication and Collaboration
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in the literary area</b>	<b>B1.6.1.1.1.</b> Read a variety of age-appropriate books and text from print	Personal Development and Leadership Communication and Collaboration

**Strand 1: Oral Language****Sub-Strand 8: Asking and answering questions**

**B1.1.8.1.2:** Use appropriate pronunciation and intonation in asking and answering wh-questions in context

**Conversation: What Mansa does when not in school**

**Teaching/Learning Strategies:** Observation, modelling, discussion, drill.

**Teaching and Learning Resources:** Pictures on **page 299** of the English Learner's Book 1, a chart of the names of days of the week, word cards

**Core Competencies:** Communication and Collaboration.

**Key Vocabulary:** reading, walking, watching, going, church.

**Preparation Before Class**

Make sure you gather all the materials you need. If possible, make a poster-size copy of the conversation pictures on **page 299** of the English Learner's Book 1. This helps you make sure learners move with you at the same pace.

**Teaching/Learning Activities****Activity 1**

1. Lead learners to sing the action song "People born on Sunday" with the accompanying dance a few times.
2. Ask learners to name the days of the week and activities that take place.

**Activity 2**

1. Have a brief discussion on the pictures at **page 298** and **299** of the Learner's Book with learners. Let learners observe the pictures and mention what they see. **For example:** "I can see a girl. " You respond," Yes, she is called Mansa". Then ask, "What is Mansa doing?"  
Another responds: "Mansa is going to church." Point at another picture and ask, "What is Mansa doing? " A learner responds: "She is walking towards a library."  
Do the same with the other pictures.  
Now point at the pictures and say the sentences aloud for learners to repeat.  
**Example:** I can see Mansa reading a storybook at home.

**Remedial Activity**

Observe and identify learners who could not say the sentences correctly. Practice with them till they can say it correctly.

**Assessment**

Let learners take turns pointing at the pictures and saying the sentences.



## Reflection

Have learners reflect on the conversation. They should state the parts of the conversation that they enjoyed and share them with each other. Let learners give reasons why they enjoyed those parts.

## Additional Practice

Refer to **page 140** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-Strand 7: Comprehension

**B1.2.7.1.2:** Ask and answer factual, inferential and applicative questions about level-appropriate text

**Topic:** How I spend my favourite days

**Teaching/Learning Strategies:** Echo reading, pair work, class activities, individuals, modelling.

**Teaching/Learning Resources:** Word cards, pictures on **pages 300** of the English Learner's Book 1, sentence cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** pancake, Makaranta, Quran, Muslim.

### Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 300** of the English Learner's Book 1.

## Teaching/Learning Activities

### Activity 3

1. Begin the lesson by discussing the picture on **page 300** of the English Learner's Book 1. Allow learners to talk about what they see and predict what they will learn from the passage they are about to read.
2. Teach and drill the pronunciation of the keywords one after the other.

### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of the words (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **Do not** copy the new words on the board ahead of time.)

### Activity 5

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.  
Have learners read the text after you several times (echo reading).

### Activity 6

Let learners form groups of seven. Each learner reads the part of one of the characters. Encourage learners to ask and answer questions based on the text.

## Assessment

1. In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph.
2. Let learners read each question (refer to **page 303** of the English Learner's Book 1 for the questions) and discuss the answers with their partners.

## Answers

2.
  - a. Vivian goes to church.
  - b. The children/They pray and sing on Wednesdays.
  - c. Yao loves to say rhymes.
  - d. On Saturdays, Ama visits her favourite aunt Asabea.
  - e. Oko likes Tuesdays because he loves reading.
  - f. Because she plays with her cousins. They also make pancakes and visit Aburi Gardens.
  - g. Accept any reasonable answer.
  - h. Accept any reasonable answer.

### Remedial Activity

Support learners to understand the text better by asking groups to role-play the characters in the passage. Use probing questions to make them express their understanding of the passage. Then work with them to answer the questions.

### Extension Activity

Have high achievers pick any of the characters and expand the person's speech by two sentences.

## Sub-Section B: Letters have Sounds: The sound of “sh” /ʃ/

### Strand 2: Reading

**B1.2.2.1.6:** Use alphabetic knowledge to decode known words.

End the reading session with this activity. Play the phonics song and have learners sing along. Write words containing ‘sh’ spelling on the board.

1. While learners listen to you, blend the letters in the target words and expressions and read them aloud (a shirt, a pair of shorts, seashells, a pair of shoes, a ship, a sheep). Have the learners read the words after you.

Let learners listen to short sentences containing words having the digraph.

**For example:** She should use Sally’s shop.

Sally sells shells in her shop.

Repeat the sentences as learners listen to identify the sound of ‘sh’ in the words in the sentences. Drill learners on the sound of the digraph and have them tell where the sound is in each word. Have learners read more examples.

shop                  brsh

shelf                  dish

fish                  ash

shout                  cash

Let learners form sentences with the sample words.

**Examples:** I have a brush.

I like eating fish.

Daddy bought me a shirt.

Have learners look at the pictures on **pages 303 - 304** of the English Learner’s Book 1. They then name the pictures and label them.

2. Write the complete words on the board. Point at each word and say it several times for learners to listen and repeat.

Have learners read aloud the words in groups, in pairs, and as individuals. Clean the board. Refer learners to **page 304** of the English Learner’s Book 1 and ask learners to do the exercise in their exercise books. Go round to supervise.

### Answers for Exercise 1

shirt	shorts	sheep
ship	shell	shoes

### Answers for Exercise 3

1. shell	2. shoes	3. shark
4. shorts	5. shirt	6. sheep
7. ship	8. shop	9. shoot

## Additional Practice

Refer learners to **page 141** of the Workbook for more exercises.

### Section C

Refer to **page 304** to **305** of Learner's Book 1.

#### Strand 5: Using Conventions/ Grammar usage

##### Sub-Strand: Spelling

**B1.5.10.1.2:** Fill in blank spaces in simple words.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Letter cards, word cards, sentence cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

#### Preparation Before Class

Before the lesson, prepare your letter, word and sentence cards.

#### Teaching/Learning Activities

##### 1. The days of the week (English Learner's Book 1, **pages 304 - 305**)

Working as a class, let the learners repeat the given sentences after you.

##### Examples:

Esi and Kwesi were born on Sunday.

Adjo and Kojo were born on Monday, etc.

Now have pairs of learners take turns to read the sentences and identify the day of the week in each sentence. Have them write it on the board.

Finally, still working as a class, let learners take turns to do the exercise orally, then in writing.

#### Remedial Activity

Observe and identify learners who struggle writing the days of the week. Have them use word cards to help them spell the words correctly.

#### Answers

- a. Sunday
- b. Monday
- c. Tuesday
- d. Wednesday
- e. Thursday
- f. Friday
- g. Saturday

## 2. Missing letters exercise (English Learner's Book 1, page 305)

Put learners into pairs and provide them with word cards to practise spelling the words. You may make letter cards available to them to build the words as shown below:

M o n d a y                      S a t u r d a y                      etc.

Monday

Saturday

Let them copy the words filling in the missing letters.

### Answers

a. Monday

b. Saturday

c. Thursday

d. Sunday

e. Wednesday

f. Tuesday

g. Friday

### Additional task

#### 3. Sight words (English Learner's Book, page 305)

Introduce the target words to learners on word cards. Pronounce and teach each word several times for learners to listen. Write the words on the board, e.g. know, take, after, let, walk, etc.

Now, read the words and let learners repeat after you.

Point to each word for pairs, groups or individuals to read.

Finally, let the class read the words on page 305 of the English Learner's Book 1. Have learners play Lucky Dip Game to help them consolidate the sight words.

### Remedial Activity

Support struggling learners to read the sight words by making them concentrate on a few (not more than four) at a time.

### Additional Practice

Refer learners to page 142 of the Workbook for more exercises.

## Section

## D

Refer to page 306 of the Learner's Book 1

### Strand 4: Writing

#### Sub-Strand 5: Writing simple words and sentences.

**B1.4.5.1.3:** Use basic words in writing simple sentences.

#### Sub-Strand 12: Descriptive Writing

**B1.4.12.1.1:** Use words and simple sentences to describe self events etc.

**Teaching/Learning Strategies:** Modelling, copying, imitation, demonstration.

**Teaching/Learning Resources:** Word cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

**Key Vocabulary:** become, favourite, Quran, Muslim, pancakes.

### Preparation Before Class

Before the lesson, prepare your word cards.

## Teaching/Learning Activities

### Penmanship

Use word cards to revise the five words listed and their meanings. Let learners identify the words in the passage and read out the sentences in which they appear.

Guide learners with further examples to use the words in simple sentences.

Refer learners to **page 306** of the English Learner's Book 1. Explain and demonstrate the gap filling exercise. Let the class do it orally. Then, let learners write it in their exercise books.

### Answers

- a. Makaranta
- b. Sunday
- c. goat jollof

### Activity 7

#### Guided Writing

Refer learners to **page 306** of the English Learner's Book 1 to read about Raihana and Ama's favourite days. Model talking about your favourite days.

Have learners take turns to talk about their favourite days in similar ways.

Get learners to write about their personal favourite days. Go round to assist them.

### Remedial Activity

Assist low achievers to write their sentences.

### Extension Activity

Ask high achievers to write two additional sentences about their favourite days.

### Additional Practice

Refer learners to **pages 143 - 144** of the Workbook for more exercises.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover

Watch this video with learners and get them to learn the song and have fun dancing to it.

### Homework

Ask learners to write a story about what they would do on each day of the week.

## Extensive Reading Activities

- Continue to read to the class
- Have individuals select books for their personal extensive reading.
- Encourage learners to read the blurb of story books for the gist before choosing it.
- Have individuals write reports on their chosen books
  - \* Title
  - \* setting
  - \* brief summary of the story
  - \* characters
  - \* few vocabulary learnt

### Remedial Activity

Support struggling readers by practicing choral reading with them

### Extension Activity

Have high achievers do character trait for any character of their choice (in small groups).

## Slogan

Library Hour: FRED

Free Reading Every Day

## Workbook Answers

### A. Oral Language

#### Activity 1

- seven
- seven
- & d.** Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

### B. Reading

#### Activity 1

- church
- she like dictations / she likes walking to school with her big brother, Akoto.

- they read in class / he likes reading.
- they pray, sing and dance.
- they say rhymes / tell stories / he loves rhymes.
- after school he goes to the Makaranta with his sisters. / he learns the Quran / he learns how to become a better Muslim.
- it is her favourite day / she visits her Aunt Asabea at Aburi / she plays with her cousins (at Aburi) / they make pancakes / they visit Aburi Gardens.

### Activity 2

- |              |             |
|--------------|-------------|
| a. Saturday  | d. Friday   |
| b. Monday    | e. Thursday |
| c. Wednesday | f. Tuesday  |

### C. Vocabulary

#### Activity 1

- |          |          |
|----------|----------|
| 1. who   | 4. who   |
| 2. where | 5. where |
| 3. where | 6. who   |

#### Activity 2

- |             |           |
|-------------|-----------|
| 1. Sunday   | 4. Friday |
| 2. Thursday | 5. Monday |
| 3. Monday   |           |

### D. Writing

#### Activity 1

- Who is laughing?
- Who is wearing a red blouse?
- Who is wearing a green top?

- Who are smiling?
- Who are not smiling?
- Who has not raised their hands?

### Activity 2

Example:

There are seven days in a week.

Sunday is my favourite day. I visit my grandmother at Akyereso.

I play with my grandmother's dog.

Sometimes, we prepare fruit drinks.

Also, I watch cartoons on the TV.

I like this day because I have a lot of fun.



## Unit Overview

This unit is about being safe in the community. It consists of four sections labelled A - D.

Section A will deal with Oral Language Development. Learners will engage in a conversation about being safe with strangers and practise a dialogue with their partners.

Section B is in two parts. In the first part, learners will read a short text and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on words with the digraph “ch” at the end. Learners will name pictures and identify the “ch” sound in the names, either as a beginning sound or ending sound.

In Section C, learners will learn to have fun with the keywords they met in the passage. They will join word parts to form complete words and fill the gaps in given sentences with the sight words. In Section D, they will copy a paragraph from the passage they read as well as write sentences from a substitution table.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language Sub-Strand 6: Conversation		
Content Standard	Indicators	Core Competencies
<b>B1.1.6.1. Use culturally acceptable language for Communication</b>	<b>B1.1.6.1.4.</b> Use a wide variety of words to describe different situations and events	Communication and Collaboration
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.2. Use knowledge skills and techniques of reading to understand</b>	<b>B1.2.7.2.3.</b> Connect ideas and information in stories to own experiences and knowledge of the word	Personal Development and Leadership Communication and Collaboration
Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
<b>B1.2.2.1. Connect sounds letters and blend letters/ syllables in order to read and write</b>	<b>B1.2.2.1.6.</b> Use alphabetic knowledge to decode known words	Personal Development and Leadership Communication and Collaboration

Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
<b>B1.2.6.1. Understands word meanings and usages</b>	<b>B1.2.6.1.1.</b> Read level-appropriate sight words and use many of them in meaningful sentences	Personal Development and Leadership Communication and Collaboration
Strand 4: Writing Sub-Strand 7: Controlled Writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.7.1. Write simple composition</b>	<b>B1.4.7.1.1.</b> Find, read and copy sentences from a given substitution table	Personal Development and Leadership Critical Thinking
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in the literary area</b>	<b>B1.6.1.1.1.</b> Read a variety of age-appropriate books and text from print	Personal Development and Leadership Communication and Collaboration

## Strand 1: Oral Language

### Sub-Strand 6: Conversation

**B1.1.6.1.4:** Use of wide variety of words to describe different situations and events.

**Conversations: Dealing with strangers**

**Teaching/Learning Strategies:** Modelling, demonstration, discussion, language drill.

**Teaching Resources:** Picture on [page 309](#) of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration.

**Key Vocabulary:** excellent, far, shorter, pass, strangers, rude.

### Preparation Before Class

If possible, make a poster-size copy of the conversation picture on [page 309](#) of the English Learner's Book 1. This helps you make sure all learners move with you at the same pace.

### Teaching/Learning Activities

#### Activity 1

Lead learners to say one or two rhymes with accompanying actions.

Discuss relationships with strangers. (A stranger is a person whom one does not know/an outsider/a foreigner.)

Ask learners how we should behave around strangers.

Share a few instances of children getting harmed through their association with strangers and dangerous people.

Now, put up the picture on the board and allow learners to talk about what they see. Have them name the people in the picture and say what they are doing.

**For example:** I can see a boy and a girl.

They are going to school.

The children have their school bags strapped behind them.

I can see two men.

Both men are wearing t-shirts.

The men are standing by the roadside.

Have learners mention whether the men are strangers to the school children or not. They should give reasons for their answers.

Why do they think the men are standing by the roadside?

#### Possible answers:

- They can catch/kidnap the children.
- They can harm the children.
- They can kill them.

Accept any reasonable answer.

Invite learners to also share situations they may have heard about children getting harmed by strangers.

Now, introduce the question as to what to do to be safe from strangers for learners to answer in turns.

**Teacher:** What must we do to be safe from strangers?

**Learners A:** We must not go out at night.

**Learner B:** We must not take gifts from strangers.

**Learner C:** We must not play with people we do not know.

**Learner D:** We must not play far away from home.

Have the class repeat the responses above.

## Activity 2

1. Have learners practise the dialogue on **pages 309 - 310** of the English Learner's Book 1.
2. Have learners answer the questions on **page 310** of the English Learner's Book 1 with their partners.

## Remedial Activity

Practice the dialogue with struggling learners one on one or in small groups till they can practise it with their own peers confidently.

## Answers

4.
  - a. They are going to school.
  - b. They go to Excellent Kids Academy.
  - c. No, they are not rude. They are careful because they do not know the men.

## Reflection

Have learners reflect on the conversation /dialogue and try to compare what they used to know about strangers to what happened in the conversation /dialogue.

## Additional Practice

Refer learners to **pages 145 - 146** of the Workbook for more exercises.

## Section B

### Strand 2: Reading

### Sub-Strand 7: Comprehension

**B1.2.7.2.3:** Connect ideas and information in stories to own experiences and knowledge of the world.

## Topic: The red car

**Teaching/Learning Strategies:** Echo reading, pair work, class/group activities.

**Teaching/Learning Resources:** Word cards, pictures on **pages 311 and 312** of the English Learner's Book 1, poster of the rhyme and accompanying picture on **page 145** of the Workbook.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking.

**Key Vocabulary:** quickly, corner, insisted, anything, walk, toffees, biscuits, smiled, shiny.

### Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the pictures on **page 311** and **page 312** of the English Learner's Book 1. Make a poster of the rhyme and accompanying picture on **page 145** of the Workbook.

### Teaching/Learning Activities

#### Activity 3

1. Begin the lesson by discussing the picture on **page 312** of the English Learner's Book 1. Allow learners to talk about what they see and predict what they will be reading about.
2. Teach and drill the pronunciations of the keywords one after the other.

#### Activity 4

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of the words (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

#### Activity 5

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen. Have learners read the text after you several times (echo reading).
3. Let learners read the text on their own in groups/pairs and individually.

#### Activity 6

1. In pairs, have learners take turns reading the text aloud to each other sentence by sentence or paragraph by paragraph. Using probing questions, have learners identify the events, characters and values in the text.
2. Let learners read each question and discuss the answers with their partners. (English Learner's Book 1, **page 313**) Have learners relate ideas and information in the story to their personal experiences with strangers.

## Answers

- a. (Their names are) Mansa and Fiifi
- b. They were going to school.  
They will play games.
- c. The man stopped to give the children a ride.
- d. Option iii). They did not want to drive in a car with a stranger.
- e. They did not know the man.
- f. They can harm or kill you.

### Sub-Section B: Letters have Sounds: The digraph “ch”

#### Strand 2: Reading

#### Sub-Strand 2: Phonics

**B1.2.2.1.6:** Use alphabetic Knowledge to decode unknown words.

End the reading session with this activity. Play the phonics song and have learners sing along.

While learners listen to you, blend the letters in the following words and read them aloud (church, chain, chief, charcoal, chisel, chimpanzee). Have the learners read the words after you. Have learners tell you the common sound in the words.

Point to each word on the board for learners to read it and make the sound of “ch” /tʃ/

Have learners listen and repeat a few tongue twisters containing the “ch” digraph.

For example: Chuma wore a chequered skirt to church.

Charles chained the charming chimpanzee.

Have learners find more words with the “ch” sound. List learners’ examples on the board and add some of your own, e.g. chick, child, chalk, chop, chest.

Drill pronunciation of the sample words several times using word cards. Put learners into groups to form to form and read sentences formed with words that have the target sound.

Have learners talk about the pictures on **page 314** of the English Learner’s Book 1, lead learners to echo read the words under each picture and then let learners in pairs take turns to read the words under the pictures.

#### Remedial Activity

Have learners who struggle to make the target sound practice with using both L1 and L2 words till they can produce the sound all alone.

#### Additional Activity

Mount the poster of the new rhyme on the board, “Shimmy like Chimpy.” (Refer to Workbook **page 145**). Have learners talk about the picture. Read the rhyme twice while learners listen.

Now let them read after you line by line. Then, lead learners to echo read with you.

Have pairs, groups and individuals take turns reciting the rhyme.

Have learners sit in pairs and identify the words in the lines that have the digraph “ch”.

(chimp, chimpanzee, chain, chair, cheese)

Have learners find words with ‘ch’ sound in newspaper cut outs.

## Additional Practice

Refer to **pages 145 - 149** of the Workbook for more exercises.

### Section C

#### Strand 2: Reading

#### Sub-strand 6: Vocabulary

**B1.2.6.1.1:** Read level-appropriate sight words and use many of them in meaningful sentences

Introduce the words in full one after the other and have learners read them after you.

#### 1. Word part matching

Explain and demonstrate the activity with several familiar two-syllable words. Split the words and ask learners to identify the beginning and the ending part of each word. Ask them to draw line from the fruits to the other point. Next, ask learners to sit in groups to do Exercise 1 on **page 315** of the English Learner's Book 1 orally. Then let them write the full words in their exercise books.

#### Remedial Activity

Have learners who struggle to match the words use the word cards to help them match the word parts correctly.

#### Answers

today	morning
money	Friday
children	quickly
shiny	mister
sweets	insist

#### 2. Sentence completion

Working as a class, have learners reread the passage to find the words: car, walk, quickly, morning, corner.

Ask them to put up their hands when they find any of them and to tell the class the paragraph in which they find it. Have them read the sentence in which it appears.

Put learners in pairs to read the sentence in which each word is found again. Have them think and try to get the meaning of the words. Have them share their meaning with the class. Still in pairs, refer learners to **page 315** of the English Learner's Book 1 and have them complete these sentences by filling in the gaps with the appropriate words orally. Go round to supervise learners' work.

Have learners copy their completed sentences in their exercise books.

## Answers

- a. walk
- b. morning
- c. car
- d. quickly
- e. corner

### Extension Activity

Ask learners to work with their partners and write meaningful sentences with any five of the completed words in their exercise books.

### Additional Practice

Refer learners to **pages 149 - 151** of the Workbook for more exercises.

## Section

## D

### Strand 4: Writing

**Sub-strand 7:** Controlled writing

**B1.4.7.1.1:** Find, read and copy sentences from a given substitution table

**Teaching/Learning Strategies:** Modelling, copying, imitation, demonstration.

**Teaching/Learning Resources:** Substitution table.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** grinned, accept, enter, not safe, alone.

### Preparation Before Class

Before the lesson, prepare your word cards and substitution table.

### Teaching/Learning Activities

#### Penmanship

Write the paragraph on **page 316** of the English Learner's Book 1 on the board. Have learners read the paragraph and point out words that are challenging.

Demonstrate the writing of the challenging words.

Ask learners to copy the paragraph into their exercise books.

## Activity 7

### Guided Writing

Mount a poster of the substitution table on the board. Explain and demonstrate it with several examples. Invite individuals to form oral sentences from the table. You may assist them by pointing to words as they read. Then have them write five sentences in their exercise books.



### Remedial Activity

Practise forming sentences from substitution table together with learners to help them be confident in using the table to form sentences.

### Additional Practice

Refer learners to [page 152](#) of the Workbook for more exercise.

### Unit Summary

Go through the unit summary with learners and discuss what they have learnt.

### Discover

Watch this video with learners and assist them learn some new vocabulary.

### Homework

Ask learners to write down what would have happened to Fiifi and Mansah if they decided to get into the car.

## Extensive Reading Activities

- Continue to read to the class
- Have individuals select books for their personal extensive reading.
- Encourage learners to read the blurb of story books for the gist before choosing it.
- Have individuals write reports on their chosen books
  - \* Title
  - \* setting
  - \* brief summary of the story
  - \* characters
  - \* few vocabulary learnt

### Remedial Activity

Support struggling readers by practicing choral reading with them

### Extension Activity

Have high achievers do character trait for any character of their choice (in small groups).

## Slogan

Library Hour: FRED

Free Reading Every Day

## Workbook Answers

### A. Oral Language

#### Activity 1

- Chimpanzee  
Chimpy  
left  
twist  
front

### B. Reading

#### Activity 1

- |        |       |
|--------|-------|
| 1. Yes | 5. No |
| 2. No  | 6. No |
| 3. No  | 7. No |
| 4. Yes |       |

#### Activity 2

- |                       |                     |
|-----------------------|---------------------|
| 1. a. <u>m</u> orning | b. <u>s</u> chool   |
| c. <u>q</u> uickly    | d. <u>m</u> ister   |
| e. <u>s</u> weets     | f. <u>c</u> hildren |
| g. <u>m</u> oney      | h. <u>t</u> oday    |
| i. <u>p</u> lay       | j. <u>F</u> riday   |
| k. <u>s</u> tranger   | l. <u>t</u> offees  |

#### Activity 3

- |                     |                   |                   |
|---------------------|-------------------|-------------------|
| a. <u>c</u> hurch   | b. <u>c</u> hain  | c. <u>c</u> hief  |
| d. <u>c</u> harcoal | e. <u>c</u> heese | f. <u>c</u> hisel |

#### Activity 4

- |                   |                  |                 |
|-------------------|------------------|-----------------|
| 1. a. <u>j</u> am | b. <u>w</u> atch | c. <u>j</u> ar  |
| d. <u>j</u> ug    | e. <u>z</u> ebra | f. <u>w</u> ell |
| g. <u>z</u> oo    | h. <u>z</u> ip   | i. <u>w</u> all |

### C. Vocabulary

#### Activity 1

- |                |           |
|----------------|-----------|
| 1. a. children | b. mister |
| c. school      | d. sweets |
| e. quickly     | f. today  |
| g. money       | h. play   |
| i. Friday      | j. car    |

k. morning

l. stranger

#### Activity 2

- |         |      |             |
|---------|------|-------------|
| 1. run  | ning | 1. running  |
| 2. swe  | ool  | 2. sweets   |
| 3. mis  | kly  | 3. mister   |
| 4. to   | ney  | 4. today    |
| 5. Fri  | ter  | 5. Friday   |
| 6. mor  | day  | 6. morning  |
| 7. mo   | dren | 7. money    |
| 8. chil | day  | 8. children |
| 9. quic | hing | 9. quickly  |
| 10. sch | ets  | 10. school  |

#### Activity 3

- |                 |              |
|-----------------|--------------|
| 1. a. 3 o'clock | b. 4 o'clock |
| c. 8 o'clock    |              |

2.



a. 5 a.m.



b. 1 p.m.



c. 10 a.m.

## **D. Writing**

### **Activity 2**

- a.** The stranger is driving a red car.
- b.** We stopped talking to a stranger.
- c.** They are not safe to accept gifts from strangers.
- d.** Fiifi and Mansa are talking to a stranger.
- e.** It is not safe to accept gifts from strangers.

## Unit Overview

This unit is about computers. It consists of four parts labelled A - D. Section A will deal with Oral Language and Development. Learners will engage in questioning and answering based on the world of computers through riddles. Section B is in two parts. In the first part, learners will aloud a short text (a dialogue), titled “When Afi visits Oke”, and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on word families, and learners will then form sentences with some of the words.

In Section C, learners will learn to have fun with the keywords they met in the passage. They will join word parts to form complete words and find the missing letters for given words. In Section D, they will copy sentences clearly in joint script as well as match the beginnings of sentences with their correct endings.

## Learning Outcomes

By the end of the unit, learners should have developed the following learning outcomes:

Strand 1: Oral Language		
Sub-Strand 8: Asking and Answering Questions		
Content Standard	Indicators	Core Competencies
<b>B1.1.8.1. Demonstrate understanding in asking and answering questions</b>	<b>B1.1.8.1.</b> Use appropriate pronunciation and intonation in asking and answering wh-questions	Communication and Collaboration Personal Development and Leadership
Strand 2: Reading		
Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
<b>B1.2.7.1. Understand texts read</b>	<b>B1.2.7.2.2.</b> Describe characters and their actions in a story	Personal Development and Leadership Communication and Collaboration Critical Thinking
Sub-Strand 3: Word Families: Rhyming Endings and or Common Digraphs		
Content Standard	Indicators	Core Competencies
<b>B1.2.3.1. Employ knowledge of rhyming endings to enhance reading comprehension</b>	<b>B1.2.3.1.1.</b> Use common rhyming endings to decode simple words	Personal Development and Leadership Communication and Collaboration

Strand 5: Using Writing Conventions/Grammar Usage Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
<b>B1.5.10.1. Use phonics knowledge to spell words</b>	<b>B1.5.10.1.1.</b> Identify and spell simple words correctly <b>B1.5.10.1.2.</b> Fill in the blank spaces in simple words	Personal Development and Leadership Communication and Collaboration
Strand 4: Writing Sub-Strand 7: Controlled Writing		
Content Standard	Indicators	Core Competencies
<b>B1.4.7.1. Write simple compositions</b>	<b>B1.4.7.1.1.</b> Find, read and copy sentences from a given substitution table <b>B1.4.7.1.3.</b> Match parts of sentences to compose meaningful texts	Personal Development and Leadership Critical Thinking
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
<b>B1.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in the literary area</b>	<b>B1.6.1.1.1.</b> Read a variety of age-appropriate <b>B1.6.1.1.1.</b> Read a variety of age-appropriate books and texts from print	Personal Development and Leadership Communication and Collaboration

## Section A

### Strand 1: Oral language

#### Sub-strand 8: Asking and answering questions

**B1.1.8.1.2:** Use appropriate pronunciation and intonation in asking and answering Wh-questions

**Questions and answers:** Riddle! Riddle!

**Teaching/Learning Strategies:** Discussion, modelling, demonstration.

**Teaching/Learning Resources:** Picture on **page 319** of the English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership.

**Key Vocabulary:** cross, send, something, take pictures, calculate.

#### Preparation Before Class

If possible, make a poster-size copy of the conversation picture on **page 319** of the English Learner's Book 1. This helps you make sure all learners move with you at the same pace.

### Teaching/Learning Activities

#### Activity 1

1. Lead learners to sing a familiar song or recite a rhyme related to the lesson. Put up the picture on the board and allow learners to talk about it. Have them name the people in the picture and say what they are doing. Then, introduce the questions and answers to learners.

**For example:**

**Teacher:** Who are in the picture?

**Response:** Seven school children are in the picture.

**Teacher:** Where are they?

**Response:** They are at a computer lab.

**Teacher:** What are they doing?

**Response:** They are learning computing.

**Teacher:** Do you use a computer?

**Response:** Yes, I use a computer/ No, I don't use a computer.

**Teacher:** What do you think you will learn about?

**Response:** We will learn about computers and what we can do on them.

#### Activity 2

Ask learners questions that demand Yes or No answers and have learners respond.

In pairs, have learners take turns to answer the riddles on **page 320** of the the English Learner's Book 1. Use the right intonation in asking the questions.

### Remedial Activity

Support learners understanding of the riddles by using real objects. Discuss the name and uses of the objects before starting the riddles.

### Extension Activity

Have high achievers add two other similar riddles to the list.

### Reflection

Have learners share their answers with the class for peer feedback.

#### Answers to the riddles

- a. Clock
- b. TV
- c. Phone
- d. Alarm clock / stopwatch
- e. Camera
- f. Calculator
- g. Traffic lights

### Additional Practice

Refer learners to [pages 153 - 154](#) of the Workbook for more exercises.

## Section B

### Strand 2: Reading

#### Sub-strand 7: Comprehension

**B1.2.7.2.2:** Describe characters and their actions in a story

**Topic/Dialogue:** When Afi visits Oko

**Teaching/Learning Strategies:** Echo reading, pair work, class/group activities.

**Teaching/Learning Resources:** Word cards, picture on [page 31](#) of English Learner's Book 1.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking.

**Key Vocabulary:** computer, welcome, fun, games, neighbours.

#### Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on [page 321](#) of the English Learner's Book 1.

## Teaching/Learning Activities

### Activity 3

Begin the lesson by discussing the picture on **page 321** of the English Learner's Book 1. Allow learners to talk about what they see and predict what they will be reading about.

### Activity 4

Teach and drill the pronunciation of the keywords one after the other.

### Activity 5

1. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meaning of the words (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

### Activity 6

1. While learners listen attentively, read the dialogue aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the dialogue a second time while learners listen. Have learners read the text after you several times (echo reading).
3. Then, let them read it on their own in groups and pairs. Put learners into groups to identify and describe the character and their actions in the passage.

## Assessment

1. In pairs, have learners read the dialogue aloud. One learner is Oko and the other is Afi.
2. Let learners read each question below and discuss the answers with their partners. (English Learner's Book 1, **page 323**)

### Answers

- a. There are two people.
- b. Oko is in his house. / Oko is sitting at a computer.
- c. Afi wants them to go and play.
- d. Oko is having fun.

## Sub-section B: Letters have Sounds: Fun with word families

### Strand 2: Reading

### Sub-Strand 3: Word families, rhyming endings and common diagraphs

**B1.2.3.1.1:** Use common rhyming endings to decode simple words



End the reading session with this activity. Play the phonics song and have learners sing along.

1. While learners listen to you, blend the letters in the words on **page 323** of the English Learner's Book 1 and read them aloud. Have the learners read the words after you.
2. Lead learners to arrange the words according to their words families as in the table on **page 324** of the English Learner's Book 1.  
In pairs, have learners complete that table on **page 324**.
3. In pairs, have learners choose two words from each word family and use them orally in sentences.
4. Have learners use at least two of the words to write sentences in their exercise book.

### Answers

	pack	cap	cake	bill
1.	back	gap	cake	Jill
2.	smack	rap	lake	fill
3.	sack	lap	bake	hill
4.	Jack	slap	make	nill
5.	lack	nap		pill
		map		

### Remedial Activity

Take time to sound talk the words (e.g. b-ck, s-ack, etc.) to enable the struggling learners identify words that have common ending as belonging to the same family.

### Extension Activity

Have learners copy the completed table in their exercise books.

### Additional Practice

Refer learners to **pages 155 - 156** of the Workbook for more exercises.

## Section

## C

**Strand 5: Using writing conventions/Grammar usage**

**Sub-strand 10: Spelling**

**B1.5.10.1.1:** Identify and spell simple words correctly

**B1.5.10.1.2:** Fill in blank spaces in simple words.

**Teaching/Learning Strategies:** Demonstration, explanation, leading questions.

**Teaching/Learning Resources:** Letter cards.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

### Preparation Before Class

Before the lesson, prepare your letter cards.

## Teaching/Learning Activities

### 1. Word part/syllable matching

Guide learners to practise pronouncing each of the target words: computer, together, listening, welcome, learning, story. In pairs have learners practise writing the words correctly.

Copy Exercise 1 (**page 324** of the English Learner's Book) on the board.

Explain and demonstrate the matching exercise and have learners in pairs take turns to do the same orally. Invite learners to the board to match the word parts under 'A' to their endings under B. Then, ask them to copy the words into their exercise books.

### Answers

together, listening, welcome.  
computer, learning, story

### 2. Missing letters spelling exercise

Again, let learners work in small groups to practise spelling the words orally. Let them use letter cards to build the words and identify the missing letters. Have learners do Exercise 2 on **page 325** of the English Learner's Book 1 in their exercise books.

### Answers

a. fun	b. play	c. welcome	d. story	e. rhymes
f. games	g. together	h. computer	i. listening	

### Additional Practice

Refer learners to **page 157** of the Workbook for more exercises.

Refer to **page 325** to **326** of the Learner's Book 1.

#### Strand 4: Writing

#### Sub-strand 7: Controlled writing

**B1.4.7.1.1:** Find, read and copy sentences.

**B1.4.7.1.3:** Match parts of sentences to compose meaningful texts.

**Teaching/Learning Strategies:** Copying, modelling, imitation.

**Teaching/Learning Resources:** Writing material.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation.

**Key Vocabulary:** things, games, stories, sounds, join, fun.

#### Preparation Before Class

Before the lesson, prepare your word cards.

#### Teaching/Learning Activities

##### Penmanship

1. Write the dialogue on the board. Let learners read the sentences aloud. Read over the sentences together with the learners and ask them to identify challenging words and letters.
2. Demonstrate how to write the challenging words or letters on the board.
3. Let learners copy the dialogue into their exercise books.

##### Activity 7

##### Guided Writing

1. Put learners into pairs to reread the dialogue on **page 322** of the English Learner's Book 1. Ask them to recall some of the sentences they read in the dialogue. In pairs, learners may play a game where one reads out a sentence and the other names the person who said it.
2. Once this is complete, let learners reverse roles.
3. Refer learners to **page 326** to identify and match the beginnings under A with their appropriate endings under B. Explain the exercise to them and lead the class to do it orally. Let learners then do the work in their exercise books. Have learners read their sentences to the class.

##### Answers

- a. Afi, you are welcome.
- b. It is time to play.
- c. No, Afi. I am having fun.
- d. What fun is there on a computer?
- e. Oko, can I join you?
- f. Let us have fun together.

### **Additional Practice**

Refer learners to **page 158** of the Workbook for more exercises.

### **Revision**

Refer learners to Revision 7 on **pages 328 - 332** of the English Learner's Book 1. The Revision forms part of the Summative Assessment.

### **Unit Summary**

Go through the unit summary with learners and discuss what they have learnt.

### **Discover more**

Enjoy this song with learners and let them sing and act on it.

### **Homework**

Have learners draw pictures for their favorite passages.

## **Extensive Reading Activities**

- Continue to read to the class
- Have individuals select books for their personal extensive reading.
- Encourage learners to read the blurb of story books for the gist before choosing it.
- Have individuals write reports on their chosen books
  - \* Title
  - \* setting
  - \* brief summary of the story
  - \* characters
  - \* few vocabulary learnt

### **Remedial Activity**

Support struggling readers by practicing choral reading with them

### **Extension Activity**

Have high achievers do character trait for any character of their choice (in small groups).

## **Slogan**

Library Hour: FRED

Free Reading Every Day

**Exercise 1**

- a. Abena Rose
- b. She is looking for home.
- c. Her school bag.

**Exercise 2**

1. goat          sheep          road  
shirt          book          shorts

**Exercise 3**

1. a. red  
b. desks  
c. Mrs. Mpoka / The head teacher  
d. She got help from people, friends and organisations to improve the school.  
e. She will do everything to make the learners comfortable.  
f. Personal response  
g. Personal response

## 2. Naming words

	Names of people	Names of things	Names of places
1.	Mrs. Mpoka	desk	classroom
2.	Mr. Abel Quaye	table	school
3.	Woman	hill	town
4.	Students etc.	fan etc.	organisations

**Exercise 4**

2. a. Sunday          b. Monday          c. Tuesday          d. Wednesday  
e. Thursday          f. Friday          g. Saturday

## Telling the time

4. a. 2. o'clock          b. 5 o'clock          c. 6 o'clock

## Workbook Answers

### A. Oral Language

#### Activity 1

1. a clock
2. a television
3. a mobile phone
4. a stopwatch / an alarm clock
5. a camera
6. a calculator
7. a traffic light

### B. Reading

#### Activity 1

- |           |             |
|-----------|-------------|
| 1. visit  | 4. computer |
| 2. friend | 5. fun      |
| 3. games  | 6. No       |

### Activity 2

- |              |                    |
|--------------|--------------------|
| a. bicycle   | <u>bi-cy-cle</u>   |
| b. computer  | <u>com-pu-ter</u>  |
| c. toffee    | <u>to-ffee</u>     |
| d. butterfly | <u>bu-tter-fly</u> |

### C. Vocabulary

#### Activity 1

- |                    |                     |
|--------------------|---------------------|
| 1. <u>fun</u>      | 5. <u>games</u>     |
| 2. <u>play</u>     | 6. <u>listening</u> |
| 3. <u>welcome</u>  | 7. <u>learning</u>  |
| 4. <u>computer</u> | 8. <u>together</u>  |

# ESSENTIAL English

## Primary 1

Teacher's Guide

**ESSENTIAL English** offers you a first-class course in English for Ghana. The material has been developed in accordance with the new standards-based curriculum by the National Council for Curriculum and Assessment (NaCCA). It offers learners accessible, high quality content to ensure the best foundation for future learning.

**ESSENTIAL English Primary 1** has three components:

**A Learner's Book that offers:**

- activities that cover reading, writing, speaking and listening
- opportunities to develop 21st century skills, such as collaboration, team work, critical thinking and problem solving.

**'Homework activities'** to help learners practise what they have learnt

**'Keyword'** boxes introduce learners to important words they need to learn

**'Skills tips'** guides learners on how to develop the four core skills

**'Fun facts'** provides interesting facts for learners to add to their knowledge

**'Phonics and Fun with words'** activities to help learners learn their sounds and words

**'Discover more'** boxes with QR codes to learn more by visiting useful websites

**A Workbook that offers:**

- activities that will consolidate the skills learnt in the Learner's Book
- exercises to develop and practise concepts further.

**A Teacher's Guide that offers:**

- clear teaching guidelines
- answers to all activities in the Learner's Book and Workbook.

**ESSENTIAL English, your guarantee of success!**



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