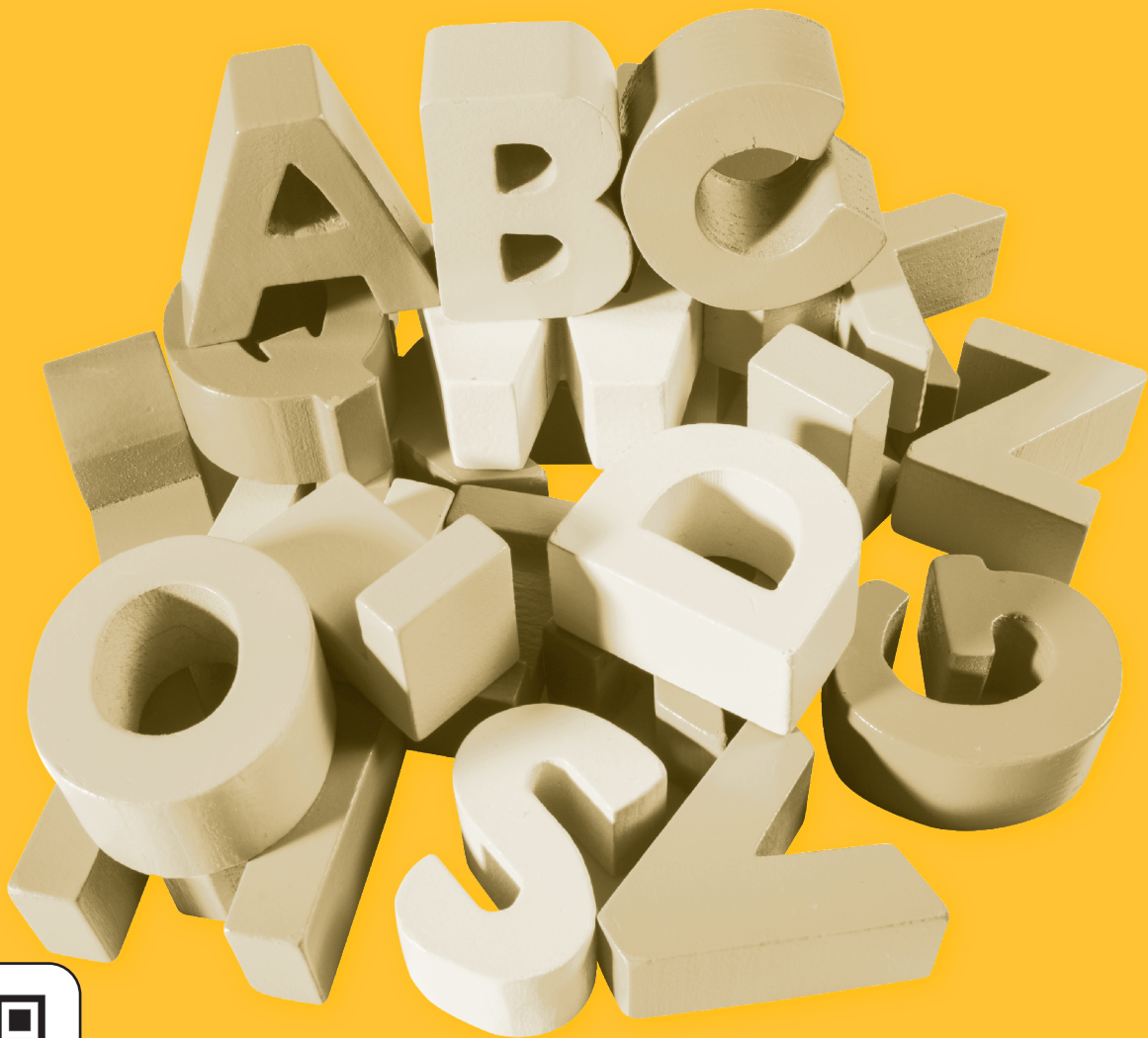


ESSENTIAL English

Primary 2



Teacher's Guide



**NaCCA
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CAMBRIDGE



ESSENTIAL
English
Primary 2
Teacher's Guide

Comfort Dorvlo • Regina Ankama





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Introduction

Rationale

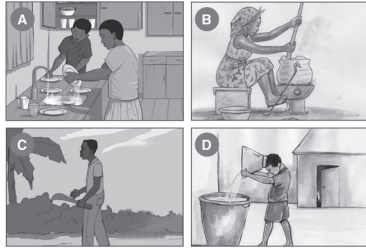

Language is used to express meaning and culture from one generation to another. Language also serves as a vehicle for reflecting changes that occur in society. The influx of rapid technology in our society coupled with globalisation, has made English the most widely used language in the world. In Ghana, 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.

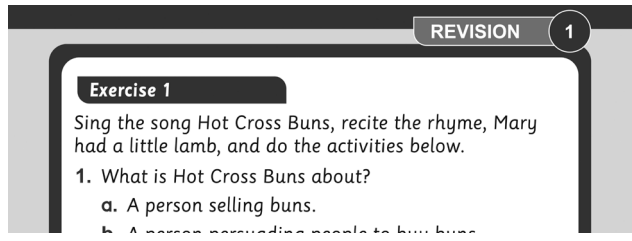
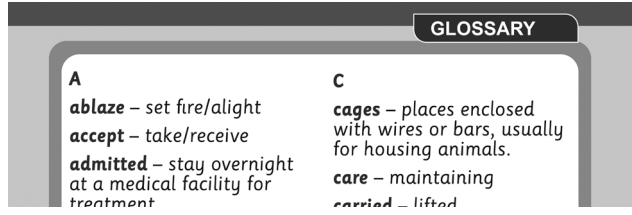
However, it must be noted that learning a language that is different from one's mother tongue is difficult. Here, **Essential English** for primary schools comes in handy as a pillar of support. It is a set of six books for primary one to six. Each grade level has a learner's book, accompanied with a workbook and a teacher's guide. The content of the learner's books is presented 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 thirty-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 Learners' Book contains other vital items such as:

a. Learning Outcome – 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>Learning Outcomes</div> <div>By the end of the unit, you will be able to:</div> <ul style="list-style-type: none">• sing a familiar song and answer questions on it;• guess a text based on the title and pictures;• read a text aloud and answer questions on it;• break words into syllables;• complete sentences with the correct words.
b. Unit Summary – This serves as a reflection on all that has been learnt in the unit in question.	<div>Unit Summary</div> <div>In this unit, you have learnt how to:</div> <ul style="list-style-type: none">• recite a verse that says there is no place like home;• predict a text based on the title and picture;• answer questions about the text;• form sentences with given words;

<p>c. Picture(s) – This refers to the picture(s) that are related to what learners will learn in each section.</p>	
<p>d. Keywords – 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>	<div> KEYWORDS family pretend parents trader siblings buildings </div>
<p>e. Fun Fact – Interesting facts that learners should add to their knowledge.</p>	<div> Fun Fact Did you know that elephants are the biggest land animals in the whole world? </div>
<p>f. Check out – Questions that help learners to think about (reflect on) what they have learnt that far.</p>	<div> Check-out Are the exercises difficult? Could you answer all the questions on the passage? </div>
<p>g. Reading tip – Tips to help learners read better.</p>	<div> Reading tip Point to each word as you read. </div>
<p>h. Listening tip – Tips that teach learners how to develop good listening skills.</p>	<div> Listening tip It is important to wait for your turn patiently before speaking. </div>
<p>i. Discover more – 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>	<div> Discover More Find out more about the things and places in your house, using these links.  </div>
<p>j. Homework – Activities that help learners to practise what they have learnt at school in their home environments.</p>	<div> Homework Rearrange the jumbled words in these sentences: 1. het foas si ym itevourfa celap ot eli wond. 2. I velo ot ylap tousied. 3. hwen I ma yrgnuh I og to the kitchen. 4. ew peke hingst ni het restomoor. </div>

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

Workbook

The Workbook is also a thirty-unit 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 Teachers' Guide) for additional practice.

Teacher's Guide

It is a curriculum material that suggests the creative pedagogical approaches, strategies and methods that can promote learners' learning. It is based on the Learner's Book.

The contents of the Teacher's Guide includes:

a. Unit Overview:

This is a summary of all 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 at 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 is supposed 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, you can 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 enable effective teaching and learning to take place.

Note:

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

i. Assessment:

The assessment is part of the second phase of the 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 like analyse, create, evaluate, etc.

j. Reflection:

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

k. Answers:

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

l. Additional Practice:

The Teacher's Guide refers teachers 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.

m. Homework: Occasionally, the Teacher's Guide directs teachers to a task that should be given to learners as a homework task.

n. Extension of Assessment:

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

Instructional Expectations

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 experience 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 (1– 3)

The book for each grade has four sections, which are:

- 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

Singing the song – Head, shoulders, knees and toes

1. Look at the picture and share what you see with your classmates.

a. Sing the song on page 67 with your teacher.
b. Sing it together until you can sing it alone without the teacher. Touch each of the parts of your body that you mention as you sing.

Unit 7

Head, shoulders, knees and toes

Head, shoulders, knees and toes
Knees and toes
Head, shoulders
Knees and toes
Knees and toes
Eyes, ears, mouth, and nose
Head, shoulders, knees, and toes
Knees and toes.

Fun Fact

Did you know that the tooth is the hardest thing in our bodies? It is even harder than your bones!

Activity 2

1. Sing the song again and show the parts of your body that you mention.
2. Which parts of the song did you enjoy singing? Tell your partner and give reasons.
3. Answer these questions with your partner.

a. What can I use my head for? What other things can I use my head for?
b. What can I use my eyes for?
c. What can I use my ears for?
d. What do I use my nose for?
e. How do my legs help me?

x

ENGLISH

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.

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 book abounds in a variety of level-appropriate texts and strategies in every unit. The reading section also embodies phonics in a section code-named "Letters have Sounds". A variety of sounds/phonic 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.

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

Section B Reading

Activity 3

- Look carefully at the picture below and read the title of the passage on page 69.



- What can you see in the picture?
- What do you think you will read about?

- Say the keywords correctly after your teacher.

decaying clean inspected germs regularly

Activity 4

- Quickly look through the passage on page 69 to find the words in **bold**. Try to work out the meaning of each word by reading the sentence(s) in which it appears.

Activity 5

- Listen to your teacher read the text. Think about your guesses. Were they correct or not?

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Unit 7

Taking care of your body

A group of nurses visited my school one day. They came to teach us how to care for our bodies. These nurses **inspected** our mouths. They saw that some children had **decaying** teeth! Others had holes in their teeth and sores on their gums! They wrote notes for the children with decaying teeth and sores on their gums. They were to see the dentist as soon as possible. Class by class, these nurses taught us how to brush our teeth well. They told us that food passes through the mouth to get to the stomach. So brushing our teeth twice a day is very important. It makes us healthy.

That is not all the nurses taught us. They also told us to wash our hands **regularly** with soap and running water. Why? Because **germs** are on our hands. When we eat with germs on our hands, they enter our stomach and make us sick. It is not okay to wash our hands with just water. Soap kills germs. They told us to also keep our **fingermails** short. That way, germs cannot hide under our fingermails.

Do you know that germs on your body can also make you sick? The nurses told us this. That is why we have to bathe twice a day. Once in the morning and once in the evening! After bathing, the clothes we wear must also be **clean**. That means our singlets, boxers, and other forms of **underwear** need to be washed **regularly**.

Activity 6

- Read the text aloud to your partner.
- As you read, try to visualise what you are reading.
- Share what you visualised with your partner.
- Take turns to read the text aloud to each other.

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Section C Vocabulary

Fun with Words

- Match the game in the picture with its name.



basketball



volleyball



ampe



Draughts



table tennis

- Break these words into syllables:

- | | | |
|-----------------|---------------|---------------|
| a. football | b. volleyball | c. basketball |
| d. Ludo | e. Draughts | f. ampe |
| g. table tennis | h. computer | |

- Form sentences with each word below. Write the sentences in your exercise book.

- | | | |
|-------------|-------------|---------|
| a. game | b. thinking | c. know |
| d. ampe | e. teams | f. ludo |
| g. football | | |

- Complete the words using the correct letters.

er ud th ni au oo sk ey

- | | |
|--------------|-------------|
| a. voll__ | b. Dr__ghts |
| c. comput__ | d. l__o |
| e. aftern__n | f. ten__s |
| g. __inking | h. ba__et |

- Copy the completed words into your exercise book.

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.

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

Essential English for primary schools is designed bearing in mind the three modes of assessing the 21st 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) to assess 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 learners' 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 one (recall questions) to level four (where learners learn to analyse, evaluate and create).

Section D Writing

Penmanship

1. Copy these sentences into your exercise book. Write the capital letter where necessary.

My friend
 the name of my friend is asabea giftu.
 she is seven years old.
 she is slim.
 she lives in koforidua.
 she attends golden star preparatory school.

Activity 7

Guided Writing

1. Talk to your partner about things you do everyday to keep healthy. Then, write five of these things in your homework book.

Example: I wash my hands regularly with soap.

Writing tip

Writing needs patience. Do not be in a hurry to finish a word. Take your time, and make sure you write it as best as you can.

REVISION 2

Exercise 1

1. Your teacher will tell you the story titled "Taking care of babies" again. Now complete the following sentences with words from the story.

a. Parents give their babies _____
 b. Parents wash their babies _____
 c. Parents carry their babies on their _____
 d. Parents take their babies to the _____ when they are sick.

Exercise 2

1. Read all the passages in Units 5–8 again. Answer these questions.

a. Write three things you show that you have malaria.
 i) _____ ii) _____ iii) _____

b. There were no bushes around Grandma Agapomaa's house. True/False

c. There was an open manhole full of water opposite the new house. True/False

d. Ntiako was discharged from the hospital. After how many days did Grandma Agapomaa fall sick?
 i) seven days ii) five days iii) four days

e. Who asked Ntiako many questions?

f. The doctor told Ntiako to do three things to kill the mosquitoes around the house.
 i) _____ ii) _____ iii) _____

REVISION 2

g. _____ causes malaria.
 i) A tsetse fly ii) A cockroach iii) A mosquito

h. Cleaning our mouths will make us _____
 i) healthy ii) happy iii) clear

i. We should wash our hands with _____ under _____ water.

j. Name three childhood diseases
 i) _____ ii) _____ iii) _____

Exercise 3

1. Put the correct punctuation in the places where they are needed in the following sentences.

My name is Akua Addai I live in a town near Nsawam I was born on Wednesday in the month of April were you also born in April I am seven years old I am in basic two I attend new life preparatory school I like to play ampe basketball ludo and hopscotch

2. a. Find these words in the word puzzle on page 87 and circle them.

babies	bath	clinic	diseases
nurses	germs	teeth	mouth
malaria	mosquitoes	headache	weedy

Teacher assessment rubrics

Use the following rubrics to assess learners' listening and speaking tasks in Book 1 – 3.

Oral language

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

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

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

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

Writing and Grammar Usage

Use the following rubrics to assess learners' writing tasks in Book 1 – 3.

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

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

Scope and sequence – Book 2

Unit	Content	LB pages	WB pages
1	The importance of family members	1–12	1–5
Oral Language	Singing the song - Hot Cross Buns	2–3	1
Reading	My family	4–7	2
Phonics / Letters have Sounds	Syllables	7–8	2–3
Vocabulary	family, parents, siblings, trader, buildings, pretend <ul style="list-style-type: none"> • Sentence completion • Sentence construction • Spelling words correctly 	9–10	3–5
Penmanship	Copying words and sentences (Use of capital letters)	10	5
Guided Writing	Description of a family <ul style="list-style-type: none"> • Sentence completion 	11	
Discover More	Why family is important	12	
Homework	<ul style="list-style-type: none"> • Write a six-line rhyme about your favourite thing to do with your family 	12	

Unit	Content	LB pages	WB pages
2	Uses of domestic animals	13–22	6–12
Oral Language	Reciting the rhyme – Pussy cat, pussy cat	14–15	6
Reading	Animals at home	16–18	7–8
Phonics / Letters have Sounds	Blending syllables	8–19	8
Vocabulary	domestic, shelter, hide, stalls, depend, pens <ul style="list-style-type: none"> • Sentence completion • Sentence construction 	20	9–11
Penmanship	Copying sentences (Use of capital letters)	21	12
Guided Writing	Writing sentences about five domestic animals	21	
Discover More	Domestic animals	22	
Homework	Write a list of 15 animals	22	

Unit	Content	LB pages	WB pages
3	It pays to visit places	23–32	13–21
Oral Language	Singing a song - had a little lamb	24–25	13
Reading	A visit to the zoo	26–29	14–15
Phonics / Letters have Sounds	Consonant blends "pl" and "gr"	29	15–16
Vocabulary	zebra, porcupines, elephant, tusk <ul style="list-style-type: none"> • Word completion • Sentence completion 	29–30	17–20
Penmanship	Copying sentences (Use of capital letters)	30–31	
Guided Writing	List two examples each for different given types of animals	31	21
Discover More	Find out more about zoos	32	
Homework	Write a six-line rhyme about your favourite animal	32	

Unit	Content	LB pages	WB pages
4	The relevance of places and things at home	33–42	22–27
Oral Language	Reciting the poem - Home, sweet home	34–35	22
Reading	Places and things at home	35–38	23
Phonics / Letters have Sounds	Consonant blends "fr" and "st"	39	24
Vocabulary	bedrooms, living room, grandmother, bowls, gas stove, microwave <ul style="list-style-type: none"> • Sentence construction • Spelling words correctly • Word search puzzle 	40	25–26
Penmanship	Copying words in capital and in small letters	41	27
Guided Writing	<ul style="list-style-type: none"> • Write a list of six places and things in the home • Write one sentence showing the use of each place or thing 	41	

Discover More	Find out more about the things and places in your house (Rearrange the jumbled words in given sentences)	42	
Homework		42	
Revision 1		43-45	

Unit	Content	LB pages	WB pages
5	Malaria awareness	46–54	28–35
Oral Language	Taking part in a conversation about malaria	47–48	28
Reading	Malaria	48–51	29
Phonics / Letters have Sounds	Consonant blends “dr” and “tr”	51	30–31
Vocabulary	malaria, grandson, vomited, treatment, admitted <ul style="list-style-type: none"> • Sentence completion • Word completion • Sentence construction 	52	31–33
Penmanship	Copying sentences correctly	53	34–35
Guided Writing	Sentence completion	53	
Discover More	What causes malaria	54	
Homework	Write down five things that happen to our bodies when we have malaria	54	

Unit	Content	LB pages	WB pages
6	The disease called malaria	55–64	36–43
Oral Language	Listening to a text - Causes of malaria	56	36
Reading	Getting malaria	57–60	37–38
Phonics / Letters have Sounds	Consonant digraphs “sh” (as in shy) and the voiceless “th” (as in mouth)	60–61	38–39

Vocabulary	described, shiver, bite, kerosene, insecticide spray, consulting <ul style="list-style-type: none"> • Sentence completion • Word completion 	61-62	40-42
Penmanship	The use of the full stop	62	43
Guided Writing	Sentence construction: Things to do to avoid mosquito bites	63	
Discover More	How to prevent malaria	64	
Homework	<ul style="list-style-type: none"> • Draw and colour your dream home • Sentence completion 	64	

Unit	Content	LB pages	WB pages
7	Healthy living	65-74	44-50
Oral Language	Singing the song - Head, shoulders, knees and toes	66-67	44-45
Reading	Taking care of your body	68-70	45-46
Phonics / Letters have Sounds	“ch” and “th”	70	47
Vocabulary	decaying, clean, inspected, germs, regularly <ul style="list-style-type: none"> • Sentence completion • Spelling words correctly 	71	48-49
Penmanship	Copying sentences correctly (Use of capital letter)	72	
Guided Writing	<ul style="list-style-type: none"> • Sentence construction: Things to do everyday to keep healthy • Sentence completion 	72-73	50
Discover More	How to take care of your body	74	
Homework	List two uses of the leg, hand, finger and eyes	74	

Unit	Content	LB pages	WB pages
8	Promoting babies' health is important	75–84	51–56
Oral Language	Listening to the story - A responsible mother	76	51–52
Reading	Taking care of babies	77–80	52–53
Phonics / Letters have Sounds	/k/ as in "ch" and /f/ as in "ph"	80–81	53
Vocabulary	care, weight, measles, inject, diphtheria, nurses <ul style="list-style-type: none"> • Spelling words correctly • Sentence completion 	81–82	54–56
Penmanship	<ul style="list-style-type: none"> • Rewriting the story: My school (Use of capital letters) • Punctuate a paragraph (Use of capital letters and full stop) 	82–83	56
Guided Writing	Sentence completion	83	
Discover More	Learn more words with digraphs Write a six-line story on what you would say to your parents if you were a baby that could talk	84	
Homework		84	
Revision		85–87	

Unit	Content	LB pages	WB pages
9	Balanced meal	88–97	57–62
Oral Language	Listening to the story – The Fox and the Crow	89–90	57
Reading	Eating good food	90–93	58–59
Phonics / Letters have Sounds	Consonants in different positions: ph, sh, th, cr, ph	93–94	59
Vocabulary	balanced, meals, tastes, dessert, pounding, crabs, favourite <ul style="list-style-type: none"> • Sentence completion • Word completion • Sentence construction 	94–95	60–62
Penmanship	Drawing and labelling an object in the classroom	96	

Guided Writing	<ul style="list-style-type: none"> List five things that are used to prepare your favourite food Write two sentences 	96	
Discover More	Find about the importance of a balanced diet	97	
Homework	<ul style="list-style-type: none"> List all the things that go into your favourite food (Spell them correctly) 	97	

Unit	Content	LB pages	WB pages
10	Keeping fit activities	98–107	63–68
Oral Language	Reciting the rhyme - Keeping fit	99–100	63–64
Reading	Exercising the body	100–103	64–65
Phonics / Letters have Sounds	Sound of letters "sw"	104	65
Vocabulary	exercise, forward, kicking, pulling, running, skipping, swimming, swinging <ul style="list-style-type: none"> Sentence completion Word completion Sentence construction 	104–105	66–67
Penmanship	Drawing an object from the environment and writing one or two sentences about it	106	68
Guided Writing	Write five sentences about activities to exercise the body	106	
Discover More	The importance of exercise	107	
Homework	Write a rhyme about ropes	107	

Unit	Content	LB pages	WB pages
11	Entertainment	108–119	69–77
Oral Language	Making and responding to polite requests	109	69–70
Reading	Playing games	110–113	70–71
Phonics / Letters have Sounds	"a" (as in ant) and "i" (as in fin)	114	72–73

Vocabulary	Volley ball, playing, tennis, Ludo, computer game, Draughts <ul style="list-style-type: none"> • Matching labels to pictures • Breaking words to into syllables • Sentence construction • Word completion 	115–116	73–76
Penmanship	Describing different facial expressions	117	77
Guided Writing	Sentence completion	117–118	
Discover More	Some games you can play outside	119	
Homework	Write a short about the kind of ball you would be if you were a ball for a day	119	

Unit	Content	LB pages	WB pages
12	Festivals	120–130	78–85
Oral Language	Engaging in a conversation - Special greetings	121	78
Reading	A festival at Sunkwa	122–125	79
Phonics / Letters have Sounds	“ar” (as in car)	126	80–81
Vocabulary	celebrate, linguist, drummers, durbar, village, path, carried, returned <ul style="list-style-type: none"> • Sentence completion • Word completion • Sentence construction 	127–128	81–84
Penmanship	Copying sentences from a table	128–129	
Guided Writing	Draw yourself dressed for a festival and write two sentences under the drawing	129	85
Discover More	Watch Ghanaian children dancing traditional dances	130	
Homework	Make up your own festival and write about eight things that will happen at your festival	130	
Revision		131–134	

Unit	Content	LB pages	WB pages
13	Doing things at home	135–144	86–92
Oral Language	Describing a picture	136	86
Reading	The Fiawoo family at home	137–140	87
Phonics / Letters have Sounds	“ur” (as in turn)	140	88–89
Vocabulary	father, family, plants, breakfast, kitchen, setting the table, hungry <ul style="list-style-type: none"> • Matching word parts to form words • Sentence completion • Matching words to their meanings 	141–142	89–91
Penmanship	Matching parts of sentences	143	
Guided Writing	Write down seven things you do at home on Saturdays	143	91–92
Discover More	Watch a video about things we can do at home	144	
Homework	Match sentence parts	144	

Unit	Content	LB pages	WB pages
14	Going on an excursion	145–155	93–101
Oral Language	Taking turns in a conversation - What happened over the weekend	146	93
Reading	Visiting places	146–149	94–95
Phonics / Letters have Sounds	“ai” (as in rain)	150	95–96
Vocabulary	factory, outskirts, relatives, warmly, bamboo linguist, grandparents <ul style="list-style-type: none"> • Matching two syllables to form words • Matching words to their meanings • Sentence construction 	151–152	97–100
Penmanship	Matching parts of sentences	153	101
Guided Writing	Sentence completion	154	101

Discover More	Visit some new places	155	
Homework	Complete sentences with the correct words	155	

Unit	Content	LB pages	WB pages
15	Describing places	156–166	102–108
Oral Language	Talking turns in a conversation	157	102
Reading	My church	158–161	103–104
Phonics / Letters have Sounds	“oa” (as in boat)	161	104
Vocabulary	Worship, adults, attend, lawns, pastor, youth service, comfortable <ul style="list-style-type: none"> • Matching words to their meanings • Sentence completion 	162	105–107
Penmanship	Copying sentences	164	
Guided Writing	Write about myself by answering questions	164–165	108
Discover More	Learn how to describe the places you visit	166	
Homework	Complete a conversation with a few common words	166	

Unit	Content	LB pages	WB pages
16	Special days	167–176	109–113
Oral Language	Discussing greetings	168	109
Reading	Tontie’s birthday	169–172	110
Phonics / Letters have Sounds	“ie” (as in die)	172–173	111
Vocabulary	hugged, organised, siblings, wished, compound, birthday, sandwich, different <ul style="list-style-type: none"> • Word completion • Sentence construction 	173	111–112
Penmanship	<ul style="list-style-type: none"> • Copying a paragraph neatly - • Answering a few questions on chores 	174	113

Guided Writing	Write a composition about “A visit to the children’s park”	175	113
Discover More	Find about the holidays across the world	176	
Homework	Make many words by blending given letters with “ie” (p, l, t, d)	176	
Revision		177–180	

Unit	Content	LB pages	WB pages
17	Honesty	181–189	114–118
Oral Language	Listening to and discussing a story - Be honest too	182	114
Reading	Be honest too	183–186	115
Phonics / Letters have Sounds	“oy” (as in boy) and “oi” (as in oil)	186	116
Vocabulary	returned, pawpaw, wallet, fourteen, Bondaye • Sentence construction • Word search	187	117
Penmanship	Drawing an object and writing at least three sentences about it	188	118
Guided Writing	Write six sentences about six things we must do to show honesty	188	118
Discover More	Watch a story about truth and honesty	189	
Homework	Write down five words you can get from using the letters in the word “achievement”	189	

Unit	Content	LB pages	WB pages
18	Care for school property	190–199	119–123
Oral Language	Identifying the beginning, middle and ending of a story	191	119
Reading	Caring for things we use in school	192–195	120

Phonics / Letters have Sounds	<ul style="list-style-type: none"> • Word family "an" • Word family "am" 	196	121
Vocabulary	urinal, waste, drag, urinating, scribbled, defecating, situation <ul style="list-style-type: none"> • Spelling words correctly • Sentence completion • Sentence construction 	196–197	121–122
Penmanship	Copying sentences	198	123
Guided Writing	Write about a selected object	198	123
Discover More	How to keep your room and school clean	199	
Homework	Write a six-line poem about your favourite part of the classroom	199	

Unit	Content	LB pages	WB pages
19	Safety first	200–209	124–128
Oral Language	Story telling - The meeting of the mice	201	124
Reading	Safety on the road	202–205	125
Phonics / Letters have Sounds	“ot” (as in cot)	205	126
Vocabulary	traffic warden, zebra crossing, amber, traffic, safety, lights, pedestrians, pavement <ul style="list-style-type: none"> • Sentence completion • Matching words to their meanings • Spelling words correctly 	206–207	127
Penmanship	The question mark and the full stop	208	128
Guided Writing	Sentence completion – how to keep safe on the road	208	
Discover More	How to be safe at home and on the road	209	
Homework	Write a rhyme about falling from a tree	209	

Unit	Content	LB pages	WB pages
20	Observing personal safety in the community	210–221	129–134
Oral Language	Taking part in a conversation - Stranger danger	211	129
Reading	Stranger danger	212–216	130
Phonics / Letters have Sounds	Roots and affixes	216–217	131
Vocabulary	hugged, firmly, avoid, dark, bowed, pulls over <ul style="list-style-type: none"> • Sentence completion • Sentence construction • Word search puzzle 	218–219	132–133
Penmanship	Writing sentences from a table	219	134
Guided Writing	Using action words - the simple present tense	220	134
Discover More	Learn what you can do to protect yourself	221	
Homework	Write down 10 words you can get from “protection”	221	
Revision		222–224	

Unit	Content	LB pages	WB pages
21	A visit to the shop	225–235	135–139
Oral Language	Asking and answering questions	226–227	135
Reading	Kaku and Bombo go to the shop	228–231	136
Phonics / Letters have Sounds	Compound nouns	231	137
Vocabulary	carrying, polythene bags, entrance, waiting, giggle, proud <ul style="list-style-type: none"> • Adding affixes to make new words • Sentence construction • Word completion 	232	139
Penmanship	<ul style="list-style-type: none"> • Writing sentences from a table • Action words • The simple present tense 	233	139
Guided Writing	Answer questions based on foods sold or served in your school	234	139
Discover More	Find out about different kinds of shops	235	

Homework	Change sentences in the past tense to the simple present tense	235	
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Unit	Content	LB pages	WB pages
22	Bush burning	236–245	140–144
Oral Language	Reciting the poem - Fire	237–238	140
Reading	Bush fires	238–241	141
Phonics / Letters have Sounds	Word family "ch"	241	142
Vocabulary	pollute, hunters, controlled, set fire, roam, herdsman <ul style="list-style-type: none"> • Matching words with their meanings • Sentence construction • Spelling words correctly 	242–243	143
Penmanship	Copying sentences that have adjectives in them	244	144
Guided Writing	Make a list of people who cause bushfires	244	144
Discover More	Learn more about bush or forest fires	245	
Homework	Write a story about an animal caught in a bush fire	245	

Unit	Content	LB pages	WB pages
23	Destroying our forests	246–257	145–151
Oral Language	Asking and answering “wh” questions	247	145
Reading	Cutting trees	248–252	146–147
Phonics / Letters have Sounds	“sh” (as in shirt)	252	
Vocabulary	medicine, firewood, digging, searching, fuel, destroyed <ul style="list-style-type: none"> • Sentence construction • Sentence completion • Word search puzzle 	253–254	147–149

Penmanship	<ul style="list-style-type: none"> • Copying sentences and underlining the adjectives in them • Identifying pictures and their positions • Showing the position of shapes (Ordinal adjectives) 	254–255	150–151
Guided Writing	Write five sentences about five uses of trees	256	150–151
Discover More	Find out more about forests and how to protect them	257	
Homework	<ul style="list-style-type: none"> • Write a poem about a sad tree that does not want to be cut down 	257	

Unit	Content	LB pages	WB pages
24	Electric energy	258–269	152–157
Oral Language	Giving and responding to commands	259	152
Reading	Sources of electricity	259–264	153–154
Phonics / Letters have Sounds	“ph” (as in phone)	264–265	154
Vocabulary	diesel, blender, solar panel, generator, petrol, refrigerator, microwave <ul style="list-style-type: none"> • Matching words to their meanings • Sentence completion • Sentence construction 	265–266	155–156
Penmanship	<ul style="list-style-type: none"> • Writing sentences from a table • Writing three sentences about when and where you were born (Prepositions) • Sentence completion (Prepositions) 	267	157
Guided Writing	Write five sentences about five sources of energy	268	
Discover More	Find out more about different kinds of energy	269	
Homework	Circling words that do not start with the “ph” sound	269	
Revision		270–272	

Unit	Content	LB pages	WB pages
25	The use of ICT - computers	273–283	158–163
Oral Language	Responding to commands, instructions and requests	274	158
Reading	Computers	275–277	159–160
Phonics / Letters have Sounds	Homonyms	278–279	161
Vocabulary	information, electronic, desktop, mouse, laptop, computer <ul style="list-style-type: none"> • Sentence completion • Word completion 	279–280	162
Penmanship	<ul style="list-style-type: none"> • Identifying prepositions • Copying sentences 	280	163
Guided Writing	<ul style="list-style-type: none"> • Sentence completion (Prepositions) • Write sentences about the uses/importance of the computer 	281–282	163
Discover More	Find out more about computers	283	
Homework	Homonyms: match the words to their meanings	283	

Unit	Content	LB pages	WB pages
26	Being a good citizen	284–292	164–169
Oral Language	Talking about an importance person in your community	285	164
Reading	Sefenya saves her community	285–288	165
Phonics / Letters have Sounds	Homonyms	289	166
Vocabulary	game, blocked, valley, gushing, half covered, flood <ul style="list-style-type: none"> • Matching words to their meanings • Word completion 	290	167–168
Penmanship	<ul style="list-style-type: none"> • Identify prepositions and copy sentences • The simple sentence 	291	169
Guided Writing	Write down the subject and the main verb in given simple sentences	291	169

Discover More	<ul style="list-style-type: none"> Finding out how you can be a good citizen Learn more about homonyms 	292	
Homework	Write down four things you would do to save people if your community was being flooded	292	

Unit	Content	LB pages	WB pages
27	Good behaviour leads to honour	293–301	170–175
Oral Language	Talking about good manners	294	170
Reading	Kuntu gets a prize	295–297	171
Phonics / Letters have Sounds	Homonyms	298	172–173
Vocabulary	prize, open day, Director of Education, chores, headmistress, praised, received, hardworking <ul style="list-style-type: none"> Arranging words alphabetically Breaking words into syllables Sentence construction 	299	172–173
Penmanship	Sentence construction with given nouns	300	174
Guided Writing	Sentence completion	300	
Discover More	Find out more about good manners	301	
Homework	Identify the nouns and verbs in given sentences	301	

Unit	Content	LB pages	WB pages
28	Good cultural practices	302–310	176–179
Oral Language	Practising good manners	303	176
Reading	Respect for the elderly	304–307	177–178
Phonics/letters have sounds	Basic sight words	307	78
Vocabulary	community, Niger, respectful, polite, disputes, reared <ul style="list-style-type: none"> Matching words to their meanings Spelling words correctly 	308	179

Penmanship	<ul style="list-style-type: none"> Identifying nouns and verbs copying sentences correctly 	309	179
Guided Writing	Writing three sentences about how your favourite food is prepared	309	
Discover More	Learn more about good behaviour (patience, obedience, respectfulness, etc.)	310	
Homework	<ul style="list-style-type: none"> Write down four good manners that make you polite 	310	

Unit	Content	LB pages	WB pages
29	Weather conditions	311–320	180–183
Oral Language	Listening to a story - The wind and the sun	312	180
Reading	Bad weather	313–316	181
Phonics / Letters have Sounds	Basic sight words	316	181
Vocabulary	storm, heated, drops, cracks, flooding, weather <ul style="list-style-type: none"> Spelling words correctly Matching syllables to form words Sentence completion 	317–318	182–183
Penmanship	Spelling and writing	318	183
Guided Writing	Complete a paragraph with the correct words.	319	183
Discover More	Find out more about the weather	320	
Homework	Write down 10 words you can form from “meteorologist”	320	

Unit	Content	LB pages	WB pages
30	Good manners	321–331	184–188
Oral Language	Listening to a story - Kwate learns a lesson	322–323	184
Reading	How Porcupine, Elephant and Giraffe became different	323–327	185
Phonics / Letters have Sounds	Sight words	327	
Vocabulary	drought, thinner, suffering, ashamed, special <ul style="list-style-type: none"> • Word completion • Listing table manners • Word search puzzle • Sentence construction 	328	185–186
Penmanship	The Say-look-cover-write-check Strategy for learning the spelling of sight words	329	187
Guided Writing	Rearrange jumbled paragraphs from the story “How Porcupine, Elephant and Giraffe became different” into the correct order	330	187
Discover More	Learn to spell at least two sight words a day	331	
Homework	<ul style="list-style-type: none"> • Write down 10 new sight words you have learnt • Use five of the words to form sentences 	331	
Revision		332–336	

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	W	L

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
Sub-strand 1: songs B2.1.1.1. Demonstrate understanding of a variety of songs	B2.1.1.1.1. interpret familiar songs	Unit 1 pp. 2–3 activity 1 Unit 3 pp. 24–24 activity 1 Unit 4 pp. 34–35 activity 1–2 Unit 7 pp. 66–67 activity 1–2
Sub-strand 2: Rhymes B2.1.2.1. show understanding of a variety of literary pieces	B2.1.2.1.1. interpret rhymes and tongue-twisters in own words	Unit 2 pp. 14–15 Activity 1 Unit 10 pp. 99–100 activity 1–2 Unit 22 pp. 237–238 activity 1–2
Sub-strand 4: Story telling B2.1.4.1 Respond to stories	B2.1.4.1.1. Identify characters in a story and relate them to real life situations	Unit 8 pp. 76 activity 1 Unit 9 pp. 89–90 activity 1 Unit 19 pp. 201 Unit 29 pp. 312 activity 1–2
	B2.1.4.1.2. retell stories sequentially following story structure. (Beginning, middle and ending)	Unit 18 pp. 312 Activity 1 & 2
Sub-strand 5: Dramatisation and role-play B2.1.5.1 Perform stories	B2.1.5.1.1. Dramatise/role-play stories heard or read	Unit 30 pp. 322–323 Activity 1–2
Sub-strand 6: Conversation B2.1.6.1. Explore using certain culturally accepted language for communication	B2.1.6.1.2. Talk about event at home B2.1.6.1.1. Use appropriate greetings for special occasions	Unit 5 pp. 47–48 Activity 1 & 2 Unit 12 pp. 136 Activity 1 Unit 2 pp. 121 Activity 1 Unit 16 pp. 168 Activity 1
B2.1.6.2. Apply knowledge of language and communication skills to participate in conversation	B2.1.6.2.1. Demonstrate turn-talking in conversation	Unit 14 pp. 146 Activity 1 Unit 15 pp. 157 Activity 1

B2.1.6.1. Explore using culturally acceptable language for communication	B2.1.6.1.4. Use a wide variety of words to talk about safety in the community	Unit 20 pp. 211 Activity 1 & 2 Unit 27 pp. 294 Activity 1 & 2 Unit 28 pp. 303 Activity 1-2
Sub-strand 7: Listening comprehension B2.1.7.1. Use appropriate skills and strategies to process meaning from text	B2.1.7.1.3. Recognise and discuss events in a story (characters, settings, moral, etc.)	Unit 17 pp. 182 Activity 1
Sub-strand 8: Asking and answering questions B2.1.8.1. Demonstrate understanding in asking and answering questions	B2.1.8.1.1. Use appropriate pronunciation and intonations in asking wh-questions	Unit 21 pp. 226-227 Activity 1-2
Sub-strand 9: Giving and responding to commands, instructions, directions and making request B2.1.9.1. Demonstrate understanding in commands, instructions, directions and requests	B2.1.9.1.2 Make and respond to polite request B2.1.9.1.1. Giving respond to commands B2.1.9.1.3 Respond to commands, instructions and requests	Unit 11 pp. 109 Activity 1 Unit 24 pp. 259 Activity 1 Unit 25 pp. 274 Activity 1
Sub-strand 10: Presentation B2.1.10.1. Plan and present information and ideas for a variety of purposes	B2.1.10.1.1. Speak with confidence before different audience	Unit 26 pp. 294 Activity 1 & 2

Strand 2: Reading		
Content Standard	Indicators	Unit and activities
Sub-strand 7: Comprehension B2.2.7.1. Understand and analyse text read	B2.2.7.1.1. Use illustrations, text clues and context to make predictions during reading	Unit 1 pp. 4-7 Activity 2-5 Unit 6 pp. 57-60 Activity 2-5 Unit 8 pp. 77-80 Activity 2-6 Unit 10 pp.100-103 Activity 3-5 Unit 11 pp. 110-113 Activity 2-5 Unit 14 pp. 146-149 Activity 3-6 Unit 16 pp. 169-172 Activity 2-7 Unit 18 pp. 192-195 Activity 2-5 Unit 20 pp. 212-216 Activity 3-6 Unit 23 pp. 248-252 Activity 2-5 Unit 24 pp. 259-264 Activity 2-5 Unit 14 pp. 146-149 Activity 2-5 Unit 30 pp. 323-327 Activity 2-6
	B2.2.7.1.3. Retell level-appropriate text in own words	Unit 13 pp 137-140 Activity 2-6 Unit 7 pp 68-70 Activity 3-6 Unit 20 pp 212-215 Activity 3-6
	B2.2.7.1.2. Ask and answer questions about level-appropriate texts	Unit 1pp 4 Activity 2-5 Unit 2 pp15-18 Activity 2-6 Unit 3 pp25-28 activity 2-4 Unit 4 pp35-38 activity 3-7 Unit 6 pp57-60 activity 2-5

		Unit 6 pp. 57-60 activity 2-5 Unit 11 pp. 110-113 activity 2-5 Unit 12 pp. 122-125 activity 3-7 Unit 14 pp. 147-149 activity 2 – 5 Unit 16 pp. 169-172 activity 2-7 Unit 18 pp. 192-195 activity 2-5 Unit 19 pp. 202-205 activity 2-5 Unit 25 pp. 275-279 activity 3-5 Unit 26 pp. 285-288 activity 2-7 Unit 29 pp. 313-316 activity 3-5
B2.2.7.2 Use knowledge skills and techniques of Reading to understand and interpret texts	B2.2.7.2.1 Demonstrate understanding of the purpose and features of information texts B2.2.7.2.2 Describe event in a story B2.2.7.2.3 Connect characters ideas and information within a text	Unit 2 pp. 15 activity 2-6 Unit 8 pp. 77 - 80 activity 2-6 Unit 12 pp. 122-125 activity 3-7 Unit 22 pp. 238–241 activity 2-6 Unit 25 pp. 275-277 activity 3-5 Unit 21 pp228-231 activity 3-6 Unit 13 pp137-140 activity 2-6 Unit 17 pp183-186 activity 2-5 Unit 21 pp228-231 activity 3-6 Unit 27 pp295-297 activity 3-6

<p>Sub-strand 9: Fluency</p> <p>B2.2.9.1 Read text fluently</p>	<p>B2.2.9.1.3.use contextual clues to confirm or self-correct pronunciation while reading aloud</p> <p>B2.2.9.1.1. Read text/stories/passages with good pace, accuracy and expression</p>	<p>Unit 5 pp48-51 activity 3-6</p> <p>Unit 15 pp158-161 activity 3-7</p> <p>Unit 9 PP 90-93 activity 2-6</p> <p>Unit 15 pp158-161 activity 3-7</p> <p>Unit 28 pp304-307 activity 3-5</p>
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Sub-strand 2: Phonics letters have sound		
Content Standard	Indicators	Unit and activities
B2.2.2.1. Connect sounds to letters and blend letters/syllables in order to read and write	B2.2.2.1.1.9 Blend syllables to produce words	Unit 1 pp. 7-8 activity 1 Unit 6 pp. 60.61 activity 1 Unit 10 pp. 104 activity 1
	B2.2.2.1.2 Use alphabetic knowledge to decode unknown words	Unit 3 pp. 29 activity 1 Unit 4 pp. 39 activity 1 Unit 5 pp. 11 activity 1 Unit 9 pp. 93-94 activity 1 Unit 11 pp. 114 activity 1 Unit 12 pp. 126 activity 1 Unit 13 pp. 140 activity 1 Unit 14 pp. 150 activity 1 Unit 15 pp. 161 activity 1 Unit 16 pp. 172 activity 1 Unit 17 pp. 186 activity 1
	B2.2.2.1.3 Use elements of structural analysis to the code or known words	Unit 20 pp. 217 activity 1 Unit 21 pp. 231 activity 1

Sub-strand 3: Word Families - Rhyming endings) Digraphs		
Content Standard	Indicators	Unit and activities
B2.2.3.1. Employee knowledge of rhyming endings and common digraphs to enhance Reading comprehension	B2.2.3.1.2. Use words containing digraphs to make meaningful sentences.	Unit 7 pp. activity 1 Unit 8 pp. activity 1
	B2.2.3.1.1. Use common rhyming endings to decode simple words	Unit 18 pp. 196 activity 1 Unit 19 pp. 206 activity 1 Unit 22 pp. 241 activity 1
Sub-strand 6: Vocabulary B2.2.6.1. Understand word meanings and usages	<p>B2.2.6.1.1 Read level appropriate sight words understand and use many of them in meaningful sentences.</p> <p>B2.2.6.1.2. Use context clues to infer meanings of words</p> <p>B2.2.6.1.4 Use dictionaries and glossaries to clarify meaning of words</p>	<p>Unit 1 pp. 9 activity 1 unit pp. 20 activity one unit 4 pp. 40 activity 1 unit 5 pp. 152 activity 3 unit 9 pp. 95 activity 3 unit 10 pp. 105 activity 3 Unit 12 pp. 128 activity 3 unit 16 pp. 173 activity 2 unit 17 pp. 187 activity 1 unit 18 pp. 197 activity 3 unit 20 pp. 218 activity 2 unit 23 pp. 253 activity 1 unit 24 pp. 266 activity 3 unit 14 pp. 2 activity 2 unit 15 pp. 162 activity 1 unit 24 pp. 265 activity 1 unit 28 pp. 308 activity 1 unit 22 pp. 242 activity 1 unit 11 pp. 115 activity 1</p>

Strand 5: Using writing conventions/Grammar usage Sub-Strand 10: spelling B2.5.10.1.use phonic knowledge to spell words	B2 5.10.1. 1. 1 use phonics knowledge to spell words with irregular phonic letter pattern	Unit 8 pp. 81-82 activity 1-2 unit 9 pp. 94-95 activity 1-2 unit 12 pp. 127-128 activity 1-2 unit 13 pp. 141-142 activity 1-2 unit 16 pp. 173 activity 1 Unit 18 pp. 197 activity 2 unit 19 pp. 206-2007 activity 1-3 unit 20 pp. 218 activity 1 Unit 29 pp. 317-318 activity 1-3 Unit 30 pp. 328 activity 1-3 Unit 17 pp. 187 activity 2
Strand 4: Writing Sub-strand 2: Penmanship/ Handwriting B2.4.2.1 Copy and write sentences correctly	B2.4.2.1.1 Copy sentence clearly	Unit 1 pp. 10 Activity 2 Unit 5 pp. 53 Activity 1 Unit 7 pp. 72 Activity 1 Unit 15 pp. 164 Activity 1 Unit 16 pp. 174 Activity 1-2 Unit 18 pp. 198 Activity 1
Sub-strand 3: writing letters - small and capital B2.4.3.1 Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly	B2.4.3.1.1 Copy words in lower and upper cases using correct spacing B2.4.3.1.2 Use lower and upper cases letters appropriately in words and simple sentences.	Unit 4 PP. 41 Activity 1 Unit 2 PP. 21 Activity 1 Unit 3 PP. 30-31 Activity 1-2
Sub-strand 4: Labeling items B2.4.4.1 drawing label simple pictures	B2.4.4.1.1 Draw and label objects found in their environment	Unit 9 pp. 96 Activity 1 unit 10 pp. 106 Activity 1

<p>Sub-strand 5: writing simple words in sentences B2.4.5.1.use knowledge of grammar and vocabulary to write words and sentences correctly</p>	<p>B2.4.5.1.1. write simple sentences to express feelings B2.4.5.1.2. write simple and meaningful sentences on objects found in the environment</p>	<p>Unit 11 pp117 activity 1-2 unit 18 pp198 Activity 1 unit 2 pp 21 activity 7 Unit 3 pp 31 Activity 5 unit 6 pp 63 activity 6 Unit 17 pp188 Activity 1 unit 18 pp198 activity 6 unit 19 pp 208 activity 6 unit 23 pp 256 activity 6 unit 28 pp 309 activity 13</p>
	<p>B2.4.5.1.3 Draw a picture and write at least a sentence to share an opinion</p>	<p>Unit 12 pp 129 Activity 8 Unit 17 pp 188 activity 1</p>
<p>Sub-strand 7: Composition writing B2.4.7.1. write simple compositions</p>	<p>B2.4.7.1.1 Write your copy correct sentences from substitution tables</p>	<p>Unit 12 pp. 128-129 Activity 1-2 Unit 20 pp. 219 Activity 1 Unit 21 pp. 233 Activity 1</p>
<p>B2.4.7.2. Matching parts of sentences to form composition.</p>	<p>B2.4.7.1.2 match parts of sentences to compose meaningful texts. B2.4.7.2.1. Re-arrange jumbled sentences logically</p>	<p>Unit 13 pp 143 Activity 1 unit 14 pp 153 Activity 1 unit 30 pp 330 Activity 8</p>
<p>Sub-strand 8: Guided composition B2.4.8.1. compose short paragraphs through answering questions</p>	<p>B2.4.8.1.1 Develop two coherent paragraphs on one idea or concepts using leading questions.</p>	<p>Unit 13 pp 143 activity 7 unit 15 pp 164-165 activity 8 unit 16 pp 175 activity 8 unit 21 pp 234 activity 7 unit 22 pp 242 activity 8 unit 29 pp 319 activity 6</p>

Strand 5: Using Writing Conventions / Grammar Usage		
Content Standard	Indicators	Unit and activities
Sub-strand 1: using capitalization B2.5.1.1. Apply knowledge of capitalization in writing	B 2.5.1.1.1.use capital letters to write names of particular places and days of the week B2.5.1.1.2 use capital letters to begin the first words of sentences	Unit 3 pp. 30-31 Activity 1 unit 7 pp. 72 Activity 1 unit 8 PP. 21 Activity 1 unit 8 pp. 82-83 Activity 1-2
Sub-strand 2: using punctuations B2.5.2.1. apply knowledge of punctuation in written communication	B2.5.2.1.1.use full stops at the end of sentences and question marks at the end of questions	Unit 6 pp. 62 activity 1-2 unit 19 pp. 208 Activity 1
Sub-strand 4: using action words B2.5.4.1. applying knowledge of action words in communication	B2.5.4.1.1. Use a simple present tense to express habitual actions	Unit 7 pp 72 activity 7 unit 20 pp 220 activity 7 unit 21 pp 233 Activity 1
Sub-strand 5: using adjectives B2.5.5.1. apply knowledge of adjectives in communication	B2.5.5.1.1 Identify a new simple sentence to describe the weather and show quantity and position or order of people and things	Unit 22 PP 243-244 activity 10 unit 29 pp318 Activity 3
Sub-strand 7: Using simple prepositions B2.5.7.1. Understand and identify the use of prepositions	B2.5.7.1.1 Identify prepositions in sentences to indicate days, date and places	Unit 25 pp 280-281 activity 1 Unit 26 pp 291 activity 1
Sub-strand 9: Using simple and compound sentences B2.5.9.1 Understand simple sentences in writing	B2.5.9.1.2 Identify nouns and verbs in simple sentences	Unit 26 pp291 activity 6 Unit 27 pp300 activity 1 Unit 28 pp309 activity 1
Sub-strand 10: Spelling B2.5.10.1 Phonics knowledge to spell words	B2.5.10.1.1 Use phonics knowledge to spell words with irregular phonic letter pattern	Unit 29 pp. 318 activity 1 Unit 30 pp. 329 activity 1 and 7

Strand 6: Extensive Reading Sub-strand 1: Building the love and culture of Reading B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level appropriate books and texts from print and non-print	All units
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Unit 1

The importance of family members

Unit Overview

This unit is about the family. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn a familiar song titled "Hot Cross Buns" and answer a few questions on it. Section B is in two parts. In the first part, learners will read a short text aloud, titled "My family", and answer questions on it. The second part is code-named "Letters have Sounds". It will focus on identifying syllables in words as well as blending syllables to form words.

In Section C, learners will learn to have fun with the keywords they met in the passage. They will use the keywords to fill the gaps in giving sentences, use some keywords to form sentences full. As well as rearranged jumbled letters to form words. In Section D, they will copy sentences in joint script with correct use of capital letters. Finally in this section, learners will complete given sentences describing a family.

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
B2.1.1.1. Demonstrate understanding of variety of songs	B1.1.1.1: Interpret familiar songs	Cultural identity and global citizenship Communication and collaboration
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1 understanding and analyse text read	B2.2.7.1.1. use illustrations, text clues and context to make predictions during reading B2.2.7.1.2. ask and answer factual and inferential questions about level-appropriate texts	Personal Development and Leadership Communication and collaboration

Sub-section B: Letters Have Sounds Strand 2: Reading sub-strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B2.2.2.1. Connect sounds to letter and blend letters syllables in order to read and write.	B2.2.2.1.1. Blend syllables to produce words	Personal development and leadership Cultural identity and global citizenship
Sub – strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 understand words meanings and usages	B2.2.6.1.1. read level appropriate sight words, understand and use many of them in meaningful sentences	Personal development and leadership communication and collaboration
Strand 5: Using Writing Conversations/Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1. Use Phonics knowledge to spell words	B2.5.10.1.1. Use phonics knowledge to spell words with irregular phonic letter pattern	Communication Critical thinking
Strand 4: Writing Sub-strand 2: Penmanship/handwriting		
Content Standard	Indicators	Core Competencies
B2.4.2.1. Copy and rewrite sentences correctly	B2.4.2.1.1. Copy sentences clearly	Personal development and leadership
Sub-strand 3: Writing letters-small and capital		
Content Standard	Indicators	Core Competencies
B2.4.3.1. Use general skills, strategies and knowledge of letter sounds to enable them right legibly and boldly	B2.4.3.1.2. Use lower and upper case letters appropriately in words and simple sentences	Personal development and leadership communication and collaboration
Sub-strand 12: Descriptive Writing		
Content Standard	Indicators	Core Competencies
B2.4.12.1. Demonstrate knowledge of description in writing	B2.4.12.1.1. use simple sentences to describe feelings/family	Communication and collaboration personal development

Strand 6: Extensive Reading SuB-strand 1: Building the love and culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1. Read widely for pleasure and demonstrates independent reading and learning in the literary area	B2.6.1.1.1. read a variety of age and level appropriate books and texts from prints and non-print	Personal development and leadership

Refer learners to **page 1** of the learner's book 2. Using probing questions, discuss the picture with learners and have them predict what the unit is about. Refer to **pages 1 - 3** of the learner's book 2.

Section A

Strand 1: Oral Language

Sub-strand 1: Songs

B2.1.1.1.1. Interpret familiar songs

Song: Hot Cross Buns

Teaching Strategies: Modelling, repetition, discussion, class, and individual participation

Teaching/Learning Resources: Bread buns, poster with the song on **page 2** of the English Learner's Book 2

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

Key Vocabulary: buns, penny, daughters, sons, calling

Preparation Before Class

Make sure you gather all the materials you need. If possible, make a large poster of the song. This helps ensure that all learners move with you at the same pace.

Place some bread buns on your demonstration table.

Teaching/Learning Activities

Activity 1

Let learners sing two familiar songs or recite a rhyme related to the lesson.

1. Show the buns to them and ask them to say what type of bread it is (answer: bread buns). Next, put the buns on a serving tray and ask them to demonstrate how bread sellers sell their buns.
2. Put up the poster of the song on the board or write it on the board. Explain what a hot cross bun is, namely a sweet spiced bun, usually made with fruit, marked with a cross on the top. The cross is often made with icing sugar, and the buns are usually eaten warm. Refer learners to the photo in the Learner's Book.

3. Sing the song twice and let learners join in as you begin the third time. Then, let the whole class sing it, followed by half of the class, small groups, then individuals.
Let them sing with the correct stress, rhythm and actions.
Have learners interpret the song in their own words.

Reflection

Let learners reflect on the lesson and tell their classmates which part of the song they enjoyed. Then, ask learners to give reasons why they enjoyed those parts.

Additional Practice

Refer learners to **page 1** of the workbook for more exercises.

Assessment

In small groups, pairs and individuals, ask learners to sing the song with the correct stress, rhythm and actions. Let learners orally answer questions 4 and 5 on **page 3** of the English Learner's Book 2.

Answers

4. A person calling people to play
5. Groups' answers may differ, but should include one or more of these points: The song is about a bread seller marketing his/her hot cross buns. The bread seller is inviting customers to come and buy hot cross buns from him/her; the bread seller is enticing customers to buy the buns for their children.

Remedial Activity

Observe and identify those who struggle with parts of the song. Practise singing those parts with learners till they can sing it alone and have them rejoin the whole group to continue to learn the rest of the song.

Extention Activity

Ask learners to mention words in the song and form sentences with them.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B2.2.7.1.1. Use illustrations text, clues and context to make predictions during reading.

B2.2.7.1.2. Ask and answer factual and inferential questions about level – appropriate texts.

Teaching Strategies: Echo-reading, pair work, whole-class/group activities

Teaching/Learning Resources: Word cards, sentence cards, picture on **page 1** of the English Learner's Book 2

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

Key Vocabulary: family, parents, siblings, pretend, trader, buildings

Preparation Before Class

Before the lesson, prepare your word cards and sentence cards. Make a large copy of the picture on **page 4** of the English Learner's Book 2, for a more corporate picture reading activity.

Teaching / Learning Activities

Activity 2

1. Begin the lesson with a discussion of the picture on **page 4** of the English Learner's Book 2.
2. Then, allow learners to discuss what they see and predict the topic of the lesson.
3. Teach and drill the pronunciations (family, parents, siblings, pretend, trader, buildings,) one after the other.

Activity 3

In pairs, let learners scan the text to find the words in bold. Then, let them try to decipher the meaning of each word by reading the sentence(s) in which it appears. Use contexts, demonstration, and miming to teach the meanings of the keywords, if necessary.

NB: Remember the order of teaching new vocabulary. Do not copy the new words on the board ahead of time.

Activity 4

While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Then, instruct a few to share their ideas with the rest of the class. Subsequently, read the text a second time while learners listen. Finally, let learners read the text after you several times (echo-reading).

Activity 5

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.

Have learners pause frequently during reading to make predictions to enhance comprehension.

Assessment

After ensuring that all learners have had sufficient practice in reading the text aloud, let them orally answer question 3 on **pages 6 - 7** of the English Learner's Book 2.

Answers

- a. Teleku-Bokazo
- b. seven people
- c. Western Region
- d. Maame Kyi, Maame Nyaneba, Nyamekekyi, and Armah.
- e. Kutukrom and Asaasetre
- f. Because of the cocoa farms.
- g. Because she works hard.
- h. She is a trader/she trades.

Remedial Activity

Help learners who struggle to read break given sentences on the board into 'sense/meaningful groups' and read.

Example

- 1. She is a trader
- 2. They go to visit their father in the village.

Also, let pairs/groups of learners, then individuals re-arrange jumbled 'sense/meaningful groups' into correct sentences.

Example

to visit They go
in the village their father = They go to visit their father in the village.

Extension Activity

In pairs, allow learners to take turns to read words and sentences from the passage from word and sentence cards.

Reflection

Invite learners to say why they like their families.

Sub – section B: Letters have Sounds – Syllables

Strand 2: Reading

Sub-strand 2: Phonics

B2.2.2.1.1 Blend syllables to produce words.

End the reading session with this activity. First, play the phonics song and let learners sing along. Then, while learners listen to you, break the following words into syllables and pronounce the words clearly.

- i. father, mother, farmer, trader, cocoa,
- ii. family, Kutukrom, coconut, holidays

Let the learners do same after you. Then, tell them to clap the syllables of the words as you say them. Let them say the number of times they clapped for each word. E.g., words in the first row (2 claps); second row (3 claps).

Next, let learners sit in pairs to do questions 5 and 6 on **page 8** of the English Learner's Book 2, first orally and then in writing in their exercise books..

Answers

- | | | | |
|----|-------------------|---------|--------------|
| 5. | si – blings | | go – ing |
| | Nya – ne – ba | | some – times |
| | Ta – ko – ra – di | | quick – ly |
| | cou – sins | | |
| 6. | brother | olden | coming |
| | paper | teacher | chicken |
| | | | quickly |
| | | | parents |

Additional Practice

Refer learners to **pages 2 - 3** of the workbook for more exercises.

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

B2.2.6.1.1 Read level – appropriate sight words, understand and use many of them in meaningful sentences.

Strand 5: Using Writing Conventions/ Grammar Usage

Sub-strand 10: Spelling

B2.5.10.11. Use phonics knowledge to spell words with regular phonic letter pattern.

Teaching Strategies: Demonstration, leading questions, explanations

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. Sentence completion (English Learner's Book, **page 9–10**)

Working together as a class, let learners reread the passage and find the sentences in which the following words are found: Western Region, parents, cousins, cocoa, coconut, sometimes, foodstuff and fetches. Ask them to raise their hands when they find any. Then, let them read the sentence which contains the word.

Put learners in pairs to fill in the blank spaces with the appropriate words on **page 9** of the English Learner's Book 2.

Answers

- a. coconut
- b. parents
- c. cousins
- d. Western Region
- e. foodstuffs
- f. cocoa
- g. gives
- h. sometimes

2. Sentence construction (English Learner's Book 2, **page 9**) Working together as a class, let learners form sentences with each word.

Then, ask individual learners to write a sentence with each word in their exercise books.

3. Spelling words correctly (English Learner's Book, **page 10**) Still working together as a class, let learners read the correct words from the board.

In pairs, let the learners unjumble the words in the exercise in the Learner's Book and write the words correctly in their exercise books.

Answers

- a. name
- b. sometimes
- c. also
- d. fishing
- e. siblings
- f. canoes

Additional Practice

Refer learners to **pages 3 - 5** of the workbook for more exercise.

Section

D

Strand 4: Writing

Sub – strand 2: Penmanship/Handwriting

B2.4.2.1.1. Copy sentences clearly

Sub – strand 3: Writing letters – small and capital

B2.4.3.1.2. Use lower and upper case letters appropriately in words and simple sentences.

Sub – strand 12: Descriptive Writing

B2.4.12.1.1. Use simple sentences to describe feelings/family.

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

Teaching/Learning Resources: Board ruler, red and blue chalk, sample texts

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: bring, a lot of, siblings, cousins, meat, fish, fishing, vacation

Preparation Before Class

Before the lesson, prepare your word cards. Go to the internet for guidelines on joint script writing and practise writing the paragraph in joint script.

Teaching/Learning Activities

Penmanship

This part of the writing session 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.

1. Lead learners to do hand and wrist exercises for a few minutes. Demonstrate to them the good posture needed for writing. Finally, demonstrate to learners how they should hold a pencil before they write.
2. Rule lines on the board like those in the learners' exercise book. If there are any particular letters learners find difficult to write well, let them practise these on the board. Remind learners that we start a sentence with a capital letter. Then, let learners copy these sentences into their exercise books:
We go to the farm on Saturdays.
We bring a lot of meat and fish.
3. Remind learners that the names of the days of the week begin with capital letters. Then, let them copy the following into their exercise books: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
4. Remind learners that the first letter of their name(s) and surname is a capital letter. Then ask them to write the following in their exercise books:
 - a. their own name and surname
 - b. the day and the month in which they were born.

Additional Practice

Refer learners to [page 5](#) of the workbook for more exercises.

Activity 6

Guided Writing

1. Working in pairs, have learners reread the passage "My Family" to find the following words: farmer, Mr. Nyanzu, Teleku-Bokazo, Western Region, two, fishing, Kutukrom, vacation.
2. Let them state the paragraph and read the sentence in which each word is found.

3. Still in pairs, instruct learners to orally complete the given sentences by filling in the blank spaces with the correct word. Then, they copy the sentences into their exercise books.

Answers

- | | |
|-------------------|------------|
| a. Teleku-Bokazo | e. farmer |
| b. Western Region | f. Nyanzu |
| c. two,two | g. fishing |
| d. Mr. Nyanzu | |

Unit Summary

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

Discover more

Watch this video with learners and have them talk about the importance of the family.

Homework

With examples as a guide have learners write a six-line rhyme about their favorite things to do with their families as homework.

Workbook Answers

A. Oral language

- Sample answer: Five words in the song "Hot Cross Buns"
 - penny
 - buns
 - cross
 - daughters
 - sons
- It is about someone selling bread buns.
- too
- pot

B. Reading

Reading and comprehension

- | | |
|--------|--------|
| 1. (√) | 5. (√) |
| 2. (√) | 6. (√) |

- | | |
|--------|--------|
| 3. (√) | 7. (x) |
| 4. (x) | 8. (x) |

Letters have Sounds

- | | |
|-------------|-------------|
| 1. coconut | 4. vacation |
| 2. holidays | 5. farmer |
| 3. cocoa | 6. siblings |

C. Vocabulary

- Individual responses
- Complete the sentences.
 - siblings
 - cousins
 - coconuts
 - trader
 - Kumasi
 - night

g. brothers

h. fishing

11. Spelling

a. nieces

b. forty

c. buildings

d. fishing

e. canoes

f. vacations

g. family

h. nights

i. happy

j. brothers

D. Writing and Grammar Usage

Aku is a beautiful girl. She comes from Koforidua. Koforidua is in the Eastern Region. Aku was born on Wednesday. Her mother's name is Maame Yaa.

Unit 2

Uses of domestic animals

Unit Overview

This unit is about domestic animals. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn a rhyme titled "Pussy cat, pussy cat" and interpret it by answering questions. Section B is in two parts. In the first part, learners will read a short text aloud, called "Animals at home", and answer a few questions on it. The second part is code-named "Letters have Sounds". It will focus on blending syllables to form words. In Section C, learners will learn to have fun with the keywords they met in the passage. They will use the keywords to complete given sentences as well as use given sight words to form sentences. In Section D, learners will copy sentences and start them with capital letters, as well as write down five sentences about the use of five different domestic animals.

Learning Outcomes

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

Strand one: Oral language Sub-strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
B2.1.2.1. show understanding of a variety of literary pieces	B2.1.2.1.1. Interpret Rhymes and tongue-twisters in own words	Personal development and Leadership Communication and Collaboration
Strand 2 Reading Sub-strand 7: comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.2. Use knowledge skills and techniques of Reading to understand and interpret text	B2.2.7.2.1. demonstrate understanding of the purpose and features of information texts	Communication and Collaboration Personal development and Leadership
B2.2.7.1. 1 Understand and analyse text read	B2.2.7.1.2. ask and answer factual and inferential questions about level-appropriate texts	Communication and collaboration

Sub-section B: Letters Have Sounds		
Strand 2: Reading		
Sub-strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B2.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write.	B2.2.2.1.1 Blend syllables to produce words	Personal development and Leadership Cultural Identity and Global Citizenship
Sub-stand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 Understand word meanings and usages	B2.2.6.1.1. Read level-appropriate sight words, understand and use many of them in meaningful sentences	Personal development and leadership communication and collaboration
Strand 5: Using writing conventions/Grammar usage		
Sub--strand 1: Using capitalisation		
Content Standard	Indicators	Core Competencies
B2.5.1.1 Apply knowledge of capitalisation in writing	B2.5.1.1.2. Use capital letters to begin the first words of sentences	Communication and collaboration
Strand 4: Writing		
Sub-strand 5: writing simple words and sentences		
Content Standard	Indicators	Core Competencies
B2.4.5.1. use knowledge of grammar and vocabulary to write words and sentences correctly	B2.4.5.1.2.1 Write simple and meaningful sentences on objects or things found in the environment	Personal development and leadership Collaboration and communication
Strand 6: Extensive Reading		
Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in the literary area	B2.6.1.1.1. Read a variety of age and level-appropriate books and texts from prints and non-print	Personal development and Leadership

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

B2.1.2.1.1 Interpret rhymes and tongue twisters in own words.

Rhyme: Pussy cat, pussy cat

Core Competencies: Cultural Identity and Global Citizenship, Personal Development and Leadership, Communication and Collaboration

Teaching/Learning Strategies: Class/group activities, pairs or individual participation, discussion, repetition

Teaching/Learning Resources: Pictures of a queen, a cat, and a mouse under a chair.

Key Vocabulary: have been, London, frightened, mouse, little

Preparation Before Class

Make sure you gather all the materials you need. If possible, make a large poster of the verse (rhyme) and of the picture of the cat on **page 14** of the English Learner's Book 2. This helps ensure that all learners move with you at the same pace.

Teaching/Learning Activities**Activity 1**

1. Let learners sing "Hot Cross Buns".
2. Put the picture of the cat on the board and let learners discuss what they see. Ask them to predict what they expect to hear in the rhyme.
3. Put up the poster of the rhyme "Pussy cat" on the board or write it on the board.
4. Recite the rhyme twice as learners listen. Ask them to join in and repeat it until they know the words. Let learners recite with the correct stress and tap the rhythm in pairs. Let learners take turns reciting the rhyme. Pay attention to learners and check if they can all recite the rhyme.
5. Divide the class into two groups. Half of them should be questioners, and the other half, respondents. Use probing questions to get learners interpret the rhyme.

Assessment

Let learners answer the questions in Activity 1 on **page 15** of the English Learner's Book 2 with their partners.

Answers

- a. Yes/No
- b. The cat is telling a lie.
- c. It frightened a mouse under a chair.
- d. (This is a personal response question. No answer is right or wrong.)

Remedial Activity

Have learners who struggle to recite the rhyme practise with you till they can say it alone. Then, they rejoin the class to learn the rest of the rhyme.

Extension Activity

Invite individuals to recite the rhyme with the right stress, rhythm and action.

Reflection

Let learners state what parts of the rhyme they enjoyed most and share them with each other. Let learners give reasons why they enjoyed those parts.

Additional Practice

Refer learners to [page 6](#) of the workbook for more exercises.

Section B

Strand 2: Reading

Sub – strand 7: Comprehension

B2.2.7.1.1. Demonstrate understanding of the purpose and features of information texts.

B2.2.7.1.2. Ask and answer inferential and factual questions about level – appropriate texts.

Teaching Strategies: Echo-reading, pair work, whole-class/group activities, picture description

Teaching/Learning Resources: Pictures on, [page 15](#) of the English Learner's Book 2, word cards, sentence cards, syllable cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: domestic, shelter, hide, stalls, depend, pens

Preparation Before Class

Before the lesson, prepare your word cards, sentence cards and syllable cards. If possible, make a large copy of the pictures on [page 15](#) of the English Learner's Book 2, for a more corporate reading activity.

Teaching/Learning Activities

Activity 2

Begin the lesson by discussing the pictures on [page 15](#) of the English Learner's Book 2.

Allow learners to talk about what they see in the pictures: the names of the animals, their shelters, the food they eat, what they produce, and the usefulness of the animals.

Encourage learners to predict what they will read about. Teach and drill the pronunciation of the keywords (domestic, shelter, hide, stalls, depend, pens) one after the other.

Activity 3

In pairs, let learners scan the text to find the words in bold. Let them work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of the keywords (if necessary) using contexts, demonstrations, and miming.

NB: Remember the order of teaching new words. Do not write the words on the board ahead of time.

Activity 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.

Subsequently, read the text a second time while learners listen.

Finally, let learners read the text after you several times (echo-reading).

Activity 5

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph. Have them identify the main purpose and features of the passage.

Activity 6

Let learners read the questions on **page 18** of the English Learner's Book 2 and discuss the answers with their partners.

Remedial Activity

Encourage low achievers to break words into syllables in order to read with ease.

Assessment

After ensuring that all learners have had sufficient practice in reading the passage and have discussed the questions in Activity 6 in pairs, let learners answer them orally as a class.

Answers

- a. hens, ducks
- b. cows, goats, sheep
- c. horses
- d. eggs and meat
- e. to carry goods
- f. for money, food, hide
- g. all of them/personal responses

Remedial Activity

Discuss the pictures of **page 15** with low achievers to help them connect their experiences with the text.

Extension Activity

Ask learners to draw their favourite domestic animal and tell their partners about it.
For example: This is a dog. I play with it. It barks at strangers, etc.

Strand 2: Reading

Sub-strand 2: Phonics

B2.2.2.1.1 Blend syllables to produce words

Sub-section B: Letters have Sounds – Blending syllables

End the reading session with this activity. Play the phonics song and let learners sing along.
While learners listen to you, blend the syllables in the following words and read the words out loud: many, photo, depend.

Let them tap the syllables as they say the words: ma-ny, pho-to, de-pend, peo-ple, don-key, etc.
Hand out sets of syllable cards for pairs of learners to form at least three two-syllable words, e.g. poul + try, wa + ter, shel + ter.

To end the lesson, let learners blend the syllables on **page 19** of the English Learner's Book 2 and read the words after you.

Example: do + ing – doing pa + per – paper o + range – orange etc.

Additional Practice

Refer learners to **pages 7 - 8** of the workbook for or more exercises

Section

C

Strand 2: Reading

Sub-strand 6: Vocabulary

B2.2.6.1.1. Read level – appropriate sight words, understand 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

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

- 1. Sentence completion** (English Learner's Book 2, **page 20**) Working together as a class, let learners reread the passage and find the following words: shed, rearing, coop, hide, domestic, pen, depend, stall. Ask learners to repeat the words aloud a number of times. Ask them to put up their hands when they found any of them and tell the class the paragraph in which they found it.

Then, instruct them to read the sentence in which the word appears.
 Put learners in pairs and ask them to read the sentence in which each word is found again. Encourage them to think and try to get the meaning of the words.
 Then let them share their meaning with the rest of the class.
 Still in pairs, instruct learners to orally complete the sentences on **page 20** of the Learner's Book. Now instruct them to share their answers with the rest of the class.
 Finally, learners are to do this work in their exercise books.

Answers

- | | |
|----------|---------------------|
| a. coop | e. domestic animals |
| b. pen | f. depend |
| c. shed | g. Rearing |
| d. stall | h. hide |

2. Sentence construction (English Learner's Book 2, **page 20**)

Working together as a class, let learners read the given words from the board:

- a. animals b. live c. rear d. leather e. donkey

Then, let each learner choose one word, form a sentence with it, and write their sentences on the board. Next, ask the whole class to read all the sentences in unison. Then invite learners individually to read the sentences.

Instruct learners to use the same words to form their own sentences and ask them to write six of these sentences in their books.

Remedial Activity

Put struggling learners into pairs and let them read target words and sentences from the passages. Drill the words and sentences further from the board and on cards. Then have individuals do matching to identify the treated words and sentences.

Extension Activity

Working in groups, have learners do pick and read game. A learner picks a flash card and read the sentence on it. He/she gains a point for their groups.

Additional Practice

Refer learners to **pages 9 - 11** of the workbook for more exercises.

Section

D

Strand 5: Using Writing Conventions/Grammar Usage

Sub-strand 1: Using Capitalisation

B2.5.1.1.2. Use capital letters to begin the first words of sentences

Activity 7

Strand 4: Writing

Sub-Strand 5: Writing simple words and sentences

B2.4.5.1.2: Write simple and meaningful sentences on objects or things found in the environment.

Teaching Strategies: Modelling, copying, observation, sentence formation

Teaching/Learning Resources: Board ruler, red and blue chalk

Core Competencies: Personal Development and Leadership, Communication and Collaboration

Key Vocabulary: egg, hide, domestic, donkey

Teaching/Learning Activities

Penmanship

1. Lead learners to do hand and wrist exercises for a few minutes.
2. Demonstrate the good posture needed for writing and show them how to hold a pen/pencil to write with.
3. Rule lines on the board like those in learners' exercise books. If there are any particular letters learners find difficult to write well, let them practise these on the board.
4. Discuss the use of capital letters with learners, using sample sentences.

Example: Many animals live at home with us.

They are reared for their meat.

5. Have learners rewrite sentences **a - d** on **page 21** of the English Learner's Book 2. Instruct them to write capital letters in the correct place.

Additional Practice

Refer learners to **page 12** of the workbook for or more exercises.

Activity 7

Guided Writing

1. Working as a whole class, revise with learners the uses of domestic animals (English Learner's Book 2, **page 16 - 17**).

Example:

hen/cock/turkey – meat and eggs

donkeys – carry loads/stuff from farms

horses – used by noblemen during festivals and on special days

cows – milk, meat and hide

goats/sheep – meat, hide, etc.

2. Instruct learners to sit in groups, choose five domestic animals and write sentences to show their uses.

Example:

- a. Goats and sheep give us meat and hide.
- b. Most of the milk we drink comes from cows etc.

Encourage groups to add pictures to their sentences. Publish learners' work on walls for a gallery walk.

Unit Summary

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

Discover more

Let's learners watch this video, then, lead them to discuss domestic animals.

Homework

Ask learners to read again the text "Animals at Home" and make list of 15 animals.

Workbook Answers

A. Oral Language

- 1. Pussy cat
- 2. No, it can't,
- 3. True
- 4. London
- 5. To see the queen

B. Reading

Reading and Comprehension

- 1. a. birds b. cattle
c. goats d. horses, etc.
- 2. Domestic animals
- 3. Sleeping places
- 4. True
- 5. False
- 6. True
- 7. False
- 8. Donkeys carry our goods.
- 9. a. Dogs watch over our houses.

Cats eat the mice in our homes.

10. False

Letters have sounds – Blending syllables

- | | |
|-------------|-------------|
| a. sleeping | f. protect |
| b. reared | g. domestic |
| c. owners | h. sandals |
| d. animals | i. leather |
| e. places | j. depend |

C. Vocabulary

1. Spelling

- | | |
|--------------|--------------|
| a. sometimes | f. build |
| b. quickly | g. reared |
| c. going | h. stall |
| d. domestic | i. leather |
| e. mentioned | j. festivals |

2. Filling in the blanks

- | | |
|------------|--------------|
| a. turkeys | e. pens |
| b. protect | f. owners |
| c. animals | g. mentioned |
| d. rear | h. noble |

4. Words from the puzzle

Across: eggs noble horse
 milk dog gaps
 leather sandals

Down: animals hide loan
 sea sleep wings

D. Writing and Grammar Usage

(Capitalization)

1. Names of persons

- | | |
|-----------|-------------|
| a. Abena | d. Edem |
| b. Danso | e. Salamatu |
| c. Manzah | |

2. Days

- a. Friday
- b. Tuesday
- c. Monday
- d. Thursday
- e. Saturday
- f. Wednesday
- g. Sunday

Months

- a. January
- b. April
- c. March
- d. November
- e. December
- f. May
- g. June

Unit 3

It pays to visit places

Unit Overview

This unit is about visiting places. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn a song called “Mary had a little lamb” and answer a few questions on it. Section B is in two parts. In the first part, learners will read aloud a short text, titled “A visit to the zoo”, and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on making the /pr/ and /gr/ sounds in words. In Section C, learners will learn to have fun with the keywords they met in the passage. They will fill the gaps in giving words with the right letters and complete giving sentences with the right words. In Section D, they will write capital letters in sentences where necessary and also write two examples of each type of animal mentioned in the reading text.

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
B2.1.1.1. demonstrates understanding of a variety of songs	B2.1.1.1.1. Interpret familiar songs	Cultural identity and global citizenship communication and collaboration
Strand 2 Reading		
Sub-strand 7: comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.2. Use knowledge skills and techniques of Reading to understand and interpret text B2.2.7.1. Understand and analyse text read	B2.2.7.2.2. describe events in a story B2.2.7.1.2. ask and answer factual and inferential questions about level-appropriate texts	Critical thinking communication and collaboration
Sub-strand 2: Phonics (Letters Have Sounds)		
Content Standard	Indicators	Core Competencies
B2.2.2.1 connect sounds to letters and blend letters/ syllables in order to read and write	B2.2.2.1.2. use the alphabetic knowledge to decode unknown words	Personal development and leadership cultural identity and global citizenship

Strand 5: Using Writing Conventions/Grammar Usage Sub-strand 10: spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1 use phonics knowledge to spell words	B2.5.10.1.1 use phonics knowledge to spell words with irregular phonic letter pattern	Personal development and leadership communication and collaboration
Strand 5: Using Writing Conventions/Grammar Usage Sub-strand 1: Using Capitalisation		
Content Standard	Indicators	Core Competencies
B2.5.1.1 apply knowledge of capitalisation in writing	B2.5.1.1.1. Use capital letters to write names of particular places and days of the week.	Communication and collaboration
Strand 4: Writing Sub-strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
B2.4.5.1. use knowledge of grammar and vocabulary to write words and sentences correctly	B2.4.5.1.1. write simple meaningful sentences on animals	Collaboration and communication personal development and leadership

Section A

Strand 1: Oral Language

Sub-Strand 1: Songs

B2.1.1.1.1. Interpret Familiar songs

Song: Mary had a little lamb

Core Competencies: Personal Development and Leadership, Cultural Identity and Global Citizenship

Teaching Strategies: Repetition, class, group and individual participation, discussion

Teaching/Learning Resources: Picture of a girl being followed by a lamb on [page 24](#) of the English Learner's Book

Key Vocabulary: lamb, snow, sure, fleece

Preparation Before Class

Make sure you gather all the materials you need. Make a large poster of the song and the accompanying picture. This helps ensure that all learners are moving 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. (Learners can sing any Ghanaian song about animals.)

1. Put the picture on the board and let learners talk about what they see. Encourage learners to predict what the lesson will be about. For example, they can guess where Mary is going with the lamb.
2. Put up the poster of the song on the board or copy it on the board from **page 24** of the English Learner's Book 2.
3. Working together as a class, teach the song, taking two lines at a time. Sing the song twice and let learners sing together with you. Impress upon them to make beats according to the song's rhythm and stress. Then, let the whole class sing the song together once more. Finally, let learners state the parts of the song they enjoyed and share them with each other. Then, ask them to give reasons why they enjoyed those parts. Invite learners to interpret the song.

Assessment

Let learners answer the questions on **page 25** of the English Learner's Book 2 with their partners.

Answers

- a. a lamb
- b. snow
- c. Maybe she looks after the lamb well. / Maybe the lamb thinks Mary is its mother.
(Accept any reasonable answer.)
- d. snow and go
- e. (This is a personal response question; therefore; it has no right or wrong answers.)
- f. Mary is a loving person.

Reflection

Have learners reflect on the song and compare their pets to Mary's pet.

Additional Practice

Refer learners to **page 13** of the workbook for more exercises.

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

B2.2.7.2.2. Describe events in a story

B2.2.7.1.2 Ask and answer factual and inferential questions about level appropriate texts.

Teaching Strategies: Echo-reading, pair work, class/group activities, discussions

Teaching/Learning Resources: Pictures on **pages 23 - 25**, of the English Learner's Book 2 word cards

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

Key Vocabulary: zebra, porcupines, elephant, tusks

Teaching/Learning Activities**Activity 2**

1. Begin the lesson by discussing the picture on **page 25** of the English Learner's Book 2. Then, allow learners to discuss what they see and predict the topic of the lesson.
2. Teach and drill the pronunciation of the keywords (zebra, porcupines, elephant, tusks) one after the other.
3. In pairs, let learners scan the text to find the words in bold. Then, encourage them to try and decipher the meaning of each word by reading the sentence(s) in which it appears. Teach the meaning of the keywords (if necessary) using context, demonstration, and miming.

NB: Remember the order of teaching new vocabulary. Do not copy the new words on the board ahead of time.

Activity 3

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Let a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen and let learners read the text after you several times (echo-reading).
Through leading questions, guide learners to unfold the events in the story sequentially.

Activity 4

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.

Assessment

1. Allow individuals to ask and answer the questions on **page 27–28** of the English Learner's Book 2.

2. Let learners read each question and discuss the answers with their partners.

Remedial Activity

Pair two learners (Usually a weak reader with a good reader) to read aloud to each other sample sentences from the passage on sentences cards.

Extension Activity

Have learners match sentence cards to their counterparts on the board and read them.

Answers

- a. zoo
- b. wild
- c. scared
- d. father
- e. elephant, tiger, zebra, lion (Any two)
- f. peacock
- g. Yes. They agreed to do so.
- h. They are wild and can kill people or other animals.

Sub-Section B: Letters have Sounds – /pl/ and /gr/ sounds

Strand 2: Reading

Sub-Strand 2: Phonics

B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words.

End the reading session with this activity. Play the phonics song and let learners sing along. While learners listen to you, blend the consonant clusters in the following words and read the words out loud: (please, place, plate, green, grapes, great). Have learners blend and read the words after you.

With learners sitting in pairs, let them find words with the /pl/ and /gr/ sounds. Then, walk around and help learners who need assistance.

As a class, let learners read these sentences after you and identify words with the given sounds.

- a. Please, show me your pencil.
- b. Tell me which colour the plate is.
- c. The pencil is green.

Remedial Activity

Observe and identify learners who struggle to say the consonant clusters. Practise with them till they can say them alone.

Have individuals repeat the beginning sound. Example /pl/, /gr/ etc.

Extension Activity

Display word cards with /pl/ and /gr/ sounds on your table. In pairs, learners take turns to choose word cards for their partner to read out loud. They must read the sample words and repeat the /pl/ and /gr/ sounds in isolation.

Additional Practice

Refer learners to **pages 14 - 16** of the workbook for more exercises.

Section

C

Strand 5: Using Writing Conventions/Grammar Usage

Sub – strand 10: Spelling

B2.5.10.1.1. Use phonics knowledge to spell words with irregular phonic letter pattern

Sub-strand 6: Vocabulary

B2.2.6.1.1. Read level – appropriate sight words, understand and use many of them in meaningful sentences.

Teaching Strategies: Demonstration, explanation, leading questions, discussion

Teaching/Learning Resources: Word cards

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

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Word completion (English Learner's Book 2, **page 29**)

Working together as a class, let learners reread the passage and find the following words: zebra, elephant, parrot, peacock, monkeys, zoo, lion, tiger, snakes, scared. Have learners repeat the words aloud a number of times from the board and on word cards. Ask them to raise their hands when they find any of them and tell the class the paragraph in which they found it. Then, let them read the sentence in which it appears.

Put learners in pairs and ask them to read the sentence in which each word is found again. Encourage them to think and try to get the meaning of the words. Then, let them share their meanings with the class.

Now refer learners, still in pairs, to exercise 1 at the bottom of page 29 of the Learner's Book. Instruct them to complete the words by filling the blank spaces with the correct letters. Do the first one with them. Ask them to glance through the passage to look for a word that has "le" near its beginning, "ph" in the middle, and ends with "nt". Let them raise their hands when they find the word and direct the class to the paragraph in which the word is found. Have the finder read the word. Then, ask the class for their approval. If the word is correct, ask them to identify the missing letter.

Now, ask learners in pairs to find the missing letters in the rest of the words.

Answers

- | | |
|---------------------|-------------------|
| a. <u>e</u> lephant | f. <u>z</u> oo |
| b. ze <u>b</u> ra | g. lion <u>n</u> |
| c. pa <u>r</u> rot | h. tiger <u>r</u> |
| d. pea <u>c</u> ock | i. snake <u>s</u> |
| e. mon <u>k</u> eys | j. <u>s</u> cared |

2. Sentence completion (English Learner's Book, [page 30](#))

Let learners work in pairs to fill in the blank spaces with the right words. Then, instruct them to share their answers with the rest of the class. Learners are to do this work in their exercise books.

Answers

- | | |
|------------|----------|
| a. visit | e. happy |
| b. zoo | f. cages |
| c. lion | g. tired |
| d. animals | |

Additional Practice

Refer learners to [pages 17 - 20](#) of the workbook for more exercises.

Section **D**

Strand 5: Using Writing Conventions/Grammar Usage

Sub – strand 1: Using Capitalisation

B2.5.1.1.1. Use capital letter to write names of particular places and days of the week.

Activity 5

Strand 4: Writing

Sub-Strand 5: Writing simple words and sentences

B2.4.5.1.2. Write simple and meaningful sentences on animals.

Teaching Strategies: Modelling, copying, good sitting posture, demonstration

Teaching/Learning Resources: Board ruler, red and blue chalk

Key Vocabulary: big, small, flying, creeping, crawling

Teaching/Learning Activities

Penmanship

1. Working together as a class, rule four lines with two colours, red and blue, on the board.
2. Then, demonstrate how to write capital letters first.
3. Let learners practise writing the capital letters of words on a piece of paper. First, go around to check the correctness. Next, demonstrate writing the same words in lowercase letters.
4. Then, as learners practise on a rough paper, go around again. Finally, let learners copy the words in their exercise books. The weaker ones should have more practice on paper. Go around the class, collect the books, mark, and provide feedback.

5. Capital letters

Working together as a class, review the use of capital letters in sentences. Next, refer learners to the two sentences in exercise 2 on **page 31** of the English Learner's Book 2 and ask them where to use capital letters. Finally, in pairs, ask learners to write the two sentences, putting capital letters where needed.

Answers

- a. I will visit Abeno on Monday, in June.
- b. I will go to the village; the village is near Kumasi.

Additional Practice

Refer learners to **page 21** of the workbook for more exercises.

Activity 5

Guided Writing

1. In pairs, have learners reread the text "A Visit to the Zoo"
2. Allow learners to talk about different animals mentioned in the text. Let them describe the different animals: small, big, etc.
3. Let learners share their ideas with the rest of the class.

Put learners into groups to write simple sentences about animals found in the passage and share them with the class.

Examples

1. Deers are small animals.
2. Peacocks, sparrow and ostrich are flying animals.

Encourage groups to add pictures to their sentences.

4. Now ask them to write two examples of each type of animal in their homework book.

Examples:

- a. Small animals: – deer, monkey, porcupine
- b. Big animals: – elephant, zebra, bush pig, tiger

- c. Flying animals: – peacocks, ostrich, sparrow, parrot
- d. & e. Creeping and crawling animals: snail, worm, crocodile, turtle, ant, spider, gecko, scorpion, frog, mole, snake

Unit Summary

Have learners read through the unit summary and reflect on what they have learnt in the unit and how they have learnt it.

Discover

Watch this video with learners and let them talk about the zoo and what happens there.

Homework

Discuss with learners their favorite animals to enable them (learners) write a six-line rhyme in their homework book.

Workbook Answers

A. Oral Language

Song: Mary Had a Little Lamb

1. Four words from the song
 - a. lamb c. fleece
 - b. little d. snow
2. Mary
3. white
4. True
5. go
6. where

B. Reading

Comprehension questions

1. Mr. Tetteh
2. a live lion
3. animals
4. feeding them
5. guard
6. monkeys

Letters have Sounds

Activity 2: Underline words with “pl” / “gr” sound

- a. please, grapes
- b. plans
- c. greet
- d. green
- e. playing
- f. green, grass
- g. plant
- h. great

Activity 3: Words with “pl” “gr”

Individual responses including:

- | | |
|----------|-------|
| play | great |
| plan | grant |
| plead | gross |
| ploy | grin |
| pleasure | grand |
| plaster | great |

plain	grow
pluck,	greed
etc.	etc.

C. Vocabulary

1. Fill in the blanks

- a. beautiful
- b. visited
- c. happy
- d. afraid
- e. live
- f. swing
- g. watching
- h. another
- i. colourful
- j. parrots

2. Word puzzles: Write ten words from the puzzle

Across: protect/protects, country, live, pet/pets, meat, tag, sheep, she, milk

Down: close, lose, home, rear, red, goat/goats, scoop, coop/coops

3. Individual responses

D. Writing: Penmanship & Capital letters

Iddrisu is my son's friend. They both attend primary school at Mampong in Ashanti Region. Iddrisu goes to the mosque on Fridays. My son Emmanuel goes to church on Sundays.

Unit 4

The relevance of places and things at home

Unit Overview

This unit is about the relevance of places and things at home. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn a new poem titled "Home, sweet home" and answer a few questions on it. Section B is in two parts. In the first part, learners will read a short text aloud about places and things at home and answer a few questions on it. The second part is code-named "Letters have Sounds". It will focus on making the /fr/ and /st/ sound in words. In Section C, learners will learn to have fun with the keywords they met in the passage. They will form sentences with giving words and spell words correctly. In Section D, they will copy given words in capital and small letters. Finally, in this same section, learners will make a list of six places and things, and write one sentence about each of the places and things.

Learning Outcome

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
B2.1.2.1. show understanding of a variety of literary pieces	B2.1.2.1.1. interpret Rhymes and tongue-twisters in own words	Personal development and leadership communication and collaboration cultural identity and global citizenship
Strand 2: Reading Sub--strand 7: comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1. 1 understand and analyse text read	B2.2.7.1.2 ask and answer factual and inferential questions about level-appropriate texts B2.2.7.1.3. retell level-appropriate texts in own words	Communication and collaboration Personal development and leadership
Sup-strand 2: Phonics (Letters have Sounds)		
Content Standard	Indicators	Core Competencies
B2.2.1.2 Connect sounds to letters and blend letters/ syllabus in order to read and write	B2.2.2.1.2. use the alphabetic knowledge to decode unknown words	Personal development and leadership cultural identity and global citizenship

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1. understand word meanings and usage	B2.2.6.1.1 read level-appropriate sight words, understand 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
B2.4.3.1. use general skills, strategies and knowledge of letter sounds to enable them right legibly and boldly	B2.4.3.1.1. copy words in upper and lower case using correct spacing	Personal development and leadership collaboration and communication
Sub-strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
B2.4.5.1. use knowledge of grammar and vocabulary to write words and sentences correctly	B2.4.5.1.2. write simple and meaningful sentences on places and things in the home	Collaboration and communication personal development and leadership
Strand 6: Extensive Reading		
Sub-strong 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in the literary area	B2.6.1.1.1. read a variety of age-appropriate books and texts from print and non-print	Personal development and leadership communication and collaboration

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

B2.1.2.1.1 Interpret rhymes and tongue twisters in own words.

Poem: Home, sweet home

Teaching Strategies: Recitation, modelling, actions, questions and discussions

Teaching/Learning Resources: Picture depicting a house

Core Competencies: Communication and Collaboration, Cultural Identity and Global Citizenship

Key Vocabulary: sweet, protection, laughter, assured, welcome

Preparation Before Class

Prepare a large picture of a house that looks warm and welcoming. Make a poster of the poem.

Teaching/Learning Activities**Activity 1**

Let learners recite one of their familiar rhymes, stressing rhythm and stress patterns.

1. Place the picture on the board and let learners talk about what they see. Ask them questions that focus on what their parents/guardians do for them and say whether they feel happy or not. Finally, let learners predict what the lesson will be about.
2. Teach the pronunciation and meaning of the keywords in the poem: sweet, protection, laughter, assured, welcome.

Activity 2

1. Put up the poster of the poem on the board or write the poem on the board.
2. Working together as a class, read the new poem passionately for learners to listen. Then, invite learners to join you in reciting the poem for the second and third time. Finally, let the whole class read the poem alone. Teach the accompanying actions through demonstrations.
3. Let learners take turns reciting the poem in pairs, followed by half of the class, small groups, and individual learners. Subsequently, let the whole class recite the poem with gestures and actions.
4. To end this recital session, let learners state what parts of the poem they enjoyed and share them with each other. Then, encourage them to give reasons why they enjoyed those parts. Lead learners to interpret the rhyme.

Assessment

Have learners answer the questions in Activity 2 on **page 35** of the English Learner's Book 2 orally with their partners.

Answers

- a. It is about our home and what makes a home a special/sweet place. (Learner's answers and wording may differ, but should reflect this key idea.)
- b. There is no other place as sweet/special as a home. / A home is a place where you are loved. / A home is a place where you feel safe. / A home is a place where you are sure to get something to eat. / A home is place where children laugh because they are happy. / A home is a place where you always feel welcome. (Any two.)
- c. Fathers give protection and mothers give love.
- d. (This is an opinion question, and the answer depends on the home the child is coming from.)
- e. Parents' love and protection, assured meals, a place of children's laughter, a welcome environment. (Learners should give at least two reasons.)

Remedial Activity

Use back chaining (building sentences from the end of a line of the verse) to encourage learners to master the lines of the verse.

Example

Teacher : home

Learners: Home sweet home

Teacher: sweet home

Learners: Home sweet home, etc.

Reflection

Let learners reflect on the poem and compare how they consider home to what is in the poem.

Additional Practice

Refer learners to [page 22](#) of the workbook for more exercises.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B2.2.7.1.2 Ask and answer factual and inferential questions about level – appropriate texts.

B2.2.7.1.3. Retell level – appropriate texts in own words.

Teaching Strategies: Echo-reading, pair work, class/group activities

Teaching/Learning Resources: Word and sentence cards, pictures, real objects, videos

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: bedrooms, living room, grandmother, bowls, gas stove, microwave

Preparation Before Class

Make sure you gather all the materials you need. Prepare word cards and sentence cards.

Teaching/Learning Activities

Activity 3

1. Begin the lesson by discussing the picture on **page 35** of the English Learner's Book 2. Allow learners to talk about what they see. Let them mention the different places in the house: bedrooms, living room, kitchen, bathroom, etc. Ask learners to predict the topic of the reading passage.
2. Teach and drill the pronunciation of the keywords: bedrooms, living room, grandmother, bowls, gas stove, microwave.

Activity 4

In pairs, let learners scan the text to find the words in bold. Then, let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Next, teach the meaning of keywords (if necessary) using context, demonstration, and miming.

NB: 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. Ask a few of them to share their ideas with the rest of the class. Read the text a second time while learners listen. Finally, let learners read the text after you several times (echo-reading).

Activity 6

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.

Assessment

Let learners read each question in Activity 7 on **page 38** of the English Learner's Book 2 and discuss the answers with their partners.

Answers

- a. grandmother's house
- b. five bedrooms
- c. a living room, a storeroom, a study, a kitchen
- d. gas stove, bowls, plates, pots, ladles, saucepans, frying pans, refrigerator, microwave (Any three)
- e. They learn and do their homework there.
- f. False, because there are five bedrooms.
- g. In the living room.

Remedial Activity

Ask the class to read already created sentences in the text from the board. Individual learners match sentence cards to their counterparts on the board for the whole class to repeat.

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 – Consonant clusters/blends /fr/ and /st/

Strand 2: Reading

Sub-Strand 2: Phonics

B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words.

End the reading session with this activity. Play the phonic song and invite learners to sing along.

1. Revise the "pl" and "gr" sounds.
2. While learners listen to you, blend the letters in the following words and read the words out loud: fruit, front, free, frying, study, stove, store, sticks. Have the learners blend and read the words after you.
3. Read the four sentences in exercise 4 on **page 39** of the English Learner's Book 2 and have learners repeat them after you.
4. Have learners sit in pairs and find three more words that contain "fr" and "st" at the beginning of the word. Then, go around to support them. Finally, let them form sentences with their words in their jotters and present them to the class.

Additional practice

Refer learners to **pages 23 - 24** of the workbook for more exercises.

Section C

Strand 5: Using Writing Conventions/Grammar Usage

Sub – strand 10: Spelling

B2.5.10.1.1. Use phonics knowledge to spell words with irregular phonic letter pattern.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Teaching/Learning Activities

1. Sentence construction (English Learner's Book 2, [page 40](#))

Working together as a class, let learners reread the passage and find the following words: bedrooms, bathroom, study, kitchen, storeroom, living room. Ask them to raise their hands when they find any word and tell the class the paragraph in which they found it. Then, let them read the sentence in which it is.

Still working as a class, let learners form sentences with the given words. Next, write the samples on the board for reading over. Finally, instruct learners to write their sentences in their exercise books.

2. Spelling words correctly (English Learner's Book 2, [page 40](#))

Ask learners to work in pairs to spell the words with jumbled letters correctly.

Remedial Activity

Observe and identify learners who struggle to spell words correctly. Have them use read cover and write strategy to write the words.

Answers

- | | |
|--------------|--------------|
| a. mortars | d. generator |
| b. store | e. bottom |
| c. microwave | f. contains |

Additional Task

3. Word puzzle (English Learner's Book 2, [page 40](#))

Let learners in pairs identify words from the word search box and write them in their exercise books.

Answers

Down

design	stove
cooking	lot
king	plates
sauce	house

Across

microwave/wave	gun
sauce	glad
bottom	ladle/ladles
of	store
living	bathroom
in	

Additional Practice

Refer learners to [pages 25 - 26](#) of the workbook for more exercises.

Strand 4: Writing**Sub – strand 3: Writing letters – small and capital**

B2.4.3.1.1. Copy words in lower and upper case using correct spacing.

Activity 8**Sub – strand 5: Writing simple words and sentences**

B2.4.5.1.2. Write simple and meaningful sentences on places and things in the home.

Teaching Strategies: Demonstration, observation, copying

Teaching/Learning Resources: Board ruler, red and blue chalk

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: bedroom, living room, kitchen, utensils, microwave, refrigerator

Teaching/Learning Activities**Penmanship**

1. Lead learners to do hand and wrist exercises for a few minutes.
2. Demonstrate to them the good posture needed for writing. Also, show them how to hold a pen/pencil before writing.
3. Rule lines on the board like those in learners' exercise books.
4. If there is any particular letter learners find difficult to write, let them practise it on the board.
5. Then, let learners copy the words on **page 41** of the English Learner's Book 2, into their exercise books. Go around the class, collect the books, mark, and provide feedback.

Activity 8**Guided Writing**

1. Working together as a class, let learners read the text in this unit again.
2. Then, let each learner mention a place or thing at home. Make a list of what learners mention on the board.
3. Invite individual learners to read the list on the board.
Places: bedroom, living room, kitchen, study, store room
Things: utensils, gas stove, bowls, microwave, refrigerator
4. Still working as a class, let each learner choose one thing/ place to form a sentence with it orally, and write their sentences on the board.
5. Next ask the whole class to read all the sentences in unison. Then, invite learners individually to read the sentences. Also, instruct learners to use the same words to form their own sentences and ask them to write six of the sentences in their homework book. Encourage groups to add pictures to their sentences and publish their work for gallery walk.

Additional Practice

Refer learners to Revision 1 on **pages 43 - 45** of the English Learner's Book 2 for more practice.

Unit Summary

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

Discover

Have learners watch this video to see more about places and things found in the home.

Homework

Have learners work with their partners and re-arrange the jumbled words in the sentences at home

Answers

1. The sofa is my favorite place to lie down
2. I love to play outside
3. When I'm hungry I go to the kitchen
4. We keep things in the store room

Revision 1 Answers

Exercise 1

1. A person persuading people to buy buns.
2. hot, cross, buns, penny
3. It is about a pet which loves its friend.
4. False

Exercise 2

1.

a. sheep/cow/goat/hen/horse/donkey, etc. (Any four)	f. in a pen
b. stall	g. False
c. shed	h. elephants/ lions/porcupines, etc.
d. poultry	i. a tour guide
e. False	j. False
2.

Saturdays	cousins
very	because
coconut	village
fishing	cocoa
3. fr, sm, pl, gr (words/pictures: frog, smart, plate, grape)

Exercise 3

- | | |
|----------------|---------------|
| a. parrot | f. kitchen |
| b. snakes | g. trader |
| c. mother | h. foodstuffs |
| d. beautiful | i. fetches |
| e. living room | j. village |

Exercise 4

1. Yaw was baptised on Sunday, 24th November, 2019. His mother took him to Takoradi on Monday. Yaw's mother took him to a new school. The new school Yaw will attend is Holy Family Preparatory School.
2. COOKING, HOUSE, SAUCE, cooking, house, sauce

Workbook Answers

A. Oral Language

1. home
2. protection
3. meals
4. laughter
5. meal
6. plays

B. Reading and Comprehension

1. The Big House
2. False
3. five
4. kitchen
5. in the kitchen
6. study
7. storeroom

Letters have sounds

Individual responses including

- | | |
|---------|------------|
| 2. "fr" | "st" |
| friend | stone |
| fry | street |
| from | star |
| free | stop, etc. |

C. Vocabulary

Activity 1

1. Missing letters
 - a. cooking
 - b. saucepan
 - c. materials

- d. shelf
- e. mortars

2. Matching places and what is done there (Activity 1).
 - a. We wash down.
 - b. We receive visitors, read, watch television and listen to the radio.
 - c. We keep things.
 - d. We cook.
 - e. We sleep there.

Activity 2

Matching names and pictures

- a. saucepan = 3rd picture
- b. rice cooker = 5th picture
- c. frying pan = 6th picture
- d. microwave = 1st picture
- e. bowl = 8th picture
- f. gas stove = 2nd picture
- g. ladle = 4th picture
- h. plate = 7th picture

D. Writing and Grammar Usage

2. Rewriting names with capitals
 - a. Baaba
 - b. Thursday
 - c. Adwoa
 - d. Monday

- e. Jessica
- f. Friday
- g. Abena
- h. Wednesday
- i. Yaw
- j. Sunday
- k. February
- l. April
- m. August
- n. October
- o. November

Unit Overview

This unit is about malaria awareness. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will engage in a conversation about malaria and answer questions on it. Section B is in two parts. In the first part, learners will read a short text aloud about malaria and answer a few questions on it. The second part is code-named “Letters have Sounds”. It will focus on making the /dr/ and /tr/ sounds in words. Learners will identify the target sounds (consonant blends) in words. In Section C, learners will learn to have fun with the keywords they met in the passage. They will complete sentences with given words, find missing letters for familiar words and form sentences with giving words. In Section D, they will copy three sentences from their reading text as well as complete given sentences.

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
B2.1.6.1. explore using certain culturally accepted language for communication	B2.1.6.1.2. talk about events at home	Cultural identity and Global Citizenship Personal Development and Leadership Communication and Collaboration
Strand 2: Reading Sub-strand 9: fluency		
Content Standard	Indicators	Core Competencies
B2.2.9.1 read text fluently	B2.2.9.1.3. use contextual clues to confirm or self-correct pronunciation while reading aloud	Communication and collaboration Personal Development and Leadership
Sub-strand 2: Phonics (Letters have Sounds)		
Content Standard	Indicators	Core Competencies
B2.2.2.1. connect sounds to letters and blend letters/ syllables in order to read and write	B2.2.2.1.2 use the alphabetic knowledge to decode unknown words	Personal development and leadership cultural identity and global citizenship

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 understand word meanings and usages	B2.2.2.1.2. use the alphabetic knowledge to decode unknown words	Personal development and leadership cultural identity and global citizenship
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1. understand word meanings and usage	B2.2.6.1.1. read level-appropriate sight words, understand and use many of them in meaningful sentences	Personal development and leadership communication and collaboration
Strand 5: Using writing conventions		
Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1. Use Phonics knowledge to spell words	B2.5.10.1.1 Use phonics knowledge to spell words with irregular phonic letter pattern	Communication critical thinking
Strand 4: Writing		
Sub-strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
B24.2.1. copy and re-write sentences correctly	B2.4.2.1.1 copy sentences clearly	Personal development and leadership
Sub--strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
B2.4.5.1. Use knowledge of grammar and vocabulary to write words and sentences correctly	B2.4.5.1.2. Write simple and meaningful sentences on objects found in the environment	Communication and Collaboration Personal development and Leadership
Strand 6: Extensive Reading		
Sub-strong 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in the literary area	B2.6.1.1.1. read a variety of age-appropriate books and texts from print and non-print	Personal development and leadership communication and collaboration

Section

A

Strand 1: Oral Language

Sub – strand 6: Conversation

B2.1.6.1.2. Talk about events at home.

Conversation: Malaria

Core Competencies: Cultural Identity and Global Citizenship, Personal Development and Leadership, Communication and Collaboration

Teaching strategies: Repetition, discussion, questioning

Teaching/Learning Resources: A picture depicting a bushy environment with mosquitoes hovering around (English Learner's Book 2, [page 47](#))

Key Vocabulary: malaria, sickness, feel, ache, shivers, pain

Preparation Before Class

Refer to [pages 47- 48](#) of the English Learner's Book 2. Enlarge the picture in Activity 1 or find a similar large picture. Make a poster of the conversation in Activity 2.

Teaching/Learning Activities

Activity 1

Let learners sing a familiar song or recite a rhyme related to the lesson. Then, let them mention some common diseases they know.

1. Put the picture on the board and ask learners to talk about what they see. Have them name the insects in the picture and say what they do to people.
2. From there, ask learners to explain malaria's causes and symptoms. You can extend the discussion to the ways of preventing the disease.

Activity 2

Treat keywords learners need to participate in the conversation.

1. Put up the poster of the conversation on the board or write it on the board.
2. In pairs, let learners take turns to read the dialogue with their partners until they can read it alone without looking at the words. Then, let learners practise both roles in the conversation.

Assessment

Have learners answer the questions in Activity 2 on [page 48](#) of the English Learner's Book 2 orally.

Answers

- a. Mosquitoes (Anopheles) cause malaria.
- b. - shivering with cold
 - headaches
 - feeling hot
 - loss of appetite
- c. dirty places / bushy places, choked gutters, areas with wet ground, marshes, etc.

Additional Practice

Refer learners to **page 28** of the workbook for more exercises.

Reflection

Let learners reflect on the conversation and compare their views on malaria before this lesson to what they have learnt now.

Remedial Activity

Have struggling learners repeat sentences about the causes of malaria after you. Then let them observe the picture on Learner's book **page 47** and tell the class what they have learnt about malaria. Example dirty/bushy areas breed mosquitoes, mosquitoes hovering around, they bite people, give them malaria, stagnant water also breeds mosquitoes. Mosquitoes cause malaria.

Extension activity

Invite high achievers to tell the class the things one can do to avoid getting malaria.

Section B

Strand 2: Reading

Sub-Strand 9: Fluency

B2.2.9.1.3 Use context contextual clues to confirm or self-correct pronunciation while reading aloud.

Teaching Strategies: Echo-reading, pair work, whole-class/group activities, modelling, repetition

Teaching/Learning Resources: Word cards, picture on English Learner's Book, **page 48**

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: malaria, grandson, vomited, treatment, admitted

Teaching/Learning Activities

Activity 3

1. Begin the lesson by discussing the picture on **page 48** of the English Learner's Book 2. Allow learners to talk about what they see and predict the topic of the reading passage.
2. Teach and drill the pronunciation of the keywords (malaria, grandson, vomited, treatment, admitted) one after the other.
3. Let learners scan the text to find the words in bold, in pairs. Then, let them try to decipher the meaning of each word by reading the sentence(s) in which it appears. Use contexts, demonstration, and miming to teach the meaning of keywords, if necessary.

NB: Remember the order of teaching new vocabulary. Do not copy the new words on the board ahead of time.

Activity 4

While learners listen attentively, read the text aloud and ask learners to check the correctness of their prediction. Then, invite a few of them to share their ideas with the rest of the class. Next, read the text a second time while learners listen. Finally, let them read the text after you several times (echo-reading).

Activity 5

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph, and share what they visualise with their partners. Check intonation as learners read text.

Activity 6

Let learners read each of the questions and discuss the answers with their partners (English Learner's Book 2, **page 51**).

Assessment

Have learners answer the questions individually and orally.

Answers

- a. house
- b. bushes
- c. False
- d. two
- e. shivered / vomited / his body was hot / could not eat any food (Any two)
- f. four days
- g. It was to confirm if he had malaria. Some other diseases start in the same way as malaria. / She wanted to give him the correct treatment.

Sub-Section B: Letters have Sounds – Consonant blends “tr” and “dr”

Strand 2: Reading

Sub-Strand 2: Phonics

B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words.

End the reading session with this activity. Play the phonics song and have learners sing along.

1. While learners listen to you carefully, read/say the following sentences: This is a tree. This is a drum.
2. While learners listen to you, blend the consonant blend in the following words and read the words out loud: tree, treatment, trap, trip, drum, drips, drops, dry. Have the learners blend and read the words after you.
3. Let learners sit in pairs and find more words that begin with “tr” and “dr”. Let them form sentences with their words and present three of these sentences to the class.

Additional Practice

Refer learners to **pages 29 - 31** of the workbook for more exercises.

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

B2.2.6.1.1. Read level-appropriate sight words, understand and use many of them in meaningful sentences.

Strand 5: Using Writing Conventions/Grammar Usage

Sub – strand 10: Spelling

B2.5.10.1.1. Use phonics knowledge to spell words with irregular phonic letter pattern.

Teaching Strategies: Demonstration, explanation, leading questions.

Teaching/Learning Resources: Word cards

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

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Sentence completion (English Learner's Book, **page 52**)

- a. Working together as a class, let learners reread the passage and find the following words: chair, malaria, grandson, shivered, windows, medicine, vomited, net, manhole, treatment. Have learners read the words in order and at random from the board.
- b. Ask them to put up their hands whenever they find any of the words and tell the class the paragraph in which they found it. Then, instruct them to read the sentence in which it is found.

- c. Finally, put learners in pairs to complete the sentences in the Learner's Book with the appropriate words.

Remedial Activity

Observe and identify learners who struggle to spell words correctly. Have them use read cover and write strategy to write the words.

Answers

- a. nets
- b. shivered
- c. malaria
- d. vomited
- e. manhole
- f. grandson
- g. medicine

2. Word completion (English Learner's Book 2, page 52)

- a. Working together as a class, let learners read the passage to find the following words: plots, malaria, doctor, treatment, moved, months, cold, admitted. Ask them to raise their hands when they find any word and tell the class the paragraph in which they found it. Let the class read the paragraph that contains each word.
 - b. Then, place learners in pairs to read the sentence in which each word is found again. Again encourage them to think and try to get the meaning of the words. Ask them to share the meanings they figure out with the class.
3. Still in pairs, let learners complete the words in exercise 1 by filling the blank spaces with the correct letters. Do the first one with them: Ask them to glance through the passage to look for a word that begins with "p", has "o" in the middle and ends with "s". Let them raise their hands when they find the words and direct the class to locate the paragraph in which the word is found. Let the finder read the word. Then, ask the class for their approval of the word. If the word is correct, ask them to find the missing letter. Finally, ask them to work in pairs to find the missing letters in the rest of the words.

Answers

- | | |
|------------------|-----------------|
| a. l _ plots | f. t _ months |
| b. i _ malaria | g. p _ drips |
| c. r _ doctor | h. c _ cold |
| d. a _ treatment | i. m _ admitted |
| e. d _ moved | |

Additional task

3. Sentence construction (English Learner's Book 2, page 52)

- a. Working together as a class, let learners read the given words in exercise 2 from the board. Then, let each learner choose one word, form a sentence with it, and write their sentences on the board.

Example: I shivered from cold when I had malaria. I shivered from cold when I had malaria.

- b. Next, ask the whole class to read all the sentences in unison. Then, invite learners individually to read the sentences.
- c. Instruct learners to use the same words to form their own sentences and ask them to write six of these sentences in their exercise books.

Additional Practice

Refer learners to pages 31 - 33 of the workbook for more exercises.

Section

D

Refer to page 41 of Learner's Book 2.

Strand 4: Writing

Sub-strand 2: Penmanship/Handwriting

B2.4.2.1.1. Copy sentences clearly.

Sub-strand 5: Writing simple words and sentences.

B2.4.5.1.2 Write simple and meaningful sentences on objects found in the environment.

Teaching Strategies: Modelling, copying, observation

Teaching/Learning Resources: Board ruler, red and blue chalk

Core Competencies: Personal Development and Leadership, Communication and Collaboration

Key Vocabulary: mosquitoes, headache, temperature, manhole, vomit, bitten

Teaching/Learning Activity

Penmanship

1. Lead learners to do hand and wrist exercises for a few minutes. Demonstrate the good posture needed for writing and show them how to hold a pen/pencil to write with.
2. Rule lines on the board like those in learners' exercise books. If there are any particular letters learners find difficult to write well, let them practise these on the board.
3. Then, identify three sentences on page 49 of the English Learner's Book 2 for learners to copy into their exercise books. Draw learners attention to inter and intraword spacing and letter alignment.

Go around the class, collect their exercise books, mark, and provide feedback.

Activity 7

Guided Writing

1. Working together as a whole class, let learners take a trip into the Learner's Book 2 **pages 49–50** to reread the passage in this unit and find the following words: mosquitoes, manhole, bitten, vomit, headache, temperature.
2. Encourage learners to think and try to get the meaning of the words. Ask them to share the meanings they get with the class.
3. In groups, let learners complete the sentences on **page 53** of the English Learner's Book 2, by filling the blank spaces with the correct word. Have learners write their answers in their exercise books.

Answers

- | | |
|---------------|----------------|
| a. manhole | d. headache |
| b. mosquitoes | e. vomit |
| c. bitten | f. temperature |

Remedial Activity

Observe and identify learners who struggle to complete the sentences. Refer them to the paragraphs where the answers could be found and read the text to their learners use probing questions to guide them get the words.

Extension activity

Ask high achievers to write two additional sentences and share with the class.

Additional Practice

Refer learners to **pages 34 - 35** 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 have them talk about the causes of malaria

Homework

Ask learners to write down five symptoms of malaria in their homework book.

Workbook Answers

A. Oral Language

1. mosquitoes
2. near water, in tall grass, at dirty places, etc.
3. **a.** headache
b. shivering with cold
c. loss of appetite, etc.
4. True
5. **a.** Sleep under treated/insecticide mosquito net.
b. Weed around your house.
c. Spray with insecticide to kill the mosquitoes, etc.

B. Reading

Reading and Comprehension

1. new
2. two
3. bushes
4. False
5. doctor
6. doctor
7. admitted
8. He had malaria.

Letters have sounds: Consonant blends – “**tr**” and “**dr**”

2. plate = pl
tree = tr
truck = tr
drum = dr

Individual responses

3. tr dr
trash drink
try draw
true, etc. dream, etc.

C. Vocabulary

Activity 1

1. **Down:** treatment, nurse, moved, lost, me, nurse, red, me
Across: malaria, result, lot, some, torn, shiver, admitted, far

Activity 2

1. Completion of sentences
a. temperature **e.** moved
b. became **f.** wanted
c. laboratory **g.** admitted
d. inside **h.** paracetamol

D. Writing and Grammar Usage

Activity 3

Apples are the fruits Akosua likes the most. Every week she eats fruits. On Mondays she eats mangoes. On Tuesdays she eats bananas. On Wednesdays she eats pineapples. On the remaining days she eats apples.

Unit 6

The disease called malaria

Unit Overview

This unit is about the disease called malaria . It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will listen to a text about what causes malaria and answer oral questions on it. Section B is in two parts. In the first part, learners will read a text, titled “Getting malaria”, and answer questions on it. The second part is code-named “Letters have Sounds”. It will focus on consonant digraph (two letters that make one sound) in words, namely "sh" as in "shoe and "th" as in "thick". In Section C, learners will learn to have fun with the keywords they met in the passage. They will complete sentences with giving words and fill the gaps in a familiar word with the right letters. In Section D, learners will copy sentences in joint script (cursive writing), and then write five sentences about things they must do to avoid mosquito bites.

Learning Outcomes

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

Strand 1: Oral language		
Sub-strand 7: listening comprehension		
Content Standard	Indicators	Core Competencies
B2.1.7.1 use appropriate skills and strategies to process meaning from texts	B2.1.7.1.4 Share facts from texts heard with a partner, groups or the teacher	Communication and collaboration Personal development and leadership
Strand 2: Reading		
Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1. Understand and analyse text read	B2.2.7.1.2. Ask and answer factual and inferential questions	Personal development and leadership
B2.2.7.2: Use knowledge skills and techniques of reading to understand and interpret texts	B2.2.7.2.1. Demonstrate understanding of the purpose and features of information texts	Communication and collaboration
Sub-strand 3: Word families-rhyming endings and common digraphs		
Content Standard	Indicators	Core Competencies
B2.2.3.1. employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B2.2.3.1.2. Use words containing digraphs to make meaningful sentences	Personal development and leadership communication and collaboration

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 understand word meanings and usages	B2.2.6.1.1. Read level-appropriate sight words, understand and use many of them in meaningful sentences	Personal Development and Leadership Communication and Collaboration
Strand 5: Using Writing Conventions/Grammar Usages		
Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1. use phonics knowledge to spell words	B2.5.10.1.1 use phonics knowledge to spell words with irregular letter pattern	Communication Critical Thinking
Strand 5: Using writing conventions/Grammar usage		
Sub-strand 2: Using punctuations		
Content Standard	Indicators	Core Competencies
B2.5.2.1. Apply knowledge of punctuation in written communication	B2.5.2.1.1 use full stops at the end of sentences and question marks at the end of questions	Communication and Collaboration
Strand 4: Writing		
Sub-strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
B2.4.5.1. use knowledge of grammar and vocabulary to write words and sentences correctly	B2.4.5.1.1. write simple and meaningful sentences to express feelings	Collaboration and Communication Personal Development and Leadership
Strand 6: Extensive Reading		
Sub-strand 1: Building the love and culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 read widely for pleasure to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 read a variety of age and level appropriate books and texts from print and non-print	Personal Development and Leadership Communication and Collaboration

Refer to **page 1**

Strand 1: Oral Language

Sub – strand 7: Listening Comprehension

B2.1.7.1.4. Share facts from texts heard with a partner, groups or the teacher.

Listening Comprehension: Causes of malaria

Teaching Strategies: Class/group activities, pair work, reading aloud

Teaching/Learning Resources: Picture of an environment that has empty cans scattered around, choked gutters and dirt, and a lot of mosquitoes around

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: mosquito bite, bushes, dirt, choked gutters, open manhole, breed

Preparation Before Class

Find a large picture or pictures of an environment that encourages mosquitoes to breed.

Teaching/Learning Activities

Activity 1

Let learners recite a rhyme related to the lesson.

1. Put up the picture on the board and let learners discuss what they see. Ask them questions like, “With such a scene as the one in the picture, what do you think will happen? Do you see such surroundings where you live? What do you do about it?”
2. While learners listen attentively, read the text on how people get malaria. After the reading, have learners share what they have learned. Then put learners in groups to share facts from the text heard.

Causes of malaria

Malaria is a deadly disease that affects humans and other animals. It is caused by the bite of an infected female mosquito.

When the female mosquito bites you, it puts some tiny parasites into your body and that gives you malaria. Mosquitoes will get the chance to bite you if you leave your house and compound to be dirty and bushy. They love dark, dirty and wet places and breed in buildings and in the open. They will also bite you if you sleep in a room with open windows that have no nets.

Assessment

Ask learners the following questions. They answer them orally.

- a. What kind of insect causes malaria?
- b. How does it cause malaria?

- c. How will mosquitoes get the chance to bite you?
- d. Where do mosquitoes breed and live?
- e. What mental pictures do you get when you hear about malaria?
- f. Put learners into groups to share facts from the text heard.

Answers

- a. An infected female mosquito/mosquitoes.
- b. It bites you (and puts some tiny parasites into your body).
- c. i. If you don't clean your house.
ii. If you leave your compound/garden bushy.
iii. If you sleep in a room with open windows without nets, etc.
- d. In dark, wet and dirty places, both in buildings and in the open.
- e. (Personal response)

Additional Practice

Refer learners to **page 36** of the workbook for more exercises.

Section B

Strand 2: Reading

Sub – strand 7: Comprehension

B2.2.7.1.2. Ask and answer factual and inferential questions.

B2.2.7.2.1. Demonstrate understanding of the purpose and features of information texts.

Teaching Strategies: Echo-reading, pair work, whole-class/group activities, discussion

Teaching/Learning Resources: Word cards, pictures, real objects, kerosene

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: bite, described, kerosene, insecticide spray, shiver, consulting

Preparation Before Class

Prepare words cards with words that have the "sh" sound (as in "shy") and the voiceless "th" sound (as in "mouth", not as in "these"). For the Extension Activity, also prepare some word cards with words that have the "ch" sound (as in "chase").

Teaching/Learning Activities

Activity 2

1. Begin the lesson by discussing the picture on **page 57** of the English Learner's Book 2. Allow learners to talk about what they see. Prompt them by asking questions such as

“Where is the woman? How do you know the woman’s location? What do you think is wrong with the woman?” Encourage learners to predict the topic of the reading passage.

2. Teach and drill the pronunciation of the keywords (bite, described, kerosene, insecticide spray, shiver, consulting) one after the other.

Activity 3

1. In pairs, let learners search the text quickly to find the words in bold. Then, let them try to decipher the meaning of each word by reading the sentence(s) in which it appears.
2. Teach the meanings of keywords using context, 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. Then, let a few of them share their ideas with the rest of the class. Next, read the text aloud a second time while learners listen. Finally, let learners read the text after you several times (echo-reading).

Pause frequently during reading for learners to make predictions to enhance comprehension.

Activity 4

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.

Assessment

Let learners read each of the questions in **Activity 5** on **page 60** of the English Learners’ Book 2 and discuss the answers with their partners.

Answers

- a. vomited, shivered, felt cold, sweated, head ached, runny stomach (Any four)
- b. manhole/bushes
- c. malaria
- d. bite
- e. kerosene
- f. Mosquitoes bit her.
- g.
 - i. By spraying the room with insecticide.
 - ii. By sleeping under a treated mosquito net.
 - iii. By weeding around your house.
 - iv. By pouring kerosene or oil into the stagnant water (Any two)
- h. Ntiako described the area to her.

Remedial Activity

Have struggling learners repeat sentences in the text after you in chorus, in groups. Assist them pick flash cards and match them with the appropriate words on the cards. After some time, let learners rearrange jumbled words to form meaningful sentences.

Extension activity

Ask high achievers to read in groups led by their leaders.

Reflection

Have learners say which parts of the story are similar to what they experienced when they or a family member had malaria.

Sub-Section B: Letters have Sounds – Consonant digraphs: “sh”, and the voiceless “th”

Strand 2: Reading

Sub-Strand 3: Word Families – Rhyming Endings and Common Digraphs.

B2.2.3.1.2 Use words containing digraphs to make meaningful sentences.

Note: This unit deals only with the voiceless "th" sound as in "mouth, thick, thin", etc. The voiced "th" as in "this, these, there", etc. is dealt with in the next unit. Be mindful!

End the reading session with this activity. First, play the phonics song and invite learners to sing along. Then, while learners listen to you, blend the letters in the following words and read the words out loud: shoe, bush, she, should, teeth, mouth, bath, thin. Let the learners blend and read the words after you.

Next, read the sentences in exercise 2 at the top of **page 61** of the English Learner's Book 2. Let the class repeat them after you.

Direct learners to sit in pairs and find more words with /ʃ/ (as in she) and /θ/ (as in teeth) sounds. Go around to support them. Then, still in pairs, let them form sentences with their words and present three to the class.

Additional Practice

Refer learners to **pages 37 - 39** of the workbook for more exercises.

Remedial Activity

Then, in pairs, let them read the target words on cards to each other.

Observe to identify learners who have difficulty producing the sounds. Have them practise producing the sounds in isolation and in words with you.

Extension Activity

Call high achievers to pick and read words with “sh” and “ch” sounds from word cards.

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

B2.2.6.1.1 Read level – appropriate sight words, understand 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

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities**1. Sentence completion** (English Learner's Book 2, [page 61](#))

- a. Working together as a class, let learners reread the passage and find the following words: mosquitoes, ached, mosquito nets, insecticide spray, bites, sometimes, kerosene, consulting, fell, asked. Ask them to raise their hands when they find any of them and tell the class the paragraph in which it is.
- b. Put learners in pairs to read the sentence in which each word is found again. Encourage them to think and try to decipher the meaning of the words/expressions. After that, encourage them to share their meaning with the class.
- c. Still in pairs, let learners do the exercise in the Learner's Book orally. Let them share their answers with the rest of the class. Now, let individuals do the work in their exercise books.

Answers

- a. kerosene
- b. insecticide spray
- c. mosquitoes
- d. ached
- e. asked
- f. mosquito net

Strand 5: Using Writing Conventions/Grammar Usage**Sub – strand 10: Spelling**

B2.5.10.1.1. Use phonics knowledge to spell words with irregular letter pattern.

Word completion (English Learner's Book 2, [page 62](#))

Working together as a class, let learners read the full words from the board. Ask learners to sit in pairs to read the words again. Now, clean them from the board and, with learners still in

pairs, instruct them to spell the words using their phonics knowledge still in pairs ask them to find the missing letters. Let them share their answers with the rest of the class for approval. Finally, let individual learners write the correct words in their exercise books. Collect their work, mark, and give feedback.

Remedial Activity

Break the words into syllables to enable learners who struggle to spell words.

Answers

- | | |
|---------------------|-----------------------|
| a. head | f. under |
| b. mem <u>ber</u> s | g. som <u>e</u> times |
| c. a <u>s</u> ked | h. sh <u>ou</u> ld |
| d. aro <u>u</u> nd | i. bad <u>l</u> y |
| e. <u>s</u> weated | |

Additional Practice

Refer learners to **pages 40 - 42** of the workbook for more exercises.

Section D

Refer to **pages 62 - 63** of Learner's Book 2

Strand 5: Using Writing Conventions/Grammar Usage

Sub – strand 2: Using Punctuation

B2.5.2.1.1. Use full stops at the end of sentences and question marks at the end of questions

Teaching Strategies: Copying, discussion, good sitting posture

Teaching/Learning Resources: Sample sentences on sentence cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: treated net, kerosene, pour, weed around, insecticide

Preparation Before Class

Refer to Activity 6 in this book to prepare your flashcards.

Teaching/Learning Activities

Penmanship The use of the full stop

1. Lead learners to do hand and wrist exercises for a few minutes and show them the good posture necessary for writing. Additionally, demonstrate how to hold a pen/pencil for writing.

2. Discuss the uses of the full stop.
3. Together as a class, let learners read the passage again. Ask them to identify the sentences and say where they find the full stops.
4. Write two sentences on the board to illustrate putting the full stop at the end of a sentence.

Example: My name is Dina Achieva.

I am a girl.

Activity 6

Guided Writing

5. Still working together as a class, call some learners to point to the full stop in the sentences. Let learners look through their reading passage again and say how the next sentence after the full stop begins. “Does the next word after the full stop begin with a capital or small letter?”
6. Invite some learners to read sentences from the passage. After that, direct learners to copy three sentences from the reading text. Go around to supervise and support where necessary.

Collect learners’ books, mark, and provide feedback.

Remedial Activity

Encourage learners to space out the words appropriately.

Extension activity

Have high achievers write one more sentence.

Strand 4: Writing

Sub – strand 5: Writing simple words and sentences

B2.4.5.1.1. Write simple and meaningful sentences to express feelings.

1. Show learners flash cards with the target expressions about ways of avoiding mosquito bite, for them to pronounce, such as: keep house clean; sleep under treated net; spray with insecticide; weed around house; pour kerosene into; pour oil on; etc.
2. Write the expressions on the board as learners pronounce them. Point to each expression on the board and say it several times for learners to listen and repeat.
3. Next, ask learners what all the given expressions talk about. (They are about how to prevent mosquito bite).
4. Through your examples, lead learners to make their sentences orally.

Examples:

- a. I spray my room with insecticide.
- b. You must sleep in a treated net.
5. Let learners sit in pairs to form their sentences and present three to the class. Now, have learners copy four of their sentences in their exercise books.

Remedial Activity

Assist low achievers to read aloud the expressions about “how to avoid mosquito bites” from word cards and on the board. Point to the expressions in order and at random for pairs

and individuals to read. Encourage learners to follow your examples to make meaningful sentences orally. Example

1. I weed my compound.
2. You must sleep in a treated net. etc

Extension activity

Have high achievers write three things they will do to avoid mosquito bite in their homework book.

Additional Practice

Refer learners to [page 43](#) of the workbook for more exercises.

Unit Summary

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

Discover more

Have learners watch this video to see more about how to prevent malaria.

Homework

1. Ask learners to draw and color their dreamhouse and indicate the living room, bedroom, kitchen and others.
2. Have learners working alone complete the given sentences in the conversation.

Answers

You: it is a very bad disease/sickness caused by mosquitoes.

You: you can get it through mosquito's bite

You: you must read around the house use insecticide spray to kill the mosquitoes

You: you can also pour kerosene or oil on water in the manhole

Workbook Answers

A. Oral Language

- a. bad
- b. mosquitoes
- c. bites, sucks
- d. dirty
- e. people
- f. stagnant, bushy
- g. gutters, cans

B. Reading

Reading and Comprehension

- 1. four
- 2. shivered
- 3. ached
- 4. Ntiako stopped a taxi.
- 5. She wanted to know why they had fallen sick.
- 6. Yes
- 7. a. Weed around the house.
b. Sleep under treated mosquito net.
- 8. They bite one person and spread the malaria, etc.

Letters have Sounds

- 2. a. sh b. sh c. th
d. sh e. th
- 3. **Note:** Make sure the "th" words all have a voiceless "th".
"sh" "th"
shall think
shell thirty
short thief
shark, etc. thorn, etc.

C. Vocabulary

Activity 1: Matching

- a. Shivered – shake violently
- b. Sweat – liquid that forms on the skin when a person's body is hot
- c. Runny stomach – visiting the toilet very frequently within a short period.
- d. Temperature – the measurement of how hot someone is.
- e. Laboratory – a room in the hospital where blood, stool, and urine are tested
- f. Consulting room – the room in which a patient sees a doctor
- g. Manhole – a big hole dug and cemented so that sewage will flow into it.

Activity 1: Word puzzle

Down: shiver/shivered, our, red, samp, nil, is, tan, net/nets, toe, consult, breed/breeding, in

Across: sweat/sweated, hospital, or, man, manhole, hole, vomit/vomited, mite, use, place, run, he, heal, bite, bit, it, press, pressure
(Any eight)

D. Writing and Grammar Usage

Maame Yaa is Abena's mother. Maame Yaa loves Abena very much. It is because Abena is a good girl. She is respectful and clever.

Unit Overview

This unit is about healthy living. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn a new song titled “Head, shoulders, knees and toes” 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 “Taking care of your body”, and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on making the “ch” sound and the voiced “th” sound (as in “than”) in words and creating words with them. In Section C, learners will learn to have fun with the keywords they met in the passage. They will complete sentences with given words correctly. And rearrange jumbled letters correctly to form words. In Section D, they will copy sentences in joint script (cursive writing) and complete sentences to describe their friends.

Learning Outcomes

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

Strand 1: Oral language Sub-strand: Songs		
Content Standard	Indicators	Core Competencies
B2.1.1.1. demonstrate understanding of a variety of songs	B2.1.1.1.1. Interpret familiar songs	Cultural identity and global citizenship communication and collaboration
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1. understand and analyse text read	B2.2.7.1.2 Ask and answer factual and inferential questions about level-appropriate texts B2.2.7.1.3. Retell level-appropriate text in own words	Communication and collaboration Personal development and leadership
Sub-strand 3: Word families rhyming endings and common digraphs		
Content Standard	Indicators	Core Competencies
B2.2.3.1 Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B2.2.3.1.2 Use words containing digraphs to make meaningful sentences	Personal development and leadership communication and collaboration

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1. understand word meaning and usages	B2.2.6.1.1. Read level appropriate words, understand and use many of them in meaningful sentences	Personal Development and Leadership Communication and Collaboration
Strand 5: Using writing conventions/grammar usage		
Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1. Use phonics knowledge to spell words	B2. 5.10.1.1 use phonics knowledge to spell words with irregular phonic letter pattern	Communication Critical thinking
Strand 5: Using writing conventions/Grammar usage		
Sub-strand 1: Using capitalisation		
Content standard	Indicators	Core competencies
B2.5.1.1. Apply knowledge of capitalisation in writing	B2.5.1.1.1. Use capital letters to begin the first words of sentences	Communication and Collaboration
Sub-strand 4: Using action words		
Content Standard	Indicators	Core Competencies
B2.5.4.1. apply knowledge of action words in communication	B2.5.4.1.1. use the simple present tense to express habitual actions	Communication and Collaboration
Strand 4: Writing		
Sub-strand 12: Descriptive writing		
Content Standard	Indicators	Core Competencies
B2.4.12.1. demonstrate knowledge of description in writing	B2.4.12.1.1. use simple sentences to describe feelings	Communication and collaboration personal development
Strand 6: Extensive Reading		
Sub-strand 1: Column building the love and culture of Reading		
Content standard	Indicators	Core competencies
B2.6.1.1. read widely for pleasure and to demonstrate independent reading and learning in the literary area	B5.6.1.1.1. read a variety of age and level-appropriate books and texts from print and non-prints	Personal development and leadership creativity and innovation

Section A

Refer to **page 1** of Learners Book 2.

Strand 1: Oral Language

Sub-strand 1: Songs

B2.1.1.1.1. Interpret familiar songs

Song: Head, shoulders, knees and toes

Teaching Strategies: Discussion, singing, repetition, group/whole-class activities

Teaching/Learning Resources: A chart showing a boy and his labelled body parts

Core Competencies: Communication and Collaboration, Cultural Identity and Global Citizenship, Personal development and leadership

Key Vocabulary: head, shoulders, knees, toes, eyes, ears, mouth, nose

Preparation Before Class

Make sure you have a large size picture showing a boy and his labelled body parts.

Teaching/Learning Activities

Activity 1

1. Let learners sing a familiar song, clap, and dance to the rhythm. Put up the picture on the board and allow learners to talk about what they see. Invite them to name the parts of the body and their various functions.

Example: the leg – for walking / doing exercise, etc.

Activity 2

1. Put up the poster of the song on the board or write it on the board.
2. Teach and drill these words: head, knees, shoulders, toes, eyes, ears, mouth, nose.
3. Sing the song three times for learners to listen. Then, let them sing it after you line by line, then on their own. Encourage learners to take turns, in pairs, to sing the song.
4. Encourage learners to sing the song again and point at the parts of their bodies.
5. Furthermore, ask learners to state what parts of the song they enjoyed most and share it with each other. To end this activity, ask learners to share why they enjoyed those parts.

Assessment

Instruct learners to answer the questions on **page 67** of the English Learner's Book 2 with their partners orally.

Answers

- a. To think. To solve problems. To learn. / To carry things.
- b. To see, read, and cry.
- c. To hear; to listen to conversations, sounds and music.

- d. To smell, sniff, breathe, sneeze, etc.
- e. To walk from one place to another, to stand, run, jump, dance, etc.

Reflection

Instruct learners to tell each other what they learnt from the lesson.

Additional Practice

Refer learners to **pages 44 - 45** of the workbook for more exercises.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B2.2.7.1.2.1 Ask and answer factual and inferential questions about level-appropriate texts.

B2.2.7.1.3 Retell level-appropriate text in own words.

Teaching strategies: Echo-reading, pair work, whole-class/group activities, discussions, repetition

Teaching/Learning Resources: Pictures, word cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: regularly, clean, inspected, decaying, germs

Teaching/Learning Activities

Activity 3

1. Begin the lesson by discussing the picture on **page 68** of the English Learner's Book 2. Then, allow learners to discuss what they see and predict the topic of the reading passage.
2. Teach and drill the pronunciation of the keywords (regularly, clean, inspected, decaying, germs) one after the other. Then, in pairs, let learners scan the text to find the words in bold.

Activity 4

1. Let them try to work out the meaning of each bold word by reading the sentence(s) in which it appears.
2. Use context, demonstration, and miming to teach the meaning of keywords, if necessary.
NB: 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. Then, let some of them share their ideas with the rest of the class.

2. Read the text a second time while learners listen. Finally, let learners read the text after you several times (echo-reading).

Activity 6

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.

Have learners retell the story using simple herring bone strategy.

Assessment

Let learners read each of the questions on **page 70** of the English Learner's Book 2 and discuss the answers with their partners.

Answers

- a. Some nurses
- b. They came to teach the children how to care for their bodies.
- c.
 - i. Some children had decayed teeth.
 - ii. Some children had holes in their teeth.
- d. False
- e. Cleaning the mouth will make us healthy.
- f. So that germs will not enter our mouth/bodies.
- g. False

Remedial Activity

In groups, led by good readers, have slow learners read words in sentences in the test from cards number of times, e.g. Inspected, dentist, germs

1. The nurses inspected the children's mouths.
2. When germs enter our bodies, they make us sick.
3. Some children need to see a dentist.

Assist individuals to pick any flash card and match it with the appropriate word in the sentence on the board.

Extension Activity

Have high achievers rearrange jumbled words to form meaningful sentences.

Sub-section B: Letters have Sounds – /tʃ/ and /θ/

Strand 2: Reading

Sub-strand 3: Word Families-Rhyming endings and common digraphs

B2.2.3.1.2. Use words containing digraphs to make meaningful sentences

End the reading session with this activity. Play the phonics song and invite learners to sing along. While learners listen to you, blend the letters in the following words and read the words

out loud: child, teaching, change, chop, then, father, that, other. Note that in these words the "th" is voiced. Ask learners to blend and read the words after you.

With learners sitting in pairs, ask them to find words with /tʃ/ and a voiced (as in this, that etc.) sounds from the reading text. Go around to support them. Then, still in pairs, let them read out four of their sample words to the class. Have learners form meaningful sentences with their words.

Remedial Activity

Observe and identify learners who have difficulty producing the sounds.

Practice the sounds with them in isolation in words.

Additional Practice

Refer learners to **pages 45 - 47** of the workbook for more exercises.

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

B2.2.6.1.1 Read level-appropriate sight words, understand and use many of them in meaningful for sentences

Strand 5: Using Writing Conventions/Grammar Usage

Sub-strand 10: Spelling

B2.5.10.1.1. Use phonics knowledge to spell words with irregular phonic letter pattern

Teaching Strategies: Demonstration, discussion, repetition

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. Sentence completion (English Learner's Book 2, **page 71**)

Working together as a class, let learners reread the passage and find the following words: health, decay, ensures, germs, dentist, carry, dirty, regularly.

Ask them to raise their hands when they find any of them and tell the class the paragraph in which they find it. Then, instruct them to read the sentence in which it is.

Put learners in pairs to read the sentence in which each word is found again. Encourage them to contemplate and try to decipher the meaning of the words. Subsequently, let them share their meaning with the class.

Refer learners to exercise 1 in their Learner's Books. Still in pairs, instruct them to complete the sentences orally by filling the blank spaces with the correct words. Afterwards, let them share their answers with the rest of the class. Finally, direct them to do the exercise in their exercise books. Once that has been completed, collect the exercise books for marking.

Remedial Activity

Use probing questions to help learners who struggle to understand the words and use them in the sentences correctly.

Answers

- | | |
|--------------|------------|
| a. germs | e. dirty |
| b. decay | f. dentist |
| c. health | g. carry |
| d. regularly | h. ensures |

2. Spelling words correctly (English Learner's Book 2, page 71)

Show learners word cards with the target words for them to pronounce. Write the words on the board as learners pronounce them.

Point to each word on the board, and say it several times for learners to listen and repeat. Next, clean the words from the board. Refer learners to exercise 2 and ask them to unjumble the letters in the words and to say the words orally. Have learners use the words in sentences.

Finally, instruct learners to copy the words into their exercise books.

Remedial Activity

Have learners who struggle use read, cover and write strategy to spell the words correctly.

Answers

- a. stomach
- b. teeth
- c. mouth
- d. germs
- e. through
- f. singlet

Additional Practice

Refer learners to pages 48 - 49 of the workbook for more exercises.

Strand 5: Using writing conventions/Grammar usage**Sub-strand 1: Using capitalisation**

B25.1.1.2: Use capital letters to begin the first words of sentences.

Teaching strategies: Discussion, pair work, whole-class/group activities

Teaching/Learning Resources: Sample composition

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: brush, wash, healthy, slim, fat, attends

Teaching/Learning Activities**Penmanship****My friend/Capitalization**

1. Through questions, prompt learners to revise their knowledge on how to describe people/things.
Examples of questions you can ask learners include:
 - What is the name of your friend?
 - How old is he/her?
 - Where does he/she come from?
 - What school does he/she attend?
2. Guide learners to answer the above questions and put their answers on the board. Then, in pairs, let them take turns to read the sentences on the board.
3. Finally, allow learners to identify the describing words in the sentences and underline them on the board.
4. Let learners copy the model essay on **page 72** of the English Learner's Book 2, with the right capitalization.
Collect learners' work for marking.

Sample answer**My friend**

The name of my friend is Asabea Gifty.

She is seven years old.

She is slim.

She comes from Koforidua.

She attends Golden Star Preparatory School.

Activity 7

Guided Writing

1. Working in pairs, have learners reread the text, "Taking care of your body".
2. Instruct learners to find out all the things the nurses told the children to always do so they will stay healthy.
3. Allow the pairs to share their findings with the rest of the class.
4. Put the points on the board for learners to read after you. Then let learners read the sentences on their own, in turns.

Examples:

- a. Brush your teeth twice a day.
- b. Keep your fingernails short.
- c. Bath twice a day.
- d. Wash your hands regularly with soap.
- e. Clean the clothes you wear.

Activity 7

Strand 4: Writing

Sub-strand 12: Descriptive writing

B2.4.12.1.1: Use simple sentences to describe feelings/people

- a. Let learners listen to you describe your best friend.

With probing questions assist learners to talk about their friends. Lead them to discuss how good relationship with our friends can help us live healthy life. Write the sentence on the board and have learners work in pairs to complete them.

- b. Refer learners to exercise 2 on **page 73** of the English Learner's Book 2, and have them complete the sentences about a friend.

Remedial Activity

Ask struggling learners to repeat after you the things we do to keep healthy every day. Eg. Brush our teeth twice a day/Bath twice a day.

Have them repeat the target actions with their partners, then individually

Extension Activity

In groups, have high achievers tell their members what they do everyday to keep healthy.

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

Watch this video with learners and let them tell how they can take care of their bodies.

Homework

Have learners say the favorite part of their bodies and functions/uses of the following parts:

1. Leg - walking/running/jumping etc
2. Hand - for working/washing/greeting, et.

Workbook Answers

A. Oral Language

1. Five words you heard.

- | | |
|--------------|---------------|
| a. knees | d. head |
| b. shoulders | e. eyes, etc. |
| c. toes | |

2. It is about parts of the body.

3. talk

4. smell

5. legs

6. head

7. thighs

8. head

B. Reading

Reading and Comprehension

1. teach the children
2. They inspected the mouths of the children.
3. False
4. Their teeth needed attention immediately.
5. how to brush their teeth well.
6. sick
7. running water
8. two times a day

Activity 2: Letters have Sounds – “ch”, “th”

chin	these	both
chain	mother	thorn
teacher	whether	thunder
church	there	healthy
chill, etc.	this, etc.	with, etc.

C. Vocabulary

Activity 1: Filling in the blanks

- | |
|----------------|
| a. nurses |
| b. fingernails |
| c. singlet |
| d. dentist |
| e. tongue |
| f. regularly |
| g. attention |
| h. inspected |
| i. hide |
| j. immediately |

Activity 3: Missing letters

- | | |
|--------------|--------------|
| a. teaching | f. stomach |
| b. inspected | g. shoulder |
| c. cleaning | h. tongues |
| d. panties | i. underwear |
| e. fingers | j. regularly |

D. Writing and Grammar Usage

- a. This is a flower.
- b. That is a beautiful house.
- c. This is my school.
- d. This is a table. We write on it.

Unit 8

Promoting babies' health is important

Unit Overview

This unit is about promoting babies' health. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will listen to a story titled "A responsible mother" and answer a few questions on it. Section B is in two parts. In the first part, learners will read aloud a short text, titled "Taking care of babies", and answer questions from the text. The second part is code-named "Letters have Sounds". It will focus on making the /k/ and /f/ sounds in words. Learners will read words and identify the /k/ and /f/ sounds in them. In Section C, learners will learn to have fun with the keywords they met in the passage. They will find the missing letters for giving words and complete giving sentences with the right words. In Section D, learners will copy a short paragraph in joint script and then write a guided story by answering questions.

Learning Outcomes

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

Strand 1: Oral language Sub-strand: Story telling		
Content Standard	Indicators	Core Competencies
B2.1.4.1. respond to stories	B2.1.4.1.1 identify characters in a story and relate them to real life situations	Cultural identity and global citizenship communication and collaboration
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1 understand and analyse text read	B2.2.7.1.1 use illustrations, text clues and context to make predictions during Reading	Personal development and leadership
B2.2.7.2. use knowledge skills and techniques of Reading to understand and interpret text	B2.2.7.2.1 demonstrates understanding of the purpose and features of information text	Critical thinking communication and collaboration

Sub-strand 3: Word families-rhyming ending and common digraphs		
Content Standard	Indicators	Core Competencies
B2.2.3.1. employ knowledge of rhyming endings in communication digraphs to enhance reading comprehension	B2.2.3.1.2. use words containing digraphs to make meaningful sentences	Personal development and leadership communication and collaboration
Strand 5: Using writing conventions/grammar usage Sub--strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1 use phonics knowledge to spell words	B2.5.10.1.1. use phonics knowledge to spell words with irregular phonic letter pattern	Communication critical thinking
Strand 2: Reading Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 understand word meanings and usages	B2. 2.6.1.1 read level-appropriate sight words, understand and use many of them in meaningful sentences	Personal development and leadership communication and collaboration
Strand 5: Using writing conventions/grammar usage Sub-strand 1: Using capitalisation		
Content Standard	Indicators	Core Competencies
B2.5.1.1. apply knowledge of capitalisation in writing	B2.5.1.1.2. Use capitalisation to begin the first word of sentences	Communication and collaboration
Strand 4: Writing Sub-strand 10: Narrative writing		
Content Standard	Indicators	Core Competencies
B2.4.10.1. Narrate situations, express feelings and convey points of view about the real or fictional world	B2.4.10.1.1 write about real or imagined experiences of event using the process approach	Communication and collaboration personal development

Strand 4: Extensive Reading/Grammar usage		
Sub-strand 1: Building the love and culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1. read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 read a variety of age and level-appropriate books and texts from print and non-print	

Section A

Refer to **page 76** of Learner's Book 2.

Strand 1: Oral Language

Sub-strand 4: Story Telling

B2.1.4.1.1. Identify characters in a story and relate them to real life situations

Storytelling : The responsible mother

Teaching strategies: Discussion, repetition, narration, drill

Teaching/Learning Resources: Picture on **page 76** of the English Learner's Book 2 of a mother sitting by her child's bed in a hospital ward

Core Competencies: Communication and Collaboration, Cultural identity and Global Citizenship

Key Vocabulary: lived, concerned, pick, worried, commended, medication

Preparation Before Class

Enlarge the picture on **page 76** of the English Learner's Book 2 to poster size.

Teaching/Learning Activity

Activity 1

1. Let learners sing a familiar song or recite a rhyme related to the lesson. Then, put the picture on the board and let learners discuss what they see. Let them name the people in the picture and say where they are and what they are doing.
2. Next, teach and drill unfamiliar words in the story (responsible, consult).
3. Narrate the story "The responsible mother" (see below) clearly and audibly to learners. Ask questions to prompt learners to make predictions as the story unfolds, e.g., "What do you think will happen next? What would you have done if you were the mother of the sick child?"
4. After telling the story, let learners answer questions on it orally.

5. Instruct learners to mention the characters in the story – Mr. Addo, Mrs. Addo, Yaw, Akosua, the doctor. What kind of mother is Mrs. Addo? (A responsible mother, a caring mother, etc.) Have learners mention the characters' actions and relate them to real life situations.
6. Encourage learners to retell the story as a whole or in bits.

The responsible mother

Once upon a time, Mr. and Mrs. Addo lived in a town called Adomi with their two children, Yaw and Akosua. They lived very peacefully with everybody. Mr. Addo worked in a neighbouring town as a clerk, and Mrs Addo was a market woman. Akosua and Yaw were young. They both went to the primary school in the middle of the town.

One day, Akosua fell ill at school. Concerned, the school authorities called her mother to come and pick her up. She had a headache and was running a slight temperature, so though they knew she was sick, all the adults thought it would pass. However, later in the evening, Akosua only got worse. She started to shiver and shake. Her temperature shot up. It was very high. Yaw was worried, and so was Mrs. Addo. She decided to get Akosua to the hospital. There was no car in the house because the family did not own a car. Their neighbours also did not have cars. And because of how late it was, there were hardly any taxi drivers around.

After waiting for some time without help, Mrs Addo decided to carry Akosua on her back and walk to the hospital. She did not want to wait through the night before getting her some help. It was a tiring journey. Yaw accompanied his mother, his concern for his sister growing. At the hospital, they consulted the doctor. The doctor saw how badly Akosua was faring and commended her mother for doing the difficult thing of carrying her to the hospital. The doctor confirmed that Akosua had malaria. Akosua was given medication to help with her malaria. Mr Addo came home the very next day after receiving a call from Mrs. Addo. Over time, they nursed Akosua back to good health.

Remedial Activity

Have learners who struggle listen to the story again. Use simple questions to help them recall the story.

Extension Activity

Have high achievers change some of words to create a parallel story.

Reflection

Let learners state what parts of the story they liked most, and share them with each other. Encourage them to give reasons why they enjoyed those parts.

Additional Practice

Refer learners to [pages 51 - 52](#) of the workbook for more exercises.

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

B2.2.7.1.1. Use illustrations, text clues and context to make predictions during reading.

B2.2.7.2.1 Demonstrate understanding of the purpose and features of information texts.

Teaching Strategies: Echo-reading, pair work, whole-class/group activity

Teaching/Learning Resources: Word cards, picture on **page 77** of the English Learner's Book 2.

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: care, weight, measles, inject, diphtheria, nurses

Teaching/Learning Activities**Activity 2**

1. Begin the lesson by discussing the picture on **page 77** of the English Learner's Book 2. Then, allow learners to discuss what they see and predict the topic of the reading passage.
2. Teach and drill the pronunciation of the keywords (care, weight, measles, inject, diphtheria, nurses) one after the other.

Activity 3

In pairs, let learners scan the text to find the words in bold. Let them try to decipher the meaning of each word by reading the sentence(s) in which it appears. Use contexts, demonstration, and miming to teach the meanings of the keywords, if necessary.

NB: Remember the order of teaching new vocabulary. Do not copy the new words on the board ahead of time.

Activity 4

While learners listen attentively, read the text aloud, and ask learners to check the correctness of their predictions. Then, invite a few of them to share their predictions with the rest of the class. Read the text a second time while learners listen and instruct learners to read the text after you several times (echo-reading).

Through probing questions let learners tell the class why they have been given this text to read.

Activity 5

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.

Activity 6

Let learners read each question on **page 80** of the English Learner's Book 2 and discuss the answers with their partners.

Assessment

After ensuring that all learners have had sufficient practice in reading the passage aloud, read each of the questions at the end of the passage and let learners answer it. Explain the question if need be.

Answers

- a. Parents bath their babies.
Parents wash their babies' clothes and iron them. They take them to the hospital when they are sick. They take them to the clinic every month. (Any two).
- b. Every parent should take the babies to a clinic so it can be weighed and get injections.
- c. Nurses
- d. The nurses weigh the baby every month, so they can see if the baby weighs more, the same or less than the last month.
- e. Polio, tuberculosis, tetanus, measles, whooping cough, diphtheria (Any three)
- f. Parents should take their babies to health centres for vaccination.

Remedial Activity

Have learners paired (a weak reader with a good reader) to practice reading aloud portions of the given text to each other.

Extension Activity

Group learners into three.

Appoint a leader to each group and tell them what to do.

Group 1 is doing reading aloud.

Group 2 will do matching.

Group 3 will do rearrangement of jumbled words.

Let them change over after some time.

Reflection

Ask learners to tell the class what they have learnt from the story.

Sub-section B: Letters have Sounds - "ck" and "ph"

Strand 2: Reading

Sub-strand 3: Word Families-Rhyming endings and common digraphs

B2.2.3.1.2 Use words containing digraphs to make meaningful sentences

End the reading session with this activity. Play the phonics song and let learners sing along.

While learners listen to you, blend the letters in the following words and read the words out loud: sick, sack, kick, ticks, phone, photo, graph, phrase. Let learners blend and read the words after you.

Direct learners to sit in pairs and find words that have “**ck**” and “**ph**” in them. After that, ask them to form sentences with their words and present three to the rest of the class. Have learners listen to and repeat the sentences in exercise 4 on **page 81** of the English Learner's Book 2 in turns.

Remedial Activity

Practice making the sounds with learners who struggle to pronounce them.

Additional Practice

Refer learners to **pages 52 - 53** of the workbook for more exercises.

Section C

Refer to **pages 61 - 62** of Learner's Book 2.

Strand 2: Reading

Sub-strand 6: Vocabulary

B2.2.6.1.1 Read level-appropriate sight words, understand 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. Spelling words correctly (English Learner's Book 2, **page 81**)

Working together as a class, ask learners to reread the passage and find the following words: weight, breast, crippled, gained, whether, measles. Ask them to raise their hands when they find any of them and tell the class the paragraph in which they found it. Then, let them read the sentence that contains each word.

Put learners in pairs to read the sentence in which each word is found again.

Encourage them to think and try to decipher the meaning of these words. Then, let them share their meanings with the class. Still in pairs, let learners complete exercise 1 by filling the blanks with the correct letters. Have learners use the words in sentences.

Answers

- | | |
|-----------|-------------|
| a. weight | d. whether |
| b. gained | e. crippled |
| c. breast | f. measles |

2. Sentence completion (English Learner's Book 2, pages 81 - 82)

Working together as a class, let learners read the passage again and find these words: breast milk, injections, month, care, clinic, nurse, babies, protected. Ask them to raise their hands when they find any of them and tell the class the paragraph in which they found it. Then, let them read the sentence in which it is.

Instruct learners to sit in pairs to read the sentence in which each word is found again. Then, let learners share their meaning with the class. Still, in pairs, let learners complete the sentences in exercise 2 with the correct words, after which they will share their answers with the rest of the class. Finally, ask learners to do the exercise in their exercise books.

Answers

- | | |
|---------------|----------------|
| a. clinic | e. month |
| b. nurse | f. babies |
| c. injections | g. protected |
| d. care | h. breast milk |

Additional Practice

Refer learners to **pages 54 - 56** of the workbook for more exercises.

Section D

Strand 5: Using writing conventions/ Grammar usage

Sub-strand 1: Using capitalisation

B2.5.1.1.2. Use capital letters to begin the first words of sentences

Teaching Strategies: Discussion, copying, demonstration, pair work

Teaching/Learning Resources: Writing materials, model composition

Core Competencies: Communication and Collaboration, Personal Development

Key Vocabulary: clothes, hospital, breast feed, weighing, baths

Preparation Before Class

Before the lesson, prepare your model essay.

Teaching/Learning Activities

Penmanship

Punctuation – The capital letter and full Stop

1. Lead learners to do hand and wrist exercises for a few minutes.
2. Demonstrate to them the good posture needed for writing. Additionally, show them how to hold a pen/pencil when they want to write.
3. Review the use of the capital letter and the period (full stop) with learners using unpunctuated texts. Provide unpunctuated sentences for learners to insert the right punctuation marks and capital letters on the board.
4. Refer learners to the two activities on **pages 82 and 83** of the English Learner's Book 2. They should rewrite the two texts in joint script, placing a full stop where it should be and writing capital letters where necessary.
Go around the class, collect the books, mark and provide feedback

Remedial Activity

Write a short text in small letters and without full stops on the board. Assist struggling learners to put in the capital letters and full stops where necessary.

Extension Activity

In pairs, let high achievers punctuate a given text with full stops and change small letters to capital letters where needed.

Activity 7

Guided Writing

Activity 7

Sub-strand 10: Narrative writing

B2.4.10.1.1 Write about real or imagined experience of event using the process approach.

1. Working together as a class, let learners read the passage again and find these words: hospital, back, clothes, baths, breastfeed, weighing.
2. Ask them to raise their hands if they find any of them and tell the class the paragraph in which they found it. Then, let them read the sentence in which it is.
Discuss how parents care for their children with learners and have them share their experiences.
3. Refer learners to exercise 2 on **page 83** of the English Learner's Book 2. Still in pairs, let learners complete the sentences with the correct words after which they will share their answers with the rest of the class. Finally, ask learners to do the exercise in their books.

Answers

a. baths

c. back

e. weighing

b. clothes

d. hospital

f. breastfeed

Additional Practice

Refer learners to **page 56** of the workbook for more exercises.

Refer learners to Revision Exercise 2 on English Learners Book **pages 85 - 87** of the English Learner's Book 2 for more practice.

Unit Summary

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

Discover more

Have learners watch this Video and read the words with digraphs in them. They should make a list of 10 words in their jotters.

Homework

Assign learners to write a six-line story on what they would say to their parents if they were babies that could talk.

Revision 2

Answers

Exercise 1

1. **a.** baths **b.** clothes **c.** carry **d.** hospital

Exercise 2

- a.** **i.** having a bad headache
ii. vomiting
iii. having a runny tummy
iv. shivering
v. having a temperature (feeling very cold/hot at times)
(Any three of the above)
- b.** False
- c.** True
- d.** four days
- e.** the doctor
- f.** **i.** Pour kerosene or oil on the water in the manhole.
ii. Weed around the house.
iii. Sleep under treated mosquito nets.
iv. Use insecticide spray.
(Any three of the above)
- g.** A mosquito
- h.** healthy
- i.** soap, running

- j. polio/tuberculosis/tetanus/measles/whooping cough/diphtheria
(Any three of the above)

Exercise 3

1. My name is Akua Addai. I live in a town near Nsawam. I was born on Wednesday in the month of April. Were you also born in April? I am seven years old. I am in basic two. I attend New Life Preparatory School. I like to play ampe, basketball, Ludo and hopscotch.

2.

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

Exercise 4

My name is Akua Addai. I live in a town near Nsawam. I was born on Wednesday in the month of April. Were you also born in April? I am seven years old. I am in basic two. I attend New Life Preparatory School. I like to play ampe, basketball, Ludo and hopscotch.

Workbook Answers

A. Oral Language

1. characters
2. four
3. She was sick.
4. hospital
5. False
6. True
7. She is a good person.

B. Reading

Activity 1: Reading and Comprehension

1. (b) clinic
2. (b) breast milk
3. (a) hospital
4. (a) weighing the baby
5. (a) healthy
6. (a) so they can be healthy for their babies
7. (a) vaccines

C. Vocabulary

1. Fill in the blanks

- | | |
|----------------|-------------|
| a. breast milk | e. protect |
| b. injections | f. parents |
| c. clinic | g. weight |
| d. gain | h. vaccines |

2. Matching

- a. Clinic – a healthcare facility for those who are not admitted to a hospital
- b. Protect – guard against danger or evil
- c. Cripple – lame
- d. Inject – give injection to a person
- e. Diseases – illness

3. Spelling

- | | |
|----------------|------------|
| a. breast milk | f. protect |
| b. care/race | g. baby |
| c. bath | h. weight |
| d. mother | i. strong |
| e. food | j. each |

D. Writing and Grammar Usage

My Friend

The name of my friend is Asabea Gifty.

She is seven years old.

She is slim and beautiful.

She lives in Koforidua, Asokore.

Her parents are Mr. and Mrs. Offei.

Unit 9

Balanced meal

Unit Overview

This unit is about balanced meals. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will listen to a story titled "The Fox and the Crow" and answer a few questions on it. Section B is in two parts. In the first part, learners will read a short story called "Eating good food" and answer questions on it. The second part is code-named "Letters have Sounds". It will focus on consonant digraph /f/ (sh), **/kr/** (cr) and **/fl/** (ph) in words. In Section C, learners will learn to have fun with the keywords they met in the passage. They will complete giving sentences with the right words, find the missing letters for giving words and form sentences with familiar words. In Section D, they will draw an object of their choice and label it. Finally, learners will write about their favourite food.

Learning Outcomes

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

Strand 1: Oral language Sub-strand: Story telling		
Content Standard	Indicators	Core Competencies
B2.1.4.1. Respond to stories	B2.1.4.1.1 Identify characters in a story and relate them to real life situations	Cultural identity and global citizenship communication and collaboration
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.2. Use knowledge, skills and techniques of reading to understand and interpret texts	B2.2.7.2.5. Use visualisation strategy to enhance understanding of level-appropriate texts	Communication and Collaboration Personal Development and Leadership
B2.2.7.1. Understand and analyse texts read	B.2.2.7.1.2 Ask and answer factual and inferential questions about level-appropriate texts	Critical Thinking
Sub-strand 2: Phonics (Letters have Sounds)		
Content Standard	Indicators	Core Competencies
B2.2.2.1. Connect sounds to letters and blend letters/syllables in order to read and write	B2.2.2.1.2. Use the alphabetic knowledge to decode unknown words	Personal Development and Leadership Cultural Identity and Global Citizenship

Sub-strand: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2. understand word meanings and usages	B2.2.6.1.1. Read level-appropriate sight words, understand and use many of them in meaningful sentences	Personal development and leadership communication and collaboration
Strand 5: Using writing conventions/Grammar usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1. Use phonics knowledge to spell words	B2.5.10.1.1. use phonics knowledge to spell words with irregular phonics letter pattern	Communication critical thinking
Strand 4: Writing Sub-strand: Labeling		
Content Standard	Indicators	Core Competencies
B2.4.4.1. Draw and label simple pictures	B2.4.4.1.1. Draw and label objects found in their environment	Collaboration and communication personal development and leadership
Sub-strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
B2.4.5.1. use knowledge of grammar and vocabulary to write words and sentences correctly	B2.4.5.1.2. write simple and meaningful sentences on objects found in the environment	Collaboration and communication personal development and leadership
Strand 6: Extensive Reading Sub-strand 2: Building the love and culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1. read widely for pleasure and to demonstrate independent rhythm and learning in the literary area	B2.6.1.1.1. read a variety of age and level-appropriate books and texts from print and non-print	Personal development and leadership

Refer to **page 89** of Learner's Book 2.

Strand 1: Oral Language

Sub-strand 4: Story Telling

B2.1.4.1.1 identify characters in a story and relate them to real life situations.

Storytelling: The Fox and the Crow

Teaching Strategies: Discussion, repetition, picture description, narration

Teaching/Learning Resources: Word cards, picture on **page 89** of the English Learner's Book 2

Core Competencies: Communication and Collaboration, Cultural Identity and Global Citizenship

Key Vocabulary: piece, cheese, beak, glossy, surpasses, lifted, caw, snapped, flatterers

Preparation Before Class

Prepare your word cards. Enlarge the picture on **page 89** of the English Learner's Book 2 to poster size.

Teaching/Learning Activities

Activity 1

1. Let learners sing a familiar song or recite a rhyme related to the lesson. Then, put the picture on the board and let learners discuss what they see. Based on the discussion, let learners predict what they will hear in the story.
2. Show key vocabulary on word cards: piece, cheese, glossy, surpasses, lifted, caw, snapped, flatterers. Pronounce them and let learners listen and repeat them several times. Next, let groups, pairs, and individual learners read the words on the board. Teach the meanings of these words using pictures, demonstration, miming, and questions.
3. Read the story clearly and audibly while learners listen attentively.

The Fox and the Crow

One day, Fox saw Crow fly off with a piece of cheese in its beak. She settled on a branch of a tree.

"That's for me because I am a fox", said Master Fox, and he walked up to the foot of the tree. "Good day, Mistress Crow," he cried. "How well you are looking today! How glossy your feathers; how bright your eyes. Your voice surpasses that of other birds, just as your figure does. Let me hear but one song from you that I may greet you as the Queen of Birds."

The crow lifted her head. She began to caw her best. The moment she opened her mouth, the piece of cheese fell to the ground. Master Fox quickly snapped the cheese. "That will do," said he.

"That was all I wanted. In exchange for your cheese, I will give you a piece of advice for the future. Do not trust flatterers."

4. Put learners into group to identify the characters and their actions and relate them to real life situations.

Let learners answer oral questions about the story. Then, invite individual learners to retell the story, either as a whole or bit by bit.

Reflection

Let learners state what parts of the story they enjoyed and share them with each other. Encourage them to give reasons why they enjoyed those parts.

Assessment

Instruct learners to answer questions on **pages 89 - 90** of the English Learner's Book 2 with their partners.

Answers

- a. Master Fox, Mistress Crow
- b. The fox saw the crow with a piece of cheese in its mouth. The fox flattered the crow with sweet words, the crow's cheese dropped when she started to caw (sing)t, and the fox snapped it up.
- c. A piece of cheese
- d. The fox used flattery.
- e. The crow was defenceless/weak/ignorant.
- f. The fox was a flatterer/cheat.
- g. It is a very good advice.

Remedial Activity

Assist struggling learners to form sentences with the following words from the story: Fox, Crow, cheese, flattered and Piece orally.

Extension Activity

Ask high achievers to write a parallel story by changing the character names or actions in the story.

Additional Practice

Refer learners to **page 57** of the workbook for more exercises.

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

B2.2.7.2.5: Use visualization to enhance understanding of level-appropriate texts.

B2.7.1.2: Ask and answer factual and inferential questions about level - appropriate texts.

Teaching Strategies: Echo-reading, pair work, whole-class/group activities

Teaching/Learning Resources: Pictures, word cards, cut-up sentences, sense groups

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: meals, tastes, favourite, balanced, pounding, dessert, crabs

Preparation Before Class

Before the lesson, prepare your word cards. If possible, make a large copy of the pictures on **page 90** of the English Learner's Book 2 for a more corporate reading session.

Teaching Activities**Activity 2**

1. Begin the lesson by discussing the pictures on **page 90** of the English Learner's Book 2. Then, allow learners to discuss what they see and predict what they will read about.
2. Teach and drill the pronunciation of the keywords (meals, tastes, favourite, balanced, pounding, dessert, crabs) one after the other.

Activity 3

1. In pairs, let learners search the text to find the words in bold. Ask them to decipher the meaning of each word by reading the sentence(s) in which it appears.
2. Use context, demonstration, and miming to teach the meanings of the keywords, if necessary.

NB: Remember the order of teaching new vocabulary. Do not write the new words on the board ahead of time.

Activity 4

While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Then, let a few of them share their ideas with the rest of the class. Next, read the text a second time while learners listen. Ask learners to read the text after you several times (echo-reading). Model visualization strategy to construct meaning from text (as you read the text, pause and ask learners to picture what is happening in the text in their minds).

Activity 5

Through probing questions guide learners to practice using visualisation strategy to construct meaning from the text.

1. Read the text again to learners.

2. Then engage learners in activities that will enable them to recognise words they have learnt so they can read the text more easily. For example, you may read out words and sentences for them to identify words they have learnt on word and sentence cards.

Activity 6

Have learners work in groups to ask and answer questions based on the text.

Let learners read the questions on **page 93** of the English Learner's Book 2 and discuss the answers with their partners.

Assessment

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.

Answers

- a. Mummy Gyekyewa
- b. Saturday
- c. brother
- d. fufu, groundnut soup
- e. pepper, onions, garden eggs, tomatoes (Any three)
- f. crabs, goat meat
- g. Saturday

Remedial Activity

Have learners who struggle to read repeat selected words and sentences from the given text a number of times. Help them break the sentences into 'sense groups' as well as rearrange the sense groups' to form meaningful sentences and read them.

Extension Activity

Have the high achievers read the given text aloud in their groups.

Reflection

Let learners compare their views on balanced meals before this lesson to what they have learnt now.

Sub-section B: Letters have Sounds – Consonants in different positions ("sh", "cr", "ph")

Strand 2: Reading

Sub-strand 2: Phonics

B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words

End the reading session with this activity. First, let learners sing the alphabet song. Then, while learners listen to you, blend the letters in the following words and read them aloud: ship, wish, fish, crab, describe, photo, elephant, graph. Then, instruct learners to blend and read the words after you.

Through leading questions, make learners aware that the consonants do not change sounds. Wherever they are placed, they sound the same. It is important to make learners aware that the sound “cr” cannot be used at the last position (i.e. at the end of a word). Have learners sit in pairs and find words that contain the target consonant/blends. Go around to support them. Finally, let them form sentences with their words on a piece of paper and present three to the class.

Additional Practice

Refer learners to [pages 58-59](#) of the workbook for more exercises.

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

B2.2.6.1.1. Read level-appropriate sight words, understand and use many of them in meaningful sentences.

Teaching Strategies: Drill, discussion, modelling

Teaching/Learning Resources: Word cards

Core Competencies: Personal Development and Leadership, Communication and Collaboration

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Sentence completion (English Learner’s Book 2, [pages 94 - 95](#))

Working together as a class, let learners reread the passage and find the following words: Saturday, fruit, vegetables, cooking, crab, groundnut, pound, prepares, plantains, and pepper.

Ask them to raise their hands when they find any of them, tell the class the paragraph in which they found it and read the sentence that contains each word.

Put learners in pairs to read the sentence in which each word is found again. Then, let them share their meaning with the class.

Now refer learners to the Learner's Book. Still in pairs, let learners complete the sentences by filling the blank spaces with the correct words. Let them do this orally first and then write the sentences in their exercise books. Go around to support.

Answers

- | | |
|---------------|--------------|
| a. vegetables | f. fruit |
| b. groundnut | g. prepares |
| c. cook | h. Saturday |
| d. cooking | i. plantains |
| e. crab | j. pound |

Strand 5: Using writing conventions/Grammar usage

Sub-strand 10: Spelling

B2.5.10.1.1 Use Phonics knowledge with irregular phonic letter pattern.

2. Word completion – (English Learner's Book 2, [page 95](#))

Working with the whole class, show word cards with the target words for learners to read.

Write the words on the board as learners say them: fruit, vegetables, pound, crab, prepare, cooking, plantains, pepper, Saturday, groundnut.

Let learners sit in pairs to read the target words again. Next, clean the words from the board. Then, still working in pairs, refer learners to the Learner's Book and ask them to complete the words by filling in the missing letters.

Answers

- | | |
|---------------|--------------|
| a. fruit | f. cooking |
| b. vegetables | g. plantains |
| c. pound | h. pepper |
| d. crab | i. Saturday |
| e. prepare | j. groundnut |

3. Sentence construction (English Learner's Book 2, [page 95](#))

Let learners pronounce the given words. Next, encourage learners to form sentences with the words orally and then write the sentences in their exercise books.

Additional Practice

Refer learners to [pages 60 - 62](#) of the workbook for more exercises.

Remedial Activity

Encourage learners to read the word several times in several contexts. Help them to use their phonics knowledge to analyse the words so as to identify the missing letter in each word.

Extension Activity

Ask learners to write meaningful sentences with the words.

Strand 4: Writing**Sub-strand 4: Labeling****B2.4.4.1.1** Draw and label objects found in their environment**Activity 7****Sub-strand 5: Writing Simple words and sentences****B2.4.5.1.2** Write simple and meaningful sentences on objects found in the environment**Teaching Strategies:** Observation, drawing**Core Competencies:** Personal Development and Leadership, Collaboration and communication**Key Vocabulary:** favourite, groundnut soup, pepper, garden eggs, cassava, plantain**Teaching/Learning Activities****Penmanship****Drawing and labelling**

Lead learners to do hand and wrist exercises for a few minutes.

Then, in groups, learners look around the classroom observing charts with labelled objects.

Each group chooses a picture/object that they find interesting.

They first talk some more about the object in their group, and then each makes a drawing of that object and label it neatly. Help learners edit their work, particularly spelling and spacing. Go around the class, collect the books, mark, and provide feedback.

Activity 7**Guided Writing**

Working in pairs, let learners talk about their favourite food using these guidelines:

- a.** What is your favourite food?
- b.** What ingredients are used to prepare it?
- c.** How is it prepared?
- d.** Why do you like it?

Ask a few pairs to share what they discussed with the rest of the class.

Then write the following structure on the board for learners, still in pairs, to practise describing their favourite food.

My favourite food is _____

The ingredients used to prepare it are _____

It is prepared by _____

The food can be eaten as _____ (breakfast / lunch / supper)

I like this food because _____

After thorough oral practice, instruct learners to copy and complete the sentences in their exercise books.

Collect learners' compositions for marking and feedback.

Remedial Activity

Have learners who struggle read the sample essay on their favorite food after you. After thorough oral practice, have them copy the essay in their exercise books.

Extension Activity

Ask high achievers to work in pairs. They answer the given questions to form their essays.

Unit Summary

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

Discover more

Have learners watch this video with their parent and talk about the importance of balanced diet.

Homework

Ask learners to make a list of the ingredients used to prepare their favorite food insist on correct spellings.

Workbook Answers

A. Oral Language

1. Crow
2. Fox
3. Crow
4. Fox praised Crow, saying that she had the sweetest voice.

B. Reading

Reading and Comprehension

- | | |
|------|-------|
| 1. x | 6. ✓ |
| 2. ✓ | 7. ✓ |
| 3. ✓ | 8. x |
| 4. ✓ | 9. x |
| 5. x | 10. x |

Letters have Sound

Matching sounds to pictures

- | | |
|--------|------|
| teeth | – th |
| shoe | – sh |
| grapes | – gr |
| phone | – ph |
| crab | – cr |
| plate | – pl |
| frog | – fr |

C. Vocabulary

1. Filling in the blanks

- | | |
|---------------|--------------------|
| a. fruit | f. groundnut paste |
| b. another | g. Saturdays |
| c. vegetables | h. prepares |
| d. meal | i. pounds |

e. cabbage stew j. balanced

2. Spell the jumbled words correctly

- | | |
|---------------|-----------|
| a. blend | e. makes |
| b. groundnuts | f. ginger |
| c. fruits | g. watery |
| d. soon | h. soup |

2. Words from the puzzle (Any ten)

Down

tomatoes
her
go
egg

Across

onions
eggs
meat
eat

at
as
he
us
so

heart
teeth
are
organs
eggs
hare, etc.
she
he
as
soup
so
up

Unit Overview

This unit is about keeping fit activities. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn a new rhyme titled “Keeping fit” and answer a few questions on it. Section B is in two parts. In the first part, learners will read a short text about exercising the body and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on the consonant cluster **/sw/**. In Section C, learners will learn to have fun with the keywords they met in the passage. They will complete giving sentences with the right words, and find the medicine letters in familiar words and use given words to form sentences. In Section D, they will draw and label objects found in the environment. Then, they will write a few sentences about the activities they do to exercise their bodies.

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
B2.12.1 show understanding of a variety of literary pieces	B2.1.2.1.1 Interpret Rhymes in tongues-twisters in own words	Personal development and leadership communication and collaboration cultural identity and global citizenship
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1. Understand and analyse texts read	B2.2.7.1.1. Use illustrations, text clues and context to make predictions during reading	Personal Development and Leadership Communication and Collaboration
Strand 2: Reading Sub-strand 2: Phonics (Letters have Sounds)		
Content Standard	Indicators	Core Competencies
B2.2.2.1. connect sounds to letters and blend letters/ syllables in order to read and write	B2.2.2.1.2. Use the alphabetic knowledge to decode unknown words	Personal Development and Leadership Cultural Identity and Global Citizenship

Sub-strand: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 understand word meanings and usages	B2.2.6.1.1. Read level-appropriate sight words, understand and use many of them in meaningful sentences	Personal Development and Leadership Communication and Collaboration
Strand 5: Using writing conventions/Grammar usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1 Use phonics knowledge to spell words	B2.5.10.1.1. use phonics knowledge to spell words with irregular phonic letter pattern	Communication critical thinking
Strand 4: Writing Sub-strand 4: Labeling		
Content Standard	Indicators	Core Competencies
B2.4.4.1. Draw in label simple pictures	B2.4.4.1.1. Draw and label objects found in their environment	Collaboration and Communication Personal Development and Leadership
Sub-strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
B2.4.5.1 use knowledge of grammar and vocabulary to write words and sentences correctly	B2.4.5.1.1. write simple and meaningful sentences on activities we do to exercise our bodies	Communication and Collaboration Personal Development and Leadership
Strand 6: Extensive Reading Sub--strand 1: Building the love and culture of reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1. read a variety of age and level-appropriate books and texts from print and non-print	Personal development and leadership

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

B2.1.2.1.1. Interpret Rhymes and tongue-twisters in own words

Rhyme: Keeping fit

Teaching Strategies: Recitation, discussion, repetition, pair work, whole-class/group activities

Teaching/Learning Resources: A picture of children doing PE (English Learner's Book, page 99)

Core Competencies: Communication and Collaboration, Personal Development and Leadership, Cultural Identity and Global Citizenship

Key Vocabulary: fit, rope, twist, stretch, happy, bend, kick

Preparation Before Class

Enlarge the picture and write the rhyme on the board or on a large sheet of paper.

Teaching/Learning Activities**Activity 1**

1. Let learners sing a familiar song or recite a rhyme related to the lesson. Then, put up the picture on the board and let learners talk about what they see. Let them explain why the children in the picture must do what they are doing.
2. Write these keywords on the board and drill the pronunciation (kick, bend, twist, stretch).

Activity 2

1. Put up the poster of the rhyme or write it on the board. Recite the rhyme three times for learners to listen. Then, let them recite it after you line by line and on their own.
2. Help learners accompany the rhyme with actions. Let them recite as a class, in small groups and as individuals until they can recite it without looking at the words.
3. Next, prompt learners to state the parts of the rhyme they enjoyed and share them with each other. Finally, let learners give reasons why they enjoyed those parts.

Assessment

Learners are to answer the questions on **page 100** of the English Learner's Book 2 with their partners.

Remedial Activity

Have struggling learners repeat the rhyme line by line after you.

Have pairs as well as groups recite the rhyme with actions.

Extension Activity

Ask learners to pick three words from the rhyme, read them to their partners and form a sentence each with their chosen words.

Answers

- a. We should exercise our bodies.
- b. i. kick iii. bend
 ii. twist iv. stretch
- c. We feel fit and healthy, etc. (Personal response question.)

Reflection

Let learners reflect on the rhyme and compare the exercises they usually do to those mentioned in the rhyme.

Additional Practice

Refer learners to **pages 63 - 64** of the workbook for more exercises.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B2.2.7.1.1 Use illustrations, text clues and context to make prediction during Reading

Teaching Strategies: Echo-reading, pair work, whole-class/group activities, repetition

Teaching/Learning Resources: Word cards, pictures on English Learner's Book 2, **page 100**

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

Key Vocabulary: exercise, forward, kicking, pulling, running, skipping, swimming, swinging

Preparation Before Class

Before the lesson, prepare your word cards. If possible, make a large copy of the pictures on **page 100** of the English Learner's Book 2 for a more corporate picture reading activity.

Teaching/Learning Activities

Activity 3

1. Begin the lesson by discussing the pictures on **page 100** of the English Learner's Book 2. Then, allow learners to discuss what they see and predict the topic of the reading passage.
2. Teach and drill the pronunciation of the keywords (exercise, forward, kicking, pulling, running, skipping, swimming, swinging) one after the other.
3. Then, in pairs, let learners scan the text to find the words in bold. Encourage them to try and decipher the meaning of each word by looking at the pictures. Use context, demonstration, and miming to teach the meanings of the keywords, if necessary.

NB: Remember the order of teaching new vocabulary. Do not copy 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. Then, invite a few of them to share their ideas with the rest of the class.
2. Read the text a second time while learners listen. Finally, let learners read the text after you several times (echo-reading). In this activity, let learners as a class, in groups and individuals, read the passage after you several times.

Activity 5

In pairs, let learners take turns to read the text under each picture aloud to each other, sentence by sentence. Have learners pause frequently during reading to make predictions.

Assessment

Let learners read each question on **page 103** of the English Learner's Book 2 and discuss the answers with their partners.

Answers

- | | | |
|-------------------|-------------|---------------|
| a. a forward roll | d. Nii Boye | g. exercising |
| b. kicking a ball | e. False | |
| c. high jump | f. swimming | |

Remedial Activity

Refer low achievers to the reading text again. Let them observe the pictures and repeat the sentences after you a number of times. They also read the sample sentences on flash cards.

Extension Activity

Have high achievers fill in blank spaces with the correct game. E.g.

1. The children are _____ a race.
2. Bawa is doing a _____ roll.
3. The children enjoy _____.
4. Kaaba is _____ with a rope
5. Owusuaa is doing a _____

Answers

1. running
2. Forward
3. Swimming

4. Skipping
5. High jump

Reflection

Let learners reflect on the lesson and tell the class what they have learnt about doing exercises.

Sub-section B: Letters have Sound “sw”

Strand 2: Reading

Sub-strand 2: phonics

B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words

End the reading session with this activity. First, play the phonics song and let learners sing along. Then, while learners listen to you, blend the letters in the following words and read the words out loud (swim, swimming, swing, swinging, swell, swear). Next, instruct learners to blend and read the words after you.

After that, ask learners to sit in pairs and find more words that have “sw” in them. Go around to support them. Finally, let them form sentences with their words and present three of these sentences to the class.

Remedial Activity

Practice the consonants blend several times with the learners who struggle to make the sound. Give them the opportunity to use the sound in words.

Additional Practice

Refer learners to [pages 64 - 65](#) of the workbook for more exercises.

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

B2.2.6.1.1. Read level-appropriate words, understand and use many of them in meaningful sentences

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

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

Teaching/Learning Activities

1. Sentence completion (English Learner's Book 2, pages 104 - 105)

Revise the target words in a whole-class activity: skipping, kicking, long jump, swimming, swinging, jumping, pull, running. Refer learners to Activity 4 in the Learner's Book. Say the first word. Ask learners to find it and put up their hands when they have found it. Then, ask any one learner under which picture they have found it and to read the caption below the picture. Then have the whole class read the caption. Do the same with all the target words. If necessary, revise the meaning of the words.

Refer learners to exercise 1 in the Learner's Book. Have the whole class do the exercise orally. Then instruct learners to write the complete sentences in their exercise books.

Answers

- | | |
|-------------|--------------|
| a. running | e. jumping |
| b. swimming | f. long jump |
| c. pull | g. skipping |
| d. kicking | h. swinging |

Strand 5: Using writing conventions/Grammar usage

Sub-strand 10: Spelling

B2.5.10.1.1 Use Phonics knowledge to spell words with irregular phonic letter pattern

2. Word completion (English Learner's Book 2, page 105)

Working together as a class, let learners read the complete words from the board (exercise, body, children, doing, rope, swinging, pulling, tug, forward, kicking). (Explain the meaning of "tug" (verb): to pull hard.) Then, put learners in pairs to read the target words again. After that, clean the words from the board. Refer learners to exercise 2 in the Learner's Book and ask them to complete the words by filling the blank spaces with the correct letters. Finally, collect the books, mark them, and give feedback.

Remedial Activity

Have low achievers practice spelling the word several times using letter cards to enable them identify the missing letters.

Strand 2: Reading

Sub-strand 6: Vocabulary

B2.2.6.1.1. Read level-appropriate words understand and use many of them in meaningful sentences.

3. Sentence construction - (English Learner's Book 2, page 105)

Let learners pronounce the given words. Next, encourage them to form sentences with the words orally and then write them in their exercise books.

Additional Practice

Refer learners to pages 66 - 67 of the workbook for more exercises.

Strand 4: Writing**Sub-strand 4: Labeling**

B2.4.4.1.1. Draw and label objects found in the environment

Activity 6

Sub-strand 5: Writing Simple words and sentences

B2.4.5.1.2. Write simple and meaningful sentences on activities we do to exercise our bodies

Teaching Strategies: Observation, discussion, drawing, group activity.

Teaching/Learning Resources: Charts showing some objects around the school or real objects found around the school

Core Competencies: Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving

Key Vocabulary: truck, goods, exercise, body

Teaching/Learning Activities**Penmanship****Drawing and writing**

Take the learners around the school for them to observe the things around them. Then, in groups, ask learners to list the things that they like most as they walk around. When you return to the classroom, guide them to discuss what they saw outside.

Let learners choose one of the things they saw, draw it, and write one or two sentences about what they have drawn.

Let learners display their work for their classmates to inspect, after which they will submit it for marking.

Activity 6**Guided Writing**

Working in pairs, have learners talk about activities they do to exercise their bodies. Ask them to share what they discussed with the rest of the class.

Examples:

doing a forward roll	doing a high jump
kicking a ball	skipping
doing a long jump	swimming
pulling or tugging a rope	running, etc.

List the exercises on the board as learners mention them.

Then, have learners pronounce them as a whole class, groups, pairs and individuals. Still working in pairs, instruct learners to select any five types of exercises and form a sentence with each of them and share three with the class. Write some of the sample sentences on the board for learners to read several times. Now instruct learners to write their five sentences in their homework book. Go around to supervise. Collect learner's work for marking and feedback.

Examples:

The boys are kicking a ball to each other.

Ewe likes doing forward rolls on the carpet.

In tug-of-war, two teams are pulling on different ends of the same rope.

Remedial Activity

Have learners who struggle repeat a list of exercises on the board after you a number of times. Do further Reading practice using flashcards. Follow with matching words with the appropriate words in sentence cards

Extension Activity

Working in pairs, have fast learners complete these words using the correct letters.

E.g. sw_mming, sin_ing, pu_ling, for_ard, tu_

Answers

swimming, singing, pulling, forward, tug

Additional Practice

Refer learners to [page 68](#) of the workbook for more exercises.

Unit Summary

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

Discover more

Have learners watch this video in their groups and talk about the importance of exercise in our daily lives.

Homework

Assign learners to write a rhyme about ropes. They should include what we use ropes for and why they like ropes.

Workbook Answers

A. Oral Language

1. Examples of four words from the rhyme:

a. jump c. kick
b. bend d. stretch

2. False
3. strong
4. False
5. happy
6. exercises
7. exercising the body

B. Reading

Reading and Comprehension

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

Letters have Sounds

1. swinging, sweeping, sweet
2. sweat, switch, swell, swallow, swear, etc.

C. Vocabulary

1. Filling in blank spaces

a. morning	f. rope
b. running	g. twist
c. pulling	h. exercise
d. jump	i. bananas
e. enjoys	j. trains

3. Spelling

a. forward	e. rope
b. kicking	f. exercise
c. swinging	g. enjoy
d. tug	h. skipping

Unit Overview

This unit is about entertainment. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will engage in a conversation about making and responding to polite requests. Section B is in two parts. In the first part, learners will read a short text about playing games and answer questions on the text. The second part is code-named "Letters have Sounds". It will focus on the sound the letters "a" and "i" make in words. In Section C, learners will learn to have fun with the keywords they met in the passage. They will picture to their meaning, break words into syllables comma form sentences with giving words and fill the gaps in giving words with the right letters. In Section D, they will write sentences to describe facial expressions and also complete sentences with the appropriate words.

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, directions and making request

Content Standard	Indicators	Core Competencies
B2.1.9.1 Demonstrate understanding in commands, instructions, directions and request	B2.1.9.1.2 Make and respond to polite request	Communication and collaboration personal development and leadership

Strand 2: Reading

Sub-strand 7: Comprehension

Content Standard	Indicators	Core Competencies
B2.2.7. Understand and analyse text read	B2.2.7.1.2 Ask and answer factual and inferential questions about level-appropriate texts B2.2.7.1.1. Use illustrations, text clues and context to make predictions during reading	Personal development and leadership Communication and collaboration

Sub-strand 2:		
Content Standard	Indicators	Core Competencies
B2.2.2.1. Connect sounds to letters and blend letters/ syllabus in order to read and write	B2.2.2.1.2. Use the alphabetic knowledge to decode unknown words	Personal development and leadership cultural identity and global citizenship
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2-6.1 Understand word meaning and usages	B2.2.6.1.1. Read level-appropriate sight words, understand and use many of them in meaningful sentences	Personal Development and Leadership Communication and Collaboration
Strand 5: Using writing conventions/Grammar usage		
Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1. Use phonics knowledge to spell words	B2.5.10.1.1. Use phonics knowledge to spell words with irregular phonic letter pattern	Communication Critical thinking
Strand 4: Writing		
Sub-strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
B2.4.5.1. use knowledge of grammar and vocabulary to write words and sentences correctly	B2.4.5.1.1 Write simple sentences to express feelings B2.4.5.1.2 Write simple and meaningful sentence on objects found in the environment	Collaboration and communication Personal development and leadership
Strand 6: Extensive Reading		
Sub-strand 1: Building the love and culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and to demonstrate independence reading and learning in the literary area	B2.2.6.1.1. Read a variety of age and level-appropriate books and texts from print and non-print	Personal development and leadership

Strand 1: Oral Language

Sub-strand 9: Giving and responding to commands, instructions, directions and making requests

B2.1.9.1.2: Make and respond to polite requests

Teaching Strategies: Discussion, dialogue, demonstration, pair work

Teaching/Learning Resources: A poster of the conversation (dialogue), word cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: may, would, please, shall, agree, outside, late

Preparation Before Class

Make a poster of the conversation on **page 109** of the English Learner's Book 2..

Teaching/Learning Activities**Activity 1**

1. Let learners sing a familiar song or recite a rhyme related to the lesson.
Working in pairs, have learners demonstrate how they ask for favours.
2. Discuss polite requests using examples such as:
Please can you lend me your pencil? Please may I go out? May I sit down, please?
3. Discuss words used in polite requests: may, would, please, shall. Drill learners on the above words using word cards.
4. Put up the poster of the dialogue or write it on the board. Read it to the class. Then have learners repeat it after you, sentence by sentence. Next, divide the class to two groups and let each group read the words of one character. Repeat and have the groups swap roles so they can read the words of the other character too.
5. In pairs, let learners take turns reading the dialogue with their partners until they can role-play it without looking at the words. When they're done, let learners exchange roles.

Assessment

Now, assign learners, in pairs, to engage in making and responding to requests about playing games. They may use the pictures on **pages 111 - 112** of the English Learner's Book 2 for ideas..

Example: A: Please can I borrow your skipping rope?

B: Yes, you can. / No, you cannot.

B: Would you play empe with me, please?

A: Yes, I will. / No, I will not.

A: May I skip with you and your friends, please?

B: Yes, you may. / No, you may not.

Remedial Activity

Create real life situations for struggling learners to practise using the words we use for making request

Extension Activity

Have high achievers imagine other scenes for making polite request and do so appropriately in small groups.

Reflection

Let learners reflect on the conversation and ask them to compare how they make and respond to requests to what's happening in the conversation.

Additional Practice

Refer learners to **pages 69 - 70** of the workbook for more exercises.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B2.2.7.12. Ask and answer factual and inferential questions about level-appropriate text

B2.2.7.1.1. Use illustrations, text clues and context to make predictions during reading

Teaching Strategies: Echo-reading, pair work, whole-class/group activities

Teaching/Learning Resources: Word cards, pictures on **pages 111 - 112** of the English Learner's Book 2

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: volleyball, playing, tennis, Ludo, computer game, Draughts

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the pictures in the passage for a more corporate picture reading activity.

Teaching/Learning Activities

Activity 2

1. Begin the lesson by asking learners to look at the title of the passage. Then, allow learners to explain the title and predict the topic of the picture story.
2. Teach and drill the pronunciation of the keywords (volleyball, playing, tennis, Ludo, computer game, Draughts) one after the other.

3. In pairs, let learners scan the text to find the words in bold. Then, encourage them to decipher the meaning of each word by reading the sentence(s) in which it appears. Use context, demonstration, and miming to teach the meanings of keywords, if necessary.

NB: Remember the order of teaching new vocabulary. Do not copy the new words on the board ahead of time.

Activity 3

While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Then, invite a few of them to share their ideas with the rest of the class.

Activity 4

Read the text a second time while learners listen, and instruct them to read the text after you several times (echo-reading). In this activity, let learners as a class, in groups and as individuals read the passage after you several times.

Activity 5

Let learners read each question on **page 113** of the English Learner's Book 2 and discuss the answers with their partners.

Guide learners to ask and answer simple inferential questions on the text.

Assessment

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.

Answers

- a. volleyball
- b. grandfather and grandmother
- c. Draughts
- d. two boys (Mijima and Tawia)
- e. Because they are old. (Accept other reasonable answers. The question cannot be answered from the text.)
- f. the game of Draughts

Remedial Activity

Let low achievers practise reading words and sentences from the text after you. After thorough oral practice, have them repeat the words and sentences using flash cards.

Extension Activity

Ask high achievers to ask one direct and one inferential question based on the text.

Reflection

Have learners tell the class which of the games they have read about is/are their favourite(s). They should give reasons.

Sub-section B: Letters have Sounds – “a” and “i”

Strand 2: Reading

Sub-strand 2: Phonics

B2.2.2.1.2. Use the alphabetic knowledge to decode unknown words

End the reading session with this activity. First, play the jolly phonics song and let learners sing along. Then, while learners listen to you, blend the letters in the following words and read the words out loud: ant, apple, arrow, basket, fan, ship, fin, tin, kin. Instruct learners to blend and read the words after you. Then, in pairs, ask them to find more words that contain “a” and “i”.

Go around to support them. Let them form sentences with their words and present three of these sentences to the class.

Remedial Activity

In groups, have learners play sound games to enable learners come out with more words that have the target sounds (E.g. sound ball Game: If you catch the ball mention an object)

Additional Practice

Refer learners to **pages 70 - 73** of the workbook for more exercises.

Section C

Refer to **pages 115 - 116** of Learner's Book 2.

Strand 2: Reading

Sub-strand 6: Vocabulary

B2.2.6.1.1. Read level-appropriate sight words, understand and use many of them in meaningful sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Matching labels to pictures (English Learner's Book 2, **page 115**)

Working in pairs, let learners look at the pictures of different games in their Learner's

Book. Then, through questions, prompt them to discuss the pictures.

Example: Who are the people in the picture? Where are they? What are they doing?

Revise the names of the five target games by showing them on word cards for learners to mention. Then, instruct learners to do the matching activity in pairs.

2. Breaking words into syllables (English Learner's Book 2, [page 116](#))

Revise syllabification with learners.

Examples: Ludo = Lu + do

table = ta + ble

basketball = bas + ket + ball

Put learners into groups to break the given words into syllables.

Answers

a. foot + ball

b. vol + ley + ball

c. bas + ket + ball

d. Lu + do

e. Draughts

f. am + pe

g. ta + ble + ten + nis

h. com + pu + ter

Remedial Activity

Have learners practise clapping the syllables with you to enable them break the words into syllables with ease.

Extension Activity

In pairs, ask learners to form sentences with the given words.

3. Sentence construction (English Learner's Book 2, [page 116](#))

Let learners pronounce the words on cards and from the board. Then, encourage them to form sentences orally. After that, instruct them to write their sentences in their exercise books.

Activity 4

Strand 5: Using writing conventions/Grammar usage

Sub-strand 10: Spelling

B2.5.10.1.1. Use phonics knowledge to spell words with irregular phonic letter pattern.

4. Word completion (English Learner's Book 2, [page 116](#))

Working together as a class, let learners reread the text to find these words: volley, Draughts, computer, Ludo, afternoon, tennis, thinking, basket. Ask them to raise their hands when they find any of them and tell the class the picture number where they found it. Then let the whole class read the caption below the picture.

Next, put learners in pairs to read the sentence in which each word is found again. Still in pairs, let them complete the given words by filling the blank spaces with the correct group of letters. Do the first one with them.

Answers

- | | |
|----------------------|-----------------------|
| a. vol <u>l</u> ey | e. after <u>noo</u> n |
| b. Dra <u>u</u> ghts | f. tenn <u>i</u> s |
| c. comput <u>e</u> r | g. <u>t</u> hinking |
| d. L <u>u</u> do | h. bas <u>k</u> et |

Additional Practice

Refer learners to **pages 73 - 76** of the workbook for more exercises.

Section D

Refer to **pages 117-118** of Learner's Book 2.

Strand 4: Writing

Sub-strand 5: Writing simple words and sentences

B2.4.5.1.1. Write simple sentences to express feelings

Teaching Strategies: Modelling, copying

Teaching/Learning Resources: Pictures of different faces (sad, happy, etc.)

Core Competencies: Personal Development and Leadership, Communication and Collaboration

Key Vocabulary: Draughts, abilities, fast, games, thinking

Preparation Before Class

Prepare pictures of different facial expressions. You can get them on the internet, cut them out from old magazines or draw them yourself.

Teaching/Learning Activities

Penmanship

Lead learners to do hand and wrist exercises for a few minutes.

Show pictures of different faces to learners and ask them to describe the images they see.

Example: smiling/angry/sad/happy/worried/frightened faces.

Instruct learners to select one facial expression, draw it and write one sentence to describe what they have drawn.

Let learners display their work for their classmates to inspect.

Additional Practice

Refer learners to **page 77** of the workbook for more exercises.

Activity 8

Guided Writing

B2.4.5.1.2 Write simple and meaningful sentences on objects found in the environment

Working together as a class, ask learners to reread the passage and find the following words (Draughts, exercise, Ludo, thinking abilities, fast, computer games). Next ask them to raise their hands when they find any of them and tell the class the paragraph in which they found it. Then, encourage them to read the sentences that contain each word.

Put learners in pairs and instruct them to read the sentence in which each expression is found again. Revise the meaning of the words, if necessary. Then refer learners to the activity in the Learner's Book. Let them work in pairs and complete the sentences orally. Conclude the activity by having pairs of learners say the complete sentences. Have the class repeat each correctly completed sentence, and then write the sentences in their exercise books. Have learners share work with the class.

Answers

- | | |
|-------------------|--------------|
| a. Ludo | e. Draughts |
| b. computer games | f. fast |
| c. exercise | g. abilities |
| d. thinking | |

Remedial Activity

Have low achievers repeat the given words after you from the board and on flash cards. Help them to make sentences from the treated words and copy three of them in their exercise books.

Extension Activity

Ask high achievers to write a few sentences about the game they like best.

Unit Summary

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

Discover more

Have learners watch this video on some games we can play and discuss the importance of games in our lives with them.

Homework

Assign learners to write a short story about the kind of ball they would be if they were a ball for a day.

Workbook Answers

A. Oral Language

1. Alhassan
2. Ludo
3. Bukari
4. stopped playing
2.

a. would	e. please
e. please	f. may
f. may	g. may
g. may	h. would

B. Reading

Reading and Comprehension

1. volleyball
2. ampe
3. table tennis
4. Mijimah and Tawia
5. Ludo
6. exercising our bodies
7. Ludo
8. happy

Letters have sounds

1. hat - a; grandma - a; cat - a
2. Words with "a" and "i"

"a"	"i"
rat	fin
cap	hit
hand	sick
fat	rich
sand, etc.	fit, etc.

C. Vocabulary

1. Sentence completion

a. grow	f. Draughts
b. mentioned	g. fast
c. played	h. ability
d. games	i. ampe
e. little	j. thinking
2. Matching games with their names
 - i. basketball
 - ii. Ludo
 - iii. Oware
 - iv. Computer games
 - v. Volleyball
4. Matching syllables

a. ampe	f. little
b. thinking	g. many
c. football	h. sometimes
d. grandfather	
e. exercise	

D. Writing

- a. The girl feels sad.
- b. The girl feels happy.
- c. The man feels angry.
- d. The man feels joy/happiness.

Unit Overview

This unit is about celebrating a festival. It consists of four sections labelled A - D. Section A, will deal with Oral Language Development. Learners will learn and practise how to greet at various times and occasions. Section B is in two parts. In the first part, learners will read aloud a short text, titled “A festival at Sunkwa”, and answer questions on the text. The second part is code-named “Letters Have Sounds”. It will focus on making the /a:/sound in words. In Section C, learners will learn how to have fun with the keywords they met in the text. They will complete giving sentences with the keyword to, find medicine letters for familiar words and use given words to form sentences. In Section D, learners will read and copy sentences from a substitution table and draw themselves dressed for a festival in their hometown.

Learning Outcomes

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

Strand 1: Strand 1: Oral language Sub-strand 6: Conversation		
Content Standard	Indicators	Core Competencies
B2.1.6.1. Use certain culturally acceptable language for communication	B2.1.6.1.1. Use appropriate greetings for special occasions	Cultural Identity and Global Citizenship Communication and Collaboration
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1. 1 Understand and analyse texts read B2.2.7.2 New knowledge scores and techniques of Reading to understand and interpret texts	B2.2.7.1.2 Ask an answer factual and inferential questions about level-appropriate texts B2.2.7.2.1. Demonstrate understanding of the purpose and features of information texts	Communication and collaboration Critical thinking
Sub-strand 2: Phonics (Letters have Sounds)		
Content Standard	Indicators	Core Competencies
B2.2.2.1 Connect sounds to letters and blend letters/syllables in order to read and write	B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words	Personal Development and leadership Cultural Identity and Global Citizenship

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1. Understand word meanings and usages	B2.2.6.1.1. Read level-appropriate sight words, understand and use many of them in meaningful sentences	Personal development and leadership communication and collaboration
Strand 5: Using writing conventions/Grammar usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1. Use phonics knowledge to spell words	B2.5.10.1.1. Use phonics knowledge to spell words with irregular phonic letter pattern	Communication Critical thinking
Strand 4: Writing Sub-strand 7: Controlled Writing		
Content Standard	Indicators	Core Competencies
B2.4.7.1. Write simple compositions	B2.4.7.1.1. Write or copy correct sentences from a substitution tables	Communication and Collaboration Personal Development
B2.4.5.1. Use knowledge of grammar and vocabulary to write words and sentences correctly	B2.4.5.1.3 Draw a picture and write at least a sentence to share an opinion	
Strand 6: Extensive Reading Sub-strand 1: Building the love and culture of reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1. Read a variety of age and level-appropriate books and texts from print and non-print	Personal Development and Leadership

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

B2.1:6.1.1. Use appropriate greetings for special occasions

Teaching Strategies: Discussion, group work, pair work, repetition, demonstration

Teaching/Learning Resources: Picture on English Learner's Book, **page 121**; a poster with samples of short conversations involving greetings (see Activity 2 in this book)

Core Competencies: Communication and Collaboration, Cultural identity and Global Citizenship

Key Vocabulary: festivals, special, birthdays, congratulations

Preparation Before Class

Gather the materials you need. If possible, enlarge the picture on **page 121** of the Learner's Book and make a poster with samples of appropriate forms of greeting (see **Activity 2** below). This will help you ensure that all learners move with you at the same pace.

Teaching/Learning Activities**Activity 1**

1. Let learners sing a familiar song or recite a rhyme related to the lesson.
2. Then, put up the picture on the board and let learners describe what they see.
Ask them to name the people in the picture and say what they are doing.
Then, let them explain why the people in the picture must act in the manner they do.

Activity 2

1. Through questions, revise daily greetings with learners, e.g., Good morning/afternoon/evening/night. Discuss how we greet each other on special days, such as Christmas Day or New Year's Day. Refer to **page 121** of the English Learner's Book 2.
2. Put up your poster with the five conversations/greetings below or write them on the board.

Greetings

A: (To Mrs. Adu) Good morning, madam.

B: Good morning, how are you?

A: I am fine, thank you madam.

A: (To Mr. Adu) Good afternoon, Sir.

B: Good afternoon, child. How are your parents?

A: They are quite well, sir. Thank you.

A: (To Mr. Mensah) Good evening, Sir.

B: Good evening.

A: (To a friend) Happy New Year!

B: Thanks, and many happy returns.

A: You have passed your exams! Congratulations!

B: Thank you.

In pairs, let learners practise greeting each other in these five ways until they can do so without looking at the poster. Let learners exchange roles in the interaction.

Assessment

Let individual learners take turns to repeat special greetings, such as: Merry Christmas, Happy Eid-ul-Fitr, Happy New Year, Happy birthday, Congratulations on your birthday.

Remedial Activity

Observe and identify those who struggle with the dialogue on special greetings. Practise the dialogue with them so they can say it alone. Then, let them rejoin the whole group to continue practising the dialogue

Extension Activity

Ask high achievers to write a few sentences about the game they like best.

Reflection

Invite learners to say why they like or dislike greeting people.

Additional Practice

Refer learners to [page 78](#) of the workbook for more exercises.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B2.2.7.1.2 Ask and answer factual and inferential questions about level-appropriate texts

B2.2.7.2.1 Demonstrate understanding of the purpose and features of information texts

Teaching Strategies: Echo-reading, pair work, whole-class/group activities, discussion, modelling

Teaching/Learning Resources: Pictures of scenes from a festival (English Learner's Book 2, [pages 122](#) and [124](#)), word cards, sentence cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership, Critical thinking

Key Vocabulary: celebrate, linguist, drummers, durbar, village, carried, return, path

Preparation Before Class

Before the lesson, prepare your word cards and sentence cards. Make a large poster of the pictures on **pages 122 and 124** of the English Learner's Book 2, if possible, for a more corporate picture reading activity.

Teaching/Learning Activities

Activity 3

1. Begin the lesson by discussing the pictures on **pages 122 and 124** of the English Learner's Book 2. Allow learners to talk about what they see and predict the topic of the reading passage.
2. Teach and drill the pronunciation of the keywords (celebrate, linguist, drummers, durbar, village, carried, return, path) one after the other.

Activity 4

In pairs, ask learners to scan the text and find the words in bold. Encourage them to decipher the meaning of each word by reading the sentence(s) in which it appears. Use contexts, demonstration, and miming to teach the meanings of the keywords (if necessary).

NB: 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. Then, invite a few of them to share their ideas with the rest of the class. Next, read the text a second time while learners listen. After that, let learners read the text after you several times (echo-reading). In this activity, let learners as a class, in groups and as individuals, read the passage after you several times. You may also ask learners to read from sentence cards.

Have learners identify the purpose of this text through think-pair-share.

Activity 6

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.

Remedial Activity

Use thorough discussion of the picture on **page 124** of Learner's Book 2 and probing questions to support low achievers understanding of the passage.

Extension Activity

Let high achievers locate sentences in the Reading passage that contain any of the treated words.

Assessment

Let learners read each of the questions in Activity 7 on **page 125** of the English Learner's Book 2 and discuss the answers with their partners.

Answers

- a. Akwanbo
- b. Saturday
- c. "Clearing of the path"
- d. The young people of the village
- e. The Asafo Group
- f. There is a durbar/ people dance/ they enjoy themselves.
- g. palanquin
- h. The paramount chief/ smaller chiefs/ the queen mother/ the linguist/ elders (Any two)
- i. They are enjoying the festival/ because of the festival

Sub-section B: Letters have Sounds – /ar/

Strand 2: Reading

Sub-strand 2: Phonics

B2.2.2.1.2. Use the alphabetic knowledge to decode unknown words

End the reading session with this activity. First, play the phonics song and let learners sing along. Then, while learners listen to you, blend the letters in the following words and read them aloud: car, arm, park, start, star, art, harm, hark.

Ask learners to blend the letters and read the words after you. Then, with learners seated in pairs, let them find more words that contain "ar". Go around to support them. After that, let them form sentence(s) with their words and present three to the class.

Remedial Activity

Observe and identify learners who struggled to produce the target sounds in words. Practise the sound in isolation with them and then in words. Encourage them to make it longer than the short /a/ sound.

Additional Practice

Refer learners to **pages 79 - 81** of the workbook for more exercises.

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

B2.2.6.1.1. Read level-appropriate sight words, understand and use many of them in meaningful sentences

Teaching strategies: Demonstration, explanation, leading questions, pair work, whole- class/ group activities

Teaching/Learning Resources: Word cards

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

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities**1. Sentence completion** (English Learner's Book 2, **page 127**)

Working together as a class, let learners reread the passage and find the following words: celebrate, festival, linguist, happier, palanquins, drummers, queen mother, durbar.

Ask them to raise their hands when they find any word and tell the class the paragraph in which they found it. Then, let them read the sentence that contains each word.

Put learners in pairs to read the sentence in which each word is found again. Encourage them to think and decipher the meaning of the words. Then, let them share their meaning with the class. Still in pairs, let learners complete these sentences by filling the blank spaces with the correct words.

Answers

- | | |
|--------------|-----------------|
| a. festival | e. queen mother |
| b. linguist | f. palanquins |
| c. happier | g. drummers |
| d. celebrate | h. durbar |

Strand 5: Using writing conventions/Grammar usage**Sub-strand 10: Spelling**

B2.5.10.1.1. Use phonic knowledge to spell words with irregular phonic letter pattern

2. Word completion (English Learner's Book 2, **page 128**)

Put learners in pairs to read the target words. Encourage them to think and decipher the meaning of the words. Then, let them share their meanings with the class.

Still in pairs, let learners complete the given words by filling in the missing letters. Do the first one with them. After that, let the whole class read the words from the board. Finally, instruct learners to use words in sentences and copy them into their exercise books.

Answers

- | | |
|-----------------------|---------------------|
| a. pe <u>o</u> ple | f. clothe <u>s</u> |
| b. vill <u>a</u> ge | g. dan <u>c</u> ing |
| c. Satur <u>u</u> day | h. play <u>i</u> ng |
| d. pat <u>h</u> | i. chief <u>s</u> |
| e. you <u>n</u> g | j. carrie <u>d</u> |

3. Sentence construction (English Learner's Book 2, page 128)

Let the whole class read each word from the board three times. Then, use word cards for further pronunciation drills. Explain the meaning of the words, if necessary. Give sample sentences as a guide for learners to form their own sentences orally. They then write them in their exercise books.

Remedial Activity

Practise spelling the words with the low performance with letter cards to build their competence in spelling each of the words.

Additional Practice

Refer learners to **pages 81 - 84** of the workbook for more exercises.

Section D

Strand 4: Writing

Sub-strand 7: Controlled Writing

B2.4.7.1.1. Write or copy correct sentences from substitution tables

Teaching Strategies: Modelling, copying, demonstration, repetition

Teaching/Learning Resources: A substitution table

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: read, write, print, come from, am attending, Odwira Festival

Preparation Before Class

Before the lesson, copy the substitution table on a cardboard.

Teaching/Learning Activities

Lead learners to do hand and wrist exercises for a few minutes. Additionally, show them how to hold a pen/pencil correctly.

In pairs, let learners read the words that form the sentences in the table. Guide learners with your sample sentences from the table.

Example: i. She reads a book every day.

ii. They read a book every day.

Write learners' examples of sentences on the board. Next, instruct the whole class to read over the sample sentences from the board. Then, let learners write four sentences in their exercise books.

Activity 8

Guided Writing

Sub-strand 5: Writing simple words and sentences.

B2.4.5.1.3. Draw a picture and write at least a sentence to share an opinion.

1. As a whole class, discuss with learners the festival celebrated in their hometowns.
2. Let them talk about the different attires people wear for such an occasion. Then ask learners to draw themselves dressed for a festival in their hometown and write two sentences about themselves and the festival under their drawing.
3. Let learners display their drawings in the classroom

Remedial Activity

Go round to support learners who struggle to write their sentences with spelling or the words.

Extension Activity

Still working in groups, have learners write three sentences of their own with verbs in the simple present tense.

Refer learners to Revision 3 on **pages 131 - 134** of the English Learner's Book 2 of the English Learner's Book 2 for more practice.

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 talk about some traditional dances during festivals.

Homework

Ask learners to write eight things that will happen at their festivals. The name of the festival should be given.

Revision 3 Answers

Exercise 1

1. Good morning, friend/Esi/Kwasi, etc.
2. Good afternoon, friend/John/Josephine, etc.
3. Happy birthday to you.
4. i. Merry Christmas
ii. Happy Eid Mubarak
5. Congratulations on winning the Best Student Award.

Exercise 2

1. a. Mummy Gyekyewa f. nurses
b. True g. food
c. palmnut soup h. babies
d. learning i. breast
e. teeth j. weigh

Exercise 4

1. a. thinking b. game c. exercise d. played
e. basketball f. volleyball g. ampe h. vegetables
i. cabbage j. diseases k. weigh i. kick

2. develop – create
ability – the power to do things
dentist – a doctor who cares for people's teeth
gum – the flesh around the teeth
inspected – look carefully into something
decayed – rotten or gone bad
germs – something that causes diseases
Draughts – a game played in Ghana
graph – a chart
durbar – a gathering of chiefs, elders, and the people of a traditional area

Exercise 5

1. Ensure letter formation and spacing.
2. (Accept any reasonable answers since the answers depend on each learner's background.)

Workbook Answers

A. Oral Language

- A. 1. Good afternoon, Ashie.
2. Good evening, Tewia.
3. Good night, Mother/Mummy.
4. Happy birthday, Atsu.
5. Merry Christmas, Essuah.

- B. 1. Happy Eid-ul-Fitr.
2. Congratulations on your graduation/achievement.
3. Merry Christmas

B. Reading

Reading and Comprehension

- | | |
|------|------|
| 1. ✓ | 6. x |
| 2. ✓ | 7. x |
| 3. x | 8. x |
| 4. ✓ | 9. ✓ |
| 5. x | |

Letters have sounds

1. a. "i" b. "e" c. "e" d. "ar"
2. "e" "ar"
- | | |
|-----------|------------|
| men | far |
| pen | sharp |
| mend | mark |
| shed | farm |
| send, etc | yarn, etc. |

3. a. let, park c. get
b. set d. shark, very

C. Vocabulary

1. Fill in the blanks

- a. drummers
b. path
c. parade
d. village
e. festival
f. people
g. chiefs
h. clothes

4. Word puzzle

Down: weed, happily, march, elders

Across: festivals

Unit 13

Doing things at home

Unit Overview

This unit is about doing things at home. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn to talk about things they do at home and what they like doing best. Section B is in two parts. In the first part, learners will read aloud a short text, titled "The Fiawoo family at home", and answer questions on the text. The second part is code-named "Letters have Sounds". It will focus on the /3:/ sound in words. In Section C, learners will learn to have fun with the keywords they met in the passage. They will join syllables to form words, complete sentences with given words and match words to their meanings. In Section D, they will match parts of sentences under A with those under B to form sentences. Finally, learners will write down things they do at home on Saturday mornings.

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
B2.1.6.1. explore using certain culturally acceptable language for communication	B2.1.6.1. Talk about events at home	Cultural Identity and Global Citizenship
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.2. use knowledge skills and techniques of reading to understand and interpret text	B2.2.7.2.3. Connect characters ideas and information within a text	Critical thinking communication and collaboration
Sub-strand 9: Fluency		
Content Standard	Indicators	Core Competencies
B2.2.9.1. Read texts fluently	B2.2.9.1.1 Read passage with good pace, accuracy and expression	Communication and Collaboration
Sub-strand 2: Phonics (Letters have Sounds)		
Content Standard	Indicators	Core Competencies
B2.2.2.1. Connect sounds to letters and blend letters/ syllables in order to read and write	B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words	Personal Development and Leadership Cultural Identity and Global Citizenship

Strand 5: Using Writing Conventions/Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2. 5.10.1 Use phonics knowledge to spell words	B2.5.10.1.1 Use phonics knowledge to spell words with irregular phonic letter pattern	Communication Critical Thinking
Strand 2: Reading Sub-strand: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 Understand word meanings and usages	B2.2-6.1.1 Read level-appropriate sight words, understand and use many of them in meaningful sentences B2.2.6.1.2 Use context clues to infer meanings of words	Personal Development and Leadership Communication and Collaboration
Strand 4: Writing Sub-strand 7: Controlled Writing		
Content Standard	Indicators	Core Competencies
B2.4.7.1. Write simple compositions	B2.4.7.1.2. Match parts of sentences to compose meaningful text	Communication and Collaboration Personal Development
Sub-strand 8: Guiding Writing		
Content Standard	Indicators	Core Competencies
B2.4.8.1 Compose short paragraphs through answering questions	B2.4.8.1.1. Develop two different paragraphs on one idea or concept teaching questions	Communication and Collaboration Personal Development
Strand 6: Extensive Reading Sub-strand 1: Building the love and culture of reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and to demonstrate independence reading and learning in the literary area	B2.6.1.1.1. Read a variety of age and level-appropriate books and texts from print and non-prints	Personal Development and Leadership

Strand 1: Oral Language**Sub-strand 6: Conversation****B2.1.6.1.2** Talk about events at home

Teaching Strategies: Discussion, demonstration, pair work, group/whole-class activities

Teaching/Learning Resources: Picture on **page 136** of the English Learner's Book 2

Core Competencies: Communication and Collaboration, Cultural identity and Global Citizenship

Key Vocabulary: cooking, washing bowls, sweeping the room, fetching water, removing cobwebs, etc.

Preparations Before Class

If possible, make a large copy of the picture on **page 136** of the Learner's Book.

Teaching/Learning Activities**Activity 1**

1. Let learners recite a familiar rhyme or sing a familiar song related to the lesson. Next, put the picture on the board and let learners discuss what they see. Let them name the people in the picture and say what they are doing.
To end this starter, let learners predict what the lesson will be about.
2. First, let pairs of learners tell each other about activities they do at home. They should mention to their partners the activity they like doing most and why.
3. Secondly, let learners role-play some of the events like washing bowls, sweeping the room, fetching water, cooking, etc.

Assessment

Finally, ask individual learners to tell what they like doing best.

Remedial Activity

Have low achievers look again at the pictures on LB page 137 and mention what they see. E.g washing plates, preparing banku, going to the farm, fetching water. Let individuals tell their partners the activities they do at home.

Support them with vocabulary they need to engage in the conversation.

Extension Activity

Have learners form sentences orally with given words: feed, sleep, iron, wash

Reflection

Have learners reflect on the things we do at home and recall some of the experiences.

Additional Practice

Refer learners to **page 86** of the workbook for more exercises.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B2.2.7.2.3 Connect characters, ideas and information within a text

Sub-strand 9: Fluency

B2.2.9.1.1. Read passage with good pace, accuracy and expression

Teaching strategies: Echo-reading, pair work, whole-class/group activities, discussion, modelling

Teaching/Learning Resources: Word cards, sentence cards, pictures on **page 137** of the English Learner's Book 2

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

Key Vocabulary: father, family, plants, breakfast, kitchen, setting the table, and hungry

Preparation Before Class

Before the lesson, prepare your word cards and sentence cards. Make a large copy of the pictures, on **page 137** of the English Learner's Book 2, if possible, for a more corporate picture reading activity.

Teaching/Learning Activities

Activity 2

1. Begin the lesson by discussing the pictures on **page 137** of the English Learner's Book 2. Then, allow learners to discuss what they see and predict the topic of the reading passage.
2. Teach and drill the pronunciation of the keywords (father, family, plants, breakfast, kitchen, setting the table, hungry) one after the other.

Activity 3

1. In pairs, let learners scan the text to find the words in bold. Next, let them try to decipher the meaning of each word by reading the sentence(s) in which it appears.
2. Use context, demonstration, and miming to teach the meanings of keywords (if necessary).

NB: 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 them to check the correctness of their predictions. Then, read the text a second time modeling reading aloud with good

pace and expression while learners listen. Finally, let learners read the text after you several times (echo-reading). In groups have learners practise reading with good pace, accuracy and expression.

2. Encourage more word recognition by asking learners to read from sentence and word cards.

Remedial Activity

Have low achievers practise reading sentences aloud with you till they could read them on their own before they join their group members to do choral reading of the text.

Activity 6

Let learners read the questions on **page 139 - 140** of the English Learner's Book 2 and discuss the answers with their partners.

Assessment

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.

Answers

- a. Fui's father
- b. Fui's mother
- c. He is a farmer and working outside the house. / He is planting maize at the back of his house. (Note: The text does not say exactly what he was doing before he entered the kitchen.)
- d. She is busy cooking breakfast (tom brown porridge).
- e. She is setting the table.
- f. They like tom brown porridge.
- g. Yes, she is his daughter.
- h. Yes, she is.

Reflection

In small groups, have learners reflect on the story and relate it to Saturday mornings at their home.

Sub-section B: Letters have Sounds – Vowel sound "ur"

Strand 2: Reading

Sub-strand 2: Phonic

B2.2.2.1.2: Use the alphabetic knowledge to decode unknown words

End the reading session with this activity. Play the phonics song and let learners sing along. While learners listen to you, blend the letters in the following words and read them aloud (turn, burn, fur, church, surname). Then, get the learners to blend and read the words after

you. When they have finished reading the words after you, let them sit in pairs and find more words that contain the “ur” sound. Go around and support them. Finally, let them form sentences with their words and present three of those sentences to the class.

Remedial Activity

Observe to identify learners who struggle to produce the sound.
Have them practise the sound with you in a variety of words.

Additional Practice

Refer learners to **pages 87 - 89** of the workbook for more exercises.

Section C

Strand 5: Using writing conventions/Grammar usage

Sub-strand 10: Spelling

B2.5.10.1.1. Use phonics knowledge to spell words with irregular phonic pattern

Teaching/Learning Strategies: Demonstration, explanation, leading questions, pair work, whole-class/group activities

Teaching/Learning Resources: Word cards

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

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Blending syllables to form words (English Learner's Book 2, **page 141**)

Working together as a class, discuss the exercise with learners. Provide a few examples for them to do on the board, e.g. daugh + ter = daughter, morn + ing = morning, pho + to = photo, sto + ry = story.

Instruct learners to finish the exercise in pairs orally and then write the complete words in their exercise books. Have learners use the words in oral sentences.

Remedial Activity

Practice blending the syllables with those who struggle to do so.

Extension Activity

Give high achievers this or more syllable words to break and blend.

Answers

- | | |
|--------------|--------------|
| a. stomach | e. sister |
| b. sometimes | f. breakfast |
| c. working | g. cooking |
| d. porridge | h. hunter |

Strand 2: Reading

Sub-strand 6: Vocabulary

B2.2.6.1.1. Read level-appropriate sight words, understand and use many of them in meaningful sentences

B2.2.6.1.2. Use context clues to infer meanings of words.

2. Sentence completion (English Learner's Book 2, page 141 - 142)

Working together as a class, let learners reread the passage and find the following words: working, things, father, maize, cooking, setting, helping, hungry, tom brown porridge, Kokui. Ask them to raise their hands when they find any of them. Ask individual learners to read the sentence in which the word appears. Next, put learners in pairs to read the sentences in which each word is found again. The words are not difficult. Ask them to put up their hands if there are any words that they do not understand yet. Then, still in pairs, let learners complete the sentences by filling the blank spaces with the appropriate words.

Answers

- | | |
|------------|-----------------------|
| a. things | f. cooking |
| b. father | g. helping |
| c. working | h. setting |
| d. maize | i. tom brown porridge |
| e. Kokui | j. hungry |

3. Matching words to their meanings (English Learner's Book 2, page 142)

Call a learner to read the words under column A and another to read their meaning under column B.

Have groups do the work orally. Then, write it on the board for the class, group and individual learners to read each word and its meaning three times.

Answers

- | |
|---|
| a. setting – laying a table |
| b. breakfast – morning meal |
| c. home – house/place where people live |
| d. hungry – starving |
| e. kitchen – a room for preparing food |
| f. daughter – one's female child |
| g. help – assist |

Additional Practice

Refer learners to **pages 89 - 91** of the workbook for more exercises.

Section D

Strand 4: Writing

Sub-strand 7: Controlled Writing

B2.4.7.1.1. Match parts of sentences to compose meaningful texts

Teaching/Learning Strategies: Demonstration, copying, pair work, class/group activities

Teaching/Learning Resources: Model composition, table of sentences

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

Key Vocabulary: painted, green, brown, in front of, few, many

Preparation Before Class

Before the lesson, prepare your model composition and a table of sentences.

Teaching/Learning Activities

Penmanship

1. Working together as a class, talk about the fact that houses have different styles, sizes and colours. Let them talk about their houses using descriptive words in sentences.
2. Put sample sentences on the board.

Example: My house is big. It has many/few rooms.

The windows are big; the house is painted white.

The doors and windows are painted blue.

Allow learners to read over the sentences in groups, pairs, and as individuals. Then, present a chart with the same sentences broken into two parts under columns A and B for learners to match their beginnings and endings.

After thorough oral practice. Let learners do the matching exercise in the Learner's Book. Let them write the heading "My house" in their exercise books, and then write the sentences underneath.

Remedial Activity

Present low achievers with pictures to assist their description of the house e.g The walls are blue, etc

Answer

My House

My house is small.

The walls are painted green.

There are few rooms.

The doors and windows are painted brown.

There are flowers in front of the house.

Activity 7

Guided Writing

Working as a class, revise with learners the things we do at home.

Examples: Cooking, washing dishes/clothes, cleaning the house, etc..

Working in pairs, have learners write sentences about seven things they do at home on Saturday morning in their homework book.

Examples: I brush my teeth.

My siblings and I fetch water from a well

Remedial Activity

Assist low achievers to write their sentences correctly.

Extension Activity

Have high achievers work in groups. They form sentences with given verbs and write three of them in their exercise books.

Additional Practice

Refer learners to **pages 91 - 92** of the workbook for more exercises.

Unit Summary

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

Discover more

Have learners watch this video and let them talk about the things we can do at home.

Homework

Let learners do the matching exercise at home read the completed sentences and use them to write a story in their homework book.

Workbook Answers

B. Reading

Reading and Comprehension

- | | |
|------|-------|
| 1. ✓ | 6. ✓ |
| 2. x | 7. x |
| 3. ✓ | 8. ✓ |
| 4. x | 9. ✓ |
| 5. x | 10. x |

Letters have Sounds

Activity 2:

- burn, turn, fur
- surprise, surgery, purchase, nurse, hurt, return, turkeys, surf, etc.

The following words should be ticked; all others should receive a cross.

- a. fur
- b. church
- c. curve, further
- d. hurt
- e. turn

C. Vocabulary

- Matching expressions with their meanings
 - a. the day before yesterday – two days ago
 - b. race – running competition
 - c. ended – was over
 - d. took place – happened

e. trophy – prize

f. top speed – very fast

1. Joining syllables

- | | |
|---------------|-------------|
| 1. a. cooking | e. mother |
| b. maize | f. kitchen |
| c. sometimes | g. yourself |
| d. plant | h. listen |

2. Spelling

- | | |
|--------------|--------------|
| 2. a. family | e. breakfast |
| c. setting | f. maize |
| d. events | g. lemon |
| e. father | h. house |

D. Writing and Grammar Usage

The name of my school is Halm Memorial School.

The school was founded in 2015.

There are many boys and girls. Only 40 children were in the school at the beginning.

Now, there are about 800 children.

There are 17 teachers in the school.

Unit 14

Going on an excursion

Unit Overview

This unit is about going to places. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn about turn-taking in conversations and practise it. Section B is in two parts. In the first part, learners will read a short text titled "Visiting places" and answer questions on the text. The second part is code-named "Letters have Sounds". It will focus on the vowel sound /eɪ/ in words. Learners will learn sample words and give their own examples. In Section C, learners will learn to have fun with the keywords they met in the passage. They will join syllables to form words match words to their meanings and form sentences with given words. In Section D, they will match parts of sentences to form full sentences and finish the section with a sentence completion exercise.

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
B2.1.6.1 Apply knowledge of language and communicative skills to participate in conversation	B2.1.6.2.1 Demonstrate turn – taking in conversations.	Communication and Collaboration Personal Development and Leadership
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1 Understand and analyse texts read	B2.2.7.1.2 Ask and answer factual and inferential questions about level – appropriate texts. B2.2.7.1.3 Retell level-appropriate texts in own words	Personal Development and Leadership Communication and Collaboration
Sub-strand 2: Phonics (Letters have Sounds)		
Content Standard	Indicators	Core Competencies
B2.2.2.1 Connect sounds to letters and blend letters/ syllables in order to read and write.	B1.2.2.1.2 Use the alphabetic knowledge to decode unknown words.	Personal Development and Leadership Cultural Identity and Global Citizenship

Strand 5: Using Writing Conventions/Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.510.1 Use phonics knowledge to spell words	B2.5.10.1.1 Use phonics knowledge to spell words with irregular phonic letter pattern	Communication Critical Thinking
Strand 2: Reading Sub-strand: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1. Understand word meanings and usages.	B2.2.6.1.2 Use context clues to infer meanings of words. B2.2.6.1.1 Read level – appropriate sight words, understand and use many of them in sentences.	Personal Development and Leadership Communication and Collaboration
Strand 4: Writing Sub – strand 7: Controlled Writing		
Content Standard	Indicators	Core Competencies
B2.4.7.1 Write sample composition	B2.4.7.1.2 Match parts of sentences to compose meaningful texts.	Communication and Collaboration Personal Development
Sub – strand 10: Narrative Writing		
Content Standard	Indicators	Core Competencies
B2.4.10.1 Narrate situations, express feelings and convey point of view about the real or fictional world.	B2.4.10.1.1 Write about real or imagined experiences or events using the process approach.	Communication and Collaboration Personal Development
Strand 6: Extensive Reading Sub – strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in the literary area.	B2.6.1.1.1 Read a variety of age and level – appropriate books and texts from print and non-print.	Personal Development and Leadership

Strand 1: Oral Language**Sub-strand 6: Conversation****B2.1.6.2.1.** Demonstrate turn-taking in conversations**Conversation: Turn-taking in conversations****Teaching/Learning Strategies:** Discussion, demonstration, conversations**Teaching/Learning Resources:** Sample conversation**Core Competencies:** Communication and Collaboration, Personal Development and Leadership**Key Vocabulary:** hometown, folk songs, taught, durbar**Preparation Before Class**

Write the conversation provided under **Activity 1, point 2** below on a large sheet of paper or write it on the board.

Teaching/Learning Activities**Activity 1**

Let learners sing a familiar song or recite a rhyme related to the lesson.

1. Inform learners that they will discuss what happened over the weekend by speaking one after the other.
2. Guide learners to talk by sharing your own experiences. For example, “There was a festival in my neighbourhood, so I attended a durbar at the chief’s palace. I met some friends, and we had a good time.” Let learners take turns to name and describe events that have taken place recently.
3. Put up the poster of the conversation or write it on the board.

Manu: There was a wedding at my church. There were a lot of people.

Ashie: My father took me to his hometown. We visited many places.

Haruna: Grandfather taught us folk songs. He also taught us how to dance Adowa.

In groups of three, let learners take turns to read the conversation until they can say it without looking at the words. Next, let learners swap roles in the conversation.

Discuss the importance of turn-taking in conversations with learners.

Remedial Activity

Prompt learners to wait for their turns.

Assessment

Let individual learners take turns to answer these questions.

1. Whose church had the wedding?
2. Who were there?
3. Where did Ashie's father take him to?
4. What did Haruna's grandfather teach them?

Answers

1. It was Manu's church.
2. There were a lot of people.
3. He took Ashie to his hometown.
4. Grandfather taught them folk songs and how to dance.

Reflection

Have learners reflect on the conversation and say whether they enjoyed the activity.

Additional Practice

Refer learners to **page 93** of the workbook for more exercises.

Section B

Refer to **page 147** of Learner's Book 2.

Strand 2: Reading

Sub-strand 7: Comprehension

B2.2.7.1.2. Ask and answer factual and inferential questions about level-appropriate texts.

B2.2.7.1.3. Retell level-appropriate texts in own words.

Teaching Strategies: Discussion, repetition, modelling, pair work, whole class/ group activities

Teaching/Learning Resources: Picture, word cards, sentence cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: factory, relatives, warmly, bamboo, linguist, grandparents

Preparation Before Class

Prepare your word cards and sentence cards. Enlarge the picture.

Teaching/Learning activities

Activity 2

1. Discuss the picture on **page 146** of the English Learner's Book 2. Then, allow learners to discuss what they see and predict the topic of the passage.
2. Teach and drill the pronunciation of the keywords (factory, outskirts, relatives, warmly, bamboo, linguist, grandparents) one after the other.
3. In pairs, let learners scan the text to find the words in bold. Let them try to decipher the meaning of each word by reading the sentence(s) in which it appears.
4. Teach the meanings of the keywords (if necessary).

NB: Remember the order of teaching new vocabulary. Do not copy the new words on the board ahead of time.

Activity 3

While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Then, let a few of them share their ideas with the rest of the class.

Read the text a second time while learners listen. Finally, let learners read the text after you several times (echo-reading). Enhance word recognition by allowing learners to take turns to read keywords and sentences from flash cards.

Guide learners to ask and answer simple inferential questions on the text.

Activity 4

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph. Have learners retell the story using Graphic organizers and herring-bone strategies.

Activity 5

Let learners read each of the questions on **page 149** of the English Learner's Book 2 and discuss the answers with their partners.

Assessment

Let learners orally answer the questions in turns.

Answers

- a. his hometown
- b. bamboo factory
- c. the linguist (Okyeame)
- d. drums, palanquins, umbrellas (Any two)
- e. Yes. At the end of the passage he says: "I love my hometown."

Remedial Activity

Revise some previous stories using Graphic organizers and herring-bone strategies to enable low achievers use them to retell the current story.

Extension Activity

Ask high achievers to pick word/ sentence cards and read them aloud to their partners.

Reflection

Ask learners to tell their classmates about a visit they made to their hometown.

Sub-section B: Letters have Sounds – vowel sound "ai" as in rain and pay

Strand 2: Reading

Sub-strand 2: Phonics

B2.2.2.1.2. Use the alphabetic knowledge to decode unknown words.

End the reading session with this activity. First, play the phonics song and invite learners to sing along. Then, while learners listen to you, blend the letters in the following words and read them aloud: aid, aim, fail, rain, day, pay, say, and way. Let learners blend and read the words after you.

Point out that the "ai" sound can be made by the letters "ai" (as in rain) as well as by the letters "ay" (as in pay).

Let learners sit in pairs and find more words that contain the sound made by 'ai'. Remind them that this activity is about the "ai" SOUND, not about the letters "ai". Then, go around to support them. Encourage them to form sentences with their words and present three of these sentences to the class.

Remedial Activity

Have learners who struggle practise the target sound with you in isolation and in words till they can produce it alone

Additional Practice

Refer learners to [pages 94 - 96](#) of the workbook for more exercises.

Strand 5: Using Writing conventions/Grammar usage

Sub-strand 10: Spelling

B2.5.10.1.1. Use phonics knowledge to spell words with irregular phonic letter pattern

Teaching Strategies: Demonstration, explanation, leading questions, pair work, whole- class/group activities

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. Matching two syllables to form words (English Learner's Book 2, [page 151](#))

Working together as a class, let learners reread the passage to find the following words: welcome, bamboo, factory, working, palace, palanquin, building. Ask them to raise their hands when they find any of them and tell the class the paragraph in which they found it. Then, instruct them to read the sentences that contain each word.

Put learners in pairs to read the sentence in which each word is found again. Then, let them think and try to decipher the meaning with the class.

Next, clean the target words from the board. With the learners still in pairs, direct them to do the matching exercise in the Learner's Book orally. First, let the pairs of learners share their answers with the rest of the class. Then, ask them to copy their answers into their exercise books.

Answers

- | | |
|------------|-------------|
| a. welcome | f. hotel |
| b. bamboo | g. building |
| c. warmly | h. grandma |
| d. working | i. hometown |
| e. palace | |

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

B2.2.6.1.2 Use context clues to infer meaning of words.

B2.2.6.1.1. Read level – appropriate sight words, understand and use many of them in meaningful sentences.

2. Matching words to their meanings (English Learner's Book 2, **page 152**)

Present the target words for learners to read on word cards and the board as a class, in groups, in pairs and as individuals.

Put learners in pairs to reread the text to find the sentences in which the target words appear. Let them think and try to decipher the meanings of the words. Then, let them share their meanings with the rest of the class.

Now, in pairs, let learners match the appropriate meanings to the given words. Finally, instruct the class to read the words and their meanings.

Remedial Activity

Read the sentences in which the words occur and use the words in sentences that will make struggling learners understand them and work in pairs to match them to their meanings.

Answers

- a. internet – computer network consisting of a worldwide network.
- b. linguist – the chief's spokesperson
- c. pool – a small area of water for swimming
- d. relatives – family members

3. Sentence construction (English Learner's Book 2, [page 152](#))

Let learners pronounce the words from the board and word cards. Encourage learners to form sentences with the words orally and then in writing.

Additional Practice

Refer learners to [pages 97 - 100](#) of the workbook for more exercises.

Section

D

Strand 4: Writing

Sub – strand 7: Controlled Writing

B2.4.7.1.2. Match parts of sentences to compose meaningful texts.

Teaching/Strategies: Modelling, copying, demonstration, pair work, whole-class/ group activity

Teaching/Learning Resources: Sample paragraph

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: greet, relatives, bamboo, palanquins, flute, welcomed

Teaching/Learning Activities

Penmanship

Write the target sentences, that is, the full sentences provided under Answers below, on the board. Let learners read the target sentences from the board one after the other, as pairs, groups, and individuals. Then, refer learners to the exercise on [page 153](#) of the English Learner's Book 2.

Let learners, in pairs, sit and match the sentence parts under column B to their appropriate parts in column A orally. Then, ask learners to write the work in their exercise books.

Let learners display their work for their classmates to inspect.

Encourage learners to do peer editing.

Answers

- i. Mr. Ayisi went to his hometown.
- ii. He went with his son, Yaw Ayisi.
- iii. Mr. Ayisi took his son to greet his relatives.
- iv. They first went to see the bamboo factory.
- v. They saw some palanquins in the chief's palace.

Remedial Activity

Let learners who struggle repeat after you sentences about the things they do during holidays. Let them copy three of them from the board into their exercise books.

Extension Activity

Refer high achievers to the story on English Learner's Book 2, **pages 147 - 148** to reread it and write three sentences about Mr. Ayisi's visit to his hometown.

Activity 6

Guided Writing

Sub – strand 10: Narrative Writing

B2.4.10.1.1. Write about real or imagined experiences or events.

Working together as a class, let learners reread the passage "Going on an excursion" and find the following words: greet, forest, bamboo, flute, happy, Yaw, welcomed. Ask them to raise their hands when they find any of them and to tell the class the paragraph in which they found it. Then, let them read the sentences which contain these words.

Put learners in pairs to read the sentence in which the word is found. Next, ask them to think and decipher the meaning of the word. Let them share their meanings with the class. Finally, still in pairs, let learners complete the sentences on **page 154** of the English Learner's Book 2, with the correct words.

Remedial Activity

Read a sample write up with the learners to help them do theirs alongside orally. Help them write it out in their exercise books.

Answers

- | | | |
|-------------|-----------|----------|
| a. Yaw | d. greet | g. flute |
| b. welcomed | e. bamboo | |
| c. happy | f. forest | |

Additional Practice

Refer learners to **pages 100 - 101** of the workbook for more exercises.

Let learners do the matching exercise at home read the completed sentences and use them to write a story in their homework book.

Unit Summary

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

Discover more

Have learners watch this video and describe the new places they see in it.

Homework

Ask learners to fill in the blank spaces with their appropriate words and write them in their exercise books.

Answers

1. fail
2. wait
3. paid
4. barber

Workbook Answers

B. Reading

1. Reading and Comprehension

1. Mr. Ayisi
2. Yaw Ayisi's grandparents
3. to greet his relatives
4. Ghanaian
5. bamboo
6. Yes
7. umbrellas, drums and palanquins

2. Letters have Sounds

1. **a.** train **b.** basin **d.** baby

3. Letters have Sounds

2. **a.** aim aid pay pet×
b. yellow× brain day jug×
c. paint tea× rain cow×
d. basin saint lion× teach×
e. boy× pray cot× chain

C. Vocabulary

1. Filling in the blank spaces

- | | |
|----------------------|---------------------|
| a. bought | f. hometown |
| b. relatives | g. surprised |
| c. umbrellas | h. welcomed |
| d. stationery | i. palace |
| e. drums | j. beautiful |

3. Missing letters in the boxes

Down: durbar, welcomed

Across: umbrellas, room, greet

4. Word puzzle (Any 10 words)

Across: beautiful, flute, greet, tongue, indoor, in, door, surprise/surprised, drum, rum, know, inside, in, side, hometown, home, town, rather, rat, her, place, condition

Down: outskirts, men, tee, in, visited, don

D. Writing and Grammar Usage

1. Rearrange jumbled sentences

One day, a little rabbit was playing. She was playing outside her house.

A huge dog was barking loudly.

The huge dog appeared.

"Oh! Don't be afraid! I've come to play with you."

The little rabbit ran quickly home.

2. Finishing sentences in A with the right group of words in B.

- a.** Mr. Ayisi took Yaw to his hometown.

- b.** Yaw's grandparents welcomed them warmly.
- c.** This was the first time they were seeing Yaw.
- d.** Everybody was happy to see the two of them.

Unit Overview

This unit is about describing places. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn about turn-taking in conversations by discussing activities that went on in their homes. Section B is in two parts. In the first part, learners will read a short text titled “My church” and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on the vowel sound/ **əʊ**/ in words. In section C, learners will learn to have fun with the keywords they met in the passage. They will match words to their meanings and complete sentences with the correct words. Then, in Section D, learners will write a few sentences to describe themselves.

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
B2.1.6.1 Apply knowledge of language and communicative skills to participate in conversation	B2.1.6.2.1 Demonstrate turn – taking in conversations.	Communication and Collaboration Personal Development and Leadership
Strand 2: Reading Sub – strand 9: Fluency		
Content Standard	Indicators	Core Competencies
B2.2.9.1 Read texts fluently	B2.2.9.1.1 Read texts/stories/passages with good pace, accuracy and expression.	Personal Development and Leadership
	B2.2.9.1.3 Use contextual clues to confirm or self-pronunciation while reading aloud.	Communication and Collaboration
Sub-strand 2: Phonics		
Content Standard	Indicators	Core Competencies
Connect sounds to letters and blend letters/syllables in order to read and write	B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words	Personal Development and Leadership Cultural Identity and Global Citizenship

Sub – strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 Understand word meanings and usages.	B2.2.6.1.2 Use context clues to infer meanings of words. B2.2.6.1.1 Read level – appropriate sight words, understand and use many of them in meaningful sentences.	Personal Development and Leadership
Strand 4: Writing		
Sub – strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
B2.4.2.1 Copy and rewrite sentences correctly	B2.4.2.1.1 Copy sentences clearly	Personal Development and Leadership
Sub – strand 8: Guided Composition		
Content Standard	Indicators	Core Competencies
B2.4.8.1 Compose short paragraph through answering questions.	B2.4.8.1.1 Develop two coherent paragraphs on one idea or concept using leading questions.	Communication and Collaboration Personal Development
Strand 6: Extensive Reading		
Sub – strand 5: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in the literary area.	B2.6.1.1.1 Read a variety of age and level – appropriate books and texts from print and non-print.	Personal Development and Leadership

Refer to **page 157** of Learner's Book 2.

Strand 1: Oral Language

Sub – strand 6: Conversation

B2.1.6.2.1. Demonstrate turn taking in conversations.

Conversation: Turn-taking in conversation

Teaching Strategies: Discussion, demonstration, pair work

Teaching/Learning Resources: Sample conversation/dialogue

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: celebrated, served, food, sort of, minerals

Teaching/Learning Activities

Activity 1

1. Let learners sing a familiar song or recite a rhyme related to the lesson. Then, with learners seated in a horse-shoe formation, let them review the importance of turn-taking in conversations through questions and answers.
2. Read the dialogue between the teacher and Ahorlu on **page 157** of the English Learner's Book 2 to the class. Then practise reading it with the whole class. Next, let one half of the class read Ahorlu's text and the other half the teacher's text. Then, let them swap roles.
3. In pairs, let learners take turns to read the dialogue with their partners until they can say it alone without looking at the words. Then, let learners swap roles.
4. Put learners in groups to discuss the activities which went on in their homes over the weekend. They will do so by asking and answering questions just as are in the sample dialogue. Go around to help where necessary.

Remedial Activity

Have the dialogue on **page 157** of the learner's book repeated with low achievers through drills and demonstrations.

Extension Activity

In pairs, have high achievers practise the dialogue in turns.

Reflection

Let learners reflect on the conversation and try to compare what they used to do when conversing to how it was done in this conversation.

Additional Practice

Refer learners to **page 102** of the workbook for more exercises.

Strand 2: Reading**Sub – strand 9: Fluency**

B2.2.9.1.1. Read text/stories/passages with good pace, accuracy and expression.

B2.2.9.1.3. Use contextual clues to confirm or self-correct pronunciation while reading aloud.

Teaching Strategies: Discussion, modelling, repetition, pair work, whole-class/group activities

Teaching/Learning Resources: Picture, word cards, sentence cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: worship, attend, lawns, pastor, comfortable

Preparations Before Class

Before the lesson, prepare your word cards and sentence cards. Make a large copy of the picture on **page 158** of the English Learner's Book 2, if possible, for a more corporate picture reading activity.

Teaching / Learning Activities**Activity 2**

1. Begin the lesson by discussing the picture on **page 158** of the English Learner's Book 2. Then, allow learners to discuss what they see and predict the topic of the reading passage.
2. Teach and drill the pronunciation of the keywords (worship, attend, lawns, pastor, comfortable) one after the other.

Activity 3

1. In pairs, let learners scan the text to find the words in bold. Next, let them try to decipher the meaning of each word by reading the sentence(s) in which it appears.
2. Use context, demonstration, and the miming to teach the meaning of keywords, if necessary. Have learners use the words in their own sentences.

NB: 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. Then, invite a few of them to share their ideas with the rest of the class.
2. Read the text a second time while learners listen. Finally, let learners read the text after you several times (echo-reading). Check intonation as they read to make meaning.

Activity 5

1. In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.
2. Let learners read individually to themselves.

Remedial Activity

Listen to identify learners who struggle in reading with the right intonation. Have them practise reading paragraphs with you several times to correct their intonations.

Assessment

Let learners read the questions in **Activity 6** on **pages 160 - 161** of the English Learner's Book 2 and discuss the answers with their partners.

Answers

- a. New Life Church
- b. three years
- c. fifteen years
- d. terrazzo
- e. beautiful flower garden/ well-kept lawns/glass windows/comfortable chairs/ terrazzo floor (Any two)

Reflection

Have learners share with the class what they have learnt from the story.

Sub – section B: Letters have Sounds – Vowel digraph “oa” (/əʊ/)

Strand 2: Reading

Sub-strand 2: Phonics

B2.2.2.1.2. Use the alphabetic knowledge to decode unknown words.

End the reading session with this activity. Play the phonics song for learners to sing along.

While learners listen to you, blend the letters of the following words and read them aloud:

oak, oats, boat, toad, load. Instruct learners to blend and read the words after you.

Let learners sit in pairs and find more words that contain the “oa” digraph. Go around to support them. Finally, let them form sentences with their words and present three of these sentences to the class.

Remedial Activity

Ask struggling learners to repeat after you or a good reader words with vowel sound /əʊ/: boat, coat, load, etc. from flash cards in turns.

Extention Activity

Provide some sentences for individuals/pairs to read and identify the words with the target sound in them.

Additional Practice

Refer learners to **pages 103 - 104** of the workbook for more exercises.

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

B2.2.6.1.2. Use context clues to infer meanings of words.

B2.2.6.1.1. Read level – appropriate sight words, understand and use many of them in meaningful sentences.

Teaching Strategies: Demonstration, explanation, leading questions, pair work

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. Matching words to their meanings (English Learner's Book 2, **page 162**)

Working together as a class, let learners reread the passage and find the following words: chapel, worship, adults, tiles, service, lawn, terrazzo. Ask them to raise their hands when they find any of them and tell the class the paragraph in which they found it. Then, let them read the sentences that contain each word.

Next, put learners in pairs to read the sentence in which each word is found again. Let them think and decipher the meaning of the word. Encourage them to share their meanings with the class.

After that, call a good reader to read through the meanings of the given words. Let learners do the exercise orally. Finally, the whole class will read the words and their correct meanings from the board.

Remedial Activity

Use the words in a variety of sentences to enable all learners be able to use them meaningfully.

Answers

- a. church – a building in which Christians worship God
- b. worship – to serve God by praising, praying and sharing the word of God
- c. muslim – people who practice Islamic religion

- d. wedding – marriage ceremony
- e. community – a group of people living together
- f. pastor – a priest in a Christian church
- g. lawn – an area in a garden or around a building with neatly cut green grass
- h. terrazzo – a floor made of cement and smooth round stones. The floor can be made shiny or rough

2. Sentence completion (English Learner's Book 2, page 163)

Let learners read the target words from word cards and the board: name, church, attend, etc. Then, let learners sit in pairs and complete the sentences with the appropriate words. Working together as a class, let learners read through their answers. Check learners' answers. Then, direct learners to do the exercise in their exercise books. Read the sentences one by one and let learners write down the correct words only in their jotters.

Answers

- | | |
|------------|-----------|
| a. lawns | f. pastor |
| b. windows | g. church |
| c. picture | h. attend |
| d. name | i. Sunday |
| e. hall | |

Additional Practice

Refer learners to **pages 105 - 107** of the workbook for more exercises.

Section D

Strand 4: Writing

Sub – strand 2: Penmanship/Handwriting

B2.4.2.1.1. Copy sentences clearly.

Teaching Strategies: Modelling, copying, demonstration, discussion, group work

Teaching/Learning Resources: Sample composition on **page 164** of the English Learner's Book 2.

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: name, parents, tall, slim, age, region

Preparation Before Class

Before the lesson, prepare your sample composition.

Teaching/Learning Activities

Penmanship

Working together as a class, discuss the topic of the lesson with learners through questions.

Example: What is your name?

How old are you?

Still working as a class, let learners read the composition on **page 164** of the English Learner's Book 2 from the board or poster.

Ask two good readers to read while other learners follow in their books.

Ask learners to copy the first five sentences into their exercise books.

Collect learners' work for marking and give feedback.

Remedial Activity

Observe to identify learners who struggle to write the composition. Read a sample composition to them and work with them, reading the questions and shaping their responses. Support their spelling too.

Activity 7

Guided Writing

Sub – strand 8: Guided Composition

B2.4.8.1.1. Develop two coherent paragraphs on one idea or concept using leading questions.

1. Put learners in pairs to answer the questions on **pages 164 - 165** of the English Learner's Book 2 in their jotters.
Go round to assist where necessary.
2. Let each learner copy his or her sentences to form a composition titled "Myself" in their exercise books.

Remedial Activity

Observe to identify learners who struggle to write the composition. Read a sample composition to them and work with them, reading the questions and shaping their responses. Support their spelling too.

Additional Practice

Refer learners to **page 108** 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 describe the places they visit.

Homework

Ask learners to complete the sentences with the appropriate words.

Answers

You: funny/old

You: grey/brown

You: scary

You: naughty

Workbook Answers

B. Reading

1. Reading and Comprehension

1. Kasha
2. New Life Church
3. Buipe
4. **a.** There is a beautiful flower garden
b. The lawns are well kept.
5. True
6. 9.00 am

2. Letters have Sounds

"oa"	"o"
load	own
boat	go
goat	no
goal	note
coast, etc.	gold, etc.

C. Vocabulary

1. Write the correct word in the spaces

- | | |
|-----------------------|--------------------|
| a. Sunday | f. morning |
| b. worships | g. compound |
| c. comfortable | h. children |
| d. inside | i. lawn |
| e. picture | j. church |

3. Spelling

- | | |
|--------------------|-------------------|
| a. children | e. attend |
| b. chairs | f. worship |
| c. compound | g. service |
| d. morning | h. helped |

Unit Overview

This unit is about special days or occasions. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn greetings for special occasions like birthdays/anniversaries and practise them with their partners. Section B is in two parts. In the first part, learners will read a short text titled “Tonties Birthday” and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on the /ai/ sound in words. 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 and form sentences with giving words. In Section D, learners will copy a paragraph neatly as well as write about “A visit they made to the children's park”.

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
B2.1.6.1 Use certain culturally acceptable language for communication	B2.1.6.1.1 Use appropriate greetings for special occasions	Cultural Identity and Global Citizenship Communication and Collaboration
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1 Understand and analyze texts read	B2.2 .7.1.1 Use illustrations text clues and context to make predictions during reading B2.2. 7.1.2 Ask and answer factual and inferential questions about level appropriate words B2.2.7.1.3. Retell level-appropriate texts in own words	Personal Development and Leadership Communication and Collaboration

Sub-strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B2.2.2.7 Connect sounds to letters and blend letters/syllables in order to read and write	B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words (e.g. news beginning and ending consonants, consonant blends, digraphs and vowels etc.)	Personal Development and Leadership Cultural identity and Global Citizenship
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1 Use phonics knowledge to spell words	B2.5.10.1.1 Use phonics knowledge to spell words with irregular phonic letter pattern	Communication Critical Thinking
Strand 2: Reading Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 Understand word meanings and usages	B2.2.6.1.1 Read level appropriate sight words understand and use many of them in meaningful sentences	Personal Development and Leadership Communication and Collaboration
Strand 4: Writing Sub-strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
B2.4.2.1 Copy and rewrite sentences correctly	B2.4.2.1.1 Copy sentences clearly	Personal Development and Leadership
Sub-strand 8: Guided Composition		
Content Standard	Indicators	Core Competencies
B2.4.8.1 Compose short paragraphs through answering questions	B2.4.8.1.1 Develop two coherent paragraphs on one idea or concepts using leading questions	Communication and Collaboration Personal Development and Leadership

Strand 6: Extensive Reading		
Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books texts from print and non-print.	Personal Development And Leadership

Section A

Strand 1: Oral Language

Sub – strand 6: Conversation

B2.1.6.1.1. Use appropriate greetings for special occasions.

Conversation: Greetings on special days

Teaching Strategies: Discussion, repetition, demonstration

Teaching/Learning Resources: Greeting cards for special occasions: birthday, Christmas, anniversaries, etc.

Core Competencies: Communication and Collaboration, Cultural Identity and Global Citizenship

Key Vocabulary: Merry Christmas, Happy Eid-ul-Fitr, congratulations, Happy birthday

Preparation Before Class

Make sure you gather all the materials you need.

Teaching/Learning Activities

Activity 1

Let learners sing the happy birthday song (all the 3 verses) and end with cheers (Hip, hip, hip, Hurray) three times.

1. Display your greeting cards on the board or your demonstration table and allow learners to talk about what they see and what they are used for.
2. Next, invite learners to explain why people use birthday cards and other good wishes cards. Then, let learners predict what this lesson will be about.
3. Introduce the new topic through discussions and showing cards to learners. First, elicit the kind of greetings learners see on the card, e.g., happy birthday. Then, let a learner read the greetings on the card to the rest of the class. Next, let learners demonstrate the greetings on birthdays and anniversary days in pairs.

Tom: Happy birthday, Kofi!

Kofi: Thank you.

Jane: Happy anniversary, Ayekoo!

Kate: Thank you.

In groups, let learners practise greetings on birthdays and anniversaries.

4. Finally, let learners state the parts of the lesson they enjoyed and share them with each other. Let them give reasons why they enjoyed those parts.

Remedial activity

Observe and identify learners who struggle to produce the target sound. Practice the sound in isolation and in words till they produce the sound on their own.

Assessment

Write the table on English Learner's Book 2, **page 168** on the board for learners to complete orally and individually. They mention the occasion, then give the special greeting and response.

Reflection

Let learners reflect on the lesson and tell their mates what they have learnt from the lesson and response.

Additional Practice

Refer learners to **page 109** of the workbook for more exercises.

Section B

Strand 2: Reading

Sub - strand 7: Comprehension

B2.2.7.1.1. Use illustrations text clues and context to make predictions during reading.

B2.2.7.1.2 Ask and answer factual and inferential questions about level appropriate texts.

B2.2.7.1.3 Retell level appropriate texts in own words.

Teaching Strategies: Echo-reading, pair work/whole class/group activities

Teaching/Learning Resources: Word cards, picture

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: hugged, organised, siblings, wished, compound, birthday, sandwich, different

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 169** of the English Learner's Book 2 for a more corporate picture reading activity.

Teaching/Learning Activities

Activity 2

1. Begin the lesson by discussing the picture on [page 169](#) of the English Learner's Book 2. Allow learners to discuss what they see and predict the topic of the passage.

Activity 3

1. Teach and drill the pronunciation of the keywords (hugged, organised, siblings, wished, compound, birthday) one after the other. In pairs, let learners scan the text to find the words in bold.
2. Then, let them try to decipher the meaning of each word by reading the sentence(s) in which it appears. Use context, demonstration, and miming to teach the meanings of the keywords, if necessary.

NB: 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. Then, let a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen. Finally, let learners read the text after you several times (echo-reading). Have learners pause frequently during reading to make prediction to enhance comprehension.

Activity 5

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph. Have learners have fun asking and answering factual and inferential questions.

Activity 6

Ask learners to read the text to themselves. Have learners retell the story using a simple Heming-bone strategies.

Remedial activity

Put learners in mixed ability groups to make low achievers learn to ask factual inferential questions from the high achievers. Ensure everyone in the groups has a turn.

Assessment

Let learners read each question in **Activity 7** on [page 172](#) of the English Learner's Book 2 and discuss the answers with their partners.

Answers

- a. Tontie
- b. 7th
- c. sang
- d. clapped

Reflection

Have learners reflect on the story and say which parts are similar to their birthday celebrations.

Extension Activity

Provide learners with a text that contains spelling errors, incorrect sentence structure, missing or incorrect punctuation, etc. Ask them to discuss and correct the errors.

Sub-Section B: Letters have Sounds – vowel sound /aɪ/ (as in pie, high, write)

Sub-Strand 2: Phonics

B2.2.2.1.2. Use the alphabetic knowledge to decode unknown words (e.g. beginning and ending consonant, vowel sounds, etc)

End the reading session with this activity. Play the phonics song and let learners sing along. While learners listen to you, blend the letters in the following words and read them out loud: die, tie, lie, thigh, write, site, kite. Let the learners blend and read the words after you. Next, let learners sit in pairs and find words that contain the “ie” sound. Then, go around to support them. Finally, let them form sentences with their words and present three of these sentences to the class.

Remedial activity

Observe and identify learners who struggle to produce the target sound. Practice the sound with the in isolation and in words till they produce the sound on their own.

Extension activity

Have high achievers make sentences with five of the words that contain the sound.

Additional Practice

Refer learners to **pages 110 - 111** of the workbook for more exercises.

Strand 5: Using Conventions/Grammar Usage**Sub-Strand 10: Spelling**

B2.5.10.1.1 Use phonics knowledge to spell words with irregular phonic letter pattern.

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. Word completion** (English Learner's Book 2, **page 173**)

Write the target words (without missing letters) on the board: breakfast, drinks, friend, children, danced, different, sandwich, party, birthday. Have the class, groups of learners, pairs and individual learners read and pronounce the words. Ask them to make oral sentences with the words so that the meaning is clear.

Then erase the words on the board. Refer learners to the exercise in the Learner's Book. Let them work in pairs and write the complete words in their exercise books.

Answers

- | | |
|----------------------|-----------------------|
| a. <u>t</u> ap | f. diff <u>e</u> rent |
| b. drink <u>s</u> | g. hugg <u>e</u> d |
| c. fri <u>e</u> nd | h. pa <u>r</u> ty |
| d. childr <u>e</u> n | j. b <u>i</u> irthday |
| e. danc <u>e</u> d | |

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

B2.2.6.1.1. Read level appropriate test sight words, understand and use many of them in meaningful words.

2. Sentence construction (English Learner's Book 2, **page 173**)

Write the eight words on the board. Then, ask learners to read them as a class, groups, in pairs and as individual learners. Guide learners to make meaningful sentences with the given words and copy four of their sentences into their homework book. Go around to support where necessary.

Additional Practice

Refer learners to **pages 111 - 112** of the workbook for more exercises.

Section D

Strand 4: Writing

Sub-Strand 2: Penmanship/Handwriting

B2.4.2.1.1 Copy sentences clearly

Activity 8

Sub-Strand 8: Guided composition

B2 4.8.1.1 develop through coherent paragraphs on one idea or concepts using leading questions

Teaching Strategies: Modelling, discussion, repetition

Teaching/Learning Resources: Sample composition, written frame for the guided composition, a sheet of ruled paper for each learner

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

Key Vocabulary: Tontie, Tumu, uncle, children's park

Preparation Before Class

Write a sample composition on the topic "A visit to the children's park", based on the questions on **page 175** of the English Learner's Book 2. You or a learner who is a good reader will read it to the class. Prepare a writing frame consisting of sentence frames and sentence starters, based on the questions in the Learner's Book, that learners will use to write their compositions. Write the frame on the board or on a poster-size sheet of paper.

Teaching/Learning Activities

Penmanship

1. Lead learners to do hand and wrist exercises for a few minutes. Demonstrate the good posture needed for writing and show them how to hold a pen/pencil to write with.
2. Rule lines (red and blue) on the board like those in the learners' exercise books. If there are any particular letters learners find difficult to write well, let them practise these on the board.
3. Also, revise the use of capital letters with learners using sample sentences.
Example: Tontie celebrated his seventh birthday.
4. Refer learners to **page 174** of the English Learner's Book 2 and instruct them to copy the given paragraph neatly into their exercise books. Go around to support. Mark learners' books and give feed back.

Activity 8

Guided Writing

1. Introduce learners to the topic of the guided composition they will be writing: "A visit to the children's park". Then, working together as a class, discuss the topic by asking questions. Refer to **page 175** of the English Learner's Book 2 for the questions. Encourage learners to answer the questions orally.
2. Next, let a good reader read your sample essay clearly for learners to listen.
3. Now, put the writing frame on the board. Let learners use their answers to write the composition following the frame on the board. Hand out loose sheets of paper for them to write their compositions on.
After peer editing, let learners paste their work on the classroom wall.

Additional Practice

Refer learners to **page 113** of the workbook for more exercises.

Refer learners to Revision 4 on **pages 177 - 178** of the English Learner's Book 2 for more practice.

Unit Summary

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

Discover More

Have learners watch this video to learn about the holidays across the world. Let individuals talk about what they see.

Homework

Ask learners to write sample words that have "ie" in them in their homework book.

Example: pie, lie, tie, die, etc.

Revision 4 Answers

Exercise 1

(This exercise is peculiar to the individual learner's choice. Accept any reasonable answers.)

Exercise 2

1. father
2. Fui's mother
3. tom brown porridge
4. Mr. Dan Ayisi
5. He took Yaw around to greet his relatives.
6. The chief's palace
7. palanquins, drums, umbrellas (Any one)
8. New Life

Exercise 4

1. **a.** cheers
b. relatives
c. hometown
d. palanquins
e. stationery
2. **a.** birthday **b.** special **c.** hands
d. enjoyable **e.** sandwich **f.** time

Exercise 5

2. **a.** go **b.** visits **c.** fetch
d. tastes **e.** is **f.** taste
g. likes **h.** love **i.** do
j. look **k.** feel **l.** is
m. is **n.** is **o.** is

Workbook Answers

A. Oral Language

1. Good morning
2. Merry Christmas
3. Good evening
4. Happy New Year
5. Congratulations (on your birthday, wedding/marriage, achievement ,etc)
6. Happy birthday, Kofi.

B. Reading

1. Reading and Comprehension

1. Seven years old
2. Tumu
3. Tontie's mother
4. True

2. Letters have Sounds

Examples:

tie	cry
flies	time
night	why, etc.

C. Vocabulary

Spellings

- | | |
|-------------|-------------|
| a. drinks | e. party |
| b. tired | f. uniform |
| c. biscuit | g. birthday |
| d. children | h. hugged |

D. Writing and Grammar Usage

(Learner's sentences may differ.)

What I do every day

- a. When I wake up in the morning.
- b. Sweeping is the first thing I do.
- c. After that I lay my bed.
- d. I then brush my teeth.
- e. I wash my dishes.
- f. f. I take my bath and dress up.
- g. After taking my breakfast, I prepare for school.

Unit Overview

This unit will deal with the reward for being honest. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will listen to and discuss a story titled “Be honest too”. Section B is in two parts. In the first part, learners will read the story they listened to and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on making the /ɔɪ/ sound in words. In Section C, learners will learn to have fun with the keywords they met in the passage. They will form sentences with giving words and identify words in a puzzle. In Section D, learners will draw objects, write a few sentences about them and construct sentences about things they must do to show that they are honest.

Learning Outcomes

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

Strand 1: Oral Language Sub-strand 7: Listening Comprehension		
Content Standard	Indicators	Core Competencies
B2.1.7.1 Use appropriate skills and strategies to process meaning from texts	B2.1.7.1.3 Recognize and discuss events in a story (characters settings moral etc)	Communication and collaboration Personal Development and Leadership
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.2 Use knowledge skills and techniques of Reading to understand and interpret texts	B2.2.7.2.3 Connect characters, ideas and information within a text B2.2.7.2.3 Describe events in a story	Cultural identity and Global Citizenship Communication and collaboration Personal Development
Sub-strand 2: Phonics (Letters have Sounds)		
Content Standard	Indicators	Core Competencies
B2.2.2.1 Connect sounds to letters and blend letters/syllables in order to read and write	B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words	Personal Development and Leadership Cultural identity and Global Citizenship

Strand 2: Reading Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 Understand word meanings and usages	B2.2.6.1.1 Read level appropriate sight words understand and use many of them in meaningful sentences	Personal Development and Leadership Communication and Collaboration
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1 use phonics knowledge to spell words	B2.5.10.1.1 Use phonics knowledge to spell words with irregular phonic letter pattern.	Communication Critical Thinking
Strand 4: Writing Sub-strand 5: Writing Simple words and sentences		
Content Standard	Indicators	Core Competencies
B2.4.5.1 use knowledge of grammar and vocabulary to write words and sentences correctly	B2.4.5.1.3 Draw a picture and write at least a sentence to share an opinion	Communication and collaboration
	B2.4.5.1.1 Write simple sentences to express feelings	Personal Development and Leadership
Strand 6: Extensive Reading Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print	Personal Development and Leadership

Section

A

Strand 1: Oral Language

Sub-Strand 7: Listening Comprehension

B2.1.7.1.3. Recognise and discuss events in a story (characters, settings, moral, etc.)

Listening text: Be honest too

Teaching Strategies: Leading questions, discussion

Teaching/Learning Resources: Picture on **page 183** of the English Learner's Book 2

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: truthful, cedis, wallet, overjoyed

Preparation Before Class

Make a large copy of the picture on **page 183** of the English Learner's Book 2.

Teaching/Learning Activities

Activity 1

Let learners sing a "story" chorus.

1. Write the title of the story on the board: "Be honest too." Put up the picture on the board. Then, let learners predict what the story is about.
2. Working together as a class, read the story and, discuss it. Have learners identify and discuss. In pairs, the main events and characters in the story. Next, invite some learners to mention the lessons they learnt from the story.

Assessment

Let learners answer the following questions with their partners.

- a. Does one need to be truthful/honest?
- b. What was the reward for being honest in the story?
- c. How would you reward the truthful character if you were the man?
- d. Which of the characters do you want to imitate? Give reasons.
- e. Tell your friends the lessons you have learnt from the story.

Answers

- a. Yes
- b. Biejo was given two hundred cedis.
- c. (This is a personal response question, no answer is right/wrong.)
- d. Biejo, because he was honest. / The man because he was generous.
- e. It pays to be honest. We need to show appreciation and be generous.

Remedial activity

Have the story "It pays to be honest" repeated with low achievers. Encourage them to mime or act out parts of the story.

Extension activity

Ask high achievers to tell their class their personal experience or what they have heard about other people in the same situation.

Reflection

Have learners reflect on the story and mention some honest acts they have witnessed and say what the result was.

Additional Practice

Refer learners to [page 114](#) of the workbook for more exercises.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B2.2.7.2.3: Connect characters, ideas and information within a text.

B2.2.7.2.2: describe events in a story

Teaching Strategies: Echo-reading, discussion, modelling, repetition, pair work, whole-class/group activities

Teaching/Learning Resources: Word cards, picture on [page 183](#) of the English Learner's Book 2

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

Key Vocabulary: returned, pawpaw, wallet, fourteen, Bondaye

Preparation Before Class

Before the lesson, prepare your word cards. Get the large copy of the picture on [page 183](#) of the English Learner's Book 2 that you used in the previous lesson.

Teaching/Learning Activities

Activity 2

1. Begin the lesson by discussing the picture on [page 183](#) of the English Learner's Book 2. Then, allow learners to recall the events in the story they have read.
2. Teach and drill the pronunciation of the keywords (returned, pawpaw, wallet, fourteen, Bondaye) one after the other.

3. In pairs, let learners scan the text to find the words in bold. Then, let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Use context, demonstration, and miming to teach the meanings of keywords, if necessary.

NB: Remember the order of teaching new vocabulary. Do not copy the new words on the board ahead of time.

Activity 3

While learners listen attentively, read the text aloud. Next, read the text a second time while learners listen. Then, let learners read the text after you several times (echo-reading). Have learners retell the story sequentially. Have them connect characters, ideas, and information within the text to make them understand better. E.g. Biejo was honest because earlier we learned that they were poor so keeping the money could help them become rich but he decided to give it to the owner.

Activity 4

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.

Remedial activity

Use probing questions to help low achievers retell the story sequentially.

Extension activity

Ask high achievers to write two sentences as continuation for the story.

Assessment

Let learners read each of the questions in **Activity 5** on **pages 185 - 186** of the English Learner's Book 2 and discuss the answers with their partners.

Answers

- a. Bondaye
- b. Nana Angate
- c. Farming
- d. He got little money from his farming.
- e. The owner of the wallet gave him the money as a reward for being honest.
- f. He was so happy that he did not notice his hunger any longer.
- g. (This is a personal response question; therefore, no answer is right or wrong.)

Reflection

Let learners reflect on the story and tell their classmates what they have learnt from the lesson.

Sub-Section B: Letters have Sounds – The letters “oy” and “oi” in words

Strand 2: Reading

Sub-Strand 2: Phonics

B2.2.2.1.2 Use the phonic alphabetic knowledge to decode unknown words.

End the reading session with this activity. First, play the phonics song and let learners sing along. Then, while learners listen to you, blend the letters in the following words and read them aloud: oil, boil, point, join, toy, boy, coy, joy. Let the learners blend and read the words after you. Next, with learners seated in pairs, let them find more words that contain the /ɔɪ/ sound. Have learners play sound games to become more familiar with the target sounds. Finally, let them form sentences with their words and present three to the class.

Remedial Activity

Observe and identify learners who struggle to produce the sound. Practice making the sound with them till they can make the sound independently.

Additional Practice

Refer learners to **pages 115 - 116** of the workbook for more exercises.

Section

C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B2.2.6.1.1 Read level appropriate sight words, understand 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, Creativity and Innovation

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Sentence construction (English Learner's Book 2, **page 187**)

Working together as a class, let learners read the target words from the board and on word cards: lived, money, hungry, turned, changed, picked up, wallet. Next, put learners in pairs to read the words again. Then, let them think and try to decipher the meaning of the words. Next, ask them to share their meanings with the class.

Guide learners to form sentences with the given words through your examples and let them form their own sentences and write them in their exercise books.

Strand 5: Using Writing Conventions

Sub-Strand 10: spelling

B2.2.5.1.1 Use phonics knowledge to spell words with irregular letter pattern.

2. Word puzzle (English Learner's Book 2, page 187)

Put the word puzzle on the board and, working together as a class, show learners how the words in the puzzle are formed (down and across). Note that you can also find the word puzzle on page 117 of the workbook.

Then, with learners sitting in pairs, let them hunt for the words in the word puzzle in their books. Next, ask them to share their words with the rest of the class.

Finally, let learners write sentences with five of the words in their exercise books.

Answers

Across: coming, in, father, hero, water, smile, her, ray, wise, man, dome, men, news

Down: returned, just, to, far, farm, me, hem, an, in, ash, money

(Any ten)

Section

D

Strand 4: Writing

Sub-Strand 5: Writing simple words and sentences.

B2.4.5.1.3 Draw a picture and write at least a sentence to share an opinion.

Teaching Strategies: Modelling, observation, drawing

Teaching/Learning Resources: Pictures, objects in the classroom

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: object, metal, wooden handle, bell

Teaching/Learning Activities

Penmanship

Drawing and describing objects

1. Let learners go around the classroom to observe some of the things there. Then, ask them to name various objects in the classroom and describe these objects using adjectives.
2. Still working together as a class, demonstrate the activity by describing an object in three to five sentences. Then, write the sentences on the board.
3. Instruct learners to each decide on an object, draw it and describe it in three to five sentences in their exercise books. They should use joint script.
4. Let learners display their work for their classmates to inspect.

Remedial activity

Go round to listen to whatever interpretations learners have for their objects. Support the lower achievers to write their sentences correctly.

Additional Practice

Refer learners to [page 118](#) of the workbook for more exercises.

Activity 6

Guided Writing

Sub-strand 5: Writing simple words and sentences

B2.4.5.1.1 Write simple sentences to express feelings.

1. Working as a class, discuss with learners things one must do to show honesty. Let learners mention such things.
2. Write learners' suggestions on the board as they are mentioned.

Examples:

One must not steal/not tell lies/not talk badly of someone/not talk behind someone's back, etc.

We should tell our elders if somebody has given us a gift or money/return people's lost articles/be faithful, etc.

Instruct learners to repeat the things written on the board about being honest.

3. Encourage learners to form sentences with any of the things on the board.

Examples: I must not lie.

To be honest, I must not cheat.

4. Write learners' sample sentences on the board. Ask them to read over the sentences in pairs, groups and as individuals.
5. Then ask learners to select any four of the things mentioned to form their own sentences and write them in their exercise books.

Unit Summary

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

Discover More

Watch this video with learners and guide them write a story on truth and honesty in their jotters first, then in their exercise books.

Homework

Have learners write down five words they can get from the letters of "achievements".
E.g. achieve, meat, mate, meant, name, etc.

Workbook Answers

B. Reading

1. Reading and Comprehension
 1. fourteen
 2. Nana Angate
 3. False
 4. Bondaye
 5. farmer
 6. Two hundred Ghana Cedis
 7. A wallet
 8. brown
2. Letters have Sounds – “oi” and “oy”
 1. train, drop, cone, sound
 2. "oi": join, Goil, foil, void, spoil, voice, noise, etc.
"oy": joy, coy, toy, enjoy, oyster, Roy, employ, etc.

C. Vocabulary

- i. Words from a puzzle
Across: coming, in, father, hero, water, smile, her, ray, wise, man, dome, men, news
Down: returned, just, to, far, farm, me, hem, an, in, money
(Any ten)

D. Writing and Grammar Usage

- b. table, chair, book, pen, pencil, cupboard, picture, door, wall, bell, etc.
2. Describing a bell:
 - a. metal
 - b. handle
 - c. conical
 - d. metal ball

Unit 18

Care for school property

Unit Overview

This unit is about caring for school property. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will listen to a story called "Why the class prefect of 6A was punished" and answer a few questions on it. Section B is in two parts. In the first part, learners will read a short text about caring for school property. The second part is code-named "Letters have Sounds". Learners will build word families "an" and "am". In Section C, learners will learn to have fun with the key words they met in the passage. They will match wrongly spelled words to their original forms, complete giving sentences with familiar words correctly and use given words to form sentences. In Section D, they will copy sentences in joint script (cursive writing) as well as draw an object and describe it in a few sentences.

Learning Outcomes

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

Strand 1: Oral Language Sub-strand 4: Story Telling		
Content Standard	Indicators	Core Competencies
B2.1.4.1 Respond to stories	B2.1.4.1.2 Retell stories sequentially following story structure (beginning middle and ending)	Communication and Collaboration
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1 Understand and analyze texts read	B2.2.7.1.1. Illustrations text clues and context to make predictions during reading B2.2.7.1.2 Ask and answer factual and inferential questions about level appropriate texts	Personal Development and Leadership Communication and collaboration
Sub-strand 3: Word Families – Rhyming Endings and Common Digraphs		
Content Standard	Indicators	Core Competencies
B2.2.3.1 Employee knowledge of rhyming endings and common digraphs to enhance reading comprehension	B2.2.3.1.1 Use common rhyming endings to decode simple words.	Personal Development and Leadership Communication and collaboration

Strand 5: Using writings Conventions /Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1 Use phonics knowledge to spell words	B2.5.10.1 Use phonics knowledge to spell words with irregular phonic letter pattern	Communication Critical Thinking
Strand 2: Reading Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 Understand word meanings and usages	B2.2.6.1.1 Use appropriate sight words understand and use many of them in meaningful sentences	Personal Development and Leadership Communication and collaboration
Strand 4: Writing Sub-strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
B2.4.2.1 Copy and rewrite sentences correctly	B2.4.2.1.1 Copy sentences clearly	Personal Development and Leadership
Sub-strand 5: Writing simples words and sentences		
Content Standard	Indicators	Core Competencies
B2.4.5.1 Use knowledge of grammar and vocabulary to write words and sentences correctly	B2.4.5.1.2 Write simple and meaningful sentences on objects found in the environment	Communication and collaboration Personal Development and Leadership
Strand 6: Extensive Reading Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read the variety of age and level appropriate books and texts from print and non-print	Personal Development and Leadership

Strand 1: Oral Language**Sub-strand 4: Story Telling**

B2.1.4.1.2 Retell stories sequentially following story structure

Teaching Strategies: Discussion, narration, repetition

Teaching/Learning Resources: Listening text (see Activity 1 below), word cards, picture on **page 101** of the English Learner's Book 2

Core Competencies: Communication and Collaboration

Key Vocabulary: punished, rain, beginning, middle, ending, drenched

Preparation Before Class

If possible, make a large copy of the picture on **page 191** of the English Learner's Book 2. This helps ensure that all learners are moving with you at the same pace. Prepare word cards with key vocabulary from the listening text (see below).

Teaching/Learning Activities**Activity 1**

Let learners sing a familiar song or recite a rhyme related to the lesson. Then, let them mention some items and facilities we use at school.

1. Put the picture on the board and allow learners to discuss what they see and predict what the lesson will be about.
2. Show word cards which contain key vocabulary from the listening text (story) below. Say the words and invite learners to repeat them after you several times. Then, elicit their meanings from learners.
3. Read the following story aloud to the whole class, while learners listen attentively to you:

Why the class prefect of 6A was punished

Golden Star Preparatory is a school found near Villa Cisneros, a popular hotel in Sogakope. It is a famous school because many successful people went to the school when they were younger. Many parents struggle to get their children into the school. However, the parents of students that do make it into the school take pride in their children's good grades, and all the students in the school are taught so well that they are very clever.

Mawusi, the class prefect of 6A, was one such student. In fact, that is why he was made class prefect. One day, Mr. Tordzro, the 6A class teacher, noticed early in the morning that there were chairs under the big tree on the school compound. They had been drenched by the rain and were so soaked with water that the wood had started to bend. Who could have left the chairs out in the rain overnight? He soon realised that his own students had made a serious mistake.

The day before, the class had had a storytelling lesson outside the classroom. They had brought their chairs and sat under the tree. After the lesson, it was time to go home. Nobody thought to take their chair back to the classroom. Later that evening, it rained. It rained and

rained through the night. The rain drenched the chairs. The wood soaked up so much water that the joints had become loose. Some even got broken.

Mr. Tordzro got very annoyed. He punished Mawusi, the class prefect, for failing to tell the students to return their chairs to the classroom.

4. Let learners answer questions on the story to test their understanding. Then, let them mention the story structure and retell the story sequentially.
5. Next, invite learners to state the parts of the story that they enjoyed and share them with each other. Finally, let learners share the reasons why they enjoyed those parts.
Let learners relate the story to real life situation.

Assessment

Have learners answer these questions with their partners.

- a. How did the story start?
- b. What events happened in the middle?
- c. How did it end?
- d. What lesson did you learn from the story?

Answers

- a. The children of class 6A had a lesson outside. It rained.
- b. The learners forgot to take the chairs inside, so the rain drenched the chairs. Some got broken.
- c. Mr. Tordzro, the class teacher, got annoyed. He punished the class prefect (Mawusi) for not doing his duty.
- d. (Accept any good suggestion.)

Remedial activity

Have struggling learners listen to the story being read again. Let them mention some words/ expressions they heard from it for their mates to repeat.

Extension Activity

Have learners tell their own stories for their classmates to identify the structure through leading questions.

Reflection

Let learners reflect on the story and try to compare how they take care of things in the school and how things are taken care of in the story.

Additional Practice

Refer learners to [page 119](#) of the workbook for more exercises.

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

B2.2.7.1.1 Use illustrations text, clues and context to make predictions during reading.

B2.2.7.1.2 Ask and answer factual and inferential questions about level appropriate texts.

Teaching Strategies: Echo-reading, discussion, drill, modelling

Teaching/Learning Resources: Word cards, picture on **page 192** of the English Learner's Book 2

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

Key Vocabulary: urinal, waste, drag, scribbled, urinating, defecating, situation

Preparation Before Class

Before the lesson, prepare your word cards. If possible, make a large copy of the picture on **page 192** of the English Learner's Book 2, for a more corporate picture reading activity.

Teaching/Learning Activities**Activity 2**

1. Begin the lesson by discussing the picture on **page 192** of the English Learner's Book 2. Then, allow learners to predict the topic of the reading passage
2. Teach and drill the pronunciation of the keywords (urinal, waste, drag, scribbled, urinating, defecating, situation) one after the other.
3. In pairs, let learners scan the text to find the words in bold. Then, let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
4. Use context, demonstration, and miming to teach the meanings of keywords, if necessary.

NB: Remember the order of teaching new vocabulary. Do not copy the new words on the board ahead of time.

Activity 3

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Then, invite a few of them to share their ideas with the rest of the class.
2. Next, read the text a second time while learners listen. Then, let learners read the text after you several times (echo-reading).

Activity 4

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.

Assessment

Let learners read each question in **Activity 5** on **page 195** of the English Learner's Book 2 and discuss the answers with their partners.

Answers

1. **a.** urine on the floor **b.** charcoal scribbling on the walls
2. Because the places are dirty inside. / Because they are naughty.
3. They have scattered their books on the floor.
4. We must not drag tables and chairs.
5. They will be damaged by the rain and sun.
6. So that they will last.

Remedial activity

Use probing questions and the illustrative pictures to activate learners background knowledge enough to enable low achievers too understand the text.

Extension activity

Have high achievers state other things children do at home and in school which destroy state property.

Reflection

Ask learners to tell the class what they have learnt about caring for the things we use in school.

Sub-Section B: Letters have Sounds – word families "an" and "am"

Strand 2: Reading

Sub-Strand 3: Word Families - Rhyming/Endings and common digraphs.

B2.2.3.1.1. Use common rhyming endings to decode simple words.

End the reading session with this activity. Play the phonics song and ask learners to sing along.

1. While learners listen to you, blend the letters in the following words and read them out loud:

t + an = tan

c + an = can

D + an = Dan

f + an = fan

v + an = van

m + an = man

r + an = ran

Let learners blend and read the words after you. Then, ask them to sit in pairs and read the words again: tan, can, Dan, fan, van, man, ran,

NOTE: These words all have a similar ending sound and letter pattern. In phonics, such a group of words is called a **word family**.

2. Now ask learners to build word family "am". Write the following on the board:

d + am = _____

j + am = _____

r + am = _____

y + am = _____

S + am = _____

P + am = _____

pr + am = _____

sc + am = _____

tr + am = _____

NOTE: Word families consist of actual words. Learners should not be asked to 'create' words and should not be asked to write words such as f + am or z + am! There are no such words as "fam" or "zam" in the English language.

Additional Practice

Refer learners to **pages 120 - 121** of the workbook for more exercises.

Section C

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Strand 10: Spelling

B2.5.10.1.1 Use phonics knowledge to spell words with irregular phonic letter pattern.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

Core Competencies: Communication, Personal Development and Leadership, Critical Thinking

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. **Spelling words correctly** (English Learner's Book, **page 196**)

Working together as a class, let learners read the target words from the board: drag, keep, scribble, urinating, weedy, dangerous, waste.

Let learners sit in pairs to read the words again. Then, let them think and try to decipher the meaning of each word. Let them share their meanings with the class.

Next, refer learners to the exercise in the Learner's Book. Let them work in pairs and write the words in their exercise books.

Remedial Activity

Identify learners who struggle in spelling the words correctly.

Refer them to the sentences in which each word occurs and ask them to figure out which word is similar to the jumbled word. Have them write out the word correctly.

Have them learn to spell the words and use them in sentences.

Refer them back to the task at **page 196** of Learner's Book 1 to do the matching exercise.

Answers

- | | |
|--------------|--------------|
| a. keep | e. scribble |
| b. dangerous | f. urinating |
| c. waste | g. weedy |
| d. drag | |

Strand 2: Reading

Sub-Strand 6: Vocabulary

B2.2.6.1.1 Use level appropriate sight words, understand and use many of them in meaningful sentences.

2. Sentence completion (English Learner's Book 2, **page 197**)

Working together as a class, let learners reread the passage and find the following words: scribbled, drag, walls, waste, urinal, scattered, charcoal, tap. Ask them to raise their hands when they find any of them and to tell the class the paragraph in which they found it. Then, let them read the sentences which contain these words.

Put learners in pairs to read the sentence in which each word is found again. Next, ask them to think and decipher the meaning of each word. Let them share their meanings with the class.

Now refer learners to the exercise in the Learner's Book. Let them work in pairs and write the completed sentences in their exercise books.

Answers

- | | |
|----------|--------------|
| a. waste | e. scribbled |
| b. walls | f. urinal |
| c. drag | g. scattered |
| d. tap | h. charcoal |

Remedial Activity

Present the vocabulary under the matching exercise at **page 196** of English Learners's Book 2 on flash cards for pairs and individuals to repeat. They do pick and read too.

Extension Activity

Ask learners to use the above words for spelling activity (filling-in-the blanks)

3. Sentence construction (English Learner's Book 2, page 197)

Let learners pronounce these words as a class, in pairs, groups and as individuals several times: found, sunshine, spoil, care, paint, outside.

Guide learners to form sentences with the given words orally and make sure they know what they mean.

Then, let them form their own sentences and write them in their exercise books.

Additional Practice

Refer learners to **pages 121 - 122** of the workbook for more exercises.

Section D

Strand 4: Writing

Sub-Strand 2: Penmanship/Handwriting

B2.4.2.1.1 Copy sentences clearly.

Teaching Strategies: Discussion, observation, drawing, writing, demonstration

Teaching/Learning Resources: Objects in the classroom, picture of a pineapple or a real pineapple

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: feelings, describe, environment, chairs, tables, pineapple, fruit, sweet, made up, wood

Teaching/Learning Activities

Penmanship

1. Lead learners to do hand and wrist exercises for a few minutes.
2. Show the picture of a pineapple or the real fruit to learners for them to talk about it.
Examples: What is this fruit? Have you eaten it before? How do you feel about eating pineapples?
3. Demonstrate copying the following sentences on the board.
Let learners read them after you several times: This is a pineapple.

It is a fruit.

It is sweet.

I love to eat pineapples.

4. Have learners copy the sentences in joint script into their exercise books.
Go around to supervise.

Remedial activity

Support struggling writers to write the challenging letters by leading them to write in the air, sand, in each other's palm and on arm boards before writing in their exercise books. Encourage learners to space letters and words out correctly.

Activity 6

Guided Writing

Sub-Strand 5: Writing simple words and sentences

B2.4.5.1.2. Write simple and meaningful sentences on objects found in the environment.

1. Ask learners to look around the classroom and its environment and observe some things there. Let them name the objects they see.
2. Demonstrate to the class how to describe an object in a few sentences. Write the sentences on the board.

Example: This is a table.

It is made of wood.

It has four legs.

I put my books on it.

3. Invite individuals/pairs/groups to read the sample sentences aloud.
4. Next, instruct each group to select an object.
Everyone in the group should say one thing about the object their group has chosen.
They should write down what everybody says.
5. Have learners look through all their ideas. Are the ideas true about the object?
Now, let them draw their object in their exercise book and write three or four true sentences about it.
Collect learners' work for marking and feedback.

Remedial Activity

Have struggling learners in groups make a list of five objects that are found in the environment and share with the whole class.

Extension Activity

Have many learners talk about their objects and form sentences about the. Then, write their sentences in their homework books.

Additional Practice

Refer learners to **pages 123** of the workbook for more exercises.

Unit Summary

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

Discover More

Have learners watch this video and let them talk about how one can keep his/her room and school clean.

Homework

Ask learners to write a six-line poem about their favorite parts of the classroom in their homework books.

Workbook Answers

A. Oral Language

Retelling a story

1. "Why the class prefect of 6A was punished"
2. Mawusi, became 6A class prefect.
3. **a.** Mawusi
b. wThe class teacher,
Mr. Todzro
4. **a.** Class 6A had a story telling lesson under a tree, so they took their chairs outside.

b. After the lesson, it was time to go home.
c. Mawusi did not remind the class to return the chairs to the classroom.
d. The chairs were damaged by the rain during the night.
5. **a.** Mr. Todzro got annoyed.
b. He punished Mawusi for being irresponsible.
6. I learnt that: It does not pay to be irresponsible. / A prefect must be up and doing.
(This is a personal response question, so there is no right or wrong answer.)

B. Reading

1. Reading and Comprehension
 2. **a.** urine on the floor
b. scribbles on the walls
 3. scattered
 4. last
 5. important
 6. drag
 7. tap
 8. defecating
2. Letters have Sounds: Word families
– "an", "am"
Sample words:
"an": can, fan, man, pan, plan, etc.
"am": ham, jam, ram, yam, pram, etc.

C. Vocabulary

- a.** a. keep
b. dangerous
c. waste
d. drag
e. scribble
f. urinate
g. weedy
h. urinal
3. **a.** drawing aimlessly
b. to pull something behind you

- c. the metal head on a pipe from which water flows
- d. a place where learners urinate
- e. condition
- f. spread

D. Writing

1. Feelings expressed by faces:
 - a. The person is angry.
 - b. The person is smiling.
 - c. The person is frowning her face.
2. Description of an object in the class

Sample answer:

- a. This is a book.
- b. It is used for reading/studying/homework, etc.
- c. It is made of paper.
- d. I can take good care of it by handling it well/storing it well, etc.
- e. I like the book because it helps me to learn.

Unit Overview

This unit is about keeping safe on the road. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will listen to a story called “The meeting of the mice” and answer a few questions on it. Section B is in two parts. In the first part, learners will read a short text about “Safety on the road” and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on word family “ot”. In Section C, learners will learn to have fun with the keywords they met in the passage. They will match who has to their meanings correctly, complete giving sentences with familiar words and rearrange jumbled letters to form words. In Section D, learners will learn to use full stops and question marks correctly. They will also fill in the gaps in given sentences to describe things one should do to keep safe on the road.

Learning Outcomes

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

Strand 1: Oral Language Sub-strand 4: Story Telling		
Content Standard	Indicators	Core Competencies
B2.1.4.1 Respond to stories	B2.1.4.1.1 Identify characters in a story and relate them to real life situations	Cultural identity and Global Citizenship Communication and collaboration
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.2 Use knowledge skills and techniques of Reading to understand and interpret texts B2.2.7.1 Understanding and analyse texts read	B2.2.7.2.4. Read level appropriate texts with little support B2.2.7.1.2 Ask and answer factual and inferential questions about level appropriate texts	Critical Thinking Communication and collaboration
Sub-strand 3: Words Families – Rhyming Endings and Common Digraphs		
Content Standard	Indicators	Core Competencies
B2.2.3.1 Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B2.2.3.1.1. Use common rhyming endings to decode simple words	Personal Development and Leadership Communication and Collaboration

Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 Understand word meanings and usages	B2.2.6.1.1. Read level appropriate sight words, understand and use many of them in meaningful sentences B2.2.6.12 Use context clues to infer meanings of words	Personal Development and Leadership Communication and Collaboration
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B25.10.1 Use phonics knowledge to spell words	B2.5.10.1.1 Use Phonics knowledge to spell words with irregular phonic letter pattern	Communication Critical Thinking
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 2: Using Punctuation		
Content Standard	Indicators	Core Competencies
B2.5.2.1 Apply knowledge of punctuation in written communication	B2.5.2.1.1 Use full stops at the end of sentences and question marks at the end of questions	Communication and Collaboration
Strand 4: Writing Sub-strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
B2.4.5.1 Use knowledge of grammar and vocabulary to write words and sentences correctly	B2.4.5.1.2 Write simple and meaningful sentences on objects found in the environment	Communication and collaboration Personal Development and Leadership
Strand 6: Extensive Reading Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and text from print and non-print	Personal Development and Leadership

Strand 1: Oral Language**Sub-Strand 4: Story Telling**

B2.1.4.1.1. Identify characters in a story and relate them to real life situations.

Storytelling: The meeting of the mice

Teaching Strategies: Discussion, narration, repetition

Teaching/Learning Resources: A picture of mice at a meeting, word cards

Core Competencies: Communication and Collaboration, Cultural Identity and Global Citizenship

Key Vocabulary: located, central part, secretly, safety, fizzled out, chase

Preparation Before Class

Draw a large picture of about ten or more mice having a meeting on the compound. A young mouse and an old mouse (the leader of the mice) must be clearly visible. Far away, in the background and very small, draw a cat walking away. Read the story in Activity 1 of this book for more details. Prepare word cards of the key vocabulary listed above.

Teaching/Learning Activities**Activity 1**

Let learners sing a familiar song.

1. Next, put up the picture on the board and allow learners to discuss what they see.
2. Ask them what the relationship between cats and mice is usually like.
3. Ask learners to guess why the mice in the picture are meeting.
4. Show word cards which contain key vocabulary in the new story. Teach and drill the words through repetition.
5. Now tell/read the story to the whole class, while the learners listen attentively. Then, ask them questions based on the story to test learners' understanding.

The meeting of the mice

Once, in a small town located in the central part of the country, there lived a group of mice. They were always hunted by a big cat and feared for their lives. One day, they got fed up with always living in fear. So, they decided to do something about it.

One morning, they had a meeting on their compound when the cat was away. Two mice spoke. The first mouse said, "Let us chase him out of this community!"

The youngest mouse in the group said, "Friends, let's hang a bell around his neck so we can hear him from afar as he approaches. This way, we can make it to safety long before he tries to strike." The leader of the mice wanted to know who was ready to put the bell on the cat. But the venue became as quiet as the grave. No one was ready to risk their lives. And just like that, the plan fizzled out. They were not able to hang the bell around the cat.

6. Have learners retell the story sequentially and answer questions on it

7. Let learners identify the story structure.
8. Next, ask learners to state what parts of the story they enjoyed. Let learners give reasons why they enjoyed those parts.

Assessment

Let learners answer question 5 on **page 201** of the English Learner's Book 2 with their partners.

Answers

- a. On their compound
- b. Two mice
- c. The young mouse's idea.
- d. No
- e. No
- f. old mouse – clever
The young mouse – ignorant
All the mice – cowards
- g. (Elicit responses from learners, with reasons.)

Remedial Activity

Have the story "The meeting of the mice" repeated for learners to listen and answer questions orally on it.

Extension Activity

Invite individuals to read the story sequentially to the class.

Reflection

Let learners reflect on the story and relate it to the measures they should take to keep safe all the time.

Additional Practice

Refer learners to **pages 124** of the workbook for more exercises.

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

B2.2.7.2.4. Read level appropriate texts with little support.

B2.2.7.1.2. Ask and answer factual and inferential questions about level appropriate texts.

Teaching Strategies: Echo-reading, pair work, whole-class/group activities, discussions, modelling

Teaching/Learning Resources: Word cards, sentence cards, pictures on **page 202** of the the English Learner's Book 2

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

Key Vocabulary: amber, traffic, safety, lights, traffic warden, zebra crossing, pedestrians, pavement

Preparation Before Class

Before the lesson, prepare your word cards and sentence cards. If possible, make a large copy of the picture on **page 202** of the English Learner's Book 2 for a more corporate picture reading activity.

Teaching/Learning Activities**Activity 2**

1. Begin the lesson by discussing the picture on **page 202** of the English Learner's Book 2. Then, allow learners to discuss what they see and predict the topic of the passage.
2. Teach and drill the pronunciation of the keywords (amber, traffic, safety, lights, traffic warden, zebra crossing, pedestrians, pavement) one after the other.
3. In pairs, let learners scan the text to find the words in bold. Then, let them try to find out the meaning of each word by reading the sentence(s) in which it appears.
4. Use context, demonstration, and miming to teach the meanings of keywords, if necessary.

NB: Remember the order of teaching new vocabulary. Do not copy the new words on the board ahead of time.

Activity 3

1. While learners listen attentively, read the text aloud and ask them to check the correctness of their predictions.
2. Then, let a few of them share their ideas with the rest of the class.
3. Next, read the text a second time while learners listen and let them read the text after you several times (echo-reading). Have learners read the text individually and discuss their meaning with their peers.

Activity 4

Ask learners to read the text aloud to themselves. You may read words and sentences from word and sentence cards for individuals to identify new words they have learnt.

Activity 5

Let learners read each of the questions on **pages 204 - 205** of the English Learner's Book 2 and discuss the answers with their partners.

Assessment

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.

Remedial Activity

Have low achievers play a lot of language games (Pick and Read, Lucky Dip and Fish me Out) using word and sentence cards plus a lot of drills in order to become familiar with the keywords.

Answers

- | | |
|------------------------------------|-------------------|
| a. Like a traffic warden. | e. left |
| b. It means stop. | f. zebra crossing |
| c. It means slow down / get ready. | g. towards you |
| d. You may fall down. | h. pavement |

Remedial Activity

Have learners role play the story to make it clearer for the low achievers first of use the illustrative pictures to explain the keywords.

Extension Activity

Have high achievers use some of the keywords in sentences.

Reflection

Let learners reflect on the story and try to compare how they take care of themselves and what happened in the story.

Sub-Section B: Letters have Sounds – Word family "ot"

Strand 2: Reading

Sub-Strand 3: Word Families - Rhyming Endings and Common Digraphs.

B2.2.3.1.1. Use common rhyming endings to decode simple words.

End the reading session with this activity. Play the phonics song and let learners sing along. While learners listen to you, blend the letters in the following words and read the words out loud: cot, dot, got, hot, jot, lot, not, pot, rot, tot. Let learners blend and read the words after you. Let learners sit in pairs and find more words that end in "ot". Then, ask them to form sentences with their words and present three of these sentences to the class.

Remedial Activity

Ensure learners produce the ending sound correctly. Practice with those who struggle to pronounce the sound in isolation or in words correctly.

Additional Practice

Refer learners to [pages 125 - 126](#) of the workbook for more exercises.

Section

C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B2.2.6.1.1 Read level-appropriate sight words, understand and use many of them in meaningful sentences.

B2.2.6.1.2 Use context clues to infer meanings of words.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

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

Teaching/Learning Activities

Preparation Before Class

Before the lesson, prepare your word cards.

1. Matching words to their meanings (English Learner's Book 2, [page 207](#))

Have learners read the target words after you several times (pedestrians, traffic lights, wound, zebra crossing, pavement, bandage)

Drill the words from the board and word cards. Elicit their meanings from learners. Let learners do the exercise in the Learner's Book orally as a class. Then, instruct them to read over the words and their definitions. Finally, ask pairs of learners to take turns reading the words and their meanings.

2. Sentence completion (English Learner's Book 2, [page 206](#))

Write the first target word (bandaged) on the board. Pronounce it clearly and let learners repeat the word a few times after you. Ask them to say what it means and/or to make oral sentences with it so that the meaning is clear. Do this for all the words. Refer learners to the passage on "Safety on the road" to look for some of the words and their meanings in context.

Answers

1. **a.** pedestrians – people who use the road on foot
b. traffic lights – lights that show drivers and pedestrians when to stop and move on

- c. wounds – deep cuts on the body
- d. zebra crossing – a crossing for people who use the road on foot
- e. pavement – the side of the road for pedestrians to use
- f. bandage – to dress a wound with gauze

Remedial Activity

Refer learners to the exercise in the Learner's Book. Complete the sentences orally with the whole class. Then ask learners to work in pairs and write the completed sentences in their exercise books.

Additional Practice

Refer learners to **page 127** of the workbook for more exercises.

Answers

- | | |
|-------------------|-------------------|
| a. knocked | f. bandaged |
| b. dressed | g. stopped |
| c. traffic lights | h. pavement |
| d. wounds | i. zebra crossing |
| e. safety | |

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Strand 10: Spelling

B2.5.10.1.1. Use phonics knowledge to spell words with irregular phonic letter pattern.

3. Spelling words correctly (English Learner's Book, **page 207**)

Let learners attempt spelling the words correctly with their partners. Then, write the correct words on the board and drill pronunciation.

Instruct learners to write the correct words in their exercise books.

Refer learners to the sentences in which the words occur. Have them read the sentences and identify the words that match the jumbled words.

Answers

- | | |
|------------|------------|
| a. again | d. rush |
| b. knocked | e. quickly |
| c. light | |

Additional Practice

Refer learners to **page 127** of the workbook for more exercises.

Strand 5: Using Writing Conventions/Grammar Usage**Sub-Strand 2: Using Punctuation**

B2.5.2.1.1. Use full stops at the end of sentences and question marks at end of questions.

Teaching Strategies: Modelling, copying, demonstration, discussion

Teaching/Learning Resources: Sentence cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: keeping, amber, safe, stopped

Preparation Before Class

Prepare the following: sentence cards with questions with a question mark; sentence cards with sentences (statements) with a full stop; sentence cards with questions without question marks; sentence cards with statements without full stops.

Teaching/Learning Activities**Penmanship****Question mark and full stop**

1. Lead learners to do hand and wrist exercises for a few minutes.
2. Then, working together as a class, revise the use of the full stop and capital letters using discussion and examples of sentences on the board. Still working together as a class, introduce the question mark by asking questions. Put the questions on the board and elicit from learners the question mark and its uses.
3. Refer learners to the sample sentences on **page 208** of the English Learner's Book 2. Then, in pairs, instruct learners to say which sentences need a full stop and which need a question mark. Finally, let learners copy the given sentences in joint script into their exercise books.
Go round the class, collect the books, mark and provide feedback.

Answers

I am a teacher.

Are you a teacher?

Where do you live?

In which class are you?

Remedial Activity

Revise the question mark and full stop with low achievers.

Let learners pick sentence cards, read the sentences on them and identify the punctuation marks used.

Extension Activity

Provide high achievers cards with sentences without full stops or question marks. Have learners pick a card, read the sentence on it and say whether it needs a question mark or full stop.

Additional Practice

Refer learners to [page 128](#) of the workbook for more exercises.

Activity 6

Guided Writing

Strand 4

Sub-Strand 5: Writing simple words and sentences

B2.4.5.1.2. Write simple and meaningful sentences on objects found in the environment.

Working together as a class, let learners reread the last two paragraphs of the passage "Safety on the road". They should raise their hands if they found any of the target sentences for the exercise and tell the class where they found it.

Ask the whole class to read the target sentences from the English Learner's Book 2, [page 208](#). Instruct learners to individually complete these sentences by filling the blank spaces with the correct words.

Collect learners' books for marking.

Answers

- | | |
|------------|------------|
| a. safe/go | d. go |
| b. amber | e. stopped |
| c. stop | f. see |

Unit Summary

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

Discover more

Watch this video with learners and have them talk about how to be safe at home and on the road.

Homework

With application of the videos in the QR code, have learners write a rhyme about falling from a tree.

Workbook Answers

A. Oral Language

2. We can stay safe from our enemies by:
- a. being very careful
 - b. watching their movements
 - c. distancing ourselves from them, etc.
(Elicit learner's reactions/ answers.)

B. Reading

Reading and Comprehension

- 4. zebra crossing
 - 5. Adiki
 - 6. her teacher
 - 7. red
 - 8. slow down
 - 9. left
 - 10. pedestrian crossing
 - 11. road safety
2. Letters have Sounds: —
- Word family "ot"
- | | | |
|---------|---------|--------------|
| a. tot | e. lot | i. trot |
| b. not | f. hot | j. got |
| c. pot | g. spot | k. rot |
| d. plot | h. shot | l. slot, etc |

C. Vocabulary

1. Filling in the blanks
- a. knocked
 - b. zebra crossing
 - c. stopped
 - d. safety
 - e. wound
 - f. sling
 - g. pavement
 - h. bandaged
 - i. dressed
 - j. traffic light

D. Writing and Grammar Usage

Punctuation – Question marks and full stops

- 1. Who are you?
- 2. Why did you go home?
- 3. Kofi and Ama are sick.
- 4. How old are you?
- 5. Mr Nkansah is my headmaster.
- 6. Where are your books and pen?
- 7. My name is Eunice Samba.
- 8. Do you know my name?
- 9. I attend Adubiase Presby Basic School.
- 10. Have you taken your lunch?

Unit Overview

This unit is about observing personal safety in the community. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will discuss and learn how to protect themselves from strangers. Section B is in two parts. In the first part, learners will read a short text titled "Stranger danger" and answer questions on the text. The second part is code-named "Letters have Sounds". It will focus on roots and affixes. In Section C, learners will learn to have fun with the keywords they met in the passage. They will complete giving sentences with familiar words, use words to form sentences and identify words in a given puzzle. Then, in Section D, learners will copy sentences from a substitution table, and use the simple present tense to complete sentences.

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
B2.1.6.1 Explore using culturally acceptable language for communication	B2.1.6.1.4 Use a wide variety of words to talk about safety in the community	Cultural identity and Global Citizenship
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1 Understand and analyze texts read	B2.2.7.1.1 Use illustrations text clues and context to make predictions during reading B2.2.7.13 Retell level appropriate texts in own words	Personal Development and Leadership Communication and collaboration
Sub-strand 2: Phonics (Letters Have sound)		
Content Standard	Indicators	Core Competencies
B2.2.2.1 Connect sounds to letters and blend letters/syllables in order to read and write	B2.2.2.1.3 Use elements of structural analysis to decode unknown words	Communication and collaboration

Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 Understand word meanings and usages	B2.2.6.1.1 Read level appropriate sight words understand and use many of them in meaningful sentences	Personal Development and Leadership Communication and Collaboration
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10 Use Phonics knowledge to spell words	B2.5.10.1.1 Use Phonics knowledge to spell words with irregular phonic letter pattern	Communication Critical Thinking
Strand 4: Writing Sub-strand 7: Controlled Writing Core competencies		
Content Standard	Indicators	Core Competencies
B2.4.7.1 Write simple composition	B2.4.7.1.1 Write or copy correct sentences from substitution tables	Communication and Collaboration Personal Development
Strand 5: Using writings Conventions /Grammar Usage		
Content Standard	Indicators	Core Competencies
B2.5.4.1 Apply knowledge of action words in communication	B2.5.4.1.1 Use the simple present tense to express habitual actions	Communication
Strand 6: Extensive Reading Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1 Read a variety of age and level-appropriate books and texts from print and non-print	Personal Development and Leadership

Refer to **page 211** of Learner's Book 2.

Strand 1: Oral Language

Sub-Strand 6: Conversation: “Stranger danger”

B2.1.6.1.4.: Use a wide variety of words to talk about safety in the community.

Teaching Strategies: Discussion, repetition

Teaching/Learning Resources: Pictures

Core Competencies: Communication and Collaboration

Key Vocabulary: stranger, danger, accept, adults, report, harmed

Teaching/Learning Activities

Activity 1

1. Say the topic “Stranger danger”, write it on the board and let learners repeat it after you.
Then, still working together as a class, elicit from learners what they know about the topic.
2. Next, allow them to ask questions about what they want to know concerning the topic.

Activity 2

1. Now, let learners listen to the reading passage on **pages 213 - 215** of the English Learner's Book 2 as you read it clearly and loudly to them.
2. Next, learners tell their group members what they have learnt from the passage.

Examples:

Learner A: I have learnt that there are some wicked people. They steal children.

Learner B: I learnt that I should not accept gifts from people I do not know.

Learner A: I should not enter people's rooms.

Learner B: When a person grabs me, I must shout for help.

3. Have learners discuss the good and bad manners in the story.

Remedial Activity

Use probing questions to encourage low achievers to express themselves about the good and bad manners displayed in the story.

Extension Activity

Ask learners to form sentences orally with the following words: stranger, avoid, community, dark.

Assessment

Let learners answer the following questions with their partners.

- a. What is “Stranger danger”?
- b. Do you think all strangers are bad?
- c. How can you avoid being harmed by a stranger?

- d. Who should you report to if you see something bad in school?
- e. Who should you report to if you see something bad at home?

Answers

- a. It means that strangers can be dangerous.
- b. Yes/No (with reason)
- c. I should not accept lifts/gifts from strangers.
- d. Report to adults/teacher.
- e. Adults/parents, police etc.

Reflection

Let learners reflect on the conversation and compare what they knew about safety measures with what they know now.

Additional Practice

Refer learners to **page 129** of the workbook for more exercises.

Section

B

Strand 2: Reading

Sub-Strand 7: Comprehension

B2.2.7.1.1 Use illustrations, text clues and context to make predictions during reading.

B2.2.7.1.3 Retell level appropriate texts in own words.

Teaching Strategies: Echo-reading, pair work, whole-class/group activities, modelling

Teaching/Learning Resources: Word cards, sentence cards, pictures on **page 212** of the English Learner's Book 2

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: pulls over, bowed, hugged, firmly, lifts, politely

Preparation Before Class

Before the lesson, prepare your word cards and sentence cards. Make large copies of the pictures on **page 212** of the English Learner's Book 2, if possible, for a more corporate picture reading activity.

Teaching/Learning Activities

Activity 3

1. Begin the lesson by discussing the pictures on **page 212** of the English Learner's Book 2. Then, allow learners to discuss what they see and predict the topic of the reading text.

2. Next, teach and drill pronunciation of the keywords (pulls over, bowed, hugged, dark, firmly avoid) one after the other.
 3. In pairs, let learners scan the reading text on **pages 213 - 215** of the English Learner's Book 2 to find the words in bold. Then, let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
 4. Use context, demonstration, and miming to teach the meanings of keywords, if necessary.
- NB:** 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 reading text aloud and ask learners to check the correctness of their predictions. Then, let a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen. Finally, let learners read the text after you several times (echo-reading).
3. Let them also read selected words and sentences from the passage on word cards and sentence cards. Have learners pause frequently during reading to make predictions to enhance comprehension.

Activity 5

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph. Have learners retell the story using Graphic organisers and heming-bone strategies.

Activity 6

Let learners read each of the questions on **pages 215 - 216** of the English Learner's Book 2 and discuss the answers with their partners.

Assessment

Have learners answer the questions on the text orally individually.

Answers

- a. Naa Shika and Nii Kpakpo
- b. Aranaa
- c. other schoolmates
- d. It is dangerous.
- e. You may be kidnapped./It is not safe. /You cannot trust strangers.
- f. You must not accept lifts from strangers. /You should always go out with a friend.
/ When walking, you must stick to public places. /Stay away from places that people do not pass.

Reflection

Let learners reflect on the story and tell the class what they have learnt about how to behave around strangers.

Sub-Section B: Letters have Sounds – Roots and affixes

Strand 2: Reading

Sub-Strand 2: Phonics

B2.2.2.1.3 Use elements of structural analysis to decode unknown words.

End the reading session with this activity. Play the phonics song and let learners sing along. While learners listen to you, blend the letters in the following words and read them aloud: talking, talks, enjoy, replay, olden, rewrite, goes). Instruct learners to blend and read the words after you.

Through discussions, guide learners to analyse the above words. Explain that there are two types of affixes: prefixes and suffixes. (Refer to **page 217** of the English Learner's Book 2, for information.)

Next, let learners sit in pairs and find more examples of words that have a prefix or a suffix or both. They must mention the root word and the prefix or suffix. After that, let learners form groups and do exercise 2 **on page 217** of the English Learner's Book 2 in their exercise books.

Answers

<u>Words</u>	<u>Root</u>	<u>Prefix</u>	<u>Suffix</u>
a. firmly	firm	_____	ly
b. unfriendly	friend	<u>un</u> _____	ly
c. refused	refuse	_____	d
d. going	go	_____	ing
e. disclose	close	<u>dis</u> _____	
f. strangers	stranger	_____	s
g. uncompleted	complete	un_____	d

Remedial Activity

Observe and identify learners who struggle to break the words down to root prefix and suffix with them using familiar words e.g. Friend, call, stop, refuse, ask etc.

Ask them to look for these words in the passage. When they find it let them compare what is on the board with what is in the passage. Explain that those letters or words that are added to what is on the board are called a affixes. When an affix occurs at the beginning of main words they are called prefixes and those at the end position of the word and suffixes. Ask them to compare the words on the board to what is in the passage to state which ones are prefixes roots or suffixes. Let them practice with variety of words to become familiar with affixes before rejoining the others for the main task.

Extension Activity

Ask high achievers to write three things they do to avoid strangers and share them with the class.

Additional Practice

Refer learners to [pages 130 - 131](#) of the workbook for more exercises.

Section

C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B2.2.6.1.1 Read level appropriate sight words, understand 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

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Sentence completion (English Learner's Book 2, [page 218](#))

Write the first target word (traps) on the board (note that in this exercise it is a plural noun, not a verb). Pronounce it clearly and let learners repeat the word a few times after you.

Ask learners to look for the word in the passage of the unit to say what it means in the sentences in which it occurs. Do this for all the words.

Refer learners to exercise 1 in the Learner's Book. Complete the sentences orally with the whole class. Then ask learners to work in pairs and write the completed sentences in their exercise books.

Answers

- | | |
|----------------|---------------|
| a. schoolmates | f. guard |
| b. safe | g. harm |
| c. lanes | h. traps |
| d. strangers | i. unfinished |
| e. wicked | j. gifts |

Additional Task

2. Sentence construction (English Learner's Book 2, [page 218](#))

Working together as a class, have learners pronounce the target words.

Encourage learners to form sentences with the target words orally. Then, let them write their sentences in their exercise books.

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Strand 10: Spelling

B2.2.10.1.1 use phonics knowledge to spell words with irregular phonic letter pattern.

3. Word search (English Learner's Book 2, [page 219](#))

Instruct learners to work in pairs to find at least six words in the word search box.

Have learners use five of their words in sentences.

Answers

Across: community, it, so, some, time, times, sometimes, zero, wick, wicked, grab, the, them, mad, adult, adults, complete (not "uncomplete"; there is no such word!), lift, guard, guards

Down: saw, meek, ream, odd, vat

Remedial Activity

Have low achievers practice spelling the words with you using letter cards before they go to look them up in the puzzle. Use probing questions to help them locate the words with ease.

E.g which letter begins "saw"? And which letter is at the end? Can you see those letters anywhere in the puzzle? etc.

Additional Practice

Refer learners to [pages 132 - 133](#) of the workbook for more exercises.

Section D

Strand 4: Writing

Sub-strand 7: Controlled Writing

B2.4.7.1.1. Write or copy correct sentences from substitution tables

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Strand 4: Using Action words

B2.5.4.1.1 Use the simple present tense to express habitual actions.

Teaching Strategies: Demonstration, copying, discussion, repetition

Teaching/Learning Resources: Substitution tables

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: Action words/verbs: rise, eat, kills, etc.

Teaching/Learning Activities

Penmanship

1. Guide learners with your examples of sentences so that they know how to use the substitution tables on English Learner's Book 2, **page 219**.

Examples:

- i. Lions eat other animals.
 - ii. A wicked person kills children.
2. Let learners copy six sentences from the substitution table in joint script into their exercise books.

Activity 7

Guided writing: simple present tense

Refer learners to the Learner's Book. They can sit in pairs to help each other if needed, but should try to complete the sentences on their own. Collect and mark learners' work and give feedback.

1. Working together as a class, review learners' knowledge about verbs through commands (**Example:** Mary, talk/clap/shout, etc.) for learners to obey.

Every sentence has a naming word which is a noun. A sentence also has an action word. The action word is called a verb.

Example: Bissaw plays football.

In the above sentence: "Bissaw" is a person's name. "Football" is the name of a thing.

They are both nouns. What does Bissaw do?

He plays. "Plays" in this sentence is the action word or verb.

2. Demonstrate the simple present tense with several examples.

Examples of verbs: pray, clap, write, eat, read

Still working together as a class, introduce the use of "every day" and "always" in sentences: Every day I read. I always enjoy the reading lesson.

Every day we go to school. My friends always greet me.

3. Let learners read the following sentences that indicate different situations:

- i. Kofi plays football every day (habitual).
- ii. The sea makes a loud noise (simple truth).
- iii. She is a kind person (opinion).

4. Drill the sample sentences for learners to practise using the simple present tense. Next, put learners in groups to discuss a given topic. For example, what learners do every day and how learners prepare for school every morning. Remind learners to use "always" and "every day" in their discussions.

Remedial Activity

Have struggling learners repeat verbs in the simple present tense after you.

Provide some present tense sentences for individual learners to identify the verbs in them.

Extension Activity

Ask learners to change given verbs into the simple present tense and write sentences with them.

Answers

a. rises

b. like

c. loves

d. is

e. is

f. crawls

Additional Practice

Refer learners to [page 134](#) of the workbook for more exercises.

Refer learners to Revision 5 on [pages 222 - 224](#) of the English Learner's Book 2 for more practice.

Unit Summary

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

Discover more

Watch this video with learners and have them discuss what one has to do to be safe in the community.

Homework

Have learners write down 10 words that can be formed from the letters of "protection" in their homework books Example: port, protect, top.

Exercise 1

1. They feared the cat would kill them./ They were afraid of the cat./ They wanted to be safe.
2. On their compound
3. True
4. False
5. fear

Exercise 2

- | | |
|--------------|---------------|
| 1. dirty | 6. True |
| 2. urinating | 7. outside |
| 3. scribbled | 8. Nii Kpakpo |
| 4. waste | 9. safe |
| 5. important | 10. lifts |

Exercise 3

2. fan, ran, ban, pan, can, plan, span, etc.
hot, not, pot, rot, got, spot, shot, etc.
3.

a. leave	b. water
c. chairs	d. urinals
e. rain	f. tables
g. outside	h. situation
i. important	j. books

Exercise 4

1.

a. How are you?
b. My book is torn.
c. I was born on Tuesday.
d. Are you leaving this place?
e. The school children have torn their books.

Workbook Answers

A. Oral Language

1. Run away and shout for help.
2. No
3. adults/policemen
4. Yes
5. True
6. (Personal response)

B. Reading

Reading and Comprehension

7. men or women 5. people
8. True 6. other mates
9. friend 7. False
10. strangers

2. Letters have Sounds

	Root word	Prefix	Suffix
1. closed	close	_____	d
2. unhappy	happy	un	_____
3. going	go	_____	ing
4. replay	play	re	_____
5. rewrite	write	re	_____
6. things	thing	_____	s
7. become	come	be	_____
8. children	child	_____	ren
9. unclean	clean	un	_____
10. quickly	quick	_____	ly

C. Vocabulary

1. Words from a puzzle
Across: schoolmates, traps, lanes, guard, wicked
Down: harms, life, stranger, cook, safe
 (Any eight. Note that "boxr" is incorrect.)

2. Filling the blank spaces

- | | |
|----------------|---------------|
| a. schoolmates | e. wicked |
| b. safe | f. guard |
| c. lanes | g. unfinished |
| d. strangers | h. lifts |

3. Fill in the missing letters.

- | | |
|-------------|-----------|
| a. guard | f. wicked |
| b. life | g. hand |
| c. trap | h. have |
| d. lanes | i. stole |
| e. stranger | j. spaces |

D. Writing and Grammar Usage

1. Correct tense

- a. rises
- b. sets
- c. like
- d. loves
- e. is
- f. crawls

2. Verbs in the given sentences

- a. rises
- b. sets
- c. like
- d. loves
- e. is
- f. crawls

Unit Overview

This unit is about making a visit to the shop. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn how to ask and answer questions with the right information. Section B is in two parts. In the first part, learners will read a text called “Kaku and Bombo go to the shop” and answer questions on it. The second part is code-named “Letters have Sounds”. It will deal with compound nouns. In Section C, learners will learn to have fun with the keywords they met in the passage. They will read words and use them to form sentences, fill in the missing letters for familiar words and identify the action words in giving sentences. Then, in Section D, learners will write sentences from a substitution table and answer questions to write about food services in their school.

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
B2.1.8.1 Demonstrate understanding in ask and answering questions	B2.1.8.1.1 Use appropriate pronunciation and intonation in asking questions	Communication and collaboration
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1 Understand and analyse texts read	B2.2.7.1.3 Retell level appropriate texts in own words B2.2.7.2.3 Describe events in a story	Personal Development and Leadership Critical Thinking Communication and collaboration
Sub-strand 2: Phonics (Letters have Sound)		
Content Standard	Indicators	Core Competencies
B2.2.2.1 Connect sounds to letter and blend letters/syllables in order to read and write	B2.2.2.1.3 Use elements of structural analysis to decode or unknown words	Communication and Collaboration

Strand 2: Reading Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1. Understand word meanings and usages	B2.2.6.1.1 Read level appropriate sight words, understand and use many of them in meaningful sentences	Personal Development and Leadership Communication and Collaboration
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1 Use phonics knowledge to spell words	B2.5.10.1.1 Use phonics knowledge to spell words with irregular phonic letter pattern	Communication and Collaboration Critical Thinking
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 4: Using Action words		
Content Standard	Indicators	Core Competencies
B2.5.4.1 Apply knowledge of action words in communication	B2.5.4.1.1 Use the simple present tense to express habitual actions	Communication and Collaboration
Strand 4: Writing Sub-strand 5: Controlled Writing		
Content Standard	Indicators	Core Competencies
B2.4.7.1 Write simple compositions	B2.4.7.1.1 Write or copy correct sentences from substitution tables	Communication and Collaboration
Strand 4: Writing Sub-strand 8: Guided composition		
Content Standard	Indicators	Core Competencies
B2.4.8.1 Compose short paragraphs through answering questions	B2.4.8.1.1 Develop to coherent paragraphs on one idea or concept using leading questions	Communication and Collaboration Personal Development

Strand 6: Extensive Reading		
Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level appropriate books and text from print and non-print	Personal Development and Leadership

Section A

Strand 1: Oral Language

Sub-Strand 8: Asking and answering questions

B2.1.8.1.1 Use appropriate pronunciation and intonation in asking and answering wh-questions.

Teaching Strategies: Modelling, pair work, repetition

Teaching/Learning Resources: Classroom, bags, pencils, books, a poster of the conversation

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: door, shop, entrance, yoghurt, lady

Preparation Before Class

Before the lesson, make sure you gather all the materials you need. If possible, make a large poster of the conversation. This helps ensure all learners are moving with you at the same pace. Then, place some classroom objects on your demonstration table.

Teaching/Learning Activities

Activity 1

1. Let learners sing a familiar song or recite a rhyme related to the lesson. Next, instruct them to identify the classroom objects on the teacher's table. Finally, let learners predict what the lesson will be about.
2. Working together as a class, model the wh-questions, showing the rising intonation at the end of a question and indicating the falling intonation when answering the question.

Teacher: Whose bag is on the table?

Learner: It is Kaku's.

Teacher: Who put it there?

Learner: It was Bombo.

3. Put up the poster of the conversation on the board or write it on the board. Practise asking and answering questions with the class.

Teacher: Who is at the door?

Learner: It's me.

Teacher: Where is the man going?

Learner: He's going to the shop.

Teacher: With whom is the man going to the shop?

Learner: He's going with his two boys.

Teacher: What is the lady at the entrance of the shop doing?

Learner: She's carrying polythene bags.

Teacher: What did the man buy first at the shop?

Learner: He bought yoghurt.

Teacher: Why were the boys happy?

Learner: Because their father bought ice cream for them.

Activity 2

1. In pairs, let learners take turns to ask and answer their own wh-questions (i.e., questions starting with Who? What? Where? Why? When? Whose?)
2. Emphasise the rising intonation for the questions and the falling intonation for the answers.

Reflection

Let learners reflect on the lesson and tell their mates how the lesson has helped them.

Additional Practice

Refer learners to [page 135](#) of the workbook for more exercises.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B2.2.7.1.3: Retell level appropriate texts in own words.

B2.2.7.2.2: Describe events in a story.

Teaching Strategies: Echo-reading, pair work, whole-class/group activities

Teaching/Learning Resources: Word cards, pictures on English Learner's Book 2, [page 228](#)

Core Competencies: Communication and Collaboration, Personal Development and Leadership, critical thinking

Key Vocabulary: carrying, polythene bags, entrance, waiting, giggle, proud

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on [page 228](#) of the English Learner's Book 2, if possible, for a more corporate picture reading activity.

Teaching/Learning Activities

Activity 3

1. Begin the lesson by discussing the picture on [page 228](#) of the English Learner's Book 2. Then, allow learners to discuss what they see and predict what they will read about.
2. Teach and drill pronunciation of the keywords (carrying, polythene bags, entrance, waiting, giggle, proud) one after the other.
3. In pairs, let learners scan the text to find the words in bold. Then, let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
4. Next, teach the meanings of keywords (if necessary) using context, demonstration, and miming.

NB: 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. Then, invite a few of them to share their ideas with the rest of the class.
2. Next, read the text a second time while learners listen. Finally, let learners read the text after you several times (echo-reading). Pause along the line to ask learners to show you or mention the last word they heard.

Activity 5

Ask learners to read the text aloud to themselves. Have learners retell the story using simple herring-bone strategies.

Activity 6

Have learners identify and describe events in the story sequentially.

Let learners read each of the questions on [page 230](#) of the English Learner's Book 2 and discuss the answers with their partners.

Assessment

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph. Have individuals answer the questions in Activity 6 orally and in turns.

Remedial Activity

Use probing questions to help learners who struggle to retell the story in the right sequence to do so. Example: what did we hear about the children and their father at the beginning of the story?

Answers

- a. Kaku and Bombo
- b. To a shop
- c. Mr. Blay (Their father)
- d. A lady carrying polythene bags
- e. They helped her.
- f. "Thank you, kind boys! God bless you".
- g. Yes

Reflection

Let learners reflect on the lesson to state the main events in the story.

Sub-Section B: Letters have Sounds – Compound nouns

Strand 2: Reading

Sub-Strand 2: Phonics

B2.2.2.1.3.: Use elements of structural analysis to decode unknown words.

End the reading session with this activity. First, play the phonics song and let learners sing along. Then, while learners listen to you, blend the letters in the following words and read them out loud: airport, aircraft, birthday, blacksmith, blackboard, chalkboard, midday, daytime. Then, let learners blend and read the words after you.

Discuss compound words with learners. Explain that a compound word combines two or more words to make or form one word. Most compound words are nouns. Let them understand that the new words have different meanings from the two original words. Then, let learners sit in pairs to read the compound words and their breakdowns on **page 231** of the English Learner's Book 2. Ask learners to search for compound words in the passage read in the unit.

With learners in groups, instruct them to use word cards to form more compound words and let them read their words to the whole class. E.g. class + room = classroom

1. Adding affixes to make new words (English Learner's Book 2, **pages 231– 232**)

Working together as a class, review word formation through affixation. Affixation is the process of adding letters or groups of letters with a particular meaning in front of a root word or after a root word to change its meaning. A group of letters in front of the root word is called a prefix; pre means before or in front of.

Examples of prefixes include: un – un + happy = unhappy, il – il + legal = illegal, dis – dis + qualify = disqualify.

A letter or group of letters with a particular meaning that is added to the end of a root word to change its meaning is called a suffix.

Examples of suffixes include: loud + **ly** – loudly, child + **less** – childless.

2. Refer learners to exercise 2 in the Learner's Book and explain the exercise to them. Ask them to work in pairs, write the words in their exercise books and submit their books for marking when they have finished.

Answers

needful, needless
carrier, carried, carrying
unfinished
shopping, shopper, shopped
childly, childless, children
fatherless
thankful

Remedial Activity

Work with low achieving learners to search through pictures of objects, found in the classroom and the home, to identify those capable of being compound words. Example: Classroom, chalkboard, blackboard, playground, homework, timetable, textbook, headteacher, workbook, bathroom, toothbrush, armchair, bookshelf, doorbell, etc. You can use a video to make this exercise more meaningful for learners.

Extention Activity

Have high achievers search through the passages read in the other units for more compound words.

Additional Practice

Refer learners to [pages 136 - 137](#) of the workbook for more exercises.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B2.2.6.1.1.: Read level-appropriate sight words and use them in meaningful sentences.

B2.5.10.1.1.: Use phonics knowledge to spell words with irregular phonic-letter patterns.

Strand 5: Using Writing Conventions / Grammar Usage

Sub-Strand 10: Spelling

Sub-Strand 4: Using action words

B2.5.4.1.1.: Use the simple present tense to express habitual actions.

Teaching/Learning Strategies: Demonstration, leading questions, explanation, pair work

Teaching/Learning Resources: Word cards

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

Preparation Before Class

Before the lesson, prepare your word cards to build some compound nouns.

Teaching/Learning Activities

1. Sentence construction (English Learner's Book 2, page 232)

Instruct learners to pronounce the target words. Next, encourage them to form sentences with the target words orally. Then, ask them to write their sentences in their exercise books.

2. Word completion (English Learner's Book 2, page 232)

Working together as a class, let learners reread the passage and find the following words: children, thanked, help, polythene, carrying, entrance. Ask them to raise their hands when they find any of them and tell the class the paragraph in which they found it. Next, let them read the sentences that contain each word.

Put learners in pairs to read the sentence in which each word is found again. Then, let them share their meanings with the class.

Still in pairs, let learners complete the given words by filling the blank spaces with the correct letters. Do the first one with them and ask them to work in pairs to find the missing letters in the rest of the words.

3. Working together as a class, review the simple present tense to indicate habitual actions. Let learners repeat the sentences after you. Let learners read from sentence cards and word cards.

Examples: 1. A hen lays eggs.

2. A cat chases mice.

3. She likes playing Ludo.

4. I eat coconuts.

5. He learns every day.

4. Still working together as a class, let learners repeat the following sentences, which involve using the simple present tense to express truths:

Examples: Birds lay eggs.

Reptiles like lizards also lay eggs.

My mother is a female.

Babies like breast milk.

5. Let learners, in pairs, take turns reading the sample sentences.

Remedial Activity

Low achievers are to refer to the word cards to identify the missing letters in the words. Then have them do the task in their books.

Answers

a. children

b. thanked

c. help

d. polythene

e. carrying

f. entrance

Additional Practice

Refer learners to **pages 137 - 138** of the workbook for more exercises.

Section

D

Strand 4: Writing

Sub-Strand 7: Controlled Writing

B2.4.7.1.1.: Write or copy correct sentences from substitution tables.

Teaching/Learning Strategies: Modelling, repetition, substitution drill

Teaching/Learning Resources: Substitution table, word cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: lays, chases, learns, happy, angry,, kind

Preparation Before Class

Before the lesson, prepare your word cards, sentence cards and substitution table.

Teaching/Learning Activities

Penmanship

1. Lead learners to identify the words that make up the table. Demonstrate how to construct sentences from the substitution table on **page 233** of the English Learner's Book 2. Then, put them into pairs and let them write sentences from the table in their jotters. Go around to assist them.
2. Let each learner copy five of the sentences in joint script into their exercise books for marking.

Examples: **1.** The teacher is angry. **2.** They are happy.

Go around the class, collect the books, mark, and provide feedback.

Remedial Activity

Practise sentence construction from the table with learners who struggle to master picking the items from the columns.

Sub-Strand 8: Guided Composition

B2.4.8.1.1.: Develop two coherent paragraphs on one idea or concept using leading questions.

1. Lead learners to talk about food services in their school. Put learners into groups of 5. Let learners form their composition by writing down the answers to questions 2a - e on **page 234** of the English Learner's Book 2 directly.
2. Encourage learners to share what they discussed with their classmates.

Examples:

Some foods sold or served in the school are rice and beans, kenkey, and beverages. Food is served regularly at the hall and sometimes sellers are available too. There is always enough food for everybody. If we could also get dessert, I will be very happy.

3. Put learners' sample sentences on the board for pairs and individuals to read aloud. The whole class should also read them several times.
4. Let learners write four sentences about the food services in their school in their exercise books.
5. Collect learners' books, mark and give feedback.

Additional Practice

Refer learners to **page 139** 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 watch this video about different kinds of shops and talk about it.

Homework

Ask learners to change simple past tense sentences into the simple present tense and write the sentences in their homework books.

Answers

1. The men wear gloves
2. Uncle gives me money
3. Do you tell daddy about the car accident?
4. Are you in trouble when you go home.
5. I eat before the break is over

Workbook Answers

B. Reading

1. Reading and Comprehension

1. Kaku/Bombo
2. to the shop
3. their father
4. Mr. Blay
5. a lady
6. ice cream

2. Letters have Sounds: Compound words

- | | |
|---------------|---------------|
| 1. birthday | 5. blackboard |
| 2. chalkboard | 6. blacksmith |
| 3. midday | 7. earthquake |
| 4. daytime | |

C. Vocabulary

Word	Suffix	Prefix	New word
1. quick	est	—	quickest
2. help	less	—	helpless
3. carry	ier	—	carrier
4. beg	ing	—	begging
5. shop	s	—	shops

- | | | | |
|-----------|-----|---|----------|
| 6. child | ren | — | children |
| 7. father | ly | — | fatherly |
| 8. thank | ful | — | thankful |

3. The missing letter

- | | |
|--------------|--------------|
| 4. newspaper | 2. polythene |
| 3. provision | 4. father |
| 5. entrance | 6. bought |

D. Writing and Grammar Usage –

Sentences from a substitution table
(Any eight)

Sample sentences:

1. The teacher is happy.
2. They love sports.
3. The teacher is angry.
4. They like singing.
5. They hate walking.
6. We like sports.
7. They love sports.
8. We hate sports.

Unit Overview

This unit is about bush burning. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn a short poem titled "Fire" and answer questions on it. Section B is in two parts. In the first part, learners will read a short text about bush fires and answer questions on the text. The second part is code-named "Letters have Sounds". It will focus on the "ch" word family. In Section C, learners will have fun with the keywords they met in the passage. They will match words to their correct meanings, form sentences with giving words and rearrange mixed up letters to form words. Then, in Section D, learners will copy sentences that have adjectives in them in cursive writing and make a list of people who cause bush fires.

Learning Outcomes

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

Strand 1: Oral Language Sub-Stand 2: Rhymes		
Content Standard	Indicators	Core Competencies
B2.1.2.1 show understanding of a variety of literary pieces	B2.1.2.1.1 Interpret rhymes and tongue twisters in own words	Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1 Understand and analyse texts read B2.2.7.2 Use knowledge skills and techniques of Reading to understand and interpret text	B2.2.7.1.1 Use illustrations, text clues and context to make predictions B2.2.7.2.1 Demonstrate understanding of the purpose and features of information texts	Critical Thinking Communication and Collaboration
Sub-strand 2: Word families – Rhyming Endings		
Content Standard	Indicators	Core Competencies
B2.2.3.1 Employee knowledge of rhyming endings and common digraphs to enhance reading comprehension	B2.2.3.1.1 Use common rhyming endings to decode simple words	Personal Development and Leadership

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 Understand word meanings and usages	B2.2.6.1.1 Read level appropriate sight words; understand and use many of them in meaningful sentences B2.2.6.1.2 Use context clues to infer meaning of words	Personal Development and Leadership Communication and Collaboration
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1 Use phonics knowledge to spell words	B2.5.10.1.1 Use phonics knowledge to spell words with irregular phonic letter pattern	Communication Critical Thinking
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 5: Using Adjectives		
Content Standard	Indicators	Core Competencies
B2.5.5.1 Applying knowledge of adjectives in communication	B2.5.5.1.1 Identify and use simple sentences to describe the weather and show quantity and position or order of people and things	Communication and Collaboration
Strand 4: Writing Sub-strand 8: Guided composition		
Content Standard	Indicators	Core Competencies
B2.4.8.1 Compose short paragraphs through answering questions	B2.4.8.1.1 Develop two coherent paragraphs on one idea or concept using leading questions	Communication and Collaboration Personal Development

Strand 6: Extensive Reading		
Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.2.6.1 Read widely for pleasure into demonstrate independent reading and learning in the literary area	B2.2.6.1.1 Read a variety of age and level-appropriate books and texts from print and non-print print	Personal Development and Leadership

Section A

Strand 1: Oral Language

Sub-Strand 2: Rhymes

B2.1.2.11.: Interpret rhymes and tongue twisters in your own words.

Poem: Fire

Teaching/Learning Strategies: Modelling, repetition, discussion

Teaching/Learning Resources: Picture on English Learner's Book 2, [page 237](#)

Core Competencies: Communication and Collaboration, Personal Development and Leadership, Cultural Identity and Global Citizenship

Key Vocabulary: caused, fire, trapper, smoker, lightning, careful

Preparation Before Class

If possible, make a large poster of the poem. This helps ensure that all learners are moving with you at the same pace.

Teaching/Learning Activities

Activity 1

Let learners recite a familiar rhyme related to the lesson.

1. Put up the picture on the board and allow learners to discuss it. First, let them say what the people in the picture are doing.
2. Next, let learners explain why the people must do what they are doing.

Activity 2

1. Put up the poster of the poem or write it on the board.

Fire

Fire! Fire! Fire!

Who caused the fire?

Could it be the trapper?

Was it the smoker?
It is possibly the farmer.
It might be caused by lightning.
Well, let's all be careful.

2. Working together as a class, say the rhyme twice as learners listen. Ask learners to join in as you recite it the third time. Then, let them recite the rhyme till they are conversant with it. Teach the accompanying actions through demonstration. Next, let learners, in pairs, take turns to recite the rhyme, on their own with right actions.
3. Ask learners to state what parts of the rhyme they enjoyed and share them with each other. Encourage learners to give reasons why they enjoyed those parts. Through questions, have learners interpret the rhyme in their own words. Teach accompanying actions through demonstration.

Assessment

Have learners answer the questions on **page 238** of the English Learner's Book 2 with their partners.

Answers

- a. three people
- b. The trapper, smoker, farmer
- c. lightning
- d. (This is a personal response question, so answers may differ.)

Remedial Activity

Have struggling learners repeat lines of the rhymes in groups, pairs, rows and individually.

Extension Activity

Ask learners to make sentences with these words orally: trapper, smoker, farmer, lightning.

Reflection

Let learners reflect on the lesson and try to compare what they know about bush fires to what is in the rhyme.

Additional Practice

Refer learners to **page 140** of the workbook for more exercises.

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

B2.2.7.1.1.: Use illustrations, text, clues and context to make predictions during reading.

B2.2.7.2.1.: Demonstrate an understanding of the purpose and features of informational text.

Teaching/Learning strategies: Echo reading, pair work, whole-class/group activities

Teaching/Learning Resources: Word cards, pictures on **pages 238 - 239** of the English Learner's Book 2

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

Key Vocabulary: hunters, controlled, herdsman, set fire, pollute, roam

Preparation Before Class

Before the lesson, prepare your word cards. If possible, make large copies of the pictures on **pages 238 - 239** of the English Learner's Book 2 for a more corporate picture reading activity.

Teaching/Learning Activities**Activity 3**

1. Begin the lesson by discussing the pictures on **pages 238 - 239** of the English Learner's Book 2. Then, allow learners to predict what the reading text will be about.
2. Teach and drill the pronunciation of the keywords (hunters, controlled, herdsman, set fire, pollute, roam) one after the other.
3. In pairs, let learners scan the text to find the words in bold. Then, let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
4. Use context, demonstration, and miming to teach the meanings of the keywords, if necessary.

NB: 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. Then, invite a few of them to share their ideas with the rest of the class.
2. Finally, read the text a second time while learners listen and let them read the text after you several times (echo-reading). Pause along the line to ask learners to show you or mention the last word they read.
3. Let learners read aloud the text in chains. The first reader starts from the beginning, and reads the first sentence; the second reader takes over and reads the second sentence; the third reader reads the third sentence, and so on.

Assessment

Let learners read each of the questions on **pages 240 - 241** of the English Learner's Book 2 and discuss the answers with their partners. Have learners answer the questions orally and individually.

Activity 5

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph. Have learners identify the purpose and features of the informational text through think-pair-share.

Answers

- a.
 - i. people who hunt for bush rats and grasscutters
 - ii. farmers
 - iii. herdsman
- b. They set fire around a hole. The bush rats come out because of the smoke. The dogs get them.
- c. The wind
- d. The fires cause smoke. Smoke pollutes the air.
- e. They want new grass to grow.
- f. The writer wants us to prevent bush fires.

Remedial Activity

1. Using probing questions and illustrations, adequately build learners' background knowledge to enable them gain a deeper understanding of the text.

Example:

What is happening in the picture?

What do you think will happen if they forget to quench the fire?

2. Observe and identify those who struggle to read their portions of the passage. Have them echo read and choral read with you.

Reflection

Let learners reflect on the story and tell their classmates how the lesson has enlightened them on the causes of bush fires.

Sub-Section B: Letters have Sounds – /tʃ/

Strand 2: Reading

Sub-Strand 3: Word Families

B2.2.3.1.1.: Use common rhyming endings to decode simple words

End the reading session with this activity. Play the phonics song and let learners sing along. While learners listen to you, blend the letters in the following "ch" words and read the words

out loud: chair, church, chin, chain, children, choose, choice, child. Ask learners to blend and read the words after you. Next, let learners sit in pairs and find more words with the /tʃ/ sound. Then, go around to support them. Finally, let them form sentences with their words and present three to the class.

Remedial Activity

Observe and identify learners who have difficulty producing the sounds. Have them practice the sounds with you in isolation or in context till they gain mastery and let them join their peers to carry out tasks.

Extension Activity

Have high achieving learners find other words that have the sound patterns.

Additional Practice

Refer learners to [pages 141 - 142](#) of the workbook for more exercises.

Section

C

Strand 2: Reading

Sub-strand 6: Vocabulary

B2.2.6.1.2.: Use context clues to infer meaning of words.

B2.6.1.1.1. Read level-appropriate sight words, understand and use many of them in meaningful sentences.

Teaching/Learning Strategies: Demonstration, explanation, leading questions, pair work, whole-class/group activities

Teaching/Learning Resources: Cashew and coffee beans, pictures of herdsmen and of something on fire

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

Preparation Before Class

Before the lesson, prepare your word cards. Find real cashew and coffee beans to show learners.

Teaching/Learning Activities

1. Matching words to their meanings (English Learner's Book 2, [page 242](#))

Working together as a class, let learners reread the passage and see if they can find some of the target words in the passage: coffee, graze, ablaze, hunt, herdsmen, cigarettes, cashew, spread. (Note that only a few of them appear in the passage.)

Ask them to raise their hands when they find any of them and tell the class the paragraph in which they found it. Then, ask them to read the sentences that contain each word.

Let them think and try to decipher the meaning of the words. Have them use the words in sentences. Let them share their meanings with the class. Explain the meaning of any target words, if necessary. Then instruct learners to work in pairs and match the words and meanings given in the Learner's Book [page 242](#).

Answers

Word	Meaning
a. coffee tree	a tree that bears coffee beans
b. graze	to feed on grass
c. ablaze	to burn in hot flames
d. hunt	to chase and kill animals for food
e. herdsman	men who rear cattle and take them around to graze
f. cigarettes	tobacco ground smoothly and wrapped in paper to be smoked
g. cashew	a tree that bears nuts that have the shape of beans
h. spread	to go to other areas

Additional Practice

Refer learners to [page 143](#) of the workbook for more exercises.

2. Sentence construction (English Learner's Book 2, [page 243](#))

Drill the pronunciation of the target words.

Let learners try and decipher their meanings. Then, encourage learners to make meaningful sentences guided by your sample sentences. Next, ask learners to share their sentence(s) with the rest of the class.

Finally, let them write their sentences in their exercise books for marking.

Additional Task

3. Spelling words correctly (English Learner's Book 2, [page 243](#))

Let learners read the full words from word cards and the board. Then, clean the words off the board and ask learners to spell the jumbled words correctly in their exercise books.

Answers

- | | |
|------------|------------|
| a. reports | d. cashew |
| b. hunters | e. ablaze |
| c. forces | f. control |

Strand 5: Using Writing Convention/ Grammar Usage**Sub-Strand 5: Using Adjectives**

B2.5.5.1.1.: Identify and use simple sentences to describe the weather, show quantity, position or order of people and things

Teaching/Learning Strategies: Modelling, repetition, filling in blanks, pair work

Teaching/Learning Resources: Substitution table

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: sweet, beautiful, honest, bright, dull, hot, cold, sunny, rainy, herdsmen, smokers, farmers, palm wine tappers, hunters

Preparation Before Class

Before the lesson, plan your sample sentences and prepare your word cards.

Teaching/Learning Activities**Activity 8****Adjectives**

1. Working together as a class, review regular adjectives with learners.

Examples: big, long, small, tall, short, red, etc.

Adjectives are words that give more information about a noun or pronoun. When an adjective is used before a noun, it is called an attributive adjective. When an adjective is used after a noun, it is called predicative adjective.

2. Introduce the new structure through sentence formation and lead learners.

Examples: 1. The sky is dull. ("dull" is predicative)

2. The weather is sunny. ("sunny" is predicative)

3. I like sunny weather. ("sunny" is attributive)

4. It is the rainy season. ("rainy" is attributive)

3. Let learners take turns to read the above sentences from the board.

For accuracy, let learners read sentences using the substitution table.

Today	is	dull
weather		hot
The		cold
The day		sunny
It		

Examples: Today is cold.

The weather is sunny.

It is dull.

4. Let them write six sentences from the table in their exercise books.
5. For fluency practice, let learners describe the current weather (of the day of the lesson) to their friends.

Penmanship

Refer learners to the top of **page 244** of the English Learner's Book 2. Instruct them to copy the three sentences with the underlined adjectives in joint script into their exercise books.

Remedial Activity

Help learners who struggle to practise writing challenging letters correctly.

Ensure correct spacing between letters and words.

Extension Activity

Ask pairs of learners to make a list of adjectives and share them with the class. Individuals form sentences with them and underline the adjectives.

Additional Practice

Refer learners to **page 144** of the workbook for more exercises.

Activity 9

Guided Writing

Strand 4: Writing

Sub-Strand 8: Guided composition

B2.4.8.1.1.: Develop two coherent paragraphs from one idea or concept.

1. Working in pairs, instruct learners to read the poem "Fire" and the text "Bush fires" again and find the people who cause bush fires. Ask them to add some to the list.

Ask learners to share their findings with the rest of the class.

Examples: herdsmen, smokers, farmers, palm wine tappers, hunters

2. Drill the pronunciation from the board and word cards.

Now refer learners to **page 244** of the English Learner's Book 2,.

3. Ask them to make a neat list of the eight people in their homework. They must then identify those who cause bush fires by making a tick ☒ in the box if the answer is correct then tick ☐. If the answer is not correct.
4. Collect learners' books, mark and give feedback.

Answers

herdsmen



farmers



hunters



palmwine tappers



drivers



traders



sellers



smokers



2. Sentence completion

In pairs, have learners do the sentence completion exercise on **page 234** of the English Learner's Book with each other. The pairs should share their answers with the class.

Next, ask learners to do the exercises in their books for marking.

Answers

hunter
animals
people/Ofori
fire/bag
bush

Unit Summary

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

Discover more

Have learners watch this video. Then ask them to tell the effects of bush/forest fires.

Homework

Assign learners the task of writing in their own words a story about an animal caught in a bush.

Workbook Answers

A. Oral Language

1. Individual Responses
2. herdsmen, hunters, farmers, smokers, palmwine tappers, lightning (Any three)
3. bush fire
4. True
5. burning

B. Reading

Reading and Comprehension

1. **a.** hunter
b. herdsmen
c. farmer
2. The hunters set fire around the holes.
3. wind
4. **a.** coffee
b. food crops
c. cashew

5. Because they want new grass to grow.

6. cows/goats/sheep

2. Letters have Sounds

- | | |
|------------------|-----------------|
| a. chat | e. check |
| b. chest | f. child |
| c. chess | g. choke |
| d. cheese | h. chalk |

C. Vocabulary

1. coffee tree – a tree that bears coffee nuts
2. ablaze – in flames/on fire
3. roam – walk about without aim
4. herdsmen – men who rear cattle and take them around to graze
5. cigarettes – tobacco ground smooth and wrapped in paper to be smoked

6. cashew tree – a tree that bears nuts that have the shape of beans; the beans are roasted and eaten

7. spread – extends to other areas

8. graze – feeding on grass

D. Writing and Grammar Usage

- | | |
|-----------|--------------|
| 1. bright | 4. six |
| 2. dull | 5. fast |
| 3. sunny | 6. beautiful |

2. Filling in the blanks

- | | |
|-----------|----------|
| 3. windy | 4. rainy |
| 4. cloudy | 5. hot |
| 5. cold | |

Unit Overview

This unit is about the destruction of our forests. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will practise asking and answering wh-questions. Section B is in two parts. In the first part, learners will read a text about the need for and uses of wood, which causes the destruction of Ghana's forests. The second part is code-named "Letters have Sounds". It will focus on the /f/ sound in words. In Section C, learners will learn to have fun with the keywords they met in the passage. They will use given words to form sentences and complete giving sentences with familiar words correctly. In Section D, they will learn more about adjectives. Finally, learners will write their own sentences about the uses of trees.

Learning Outcomes

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

Strand 1: Oral Language Sub-Stand 3: asking and Answering questions		
Content Standard	Indicators	Core Competencies
B2.1.8.1.1 Demonstrate understanding in asking and answering questions	B2.1.8.1.1 Use appropriate pronunciation and intonation in acting and answering wh- questions	Communication and Collaboration Personal Development and Leadership
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1 Understand and analyse texts read	B2.2.7.1.1 Use illustrations text clues and context to make predictions during reading B2.2.7.1.2 Ask and answer factual and inferential questions about level appropriate texts	Personal Development and Leadership Communication and Collaboration
Sub-strand 2: Phonics (Letters Have sound)		
Content Standard	Indicators	Core Competencies
B2.2.2.1 Connect sounds to letters and blend letters/syllables in order to read and write	B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words	Personal Development and Leadership Cultural Identify and Global Citizenship

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 Understand word meanings and usages	B2.2.6.1.1 Read level-appropriate sight words understand and use many of them in meaningful sentences	Personal Development and Leadership Communication and Collaboration
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1 Use phonics knowledge to spell words	B2.5.10.1.1 Use phonics knowledge to spell words with irregular phonic letter pattern	Communication and Collaboration Personal Development and Leadership
Sub-strand 5: Using Adjectives		
Content Standard	Indicators	Core Competencies
B2.5.5.1 Applying knowledge of adjectives in communication	B2.5.5.1.1 Identify and use simple sentences to describe the weather and show quantity and position or order of people and things	Communication and Collaboration Personal Development and Leadership
Strand 4: Writing Sub-strand 5: Writing simple words and Sentences Sub-strand 8: Guided Composition		
Content Standard	Indicators	Core Competencies
B2.4.5.1 Use knowledge of grammar and vocabulary to write words and sentences correctly B2.4.8.1 Compose short paragraphs through	B2.4.5.1.2 Write simple and meaningful sentences objects found in the environment B2.4.8.1.1 Develop two coherent paragraphs on one idea or concept using given points/expressions.	Communication and Collaboration Personal Development and Leadership
Strand 6: Extensive Reading Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level appropriate books and texts from print and non-print	Personal Development and Leadership

Strand 1: Oral language**Sub-Strand 8: Asking and Answering Questions**

B2.1.8.1.1.: Use appropriate pronunciation and intonation in asking and answering “Wh-“ questions.

Teaching/Learning Strategies: Modelling, repetition, pair work, whole-class/group activities

Teaching/Learning Resources: Word cards with wh-question words

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: who, what, where, when, why, whom, whose

Preparation Before Class

Prepare your word cards with wh-question words.

Teaching/Learning Activities**Activity 1**

1. Let learners sing a familiar song or recite a rhyme related to the lesson.
2. Introduce the word cards for individuals to read. Revise “Yes/ No” questions and answer them yourself. Ask some “wh-“ questions and have learners answer them.
3. Ask learners, in pairs, to ask and answer questions with “where”, “who” and “when”.
4. Let learners identify what is common among the “wh-” questions.
5. Let them practise the dialogue on **page 248** of the English Learner's Book 2 with their partners. Ask them to change roles and repeat the dialogue till they can say it without looking at the words.
6. Model sample questions emphasising the rising tone of a question.

Examples: When do you go on break?

Whom did you give the money to?

Where does charcoal come from?

7. Next, let learners echo asking the same questions.
Let learners then answer the above questions with a falling tone. Then, in pairs, let learners practise asking and answering wh-questions using where, who, what, whom and when.
8. Draw learners’ attention to the fact that all the questions you have asked start with “**wh**”, hence the name “**wh-questions**”. These wh-questions typically require short answers.

Remedial Activity

Let learners who struggle to ask or answer the questions practise asking and answering the questions on **page 248** of the Learners Book 2 with you.

Ensure they echo your intonation correctly.

Extension Activity

Have high achieving learners construct and say their own “wh-“ questions orally.

Assessment

Have pairs of learners take turns to partake in the dialogue for the class to listen.

Reflection

Let learners reflect on the lesson and tell their friends what they gained from the lesson.

Additional Practice

Refer learners to **page 145** of the workbook for more exercises.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B2.2.7.1.1.: Use illustrations, text, clues and content to make predictions while reading.

B2.2.7.1.2.: Ask and answer factual and inferential questions about level-appropriate texts.

Teaching/Learning Strategies: Echo-reading, questioning, discussion, pair work, whole-class/group activities

Teaching/Learning Resources: Word cards, pictures on **pages 248 - 250** of the English Learner's Book 2

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: medicine, firewood, digging, destroyed, searching, fuel

Preparation Before Class

Before the lesson, prepare your word cards. If possible, make large copies of the pictures on **pages 249 - 250** of the English Learner's Book 2, for a more corporate picture reading activity.

Teaching/Learning Activities

Activity 2

1. Begin the lesson with a discussion of the title and pictures of the text on **pages 248 - 250** of the English Learner's Book 2. Then, allow learners to predict the topic of the text.
2. Teach and drill the pronunciations of the keywords (medicine, firewood, digging, destroyed, searching, fuel) one after the other.
3. Next, in pairs, let learners scan the text to find the words in bold. Then, let them try to decipher the meaning of each word by reading the sentence(s) in which it appears.

4. Use context, demonstration, and miming to teach the meanings of keywords, if necessary.

NB: Remember the order of teaching new vocabulary. Do not copy the new words on the board ahead of time.

Activity 3

1. While learners listen attentively, read the text aloud, pause and ask them to check the correctness of their predictions. Then, invite a few of them to share their predictions with the rest of the class.
2. Read the text a second time while learners listen. Finally, let learners read the text after you several times (echo-reading). Pause along the line to ask learners to show you or mention the last word they read.

Activity 4

Let learners read the text aloud to themselves. Ask them to share the mental pictures they get when they are reading the text. Have learners work in groups to ask and answer factual and inferential questions.

Activity 5

Let learners read each of the questions on **page 252** of the English Learner's Book 2 and discuss the answers with their partners.

Assessment

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.

Answers

- a. for building
for tables and chairs
for fuel
- b. chainsaw operators
gold miners
firewood makers
- c. buildings
roofing
- d. wood
- e. gas
- f. The passage is informative./ It gives us information about deforestation.
- g. The writer wants us to save our forests.

Remedial Activity

Have learners who struggle to read the text aloud with and after you several times before they join the rest of the class. Have them read the text sentence by sentence after you.

Extension Activity

Read sentences at random from the text and ask high achieving learners to identify them within the text.

Activity 6

In pairs, let learners read the verse about trees on **page 252** of the English Learner's Book 2.

Reflection

Let learners reflect on the text they have read and compare what they now know about the destruction of our forests to what they knew before they read the text.

Sub-Section B: Letters have Sounds – Consonant sound /ʃ/

Strand 2: Reading

Sub-Strand 2: Phonics

B2.2.2.1.2.: Use the alphabetic knowledge to decode unknown words.

End the reading session with this activity. First, play the phonics song and let learners sing along. Then, refer learners to **page 252** of the English Learner's Book 2. While learners listen to you, blend the letters in the following words and read them aloud: shoe, shape, shop, share, shin, shore. Let learners blend and read the words after you.

Next, instruct learners to sit in pairs and find more words containing the /ʃ/ sound. Go around to support them. Finally, let them form sentences with their words and present three of these sentences to the class.

Remedial Activity

Observe and identify learners who could not produce the sound. Practise with them till they can identify the sound in isolation or in words.

Extension Activity

Refer high achieving learners to the passage in unit 22 on bushfire to identify at least two words that contain the sound "Sh". Have them use the words in sentences.

Additional Practice

Refer learners to **pages 146 - 147** of the workbook for more exercises.

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

B2.2.6.1.1: Read level-appropriate sight words, understand and use many of them in sentences.

Teaching/Learning Strategies: Demonstration, explanation, leading questions, discussion, pair work, whole-class/group activities

Teaching/Learning Resources: Word cards, word search

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

Preparation Before Class

Before the lesson, prepare your word cards. Then, find real cashew nuts and coffee beans to show learners.

Teaching/Learning Activities**1. Sentence construction** (English Learner's Book 2, **page 253**)

Working together as a class, let learners reread the passage and find the following words: door, windows, wood, firewood, building, boiling. Ask them to raise their hands when they find any of them and tell the class the paragraph in which they found it. Then, let them read the sentences which contain each word.

Next, put learners in pairs to read the sentence in which each word is found again.

Again, let them brainstorm and try to decipher the meaning of the words and share their meanings with the rest of the class.

Refer learners to exercise 1 in the Learner's Book. Let them make oral sentences with each of the words. Finally, ask learners to write the sentences into their exercise books.

2. Sentence completion (English Learner's Book 2, **page 253**)

In pairs, let learners read these words one after the other: firewood, sawmill, boiling, forest, charcoal, cutting, boards, trees. Let them use the words in sentences after listening to your sample sentences. Finally, refer them to the Learner's Book and ask them to complete the sentences in exercise 2 in their exercise books.

Answers

- | | | | |
|------------|------------|-------------|-------------|
| a. trees | b. cutting | c. charcoal | d. forest |
| e. sawmill | f. boiling | g. boards | h. firewood |

Strand 5: Using Writing Conventions/Grammar Usage

Sub-strand 10: Spelling

B2.5.10.1.1. Use phonics knowledge to spell words with irregular phonic letter pattern

3. Word search (English Learner's Book 2, [page 255](#))

Have learners play Lucky Dip Game to pick word cards and read to the class. Drill them in spelling the words. Refer to [page 255](#) of Learner's Book 2.

Ask learners to use a pencil to make a ring around a word they identify in the word box, and to write it down in their homework book. Remind them to read downwards and across the box to identify at least eight words.

This activity is another way of developing spelling. Learners will see the activity as a game; so, if possible, design plenty word puzzles of your own for your learners.

Answers

Across – fire, wood, firewood, board, orb, tree, trees, as, of, off, it, gas, charcoal, coal

Down – boil, boiling, forest, rest, fuel, for, baking, king, door, medicine, in (Any eight)

Section

D

Strand 5: Using Writing Conventions/ Grammar Usage

Sub-strand 5: Using Adjectives

B2.5.5.1.1. Identify and use simple sentences to describe the weather and show quantity and position or order of people and things

Teaching/ Learning Strategies: Copying, modelling, formation of sentences

Teaching/Learning Resources: classroom objects, pictures for demonstration purposes

Core Competencies: Communication and Collaboration, Personal Development

Key Vocabulary: cold, warm, cloudy, sunny, last, first, cheerful, short, sorry

Teaching/Learning Activities

Penmanship

1. Use the weather condition at the time of the lesson to review adjectives that describe the weather.

Examples: It is cold. It is warm. It is too hot. It is cloudy. It has been sunny the whole day.

2. Let each learner quickly write down the adjectives in the five sentences above (cold, warm, hot, cloudy, sunny) in their jotters. Then, working together as a class, introduce the new structure through demonstration.

Teacher: Hold two pencils in your hand and ask, “How many pencils are in my hand?”

Learner: Two pencils.

Teacher: Yes, I have two pencils.

3. Write the above sentences on the board and drill learners on it several times.
4. Use practical activities to introduce positions or order of persons and things (i.e. ordinal adjectives).

Still working together as a class, let learners repeat the following sentences:

- Armah was the first person to arrive.
- Adjei was the last person to arrive.
- Sowah is the second person to leave.
- Three learners are sitting in the first row.
- Please read the third paragraph.

5. Let learners replace the underlined words with other ordinal adjectives.

Example: Armah was the tenth person to arrive.

For practice, let learners do the following in pairs:

- i. Tell your partner which position you are among your siblings.

Example: I am the second born.

- ii. Tell your friend how many clothes you have.

Example: I have three dresses and two jackets.

Assessment

1. Let learners answer the questions in exercise 3 on **page 255** of the English Learner’s Book 2 orally with their partners.
2. Ask questions about the positions of the shapes: Which shape is third? Which shape is fourth? Which shape is first? Which shape is second? Then instruct learners to complete the four sentences and in their exercise books.
3. Ask learners to copy the six sentences in exercise 3 into their exercise books and to underline the adjectives.

Answers to exercise 2

- a. The triangle is the first shape.
- b. The square is the second shape.
- c. The rectangle is the third shape.
- d. The cube is the fourth shape.

Exercise 2

- | | |
|-------------|------------|
| a. sixth | d. short |
| b. cheerful | e. hurting |
| c. tall | f. windy |

Remedial Activity

Observe and identify learners who struggle to find the words. Work with them to do the first three by giving them clues on how to identify the words. For example; which letter begins the word “forest”? Which letter is in the middle and which letter is at the end? Can you find “f” in the puzzle? Trace it. Is it “forest”? Circle it. And so on.

Remedial Activity

Write sentences on the board and assist struggling learners to identify the adjectives in them.
E.g What is the noun in sentence 1? Which word describes this noun? That is our adjective.

1. The weather is cold.
2. I am the sixth born child of my parents.
3. Kofi is a tall man.
4. The boys are lazy.

Answers

- | | | | |
|---------|---------------|---------|---------|
| 1. cold | 2. sixth born | 3. tall | 4. lazy |
|---------|---------------|---------|---------|

Extension Activity

Tell learners to write four sentences of their own using adjectives.

Additional Practice

Refer learners to [pages 147 - 149](#) of the workbook for more exercises.

Activity 6

Guided Writing: Uses of trees

Strand 4: Writing

Sub-Strand 5: Writing Simple Words and Sentences.

Sub-strand 8: Guided composition

B2.4.5.1.2.: Write simple and meaningful sentences.

B2.4.8.1.1.: Develop two coherent paragraphs based on one idea or concept using leading questions.

1. Working together as a class, revise with learners the uses of trees read about in this unit.
2. Still working together as a class, let learners reread the text "Cutting trees". Next, let learners sit in groups to make a list of the uses of trees mentioned in the text. Have them write a draft with their points. Go round to read their draft and assist them where necessary.
3. Have learners rewrite their points into a paragraph and read it to the class for their feedback. Publish each group's work for a gallery walk.

Additional Practice

Refer learners to [pages 149 - 150](#) of the workbook for more exercises.

Unit Summary

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

Discover more

Have learners watch this video to find out more about forest and how to protect them.

Homework

Ask learners to write a poem about a sad tree that does not want to be cut down in their homework book.

Workbook Answers

A. Oral Language

1. when 2. who 3. when 4. who

B. Reading

1. pretty – beautiful
2. cottage – little house
3. village – small town
4. woods – forest
5. scary – fearful

2. Reading and Comprehension

1. Sample answers:
 - a. – for cooking
 - b. – for baking bread
 - c. – for furniture
2. chainsaw operators
3. a. roofing b. windows
c. doors
4. the trees they cut down/wood
5. gas

C. Vocabulary

2. a. fuel f. sawmill
b. save g. destroyed
c. looking h. bush
d. baking i. wind
e. roofing

3. Words from the puzzle

Across: fire, wood, firewood, of, ail, gold, now, in, build, building, saw, mill, sawmill.

Down: coal, roof, door, dig
(Any eight)

D. Writing and Grammar Usage

1. Identifying adjectives

- a. fair d. happy
b. kind e. cloudy
c. eight f. nice

Unit Overview

This unit is about electric energy. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn how to give and respond to commands. Section B is in two parts. In the first part, learners will read aloud a text titled "Sources of electricity" and answer questions on the text. The second part is code-named "Letters have Sounds". It will focus on the /f/ sound made by the letters "ph" in words. In Section C, learners will learn to have fun with the keywords they met in the the passage. They will match words to their meanings, complete sentences with the right words and form sentences with giving words. In Section D, learners will copy sentences from a substitution table, use prepositions, name five sources of energy and write a meaningful sentence about each source.

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, Directions and making Request

Content Standard	Indicators	Core Competencies
B2.1.9.1 Demonstrate understanding in commands instructions, directions and requests.	B2.1.9.1.1 Give and respond to commands	Communication and Collaboration Personal Development and Leadership

Strand 2: Reading

Sub-Strand 7: Comprehension

Content Standard	Indicators	Core Competencies
B2.2.7.2.2 Use knowledge skills and techniques of reading to understand and interpret texts	B2.2.7.2.1 Demonstrate understanding of the purpose and features of information texts B2.2.7.2.4 Read level appropriate texts with little support	Critical Thinking Communication and Collaboration

Sub-strand 2: Phonics (Letters Have sound)

Content Standard	Indicators	Core Competencies
B2.2.2.1 Connect sounds to letters and blend letter/syllables in order to read and write	B2.2.2.1.2 Use the alphabetic knowledge to decode unknown words	Personal Development and Leadership Cultural Identity and Global Citizenship

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 Understand word meanings and usages	B2.2.6.1.2 Use context clues to infer meanings of words B2.2.6.1.1 Read level appropriate sight words understand 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
B2.4.7.1 Write simple compositions	B2.4.7.1.1 Write or copy sentences from substitution tables	Communication and Collaboration Personal Development and Leadership
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 7: Using simple Preposition		
Content Standard	Indicators	Core Competencies
B2.5.7.1 Understand and identify the use of prepositions	B2.5.7.1.1 Identify prepositions in sentences to indicate days, dates and places	Personal Development and Leadership
Strand 4: Writing Sub-strand 5: Using simple words and sentences		
Content Standard	Indicators	Core Competencies
B2.4.5.1 Use knowledge of grammar and vocabulary to write words and sentences correctly	B2.4.5.1.2 Write simple and meaningful sentences on objects in the environment	Communication and Collaboration Personal Development and Leadership
Strand 6: Extensive Reading Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level appropriate books and texts from print and non-print	Personal Development and Leadership

Strand 1: Oral language**Sub-Strand 9: Giving and Responding to Commands, Instructions and Making Requests.****B2.1.9.1.1.:** Give and Respond to Commands.**Give and respond to commands****Teaching/Learning Strategies:** Modelling, repetition, actions**Teaching/Learning Resources:** Classroom objects**Core Competencies:** Communication and Collaboration, Personal Development and Leadership**Key Vocabulary:** stand up, clap your hands, say a rhyme, open your book**Teaching/Learning Activities****Activity 1**

1. Lead learners to sing a familiar song or recite a rhyme related to the lesson.
2. Put up the title of the unit on the board and allow learners to read it and predict what they will be learning about.
3. Working together as a class, revise action words such as sing, stand, etc. Ask learners to give their own examples.
4. Write their examples on the board and let pairs read the words through.
Still working together as a class, let learners read sample sentences from the board. For each sentence, let learners say the action word in it. For each action word, let them do the action.

Examples: a. We put fuel into a car's fuel tank.

b. I take the food out of the fridge.

c. Turn off the light.

5. Then, give commands for learners to respond to individually.

Examples: a. Esi and Bombo, sing a song.

b. Kaku, clap your hands.

c. Girls, raise your right hands.

After that, let learners work in pairs; one learner will issue a command, and the other will act out the command, and vice versa.

Example:**Learner A:** Open your bag. Put your pencil in it.**Learner B:** [responds by doing the action]**Learner B:** Fold your hands and close your eyes.**Learner A:** [responds by doing the action]

Assessment

Invite pairs of learners to demonstrate their commands and responses to the whole class.

Remedial Activity

Use gestures with your commands to enable low achieving learners to understand the commands.

Extension Activity

Using prompts, ask high achieving learners to give and respond to commands outside what was practised in class.

Example:

Teacher's prompt: (raising a duster)

Learner's response: Clean the board.

Additional Practice

Refer learners to [page 152](#) of the workbook for more exercises.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B2.2.7.2.1.: Demonstrate understanding of the purpose and features of informational text.

B2.2.7.2.4.: Read level-appropriate texts with little support.

Teaching/Learning Strategies: Echo-reading, pair work, whole-class/group activity

Teaching/Learning Resources: Word cards, sentence cards, pictures on [page 260](#) of English Learners' Book 2

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

Key Vocabulary: diesel, blender, solar panels, generator, petrol, refrigerator, microwave

Preparation Before Class

Before the lesson, prepare your word cards and sentence cards. Make a large copy of the picture on [page 260](#) of the English Learner's Book 2, if possible, for a more corporate picture-reading activity.

Teaching/Learning Activities

Activity 2

1. Begin the lesson by discussing the picture on **page 260** of the English Learner's Book 2. Then, write the title of the reading passage on the board. Let learners predict what things they will be reading about in the passage.
2. Teach and drill the pronunciation of the keywords/ expressions (diesel, blender, solar panel, generator, petrol, refrigerator, microwave) one after the other.
3. In pairs, let learners search the text quickly to find the words in bold. Then, let them try to decipher the meaning of each word by reading the sentence(s) in which it appears.
4. Use context, demonstration, and miming to teach the meanings of keywords, if necessary.

NB: Remember the order of teaching new vocabulary. Do not copy the new words on the board ahead of time.

Activity 3

1. While learners listen attentively, read the text aloud and ask learners to check for the correctness of their predictions. Then, let 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 identify words/sentences in the passage and read those given words and sentences on word/sentence cards.

Activity 4

Have learners read aloud the text in chains. The first reader starts from the beginning, reads the first sentence and the second takes over and after reading one sentence, the third takes over. This continues until the text has been read several times, and everyone has had a turn or more.

Activity 5

Let learners read each of the questions on **page 264** of the English Learner's Book 2 and discuss the answers with their partners. Through questions, have learners tell why they are reading this informational text.

Assessment

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph. Have individuals answer the questions in Activity 5 of English Learner's Book **page 263** orally.

Answers

- a. True
- b. True
- c. truck

- d. grinding vegetables
- e. heating food
- f. informational
- g. To educate/ to share information about an issue / to appeal to your sense of judgement, etc

Remedial Activity

Have learners who struggle to read their portions, echo-read after you several times. Let them play a lot of language games (Example; pick and read, lucky dip and fish me out) using word and sentence cards plus a lot of drills to read sentences about sources of electricity.

Extension Activity

Ask learners to work with their partners. They read the passage on **pages 261 - 263** again and tell each other what they have learnt about the sources of electricity.

Sub-Section B: Letters have Sounds – “ph” (/f/)

Strand 2: Reading

Sub-strand 2: Phonics

B2.2.2.1.2.: Use the alphabetic knowledge to decode unknown words.

End the reading session with this activity. First, play the phonics song and let learners sing along. Then, while learners listen to you, blend the letters in the following words and read them aloud: photo, phone, photograph, phonics, phase, physical. Let the learners blend and read the words after you. Have learners play games, e.g. Lucky Dip to pick and read words from word cards and to say whether it has the **/f/** sound made by "ph"

Let learners sit in pairs to find more words that have the **/f/** sound made by "ph" in them. Go around to supervise. Finally, let them form sentences with their words and present three to the class.

Additional Practice

Refer learners to **pages 153 - 154** of the workbook for more exercises.

Sub-Strand 6: Vocabulary

B2.2.6.1.2.: Use context clues to infer meaning of words.

B2.2.6.1.1.: Read level-appropriate sight words, understand 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

Preparation Before Class

Before the lesson, prepare your word cards.

1. Matching words to their meanings (English Learner's Book 2, [page 265](#))

Working together as a class, let learners reread the text and find the following words: fuel, diesel, blender, refrigerator, generator, microwave, bulb.

Ask them to raise their hands when they find any word and tell the class the paragraph in which they found it. Then, let them read the paragraph that contains each word.

Next, put learners in pairs to read the sentence in which each word is found again. Again, ask them to brainstorm and try to decipher the meanings of the words and share their meanings with the class. Have learners use the words in sentences. Then, still in pairs, ask learners to match the words in column A to their meanings in column B. Let them share their meanings with the rest of the class and let individual learners copy the words and their correct meanings into their exercise books. Go around to supervise.

Answers

Word	Meaning
a. fuel	materials such as coal, gas, oil that is burned to produce heat or power.
b. diesel	oil used in trucks for them to move
c. blender	machine that grinds vegetables
d. refrigerator	a fridge
e. bulb	the glass part of an electric lamp which gives out light when electricity passes through it.
f. microwave	machine used to heat food; it can be used to cook food
g. generator	a machine that produces electricity

2. Sentence completion (English Learner's Book 2, page 266)

Write the target words on the board and drill pronunciation. Then, let learners pronounce the words on cards and on the board. Use the words in context and have learners do same. In pairs, let learners do the fill-in-the blanks exercise and then share their answers with the rest of the class.

Let learners write the complete sentences in their exercise books.

Remedial Activity

Use mixed-ability grouping to enable low achieving learners to learn from their peers.

Extension Activity

Give high achieving learners additional words and have them use them to construct sentences (example: gas, petrol, solar panel, etc.).

Answers

- | | |
|----------------|---------------------|
| a. generators | d. air conditioners |
| b. electric | e. petrol |
| c. electricity | f. bulbs |

3. Sentence construction (English Learner's Book 2, page 266)

Ask learners to sit in pairs and read the following words: light, car, trucks, rice cooker in order and at random. Form sample sentences for learners to follow. Next, instruct learners to form meaningful sentences with the given words based on your examples. Have them use Think-Pair-Share strategy.

Write learners' examples on the board for the whole class to repeat and ask them to write one sentence with each word in their exercise books.

Additional Practice

Refer learners to **pages 155 - 156** of the workbook for more exercises.

Section

D

Strand 4: Writing

Sub-Strand 7: Controlled Writing

B2.4.7.1.1.: Write or copy correct sentences from substitution tables.

Activity 6

Strand 4: Writing

Sub-Strand 5: Writing Simple Words and Sentences

B2.4.5.1.2.: Write simple and meaningful sentences about objects found in the environment.

Teaching/Learning Strategies: Copying, modelling, repetition

Teaching and Learning Resources: Objects in the classroom, pictures, on **page 267** of the English Learner's Book 2, substitution table

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: in, on, at, sun, diesel, petrol, electricity, gas

Preparation Before Class

Before the lesson, prepare your substitution table and pictures (if needed).

Teaching/Learning Activities

Penmanship

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Strand 7: Using Simple Prepositions

B2.5.7.1.1.: Identify prepositions in sentences to indicate days, dates and places.

Draw the substitution table on **page 267** of Learners Book 2 on the board.

Have learners identify the words that make up the table.

Demonstrate how to pick words from the columns to form the substitution table and have learners do the same in pairs.

Have learners read their sentences aloud to the class and write them in their exercise books.

1. Working together as a class, review normal prepositions. Then, let learners open **page 267** of the English Learner's Book 2. Look at the pictures and say the positions of the objects.

Examples: The cat is in the box.

The bell is on the table.

The eggs are in the nest. / They are in the nest.

The box is in the cupboard.

2. Let learners read the sample sentences above as pairs/individuals.
3. Working together as a class, let learners answer the following questions based on the teacher's model: I was born in August, 1980.
 - a. When were you born?
 - b. Where were you born?
 - c. Where do you live?

d. When do you close from school?

e. When do you play sport?

3. As learners answer those questions, write their answers on the board for them to read over.

Example:

a. I was born in August, 20____.

b. I was born at Okeam.

c. I live in Sepa.

d. I close at noon.

e. I play sport on Thursday.

4. Let learners identify the prepositions indicating time, place, day, and month. In the above sentences. **Examples:** in, on, at

To give learners more accurate practice on the target prepositions, let learners read sentences from the substitution table on **page 267-268** of the English Learner's Book 2.

Next, ask learners, sitting in pairs, to form sentences with prepositions to indicate day, date, time, and place. Then, let them share their sentences with the rest of the class.

Finally, let learners write four of their sentences in their exercise books.

Go round the class, collect learners' books, mark, and provide feedback.

Remedial Activity

Identify learners who struggle to form sentences from the substitution table and practise picking words from the various columns with them. Once they can do so on their own, have them join their peers to do task 1 on **page 267** of the Learners Book 2.

Additional Practice

Refer learners to **page 157** of the workbook for more exercises.

Activity 6 Guided Writing

Working as a class, revise with learners the sources of energy.

Put learners' suggestions on the board and drill pronunciation from the board as well as on word cards.

Examples: sun, petrol, diesel, bulbs, gas, fuel, electricity, generator.

Lead learners to form sentences with the sources of energy. Then write the sample sentences on the board:

1. The sun gives us light and heat.

2. Diesel helps cars to move.

3. Heavy machines need electricity to be able to work.

4. Some drivers use gas instead of diesel, etc..

Next, have learners read through the sample sentences on the board as a whole class, in groups and pairs, and as individuals.

Now instruct learners to choose five sources of energy and write one meaningful sentence about each source in their exercise books.

Remedial Activity

(Prepositions)

Use probing questions to help low achievers identify the prepositions in context. Have them listen to your sample sentences and form their own sentences using the prepositions: in, on, at, under

Refer learners to Revision 6 on [pages 270 - 272](#) of the English Learner's Book 2 for more practice.

Unit Summary

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

Discover more

View this video with learners and have them discuss different kinds of energy.

Homework

Ask learners to write in their homework books words that do not start with "ph" sound.

Answers

pray, ponder, graph, passage, please.

Exercise 2

1. **a.** hunters, farmers, herdsman (Accept other correct answers too.)
b.
 - i.** Crops get burnt.
 - ii.** The air is polluted with smoke.
 - iii.** The forest is destroyed.
 - iv.** Animals are killed.(Any three of the above)
2. **i.** coffee **ii.** cashew **iii.** food crops
3. for timber
4. True
5. True
6. **a.** light **b.** heat
7. diesel
8. gas
9. expensive
10. shoe, shirt, sheet, shun, etc.
phrase, Josephine, graph, pharmacy, etc.

Exercise 3

2. earthquake
doormat
football
midday
aircraft
tabletennis
storeroom
dressing mirror

Exercise 4

1. information / describe
2.

a. bright	b. beautiful
c. handsome	d. sour
e. tall	f. strong
g. sunny	h. 10

Workbook Answers

A. Oral Language

- | | |
|---------|------------|
| 1. go | 5. calls |
| 2. take | 6. walk |
| 3. tell | 7. cook |
| 4. eats | 8. brushes |

B. Reading

Reading and Comprehension

5. a. sun
f. filling station
g. truck
h. bulb
i. generator
j. blender
k. rice cooker
l. microwave
2. a. sun c. gas
b. electricity d. firewood

2. Letters have Sounds: the sound of the letters "sh" and "ph":

3. a. shop d. ship
b. wish e. sheet, etc.
c. shame

2. a. phone d. trophy
d. photo e. Philip, etc.
e. physical

C. Vocabulary

1. fuel – materials such as coal, gas, oil that is burned to give heat or power.

2. diesel – oil that is used in trucks and big trucks for them to move.
3. blender – a machine that grinds vegetables
4. refrigerator – a fridge
5. bulb – the glass part of an electric lamp which gives out light when electricity passes through it.
6. generator – a machine that produces electricity
7. microwave-electrical machine used to heat food; it can be used to cook some food

2. Fill in the blanks

- | | |
|----------------|--------------------|
| 1. generator | 5. air conditioner |
| 2. drivers | 6. some fuel |
| 3. cheaper | 7. bulbs |
| 4. electricity | |

D. Writing and Grammar Usage

Prepositions: in, on

1. The cat is in the box.
2. The bell is on a table.
3. The eggs are in the nest.
4. The box is in the cupboard.

Unit Overview

This unit is about the use of ICT – computers. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn how to give and respond to commands, instructions and requests. Section B is in two parts. In the first part, learners will read aloud a text about computers and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on homonyms. Learners will learn that a word may have two or more different meanings when used in different contexts. In Section C, learners will learn to have fun with the keywords they met in the passage. They will complete sentences with the right words, fill in the gaps in giving words with the missing letters and form sentences with homonyms to bring out differences in meaning. In Section D, learners will identify and use prepositions in sentences. Finally, learners will write about the uses/importance of the computer.

Learning Outcomes

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

Strand 1: Oral Language

Sub-strand 7: Giving and Responding to Commands, Instruction, Directions and making Request

Content Standard	Indicators	Core Competencies
B2.1.9.1 Demonstrate understanding in commands instructions, directions and requests	B2.1.9.1.3 Respond to commands, instructions and requests	Communication and Collaboration Personal Development and Leadership

Strand 2: Reading

Sub-Strand 7: Comprehension

Content Standard	Indicators	Core Competencies
B2.2.7.2.1 Use knowledge skills and techniques of reading to understand and interpret texts B2.2.7.1 Understand and analyse texts read	B2.2.7.2.1 Demonstrate understanding of the purpose and features of information texts B2.2.7.1.2 Ask and answer factual and inferential questions about level-appropriate texts	Critical Thinking Communication and Collaboration

Sub-Strand 3: Word Families -Rhyming Endings and common Digraphs		
Content Standard	Indicators	Core Competencies
B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance comprehension	B2.2.3.1.1 Use common rhyming endings to decode simple words	Personal Development and Leadership Communication and Collaboration
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 Understand word meanings and usages	B2.2.6.1.1 Read level appropriate sight words, understand and use many of them in meaningful sentences B2.2.6.1.3 Show awareness that homonyms have different meanings in different contexts	Personal Development and Leadership Communication and Collaboration
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1 Use phonics knowledge to spell words	B2.5.10.1.1 Use Phonics knowledge to spell words with irregular phonic letter pattern	Communication Critical Thinking
Strand 4: Writing Sub-strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
B2.4.2.1 Copy and rewrite sentences correctly	B2.4.2.1.1 Copy sentences clearly	Personal Development and Leadership
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 7: Using simple prepositions		
Content Standard	Indicators	Core Competencies
B2.5.7.1 Understand and identify the use of prepositions	B2.5.7.1.1 Identify prepositions in sentences to indicate days, dates and places	Personal Development and Leadership

Strand 5: Writing		
Sub-strand 9: Writing simple words and Sentences		
Content Standard	Indicators	Core Competencies
B2.4.5.1 Use knowledge of grammar and vocabulary to write words in sentence is correctly	B2.4.5.1.2 Write simple and meaningful sentences on objects found in the environment	Communication and Collaboration Personal Development and Leadership
Strand 6: Extensive Reading		
Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in literary area	B2.6.1.1.1 Read a variety of age and leveled appropriate books and text from print and non-print	Personal Development and Leadership

Section A

Strand 1: Oral language

Sub-Strand 9: Giving and Responding to Commands, Instructions and Directions and Making Requests

B2.1.9.1.3.: Respond to Commands, Instructions and Requests

Teaching/Learning Strategies: Modelling, repetition, actions

Teaching/Learning Resources: Classroom objects

Core Competencies: Communications and Collaboration, Personal Development and Leadership

Key Vocabulary: write, draw, sing, could, can, would

Teaching/Learning Activities

Activity 1

1. Let learners sing a familiar song or recite a rhyme related to the lesson. Encourage learners to explain the title of the unit and predict what the lessons will be about.
2. Give commands for learners to obey.

Examples:

- i. Open your book. (Learners are to open their books.)
- ii. Kwame, write your date of birth. (Kwame does it.)

Activity 2

2. Create a situation for learners to work in pairs, giving and responding to each other's commands. Example: children are colouring.

Ama: "Kofi, give me the green colour"

Joe: "Esi, add yellow to your drawing" etc.

3. Next, practise making requests and answering them with learners. Refer to **page 274** of the English Learner's Book 2. Model a request and let learners repeat after you. Encourage learners also to make polite requests for their partners to respond.

Assessment

In small groups, pairs and as individuals, ask learners to make and answer polite requests, commands and instructions.

Remedial Activity

Observe and identify learners who struggle in giving or responding to commands.

Use prompts to help them know what to use in the command.

Reflection

Let learners reflect on the lesson and compare how they typically make requests to what is being done now.

Additional Practice

Refer learners to **page 158** of the workbook for more exercises.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B2.2.7.1.2.: Ask and answer factual and inferential questions about level-appropriate texts.

B2.2.7.2.1.: Demonstrate an understanding of the purpose and features of informational text.

Teaching/Learning Strategies: Echo-reading, pair work, whole-class/group activity

Teaching/Learning Resources: Word cards, pictures for the homonyms activity, pictures on **page 275** of the English Learner's Book 2

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

Key Vocabulary: electronic, desktop, computer, information, mouse, laptop

Preparation Before Class

Before the lesson, prepare your word cards, pictures, etc. If possible, make large copies of the pictures on **page 275** of the English Learner's Book 2, for a more corporate picture-reading activity.

Teaching/Learning Activities

Activity 3

1. Begin the lesson by discussing the pictures on **page 275** of the English Learner's Book 2. Then, allow learners to talk about what they see and predict the topic of the passage.
2. Teach and drill the pronunciation of the keywords (electronic, desktop, computer, information, mouse, laptop) one after the other.
3. In pairs, let learners search the text quickly to find the words in bold. Then, let them try to find out the meaning of each word by reading the sentence(s) in which it appears. Use context, demonstration, and miming to teach the meaning of keywords, if necessary.

NB: 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. Then, let a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.
3. Next, let learners read the text after you several times (echo-reading). Let the class and groups read the entire text together.

Activity 5

Let learners read the questions on **page 277** of the English Learner's Book 2 and discuss the answers with their partners. Have learners identify why they are reading this informational text.

Assessment

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.

Answers

- | | |
|---------------|----------|
| a. electronic | e. False |
| b. easier | f. True |
| c. faster | g. True |
| d. mouse | |

Reflection

Let learners tell the class what they have learnt about computers.

Sub-Section B: Letters have Sounds

Strand 2: Reading

Sub-Strand 3: Word Families - Rhyming Endings (the sound in "tion" and "sion")

B2.2.3.1.1.: Use common rhyming endings to decode simple words.

End the reading session with this activity: Play the phonics song and let learners sing along. While learners listen to you, blend the letters in the following words and read them out loud for learners to repeat after you:

- a. information, action, addition, position, nation.
- b. television, occasion, mansion, permission, admission.

Ask learners to observe the two sets of words and identify the common spelling patterns at the end of the words, (whether "tion" / "sion").

In groups, let learners create their own sample words with the same rhyming endings and share them with the class. Encourage learners to form sentences with their sample words.

Remedial Activity

Observe and identify learners who struggle to pronounce words that end with "tion" and "sion". Practice pronouncing the phonographs with them in isolation and within words. Have them pick word cards with the endings "tion" and "sion" and segment them. Have them read the words with emphasis on decoding the ending sound segments: "sion" and "tion". Then have them join the rest of the class to complete the tasks on [page 278](#) of Learners Book 2.

Extention Activity

Have high achievers read the passage again to look for any other spelling form for the target sound.

Answer

Machine

Remedial Activity

Have learners who struggle to read the text repeat the words and sentences several times after you. Ask them to match flash cards with their appropriate words and then read the sentences aloud.

Extension Activity

For high achieving learners, divide the class into groups for different activities.

Appoint leaders of the various groups and assign tasks. Example;

Group 1- Reading aloud

Group 2 - Matching

Group 3 - Rearrangement of jumbled words

They change over activities

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

B2.2.6.1.3.: Show awareness that homonyms have different meanings in different contexts.

B2.2.6.1.1.: Read level-appropriate sight words, understand and use many of them in meaningful sentences.

Teaching/Learning Strategies: Demonstration, explanation

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. Sentence completion** (English Learner's Book 2, **pages 279**)

Working together as a class, let learners reread the passage and find the following words: laptop, information, internet, keyboard, monitor, desktop, important, subjects.

Ask them to raise their hands when they find any of them and tell the class the paragraph in which they found it. Then, instruct them to read the sentence that contains each word.

Put learners in pairs to read the sentence in which each word is found again. Let them brainstorm and try to decipher the meaning of the words and let them share their meanings with the class. Then, still in pairs, let learners complete the sentences by filling in the blank spaces with the appropriate words. Invite pairs of learners to share their answers with the rest of the class. Finally, instruct learners to write the complete sentences in their exercise books.

Remedial Activity

Practice the task with learners who struggle using picture clues. Raise the picture when you reach the gap and use the beginning sounds to help learners get the right words for each gap
Example;

Teacher: You type with ____: (The teacher raises a picture of a keyboard for learners to guess the answer)

Learner: Keyboard.

Teacher: Which sound do you hear at the beginning of "Keyboard"?

Learner: /K/

Teacher: Which letter produces that sound?

Learner: Letter K.

Answers

- | | |
|----------------|--------------|
| a. information | e. monitor |
| b. keyboard | f. subjects |
| c. laptop | g. internet |
| d. desktop | h. important |

2. Word completion (English Learner's Book 2, page 280)

Teach and drill the given words from the board and on word cards. Let learners identify the words which have missing letters. They can look on the board and write the correct words. Also, you can let learners do a pick-and-spell activity. When the words have all been spelt out, wipe some of the letters off the board and ask learners to write the missing letters. Learners are to do this activity individually in their exercise books.

Strand 5: Using Writing Conventions

Sub-Strand 10: Spelling

B2.5.10.1.1: Use phonics knowledge to spell words with irregular phonic letter patterns

Sub-Strand 7: Using Simple Prepositions

B2.5.7.1.1: Identify prepositions in sentences to increase place or position.

3. Homonyms

Working together as a class, lead learners to understand homonyms through sentences. For example, say two sentences with the word "man".

Example: a. He mans a big company.

b. He is an honest man.

Write the sentences on the board. Say one sentence at a time and let learners say it by themselves. Then, together with learners, analyse the two sentences. Let them recognise that the first "man" is a verb and the second "man" indicates an adult male.

Do the same with "bank". Show a picture of a bank and for the second "bank", show a river side to bring out the differences in meaning.

Example: They collected a loan from the bank.

We met the people at the river bank yesterday.

Use actions and a picture of a "place" to show how the two sentences differ in meaning. Next, let learners sit in groups to use "press", "can", and "park" to create different meanings. Let the groups share their sentences with the rest of the class. From there, ask individual learners to copy four of the sentences into their exercise books. Finally, collect learners' books for marking.

Activity 6

Grammar usage

1. Working together as a class, revise simple prepositions to indicate place/position of things.
2. Let learners study the pictures and quickly write one position of the objects as seen on page 281 of the English Learner's Book 2. Finally, let learners tell the class what they wrote.

Ask each learner to read the information they wrote about their parents: date of birth of parent, the day of their birth, where they were born, the community in which they were born, and the community in which they live.

Example:

- My father was born on 24th August, 1985.
- He was born on Thursday.
- My father was born at Nyamoranza in the Central Region.
- He lives at Saltpond.

3. Direct learners in pairs, to take turns and read the information you, the teacher, has shared about your parent. Then, ask learners to mention the prepositions in the sentences. To practise accuracy, let learners practise question and answer drills.

Examples:

Learner A: In which year were you born?

Learner B: I was born in 2012.

Learner B: On which day were you born?

Learner A: I was born on a Sunday.

4. Still, in pairs, let learners tell their partners the following:
- i. The time they get up each morning.
 - ii. The time they set off for school.
 - iii. The suburb/community/area in which they live.

Examples:

Learner A: I get up at five o'clock.

I set off for school at 6:30 am.

I live in Obuasi.

I live in Tutuka Community.

Additional Practice

Refer learners to **page 162** of the workbook for more exercises.

Section D

Strand 4: Writing

Sub-Strand 2: Penmanship/Handwriting

B2.4.2.1.1.: Copying sentences clearly

Sub-Strand 8: Guided Composition

B2.4.8.1.1.: Develop two coherent paragraphs with one idea or concept using leading questions.

Teaching/Learning Strategies: Modelling, copying, repetition

Teaching and Learning Resources: Pictures on **page 281** of the English Learner's Book 2, word cards

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

Key Vocabulary: under, behind, in front of, importance, movies, calculator, fast, information
Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

Penmanship

Have learners watch while you write the sentences on **page 281** of Learners Book 2 on the board. Have them read the sentences. Demonstrate on the board how to write challenging letters and have learners practice writing them on their tables or arm boards. Ask learners to refer to **page 281–282** of Learners Book 2 and copy the sentences into their exercise books.

Prepositions (in, on, under, behind, at, in front of), to indicate time, place, day, and date

Assessment

1. In pairs, let learners take turns to read the sentences in the **Penmanship** activity **page 281** of the English Learners' Book 2 aloud to each other.
2. Then, let them copy the sentences in joint script and underline the prepositions in the sentences. Go around to supervise.

Answers

a. on b. in c. in d. in e. under f. behind

3. Have learners observe the pictures on **page 281–282** and tell the positions of the objects using in, on, under, behind, at, in front of.

Answers

a. on b. behind c. in d. under e. in front f. behind

Remedial Activity (Prepositions)

Lead learners to identify the prepositions indicated in the pictures on **page 281–282** of Learners Book 2. Help them to identify how each preposition is written.

Additional Practice

Refer learners to **page 163** of the workbook for more exercises.

Remedial Activity (Penmanship)

Go around the classroom to help learners write challenging letters correctly. Encourage them to do inter- and intra- word spacing and align letters correctly.

Activity 7

Guided Writing

Write the topic; “Uses of a Computer” on the board.

Have learners read the topic aloud. Have them read the passage again. Lead them to brainstorm to generate ideas about the topic in groups. Ask leading questions to help learners put their ideas into a new paragraph. Invite groups to read their drafts to the class and let the class give feedback. Have groups copy out their drafts and display them on the classroom walls for a gallery walk. Identify outstanding pieces and say why they are outstanding.

Remedial Activity

Go around the groups and use probing questions to help them make right decisions. Support them in spelling as well as in the clarity of their writing.

Extension Activity

Tell learners to write sentences of their own with prepositions and share them with the class.

Unit Summary

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

Discover more

Have learners watch this video and find out more about computers. They should say what they have learnt.

Homework

Ask Learners to match the underlined words to their meanings in their homework books

Answers:

1. Someone close to you
2. high/costly
3. end of something
4. a part of some animal's bodies
5. to bite
6. a little
7. stick for hitting things
8. animal that comes out at night

Workbook Answers

A. Oral Language

1. **a.** writes
b. draws
c. play
d. colour

B. Reading

1. Reading and Comprehension

Activity 1

- a.** desktop computer
- b.** mouse
- c.** laptop
- d.** monitor
- e.** keyboard

Activity 2

1. electronic
2. easier
3. faster
4. desk/mouse
5. True
6. False
7. interesting facts, spelling, rhymes, songs, stories, English grammar, vocabulary, etc. (Any two)
8. True
9. Without the mouse you cannot select anything on the desktop.
10. True

C. Vocabulary

- | | |
|----------------|------------|
| 1. information | 5. monitor |
| 2. vocabulary | 6. space |
| 3. laptop | 7. mouse |
| 4. calculator | 8. learn |

2. Missing letters

- | | |
|---------------|---------------|
| 3. computer | 5. electronic |
| 4. important | 6. mouse |
| 5. displayed | 7. monitor |
| 6. vocabulary | 8. desktop |

3. one word with two different meanings

A. 1. fly

2. bear
3. parks

B. 1. **a.** an insect with two wings

b. to move through the air

2. **a.** a large heavy animal

with thick fur and sharp claws

b. to handle / to put up with

3. **a.** a large area in nature

b. to leave something somewhere for a while

D. Writing and Grammar Usage

1. Prepositions: in, on, under, behind

- a.** The book is on the table.
- b.** The cat is behind the box.
- c.** The tomatoes are in the bowl.
- d.** The bottle is on the table.

Unit Overview

This unit is about the attributes of a good citizen. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will develop their presentation skills by talking about important persons in their communities. Section B is in two parts. In the first part, learners will read a text titled “Sefenya saves her community” and answer questions on the text. The second part is code-named “Letters have Sounds”. It will focus on learning homonyms (one word with different meanings). Learners will read as well as use them in forming sentences. In Section C, learners will learn to have fun with the keywords they met in the passage. They will find contextual meaning of worse from a passage, match words to their meanings and feel in the gaps in giving words with the missing letters. In Section D, learners will copy sentences in cursive writing and identify the prepositions in them. Finally, the section will end with learners learning about subject/verb agreement in simple present tense sentences.

Learning Outcomes

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

Strand 1: Oral Language Sub-strand 10: Presentation		
Content Standard	Indicators	Core Competencies
B2.1.10.1 Plan and present information and ideas for a variety of purposes	B2.1.10.1.1 Speak with confidence before different audience	Communication and Collaboration Personal Development and Leadership
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1 Understand and analyse texts read Use knowledge skills and techniques of reading to understand and interpret texts	B2.2.7.1.1 Use illustrations text clues and context to make predictions during reading B2.2.7.1.2 Describe events in a story	Communication and Collaboration Personal Development and Leadership
Sub-strand 2: (Letters Have sound) Sub-strand 3: Word families – Rhyming Endings and Common Digraphs		
Content Standard	Indicators	Core Competencies
B2.2.3.1 Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B2.2.3.1.1. Use common rhyming endings to decode simple words	Personal Development and Leadership

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 Understand word meanings and usages	B2.2.6.1.2. Use context clues to infer meanings of words B2.2.6.1.3 Show awareness that homonyms have different meanings in different contexts	Personal Development and Leadership Communication and Collaboration
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1 Use phonics knowledge to spell words	B2.5.10.1.1. Use phonics knowledge to spell words with irregular phonic letter pattern	Communication Critical Thinking
Sub-strand 9: Using simple and compound sentences		
Content Standard	Indicators	Core Competencies
B2.5.9.1 Understand simple sentences in writing B2.5.9.1.1. Identify the structure of simple sentences	B2.5.9.1.2 Identify nouns and verbs in simple sentences	Communication and Collaboration
Strand 4: Writing Sub-strand 8: Guided Writing		
Content Standard	Indicators	Core Competencies
B2.4.8.1 Compose short paragraphs through answering questions	B2.4.8.1.1 Develop two coherent paragraphs on one idea or concept using leading questions	Communication and Collaboration Personal Development
Strand 6: Extensive Reading Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print	Personal Development and Leadership

Strand 1: Oral Language**Sub-Strand 10: Presentation**

B2.1.10.1.1.: Speak with Confidence Before Different Audiences.

Talking about important people in my community

Teaching/Learning Strategies: Modelling, reading, writing, interviewing

Teaching/Learning Resources: Written particulars of a person

Core Competence: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: person, education, officer, information, Member of Parliament, community

Preparation Before Class

Before learners do this activity, ask them to find an important person in their area, interview that important personality, and write their details down – their names, parentage, education and achievements. Alternatively, they can ask their parents to tell them about an important personality and share their details with them.

Teaching/Learning Activities**Activity 1**

1. Put learners in a horseshoe sitting formation and introduce what they will do. Remind them of conversation rules. **Examples:** turn taking, don't rush or shout when talking, speak politely, etc.

Remind learners about their presentation skills

- a. A speaker must see everyone's face.
 - b. As a speaker, you must stand straight and give information to your group members.
 - c. When you speak, look into their eyes.
 - d. Use your right hand for any gestures.
 - e. Speak without any fear.
2. Demonstrate how learners should do their presentation using the examples on **page 285** of Learners Book 2.
Examples: "Good morning/afternoon, Colleagues/Friends. I am going to talk about an important person in my community. ..."
 3. Demonstrate how learners should hold the sheet of paper, read, and lift their heads intermittently to look a bit at the audience. Then, tell them to signal their conclusion by saying words and expressions like "Finally, ..." or "In conclusion, ..." or "As I bring my speech to an end, ...". Note that because they are young learners, a three-minute speech should suffice.

As the rest of the class claps for the speaker, commend them by saying, "Well done, that was a fantastic speech, you did an excellent job, etc."

Put learners in groups to discuss topics such as their plans for a holiday, important personalities in their community, etc.

Assessment

Invite groups to show their presentation skills.

Ask learners to mention the conversation rules and presentation skills each group displayed.

Remedial Activity

Observe and identify learners who find it difficult to face their peers during the presentation. Invite them to have frequent presentations on familiar topics with you, for example; a movie they had watched over the weekend, etc. Encourage them to look at your face while talking to you and encourage them to also present frequently in their groups.

Reflection

Let learners reflect on the presentation and compare what they used to do when talking to people/an audience to what they have learnt from the discussions.

Additional Practice

Refer learners to [page 164](#) of the workbook for more exercises.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B2.2.7.1.1.: Use illustrations, text clues and context to make predictions.

B2.2.7.2.2.: Describe events in a story.

Teaching/Learning Strategies: Echo-reading, pair work, whole-class/group activity, formation of sentences, actions, repetition, discussion

Teaching/Learning Resources: Word cards, picture on [page 286](#) of the English Learner's Book 2, substitution table

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: game, half covered, blocked, rushing, valley, flood

Preparation Before Class

Before the lesson, prepare your word cards. If possible, make a large copy of the picture on [page 286](#) of the English Learner's Book 2, for a more corporate picture-reading activity.

Teaching/Learning Activities

Activity 2

1. Begin the lesson by discussing the picture on [page 285](#) of the English Learner's Book 2. Then, allow learners to look at the title of the reading passage and predict what they will be reading about.

2. Teach and drill the pronunciations of the keywords (game, half covered, blocked, gushing, valley, flood) one after the other.
3. In pairs, let learners scan the text to find the words in bold. Then, let them try to decipher the meanings of each word by reading the sentence(s) in which it appears.
4. Teach the meaning of keywords (if necessary) using context, demonstration, and miming.

NB: Remember the order of teaching new vocabulary. Do not copy the new words on the board ahead of time.

Activity 3

1. While learners listen attentively, read the text aloud and ask learners to check for the correctness of their predictions. Then, let a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen. Finally, let learners read the text after you several times (echo-reading). Lead the class and groups to read the text together.

Activity 4

Ask learners to read the text silently to themselves. They should visualise what they are reading. Guide learners to retell the events in the story sequentially.

Activity 5

Let learners read each question on **page 289** of the English Learner's Book 2 and discuss the answers with their partners.

Assessment

In pairs, let learners take turns reading the text aloud to each other, sentence by sentence or paragraph by paragraph. Let individuals take turns to read the text aloud.

Answers

- a. ten years old
- b. False
- c. False
- d. They blocked the river so they could use the water to water their crops.
- e. It caused a flood when it rained.
- f. Sefenya quickly woke her parents. / Sefenya went from house to house, alerting people that there was a flood.
- g. They went up to the school, which was on the hill.
- h. The blocked river overflowed.
- i. She was right about the flood.

Remedial Activity

Have learners who have difficulty reading texts work with you to read the text together or echo-read it. Do a phonics analysis with such learners to enable them to read the words with ease.

Extension Activity

Ask pairs and individuals to read sentences from the board and in the Learners Book in turns.

Reflection

Ask learners to reflect on the discussion and tell the class how it has affected them.

Sub-Section B: Letters have Sounds

Strand 2: Reading

Sub-Strand 3: Word Families - Rhyming Endings (“ain”)

B2.2.3.1.1.: Use common rhyming endings to decode simple words.

End the reading session with this activity. First, play the phonics song and invite learners to sing along. Then, while the learners are listening to you, blend the letters in the following words and read them aloud (rain, drain, main, pain, gain). In groups, let learners read out words they have created with the rhyming ending "ain". Help learners form sentences with their sample words and share them with the class.

Remedial Activity

Identify learners who have difficulty producing the target phonogram. Practice it with them in isolation and in context. Then let them do the tasks.

Additional Practice

Refer learners to **pages 165 - 166** of the workbook for more exercises.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B2.2.6.1.2.: Use context clues to infer meanings of words

B2.2.6.1.3.: Show awareness that homonyms have different meanings in different contexts.

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. Matching words to their meanings (English Learner's Book, page 200)

Working together as a class, read the story on **page 290** of Learners Book 2. Lead learners to revise the meaning of the following words: clever, environment, company, floods, gushed. Ask learners to read the sentences in which the words appear to bring out the meaning of the words. Ask learners to use the words orally in sentences so the meaning becomes clear. Instruct learners to work in pairs. Have learners turn to **page 291** of the English Learner's Book 2 and match the words under A with their meanings under B.

Answers

A	B
a. clever	a person who reasons well
b. company	a business owned by many people
c. environment	surroundings
d. floods	overflow of too much water
e. gushed	water forcing its way into the rooms

Homonyms

End the reading session with this activity. First, play the phonics song and let learners sing along. Then, while learners listen to you, blend the letters in the following words and read them aloud: ring, letter, watch, right, fly, drop, nail, tie. Then, let learners blend and read the words after you.

Still working together as a class, review the previous lesson by asking learners to give examples of words that have two or more meanings when used in a sentence.

Examples: left, right

- I left my book in the classroom.
- My left leg is bandaged.
- Your answer is right. (means correct)
- There is a stain on your right sleeve. ("Right" describes the position of the sleeve.)

Let learners explain the meanings of the underlined words..

Based on your examples and that of learners, remind learners that we can usually figure out the meaning of a word when it is used in a sentence. It is the context which determines the meaning of the word.

Demonstrate the meaning of the words underlined in sentences **a - h** on **page 292** of the English Learner's Book 2, through actions and explanations:

Show learners a ring and say, "This is a ring." Ask learners to repeat the sentence.

Show the ring to the children.

Next, call some learners to the front of the class. Let them come with their chairs. Let them sit in a circle. Tell the rest of the learners, "The children are sitting in a ring form." Let them repeat the sentence. Ask whether "ring" means the same in both sentences. Do so with the rest of the underlined words in sentences **c - h**. Tell learners, in groups of five, to write two sentences with each of the words in exercise **4. a - d** on **page 292**. Each word should have a different meaning in each sentence.

Remedial Activity

Have learners who struggle with the use of homonyms listen to you use the first meaning of the words in several familiar sentences. Ask them to use the word in sentences too. When they are familiar with that usage or meaning of the word tell them the word has another meaning and have them listen and use the second meaning in sentences. It is easier to use parts of the body and familiar objects at the initial stage. Example: Teacher: show me your hand.

Learner: This is my hand.

Teacher: (lifting a bunch of bananas) I have a bunch of bananas here, etc.

Strand 5: Using Writing Conventions and Grammar Usage

Sub-Strand 10: Spelling

B2.5.10.1.1.: Use phonics knowledge to spell words with irregular phonic letter patterns.

2. Word completion (English Learner's Book 2, **page 290**)

Working together as a class, let learners read these words after you from the board, but do not underline any letters; knocked, shouting, clever, gutter, found, quickly, rubbish, stayed, cleared, morning. Then, let learners take turns reading the words from word cards and the board.

Next, let learners do spelling activities by encouraging them to spell the words in groups. Instruct them to pronounce the words in syllables and use the syllables method to spell the words. This will help learners to identify the missing letters.

Finally, let learners do the work individually in their exercise books.

Remedial Activity

Have low achieving learners or learners who struggle to find the missing letters use the "look, say, cover, write, check" spelling strategy to monitor their spelling of the words. Do it with them first and have them do it in pairs. Ask them to look at a word and read it with joy. Cover the word and ask them to spell it or write it. Remove the cover to enable them to compare what they have written with the word that is on the board.

Give them time to use their own strategy to spell all the words used for the task on **page 291** of Learners Book 2. Then allow them to do the exercise.

Additional Practice

Refer learners to **page 167 - 168** of the workbook for more exercises.

Strand 5: Using Writing Conventions/Grammar Usage**Sub-Strand 9: Using Simple and Compound Sentences****B2.5.9.1.1.:** Identify the structure of simple sentences.**B2.5.9.1.2.:** Identify nouns and verbs in simple sentences.**Teaching/Learning Strategies:** Modelling, demonstration, repetition, discussion**Teaching/Learning Resources:** Substitution table, word cards**Core Competencies:** Communication and Collaboration**Key Vocabulary:** is, deemed, threw, knocked**Preparation Before Class**

Before the lesson, prepare your word cards and your substitution table.

Teaching/Learning Activities**Penmanship****Prepositions and simple sentences**

1. Do exercise 1 on **page 293** of the English Learner's Book 2 orally with the whole class to review prepositions.
2. Then, use the same sentences to review naming words (nouns) and action words (verbs).
Example: Akurugu is lying in the room.
(**noun**) (**verb**)
3. When all the sentences are done, introduce the concept of a simple sentence to learners. Use the example above and elicit that Akurugu is the doer and the action she does is is lying.
4. Explain to learners that we call the doer of an action the "subject". The action the subject does (or did) is the verb.
5. Based upon the explanation, let learners identify the subjects and main verbs in the sentences in exercise 3 on **page 293** of the English Learner's Book 2.
6. Write the subject and verb in each sentence on the board. Let them count the number of verbs in each sentence. Then, inform learners that all the sentences are simple sentences because they each have one subject and one main verb. To enhance accuracy, lead learners to read simple sentences in the active voice from a substitution table and let learners identify the subject and the verb. You can equally use questions, e.g What is the action in this sentence? That is our verb. Who performed the action? That is our subject.

Remedial Activity

Use real-life scenarios to explain subjects and verbs to low achievers.

Example;

Teacher: Kofi close the door.

Teacher: Who closed the door?

Learners: Kofi.

Teacher: Kofi is our subject.

Teacher: What did Kofi do?

Learners: He closed the door.

Teacher: Close is the action. So that is our verb.

Extension Activity

Let the high achievers work in pairs. One reads a sentence and the other mentions the subject and verb in it. Change roles. Do this repeatedly till every pair has had a chance to read and identify the subject and main verb in each sentence.

Activity 6

Guided Writing

Strand 4: Writing

Sub-Strand 8: Guided Composition

B2.4.8.1.1.: Develop two coherent paragraphs from one idea or concept using leading questions.

My Village

Have learners read the passage again in groups. Then ask them to pretend to be Sefenya and guide them to brainstorm and answer the following questions.

1. What is the name of your village?
2. What work do your people do?
3. What things are in your environment?
4. How do you help your people?

Have each group read their answers to the class.

Ask individuals to use the same questions as prompts to write about their villages. Display learners work on the classroom wall for a gallery walk.

Remedial Activity

Go around the class to support learners by asking probing questions or helping them with the spelling of words.

Extension Activity

Have high achieving learners write two more things they want to tell the class about their villages. Have them share their work with the class.

Let learners, working individually, form a simple sentence with each of the following verbs: **is**, **cleaned**, **lived**, **threw**, and **knocked** in their exercise book. Next, instruct them to write down the subject and verb in each sentence.

Additional Practice

Refer learners to [page 169](#) 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. Then let them talk about how one can be a good citizen. Also, with your examples, guide them to make meaningful sentences with "homonyms" and write them down.

Homework

Ask learners to write down four things they would do to help save people from flooding, in their homework book.

Workbook Answers

B. Reading

1. Reading and Comprehension

1. ten years old
2. False
3. False
4. Kulungu river
5. It rained a lot and the water could not flow off normally.
6. She quickly woke her parents up.
7. By warning people about the flood so that they could run to safety. By telling the people to move to the school compound.
8. The river being blocked.
9. Yes, they did.

2. Letters have Sounds: Homonyms

- a. She is wearing a ring.
- b. They are sitting in a ring form.
- c. I am writing a letter to my friend.
- d. The letter "b" is the second letter of the of English alphabet.
- e. Do you watch television?
- f. My father has bought a watch.
- g. Your answer is right or correct.
- h. What is in your right hand, not your left hand?

C. Vocabulary

1. a. clever – a person who thinks clearly
i. environment – surroundings
j. company – a business owned by many people
k. flood – overflow of too much water
l. rushed – water forcing its way into a room

2. Missing letters

- | | |
|-------------|------------|
| a. shocked | f. quickly |
| b. shouting | g. rubbish |
| c. clever | h. stayed |
| d. gutter | i. cleared |
| e. found | j. morning |

D. Writing and Grammar Usage

1. a. in b. on c. on
d. on e. in
2. a. Akosua walks.
f. Yahaya runs.
g. Adusie sleeps.
h. She works.
i. The man came.

Unit Overview

This unit is about the importance of good manners and behaving responsibly. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will learn manners and also realise that good behaviour leads to honour. Section B is in two parts. In the first part, learners will read a short text aloud, titled “Kuntu gets a prize”, and answer questions on it. The second part is code-named “Letters have Sounds” Learners will do further activities on Word Families (ay). In Section C, learners will learn to have fun with the keywords they met in the passage. They will arrange giving words in alphabetical order, break words into syllables, construct sentences with homophones to bring out the differences in meanings and to complete sentences with the right words. In Section D, they will form sentences with given nouns and write them in cursive writing. Finally, learners will complete sentences about Kuntu’s award with the appropriate 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
B2.1.6.1 Explore using certain culturally acceptable language for communication	B2.1.6.1.4 Use a variety of words to talk about manners	Communication and Collaboration Cultural Identify and Global Citizenship
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1 Understanding analyse text read	B2.2.7.1.2 Ask and answer factual and inferential questions about level appropriate texts	Personal Development and Leadership
B2.2.7.2 Use knowledge skills and techniques of Reading to understand and interpret text	B2.2.7.2.3 Connect characters ideas and information about level appropriate texts	Communication and Collaboration

Strand 2: Reading		
Sub-strand 3: Word Families – Rhyming Endings		
Content Standard	Indicators	Core Competencies
B2.2.3.1 Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B2.2.3.1.1 Use common rhyming endings to decode simple words	Personal Development and Leadership Communication and Collaboration
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
Understand words meanings and usages	B2.2.6.1.1 Read level-appropriate sight words, understand and use many of them in meaningful sentences B2.2.6.1.3 Show awareness that homonyms have different meanings in different contexts	Personal Development and Leadership Communication and Collaboration
Strand 5: Using writings Conventions /Grammar Usage		
Sub-strand 9: Using simple and compound sentences		
Content Standard	Indicators	Core Competencies
B2.5.9.1 Understand simple sentences in writing	B2.5.9.1.2 Identify nouns and verbs in simple sentences in writing	Communication and Collaboration
Strand 4: Writing		
Sub-strand 10: Narrative writing		
Content Standard	Indicators	Core Competencies
B2.4.10.1 Narrate situations, express feelings and convey points of view about the real or fictional world	B2.4.10.1.1 Write about real or imagined experiences or events using the process approach and fill in the blanks	Communication and Collaboration Personal Development and Leadership
Strand 6: Extensive Reading		
Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1 Read a variety of age and level appropriate books and texts from print and non-print	Personal Development and Leadership

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

B2.1.6.1.4.: Use a variety of words to talk about manners.

Teaching/Learning Strategies: Dialogue, role-play

Teaching/Learning Resources: Picture on **page 297** of the English Learner's Book 2, poster of a conversation/dialogue (see Activity 2 below)

Core Competencies: Communication and Collaboration, Cultural Identity and Global Citizenship

Key Vocabulary: good manners, thank you, greet, respect, please

Preparation Before Class

Copy the conversation/dialogue in Activity 2 of this book onto a poster-size paper or onto the board. If possible, make a large picture of the conversation picture on **page 294** of the English Learner's Book 2. This helps ensure all learners are moving 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 allow learners to discuss what they see. First, let them name the people in the picture and say what they are doing. Next, let learners explain why the people must do what they are doing and predict what the lesson will be about.
2. Have a class discussion about good manners. Focus on respectful and proper behaviour and the polite words and phrases we use that show good manners.

Activity 2

1. Put up the poster of the conversation (dialogue) below or write it on the board.

Learner A: Mama/Auntie, good morning.

Learner B: Good morning, Lamptey.

Learner A: Good afternoon, Papa/Uncle.

Learner B: How are you?

Learner A: I am fine, thank you.

Learner B: Please, where can I get water to drink?

Learner A: Here you are.

Learner B: Thank you.

2. In pairs, let learners take turns to read the dialogue with their partners until they can say it without looking at the words. Then, let learners change roles.
3. Instruct learners to state parts of the dialogue they enjoyed and share them with each other. Let learners give reasons why they enjoyed those parts.

Assessment

Let learners answer the following questions with their partners.

1. Mention three things which show that you are good-mannered.
2. What should we do when we see older people?
3. Why do we greet?
4. When do we say, "please"?
5. When do we say, "thank you"?

Answers

1. Greeting older people / saying "please" when making a request / saying "thank you" when given something etc.
2. We must greet them.
3. To show respect/love/togetherness
4. When making a request.
5. When you are given something.

Remedial Activity

Have learners who can't read the dialogue practice reading it with you until they can read independently.

Extension Activity

Ask high achieving learners to imagine it is evening. Then ask them to practice greeting an old man/woman as if it were evening time using polite words.

Example: Good evening, Grandpa or Good evening, Grandma.

Additional Practice

Refer learners to [page 170](#) of the workbook for more exercises.

Section

B

Strand 2: Reading

Sub-Strand 7: Comprehension

B2.2.2.7.1.2.: Ask and answer factual and inferential questions about level-appropriate texts.

B2.2.2.7.2.3.: Connect characters, ideas and information within a text.

Teaching/Learning Strategies: Echo-reading, discussion, drill, pair work, whole-class/group activity, filling-in-the-blanks

Teaching/Learning Resources: Word cards, picture on **page 298** of the English Learner's Book 2, a big and a small cake of soap

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

Key Vocabulary: prize, open day, Director of Education, chores, hardworking, headmistress, praised, received

Preparation Before Class

Prepare your word cards. Get a large and a small cake of soap and a picture of a carpenter's saw. If possible, make a large copy of the picture on **page 298** of the English Learner's Book.

Teaching/Learning Activities

Activity 3

1. Begin the lesson by discussing the picture on **page 298** of the English Learner's Book 2. Then let learners read the title of the passage and predict what it is about.
2. Teach and drill the pronunciation of the keywords (prize, open day, Director of Education, chores, hardworking, headmistress, praised, received) one after the other.
3. In pairs, let learners scan the text to find the words in bold. Then, ask them to try and decipher the meaning of each word by reading the sentence(s) in which it appears. Use context, demonstration, and miming to teach the meanings of keywords, if necessary.

NB: 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 for the correctness of their predictions. Then, invite a few of them to share their ideas with the rest of the class. Read the text a second time while learners listen. Then, let learners read the text after you several times (echo-reading).
2. Let the class and groups read the entire text together. Guide learners to ask and answer simple inferential questions on the text.

Activity 5

Ask learners to read the text aloud to themselves.

Activity 6

Let learners read the questions on **page 297** of the English Learner's Book 2, and discuss the answers with their partners.

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph. Individuals answer the questions orally.

Ask learners to retell the story using a simple herringbone strategy.

Remedial Activity

Guide learners who are unable to answer questions on the text to read it again paragraph by paragraph. Explain each sentence to them so they can understand the passage and answer the questions correctly.

Extension Activity

Have high achieving learners retell a similar story they have read/heard and say why they like it. Ask them to read similar stories online.

Reflection

Have learners reflect on the story and say why they have enjoyed it.

Additional Practice

Refer learners to [page 171](#) of the workbook for more exercises.

Answers

- a. Kuntu
- b. small
- c. grandmother
- d. He helps her with the house chores.
- e. on Open Day
- f. twelve exercise books, a packet of pencils and some erasers
- g. good
- h. hardworking and duty conscious (Accept either one)

Sub-Section B: Letters Have Sounds

Strand 2: Reading

Sub-Strand 3: Word Families - Rhyming Endings

B2.2.3.1.1.: Use common rhyming endings to decode simple words.

End the reading session with this activity: Play the phonics song and let learners sing along. Introduce learners to simple word formations by changing the beginning letter of some words. Example: “pay”, “gay”, “lay”, “may”.

Help learners build on “ay”.

In groups, let learners read out their words. Ask them to form sentences with the rhyming ending (“ay”)

Remedial Activity

Practice the target sound (“-ay”) with learners severally in isolation and in context to enable them to mention and read words that contain the sound.

Extension Activity

Let high achievers search the passage for words that have the “-ay” sound in them.

Answers

day, makes, etc.

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

B2.2.6.1.1.: Read level-appropriate sight words, understand and use many of them in meaningful sentences.

B2.2.6. 1.3.: Show awareness that homonyms have different meanings in different contexts.

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. Arranging words alphabetically (English Learner's Book 2, page 301)**

Do this exercise as a revision of learners' knowledge of the English alphabet.

While learners listen attentively, read the following words to them (sometimes, helpers, bring, finished, chores, handsome, little, Kuntu, work, lamp, plump, boy, eat, hungry, lunch, packed, prize, received, erasers, happy, headmistress). Then, invite learners to say the words after you.

Next, let learners take turns to read the words from their books. Ask learners to sit in pairs, and explain the activity to them. Let learners be aware that they are to arrange the above words alphabetically.

Do an example with learners.

Answers

boy, bring, chores, eat, erasers, finished, handsome, happy, headmistress, helpers, hungry, Kuntu, lamp, little, lunch, packed, plump, prize, received, sometimes, work

2. Reading Sight Words (English Learner's Book 2, page 302)

Introduce the words in task 2 of page 299 of Learners Book 2, one at a time. Have learners search for each word from the passage in the unit and read the sentence to become familiar with their meaning. Have learners repeat the words aloud several of times. Write the words on the board and have learners read them in order and at random. In pairs, have learners form sentences with the words.

The next activity involves learners scanning the passage to find five examples of one-syllable, two-syllable, and three-syllable words each. Write the words on the board in three columns.

Then refer learners to exercise 2 on page 299 of the English Learner's Book 2.

Remedial Activity

Use phonic analysis and modelling strategies to help learners read challenging words.

3. Homophones

End the reading session with this activity. Play the phonics song and let learners sing along. While learners listen to you, blend the letters in the following words and read the words out loud: last, exercise, saw, lie. Let the learners blend and read the words after you.

In pairs, let learners read the sample sentences **a - f** in exercise 1 on **page 303** of the English Learner's Book 2.

With leading questions, help learners to know that "fall" means a season in North America (Canada and USA) between September and November. The same "fall" means "falling".

Examples: Oranges fall from the tree when a strong wind blows.

My child will be promoted this fall.

Use the sample sentences to further illustrate the concept of homonyms.

Together with learners, use the following homonyms orally in sentences: last, exercise, saw, lie. Show learners the picture of the carpenter's saw. In addition, explain "lie" by making one of the learners lie on the table. Teach learners that another "lie" is the opposite of the truth.

To explain "last", draw some shapes on the board. Let them point to the last shape. Ask them the name of the last shape. Next, show learners two cakes of soap, a small one and a big one. Ask learners which soap would last longer if they were to use the two. Then, let learners know the typical exercises they do in their exercise books. Ask them what they are doing when they hop, swing, run, etc. The physical activities are exercises for the body.

Now that they know the meaning of the words let them do exercise 2 on **page 303** of the English Learner's Book 2.

Answers

- | | |
|--------------------|----------------|
| a. lie | e. last |
| b. lie | f. last |
| c. exercise | g. saw |
| d. exercise | h. saw |

Additional Practice

Refer learners to **pages 172 - 173** of the workbook for more exercises.

Strand 5: Using Writing Conventions/Grammar Usage**Sub-Strand 9:** Using Simple and Compound Sentences.**B2.5.9.1.2.:** Identify nouns and verbs in simple sentences**Teaching/Learning Strategies:** Modelling, copying, demonstration, repetition,**Teaching/Learning Resources:** Illustrations**Core Competencies:** Communication and Collaboration, Personal Development and Leadership**Key Vocabulary:** cut, boot, man, boy, Philip, dog, Braima, knife**Preparation Before Class**

Before the lesson, prepare your word cards and sample sentences.

Teaching/Learning Activities**Penmanship****Sentence construction**

1. Working as a class, have learners read the target words after you: cut, boot, man, boy, Philip, dog, Braima, knife.
2. Have learners read the above words on their own.
3. Lead them to form oral sentences with the given words.
4. Write one good example of a sentence for each word on the board.
5. Instruct learners to copy their sentences into their homework books.

Activity 7**Guided Writing: Sentence completion****Strand 4: Writing****Sub-Strand 10: Narrative writing****B3.4.10.1.1.:** Write about real or imagined experiences or events using the fill-in-the-blanks approach.

1. Working together as a class, let learners reread the text “Kuntu gets a prize” and look for the following words: praised, director, erasers, received, twelve, open, prize, good.
2. Let anyone who sees any of the words raise up their hands and show the rest of the class where the word is found. Let learners try to think and decipher the meaning of the word.
3. Instruct learners to sit in pairs and complete the sentences on **page 304** of the English Learner’s Book 2 by filling in the correct words.

Answers

prize, Open, twelve, received, erasers, Director, praised, good

Remedial Activity

Go around to help learners who struggle to construct their sentences. Help them with their spelling and writing of challenging letters.

Extension Activity

Have high achievers write the composition, putting their names in the place of Kuntu.

Unit Summary

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

Discover more

Allow learners to watch these videos and tell what they have found out about good manners.

Homework

Have learners copy the sentences in their homework. Circle the nouns and underline the verbs in them.

Answers

1. Nii Yartey/ Nana Adoma is
2. armies/police report
3. anything eaten
4. name food like
5. Ice cream/banku okro soup is prefer
6. Pyjamas fit

Workbook Answers

B. Reading

1. Reading and Comprehension

1. Kuntu
2. small
3. grandmother
4. False
5. False
6. He helps with house chores.
7. on Open Day
8. twelve exercise books, a packet of pencils and some erasers.
9. good boy
10. hardworking

Letters have Sounds

2. Break each word into syllables

- a. E / lec / tri / ci / ty
- b. e / ra / sers
- c. head / mis / tress
- d. e / du / ca / tion
- e. pre / sen / ted
- f. di / shes
- g. fi / nished
- h. to / le / rance

C. Vocabulary

1.
 - a. The girls lie on the foam mattress.
 - b. He told a lie to the teachers.
 - c. It is good to exercise the body.

- d. Did the teacher give you an exercise?
- e. The person who came in last is Derrick.
- f. Clothes last long.
- g. I saw him.
- h. Cut the wood with a saw.
- i. We fetch water from a well.
- j. Do you work well?
- k. Draw a straight line.
- l. Hang the clothes on a drying line.

D. Writing and Grammar Usage

Noun/Naming word Verb/Action word

- | | |
|------------|--------|
| 1. Adiza | works |
| 2. Danso | cried |
| 3. Adu | came |
| 4. Yaawa | was |
| 5. Ocansey | sings |
| 6. Esi | swept |
| 7. Kwame | learns |
| 8. teacher | works |

Unit Overview

This unit is about good cultural practices such as helping one another, showing respect to others, and having good manners. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will continue to learn about things we can do to show that we have good manners. Section B is in two parts. In the first part, learners will read aloud a text titled “Respect for the elderly”. The second part is code-named “Letters have Sounds”. It will focus on basic sight words. In Section C, learners will learn to have fun with the keywords they met in the passage. They will match words with their meanings, rearrange jumbled letters to form words and learn to read some basic sight words. In Section D, they will identify nouns and verbs in sentences, and write three sentences about how their favourite dish is prepared.

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
B2.1.6.1 Explore using certain culturally acceptable language for communication	B2.1.6.1.4 Use a wide variety of words to talk about manners	Cultural Identify and Global Citizenship
Strand 2: Reading Sub-strand 9: Fluency		
Content Standard	Indicators	Core Competencies
B2.2.9.1 Read texts fluently	B2.2.9.1.1 Read texts/stories/passages with good pace, accuracy and expression B2.2.9.1.2 Read and recognise 120 sight words	Personal Development and Leadership Communication and Collaboration

Sub-strand 2: Phonics (Letters Have sound)		
Content Standard	Indicators	Core Competencies
B2.2.2.2. Connect sounds of letters and blend letters. syllables in order to read and write B2.2.6.1 understand word meanings and usages	B2.2.6.1.1. Read level-appropriate sight words, understand and use many of them in meaningful sentences B2.2.6.1.2 Use context clues to infer meanings of words B2.2.2.1.3 Use elements of structural analysis to decode unknown words	Communication and Collaboration Personal Development and Leadership Communication and Collaboration
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1 Use phonics knowledge to spell words	B2.5.10.1.1 Use phonics knowledge to spell words with irregular phonic letter pattern	Personal Development and Leadership Communication and Collaboration
Sub-strand 9: Using simple and Compound sentences		
Content Standard	Indicators	Core Competencies
B2.5.9.1 Understand simple sentences in writing	B2.5.9.1.1 Identify the structure of simple sentences B2.5.9.1.2 Identify nouns and verbs in simple sentences	Communication Critical Thinking
Strand 4: Writing Sub-strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
B2.4.5.1 Use knowledge of grammar and vocabulary to write words and sentences correctly	B2.4.5.1.2 Write simple and meaningful sentences on objects found in the environment	Communication and Collaboration Personal Development and Leadership
Strand 6: Extensive Reading Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1 Read a variety of age and level appropriate books and texts from print and non-print	Personal Development and Leadership

Strand 1: Oral language**Sub-Strand 6: Conversation**

B2.1.6.1.4.: Use a wide variety of words to talk about manners.

Conversation: Practising good manners

Core Competencies: Communication and Collaboration, Cultural Identity and Global Citizenship

Teaching/Learning Strategies: Discussion, pair work, group/class activity

Teaching/Learning Resources: Picture on **page 302** of the English Learner's Book 2

Key Vocabulary: cover, sneezing, coughing, yawning, voice, shift

Preparation Before Class

Make sure you gather all the materials you need. If possible, make a large picture on the conversation. This helps ensure that all learners are moving with you at the same pace.

Teaching/Learning Activities**Activity 1**

1. Let learners sing a familiar song or recite a rhyme related to the lesson.
Write the title of the discussion on the board: Practising good manners. Let learners say it and predict what the lesson will be about.
2. Review what learners learnt about good manners in Unit 27 by asking them to say some of the things we should do to show good manners. Some of them can be found in Activity 1 on **page 307** of the English Learner's Book 2.
3. Let learners role-play greetings, saying thank you, and using polite language like please, than, you, etc.

Activity 2

1. Continue to elicit from learners what else must be done to show good manners. When learners contribute to the topic, list their ideas on the board. Then, let learners open **page 307** of the English Learner's Book 2 and add to the list what has not been mentioned:
 - a. Cover your nose when sneezing.
 - b. Cover your mouth when coughing.
 - c. Cover your mouth when yawning.
 - d. Do not speak at the top of your voice.
 - e. Say: "Sorry, could you move a little?"
2. In pairs, let learners role-play some of the things in the list on the board..

Remedial Activity

Have learners who feel too shy to speak in front of the class practice good manners with you and in their groups.

Assessment

What should you do when doing the following?

- a. yawning
- b. sneezing
- c. coughing

Reflection

Let learners tell the class what they have gained from the lesson.

Additional Practice

Refer learners to **page 176** of the workbook for more exercises.

Section B

Strand 2: Reading

Sub-Strand 9: Fluency

B2.2.9.1.1.: Read texts, stories or passages with good pace, accuracy and expression.

B2.2.9.1.2.: Read and recognize 120 sight words.

Teaching/Learning Strategies: Echo-reading, discussion, picture description, pair work, whole-class/group activity

Teaching/Learning Resources: Picture on **page 308** of the English Learner's Book 2, word cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: community, Niger, respectful, polite, disputes, reared

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 304** of the English Learner's Book 2, if possible, for a more corporate picture-reading activity.

Teaching/Learning Activities

Activity 3

1. Begin the lesson by discussing the picture on **page 308** of the English Learner's Book 2. Then, allow learners to discuss what they see and predict the topic of the lesson.
2. Teach and drill the pronunciation of the keywords (community, Niger, respectful, polite, disputes, reared) one after the other.
3. In pairs, let learners scan the text to find the words in bold. Then, encourage them to try to decipher the meaning of each word by reading the sentence(s) in which it appears. Use context, demonstration, and miming to teach the meaning of keywords, if necessary.

NB: 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 for the correctness of their predictions. Then, 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).
2. Let the class and groups read the entire text together aloud with the appropriate pace, accuracy and expression.
3. Introduce learners to more sight words in context and have them use 120 sight words, using a few at a time.

Activity 5

Let learners read each question on **pages 310 - 311** of the English Learner's Book 2 and discuss the answers with their partners.

Assessment

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph. Let learners take turns to ask and answer the questions in Activity 5.

Answers

- a. twelve years old
- b. Niger
- c. Kwame
- d. He was obedient.
- e. False
- f. It was his birthday.
- g. He wanted a good/polite/respectful/obedient child.
- h. Yes, it made him get a reward/gift.
- i. So that people will like me (This is a personal response question, so accept all reasonable answers.)

Reflection

Ask learners to tell the class why one should be a good person.

Sub-Strand B: Letters Have Sounds

Strand 2: Reading

Sub-Strand 2: Phonics

B2.2.2.3.1.: Use elements of structural analysis to decode unknown words.

End the reading session with this activity. Play the phonics song for learners to sing along.

Lead learners to read sample words from the board: slowly, strongly, shameful, careful, shameless, careless.

In pairs, have learners observe the sample words and talk about their formation. Example: “slow + ly”, etc. Use this information to explain suffixes to learners. Suffixes carry meaning and are usually found at the end of base words. While in pairs, have learners read the passage again and find words with the treated suffixes. Ask them to copy two of such words in their homework book.

Remedial Activity

Practice reading the words with the low achieving learners. Emphasise the root word and ask learners to identify the parts that are not emphasised for example, “quick – ly”. Explain that the emphasised part can stand on its own so it is called a root word and the part that is attached to the roots is called a suffix. Say the words again and have learners identify the suffixes. Let them practice with their peers. Have them join the class to do the rest of the tasks.

Additional Practice

Refer learners to **pages 177 - 178** of the workbook for more exercises.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B2.2.6.1.1.: Read level-appropriate sight words, understand and use many of them in meaningful sentences.

B2.2.6.1.2.: Use context clues to infer meaning of words.

Teaching/Learning Strategies: Demonstration, explanation, leading questions, pair work

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. Matching words to their meanings (English Learner's Book, page 312)

Ask learners to reread the text to find the following words (peels, adult, Niger, knock, schooling, rules). Next, ask them to raise their hands when they find any of them and tell the class the paragraph in which they found it.

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. Then, have them share their meanings with the class.

Working together as a class, have learners read over the given words under A and the meanings under B. Then, explain the activity to learners and have them do the work, in pairs, in their exercise books.

Answers

a. peels	the outer part of cassava or plantain; also the outer cover of fruit and vegetables.
b. adult	a person who is grown up
c. Niger	a country near Mali in West Africa
d. knock	to hit a door with your hand
e. schooling	the learning you get at school
f. rules	things you can do and cannot do

2. Basic sight words

Introduce the site words one at a time in context and write them on the board. Have learners say the words aloud several times. Lead them to read the words in order and at random. Use think-pair-share to get learners to form sentences with the words. Ask each pairs to share some of their sentences with the class.

Remedial Activity

Go around and support learners who struggle to form sentences with the words.

Strand 5: Using Writing Conventions / Grammar Usage

Sub-Strand 10: Spelling

B2.5.10.1.1.: Use phonics knowledge to spell words with irregular phonic letter patterns.

3. Spelling words correctly (English Learner's Book 2, page 312)

Working together as a class, have learners reread the passage and find the following words (community, plantain, respectful, admire, birthday, sleep).

Ask them to put up their hands when they find any of them and tell the class the paragraph in which they found it. Then, have them read the sentence in which it is.

Use word cards to give learners pronunciation practice on the given words. Then, clean the board. Have learners sit in pairs to spell the jumbled words in the Learner's Book correctly. Finally, let them copy the words into their exercise books.

Answers

- | | |
|---------------|-------------|
| a. community | d. admire |
| b. plantain | e. birthday |
| c. respectful | f. sleep |

Additional Practice

Refer learners to **page 179** of the workbook for more exercises.

Section D

Strand 5: Using Writing Conventions / Grammar Usage

Sub-strand 5: Using simple words and sentences

B2.5.9.1: Identify the structure of simple sentences

B2.5.9.1.2: Identify nouns and verbs in simple sentences

Teaching/Learning Strategies: Modelling, copying, discussion

Teaching/Learning Resources: Sample sentences

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: parents, admire, errands, people, adults

Preparation Before Class

Before the lesson, prepare your sentence cards.

Teaching/Learning Activities

Penmanship

Simple sentences – subjects and verbs

- Let learners identify all the nouns and verbs in the following sentences.
 - Kwame Yahya's parents came from Niger.
 - He runs errands for old people.
 - People admire the boy.
 - Some people live alone.
 - Kwame greets all the adults.
- Repeat the fact that a simple sentence has one subject and one verb. Let them identify the subject and verb in each sentence orally.
 - Kwame Yahya's parents [subject] came [verb] from Niger.
 - He [subject] runs [verb] errands for old people.
 - People [subject] admire [verb] the boy.
 - Some people [subject] live [verb] alone.
 - Kwame [subject] greets [verb] all adults.

4. Ask learners to copy sentences **a - e** on English Learner's Book 2, **page 313–314** in their exercise books and underline the subjects and verbs in them.
Collect learners' books, mark, and provide feedback.

Activity 6

Guided Writing

Strand 4: Writing

Sub-strand 5: Writing simple words and sentences

B2.4.5.1.2. Write simple and meaningful sentences on objects found in the environment.

1. Working together as a class, revise what a balanced meal is.
2. Ask learners to describe some meals that they are eating regularly. List them on the board for learners to repeat after you.

Examples:

Breakfast: Porridge with bread and butter/egg/groundnut paste; Tea/Milo beverage with bread and butter, etc.

Lunch and supper: ampesi and palava sauce / banku and okro stew / fufu with palmnut/ light /groundnut soup/ banku with pepper and fish, etc. Elicit from learners why we eat. We eat to grow tall/big. We eat to have strength. We eat to have strong teeth and bones.

3. Now, put a sample structure on the board for learners to practise talking about their favourite food.

Example:

My favourite food

The food I like best is _____

It is prepared with _____, _____ and _____

The food can be eaten as _____ (breakfast/lunch/supper)

I like it because it is _____ (tasty/delicious/good)

4. Allow individuals to use the sample to talk about their favourite food orally.

Then, instruct them to use the sample to write about their favourite food in their exercise books.

After writing, have learners display their work for peer editing.

Collect learners' books, mark and provide feedback.

Remedial Activity

Help learners to read samples of simple sentences on the board and from sentence cards and identify the subjects and verbs in them.

Extension Activity

In pairs, ask learners to construct their own simple sentences and underline the verbs and circle the subjects in them.

Unit Summary

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

Discover more

Have learners watch this video and discuss with them good behaviours and how they help us.

Homework

Ask learners to write down four manners that make us polite in their homework books.

Workbook Answers

A. Oral Language

I. Good manners and greetings

- | | |
|--------------|-----------------|
| 1. Say sorry | 4. good morning |
| 2. please | 5. good evening |
| 3. thank | 6. sorry |

B. Reading

1. Reading and Comprehension

- a. peels – outer part of cassava or plantain and other food
- b. adult – a person who is grown up
- c. Niger – a country near Mali in West Africa
- d. knock – to hit a door with your hands
- e. schooling – the learning you get at school
- f. rules – things you are allowed to do or are not allowed to do

g. respect – doing something to show one is important

h. obeys – to show that you have admiration for someone

- | | |
|------|-------|
| 1. ✓ | 6. ✓ |
| 2. x | 7. x |
| 3. x | 8. ✓ |
| 4. ✓ | 9. x |
| 5. ✓ | 10. ✓ |

C. Vocabulary

Spelling

- | | |
|---------------|--------------|
| 1. community | 5. sleep |
| 2. plantain | 6. mentioned |
| 3. respectful | 7. birthday |
| 4. admire | |

Unit Overview

This unit is about the effects of bad weather. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will listen to a story titled "The wind and the sun" and answer questions on it. Section B is in two parts. In the first part, learners will read a text with photos of bad weather and answer questions on it. The second part is code-named "Letters have Sounds". It will focus on basic sight words. In Section C, learners will have fun with the keywords they met in the passage. They will rearrange jumbled letters to form words, match words parts, complete sentences and learn to read the basic sight words. In Section D, they will first write their own sentences with given words and then complete a paragraph with the correct words.

Learning Outcomes

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

Strand 1: Oral language Sub-strand 4: Story Telling		
Content Standard	Indicators	Core Competencies
B2.1.4.1 Respond to stories	B2.1.4.1 Tell stories from cultural background	
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1 Understand and analyse texts read	B2.2.7.1.1 Use illustrations, text clues and contexts to make predictions during reading B2.2.7.1.2 Ask and answer factual and inferential questions about level appropriate texts	Personal Development and Leadership Collaboration and Communication
Sub-strand 3: Word Families – Rhyming Endings		
Content Standard	Indicators	Core Competencies
B2.2.3.1 Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B2.2.3.1.1 Use common rhyming endings to decode simple words	Personal Development and Leadership Communication and Collaboration

Strand 5: Using writings Conventions /Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1 Use Phonics knowledge to spell words	B2.5.10.1.1 Use phonics knowledge to spell words with irregular phonic letter pattern	Communication Critical Thinking
Strand 2: Reading Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B2.2.6.1 Understand word meanings and usages	B2.2.6.1.1 Read level appropriate sight words understand and use many of them in meaningful sentences	Personal Development and Leadership Communication and Collaboration
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1 Use phonics knowledge to spell words	B2.5.10.1 Use phonics knowledge to spell words with irregular phonic letter pattern	Communication Critical Thinking
Strand 4: Writing Sub-strand 8: Guided composition		
Content Standard	Indicators	Core Competencies
B2.4.8.1 Compose short paragraphs through answering questions	B2.4.8.1.1 Develop two coherent paragraphs on one idea or concepts using leading questions/fill in the blank spaces	Communication and Collaboration Personal Development
Strand 6: Extensive Reading Sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1 Read a variety of age and level-appropriate books and texts from print and non-print	Personal Development and Leadership

Strand 1: Oral language**Sub-Strand 4: Storytelling**

B2.1.4.1.3.: Tell stories from your cultural background

Storytelling: The wind and the sun

Teaching Strategies: Discussion, reading, listening and speaking

Teaching/Learning Resources: Pictures, sample story (listening text)

Core Competencies: Communication and Collaboration, Cultural Identity and Global Citizenship

Key Vocabulary: peacefully, competition, plans, villagers, shining, cheered

Preparation Before Class

Make sure you gather all the materials you need. If possible, draw at least four large pictures to illustrate the main events in the story (listening text).

Teaching/Learning Activities**Activity 1**

Let learners sing a familiar song or recite a rhyme related to the story.

1. Put up your pictures on the board and allow learners to talk about what they see. Then, in pairs, let learners discuss the nature of the wind and the sun.

These are some of the things they may say:

- The wind, when it blows softly, is good. We enjoy it.
 - When the wind blows strongly, it makes trees break, some trees get uprooted.
 - It destroys buildings.
 - When the sun is too hot, it makes us sweat.
 - Our water bodies dry up, etc.
2. Let learners share with the whole class what they discussed in pairs.
 3. Use probing questions to revise some of the stories learners have heard.

Activity 2

1. While learners listen attentively, now read the story dramatically to the learners.
2. As you read, refer to the pictures on the board.
3. Also, let learners confirm what they predicted. Let them also predict what will happen next.

The wind and the sun

This is a story of two friends, Wind and Sun. They were very good friends and lived in a village called Omima. They lived together peacefully until they quarrelled about who was stronger. Wind was boasting about how strong he was. "When I blow hard, trees fly! Roofs come off! I am stronger than the sun!" he called out. Sun heard Wind but did not pay him any mind. Wind did not like this.

"I challenge you to a competition!" Wind said. "If I win, I am the strongest. If you win, I will never mention this again."

Sun agreed. And so the competition began.

That day, the people of Omima were excited. It was the weekend, and everybody had finished their chores. They wanted to go outside to have fun. But Wind had other plans. Wind started to blow and blow. He blew so hard that there was too much dust in the air. None of the villagers could see well. Trees were falling, and plants were flying.

“O Wind, have we offended you?” they cried. But Wind continued to blow. All the villagers rushed into their houses because they were afraid. When there was no one outside, Wind turned to Sun. “Look at how they scatter! It is because they know I am strong! It is your turn, Sun. Are you stronger than I am?”

Sun smiled, and started to shine. She didn’t shine too brightly, she shined gently. She shined all over the village and far beyond. On the trees, the flowers, the rivers and lakes. The clouds gave way for her to shine. It was beautiful.

One by one, the villagers came out of hiding. They smiled at how the sun was shining brightly. They started to clean up the mess Wind had caused. The children picked up the things that had fallen, and the men and women worked on fixing them. After that, because the sun was shining, they all went to the lake to swim. The water was warm. It was nice! All the villagers cheered for Sun. It was clear that she had won the contest.

“I don’t understand,” Wind said, confused.

“Strength is not about making people fear you, Wind,” Sun said kindly. “Strength is about helping people.”

4. Let learners retell the story in chronological order. Do this by asking different learners to tell the story, bit by bit. In groups, let learners find out similar stories from their background and come and present to the class.
5. Next, instruct learners to answer questions about the story orally. Then, with learners in pairs or small groups, let them discuss the characters and events in the story. Have learners relate the story to their personal experience.
Put learners in groups and ask them to share what they learnt about the display of powers. Next, let learners state the parts of the story they enjoyed most and share them. Finally, let them give reasons why they enjoyed those parts.

Remedial Activity

Have learners who are shy to retell the story tell you the part of the story they enjoyed most and have them retell it to you. Be their spoke person and tell the class. After some time let them retell it to only their group members until they are bold enough to retell it to the whole class.

Assessment

Have learners answer the following questions with their partners.

- a. Who started the argument?
- b. What was the argument about?
- c. Who challenged who to a competition?
- d. What did the people of Omima say to Wind?
- e. Wind did not damage anything. True / False
- f. In the end, who was stronger?

Answers

- a. Wind
- b. Who was stronger
- c. Wind challenged Sun.
- d. "O Wind, have we offended you?"
- e. False
- f. Sun

Remedial Activity

Read the story in bits to the low achieving learners and have them answer the questions after each bit is read and discussed.

Extension Activity

In groups, have high achieving learners say one or two sentences to continue the debate between the sun and wind.

Reflection

Let learners discuss the methods Wind and Sun used. Whose method was successful?
Let everyone express their personal opinion.

Additional Practice

Refer learners to [page 180](#) of the workbook for more exercises.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B.2.7.1.1.: Use illustrations, text clues and context to make predictions during reading.

B.2.7.1.2.: Ask and answer factual and inferential questions about level-appropriate texts.

Teaching Strategies: Echo-reading, pair work, whole-class/group activities, modelling, repetition

Teaching/Learning Resources: Photos on, [pages 319 - 320](#) of the English Learner's Book 2, word cards, sentence cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: storm, heated, drops, cracks, flooding, weather

Preparation Before Class

Before the lesson, prepare your word cards and sentence cards. If possible, make large copies of the photos on **pages 319 - 320** of the English Learner's Book 2, for a more corporate picture reading activity.

Teaching/Learning Activities

Activity 3

1. Begin the lesson by discussing the title of the passage on **pages 319 - 320** of the English Learner's Book 2, "Bad weather". Then, let learners predict what things they will be reading about in the passage.
2. Teach and drill pronunciation of the keywords (storm, heated, drops, cracks, flooding, weather) one after the other. In pairs, let learners scan 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.

3. Teach the meaning of keywords, if necessary, using contexts, demonstration and miming.

NB: 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 if their predictions were correct. Next, read the text aloud a second time while learners listen. Finally, let learners read the text several times after you (echo-reading).
2. Let the class and groups read the entire text together.
3. Get learners to ask and answer factual and inferential questions about the passage.

Activity 5

Let learners read each of the questions on **pages 320 - 321** of the English Learner's Book 2, and discuss the answers with their partners.

Remedial Activity

Activate learners' background knowledge, using probing questions to enable low achieving learners to understand the text before reading it.

Assessment

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph. Let individuals ask and answer the questions orally.

Answers

- a. False
- b. The soil is overheated.
There are cracks in the soil.

- c. Someone dropped a burning cigarette in the bush.
- d. Fire/Lightning/Volcanoes.
- e. No.
- f. The strong storm.
- g. The heavy rains
- h. The weather is bad because it causes problems for people, plants and animals.
- i. Bad weather can destroy crops, kill animals and cause food shortages. It can cause damage to nature and to our homes.

Reflection

Have learners tell the class what they have learnt about bad weather.

Remedial Activity

In groups, let learners pick word and sentence cards in turns and read them. Those who read correctly earn points.

Extension Activity

Give learners a sentence completion exercise to do.

Sub-Section B: Letters Have Sounds

Strand 2: Reading

Sub-Strand 3: Word families - Rhyming Endings "ing"

End the reading session with this activity

Copy the following words on the board, “eating, flooding, singing, washing, moving, lighting, striking”. Have learners listen to you read the above words. Read the words again and let learners read them after you this time around.

Let them point out the sound in the final position of the sample words.

Have learners read the passage again to look for examples of words that have "ing" sound. They should share them with the class.

Remedial Activity

Use phonics analysis to help low achieving learners read any word they struggle to read.

Example: “singing” = si – ng - ing

Let learners place the sound after these words.

“Play”, “swim”, “sweep”, “talk”

Extension Activity

Have high achieving learners use four words that have the sound "ing" to form sentences. They should share their sentences with the class.

Additional Practice

Refer learners to [page 181](#) of the workbook for more exercises.

Strand 5: Using Writing Conventions/ Grammar Usage**Sub-Strand 10: Spelling**

B2.5.10.1.1.: Use phonics knowledge to spell words with irregular phonic letter pattern

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

B2.2.6.1.1.: Read level-appropriate sight words understand 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, Creativity and Innovation

Preparations Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities**1. Spelling words correctly** (English Learner's Book 2, [page 322](#))

Choose learners to write the following words on the board one after the other:

- a.** night **b.** weather **c.** grow **d.** soil
e. smoker **f.** windy **g.** heavily **h.** flooding

Drill pronunciation several times. Then, let pairs of learners take turns to read the words on cards. After that, instruct them to match the word cards to those on the board.

Ask different learners to pick a card, read the word, and have the class spell it.

Wipe the words off the board, and refer learners to the exercise in the Learner's Book. Let them work in pairs to unjumble the letters and spell the words correctly in their exercise books.

Additional Task**2. Matching syllables to form words** (English Learner's Book 2, [page 322](#))

Revise reading and spelling the words used in Exercise 1. Refer learners to Exercise 2 to match the beginning parts with their ending parts.

Do one or two examples orally with the class. Then ask the learners to work in pairs and write the full words in their exercise books.

Remedial Activity

Observe and identify learners who struggle to unjumble the letters.

Work with them to look at the original words to see which one has the letters in the target word. For example, "weather" and "grow" have the letter 'w' but only weather has the letter 'h'. Ask them to check "weather" to see if it has all the jumbled letters. Then ask them to rewrite the jumbled letters.

Let them use the same strategy to rewrite the rest of the words correctly.

Answers

- | | |
|------------|--------------|
| a. weather | e. moved |
| b. heavily | f. grow |
| c. smoker | g. lightning |
| d. house | h. burning |

3. Basic Sight Words

Introduce the words one after the other in context and write them on the board. Have learners repeat the words in order and at random.

4. Sentence completion (English Learner's Book 2, page 323)

Working together as a class, let learners reread the passage and find the following words: cracks, storm, heated, raining, shining, day, windy. Ask them to raise their hands when they find any of them and tell the class the paragraph in which they found it.

Let them read the sentence in which it is. Put learners in pairs to read the sentence in which each word is found again. Let them brainstorm and try to decipher the meaning of the words. Invite some of them to share their meanings with the class. Finally, refer learners to the exercise in the Learner's Book. Instruct them to work in pairs, complete the sentences with the correct words, and write them in their exercises books.

Answers

- | | |
|------------|-----------|
| a. shining | e. windy |
| b. day | f. storm |
| c. raining | g. cracks |
| d. heated | |

Additional Practice

Refer learners to **pages 182 - 183** of the workbook for more exercises.

Section D

Strand 5: Using Writing Conventions / Grammar Usage

Sub-Strand 10: Spelling

B2.5.10.1.1.: Use Phonics knowledge to spell words with irregular phonic letter patterns

Teaching/Learning Strategies: Modelling, demonstration, look, cover, write, check, formation of sentences

Teaching/Learning Resources: Word cards

Core Competencies: Communication and Collaboration, Critical Thinking a

Key Vocabulary: four, here, after, under, come, funny, afraid

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

Penmanship

Spelling and writing

1. Let learners do a pick and spell activity with words that can be spelt phonetically.
Examples: train, coat, fishing, stick, sat, banana, mango
2. Inform learners that they can spell the words by sounding the letters of the words.
Next, introduce learners to the look-say-cover-write-check strategy by demonstrating it.
(See **page 324** of the English Learner's Book 2 for the strategy.)
3. Let learners practise the strategy in pairs with these words: four, here, after, under, come, funny, afraid.
4. Then, let learners form one sentence with each of the above words. After sharing their sentences with the rest of the class, let them copy their sentences into their exercise books.
Go around the class, collect the books, mark, and provide feedback.

Remedial Activity

Make more time to practice the strategy with the low achieving learners.

Look - Look at the word

Say - Pronounce the word

Cover - Cover the word

Write - Write the word while it remains covered

Uncover - Uncover the word and

Check - Compare your word with the original one.

Additional Practice

Refer learners to **page 183** of the workbook for more exercises.

Activity 6

Guided writing - paragraph

Strand 4: Writing

Sub-Strand 8: Guided Composition

B2.4.8.1.1.: Development of a coherent paragraph with one idea, using fill in the blank spaces.

1. Working together as a class, let learners reread the passage and find the following words: destroys, rains, floods, die, water, hard, shines, dries, lakes, weather, good.
2. Ask learners to raise their hands when they find any of them and tell the class the paragraph in which they found it.
3. Then, instruct them to read the sentence that contains each word.
4. Put learners in pairs to read the sentence in which each word is found again.
5. Let them brainstorm and try to decipher the meaning of the words and let them share their meanings with the class. Then still in pairs, let learners share their answers with the rest of

the class. Lead learners to fill in the gaps of the paragraph on **page 319** of Learner's Book

2. Read the text to the gap spot and pause for learners to fill in the gap with the right word. Finally, instruct learners to do the work in their exercise books.

Answers

Many things cause bad weather.

The sun is good. But when it shines very hard, it dries up rivers and lakes. We do not get water. It also makes the earth hard. Crops die. Rain is also good, but when it rains heavily, it causes floods. It also destroys our homes.

Extension Activity

Have high achieving learners add two sentences to the paragraph on other causes of weather conditions.

Unit Summary

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

Discover more

After watching the videos with learners, let them tell what they found out about the weather.

Homework

Have learners write down ten words they can form from "meteorologist" then, use five of them in sentences and write them in their homework books.

Examples: meter, log, rest, gist, met, tool etc.

Workbook Answers

B. Reading

I. Reading and Comprehension

1. False
2. There are cracks in the soil.
3. Somebody dropped a burning cigarette.
4. No
5. The strong wind.

C. Vocabulary

1. Matching the beginning of the word in A with its correct ending in B.

- | | |
|------------|------------|
| 2. weather | 5. many |
| 3. heavily | 6. smoker |
| 4. covered | 7. lighted |
| 5. houses | 8. burning |

2. Completion of sentences

- | | |
|------------|---------------|
| 1. strong | 5. heated |
| 2. cracks | 6. windy |
| 3. shining | 7. bush fires |
| 4. raining | 8. storm |

Unit Overview

This unit reinforces the importance of good manners. It consists of four sections labelled A - D. Section A will deal with Oral Language Development. Learners will listen to a story called "Kwate learns a lesson" and answer a few questions about it. Section B is in two parts. In the first part, learners will read a story aloud, titled "How Porcupine, Elephant and Giraffe became different", and answer questions on it. The second part is code-named "Letters have Sounds". It will focus on basic sight words. In Section C, learners will learn to have fun with the keywords they met in the passage. They will fill in the gaps in giving words with the missing letters, identify words in a puzzle, form sentences with given words, and read sight words. In Section D, they will copy sentences neatly in cursive writing. Finally, learners will learn how to spell words that cannot be spelt phonetically, and rearrange a jumbled story into the correct order.

Learning Outcomes

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

Strand 1: Oral Language Sub-strand 6: dramatisation and Role – Playing		
Content Standard	Indicators	Core Competencies
B2.1.5.1 Perform stories	B2.1.5.1.1 Dramatise/role -play stories heard or read	Cultural Identify and Global Citizenship Communication and Collaboration Creativity and Innovation
Strand 2: Reading Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B2.2.7.1 Understand and analyze texts read B2.2.7.2 Use knowledge skills in techniques of reading to understand and interpret texts	B2.2.7.1.1 Use illustrations, text clues and context to make predictions during reading B2.2.7.2.2 Describe events in a story	Personal Development and Leadership Communication and Collaboration Critical Thinking

Sub-strand 2: Phonics (Letters Have sound)		
Content Standard	Indicators	Core Competencies
B2.2.3.1 Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B2.2.3.1.1 Use common rhyming endings to decode simple words	Personal Development and Leadership Communication and Collaboration
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 10:		
Content Standard	Indicators	Core Competencies
B2.5.10.1 Use phonics knowledge to spell words	B2.5.10.1 Use Phonics knowledge to spell irregular phonic letter pattern	Communication Critical Thinking Personal Development and Leadership
Strand 5: Using writings Conventions /Grammar Usage Sub-strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B2.5.10.1 Use phonics knowledge to spell words	B2.5.10.1 Use phonics knowledge to spell words with irregular phonic letter pattern	Communication Critical Thinking
Strand 4: Writing Sub-strand 7: Controlled Writing		
Content Standard	Indicators	Core Competencies
B2.4.7.2 Matching parts of sentences to form compositions	B2.4.7.2.1 Re-arrange jumbled sentences logically	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
B2.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1 Read a variety of age and level appropriate books and texts from print and non-print	Personal Development and Leadership

Strand 1: Oral Language**Sub-Strand 5: Dramatisation and Role-Play**

B2.1.5.1.1.: Dramatisation and role-play of stories heard or read

Storytelling: Kwate learns a lesson

Teaching/Learning Strategies: Picture description, reading aloud, retelling, role-play

Teaching/Learning Resources: Picture on **page 327** of the English Learner's Book 2

Core Competencies: Communication and Collaboration, Cultural Identity and Global Citizenship, Creativity

Key Vocabulary: beard, regret, warned, felt strange, normal

Preparation Before Class

If possible, make a large copy of the picture on **page 327** of the English Learner's Book 2 or of the two pictures in the story in this book (see Activity 1 below). This will help ensure all learners are moving with you at the same pace.

Teaching/Learning Activities**Activity 1**

1. Let learners sing a familiar song or recite a rhyme related to the lesson.
2. Put the picture (s) on the board and let learners talk about what they see. Tell them the title of the story you will read to them: "Kwate learns a lesson". Let them predict what the story will be about.
3. Read the story dramatically to learners. Pause for learners to confirm their predictions.
4. Discuss the story and ask learners to recall the main events and characters by retelling the story in chain form, with each learner telling a bit of it.
5. Guide learners to practise their roles. Let them dramatise the story. Have learners tell the moral lesson learnt from the story.
6. Next, let learners state the parts of the story they enjoyed and share them with each other.
7. Finally, let learners give reasons why they enjoyed those parts.

Kwate learns a lesson

Once upon a time, there lived an ill-mannered boy called Kwate. He lived with his parents in a small village. Kwate was not very polite. He did not know how to say "please" or "thank you." "Give me water!" he would shout when he was thirsty.

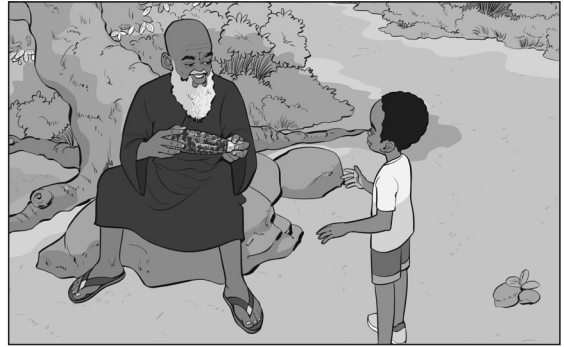
"Give me food!" he would shout when he was hungry. Every time Kwate needed something, he would shout. Kwate used to make his parents very sad.

"Kwate, if you don't learn to be polite, you will regret it one day," his father warned him. But Kwate did not listen.

One day, on his way home from school, Kwate came across a short, old man. The old man was sitting on a stone, about to eat some roasted corn. "Good morning friend," the old man greeted Kwate cheerfully. Kwate stopped. He did not respond to the greeting. He saw the

roasted corn and his stomach grumbled. "Give me the corn!" Kwate shouted. The old man was surprised. He had never come across such a rude boy!

"Can't you say 'please'?" the old man asked Kwate. "Give me the corn!" Kwate shouted again. Kwate felt strange. His mouth had grown two times bigger! "I have put a spell on you. Any time you're rude, your mouth will grow bigger. But if you're polite, it will go back to normal." The old man said and then vanished.



On his way home children saw Kwate's mouth and started laughing at him. Kwate felt very sad. When he went home his mother had prepared lunch. "Come for your food, Kwate," she called. Kwate picked up his plate. "Thank you, Mama," he said. His mother was surprised! Kwate also felt his mouth go back to normal. The spell was lifted! He vowed never to be rude again.

Activity 2

1. Read the story a second time. Have learners talk about the characters in the story: Kwate, Kwate's parents, the old man.
2. Have learners role-play the story in groups of four.
3. Conclude the lesson by asking the class whether or not they enjoyed the story. Let them give reasons for their answers.

Remedial Activity

Have learners retell the story in bits to enable low achieving learners to partake in the exercise.

Extension Activity

Let high achieving learners discuss with their groups, one sentence to extend the story.

Assessment

Let learners answer the questions on **page 328** of the English Learner's Book 2 with their partners.

Answers

- a. False
- b. He put a spell on Kwate.
- c. Kwate was rude to him.
- d. Yes, Kwate learnt his lesson.
- e. False

Reflection

Let learners reflect on the story and compare how they typically make requests to what is in the story.

Additional Practice

Refer learners to [page 184](#) of the workbook for more exercises.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B2.2.7.1.1.: Use illustrations, text clues and context to make predictions during reading.

B2.2.7.2.2.: Describe events in a story

Teaching/Learning Strategies: Echo-reading, pair work, whole-class/group activities

Teaching/Learning Resources: Word cards, picture on [page 329](#) of the English Learner's Book 2

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: drought, thinner, special, suffering, ashamed

Preparation Before Class

Before the lesson, prepare your word cards and sentence cards. If possible, make a large copy of the picture on [page 323](#) of the English Learner's Book 2 for a more corporate picture reading activity.

Teaching/Learning Activities

Activity 3

1. Begin the lesson by discussing the picture on [page 329](#) of the English Learner's Book 2. Then, allow learners to discuss what they see and predict the topic of the lesson.
2. Teach and drill the pronunciation of the keywords (drought, thinner, special, suffering, ashamed) one after the other.
3. In pairs, let learners scan 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.
4. Teach the meaning of keywords using context, demonstration, and miming if necessary.

NB: 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.
3. Finally, let learners read the text after you several times (echo-reading).
4. Have learners identify words or sentences in the passage and read those given words and sentences on word and sentence cards.

Activity 5

Ask individuals to read the text aloud to themselves. Have learners retell the story sequentially. Use probing questions to get learners to identify and describe events in the story.

Activity 6

Let learners read each of the questions on **pages 332 - 333** of the English Learners' Book 2 and discuss the answers with their partners.

Assessment

In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph. Allow individuals to ask and answer the questions in Activity 6 orally.

Remedial Activity

Use Phonics analysis and modelling to help low achieving learners read challenging words.

Reflection

Ask learners to reflect on the story and tell the class how the story has helped them.

Answers

- | | |
|------------|-------------|
| a. True | f. cornered |
| b. False | g. False |
| c. True | h. False |
| d. promise | i. False |
| e. middle | |

Additional Practice

Refer learners to **page 185** of the workbook for more exercises.

Sub-Section B: Letters have Sounds

Strand 2: Reading

Sub-Strand 3: Word Families; Rhyming Endings

B2.2.3.1.1.: Use common rhyming endings to decode simple words

End the reading session with this activity

Have learners work with their partners to read the following words: “lot”, “pot”, “gold”, “jot”, “told”, “not”. Let them identify the words that rhyme with “got”.

While in pairs, let learners find words that rhyme with “got” but begin with the following letters: “n”, “c”, “r”, “p”, “sh” = “not”, “cot”, “rot”, “pot”, “shot”.

Have learners read out the words they have created and use them in sentences.

Ask learners to search the Internet and old newspapers for more words that rhyme with ‘got’.

Remedial Activity

Have learners who struggle to find words that rhyme with “got” work with you. Give each of them a picture of a word that rhymes with “got”, for example, “pot”, “cot”, “hot”, etc. and have them mention the words.

Extension Activity

Ask high achieving learners to go through several passages to look for words that rhyme with “got”.

Section C

Strand 5: Using Writing Conventions / Grammar Usage

Sub-strand 10: Spelling

B2.5.10.1.1.: Use phonics knowledge to spell words with irregular phonic letter patterns.

Teaching/Learning Strategies: Demonstrations, explanations, leading questions

Teaching/Learning Resources: Word cards

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

Preparation Before Class

Before the lesson, prepare your word cards and a large copy of the word search box.

Teaching/Learning Activities

1. Word completion (English Learner’s Book 2, [page 333](#))

Working together as a class, let learners reread the passage and find the following words: promise, ashamed, thinner, money, suffering, special, porcupine, elephant, drought.

Ask them to raise their hands when they find any of them and tell the class the paragraph

in which they found it. Next, let them read the sentence that contains these words. Then, put learners in pairs to read the sentence in which each expression is found again. Let them brainstorm and try to decipher the meaning of the expressions. Encourage them to share their meanings with the class. Let learners play the 'pick and spell game to spell phonetically irregular words. Have learners use the words in the sentence oral and written. Refer learners to the exercise in the Learner's Book. Instruct them to work on their own and write the words in their exercise books.

Answers

- | | |
|--------------|--------------|
| a. promise | f. special |
| b. ashamed | g. porcupine |
| c. thinner | h. elephant |
| d. money | i. drought |
| e. suffering | |

Additional Task

2. Give examples of good eating habits from home. (English Learner's Book 2, page 328)

Do this task as an additional task to inform learners about good manners at meals.

Working together as a class, talk about good table manners with learners.

Make a short list of appropriate aspects that learners mention (see Answer box below).

Ask learners to copy the list into their exercise books. (Listing things clearly and concisely is a very useful skill to develop.)

Examples:

1. Wash your hands with soap and water before you eat.
2. Wait till the food is passed on to you or served.
3. Place your napkin on your lap.
4. Sit properly in your chair.
5. Politely ask for what you need.

3. Word search (English Learner's Book 2, page 334)

Still working in pairs, let learners look at the word search box and find eight words, down and across. Let pairs of learners share their words with the rest of the class. Then, they copy them into their exercise books.

Answers

Across: ate, neck, jollof, of, giraffe, corn, trunk, elephant, an, rice, ice, am, monkey, on, key, beard, be

Down: spike, spikes, porcupine, pine, on, elf, of, man, manner, manners

(Any eight, at least)

Additional Task

4. Sentence construction (English Learner's Book 2, [page 334](#))

Present the given words to learners on word cards (chew, breathe, ride, another, while). Drill pronunciation several times. Then, encourage learners to form meaningful sentences orally, using your samples as a guide. Finally, ask learners to work on their own, form their own sentences and write them in their exercise books. Go around to support.

5. Sight words

End the reading session with this activity. First, play the phonics song and let learners sing along. Then, while learners listen to you attentively, blend the letters in the following words and read them aloud: please, pretty, ride, white, another, down. Next, let the learners sit in pairs and find more sight words. Go around to support them. Finally, instruct learners to form sentences with their words and present three of these sentences to the class.

Additional Practice

Refer learners to [pages 185 - 186](#) of the workbook for more exercises.

Section

D

Strand 5: Using Writing Conventions / Grammar Usage

Sub-Strand 10: Spelling

B2.5.10.1.1.: Use phonics knowledge to spell words with irregular phonic letter patterns.

Teaching/Learning Strategies: Modelling, copying, demonstration, the say- look-cover-write-check strategy

Teaching/Learning Resources: Word cards, spinning wheel, sentences on [page 330](#) of the English Learner's Book 2

Core Competencies: Personal Development, Communication and Collaboration

Key Vocabulary: sight words, say, look, cover, write, check, mistake

Preparation Before Class

Before the lesson, prepare your word cards of sight words. Copy each of the sentences (a - j) on [page 330](#) of the English Learner's Book 2 onto a large, separate strip of paper..

Teaching/Learning Activities

Penmanship

Spelling (Basic sight words)

1. Refer learners to the Learner's Book for the look-say-cover-write-check strategy. Explain it and let them use it to learn the spelling of the following sight words: where, should, round, first, soon, there, one.
2. Let learners play the spinning wheel spelling game. A learner picks a word card, says

the sight word, and puts it down (face down). Next, they will spin the wheel and start spelling the word. They must finish spelling the word before the spinning wheel stops. If the spelling is correct, their group receives a performance card. The group that gets the greatest number of performance cards is the winner.

3. Let learners practise spelling these sight words with their partners.
4. After their practice, instruct them to copy the words into their exercise books.

Go around the class, collect the books, mark, and give feedback

Activity 7

Share the tips with the class, and do some examples orally.

Additional Practice

Refer learners to [page 187](#) of the workbook for more exercises.

Activity 8

Guided Writing

Additional Task

Strand 4: Writing

Sub-Strand 7: Controlled Writing

B2.4.7.2.1.: Rearrange jumbled sentences logically.

Working together as a class, read the story "How Porcupine, Elephant and Giraffe became different" on [pages 320 - 331](#) in the English Learner's Book 2 again.

1. Through questions, encourage learners to recall the sequence of events.

Examples: 1. What was the problem with the weather in the story?

2. What effect did it have on the animals?
 3. Who had food to eat during that time?
 4. Someone begged him to show where the food was. Who is he?
 5. What promise did that character make to the other character?
 6. How did the people of the village get to know about the "food tree" in the middle of the forest?
 7. Why does Porcupine have spikes on its back until now?
2. Instruct the class to retell the story in bits or as a whole.
 3. Now, put the jumbled story on the board for learners to rearrange into the correct order.
Let them do it orally first in a whole-class activity, and then in writing in their exercise books. Refer to [page 336](#) of the English Learner's Book 2.
 4. Collect the books, mark and provide feedback.

Remedial Activity

Do this exercise in groups to enable the low achieving learners to learn from their group mates.

Extension Activity

Have high achieving learners replace the character with different animals. Let them read their work to the class.

Answer

The order of the story: c, a, b, d, g, f, i, e, h, j

Remedial Activity

Have slow achievers repeat after you.

In pairs, ask learners to take turns to read keywords from the passage from the board and word cards.

Extension Activity

Ask learners to complete the following words with the missing letters.

s_ffering, as_amed, sp_cial, thin_er, droug_t, cor_ered, pul_ed, tas_ed, hid_en, chicke_

Answers

suffering, ashamed, special, thinner, drought, cornered, pulled, porcupine, elephant, giraffe

Refer learners to Revision 7 on **pages 332 - 336** of the English Learner's Book 2.

Unit Summary

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

Discover more

Under the teacher's guidance, let learners view the videos to learn new sight words.

Advise learners to learn to spell at least two sight words a day.

Homework

Ask learners to form sentences with their first five examples of sight words and write them in their homework books.

Revision 7 Answers

Exercise 1

- a. Ata (Male twin), Ataa (Female twin)
- b. Bediako – a child born into hardship
- c. Afriyie – a child born into a good situation or prosperity
- d. Kaakyire – last born
- e. Nyamekye – God's Gift

(The above is a sample answer. Accept suggestions from learners.)

Exercise 2

- | | | | | | | | | | | | | | | | |
|-------|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|
| 1. a. | /ə:/ | b. | /ə:/ | c. | /ɔ:/ | d. | /e:/ | e. | /ai/ | f. | /ai/ | g. | /ə:/ | h. | /ə:/ |
| 2. a. | 4 | b. | 2 | c. | 3 | d. | 3 | e. | 1 | f. | 3 | g. | 3 | h. | 3 |

3. a. coal b. saw c. nail d. learn e. 1
4. a. Kwame Yahaya
 b. one student
 c. Because he was obedient.
 d. i. It pays to be polite/obedient.
 ii. Children need to help the elderly.
 iii. If you serve the community, you will be rewarded one day, etc.
 (Allow learners to give their suggestions.)
5. a. grow smaller
 b. Because you may have so many things to do as an adult.
 c. So that you can explore
 d. It can teach how words are put together to express emotions.
 e. (This is a personal response question, so no answer is wrong.)

Exercise 3

- | | |
|----------------|---------------|
| 1. a. disturb | c. previous |
| b. cushions | d. picnic |
| 2. a. tourist | b. holidays |
| c. relax | d. travelled |
| e. national | f. monkey |
| 3. a. identify | d. Ghanaian |
| b. particular | e. dedication |
| c. tradition | f. origin |

Exercise 4

1. a. West African Examination Council
 b. Acquired Immune Deficiency Syndrome
 c. United Nations
 d. World Health Organisation
 e. United States of America
 f. Ghana Broadcasting Cooperation
2. (The answers depend on individual experience.)

Workbook Answers

A. Oral Language

1. **a.** Because Kwate was rude.
b. Yes
c. False

B. Reading

Reading and Comprehension

1. True
2. False
3. True
4. promise
5. middle

C. Vocabulary

Spelling

1. drought
2. Grace
3. nurse
4. chew
5. stomach
6. elephant
7. knife
8. hole
9. thinner
10. porcupine

2. Identify words from the puzzle

Across: ate, neck, jollof, of, giraffe, corn, trunk, elephant, an, rice, ice, am, monkey, on, key, beard, be

Down: spike, spikes, porcupine, pine, on, elf, of, man, manner, manners
(Any eight, at least)

D. Writing and Grammar Usage

Adjectives in the sentences

1. bright
2. warmer
3. strong
4. cloudy

3. Prepositions

4. on
5. at
6. by
7. in
8. in
9. at

4. Verbs

5. leave
6. write
7. helped
8. wash
9. bought
10. sweep

ESSENTIAL English

Primary 2

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 2 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.

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