

ESSENTIAL English

Primary 4



Teacher's Guide



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ESSENTIAL
English
Primary 4
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 in four sections, for lower primary and five for upper primary 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 book for learners is packed with a variety of activities and exercises to help learners explore and develop the cognitive, psychomotor and affective domains as well as acquire the basic language skills. Bearing in mind that learners go through development stages as they learn language and that they develop language at their own pace, the activities are designed and graded to meet the learning style and needs of each child as well as to make learning fun for the young learners. In addition to the activities, the Learner's Book contains other vital items such as:

a. Learning Outcomes – 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.	Learning Outcomes By the end of the unit, you will be able to: • recite rhymes meaningfully; • use letter names and sounds to read words; • read a text aloud and answer questions about it; • copy a short paragraph with clarity, good spacing, and well-aligned letters; • write a guided composition.
b. Unit Summary – This serves as a reflection over all that has been learnt in the unit in question.	Unit Summary In this unit, we have learnt how to: • recite a rhyme meaningfully; • use letter names and sounds to read words; • read a text aloud and answer questions on it; • copy a short paragraph with clarity, good spacing, and well-aligned letters; • write a guided composition.

c. Picture(s) – This refers to the picture(s) that are related to what learners will learn in each section.	1. Look at the picture below carefully and share what you can see with your classmates.  a. What do you expect to read about?										
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.	KEYWORDS <table border="0"> <tr> <td>march</td><td>walk</td></tr> <tr> <td>quickly</td><td>toffees</td></tr> <tr> <td>corner</td><td>biscuits</td></tr> <tr> <td>insisted</td><td>grinned</td></tr> <tr> <td>anything</td><td>shiny</td></tr> </table>	march	walk	quickly	toffees	corner	biscuits	insisted	grinned	anything	shiny
march	walk										
quickly	toffees										
corner	biscuits										
insisted	grinned										
anything	shiny										
e. Fun Fact – Interesting facts that learners should add to their knowledge.	Fun Fact Did you know that ice cream was once called “cream ice”?										
f. Check-out – Questions that help learners to think about (reflect on) what they have learnt that far.	Check-in Did you understand this passage as it was being read? What new words are you noting down?										
g. Reading tip – Tips to help learners read better.	Reading tip Point to each word as you read.										
h. Listening tip – Tips that teach learners how to develop good listening skills.	Listening tip Follow your teacher’s mouth as they say the words so you can also learn how to say it well!										
i. Discover more – Useful websites that help to integrate technology into the learning to enhance deep and independent learning by 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.	Discover More Do you know that there’s a company in Ghana that uses bamboo to make bicycles? Let your parents help you watch this video. Let them explain any words you don’t understand. <i>Scan me</i> 										
j. Homework – Activities that help learners to practise what they have learnt at school in their home environments.	Homework Let’s twist the story! Fiifi and Mansa do follow the stranger from the passage “The Red Car”. What do you think happens? Write it down in your Discover More exercise book.										

k. Revision – Exercises that help check learners’ understanding of a number of units.	REVISION 7 2. Read the passage, again. - Did you see the names of people, names of things and names of places in the passage? - Write at least four of the naming words in the correct boxes.
l. Glossary – Keywords and their meanings as used in the individual passages. They are at the end of the book.	GLOSSARY G game — a competitive or playful contest with rules. it can also be a contest with rules grinned — a wide smile that reveals the teeth. we normally grin when we are happy or pleasantly surprised.

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 Teacher's 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 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 at achieving at the end of the unit.

c. Section Heading:

This shows which of the four or five sections is being considered at a particular time. In Primary 4, the sections are: A. Oral Language, B. Reading, C. Vocabulary, D. Grammar Usage, and E. Writing. The topic to be treated in the section is also indicated.

d. Core Competencies:

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

e. Teaching Strategies:

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

f. Teaching/Learning Resources:

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

g. Preparation Before Class:

Teachers are expected to prepare all their resources before going to class. As part of the preparation, 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 learners are expected to undertake to enable effective teaching and learning to take place. Where a section has more than one activity, the teacher can decide to teach the section in more than one lesson, depending on the abilities of the learners. This part has four sub-headings.

i. Assessment:

The assessment is the second part 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 where learners have to analyse, create, evaluate, etc.

j. Reflection:

Here you will find 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, the Workbook exercises/activities, and 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 guide directs teachers to a task that should be given to learners as homework.

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 (4-6)

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

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

Section A: Oral Language The oral section comprises sub-strands (poem, conversation/everyday discourse, songs, asking and answering questions, giving and obeying commands, and listening comprehension). Its purpose is to motivate learners to listen carefully with understanding and share ideas confidently and effectively in English. Learners need to be taken through lots of oral practice to become fluent in a second language.	Section A Oral Language Activity 1 Reciting a rhyme: The Rain. 1. Look at the picture and share what you can see with your classmates. Who can you see and what are they doing?  a. Read the poem below first with your teacher. Then, read it without your teacher until you can recite it alone without looking at the words. The Rain The rain will come The rain will come We need the rain to come To get a lot of food So, let's keep the refuse away To make the water flow. The rain will come The rain will come Activity 2 1. Recite the poem again and share how you understand it with your partner. 2. Think about the part of the rhyme that you enjoy reciting and share it with each other, giving reasons. 3. Answer the following questions with your partner and share the answers with the class. a. What is the poem about? b. Why do we need the rains to come in stanza 3? c. Write your poem like the first stanza.

Section B: Reading

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

While-reading techniques involve reading aloud in groups/pairs/echo-reading for fluency and individually reading silently for understanding. 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 course book abounds in a variety of levels-appropriate texts and strategies in every unit. The reading section also embodies phonics activities titled as "Letters have sounds". A variety of sounds/phonics 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 4

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



2. What do you expect to read about?

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

'Ghana cedis worth of ...' cutlass hoe

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

Unit 5: Marketing days

Activity 5

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

Market Day in Agomanya

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

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

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

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

Section C Vocabulary

Fun with Words

1. Learn to spell and read these words.

insisted gainful employment mental
discharged written enrolled snippet
squander scholarship tertiary unabashedly

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

- a. Unembarrassedly _____
- b. Cleared _____
- c. Waste _____
- d. Admitted _____
- e. Disregarded _____

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

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

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

Unit 11: Diligence

Do you remember the lesson on possessive adjectives we learnt in Unit 7? Any time a possessive word is used as a pronoun, it is called possessive pronoun (a word that replaces a noun). Examples of possessive pronouns include mine, yours, ours, its, his, hers, theirs. Unlike possessive adjective, a possessive pronoun is not followed by a noun.

E.g. This is my dog. (Possessive Adjective)

This is mine. (Possessive Pronoun)

2. Now look at these sentences and underline the possessive pronouns.

- a. I have two pens. They are mine.
- b. That book is hers.
- c. Remember to take your bags. Ours are in the car.

3. Use the possessive pronoun of the word in bracket to complete the sentence it is attached to. The first one has been done for you.

- a. Is Julie your name? No, it is **mine** (my).
- b. That hat is his. You must put _____ on to the party (you)
- c. This is our house. Where is _____? (they)
- d. Whose car is this? It is _____ (her)
- e. Ludo is your favourite game. _____ is football. (he)
- f. Use five of the words below to construct sentences

mine yours his theirs ours hers its

Section D: Grammar Usage

At the primary level, grammar plays a crucial role in developing listening, speaking, and writing skills. The main objective is to provide adequate practice of grammatical concepts, which helps learners to become proficient users of the target language. The Standard-Based Curriculum emphasises the importance of an integrated approach to teaching language skills because listening, speaking, reading, and writing are complementary to each other. Grammar is essential in setting the right rules for speaking, reading, and writing correctly. Therefore, it is advantageous to adopt an integrated approach when teaching language skills. This way, important grammatical issues can be raised and explained during listening and speaking, and/or reading and writing lessons.

The Grammar Usage Section of the *Essential English* books for Basic 4-6 includes activities designed to help learners internalise the concepts and develop their speaking, reading, and writing skills fluently. Therefore, teachers should introduce grammatical concepts in meaningful situations, in the context of everyday activities. It covers a variety of sub-strands including Nouns, Determiners, Pronouns, Adjectives, Verbs, Adverbs, Idiomatic Expressions, Conjunctions, Modals, Prepositions, Adjective Phrase, Adverb Phrases, Direct and Reported Speech.

Teachers are expected to model the concept adequately and to allow each learner to practise orally and then in writing. At this level, learners should not be bothered with unnecessary definitions and lengthy explanations of grammatical terminologies and abstract concepts.

The Adequate opportunity to practice in different real-life situations will make way for the primary school learner to gain competence and understanding of the usage of the grammatical concept. This is exactly what the *Essential English* books/series are designed to do. Thus, it supports the teacher and learners to teach and learn Grammar inductively.

Section D Grammar Usage

Activity 10

1. Read the passage again, this time with your partner. Take a look at some of the nouns below from the passage. Are they singular or plural? Group them under their correct headings.

neighbour, friend, school, house, bottle, grandfather, children, cake, candles, kidneys, organs, cups.

Singular	Plural
E.g. neighbour	candles

2. Complete the table below by writing down the other form of the nouns in the groupings above.

Singular	Plural
E.g. neighbour	neighbours
candle	candles

Activity 11

1. Use three singular words and three plural words from the table to form your own sentences in your exercise book.

Singular	Plural
book	oranges
table	pictures
ball	bicycles
house	cars

2. Write down the singular and plural forms of five things you can find at home.

E.g. bed, chair, dogs, mats, plates, bucket, etc.

Section E: Writing

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.

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) and tasks for assessing learners at the end of each lesson or unit (assessment of learning.) As part of the summative assessment, learners are given revision exercises after every four units. There are homework activities at the end of every unit to keep 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 the following text into your writing book.
Mr. Deka said that drivers themselves could cause accidents. For example, a distracted driver can cause an accident in the same way that a drunk driver or an over-speeding driver can. Sometimes, drivers don't obey traffic rules and that can also result in accidents.

Activity 13

Guided Writing

1. Imagine you were at a place when a road accident occurred. Narrate what happened (using **this, that, these, and those**, to fill in the gaps correctly).
I was (standing/sitting) on _____ (that/those) rocks when I saw _____ (this/these) [bus/lorry/car/truck] passed by [speeding/dodging] potholes. The driver drove into _____ (this/those) [driver's/drivers'] lane and clashed with _____ (this/that) [car/bus/lorry/truck] over there. It seemed _____ (this/those) vehicle has a mechanical fault and _____ (these/those) drivers too were drunk or tired.

Writing tip

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

Check-in

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

REVISION 2

4. Create a new poem by replacing the words in bold with your own words.

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

Exercise 2

1. Complete the sentences below with the right words.
 - a. Drug abuse can be taking any _____ without a prescription.
 - b. Taking painkillers every day is a form of _____.
 - c. When you take prescription medicine that is given to another family member you are abusing _____.
 - d. An instrument for measuring the magnitude of an earthquake is the _____.
 - e. Tsunami is _____ in the sea.
 - f. Practices such as building on the waterways and throwing rubbish into the gutters and streams can cause _____.
 - g. Monies collected from markets on market days give government _____ which is used for building roads, hospitals, and schools in the country.
 - h. _____, faulty cars, and over-speeding are some causes of _____.

REVISION 2

Exercise 1

1. Sing the National Anthem and answer the following questions:
 - a. How was our heritage won for us?
 - b. What are we to defend?
 - c. What should we use to resist the oppressors' rule?
2. Recite the poem below and identify the rhyming words.
Ghana my proud home
The land where I have grown
The land on which I can't afford to roam
I will love you Mother Ghana
I will uplift your good name
And save it from shame
Oh! Ghana my proud home.
3. Complete the conversation below:
Storekeeper: How can I _____ you?
Sammy: I need two _____ of milk.
Storekeeper: Here _____ are.
Sammy: How _____ is one?
Storekeeper: One is 70 pesewas and the two will be _____.
Sammy: I have two cedis. How much _____ will I get?
Storekeeper: 60 pesewas. Here you _____.
4. Fill in the gaps in the following paragraph, about road accident, with the right words. The first one has been done for you.
Whenever you are about to cross the **road** especially at the _____ light, make sure you wait on the zebra _____ until all the cars stop and the _____ light for pedestrians shows, then you can cross to the other side. Once the green light is on for cars to move on, you can get knocked down by a speeding _____.

Teacher assessment rubrics

Poem

Use the following rubrics to assess learners' listening and speaking tasks in B 4 – 6.

Oral language

Poem with diverse partners on grade-level topics		
Content	The content is based on the given theme. (1)	1
Organisation	- All learners took part in the recitation of the poem. (1) - All partners participate in sound-sensitizing activities. (2) - All partners listen carefully to what others say. (1)	4
Expression	- An appropriate register is used. (2) - Appropriate vocabulary is used. (1)	3
Mechanical accuracy	- All partners recite the poem 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	The content is based on the given topic. (1)	1
Organisation	- All partners in the conversation participate and take turns to speak. (1) - All partners listen carefully to what others say. (2) - All partners ask and respond to questions. (1)	4
Expression	- An appropriate register is used (formal or informal depending on the context of the conversation). (2) - Appropriate vocabulary is used. (1)	3
Mechanical accuracy	- 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		
Talk to your group members or partner about a given topic		
Content	The content is based on the given topic. (1)	1
Organisation	- 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	- All partners use open-ended questions. (2) - Appropriate vocabulary is used. (1)	3
Mechanical accuracy	- 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 about level-appropriate texts		
Content	The content is based on the given text. (1)	1
Organisation	- 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	- An appropriate register is used (formal or informal depending on the text of the discussion). (2) - Appropriate pronunciation is used. (1)	3
Mechanical accuracy	- All partners speak clearly, so that the rest of the group can hear them. (1) - Grammar is used correctly. (1)	2
Total marks		10

Grammar Usage and writing conventions

Rubric: Nouns

Area	Assessment criteria	Mark
Proper Nouns	Identify specific names for people, places, festivals, holidays, organisations and events as proper nouns.	1
	Write proper nouns in sentences with appropriate capitalisation.	1
Common Nouns	Identify names that are common to people, places, animals and things as common nouns and use them in sentences with appropriate capitalisation.	1
	Identify and classify nouns as count or non-count nouns and use them with or without pluralisers appropriately.	2
Collective Nouns	Identify and use collective nouns to refer to a group of objects and people.	1
Abstract Nouns/ Verbal Nouns	Identify and use abstract nouns to refer to concepts and ideas./Use“-ing” words (verbal nouns) to refer to activities.	2
General knowledge of nouns	Identify nouns in text and classify them under the appropriate headings and use them appropriately in speech and writing.	2
Total		10

Rubric: Determiners

Area	Assessment criteria	Mark
Articles	Identify and use the definite articles “a” and “an” to refer to a person, animal, event, time or objects in general	2
	Identify and use the indefinite articles “the” to refer to a person, animal, event, time or objects in general.	1
Quantifiers	Identify and use quantifiers – Numerals and ordinals (one, two, first, last, etc.) to show quantities.	1
	Identify and use quantifiers (some, few/little, another, other, fewer, less, etc.) to show quantities.	1
Possessive Pronouns	Identify and use possessive pronouns to show possession.	2
Demonstratives	Identify and use demonstratives: “this/that” – this/that- with singular nouns appropriately in speech and writing.	1
Interrogative determiners	Identify and use interrogative determiners “which, whose” to find out about specific persons or objects.	1
	Identify and use interrogative determiners “which, whose” to find out which person something belongs to.	1
Total		10

Rubric: Pronouns

Area	Assessment criteria	Mark
Personal Pronouns	Identify and use different types of personal pronouns to identify people and objects.	2
Interrogative/ Indefinite Pronouns	Identify and use different types of interrogative and indefinite pronouns to find out a person's identity and specific information about a person, time, objects or events.	2
Reflexive Pronoun	Use reflexive pronouns to emphasise that an object of a verb is the same person as the subject.	2
Relative Pronouns	Identify and use relative pronouns (who, which, where, whose, etc.) to link ideas or add information to a noun or a noun phrase.	2
Reciprocal Pronoun	Identify and use reciprocal pronouns (each other, one another) in speech and writing correctly.	2
Total		10

Rubric: Adjectives

Area	Assessment criteria	Mark
Comparatives	Use regular adjectives to make comparison between two people or entities appropriately.	2
	Use irregular adjectives to make comparison between two people or entities appropriately.	2
Superlatives	Use regular and irregular adjectives to make comparison among three or more people or entities appropriately.	3
Adjectival forms: more and most	Use adjectival forms to make comparison between two or more people or entities appropriately (beautiful, more beautiful, etc.).	3
Total		10

Rubric: Verbs

Area	Assessment criteria	Mark
Main and helping verbs	Identify and use different types of verbs: Main verb and helping verbs (primary auxiliary and modal auxiliary), regular and infinitive appropriately in speech and writing.	1
Subject-verb agreement	Use singular subjects (including proper and common nouns, personal pronouns, indefinite pronouns and collective nouns) to agree with the appropriate verb in speech and writing	2
	Use plural subjects (including proper and common nouns, personal pronouns, indefinite pronouns and collective nouns) to agree with the appropriate verb in speech and writing.	1
Simple Present Tense	Use the simple present form of verbs in sentences to indicate habitual actions, for timeless and universal statements, and for facts which may change or hold true indefinitely and for expressing needs, preferences, thoughts and ideas.	2
	Use the simple present form of verbs in sentences to indicate instantaneous present and for scheduled future actions.	1
Simple Past Tense	Use the simple past form of verbs (regular and irregular) for indicating completed actions or events and regular actions in the past.	1
	Use the past continuous form of verbs to talk about actions/events which were going on when a second one took place.	1
Imperative forms of the verb	Use the imperative form of the verb to give commands or make suggestions and give orders.	1
Total		10

Rubric: Adverbs

Area	Assessment criteria	Mark
Adverbs of manner	Identify and use adverbs of manner to modify verbs appropriately in speech and writing.	2
Adverbs of place	Identify and use adverbs of place to modify verbs appropriately in speech and writing.	2
Adverbs of time	Identify and use adverbs of time to modify verbs appropriately in speech and writing.	2
General knowledge of adverbs	Identify, classify and use a variety of adverbs (including adverbs of manner, place, time, degree and time) to modify verbs appropriately in speech and writing.	4
Total		10

Rubrics: Conjunctions

Area	Assessment criteria	Mark
Joining similar and contrasting ideas	Identify and use simple conjunction (and) to link similar ideas.	2
	Identify and use simple conjunction (but) to link contrasting ideas.	2
Conjunctions for showing choices and expressing alternatives	Identify and use simple conjunctions (or, nor) to show choices.	2
	Identify and use simple conjunction (or) to express alternatives.	1
Subordinating conjunction	Identify and use simple subordinating conjunctions for giving reasons, linking contrasting ideas and showing results.	1
Conjunctions for forming compound and complex sentences	Identify and use simple coordinating and subordinating conjunctions to form compound and complex sentences.	2
Total		10

Rubric: Prepositions

Area	Assessment criteria	Mark
Prepositions for time and direction	Use prepositions to show a period of time.	2
	Use prepositions to show direction.	2
Prepositions for purpose and possession	Use prepositions to show purpose.	1
	Use prepositions to show possession.	1
Prepositions for comparison	Use prepositions for showing comparison (taller than).	1
General knowledge of prepositions	Identify missing prepositions in texts and fix them appropriately.	3
Total		10

Rubric: Reported and direct speech

Area	Assessment criteria	Mark
Direct speech	Form and use direct speech in the present tense appropriately.	2
	Form and use direct speech in the past tense appropriately.	2
	Form and use direct speech in the present and past tense appropriately and observing correct usage of punctuation marks.	2
Reported speech	Form and use reported speech appropriately.	2
General knowledge of direct and reported speech	Form and use direct and reported speech appropriately in sentences.	2
Total		10

Rubric: Phrases

Area	Assessment criteria	Mark
Noun Phrases	Identify and use noun phrases to describe conditions.	2
Adjective Phrases	Form and use adjective phrases correctly to describe nouns.	2
Adverb Phrases	Form and use adverb phrases correctly to describe actions.	2
General knowledge of phrases	Identify phrases in text and classify them under the appropriate headings and use them appropriately in speech and writing.	4
Total		10

Rubrics: Sentences

Area	Assessment criteria	Mark
Content	The sentences are based on the given topic and are based on the information found out.	1
Layout	The sentences are numbered and are on fresh lines.	1
Language	The sentences are written in the learner's own words.	1
Paragraph level	The sentences are varied and have cohesive devices that join sentences together.	2
Spelling, punctuation and grammar	The spelling is correct.	1
	End marks and other punctuation marks are used correctly.	1
	The grammar is correct.	1
Process	The learner revised and edited a rough copy before submitting a final, neat copy.	2
Total		10

Rubric: Idiomatic Expressions

Area	Assessment criteria	Mark
Idiomatic Expressions	Identify idiomatic expressions in text and speech.	2
	Assign meaning to idiomatic expressions based on the context.	4
	Use a variety of idiomatic expressions appropriately in communication.	4
Total		10

Rubric: Penmanship

Area	Assessment criteria	Mark
Content	The writing is about copying given letters, words, simple sentences or paragraphs. (1)	1
Organisation	- The given items for the writing are copied clearly. (1) - The writing of each learner has good spacing, well-placed letters and correct alignment. (3)	4
Expression	Correct construction of sentences. (3)	3
Mechanical accuracy	The words are spelt correctly. (2)	2
Total marks		10

Rubric: Penmanship

Area	Assessment criteria	Mark
Content	• The content is based on the given topic. (1)	1
Organisation	• All questions are answered. (3) • The gaps are appropriately filled. (1)	4
Expression	• 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	• Correct spelling. (1) • Correct punctuation. (1)	2
Total marks		10

Scope and sequence - Book 4

Unit	Content	LB pages	WB pages
1	Living in a new environment	1-10	1-5
Oral Language	Listening Comprehension– Dr. Bawala rescues a girl	2	1
Reading	My new school	3-6	2
Phonics/letters have sounds	Consonant clusters (blends)	6	2
Vocabulary	campus, canteen, brilliant, quizzes, conducted - Matching words under 'A' with their meanings under 'B' - Sentence completion	7	3
Grammar	Names of people, places, animals/things and events	7-8	4
Penmanship	Copying of a paragraph	8-9	
Guided writing	Describing my school	9	5
Discover More	More about the environment	10	
Homework		10	

Unit	Content	LB pages	WB pages
2	My family	11-21	6-12
Oral Language	Poem – My family	12-13	6-7
Reading	All aboard the Simpi train	13-16	7-8
Phonics/letters have sounds	Building new words	16-17	9
Vocabulary	chores, hilarious, rowdy, irritates - Matching words with their meanings - Writing sentences	17-18	9-10
Grammar	Proper nouns	18-19	10-11
Penmanship	Copying of sentences	19	
Guided writing	Describing my family	20	12
Discover More	More about proper nouns	21	
Homework		21	

Unit	Content	LB pages	WB pages
3	Supporting the nation	22-32	13-18
Oral Language	Poem – The National Pledge	23-24	13
Reading	Papa Azor, the famous farmer	25-27	14-15
Phonics/letters have sounds	Silent letters	28	15
Vocabulary	renowned, employees, career, wealthy, a score of, foodstuff. - Matching words to their meanings - Writing sentences with an expression	29	16-17
Grammar	Collective nouns	30	17-18
Penmanship	Copying of sentences	31	
Guided writing	Writing a poem	31	18
Discover More	More about collective nouns	32	
Homework	Rewriting the National Pledge	32	

Unit	Content	LB pages	WB pages
4	The friendly community	33-42	19-24
Oral Language	Listening Comprehension – Uncle Ashietey's visit	34	19
Reading	Another school year	35-38	20
Phonics/letters have sounds	The sound of 'y' at the end of words	38	21
Vocabulary	expectation, introduce, gorgeous, cheerful, excitedly, gathered, fortunate, gestured, spick and span, quizzically - Spelling words - Matching words to their meanings	39	21-22
Grammar	Abstract nouns and concrete nouns	40	23
Penmanship	Copying of paragraph	41	
Guided writing	Writing about a new teacher	41	23-24
Discover More	More about synonyms and antonyms	42	
Homework		42	
Revision		43-45	

Unit	Content	LB pages	WB pages
5	Market days	46-55	25-30
Oral Language	Conversation - Buying from a shop	47-48	25
Reading	Market Day in Agomanya	48-51	26-27
Phonics/letters have sounds	Making new words	51	27
Vocabulary	peak, bargaining, revenue, in abundance - Identifying the meaning of a word that is used in the passage - Forming sentences with words	52	27-28
Grammar	Articles	52-53	28-29
Penmanship	Copying of paragraph	53	29-30
Guided writing	Identifying the main idea of a paragraph and writing to support the main idea.	54	30
Discover More	More about articles	55	
Homework		55	

Unit	Content	LB pages	WB pages
6	Floods	56-66	31-35
Oral Language	Poem – The rain	57-58	31
Reading	Sowah witnessed a flood	59-61	31-32
Phonics/letters have sounds	Revising my sounds	62	32
Vocabulary	drenched, grabbed, plopped, bustling, race, flood Word search for words similar in meanings	63	33-34
Grammar	Phrasal verbs & Words of quantity	64-65	34
Penmanship	Copying of paragraph	65	
Guided writing	Describing an imaginary flood situation	65	35
Discover More	More about phrasal verbs	66	
Homework		66	

Unit	Content	LB pages	WB pages
7	Drug abuse	67-77	36-40
Oral Language	Song – The National Anthem	68-69	36
Reading	Treating addiction in Anumakom	69-72	36-37
Phonics/letters have sounds	Making new words	72	37-38
Vocabulary	- Matching words with their meanings - Sentence completion	73	38-39
Grammar	Possessive adjectives	74-75	39
Penmanship	Copying of paragraph	76	
Guided writing	Completing a paragraph	76	40
Discover More	More about possessive adjectives	77	
Homework		77	

Unit	Content	LB pages	WB pages
8	Road accidents	78-88	41-46
Oral Language	Conversation – Crossing the road	79-80	41
Reading	A lesson on road accidents	81-84	41-42
Phonics/letters have sounds	Creating new words	85	42-43
Vocabulary	accident, proud, faults, rough, crash, potholes, research - Forming sentences - Matching words to the appropriate meaning	85	43-44
Grammar	Demonstrative adjectives	86	45
Penmanship	Copying of paragraph	87	
Guided writing	Completing a paragraph	87	46
Discover More	More about demonstrative adjectives	88	
Homework		88	
Revision		89-93	

Unit	Content	LB pages	WB pages
9	Regions in Ghana	94-103	47-54
Oral Language	Asking and answering questions – Where do you come from?	95-96	47
Reading	The sixteen regions of Ghana	96-99	48-50
Phonics/letters have sounds	Revision of sound names	100	50
Vocabulary	correct, comfort, legal, kind, appoint, happy, development Matching words with the appropriate prefixes/suffixes	100	51
Grammar	Personal pronouns	101	52-53
Penmanship	Copying of paragraph	102	
Guided writing	Completing paragraphs	102	53-54
Discover More	More about personal pronouns	103	
Homework		103	

Unit	Content	LB pages	WB pages
10	Friendship	104-113	55-60
Oral Language	Song – I have a friend	105-106	55
Reading	Why the Sun and the Moon live in the sky	106-109	56-57
Phonics/letters have sounds	Vowel sounds (diphthong "ou")	109	57
Vocabulary	couple, neighbours, completed, pester, request-ed, broad - Matching words with their meanings - Matching riddles to their meanings	110	58
Grammar	Interrogative pronouns	111	59
Penmanship	Copying of paragraph	111	
Guided writing	Describing best friend	112	60
Discover More	More about interrogative pronouns	113	
Homework		113	

Unit	Content	LB pages	WB pages
11	Diligence	114-123	61-66
Oral Language	Giving and responding to commands	115-116	61
Reading	Hard work kills no one	116-119	62-63
Phonics/letters have sounds	Vowel sounds	119	63
Vocabulary	insisted, gainful, employment, menial, discharged, written, enrolled, snippet, squander, scholarship, tertiary, unabashedly, kicked out • Spelling words • Writing a sentence	120	64
Grammar	Possessive pronouns	121	65
Penmanship	Copying of paragraph	122	65
Guided writing	Describing a hard-working person	122	66
Discover More	More about possessive pronouns	123	
Homework		123	

Unit	Content	LB pages	WB pages
12	Water	124-134	67-74
Oral Language	Poem – Water	125-126	67
Reading	No water in Kongenstein	126-129	68-69
Phonics/letters have sounds	Revising my vowel sounds	130	69
Vocabulary	scared, distracted, enough, scampering, crumbs • Choosing the appropriate meaning of given words • Sorting content words from function words	130-131	70
Grammar	Comparative and superlative	132-133	71-72
Penmanship	Copying of paragraph	133	
Guided writing	Describing how water is used in your village	133	73-74
Discover More	More about comparative and superlative	134	
Homework		134	
Revision		135-138	

Unit	Content	LB pages	WB pages
13	Teamwork	139-149	75-83
Oral Language	Story telling – The three little pigs	140	75-76
Reading	Ants	141-144	77-78
Phonics/letters have sounds	Vowel digraphs	145	78
Vocabulary	passageways, enable, hillocks, antennae, species • Matching words to their meanings • Joining parts of compound words	145-146	79-80
Grammar	Main and auxiliary verbs	146-147	80-81
Penmanship	Copying of paragraph	147	82
Guided writing	Describing the work of ants	148	82-83
Discover More	More about main and auxiliary verbs	149	
Homework		149	

Unit	Content	LB pages	WB pages
14	Tolerance	150-159	84-90
Oral Language	Role play-The lazy donkey and its master	151	84
Reading	The two friends	152-154	84-86
Phonics/letters have sounds	Different spelling forms for the vowel sound in 'ie' (ie, i-e)	155	86
Vocabulary	household, forelegs, hopping, payback, responded • Matching words to their meanings • Matching expressions to their meanings	156	87-88
Grammar	Subject – verb agreement	157	88-89
Penmanship	Copying of paragraph	158	
Guided writing	Rewriting a part of a story	158	89-90
Discover More	More about subject-verb agreement	159	
Homework		159	

Unit	Content	LB pages	WB pages
15	Communication 1	160-169	91-99
Oral Language	Talk show – Defending the action of characters	161	91
Reading	Sabina writes to Nuotama	162-165	92-93
Phonics/letters have sounds	Vowel sound - “ie” and its different spelling patterns (ie, y, igh),	165	93
Vocabulary	immediately, currently, anxious, consultant, intentionally - Matching words to their meanings - Using similes to compare or describe	166	94-95
Grammar	Simple present tense	167	96-97
Penmanship	Copying of paragraph	168	
Guided writing	Describing what you do everyday	168	97-99
Discover More	More about simple present tense	169	
Homework		169	

Unit	Content	LB pages	WB pages
16	Leisure time	170-179	100-105
Oral Language	Identification and naming of items	171-172	100
Reading	Talata’s leisure time	172-175	101-102
Phonics/letters have sounds	Consonant blends II	175	
Vocabulary	assisted, responsibility, leisure, abstract, merge, levitate, consent - Matching words to the appropriate meaning - Labelling items	176	102-103
Grammar	Simple past tense	177	103-104
Penmanship	Copying of paragraph	178	
Guided writing	Describing how I spent my leisure time on Saturday	178	104-105
Discover More	More about simple past tense	179	
Homework		179	
Revision		180-182	

Unit	Content	LB pages	WB pages
17	Celebrations	183-194	106-113
Oral Language	Asking and answering questions about events in the community	184-185	106-107
Reading	It is the koobi	185-188	107-109
Phonics/letters have sounds	Vowel sound “ie” and its different spelling patterns (ie, y, i-e, igh)	189	109
Vocabulary	restless, expert, ballgame, supervision, disaster, granules, commotion, jarring - Finding meaning of words as used in the passage - Prefixes	190	110-111
Grammar	Simple past tense for irregular verbs	191-192	111-112
Penmanship	Copying of paragraph	192	
Guided writing	Extending a story by adding a paragraph	193	112-113
Discover More	More about regular verbs and their past tenses	194	
Homework		194	

Unit	Content	LB pages	WB pages
18	Honesty	195-205	114-120
Oral Language	Poem – Honesty	196-197	114-115
Reading	The honest woodcutter	198-200	115-116
Phonics/letters have sounds	Vowel sound “ai” and its different spelling patterns (ai, ay)	201	116-117
Vocabulary	throughout, sturdy, quest, uncertain, dangerous, depth Forming sentences with words	202	117-118
Grammar	Suffixes & Subject and predicate	202-203	119
Penmanship	Copying of paragraph	203-204	
Guided writing	Changing the point of view of a story	204	119-120
Discover More	More about irregular verbs and their past tense	205	
Homework		205	

Unit	Content	LB pages	WB pages
19	Important places in my locality	206-216	121-127
Oral Language	Listening and talking about important places in the locality	207-208	121
Reading	Grandma Ramatu's goats	208-211	122-123
Phonics/letters have sounds	Vowel sounds in "oa" and its different spelling patterns (oa, o-e)	211-212	123
Vocabulary	stench, medium, breeds, selective, varieties, gratitude • Learning to spell words • Animals and animal meat names	213	124-125
Grammar	Adverbs of manner	213-214	126
Penmanship	Copying of paragraph	214	
Guided writing	Changing the point of view of a story	215	127
Discover More	More about adverbs of manner	216	
Homework		216	

Unit	Content	LB pages	WB pages
20	Citizenship	217-227	128-134
Oral Language	Poem – The bad citizen	218-219	128-129
Reading	Alice the good citizen	219-223	129-130
Phonics/letters have sounds	Vowel sounds in "ue" and its different spelling patterns.	223	130-131
Vocabulary	veranda, property, stacked, culprit, abuzz, disappointed, expression, cobwebs, congratulated, courage, eventually, clarify • Learning to spell words	224	131-132
Grammar	Adverbs of time	224-225	132-133
Penmanship	Copying of paragraph	225	
Guided writing	Narrating an imaginary story	226	133
Discover More	More about adverbs of time	227	
Homework		227	
Revision		228-231	

Unit	Content	LB pages	WB pages
21	Communication 2	232-241	135-142
Oral Language	Conversation – Important places in my country	233	135
Reading	Nuotama writes to Sabina	234-237	136
Phonics/letters have sounds	More consonant clusters	237	136
Vocabulary	devastated, consent, groggy, opportunity, pronunciation, remain, currently, regards • Searching for words to match meanings	238	137-140
Grammar	Adverbs of place	238-239	140
Penmanship	Copying of paragraph	239	
Guided writing	Letter writing	240	141-142
Discover More	More about adverbs of place	241	
Homework		241	

Unit	Content	LB pages	WB pages
22	Care for public property	242-254	143-149
Oral Language	Conversations – State properties	243-245	143
Reading	Dialogue - Taking care of public properties	246-250	144-145
Phonics/letters have sounds	Vowel sounds in “er” and its different spelling forms (er, ir, ur)	250-251	145
Vocabulary	overflowing, husk, soil, scatter, public, responsible, property, banner • Learning to spell words • Matching words to their meanings	251	146-147
Grammar	Simple sentences	252	147-148
Penmanship	Copying of paragraph	252	
Guided writing	Composing a story out of pictures	253	148-149
Discover More	More about conjunctions	254	
Homework		254	

Unit	Content	LB pages	WB pages
23	Turning over a new leaf	255-266	150-156
Oral Language	Listening and Role-playing – Speech delivery	256	150
Reading	Turning over a new leaf	257-261	151-152
Phonics/letters have sounds	Sight words	261	152-153
Vocabulary	taught, accusation, underfoot, hesitation • Learning to spell words • Matching words to their meanings	262	153-154
Grammar	Modals	263-264	154-155
Penmanship	Copying of paragraph	264	
Guided writing	Describing the day you were in trouble	265	155-156
Discover More	More about modals	266	
Homework		266	

Unit	Content	LB pages	WB pages
24	Solar energy	267-277	157-162
Oral Language	Listening to recorded speeches by important personalities	268-269	157
Reading	No electricity in Yaayaso	269-273	158-159
Phonics/letters have sounds	Vowel sound in “or” and its different spelling patterns (or, ore, aw, al, au)	273	159
Vocabulary	grumble, gathered, praised, unexpectedly, shouted, uncovered, power • Looking for words to match meanings	274	160
Grammar	Prepositions	274-275	161
Penmanship	Copying of paragraph	276	
Guided writing	Completing a text by filling in the gaps with the appropriate prepositions	276	162
Discover More	More about prepositions	277	
Homework		277	

Unit	Content	LB pages	WB pages
25	Personal hygiene	278-290	163-169
Oral Language	Presentation – Speech giving	279-280	163
Reading	The young Writer’s Club learn about the body	281-284	164-165
Phonics/letters have sounds	“f” and its different spelling forms (f, ff, ph)	285	165-166
Vocabulary	value, scent, input, teach, adolescence, well-being, terrifying, suddenly, matter • Looking for words to match meanings	286	166
Grammar	More about comparatives and superlatives	287-288	167-168
Penmanship	Copying of paragraph	288	
Guided writing	Describing how I care for my body	288-289	168-169
Discover More	More about comparative and superlative adjectives	290	
Homework		290	
Revision		291-294	

Unit	Content	LB pages	WB pages
26	Discipline	295-305	170-178
Oral Language	Poem – Twenty froggies	296-297	170
Reading	Prince “The Buzz” Larbie	297-300	171-172
Phonics/letters have sounds	Words that end with -ng	300	172
Vocabulary	earned, explosive, hone, gym, mantle, dedication • Finding meanings for words • Riddles	301-302	173-174
Grammar	Coordinating conjunctions	302-303	175-176
Penmanship	Copying of paragraph	304	
Guided writing	Speaking for or against the discipline of training as a boxer	304	177-178
Discover More	More about riddles	305	
Homework		305	

Unit	Content	LB pages	WB pages
27	Natural disasters	306-315	179-184
Oral Language	Listening comprehension – Clean up Day in Madina	307	179
Reading	Earthquakes	308-311	180-181
Phonics/letters have sounds	Words that end with twin letters	311	181
Vocabulary	tremor, seismograph, severity, tsunami, destructive • Matching words to their meaning • Completion of sentences	312	181-182
Grammar	Compound sentences	313	182-183
Penmanship	Copying of paragraph	313-314	
Guided writing	Describing a windstorm	314	183-184
Discover More	More about compound sentences	315	
Homework		315	

Unit	Content	LB pages	WB pages
28	Inventions	316-325	185-190
Oral Language	Story telling – Fire at last	317-318	185-186
Reading	Necessity is the mother of invention	318-321	186-187
Phonics/letters have sounds	Spelling rules 1 – Doubling rule	321-322	187
Vocabulary	curiosity, scolded, spilling, variety, inventor • Matching words to their meaning	322	187-188
Grammar	Contracted forms	323	188-189
Penmanship	Copying of paragraph	324	
Guided writing	Extending a passage	324	190
Discover More	More about contractions	325	
Homework		325	

Unit	Content	LB pages	WB pages
29	Climate change	326-336	191-195
Oral Language	Conversation – The Dialogue	327-328	191
Reading	Sekyrewaa the leatherback sea turtle	329-332	191-192
Phonics/letters have sounds	Spelling rules 2 - Plural of nouns ending in -y	332-333	192
Vocabulary	extinct, reproduce, predictable, poachers, temperature, freshwater, predators, barrier, marine • Finding words to match meanings	333	193
Grammar	Direct speech (present tense)	334	194
Penmanship	Copying of paragraph	335	
Guided writing	Describing effects of human activities on the climate	335	195
Discover More	More about direct and indirect speech	336	
Homework		336	

Unit	Content	LB pages	WB pages
30	Computers	337-346	196-201
Oral Language	Conversation – The ICT class	338-339	196-197
Reading	Poem – Computers	340-342	197-198
Phonics/letters have sounds	Spelling rule 3. Adding -ing to verbs ending in -e	342	198
Vocabulary	kitchen, helpful, everywhere, message, computer, playing • Spelling words correctly • Look for words to match meanings	343	198-199
Grammar	Antonyms	344	199-200
Penmanship	Copying a poem	345	
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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. The Three Little Pigs

Once upon a time there were three little pigs in a thick forest. They decided to build houses so they could be safe from wild animals. One pig built a house of straw while the second pig built his house with sticks. They built their houses very quickly and then sang and danced all day because they were lazy. The third little pig worked hard all day and built his house with bricks.

One day, a hungry wolf came to the forest looking for food. The wolf saw the two pigs playing all morning. By lunch time, he was really very hungry and began chasing the two little pigs. The pigs ran fast and entered the straw house. The pigs thought they were safe but the bad wolf came, tearing down the straw house with his claws. The pigs quickly ran out of the straw house to the stick house. The wolf chased them there, too. The pigs did not mind, because they thought the wolf could not use his claws to

tear the stick house apart. Surprisingly, the wolf pushed his head between two sticks and created an opening in the stick house.

The wolf continued to make the opening bigger so he could get his whole body through, but the pigs ran out through the back door to their brother's bricks house.

They knocked on the door with all their strength. The third pig realised they were in danger and let them in. They locked the door and went into the inner room. The wolf arrived soon after and went round and round the brick house but could not tear it down. Finally, the wolf became tired, and left the three pigs alone. When the wolf was gone, the two little pigs apologised to their brother because they saw how safe it was in the brick house. They promised never to do anything lazily again.

4. The lazy donkey

A salt merchant lived in a small village. Every day he walked to the city to buy salt. His donkey accompanied him. The merchant loaded the bags of salt on the donkey, and they walked back to the village along the river. But the donkey did not like to carry so many bags on his back as he was lazy. The donkey always looked for ways to get rid of work.

One day, the salt merchant loaded the donkey with two bags of salt, and they started walking back to the village. On the way, the donkey accidentally slipped into the river. The salt dissolved in the water and when the donkey was pulled out of the river, he felt lighter.

The salt merchant had to go back to the city to buy more salt. The donkey thought of this as a good idea to get rid of the load. The next day, the donkey intentionally slipped into the river. When he was pulled out, he felt lighter. The salt merchant understood the donkey's trick. He knew that the donkey was falling in the river on purpose.

So, one day the salt merchant filled the bags with cotton instead of salt. The donkey felt that the bags were much lighter than on previous days, but he wished to reduce the weight even more. So the donkey again fell into the river. But when he was pulled out, the load on his back felt much heavier. As the bags contained cotton, when they fell into the water along with the donkey, the cotton absorbed water and the bags became heavier.

The donkey had to carry the heavier load. He realised his mistake and understood that the same measures will not suit all circumstances. He had learned his lesson.

5. Fire at last

Once upon a time, there were a group of people who lived in a village called 'Fire town'. The village was called so, because of how it was founded. According to the people of the town, they had migrated from a very far place where they had been ruled by a very wicked king.

One day, they packed and hid their belongings in their farm attires. When they were made to go to the farm where they had been working all their life, they all decided to run away. On reaching their new settlement, they were very hungry. Just then, they saw a creeping plant which they dug. After digging it, they saw that it was yam. They could not eat it raw, so the question came up: How were they going to eat it when they had no heat? They tried all sorts of ways to start a fire but nothing worked, until one woman decided to strike two stones together.

She kept doing it with dry leaves in-between until it sparked a flame. Then she shouted, "This is fire! Fire!" Fire! There was joy all over the village!

Their town was called 'Fire town' ever since. People from other villages visited them to learn how to spark fire until other ways of sparking fire were invented by other people.

6. 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.

7. 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.

8. 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.

9. 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).

10. 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.

Unit 1

Living in a new environment

Unit Overview

This unit is about living in, and adapting to a new environment. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will listen to a story to be read to them by the teacher and answer a few questions on it. Section B is in two parts. In the first part, learners will read a passage entitled, ‘My new school’ and answer comprehension questions on it. The second part is code-named, “Letters have sounds”. It will focus on reviewing learners’ knowledge of letter sounds.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on learners’ ability to identify nouns from the reading passage and around them in their locality. Learners will be required to sort nouns into names of people, places, animals and objects. Their attention will be drawn to features of common nouns.

Section E ends the unit by asking learners to copy two short paragraphs (from the passage) clearly in joint script (cursive writing) as well as write a brief description of their school using guiding questions.

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
B4.1.7.1. Use appropriate skills and strategies to process meaning from texts.	B4.1.7.1.4. Use background knowledge to aid in understanding and building new knowledge while listening to narrative texts.	Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving
Strand 2: Reading		
Sub-Strand 7: Listening Comprehension		
Content Standard	Indicators	Core Competencies
B4.2.7.1. Process and comprehend level-appropriate texts.	B4.2.7.1.1. Construct meaning from texts read. B4.2.7.1.1.4. Read level-appropriate texts silently and pay close attention for comprehension.	Communication and Collaboration; Creativity and Innovation; Critical Thinking and Problem Solving

Strand 2: Reading Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B4.2.2.1. Connect sounds to letters and blend letters or syllables in order to read and write.	B4.2.2.1.1. Match sounds to their corresponding letters or letter patterns.	Communication and Collaboration; Personal Development and Leadership.
Strand 2: Reading Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B.4.2.6.1. Understanding word meanings and usages.	B4.2.6.1.1. Use level-appropriate content words (nouns, verbs, adjectives and adverbs) appropriately in spoken and written communication.	Communication and Collaboration; Creativity and Innovation; Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Level Sub-Strand 1: Nouns		
Content Standard	Indicators	Core Competencies
B4.3.2.1.1. Apply knowledge of different types of nouns in communication.	B4.3.1.1. Identify and use common nouns.	Personal Development and Leadership; Communication and Collaboration; Critical Thinking and Problem Solving
Strand 4: Writing Sub-strand 2: Using punctuation		
Content Standard	Indicators	Core Competencies
B4.5.2.1. Show understanding on how punctuations are used appropriately in writing.	Use the comma before and after “Yes” and “No” in sentences	Critical Thinking and Problem Solving Communication and Collaboration
Strand 5: Using writing conventions/grammar usage Sub–Strand 12: Descriptive Writing		
Content Standard	Indicators	Core Competencies
B4.4.12.1. Demonstrate knowledge of descriptive words or expressions in writing.	B4.4.12.1.1. Use descriptive words or expressions to describe places, personal experiences and events.	Creativity and Innovation

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literacy content areas.	B4.6.1.11. Read a variety of age and level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration

Section A

Strand 1: Oral Language

Sub-Strand 7: Listening Comprehension

B4.1.7.1.4. Use background knowledge to aid in understanding and building new knowledge while listening to narrative texts.

Listening Comprehension: Dr. Bawala Rescues a Girl

Teaching Strategies: Brainstorming, think-pair-share, group work, etc.

Teaching/Learning Resources: Learners' Book 4 **pages 1–2**, word cards,

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

Key Vocabulary: dived, crowd, selfless, rescue, etc.

Preparation Before Class

Write keywords on word cards (i.e. flash cards). Draw an enlarged picture of a girl or a boy struggling to keep her head above strong flowing water under a bridge and a man diving into the water from the middle of the bridge.

Teaching/Learning Activities

Activity 1

1. Put up the enlarged picture and use leading questions to encourage learners to talk about it (e.g., What is happening in the picture? What do you think is happening to the child? What is the man going to do?, etc.).
2. Teach pronunciation and meaning of keywords (if necessary). Have learners predict what the lesson/story will be about.

Activity 2

1. Have learners listen while you read aloud the story below. Read the story a second time and have learners identify and discuss the plot in groups; what happened at the beginning, in the middle and at the end. Let learners relate the story to their personal experience or a familiar text.

The story – Dr. Bawala Rescues a Girl

Dr Bawala is a new doctor who was transferred to the La Polyclinic this year. One evening, he was strolling through the streets of his new neighbourhood in Accra after a heavy rain. As he passed by a bridge, he noticed a child struggling for her life in the water beneath the bridge. She had been walking and reading at the same time and did not realise she was at the edge of the bridge, causing her to fall into it. She tried to climb out but she could not.

Some onlookers saw her fall into the water but they were not ready to dive into the dirty water to save the girl's life. They were concerned about what would happen to the girl but hesitated to help her. Dr Bawala, however, hurriedly dived into the water to rescue the girl. In no time, he came out with the girl in his arms. The crowd applauded his selflessness.

Dr Bawala was so happy, he was able to save a life. He decided to write about the experience in his diary as his first experience in his new neighbourhood.

Assessment

1. Put learners in pairs to discuss and share their understanding of the story.
2. Have learners answer the questions on English Learner's Book 4 **page 2** in pairs and share their answers with another pair.

Answers

- a. He is a doctor at La Polyclinic/the selfless man who rescued the child from drowning.
- b. He was close to the bridge.
- c. The water was moving too fast for anybody to dive into it.
- d. Personal answers (None should be rejected)
- e. The girl could have died.
- f. It is good to be kind to people/Make yourself useful wherever you find yourself/
We must be selfless etc.

Remedial Activity

Ask learners to retell the story "Dr. Bawala Rescues a child" to their partners. Go round and use probing questions to help them remember the story.

Extension Activity

Have high achievers answer the following question:

What kind of man do you think Dr. Bawala is and why?

Expected Answers

Varied answers, e.g. He is a selfless man because he rescued the child without thinking about his shirt and the dirty water, etc.

Reflection

Have learners reflect on the story and say what lessons they have learnt from it.

Additional Practice

Refer learners to **page 1** of Workbook 4 for more exercises.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B4.2.7.1.1. Construct meaning from text read.

B4.2.7.1.4. Read level-appropriate texts silently and attentively for comprehension.

My New School

Teaching/Learning Strategy: Directed Reading Activity (DRA)

Teaching Strategies: Brainstorming, think-pair-share, group work, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 3–6**, word cards, etc.

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

Key Vocabulary: canteen, campus, struggled, supposed, supervision, grumbles, conducted, former, untucked

Preparation Before Class

Prepare word cards for the keywords and the phonic words. Make a large copy of the picture on Learner's Book **page 3** if possible, for a picture reading activity.

Teaching/Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to the one on Learner's Book **page 3**. Allow learners to talk about what they see and predict what the passage is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2 at the end of the Introduction of this Teacher's Guide for notes on how to teach vocabulary).

Activity 4

Ask learners to work quickly through the passage and find the words in bold. They should try to find the meaning of each word by reading the sentence in which it appears.

Activity 5

1. While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.
2. Ask few good readers to read aloud. As they read, ask learners to visualise (form a mental picture of) what they are reading.
3. Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners and explain that reading silently helps us to concentrate and make meaning of the text. Ask learners to read the passage silently again for details. Provide after-reading questions to help learners understand the meaning of the text read.

Remedial Activity

Activity 6

Assessment

1. Let learners read each of the questions on Learner's Book **page 6** and discuss the answers with their partners. Go round to support them.

Answers

- a. Sowajusco M/A Primary School
- b. The writer's cousin
- c. Her mother travelled out of the country, so she went to live with her aunt and cousins.
- d. Basic four
- e. Personal response
- f. former
- g. This is a personal response question. No answer should be rejected.

Reflection

In small groups, have learners reflect on the passage and relate it to their experiences when they first came to the school.

Additional Practice

Refer learners to Workbook 4 **page 2** for more exercises.

Sub-Section B: Letters Have Sounds

Strand 2: Reading

Sub-Strand 2: Phonics

B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns (For example, initial/final consonants – “m”, “j”, “f”, “s”, etc.; initial short vowels – “a”, “e”, “i”, “o”, “u”; final “y” as vowel; silent letters; etc.)

Letters have sounds – Revision of sound names

End the reading session with this activity. Have learners play sound recognition games to identify and say the sound names of the following letters: s, p, a, t, i, n. Have the class listen while you read the following words to their hearing: ant, pit, ink, sip, ten, nip

Ask them to point to each word as you read it. Read the words again and each time you read a word, ask learners to say the sound they hear in the initial position. Have learners do Exercises 1 and 2 on **page 6** of Learner’s Book 4.

Read another set of words (snail, bet, pen, drum, book, ten, ink, nail, rain) to learners and have learners say whether they can hear any of the sounds (/s/, /æ/, /p/, /t/, /i/, /n/) in the words or not. Learners will have to raise their thumbs if they hear the sound, and lower it (thumb) if the sound is not heard.

Look out for individuals who raise their thumbs and ask them to say which of the sounds they hear in the word. Repeat the activity several times to help those who fail to notice the presence of any of the target sounds in the words.

Make the activity fun by asking learners to show on their arms whether the sound is in the initial, middle or end position of the word (touching upper arm indicates initial position while elbow and wrist indicate mid and end positions respectively).

Remedial Activity

Have learners who struggle to identify the sounds play sound identification games with you till they can identify the target sounds.

Homework

Ask learners to look for five words in old newspapers that have the following sounds in them: /s/, /t/, /i/, /f/, /p/, /a/.

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

B4.2.6.1.1. Use level content words (nouns, verbs and adverbs) appropriately in spoken and written communication.

Teaching Strategies: Brainstorming, team work, think-pair-share

Teaching/Learning Resources: Learner's Book 4 **page 7**, word cards

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

Key Vocabulary: quizzes, conducted, brilliant, canteen, campus

Preparation Before Class

Prepare word cards for the keywords.

Teaching/Learning Activities**Exercise 1**

Have learners do Exercise 1 in groups. Copy the keywords and the meanings attached to them (from **page 7** of Learner's Book 4) on the board. Each group should get a reader who should be reading the words from the board. When a word is read, the other members of the group should look for a sentence (in the passage) in which the word is used. One person reads that sentence twice to the hearing of all members and the group decides which of the two meanings attached to the word (on the board) is applicable in the context. Each group should be allowed to present their work to the class. Allow time for peer feedback.

Expected Answers

a. campus	-	school grounds
b. canteen	-	eatery
c. brilliant	-	excellent
d. quizzes	-	tests
e. conducted	-	directed

Exercise 2

Have learners sit in pairs and use the words in Exercise 1 to fill the gaps in Exercise 2 on **page 7** of Learner's Book 4.

Expected Answers

- a. quizzes
- b. canteen
- c. brilliant
- d. conducted

Additional Practice

Refer learners to **page 3** of Workbook 4 for more practice.

Section D

Strand 3: Grammar Usage at Word and Phrase Levels

Sub-Strand 1: Nouns - Common Nouns

B4.3.1.1. Identify and use common nouns

Nouns – Common nouns

Teaching Strategies: Brainstorming, group work

Teaching/Learning Resources: Learner's Book 4, **pages 7–8**, name cards for parts of the body, picture cards for identifying common nouns, objects in and around the classroom and at home, etc.

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

Key Vocabulary: noun, common noun, etc.

Preparation Before Class

Prepare an enlarged picture for parts of the body, noun cards with three nouns on each card, and word cards for parts of the body.

Teaching/Learning Activities

Activity 7

1. Start the lesson by asking learners to mention their names and that of one other person in the class. (Mention that these are names of specific individual people. They are called proper nouns, and are spelled with initial capital letters. Unit 2 focuses on proper nouns.)
2. Ask learners to read the passage 'My New School' again. Assign paragraphs to groups and ask each group to read their paragraph and list all the names found there. Let each group indicate whether the names are for people, places, animals or objects. Reshuffle the class into four groups.
3. Let one group be responsible for collating the names of people from the passage. The other three should be responsible for the names of places, animals/things and events. Ask the learners to leave the classroom and look around and identify people, things (objects) and animals by name. Let them add the names to their list. Invite the groups to share their list with the class.
4. Put up the enlarged picture of body parts and have learners identify each part as you point to it. Teach them the name of any part they could not identify. Put learners in groups. Give each group a number of name cards for the body parts. Let members take turns to pick a card, read the name on it and show the group that part of his/her body (allow him or her to show a partner's body part if s/he chooses to do so). Explain that body parts are common to all people, so they are regarded as common nouns.

Activity 8

1. Let learners open to **page 8** of Learner's Book 4 and ask them to read the short passage about Mr. and Mrs. Jagar. Have them identify the names in the passage. Draw learners' attention to the names that are not for specific people or places and explain to them that such names are also called common nouns (e.g. son, name, colour, school).
2. Ask them to take note of how the initial letters of common nouns are written, i.e. with small letters.
3. Have learners do exercises 2 and 3 on **page 8** of the Learner's Book.

Answers

Exercise 2

- a. legs
- b. ant/cheek
- c. pen/bag
- d. books/children
- e. plate/sink

Exercise 3

son, colour, name, waakye, tuo-zaafi, foods, banku, kenkey, school, duties, time, property.

Assessment

Give learners some time to return to the passage to identify common nouns that are present in the passage.

Remedial Activity

In pairs, lead learners to identify the common nouns in the classroom. E.g. school, table, books, etc.

Extension Activity

Display sentence cards containing common nouns in the sentences on your table.

Call individuals to pick and read the sentences. Then, mention the common nouns in them.

E.g. **a.** We both like the same things.

b. The campus is big.

Reflection

End the lesson with a naming game such as "How Far Can You Go" with common nouns" (refer to Appendix B.1 in the Introductory pages of this Teacher's Guide).

Additional Practice

Refer learners to **page 4** of Workbook 4 for more practice.

My School

Teaching Strategies: Brainstorming, group work, modelling, copying, demonstration, imitation

Teaching/Learning Resources: Learner's Book 4 **pages 8–9**, word cards

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

Key Vocabulary: describe, school, facilities

Preparation Before Class

Before the lesson, prepare word cards for the keywords.

Teaching/Learning Activities

Penmanship / Writing Conventions

Strand 4: Writing

Sub-Strand 12: Descriptive Writing

B4.4.12.1.1.: Use descriptive words/expressions to describe places, personal experiences and events.

Writing Conventions

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Strand 2: Using Punctuation

B4.5.2.1.1. Use the comma: before and after “Yes” and “No” in sentences.

1. Give learners several sentences punctuated with commas to indicate the use of commas before and after “Yes” and “No” in a sentence. For example, “Is that a train?”
“Yes, it is”.
“No, it is not”.
2. Give learners some “Yes” and “No” sentences to punctuate. For example, “Is the baby crying?”
“Yes, he is.”
3. Explain that commas can also be used when addressing people directly. For example, “Kofi, why are you crying?”
4. Give learners practice questions about using punctuation marks.
5. Have learners write sentences to demonstrate their understanding of the use of the comma before and after “Yes” and “No” in sentences and after addressing a person.

Write clearly using joined letters of consistent size.

This part of the writing section is for developing good handwriting. You should patiently and consciously guide learners to develop this skill. Follow the instruction for **Stages for**

Remedial Activity

Practice writing challenging letters and words with learners who struggle.

Activity 8

Guided Writing

1. In pairs, have learners read the passage again. Drill them in the keywords (describe, school, facilities, leisure) and have them use them in constructing sentences.
2. Have learners describe places using adjectives—for example, a big school.
3. Take a walk around the school and use probing questions to get learners to talk about things in and around the school.

In groups, have learners discuss the things they saw in and around the school.

Write the topic on the board and use questions to engage learners to talk about their school. Now put learners in pairs to take turns in asking and answering the questions at **page 9–10** of their Learner's Book. Go round to support those who need help.

Assessment

Have each learner answer the questions in his/her exercise book. Remind learners to begin each sentence with a capital letter and end it with a full stop or question mark.

Reflection

Ask learners to reflect and share how they learned with the class.

Strand 6: Extensive Reading

Sub-Strand 1: Building the love and culture of reading.

B4.6.1.1.1. Read a variety of age and level-appropriate books and present a two-paragraph summary of each book read.

Extensive Reading

1. Visit the school library and introduce learners to parts of books that help in selecting what to read: – title, author, illustrator, blurb of text, etc.
2. Ask learners to help select books for a class library.
3. Read interesting texts once a week with learners.

Unit Summary

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

Discover

Scan this QR code on **page 12** of the Learner's Book 4 in class and have learners tell you what they have learnt about the environment after reading.

Homework

Have learners write a short essay, comparing their imaginary school to their actual school.

Workbook Answers

A. Oral Language – Listening Comprehension

1. Beginning: Dr. Bawala decides to take a stroll after a night of heavy rainfall.

Middle: Dr. Bawala was passing by and saw a child hanging on for dear life in a big drain full of rainwater. He fashioned a rope of clothes to save the child.

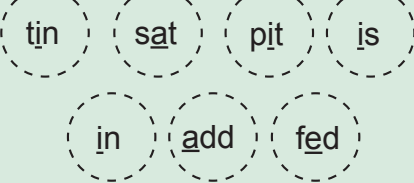
End: The child was rescued, and the crowd clapped for Dr. Bawala for his brilliant idea.

2.
 - a. He is a doctor at La Polyclinic/ the selfless man who rescued the girl from getting drowned.
 - b. He was close to the bridge.
 - c. The water was moving too fast and too dirty for anyone to dive in.

B. Reading

- a. The name of the writer's new school is Sowajusco M/A Primary School.
- b. Naana is the writer's cousin.
- c. The writer's mother travelled out of the country, so she came to live with her aunt and cousins.
- d. The writer is now in Basic 4.
- e. Personal response
- f. Personal response

- g. The writer was in Excellent Kids Model School.

2. 

C. Vocabulary

1.

Description	Word
a. A room where teaching and learning take place	classroom
b. The giver of instructions in the school	teacher
c. The person with the highest authority in the school	Headteacher/ Headmaster/ Headmistress
d. What teachers do to make sure their learners are learning	give tests/ quizzes

2.
 - a. campus
 - b. canteen
 - c. quizzes
 - d. brilliant
 - e. lessons

D. Grammar Usage

1.

Peter, the teacher, frowned. The schoolyard was a mess. There were pencils and pieces of paper everywhere. He sighed, then began to clean the yard. He loved all the children at the Kumasi Wayside School. He didn't want them to play in a dirty playground. As he picked up the pencils and pieces of paper, a large truck drove through the school gates. Peter ran to the truck. A short man stepped out of the truck. "I have a package for somebody named Mrs. Johns," he said. "I'll take it," said Peter.

b. Nouns sorted under categories:

People	Places	Things
Peter	schoolyard	pencils
teacher	yard	paper

children	Kumasi Wayside School	
man	playground	school gates
Mrs. Johns		package

E. Writing

1. Personal response
2. Sowajusco M/A Primary School is way bigger than my old school. The school is well looked after. The students help keep things tidy. The compound is big and neat with many flowers. Neatness is something that the teachers take very seriously. In my old school, boys could get away with their shirts being untucked, but not here. Everybody is supposed to look neat all the time. I do not know how to feel about that.

Unit Overview

This unit is about family. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will learn to recite a poem titled “My Family” and answer a few questions on it. Section B is in two parts. In the first part, learners will read a passage titled “All Aboard the Simpi Train!” and answer comprehension questions on it. The second part is code-named “Letters have sounds”. It will focus on learners making new words by changing the initial sounds of existing words.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on learners’ ability to identify proper nouns from the reading passage and around learners’ locality. Their attention will be drawn to features of proper nouns.

Section E ends the unit. It is for writing skills development. Learners are to copy sentences in joint script (cursive writing) as well as write a guided composition by filling in the gaps in a given passage.

Learning Outcomes

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

Strand 1: Oral Language Sub-Strand 3: Poems		
Content Standard	Indicators	Core Competencies
B4.1.3.1. Appreciate poems and other pieces of literary materials.	B4.1.3.1.1. Recite poems with stress, rhythm and actions and interpret them in your own words.	Communication and Collaboration; Personal Development and Leadership; Creativity and Innovation
Strand 2: Reading Sub-Strand 8: Silent Reading		
Content Standard	Indicators	Core Competencies
B4.2.8.1. Construct meaning from texts read.	B4.2.8.1.2. Find the meaning of words based on their context. B4.2.8.1.1. Read level-appropriate texts silently and pay close attention for comprehension.	Critical Thinking and Problem Solving; Communication and Collaboration

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B4.2.2.1. Connect sounds to letters; and blend letters or syllables in order to read and write. B4.2.3.1. show identify rhyming endings words and common diagraphs.	B4.2.2.1.1. Match sounds to their corresponding letters or letter patterns. B4.2.3.1.1. Use common rhyming / ending words to decode words.	Communication and Collaboration; Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills	B4.2.6.3.1. Deduce meaning of words from how they are used in context.	Communication and Collaboration; Critical Thinking and Problem Solving; Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-Strand 1: Nouns		
Content Standard	Indicators	Core Competencies
B4.3.1.1. Apply knowledge of different types of nouns in communication.	B4.3.1.1.2. Identify and use proper nouns. Refer to cities and countries.	Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving
Strand 4: Writing		
Sub-Strand 14: Expository or Informative		
Content Standard	Indicators	Core Competencies
B4.5.3.1. Apply knowledge of different types of nouns in communication.	B4.5.3.1.1. Identify and use nouns in sentences to identify people, animal, events and objects. B4.5.3.1.2. Identify and use proper nouns and common nouns.	Communication and Collaboration Personal Development and Leadership
Strand 5: using writing conventions/grammar usage		
Sub-strand 2: Naming words/Nouns		
Content Standard	Indicators	Core Competencies
B4.4.14.1. Write informative essays.	B4.4.14.1.1. Write words giving information about family.	Creativity and Innovation

Strand 1: Oral Language**Sub-Strand 3: Poems**

B4.1.3.1.1. Recite poems with emphasis, rhythm and actions and interpret them in their own words.

My family

Teaching Strategies: Brainstorming, think-pair-share, group work, observation

Teaching/Learning Resources: Learner's Book 4 **pages 14–15**, the poem 'My family' on a manila card, word cards, a picture of a family

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

Key Vocabulary: cuddle, cousins, siblings

Preparation Before Class

Write keywords on flash cards, copy the poem on a manila card, draw or get a picture of a large family (you can use the one in Activity 1).

Teaching/Learning Activities**Activity 1**

1. Put up the picture of a family and use probing questions to enable learners to talk about what they can see. (E.g., What kind of occasion do you think it is? Have you ever been to a family meeting? How did you feel?)
Ask them to predict what the lesson will be about.
Perform the poem as learners listen and observe.
Teach the pronunciation and meaning of the keywords using the appropriate techniques (e.g. in context, demonstrate how to cuddle and explain siblings and cousins).
2. Put up the poem on the board and ask learners to read the lines after you (refer to Learner's Book **page 14** for the poem). Recite the poem while learners listen attentively. Invite learners to join you recite the poem line by line until the whole poem is learnt. Recite the poem with actions while learners listen and watch you.
In small groups, pairs and individually, ask learners to recite the poem with the appropriate stress, rhythm and actions.

Activity 2

1. Ask learners to recite the poem to their partners and clap to it.
2. Let learners tell the class which part of the poem they enjoyed most and why.

Assessment

Let them answer the questions on **page 15** of Learner's Book 4 orally and in their book.

Answers

- a. happily
- b. Father, mother and siblings
- c. Individual response but learners are expected to talk about numbers and attitude of their family members.

Reflection

Have learners reflect and say what they have learnt from the lesson.

Additional Practice

Refer learners to **pages 6–7** of Workbook 4 for further practice.

Section B

Strand 2: Reading

Sub-Strand 8: Silent Reading

B4.2.8.1.2. Find the meaning of words as used in context.

B4.2.8.1.1. Read silently and attentively to understand level-appropriate texts.

All Aboard the Simpi Train!

Teaching/Learning Strategies: Directed reading activity (DRA), brainstorming, think-pair-share, group work

Teaching/Learning Resources: Learner's Book 4 **pages 15–19**, word cards, a picture of a family

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

Key Vocabulary: entangled, queue, hilarious, annoyance, irritates, cumbersome, rowdy, chores, hearth, squabbles, attires, ownership

Preparation Before Class

Prepare word cards for the keywords and the phonic words, Make a large copy of the picture on Learner's Book 4 **page 15** if possible, for a more co-operate picture reading activity.

Teaching/Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to the one on **page 15** of Learner's Book 4. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2 for the procedure to follow when teaching vocabulary).

Activity 4

Ask learners in pairs to scan through the passage looking for the words in **bold** and to find the meaning of each word using the context (the sentence(s) in which it occurs). Have learners use the keywords in sentences.

Activity 5

1. While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.
2. Read the text again or ask a good reader to read. As they read, ask learners to visualise (form a mental picture of) what is happening in the story. Put pre-reading questions on the board.

Activity 6

Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners. Ask learners to read the passage silently again for details.

Activity 7

Assessment

1. In pairs, let learners read the questions on Learner's Book 4 **page 16** and discuss their answers together. Go round to support them.

Answers

- a. Ewuraesi Simpi
- b. Mr. George Simpi (their father)
- c. Three
- d. The Simpis are many and people will waste time if they have to wait for the Simpis to finish filling their containers.
- e. They are many, and following each other, they look like a train.
- f. Personal response. None should be rejected.

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Additional Practice

Refer learners to Workbook 4 **pages 7–8** for more practice/exercises.

Sub-Section B: Letters have sounds – Building new words

Strand 2: Reading

Sub-Strand 2: Phonics

B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns (Example; initial/final consonant, initial short vowels, etc).

B4.2.3.1.1. Use common rhyming/ending words to decode words.

1. End the reading session with this activity. Let learners listen to you read the words in the speech bubbles for Exercise 1 on **page 18** of Learner's Book 4. Ask them to identify the initial sound of each word. In pairs, ask learners to take turns in reading the words for their partners to identify the initial sounds.
2. Ask learners to look through the passage quickly and identify words that have any of the initial sounds they have identified in Exercise 1 in them.
3. Write the word, **chores** on the board. Ask learners to read the word. Tell them to change the initial sound /tʃ/ to /p/. Let them read the new word. Have learners replace the **ch** with **s**, **c**, and **b**. Ask them to read the new words.
Give them another word, **old**, and ask them to add letters such as **c**, **m**, **h**, **s** and **t** in the initial position of the word, e.g. c + old = cold.
Let them read the words they have created to the class.

Additional Practice

Refer learners to **page 9** of Workbook 4 for further practice.

Section

C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.3.1. Deduce the meaning of words from how they are used in context.

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

Exercise 1

Put learners in pairs and have them reread the passage and find the following words:

entangled, queue, hilarious, annoyance, irritates, cumbersome, rowdy, chores, squabbles, ownership, attires, hearth. Ask them to put up their hands when they find any of them and to tell the class the paragraph in which they find it. Have them read the sentence in which it is.

Exercise 2

Let this activity be done in groups. Refer learners to the passage, “All Aboard the Simpi Train!” to read the sentence in which each word is found. Have them think about what it means in the passage and choose the correct meaning given in the exercise. Have groups share their work with the class.

Meaning of the words:

chores	→	tasks
hilarious	→	funny
rowdy	→	noisy
irritates	→	annoys

Exercise 3

Still in pairs, have learners use each of the words to construct sentences as in the example:
His laughter always irritates me.

Additional Practice

Refer learners to **pages 9–10** of Workbook 4 for more practice.

Section D

Strand 3: Grammar Usage at Word and Phrase Levels.

Sub-Strand 1: Nouns - proper nouns

B4.3.1.1.2. Identify and use proper nouns - refer to cities and countries.

Nouns – Proper nouns

Teaching Strategies: Brainstorming, working in pairs, group work, etc.

Teaching/Learning Resources: Learner’s Book 4 **pages 20–21**, word cards, objects in and around the classroom and at home, noun cards, etc.

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

Key Vocabulary: Common nouns, proper nouns, etc.

Preparation Before Class

Prepare noun cards with three nouns on each card.

Teaching/Learning Activities

Activity 8

1. Start the lesson by asking learners to mention the names of specific people and places in their community. You can make it a naming game in which learners form a circle with the teacher in the middle. Learners take turns to catch a ball from the teacher. Whosoever catches the ball, gives a name of a specific person or a place (depending on what the teacher asked for).

2. Ask learners to read the passage “All Aboard the Simpi Train!” again to identify the names of people and places. Ask them to record their findings on the board.

Expected Answers

People

Ewuraesi Simpi
Simpi family
George Simpi

Places

Agona Kankrani
Siambo D/A Primary School

Activity 9

Put learners into groups and ask them to identify the names of cities and countries on the West African and the global maps.

Assessment

3. Explain to learners that names given to specific people and places are called proper nouns. Ask them to look at the first letters of the proper nouns listed on the board so that they can notice that these nouns begin with capital letters. Have learners indicate which nouns are proper nouns by writing ‘p’ against them.
Have learners do Exercise 2 and 3 on **page 21** of Learner’s Book 4 in their exercise books.

Expected Answers to Exercis 3

Ghana (p)	car
Ho (p)	June (p)
boys	Thursday (p)
Winneba (p)	teacher

Remedial Activity

Work with learners who struggle to differentiate proper nouns from those that are not. You can ask questions like this: What is this? Is it a name for somebody, a place or a particular thing? If yes, it is a proper noun.

Extension Activity

When they are comfortable identifying proper nouns mix up the list on the board for learners to identify the proper nouns.

Ask learners to construct sentences with five proper nouns of their choice and share them with their classmates.

Reflection

Ask learners to reflect and think of about five names in their homes which are proper nouns. Invite learners (equal numbers of boys and girls) to share their work with the class.

Additional Practice

Refer learners to **pages 10–11** of Workbook 4 for further practice.

Section E

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Stand 3: Naming Words/Nouns

B4.5.3.1.1. Identify and use nouns in sentences to identify people, animals, events and objects.

B4.5.3.1.2. Identify and use:

- proper nouns - refer to cities and countries
- common nouns

Strand 4: Writing

Sub-Strand 14: Expository/Informative Writing

B4.4.4.14.1.1. Write words that provide information about the family.

My family

Teaching Strategies: Brainstorming, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 19–20**, word cards

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

Key Vocabulary: the head of my family, siblings, younger, happy

Preparation Before Class

Before the lesson, prepare word cards for the keywords.

Teaching/Learning Activities

Penmanship

Naming Words and Grammar Knowledge

1. This part of the writing session is for developing good handwriting. You should patiently and consciously guide learners to develop this skill. Put learners into groups, and ask them to identify the names of people, animals, events and objects.
2. Write the following simple sentences based on the board.
 - a. My name is Ewuraesi Simpi.
 - b. I belong to the Simpi family of Agona Kankrani.
 - c. Mr. George Simpi has three wives.
 - d. We often quarrel over pens, pencils and farm attires.

- e. There is no dog or goat in our house.
 - f. I attend Siambo D/A Primary School.
 - g. Every holiday I go to my sibling in Accra.
3. Ask learners to read them one after the other. Have them underline all the proper nouns. Have some pairs share their work with the class. Refer the learners to **page 21** of Learner's Book 4. In pairs, ask them to identify the errors of capitalisation in each sentence and correct them. End the lesson by asking learners to copy the sentences in their writing books in joint script.
- Remind learners to begin proper nouns with capital letters.
- Corrected version of the sentences:
- a. I am a Ghanaian because I come from **Ghana**.
 - b. People from **Egypt** are Egyptians.
 - c. Togolese come from **Togo**.
 - d. **Elizabeth** comes from Zambia, so she is a **Zambian**.
 - e. The River **Nile** is in Egypt.
4. Use leading questions to help learners to learn that common nouns start with small letters while proper nouns start with capital letters. Make learners identify five common nouns from the passage in the unit.

Activity 10

Guided Writing / Expository Writing – My family

1. In pairs, have learners read the passage again.
 2. Write the topic, My Family, on the board and use questions to engage learners to talk about their families. For example: What is your name? Where do you come from? What is the name of your family head? What is his or her occupation? How many siblings do you have? Do you like your family? Why? Copy the paragraph on **page 22** of Learner's Book 4 on the board. While learners listen, read through it. Read through it a second time using information about your family or any other family, to fill the gaps.
- Now put learners in pairs to discuss how to fill the gaps in the paragraph on **page 22** of their Learner's Book. Go round to support those who need help.

Assessment

Have each learner copy and complete the paragraph in his/her exercise book. Remind learners to begin each sentence with a capital letter and end it with a full stop.

Reflection

Ask some learners to share their work with the class for peer feedback.

Unit Summary

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

Discover more

Watch the video in the QR code on **page 23** of the learner's Book 4 with learners and discuss what they have learnt about proper nouns.

Homework

Use leading questions to help learners discuss the possible experiences their guardians had when they were at the learners' current age. Then, have them write a composition titled: "My Family from my Guardians Perspective" and submit it for marking.

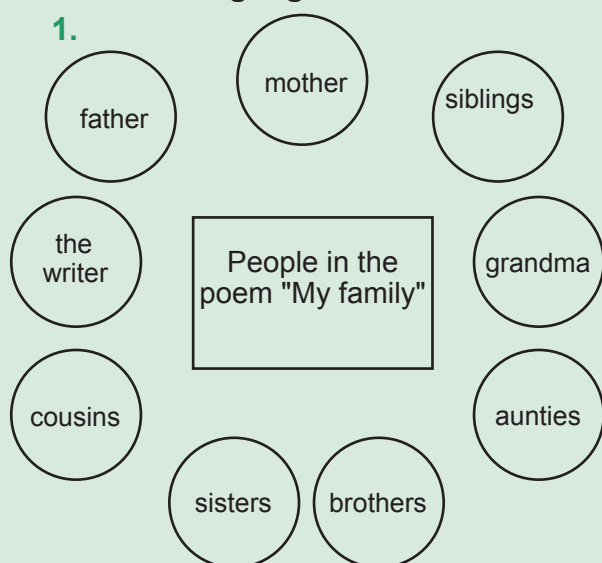
Extensive Reading

1. Revise the parts of the books (little, author, illustrator, blurb, etc).
2. Read interesting books once a week with learners and encourage them to re-read the books at their leisure time.
3. Invite learners to retell the story.
4. Practice using the key vocabulary in class communication.

Workbook Answers

A. Oral Language

1.



B. Reading

1. **a.** The writer's full name is Ewuraesi Simpi.
b. The 'Old boy' is Mr. George Simpi. The writer's father
c. Three of Esi's siblings are married.

- d.** Mr. George Simpi has 15 children in all.
e. To avoid waiting for all of them to finish fetching water.
f. Because they are many and hold hands while they walk. / They form a long line.
g. Personal response

2. Sometimes it irritates us too. Living with so many siblings under one roof can get cumbersome. It can also get very rowdy in our home. This is especially the case during vacations. During the first week of vacation, we wake up early to help our mothers with the work on the farm. We sweep plots, fetch water, wash dishes, and assist with cooking meals. While we carry out these chores, there are a few squabbles here and there. It's often over the

ownership of pens, pencils, toys, farm attires, and tools like machetes and hoes. This continues till late morning when we all make our way to the farm. We return from the farm late and very tired with lots of foodstuff such as cocoyam, yam, and fresh corn. We continue fighting at home. We often fight over silly things like who should be at the warmest spot near the hearth.

3.

ch	chore
g	gore
s	sore
c	core
m	more
p	pore
b	bore
f	fore

C. Vocabulary

- It can get very rowdy in our home.
 - It irritates them that there are so many of us.

- We form a long queue of human beings.
- It is a large family.

- Learners are expected to construct their own sentences using: raw, spouse, machete, siblings, lad.
Personal responses

D. Grammar Usage

- Accra Joyce Korle-Bu
Serwaa Tamale Agona Swedru
Toyota Africa
- Personal response
- Personal response
- Personal response

E. Writing

- My best friend is Ama Serwa.
 - Ghana is in Africa.
 - Dzigbordi is the Minister for Justice.
 - The B4 teacher is Mrs. Ananse.
 - Kwame Nkrumah was the first president of Ghana.
- Personal response

Unit Overview

This unit is about ‘Supporting the Nation’. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will learn to recite “The National Pledge” and answer a few questions on it. Section B is in two parts. In the first part, learners will read a passage titled “Papa Azor, the Famous Farmer” and answer comprehension questions on it. The second part is code-named “Letters have sounds”. It will focus on silent letters in words. Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on learners’ ability to identify collective nouns from the reading passage and around their locality. Section E ends the unit. It is for writing skills development. Learners are to copy sentences in joint script as well as write a poem about how they will support their nation.

Learning Outcomes

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

Strand 1: Oral Language Sub-Strand 3: Poems		
Content Standard	Indicators	Core Competencies
B4.1.3.1. Appreciate poems and other pieces of literary materials.	B4.1.3.1.1. Recite poems with stress, rhythm and actions and interpret them in their own words. B4.1.3.1.2. Identify and discuss values in poems.	Communication and Collaboration; Personal Development and Leadership Creativity and Innovation
Strand 2: Reading Sub-Strand 8: Silent Reading		
Content Standard	Indicators	Core Competencies
B4.2.8.1. Construct meaning from texts read.	B4.2.8.1.1. Read silently and reasonably for meaning from level-appropriate texts. B4.2.8.1.2. Find the meaning of words used in context. B4.2.8.1.3. Answer questions based on the passage read.	Critical Thinking and Problem Solving; Personal Development and Leadership; Communication and Collaboration

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B4.2.2.1. Connect sounds to letters; and blend in letters or syllables in order to read and write.	B4.2.2.1.1. Match sounds to their corresponding letter or letter patterns	Communication and Collaboration; Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.2. Build vocabulary	B4.2.6.2.1. Develop a rich vocabulary through extensive reading of age-appropriate text.	Personal Development and Leadership; Communication and Collaboration
Strand 3: Grammar Usage at Word and Phrase Level		
Sub-Strand 1: Nouns		
Content Standard	Indicators	Core Competencies
B4.3.1.1. Apply knowledge of different types of nouns in communication.	B4.3.1.1.3. Identify and use collective nouns to refer to groups of objects and people.	Personal Development and Leadership; Critical Thinking and Problem Solving; Communication and Collaboration
Strand 4: Writing		
Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.2. Use simple sentences clearly and correctly.	Personal Development, Communication; and Collaboration
Sub-Strand 11: Creative and Free Writing		
Content Standard	Indicators	Core Competencies
B4.4.11.1. Create Texts.	B4.4.11.1.2. Write poems and imaginative narrative stories and illustrate them.	Critical Thinking and Problem Solving; Communication and Collaboration; Creativity and Innovation.

Section

A

Strand 1: Oral Language

Sub-Stand 3: Poems

B4.1.3.1.1. Recite poems with emphasis, rhythm and actions and interpret them in their own words.

B4.1.3.1.2. Identify and discuss values in poems.

The National Pledge

Teaching Strategies: Brainstorming, think-pair-share

Teaching/Learning Resources: Learner's Book 4 **pages 25–26**, the National Pledge on a manila card, word cards, sentence cards

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

Key Vocabulary: pledge, toil, uphold, defend, heritage, esteem

Preparation Before Class

Write keywords on word cards, copy the National Pledge on a manila card, and put the sentences of the pledge on sentence cards.

Teaching/Learning Activities

Activity 1

1. Let learners look at the picture and share what they see with their classmates. Ask learners to say the National Pledge to your hearing. Make necessary corrections if need be. Teach the pronunciation and meaning of the keywords using the appropriate techniques (e.g. demonstrate pledge, defend, toil; and explain heritage, uphold and esteem by using them in context). Have learners predict what the lesson will be about.
2. Put up the National Pledge on the board and ask learners to read the lines after you. Recite the pledge while learners listen attentively. Invite learners to join you say the pledge line by line with the correct pronunciation, stress and intonation.
3. Ask learners to recite the pledge alone with the appropriate stress and intonation.
4. Put learners in groups to discuss the values of the national pledge. Ask the groups to share their views with the whole class.
5. Engage learners in a recitation for mastery using back chaining. Example: My honour, on my honour, promise on my honour, I promise on my honour, and so on.

Activity 2

Assessment

In small groups, pairs and individually, ask learners to recite the pledge with the appropriate stress and intonation. Have learners answer the questions on **page 26** of Learner's Book 4 orally.

Expected Answers

- a. Stand in attention position with your hand on your chest.
- b. Personal response. Talk about your service as a teacher first and elicit personal answers from learners
- c. Our heritage won for us through the blood and toil of our fathers
- d. By avoiding corruption, living as active citizens, etc.
- e. Values, patriotism, hard work, loyalty, etc.

Additional Practice

Refer learners to **page 13** of Workbook 4 for further practice.

Reflection

Have learners reflect and say what they have learnt from reciting the pledge.

Section B

Strand 2: Reading

Sub-Strand 8: Silent Reading

B4.2.8.1.1. Read silently and attentively to make meaning from level-appropriate texts.

B4.2.8.1.3. Answer questions based on the passage read.

B4.2.8.1.2. Find the meaning of words used in context.

Papa Azor, the Famous Farmer

Teaching/Learning Strategies: Directed Reading Activity (DRA), pair work, group activities, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 25–27**, word cards, a picture of a variety of food and cash crops.

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

Key Vocabulary: renowned, collectively, plantations, orchards, score, employees, abattoir, viable

Preparation Before Class

Write word cards, and enlarge the picture on **page 25** of Learner's Book 4.

Teaching/Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to the one on Learner's Book 4 **page 27**. Allow learners to talk about what they see and predict what the story is about.

Activity 4

1. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2 for the procedure of teaching vocabulary).
2. Ask learners in pairs to scan through the passage looking for the words in **bold** and to find the meaning of each word using the context (the sentence(s) in which it occurs).
3. Ask learners to think of other words that can replace these words and ask them to use the words to form sentences.

Activity 5

1. While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 6

1. Read the text again or ask a good reader to read. As they listen, ask learners to visualise (form a mental picture of) what is being read.

Activity 7

1. Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage.
2. Discuss the passage with learners. Ask learners to read the passage silently again for details. Ask different types/levels of questions. (Literal, inferential, application questions) Give learners thinking time before calling them to answer.

Activity 8

Assessment

1. In pairs, let learners read the questions on Learner's Book 4 **page 29** and discuss their answers together.

Answers

- a. His food crop farms at Saviefe
- b. He donates cattle to the community during festivals, and he also has a programme to supply widowed women and orphaned children with food.
- c. Over three hundred acres
- d. Don't look down on farmers/Farming is a good job/Farmers support the nation in different ways/Personal answers.
- e. He plans to expand his poultry farm to include turkeys and ducks.
- f. Personal response

Remedial Activity

Go round to support learners who struggle to answer any of the comprehension questions by breaking down the demands of the question to the level of understanding.

Reflection

In small groups, have learners reflect on the story and relate it to how they support society in their own small ways, e.g., helping an elderly person or even a grandparent, etc.

Sub-Section B: Letters have sounds – Silent letters

Strand 2: Reading

Sub-Strand 2: Phonics

B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns (For example; initial/final consonants, initial short vowels, final “y” as a vowel, silent letters, etc.)

Have learners listen while you read each of these words: get, but, kid, ant, hen, mop, gap, rag, hug, yam. Write the words on the board and ask learners to listen while you read the words a second time. Each time you read a word, ask them to identify the sound of the underlined letter in it. Have them listen to you read these words too: **psalm**, **psychology**, **receipt**, **psychiatrist**. Ask learners to repeat each word after you. Have them try to identify the /p/ sound in each of these words.

Explain that letter ‘p’ is silent in each of the words. Further explain that in English the sound of ‘p’ is silent in some words, especially when it occurs before the following letters: s, and n, e.g., pneumonia, psalm). Have learners do Exercise 4 to note that some other letters can be silent in words too.

Answers

a. e b. k and e c. t d. b e. h

Additional Practice

Refer learners to Workbook 4 **pages 14–15** for more exercises.

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

B4.2.6.2.1. Develop a rich vocabulary stock through extensive reading of age-appropriate texts.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Learner's Book 4 **page 31**, word cards

Core Competencies: Communication and Collaboration, Personal development and leadership

Key Vocabulary: renowned, employees, career, wealthy, a score of, foodstuff

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities**Exercise 1 & 2**

Learners are expected to read the passage "Papa Azor, the Famous Farmer" again and to match some keywords from the passage, "Papa Azor, the Famous Farmer", to their meanings. Do this exercise with learners. Copy the word and meaning lists onto the board. Get a learner to read the first word and let 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 hearing of the whole class. Then, let the class go through the meaning list to decide which one matches the word as used in the passage. Do the exercise in groups if the class size is large.

Let the first 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. Allow learners some time to use the words in sentences.

Answers

renowned	→	well-known
employees	→	workers
career	→	occupation
wealthy	→	rich
a score of	→	about twenty
foodstuff	→	anything eatable

Exercise 3

Put learners in pairs to read the sentence in which the expression "dear to his heart" is found. Have them use the expression to form different sentences. Ask individual learners to copy three of the sentences into their exercise book for marking.

Additional Practice

Refer learners to **pages 16–17** of Workbook 4 for further practice.

Section D

Strand 3: Grammar Usage at Word and Phrase Levels.

Sub-Strand 1: Nouns

B4.3.1.1.3. Identify and use collective nouns to refer to a group of objects and people.

Nouns – Collective nouns

Teaching Strategies: Brainstorming, working in pairs, group work, etc.

Teaching/Learning Resources: Learner's Book 4 **page 32**, word cards, objects in and around the classroom and at home, collective noun cards, etc.

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

Key Vocabulary: herd, flock, crowd, swarm, galaxy, pair, gang

Preparation Before Class

Prepare noun cards for collective nouns.

Teaching/Learning Activities

Activity 9

1. Ask learners to read the passage 'Papa Azor, the Famous Farmer' again to identify the group names in it.
2. Ask them to open Learner's Book 4 to **page 32** and to read the sentences under Exercise 2. In pairs, ask learners to identify and circle the group names in each sentence. Explain to them that group names or collective nouns are used to refer to a group or set of objects, animals, people, etc. E.g., The herd (referring to a group of cattle) is at the drinking hole. The crowd (referring to a group of people) is noisy. Lead learners to identify group names for people and things that are in the school, e.g. Teacher: What is a group of learners called?

Learners: A class of learners, etc.

If learners are finding it difficult to mention the collective names, change roles so that they identify the groups while you give the collective name. E.g.:

A group of learners = a class

A group of teachers = a staff

A group of players = a team

A group of keys = a bunch

3. Extend this activity by putting learners into two groups and giving them time to search for collective nouns for items in and around their homes (e.g. a string of beads, a stack of wood, a hand of bananas). When they are done, let the groups use the Hot Seat strategy to share their knowledge of collective nouns. Thus, the leader of Group 'A' describes the group of items and members of Group 'B' give the collective name; let them change roles. If the class is large, form four groups and have two groups compete at a time.

Activity 10

Assessment

Have learners complete the sentences on **page 32** of Learner's Book 4.

Answers

- a. pair
- b. crowd
- c. gang
- d. swarm
- e. galaxy

Remedial Activity

Lead low achieving students identify collective nouns in their environment and then in given sentences.

Extension Activity

Ask high learners to pick cards, read the collective nouns on them and use them to form their own sentences. Learners should share the sentences with their classmates, and then write four sentences in their exercise books.

Reflection

Have learners reflect and say what they have been learning and how they have been learning it.

Additional Practice

Refer learners to **pages 17–18** of Workbook 4 for further practice.

Strand 4: Writing**Sub-Strand 2: Penmanship/Handwriting**

B4.4.2.1.2. Use simple sentences clearly and correctly.

Sub-Strand 11: Creative/Free Writing

B4.4.11.1.2.: Write imaginative poems and narrative stories and illustrate them.

Teaching Strategies: Brainstorming, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **page 31**, word cards

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

Key Vocabulary: allegiance, owe, beloved, support, uplift

Preparation Before Class

Before the lesson, prepare word cards for the keywords.

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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the sentences on **page 33** of Learner's Book 4 correctly in their writing books.

Activity 10 Guided Writing / Creative Writing**Writing a poem**

1. In pairs, have learners read the poem "My Support". Drill them in the keywords (**allegiance, owe, beloved, support, uplift**). Identify them in the poem.
Guide learners to brainstorm areas in Ghana that need support. For example; education, sanitation, sports, child welfare, politics, etc.
Have a discussion with them on what can be done to support each of these areas.
2. Ask learners to sit in groups to create a poem to show how they will support their nation in any of these areas.

Remedial Activity

Go round to assist where necessary.

Assessment

Have learners copy their poems into their exercise books for marking.

Reflection

Invite pairs to share their poems with the whole class.

Unit Summary

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

Discover more

Watch the videos in the QR codes on **page 35** of Learner's Book 4 with learners and help them to learn about collective nouns and practice forming meaningful sentences with them.

Homework

Ask learners to list at least three things they would change in the national pledge if they were to rewrite it.

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies (e.g., SWBST) to improve their summaries.

SWBST stands for:

Somebody: Who is the main character?

Wanted: What did the character want?

But: What was the problem or challenge?

Then: how did the problem get solved?

Workbook Answers

A. Oral Language

- Personal response
 - The good name of Ghana

B. Reading

- Mr. Azogli has been farming for over 20 years.
 - Mr. Azogli's food crop farms at Saviefe.
 - He donates cattle to the community during festivals, and he also has a programme to supply widowed women and orphaned children with food.
- Mr. Azogli is literate. He studied Agricultural Science at University of Ghana.
 - Personal response
 - Mr. Azogli comes from Kpedze in the Volta Region.
 - He grows maize, yam, cassava and cocoyam on this land.
 - Mr. Azogli plans on extending his poultry farm to include turkeys.
- The **people** of Kpedze love Mr. Azogli. They call him Papa Azor, very **fondly**. This is because

Mr. Azogli is very **generous**. He **employs** as many people as he can, and he always **donates** to the community. During the Kpedze Yam Festival for **example**, Mr. Azogli donates two cows each year to the community. He also runs a **programme** that provides farm produce to **widowed** women and **orphaned** children.

3.

- a. knight b. hope
c. comb d. often
e. castle

4. Personal responses

C. Vocabulary

Activity 1

1. a. yams
 b. cocoa
 c. orange
 d. plantains
 e. palm fruits
 f. cassava
2. a. irritate
 b. spouse

- c. renowned
d. foodstuffs
e. environment

Activity 2

1. Personal responses
2. It means to care very much about something or someone.

D. Grammar Usage

1. a. swarm
 b. team
 c. staff
 d. choir
 e. fleet
 f. troop
2. a. A flight of stairs
 b. A pack of cards
 c. A host of angels
 d. A shoal of fish
 e. A litter of puppies
 f. A hand of bananas
 g. A bunch of keys
 h. An army of frogs

E. Writing

1. Personal responses

Unit 4

The friendly community

Unit Overview

This unit is about friendliness in the community. It consists of five sections labelled A–E.

Section A will deal with Oral Language Development. Learners will be taken through a listening comprehension passage titled “Uncle Ashietey’s visit” and answer a few questions on it.

Section B is in two parts. In the first part, learners will read a passage titled “Another School Year” and answer comprehension questions on it. The second part is code-named “Letters have sounds”. It will focus on the sound made by the letter ‘y’ at the end of a word.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on abstract nouns and concrete nouns.

Section E ends the unit. It is for writing skills development. Learners are to copy a paragraph as well as write a guided composition titled “The new teacher”.

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
B4.1.7.1. Use appropriate skills and strategies to process meaning from texts.	B4.1.7.1.3. Recognize and discuss moral lessons in a story. B4.1.7.1.2. Make connections with events in the narratives text.	Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B4.2.7.1. Process and understand level-appropriate texts.	B4.2.7.1.3. Skim for the main ideas in texts. B4.2.7.1.4. Read level-appropriate texts silently and pay close attention for comprehension.	Creativity and Innovation; Communication and Collaboration; Critical Thinking and Problem Solving

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B4.2.2.1. Connecting sounds to letters and syllables in order to read and write.	B4.2.2.1.1. Match sounds to their corresponding letters or letter patterns.	Communication and Collaboration; Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills.	B4.2.6.3.1. Deduce the meaning of words from how they are used in context. For example, near-synonyms: cool – cold - freezing.	Communication and Collaboration; Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-Strand 1: Nouns-Abstract Nouns		
Content Standard	Indicators	Core Competencies
B4.3.1.1. Apply knowledge of different types of nouns in communication.	B4.3.1.1.4. Identify and use abstract nouns to refer to concepts and ideas.	Personal Development and Leadership; Critical Thinking and Problem Solving; Communication and Collaboration
Strand 4: Writing		
Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.1. Write clearly using joined letters of consistent size.	Personal Development, Communication; and Collaboration
Sub-Strand 12: Descriptive writing		
Content Standard	Indicators	Core Competencies
B4.4.12.1. Demonstrate knowledge of descriptive words or expressions in writing.	B4.4.12.1.1. Use descriptive words or expressions to describe places, personal experiences and events.	Communication and Collaboration; Personal Development; Creativity and Innovation

Strand 1: Oral Language**Sub-Strand 7: Listening comprehension**

B4.1.7.1.2. Make connections with events in the narrative text.

B4.1.7.1.3. Recognise and discuss moral lessons in a story.

Listening Comprehension: Uncle Ashietey's visit

Teaching Strategies: Brainstorming, think-pair-share, group work, etc.

Teaching/Learning Resources: Learner's Book 4 **page 34**, word cards

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

Key Vocabulary: fortnight, excited, arrival, courage, abroad, acquired, humorously, disappointment, admire, souvenir, etc.

Preparation Before Class

Write keywords on word cards and enlarge the picture on **page 37** of Learner's Book 4.

Teaching/Learning Activities**Activity 1**

1. Put up the enlarged picture and use leading questions to encourage learners to talk about it. Teach pronunciation and meaning of keywords (if necessary). Have learners predict what the lesson will be about.
2. Have learners listen while you read aloud the short story below. Read the story a second time and have learners answer questions on it.

Uncle Ashietey's visit

One evening when Daddy returned from work, he told Mummy, "Guess what! Ashietey and his family are in Ghana. He promised to visit in a fortnight." We did not know Uncle Ashietey but we guessed from how excited Mummy was that he was a good man. From that day till he and his family came, we had no time to rest. Everything was to be in perfect order before their arrival. We cleaned the floors, washed the curtains and scrubbed the walls. Mummy even went to the extent of buying new sets of plates. A day before their arrival, I mustered the courage to ask Mummy, "Who is this uncle that we are working so hard for?" I learnt that he was a cousin of my dad who hosted him when my dad was schooling abroad.

When Uncle Ashietey and his family finally appeared that morning, we were glad to have such an uncle. He was a man of humour. While Daddy went around the house showing him how much wealth he had acquired back in Ghana, Aunt Mary joined Mummy in the kitchen to prepare lunch. The kids were not left out. We played a variety of games with the two daughters, Adwoa and Naa. Soon lunch was ready and we sat round the dining table and ate a variety of delicious meals, ranging from jollof rice, banku and tilapia, fufu and light soup (with goat meat) to aprapransa.

When the 'party' was over, Uncle Ashie went out to the car and returned with a medium size suitcase. He handed it over to Mummy and humorously said, "To be opened after the Ashietey's are gone." I could not wait to see what was in it. Mummy took it to her and Dad's room and as soon as she came back, Uncle Ashie stood up and announced, "Enough of the enjoyment. Now it is time to go back to Teshie." He saw the

disappointment on our faces and said, “Richmond, Fafa, Zig and Victor, never mind, we will be here again.” He shook our hands one after the other, leaving a one pound coin in each palm.

We joined our parents to see them off. Then the four of us ran back into our house to admire our coins. When our parents came into the house, we were too excited with our souvenirs to be bothered about the contents of the suitcase.

Activity 2

1. Ask learners to briefly tell the main events of the story in the correct order to their partners.
2. Guide learners to identify the event in the story.
3. Let learners listen to the story again and point out what happened in the beginning, middle and end of the story.
4. Let learners brainstorm and come out with the moral lessons in the story. Ask groups to connect to the characters by relating them to real-life situations.

Additional Practice

Refer learners to **page 19** of Workbook 4 for further practice.

Reflection

Have learners reflect on the story and say what lessons they have learnt from it.

Project Work

Ask learners to research and find the meaning of the following: decade, century and millennium.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B4.2.7.1.3. Skim for main ideas in texts.

B4.2.7.1.4. Read level-appropriate texts silently and attentively for comprehension.

Another School Year

Teaching/Learning Strategies: Brainstorming, think-pair-share, DRA.

Teaching/Learning Resources: Learner’s Book 4 **pages 38–41**, word cards for both phonics words and keywords

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

Key Vocabulary: spick and span, gathered, expectation, cheerful, fortunate, gestured

Preparation Before Class

Write keywords and phonics words on manila cards, and enlarge the picture on **page 40** of Learner's Book 4.

Teaching/Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to the one on Learner's Book 4 **page 40**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2).

Activity 4

Ask learners in pairs to scan through the passage looking for the words in bold and to find the meaning of each word using the context (sentences) in which it occurs.

Activity 5

1. While the whole class listens attentively. Demonstrate skimming by reading the first paragraph and then guiding learners to read the topic sentence of each paragraph. Have them read the last paragraph of the text and based on that, guess what the text is about. Read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class. Ask a good reader to read the text. As they read, ask learners to visualise (form a mental picture of) what is happening in the story.
2. Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners.

Activity 6

1. Ask learners to read the passage silently again for details.

Activity 7

Assessment

1. Let learners read each of the questions on Learner's Book 4 **page 41** and discuss the answers with their partners. Go round to support them.

Answers

- a. Bawku M/A Basic School
- b. Azara and Mpoka were happy to see each other again.
- c. To have a short meeting with the Headmaster and to be introduced to the new teacher.
- d. They thought that the new teacher looked gorgeous.

- e. Azara and Mpoka
- f. spick and span.
- g. Individual responses including some of the teachers could be transferred or even died.

Reflection

Have learners reflect on the story and relate it to how helpful they are in their community.

Additional Practice

Refer learners to Workbook 4 **page 20** for more practice/exercises.

Sub-Section B: Letters have sounds – The sound of letter ‘y’ in the end position.

Strand 2: Reading

Sub-Strand 2: Phonics

B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns (Example; initial/final consonants, final “y” as vowel, silent letters, etc.

This activity is meant to review the learners’ knowledge of the sound of letter ‘y’ in the end position of words (e.g., cry, many). Write words that have ‘y’ in the beginning position (e.g., yam, yes, yell, you, etc.), on the board and ask the class to read them. Have learners tell you the sound of letter ‘y’ in each word.

Display word cards of the words in Exercise 1 on **page 41** of Learner’s Book 4 (words that have ‘y’ in the end position) on the demonstration table. Have learners come in turns to pick a card, identify the position of ‘y’ in the word, read the word and tell the class the sound that the letter ‘y’ is making. Explain that when letter ‘y’ ends a word, and it is preceded by a consonant sound, it produces the “ie” sound as in cry, etc. When a vowel precedes the ‘y’ “ai” sound may be produced e.g., pay.

Finally, let learners do Exercises 1 and 2 on **page 41** of Learner’s Book 4 in groups.

Additional Practice

Refer learners to **page 21** of Workbook 4 for further practice.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.3.1. Deduce the meaning of words from how they are used in context.

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

Make your word cards.

Teaching/Learning Activities

Exercise 1

In Exercise 1, learners are expected to learn to spell the keywords from the passage, “Another School Year” correctly. Play a spelling game with them to make this exercise a fun. List the key words on the board and have learners read through them. Divide the class into two or more teams. Let each team appoint a leader and a scribe. Give the scribes a slate and a marker each. Say a word clearly and have the teams write it on their slates in 5 or more seconds (depending on the difficulty of the word). The first team to finish writing it correctly raises the slate and gains 5 points. Continue with the other words. At the end of the game, the team that has the highest points is the winner.

Remedial Activity

Have group leaders involve the low achieving students by making them write on the slates as the group members spell out words.

Exercise 2

Learners are expected to match each of the keywords from the passage to the most appropriate meanings. Do this exercise with learners. Copy the word and meaning lists onto the board. Get a learner to read each word aloud 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 checks the two meanings to identify the one which is the most appropriate. Have learners underline the most appropriate 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.

Answers

a. gathered - met	e. introduce - make known
b. expectation - hopes	f. gorgeous - beautiful
c. cheerful - happy	g. spick and span - clean
d. fortunate - lucky	h. quizzically - in a questioning way

Extension activity

Let high achieving students use the phrase “spick and span” in a sentence.

Additional Practice

Refer learners to **page 21–22** of the workbook4 for further practice

Strand 3: Grammar Usage at Word and Phrase Levels.**Sub-Strand 1: Nouns - Abstract nouns**

B4.3.1.1.4. Identify and use abstract nouns to refer to concepts and ideas.

Nouns – Abstract and concrete nouns

Teaching Strategies: Brainstorming, working in pairs, group work, etc.

Teaching/Learning Resources: Learner's Book 4 **page 43**, word cards for abstract and concrete objects in the classroom, etc.

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

Key Vocabulary: love, happiness, peace, etc.

Preparation Before Class

Prepare noun cards for abstract nouns and concrete nouns.

Teaching/Learning Activities**Activity 8**

1. Write the sentences for Exercise 1 on **page 43** of Learner's Book 4 on the board and ask learners to read them in their groups. Have the learners identify all the nouns in each sentence.
2. Ask learners to put the nouns from Exercise 1 in two groups. That is those nouns they can see or touch, and those they cannot see or touch. Explain that those nouns that create ideas based on our emotions and how we feel are called abstract nouns while those we can see or touch are concrete nouns. Let learners give more examples of concrete and abstract nouns.
3. Put learners into two or more groups. Place word cards (words in the word bank under Exercise 4 on **page 43** of Learner's Book 4) on your table upside down. Invite group ambassadors (nominees) over to the table to pick a card each for their groups. When the ambassadors return to their groups, ask members to read the word and decide whether the noun can be seen or touched. Let groups take turns to share their decision with the whole class. If a group gets it wrong, let them demonstrate it practically to the class. E.g. boy
Learners: We can see or touch it.
Teacher: Let us have one boy here. Kweku, come over. Can you touch Kweku? Group B, is your answer correct?
4. In pairs, learners take turns to read the nouns on **page 43** of Learner's Book 4 and indicate whether the noun can be seen or touched, or not.

Assessment

Let learners do Exercise 5 on **page 43** of Learner's Book 4.

Additional Practise

Refer learners to **page 23** of Workbook 4 for more practice exercises.

Answers

Concrete nouns	Abstract nouns
market	love
brush	hunger
earthquake	joy
book	sorrow
star	appetite
belt	vibration
people	
tsunami	
sand	
pen	
pole	
ball	

Reflection

Have learners reflect and say five abstract and concrete nouns that are present in their homes.

Additional Practice

Refer learners to **page 23** of Workbook 4 for further practice.

Section

E

Strand 4: Writing

Sub-Stand 2: Penmanship/Handwriting

B4.4.2.1.1. Write clearly using joined letters of consistent size.

Sub-Strand 12: Descriptive writing

B4.4.12.1.1. Use descriptive words/expressions to describe places, personal experiences and events.

Teaching Strategies: Brainstorming, think-pair-share, group work, modelling, copying, letter writing, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **page 41**, word cards, etc.

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

Key Vocabulary: resumes, teachers, assembled, introduced

Preparation Before Class

Before the lesson, write a sample composition on the topic. Write the questions on a manila card.

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. You should patiently and consciously guide learners to develop this skill. Lead learners to revise writing different letters and words. Follow the instruction in **Stages for Penmanship Development** (Appendix A.1) of this Teacher's Guide to help learners prepare and copy the paragraph in on **page 41** of Learner's Book 4 correctly in their writing books.

Activity 8

Guided Writing / Descriptive Writing

The New Teacher

1. Have learners read the passage "Another School Year" again.
2. Lead learners to discuss what they have read in the passage about the new teacher. Put up the questions on the board (Learner's Book 4 **page 44**) and lead learners to orally discuss how to describe the new teacher.
3. Have them listen to you read your model composition on the topic. Offer a paragraph of mixed-up sentences. Discuss the right sequence of the sentences with the learners.

Assessment

While sitting in pairs, refer learners to **page 44** to develop the sentences into a paragraph.

Answers

The name of my school is Madike Basic School. At the beginning of the new year, we received a new teacher. He was a male teacher. Our headmistress introduced him to us. His name is Mr. Sasa Amajoka. He will teach class four. My new class promises to be very interesting.

Reflection

Invite pairs to present their work to the class for peer feedback.

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Strand 3: Naming words/Nouns

B4.5.3.1.4. Identify and use abstract nouns to refer to concepts and ideas.

Revise common and proper nouns by asking learners to identify them in sentences. Remind learners that abstract nouns are the names of concepts and ideas - things we cannot touch. Ask learners to identify abstract and concrete nouns in sentences. Divide learners into groups and have them refer to the passage in the unit to identify at least five abstract and five concrete nouns. Ask them to use these nouns in sentences and present them to the class, encouraging them to demonstrate their presentation skills.

Strand 6: Extensive Reading

Unit Summary

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

Discover more

Watch the video in the QR code on **page 46** of the learners Book 4 with learners, have them talk about synonyms and antonyms and give examples of each.

Homework

Have learners do the exercise with their parents / guardians at home and present their answers for marking.

Answers

1. Cocky, smug
2. Glad, cheerful
3. Untidy, sloppy
4. Premiere, beginning
5. Furious, enraged

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies (e.g., SWBST) to improve their summaries.

SWBST stands for:

Somebody: Who is the main character?

Wanted: What did the character want?

But: What was the problem or challenge?

Then: then was the problem solved?

Workbook Answers

A. Oral Language

1.

Beginning	Middle	End
Daddy brought news of Uncle Nii and his family's visit to Ghana, and Mummy was so excited about it.	The family prepared to host the Niis.	The Niis visited and the two families had a good time together.

Personal responses

2. One good turn deserves another.

B. Reading

- All the children gathered in small groups to help clean the compound.
 - She was to teach English in Basic Three, Four and Five.
 - Bawku M/A Basic School
 - Azara and Mpoka were happy to see each other again.
 - To have a short meeting with the Headmaster and to be introduced to the new teacher.
 - They thought that the new teacher looked gorgeous.
 - Azara and Mpoka
- any
 - baby
 - many
 - mommy
 - very
 - easy

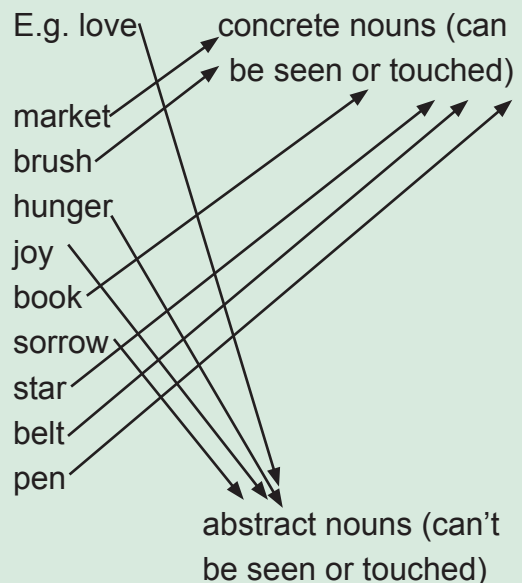
3. Personal response

C. Vocabulary

- happy = cheerful
 - beautiful = gorgeous
 - lucky = fortunate
 - vacation = holiday
- Varied response
- met
 - hopes
 - happy
 - lucky
 - make known
 - beautiful
 - signal

D. Grammar Usage

1.



D. Writing

- Personal response
- Personal response

Revision 1 **Answers**

Exercise 1

1.
 - a. Through the blood and toil of our fathers
 - b. The good name of Ghana
 - c. Variety of answers including be patriotic, protect state properties, learn hard to become useful citizens.
2.
 - a. Aunt Mary
 - b. Two
 - c. A relative of the writer's father.
 - d. Variety of answers, including he was good to the writer's father.

Exercise 2

1.
 - a. twenty / about twenty
 - b. dear to
 - c. squabble
 - d. friendly
 - e. chores
2.
 - a. wydro – rowdy
 - b. porpotunity – opportunity
 - c. rescho – chores
 - d. cumsomeber – cumbersome
 - e. blingsi – sibling
3.
 - a. male sibling – brother
 - b. wealthy – affluent/rich/well-to-do
 - c. rowdy – noisy
 - d. irritates – annoys/exasperates/bothers/pains
 - e. employees – workers

Exercise 3

1.
 - a. 't' b. 'k' and 'w'
 - c. 'b' d. 'e'
 - e. 'p' and 'l' f. 'e'

Exercise 4

1.
 - a. Hajia Shanka – proper noun
cows – common noun
chief – common noun
 - b. Kwesi – proper noun
snails – common noun
 - c. computer – common noun

2.

Proper nouns	Common nouns
Takoradi	Paracetamol
Ama	farm
Kotoka International Airport	ducks
Mensah	festival
Suhum Government Hospital	dog
Nkosu D/A Primary	school
	table
	jaw
	drug
	sheep

3. a. bouquet / bunch / garden / bed / nosegay of flowers
b. litter / cuddle / pack / mischief of puppies
c. army of frogs
d. school / shoal of fish
e. colony / hive/swarm of bees
4. a. love
b. peace
c. appetite
d. hunger, year
e. joy
5. home – roam
name – shame

Unit Overview

This unit is about market days. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will be involved in a conversation titled “Buying from a shop” after which they will answer a few questions. Section B is in two parts. In the first part, learners will read a passage titled “Market Day in Agomanya” and answer comprehension questions on it. The second part is code-named “Letters have sounds”. It will focus on making new words by replacing the initial sound in given words.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on articles (the, an, a).

Section E ends the unit. It is for writing skills development. Learners are to copy a paragraph in joint script as well as write and expand the main idea in a story.

Learning Outcomes

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

Strand 1: Oral Language

Sub-strand 6: Conversations, Talking about oneself, family, people, customs, social/cultural values and manners.

Content Standard	Indicators	Core Competencies
B4.1.6.2. Demonstrate positive listening and viewing skills by showing attentiveness and understanding. B4.1.6.3. Use knowledge of language and communicative skills to participate in conversations.	B4.1.6.1.1. Describe /talk about objects, events dates and time. B4.1.6.2.1. Listen and view attentively and for a sustained period. For example, watch the person speaking until they are done. B4.1.6.3.2. Demonstrate taking turns in conversations on different topics. Speak audibly and express thoughts and feelings clearly.	Communication and Collaboration; Personal Development and Leadership

Strand 2: Reading		
Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B4.2.7.1. Process and understand level-appropriate texts.	B4.2.7.1.1. Construct meaning from texts read. B4.2.7.1.4. Read level-appropriate texts silently and pay close attention for comprehension.	Creativity and Innovation; Communication and Collaboration; Critical Thinking and Problem Solving
B4.2.7.2. Apply critical reading implied meaning, higher order thinking judgement and evaluation.	B4.2.7.2.1. Respond to a text	Creativity and Innovation Personal Development and Leadership. Communication and Collaboration
Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B4.2.2.1. Connect sounds to letters or syllables in order to read and write.	B4.2.2.1.1. Match sounds to their corresponding letter or letter patterns.	Communication and Collaboration; Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.1. Understand word meanings and usages.	B4.2.6.1.1. Use level-appropriate context words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication.	Communication and Collaboration; Critical Thinking and Problem Solving Creativity and Innovation; Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-Strand 2: Determiners		
Content Standard	Indicators	Core Competencies
B4.3.2.1. Apply knowledge of different types of determiners on communication.	B4.3.2.1.1. Identify and use definite and indefinite articles (the, a, and an) to refer to a person, animal, event, time or objects in general.	Communication and Collaboration; Critical Thinking and Problem Solving; Leadership and Personal Development

Strand 4: Writing		
Sub-Strand 6: Paragraph Development		
Content Standard	Indicators	Core Competencies
B4.4.6.1. Develop, organize and express ideas clearly and effectively in writing, tailored to a variety of purposes, audiences, and contexts.	B4.4.6.1.2. Identify the main idea, minor ideas and supporting details in a paragraph. B4.4.6.1.1. Choose appropriate ways and modes of writing for a variety of purpose, audiences and contexts: Present and argue facts, ideas and or points of views in a way that is appropriate to the mode of delivery using appropriate text features.	Personal Development; Communication and Collaboration
Strand 5: using writing conventions/grammar usage		
Sub-strand 2: Naming words/Nouns		
Content Standard	Indicators	Core Competencies
B4.5.3.1 Apply knowledge of different types of nouns in communication.	B4.5.3.1.1. Identify and use collective to refer to a group of objects and people.	Communication and Collaboration Personal Development and Leadership.

Section A

Strand 1: Oral Language

Sub-Strand 6: Conversation

B4.1.6.1.1. Describe/talk about objects, events, dates and time.

B4.1.6.2.1. Listen and pay attention for a sustained period (Example; look at the person speaking and maintain eye contact.

B4.1.6.3.2. Demonstrate turn-taking in conversation on different topics, speak audibly and express your thoughts and feelings clearly.

Conversation: Buying from a shop

Teaching Strategies: Brainstorming, working in pairs, etc.

Teaching/Learning Resources: Picture, empty tins for setting up a classroom shop

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: how may I help you; how much is ...; here is ...; change for ... cedis; ... cedis worth of ..., etc.

Preparation Before Class

Make sure you gather all the materials you need. If possible, make a poster size picture of the conversation picture. This helps you make sure all learners are moving with you at the same pace. Copy the conversation (dialogue) on a manila card or on the board. Create a make-believe shop on your demonstration table.

Teaching/Learning Activities

Activity 1

Let learners sing a familiar song or recite a rhyme related to the lesson. Let them identify the items in the make-believe shop by name, e.g. gari, vegetables, tomatoes, oil, etc.

1. Put up the picture on the board and have a class discussion about it. Have learners name the people in the picture and say what they are doing. Let learners explain why the people are doing that, and have learners predict what the lesson will be about. Teach the key expressions needed for the conversation.
2. Put up the poster of the dialogue on **page 51** of Learner's Book 4 on the board. Read through the dialogue with learners. Practise the dialogue with one or two learners in front of the class. Demonstrate how to maintain eye contact with your partners and encourage them to do the same as they speak.

Activity 2

1. In pairs, ask learners to practise the dialogue and change roles. Encourage learners to speak audibly.
2. In groups, get learners to create their own dialogue using the key expressions without repeating the objects sold/bought in the original dialogue. Give each group the chance to demonstrate their conversation before the class. Encourage learners to observe turn-taking ethics.

Assessment

Have learners answer the questions in Exercise 3 on **page 52** of Learner's Book 4 with their partners.

Answers

- a. gari, tomatoes
- b. She said, "How much is ...?"
- c. GH¢ 20.00
- d. Personal responses

Remedial Activity

Put low achieving students in groups and lead them repeat the dialogue a number of times until they can say it without support.

Extension of Assessment

Have the high achievers use the following expressions to form sentences:

- a. "Here is the money ..."
- b. "How much is ..."
- c. "five Ghana cedis worth of ..."

Reflection

Have learners reflect on the conversation and say what they have learnt from the lesson.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B4.2.7.1.1. Build meaning from texts read.

B4.2.7.1.4. Read level-appropriate texts silently and attentively for comprehension.

B4.2.7.2.1. Respond to text with reason.

Market Day in Agomanya

Teaching/Learning Strategies: Directed Reading Activity (DRA), KWL

Teaching/Learning Resources: Learner's Book 4 **pages 52–51**, word cards, a picture of a market scene, KWL sheets (Refer to Appendix B.5)

Core Competencies: Communication and Collaboration, Critical Thinking and Problem - Solving, Creativity and Innovation, etc.

Key Vocabulary: tradition, centuries, municipality, popular, bargaining, atmosphere, calmer, beverages, peak

Preparation Before Class

Prepare word cards for the keywords and the phonic words, and draw a KWL sheet on the board.

Teaching/Learning Activities

Activity 3

Begin the lesson with a discussion of the title of the passage. Have learners say what they know about market days and get them to fill the **K** column of the **KWL** sheet with that information. Ask them to fill the **W** column with what they want to know about the topic.

1. Put up the picture or refer learners to the one on Learner's Book 4 **page 52**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2).

Activity 4

Let learners look through the passage quickly to find the words in bold and try to find the meaning of each word by reading the sentence(s) in which it appears.

Activity 5

1. While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class. Ask a good reader to read.
2. Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners. Have learners fill the 'L' column of the KWL sheet with what they have learnt about markets. Guide them with questions to enable them to identify answers to their questions.
3. Ask learners to read the passage silently again for details.

Activity 6

Assessment

Let learners read each of the questions on Learner's Book 4 **page 51** and discuss the answers with their partners. Go round to support them.

Answers

- a. Lower Manya Krobo Municipality
- b. Two groups: People who come to buy foodstuff for sale in towns and cities, and those who bring goods to sell to the village folks.
- c. Many/more people come to the market.
- d.
 - i. vehicles
 - ii. atmosphere
- e. It provides revenue
- f. Many people come to the market from far and near.

Reflection

Have learners reflect and share what they have learnt and how they learnt it.

Additional Practice

Refer learners to Workbook 4 **pages 26–27** for more practice/exercises.

Sub-Section B: Letters have sounds – Building new words

Strand 2: Reading

Sub-Strand 2: Phonics

B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns (For example, initial/final consonants - “m”, “j”, “f”, “s,” etc.; initial short vowels – “a”, “e”, “i”, “o”, “u”; final “y” as vowel; silent letters).

1. End the reading session with this activity. Let learners listen to you read the words in Exercise 1 on **page 55** of Learner's Book 4. Ask them to identify the initial sound of each word. In pairs, ask learners to take turns in reading the words for their partners to identify the initial sounds.
2. Write the word **day** on the board. Ask learners to read the word. Tell them to change the initial sound /d/ to /p/. Let them read the new word. Have learners replace the **d** with **s**, **m**, and **l**. Ask them to read the new words.
Ask learners to do the rest of Exercise 2 in a similar way.
3. Let learners read the words they have created to another pair of learners. Ask individuals to use four of the words they have created to construct sentences.

Additional Practice

Refer learners to **page 27** of Workbook 4 for further practice.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.3.1. Deduce the meaning of words from how they are used in context.

Teaching Strategies: Demonstration, explanation, questions, etc.

Teaching/Learning Resources: word cards

Core Competencies: Communication and Collaboration, Personal development and Leadership, Creativity and Innovation, Critical Thinking and Problem - Solving

Key Vocabulary: tradition, centuries, municipality, popular, bargaining, beverages, calmer

Preparations Before Class

Before the lesson, prepare your word cards of the keywords.

Teaching/Learning Activities

Exercise 1

1. Learners are expected to know or learn the keywords from the passage. Do this exercise with learners. Place the word cards one by one below each other on the board: **peak**, **revenue**, **in abundance**, **bargaining**. Write two meanings against each word and ask learners to underline the right meaning. Read the first word and have learners look for it in the passage. When found, let learners read the sentence that contains the word to the hearing of the whole class. Then, let them decide which of the meanings is used. Allow learners some time to use the words orally in sentences.
2. Have learners do the rest of Exercise 1 on **page 56** of Learner's Book 4 in groups. Each group gets someone to read each word and the others look for the sentence in which the word is used. One person reads the sentence twice to the hearing of all members

and the group decides which of the meanings attached to the word is applicable in the context. Each group should be allowed to present their work to the class.

Answers

Words	Meanings
a. peak	the highest point
b. bargaining	arguing over a price
c. revenue	income
d. in abundance	in very large quantities

Exercise 2

Have learners use three of the words in sentences in their exercise books.

Section D

Strand 3: Grammar usage at word and phrase levels

Sub-Strand 2: Determiners

B4.3.2.1.1. Identify and use the definite and indefinite articles “the” “a” and “an” to refer to a person, animal, event, time or object in general.

Articles – the, a, an

Teaching Strategies: Brainstorming, working in pairs, group work, etc.

Teaching/Learning Resources: Learner’s Book 4 **page 56**, story paragraph sheets, manila card

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

Key Vocabulary: articles, etc.

Preparation Before Class

Write the story on **page 56** on sheets and on a manila card (it can be copied on the chalkboard). Prepare a lot of index cards with the articles written on them.

Teaching/Learning Activities

Note: “The”, “a” and “an” are articles in the English language. “a” and “an” are called indefinite articles while “the” is called a definite article. “a” is used before consonant sounds words and “an” is used before vowel sounds words.

Activity 7

1. To introduce the lesson, put up a short story (a paragraph) and read it to the hearing of the learners.
2. While reading, draw learners' attention to the articles. Explain the use of the three forms of articles and, in groups, ask learners to go back and read the story on paragraph sheets. Have them circle every article and underline the noun it modifies. Let groups share their work with the class and correct misconceptions (if any).
3. Play Article Scavenger Hunt Game to consolidate learners' knowledge on the use of articles, (Refer to Appendix B.3).

Assessment

In pairs, ask the class to open Learner's Book 4 on **pages 57**, do Exercises 2 and 3 together and share their answers with the class. They copy their work neatly into their exercise books.

Answer to Exercise 2

At Mr. Kumah's shop yesterday, I bought **an** egg and **a** pen. Then, I saw **a** packet of sugar and some tins of milk on **the/a** shelf. I put **a** tin of milk and **an** envelope in my basket. I put **the** money on the counter. He took it and gave me fifty pesewas.

Reflection

Have learners reflect and say what they have learnt.

Additional Practice

Refer learners to **page 28–29** of the workbook for further practice

Section E

Strand 4: Writing

Sub-Strand 6: Paragraph Development

B4.4.6.1.2. Identify the main ideas and minor ideas/supporting details in a paragraph.

B4.4.6.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audiences and contexts. Present and argue facts, ideas and/or points of view in a way that is appropriate to the mode of delivery, using appropriate text features.

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Strand 3: Naming Words/Nouns

B4.5.3.1.3.: Have learners read the sentences under Task 1 on **page 53** of the Learner's Book.

Identifying main idea of a paragraph

Teaching Strategies: Brainstorming, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 58–59**, word cards

Core Competencies: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving

Key Vocabulary: main idea, supporting sentences

Preparation Before Class

Before the lesson, prepare paragraph cards for the story on **page 49** of Learner's Book 4. Go online to get the guidelines for joint script writing and practise writing the paragraph on **page 53** of Learner's Book 4 in joint script.

Teaching/Learning Activities

Penmanship / Writing conventions

Identify and use collective nouns to refer to a group of objects and people

This part of the writing session is for developing good handwriting. You should patiently and consciously guide learners to develop these skills. Remind learners that collective nouns act as singular, so they take singular verbs. Have learners use given collective nouns in sentences and copy the sentences into their exercise books.

Remedial Activity

Go around and support learners in constructing their sentences.

Activity 8

It is particularly important for learners to learn how to find the main idea of a paragraph. It is a skill that will help their comprehension of texts. The main idea of a paragraph is normally the first sentence in the paragraph but this is not always so.

1. Give all learners the same paragraph from the reading passage of any of the previous units. Have them read in pairs and share their understanding of the text.
2. Read the paragraph aloud to learners. Let them immediately write, in their own words, what they think the paragraph is mostly talking about. They should write this in a complete sentence. Don't use the term "main idea" yet. Ask learners to share their sentences with you. Make a list of their responses on the board, no matter the variation. This gives learners the opportunity to see how other learners may perceive something different from the same passage.
3. Explain the term "main idea" to your learners. The main idea is what the paragraph is mostly telling you. All the sentences come together to give you a message. The main idea of the paragraph is the message the author is telling you. It is that sentence that must be there for all the other sentences to make sense.

If one or more of the learners have already figured out the main idea with their sentences, ask the class to find the main idea in the list you just made on the board.

If no one reports the correct main idea, let the learners, together as a class, write a sentence containing the main idea. Then, discuss why some of the other sentences on the list are not main ideas. Possible reasons could be that the sentence only discusses part of the paragraph, or the sentence is more of a title than a main idea.

Read another paragraph aloud to learners from the same reading passage. Ask the learners to rewrite the main idea, reminding them of what that is. Discuss the learners' answers to identify the correct main idea. Draw learners' attention to the other sentences and explain that they are supporting the main idea. Explain that they are supporting ideas or minor ideas.

Ask the learners to read the text about Sammy Anoku again. Ask them whether the text is telling a story or explaining how something is done. Explain that there are several types of writing. One of them is narrative writing. Narrative texts tell us stories. Help them identify the short passage as a narrative passage. Lead them to identify other passages in the English textbook which are narrative passages.

Assessment

Pair up learners to do Exercises 1 & 2 on **page 54** of Learner's Book 4.

Reflection

Invite pairs to share their work with the whole class.

Unit Summary

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

Discover more

Watch the video in the QR code on **page 60** of the learners Book 4 with learners and discuss what they see.

Homework

Have learners write a short essay describing some of the things they would see as a seller in the market.

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

(Refer to **page 37** of the Teachers' Guide for the full meaning of SWBST)

Workbook Answers

A. Oral Language

1.

Items bought	Price
a. Gari	5.00
b. Tomato	5.00
2. Personal responses
3. Personal responses

B. Reading

1.
 - a. Agomanya is in the Lower Manya Krobo District.
 - b. 2 groups:
 1. Those who buy foodstuff to sell in towns and cities.
 2. Those who bring goods to sell to the village folks.
 - c. Many people come to the market.
 - d. Many people begin to leave.
 - e. Personal response
 - f. i. food, ii. vehicles
 - g. Wednesdays and Saturdays
 - h. Personal response
 - i. Personal response
 - j. Personal response
2.
 - a. car, mar, bar, jar
 - b. ram, ham, Sam

C. Vocabulary

1. Varied response

D. Grammar Usage

1.
 - a. The woman sells a bowl of gari for five Ghana cedis.
 - b. The men came to the market in the afternoon.
 - c. The girl bought an egg with the rest of her money.
 - d. She bought an orange at the market.
 - e. The trader has a table.
2. Tomorrow morning, I shall go to the shop nearby to buy a book, a pencil and an eraser. When I am done, I will go to the market. At the market, I shall buy an apple, a coconut, a watermelon, and a pineapple.

E. Writing

1. Sample sentences:
 - a. Kofi bought a/the phone.
 - b. He gave me the change of two Ghana cedis. (Note: 'He gave me a change of two Ghana cedis' is incorrect English.)
 - c. The wares were arranged on the shelves.
 - d. Esi bought an/the egg.
 - e. I will buy a/the shirt.
2. Personal response

Unit Overview

This unit is about floods. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will learn to recite a poem titled “The Rain” and answer a few questions on it. Section B is in two parts. In the first part, learners will read a passage titled “Sowah Witnessed a Flood” and answer comprehension questions on it. The second part is code-named, “Letters have sounds”. It will focus on learners identifying and saying vowel sounds in given words and also matching words, with same vowel sounds.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on identification and use of phrasal verbs and some quantity words.

Section E ends the unit. It is for writing skills development. Learners are to copy a paragraph in joint script as well as write about their experience during a heavy rain.

Learning Outcomes

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

Strand 1: Oral Language Sub-Strand 3: Poems		
Content Standard	Indicators	Core Competencies
B4.1.3.1. Appreciate poems and other literary pieces.	B4.1.3.1.3. Compose four-line poems.	Communication and Collaboration; Personal Development and Leadership; Creativity and Innovation.
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B4.2.7.1. Process and understand level-appropriate texts. B4.2.7.2: Apply critical reading, implied meaning higher order thinking, judgement and evaluation.	B4.2.7.1.3. Skim for the main ideas in texts. B4.2.7.1.1. Construct meaning from texts read. B4.2.7.2.1. Respond to a text with reason.	Creativity and Innovation; Communication and Collaboration

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B4.2.2.1. Connect sounds to letters and blend letters or syllables in order to read and write.	B4.2.2.1.1. Match sounds to their corresponding letters or letter patterns.	Communication and Collaboration; Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.1. Understanding word meanings and usages.	B4.2.6.1.1. Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) effectively in written and spoken communication	Communication and Collaboration; Critical Thinking and Problem Solving; Creativity and Innovation; Personal Development and Leadership
Strand 3: Gramma usage at word and phrase level		
Sub-strand 7: Idiomatic expressions		
Content Standard	Indicators	Core Competencies
B4.3.7.1. Understand and use idiomatic expressions appropriately in speech and in writing.	B4.3.7.1 .1. Use idiomatic expressions appropriately in communication.	Communication and Collaboration Personal Development and Leadership
Sub-strand 2: Determiners		
Content Standard	Indicators	Core Competencies
B4.3.2.1. Apply knowledge of different types of determiners in communication.	B4.3.2.1.2. Identify and use quantifiers to show quantifies. • some, few, little, few, a few, • No, any	Communication and Collaboration Personal Development and Leadership
Strand 4: Writing		
Sub-Strand: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly	B4.4. 2.1.1. Write clearly with consistent letter size and proper letter joins.	Personal Development; Communication and Collaboration

Sub-strand 10: Idiomatic expressions		
Content Standard	Indicators	Core Competencies
B4.4.10.1 Narrate situations, express feelings and convey point of view about the world or fictional world.	B4.4.10.1.1. Write about real or imagined experiences or events following story structure (beginning) middle and evening), using appropriate nouns or pronouns within and across nouns within and across sentences to aid cohesion.	Personal Development and Leadership. Communication and Collaboration Critical Thinking and Problem solving
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading.		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas.	B4.6.1.1.1. Read a variety of age-appropriate and level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration

Section A

Strand 1: Oral Language

Sub-strand: Poems

B4.1.3.1.3. Compose four-line poems

B4.1.3.2. Identify and discuss values in poems.

A Rhyme: The Rain

Teaching Strategies: Brainstorming, think-pair-share, group work, observation

Teaching/Learning Resources: Learner's Book 4 **pages 62–63**, the poem "The Rain" on a manila card, word cards, a picture of rain falling heavily.

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

Key Vocabulary: waterway, hydro-power, refuse, etc.

Preparation Before Class

Write keywords on word cards, copy the poem on **pages 62–63** of Learner's Book 4 on a manila card, and draw or get a picture of a rain falling heavily. (You can use the one in the reading passage.)

Teaching/Learning Activities

Activity 1

1. Put up the picture of rainfall and have learners talk about what they can see. Ask them to predict what the lesson will be about.
2. Teach the pronunciation and meaning of the keywords using the appropriate techniques (e.g. demonstration, explanation, etc.).
3. Put up the poem on the board and ask learners to read the lines after you. Recite the poem while learners listen attentively. Invite learners to join you recite the poem line by line until the whole poem is learnt. Recite the poem with actions while learners listen and watch you.
4. In small groups, pairs and individually, ask learners to recite the poem with the appropriate stress, rhythm and actions.

Activity 2

Ask learners to recite the poem again and share their understanding of it with their partners. Ask them whether they enjoyed reciting the poem or not, and give reasons for their answers. Guide learners to discuss the values in the poem, for example: cleanliness (keeping our refuse away from gutters, not dumping our solid waste in waterways, etc.)

Assessment

Refer learners to Exercise 3 on **page 63** of Learner's Book 4 to answer the questions based on the poem.

Answers

- a. The importance of rain
- b. To get Hydro-power
- c. Individual response, but learners are expected to write something similar to the first stanza by changing some words.
- d. Keeping environment clean is necessary to stop floods. It good to be law – abiding to prevent natural disasters like flood.

Reflection

Have learners reflect on the conversation and say what they have learnt from the lesson.

Additional Practice

Refer learners to **page 31** of Workbook 4 for further practice.

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

B4.2.7.1.3. Skim for main ideas in texts.

B4.2.7.1.1. Construct meaning from texts read.

B4.2.7.2.1. Respond to a text with reasons.

Sowah Witnessed a Flood

Teaching/Learning Strategies: Directed Reading Activity (DRA), KWL

Teaching/Learning Resources: Learner's Book 4 **pages 64–66**, word cards, a picture of a flood

Core Competencies: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation, etc.

Key Vocabulary: threatened, uneasy, bustling, internship, newscaster, appliances, vantage

Preparation Before Class

Prepare word cards for the keywords and the phonic words. Draw a KWL sheet on the board.

Teaching/Learning Activities**Activity 3**

Begin the lesson with a discussion of the title of the passage. Have learners say what they know about floods and get them to fill the **K** column of the **KWL** sheet with that information. Ask them to fill the **W** column with what they want to know about the topic.

1. Put up the picture or refer learners to the one on Learner's Book 4 **page 64**. Lead learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2).

Activity 4

Ask learners to look through the passage quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.

Activity 5

1. While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 6

1. Read the text again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what is happening in the story.

Activity 7

1. Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners.
2. Ask learners to read the passage silently again for details. They should try to imagine what they are reading.

Assessment

Let learners read each of the questions in Exercise 2 of Activity 6 on Learner's Book 4 **page 64** and discuss the answers with their partners. Go round to support them.

Answers

- a. The newly-constructed drain overflowed.
- b. Raining heavily
- c. His family were all out of the house.
- d. Thunder woke him up before he realised it was raining.
- e. This is a personal response question. No answer should be rejected.

Additional Practice

Refer learners to Workbook 4 **pages 31–32** for more practice/exercises.

Reflection

Invite learners to fill the **L** column of the KWL sheet with what they have learnt about floods.

Sub-Section B: Letters have sounds – Revision of vowel sounds

Strand 2: Reading

Sub-Strand 2: Phonics

B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns.

End the reading session with this activity. This activity is meant to review the learners' knowledge of vowel sounds. Refer learners to the words in Exercise 1 on **page 67** of Learner's Book 4 or copy the words on the board. Have them read the words as you point to them. For Exercise 2, display word cards of the words in Exercise 1. Invite learners in pairs to pick a card. Let one of the learners read the word on the card to the class while the other identifies the vowel sound in the word. Exercise 3 has two groups of words. Learners are supposed to match each word in Sack A to a word in Sack B which has the same vowel sound but a different spelling pattern. Lead learners to do this activity. The answers are: main - pane; shirt - turn; stone - soak; beet - eat.

Additional Practice

Refer learners to **page 32** of Workbook 4 for further practice.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.1.1. Use level-appropriate content and function words correctly in spoken and written communication.

Teaching Strategies: Demonstration, explanation, questions, etc.

Teaching/Learning Resources: word cards

Core Competencies: Communication and Collaboration, Personal development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

Revise the keywords learnt in the passage by asking learners, in pairs, to pick a word card from a Lucky Dip box/bag. Have learners use the words in sentences. Ask learners to open to **page 68** of Learner's Book 4 to do Exercise 1.

Exercise 1

Guide learners to use the clues. The answers are:

Across

- a. drenched
- b. grabbed
- c. plopped
- d. bustling

Down

- 1. race
- 2. flood

Strand 2: Grammar usage at word and phrase level**Sub-strand 2: Determiners**

B4.3.2.1.2. Identify and use quantifiers to show quantities

Sub-strand 7: Idiomatic Expressions

B4.3.7.1.1. Use idiomatic Expressions appropriately in communication.

Phrasal verbs

Teaching Strategies: Brainstorming, working in pairs, group work, etc.

Teaching/Learning Resources: Learner's Book 4 **page 64**, story paragraph sheets, manila card

Core Competencies: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving

Key Vocabulary: phrasal verbs, get away with, put off, bobbed in, some, a few, a little, no, any

Preparation Before Class

Prepare your sentence/word cards.

Teaching/Learning Activities**Activity 8****Exercise 1**

Have learners read through the dialogue on **page 69** of the Learner's Book with their partners. Discuss the phrasal verbs used in the dialogue with learners and have them look for their meanings in dictionaries or search for their meanings on the internet.

Use a phrasal verb in a sentence, e.g.: We have **cut down** our toffee eating. Ask the class, in pairs, to brainstorm the meaning of the phrasal verb. Explain to the class that phrasal verbs are combination of verbs and prepositions or adverbs. The meaning is not derived from the meaning of individual words. Advise learners to use context to get the meaning of phrasal verbs.

Exercise 2

Have learners look up the meaning of the phrasal verbs for exercise 2.

Exercise 3

Ask learners to turn to **page 70** of Learner's Book 4 and to match each phrasal verb to its meaning.

Answers

- a. To chop up - to cut food into small pieces
- b. To cut down - to eat less of something or to reduce a habit
- c. To knock back - to drink a lot of water quickly
- d. To flood in - to come quickly and in great numbers
- e. To flood out - to be forced to leave flooded homes
- f. To water down - to make something weaker and less effective

Exercise 3

Learners use three phrasal verbs of Exercise 2 in written sentences of their own.

Remedial Activity

Provide a short text for individuals to identify the phrasal verbs in them. E.g.

- a. Esi chopped up the vegetables for the stew.
- b. After working outside in the heat, I knocked back two glasses of water.

Extension Activity

Let learners check the internet for more phrasal verbs.

Additional Task Quantifiers

Lead learners to say what they will say if they need more of a certain item. Start with items that can be counted, e.g., I need two oranges, etc. This is to quickly draw their attention to the fact that some nouns cannot be counted. Show the real objects or picture of non-count items e.g., gari, soap water etc. to learners. Ask them to tell the class what they would say to show they don't want plenty of any of the items, e.g., give a little gari, please.

Create different scenario for practicing the use of each of the quantifiers- some, no, few, little and a few.

Then have learners read the sentences below and identify those that have words of quantity in them.

- a. We bought two books.
- b. Some teachers are in the staff room.
- c. Few parents came to the meeting.
- d. There is no salt in the soup.
- e. Put all books on the teacher's table.
- f. Every child must go to school.

Explain that sometimes we use words of quantity to show whether there is much of something or just a little, or nothing. **Any, some, no, a few, and a little** are some words that we can use to show quantity. E.g., I have no time to watch the film.

Using more examples, show that some of these quantifiers are used with uncountable nouns, some with countable nouns while some others are used with both countable and uncountable nouns. E.g. little water, little bread, few books, some boys, all girls, all the time, etc.

Assessment

Have learners open to **page 64** of Learner's Book 4 to complete the sentences using quantifiers.

Answers

- a. no b. some c. a few d. some e. a little

Additional Practice

Refer learners to **page 34** of Workbook 4 for further practice.

Reflection

Have learners play a scavenger hunt game to consolidate learners' knowledge on the use of quantifiers (refer to Appendix B.3).

Section

E

Strand 4: Writing

Sub-Strand 2: Penmanship/Handwriting

B4.4.2.1.1. Write clearly using joined letters of consistent sizes.

Sub-strand 10: Narrative writing

B4.4.10.1.1 Write about real or imagined experiences or events following story structure.

Teaching Strategies: Brainstorming, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **page 65**, word cards

Core Competencies: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving

Key Vocabulary: dark, heavy, wind blowing, light went off, etc.

Preparation Before Class

Before the lesson, draw a picture of a small boy sitting in a dark room. Go online to get the guidelines for joint script writing and practise writing the paragraph on **page 77** of Learner's Book 4 in joint script.

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. You should patiently and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1 of this Guide) to help learners prepare and copy the paragraph on **page 65** of Learner's Book 4 correctly in their writing books.

Activity 9

Narrative Writing

1. Show a picture of a small boy sitting alone in a dark room, while it is raining heavily outside, to the class and let learners discuss it. Encourage learners to read the guidelines on **page 71–72** of the Learner's Book.

2. In pairs, tell them to imagine they were in the dark room with the boy. Have them brainstorm and describe how they are feeling. Ask them to put all their ideas into five or more sentences. Invite them to share their work with the class. Encourage learners to give positive peer feedback on each presentation.

Assessment

Ask pairs to rewrite their work for scoring. Encourage them to take care of their mates' comments.

Reflection

Have learners reflect on and share how they went about creating their stories.

Unit Summary

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

Discover more

Play the video in the QR code on **page 73** of the learner's Book 4 in class. Ask learners to watch it and have a discussion on phrasal verbs. Together, find the meaning of the given phrasal verbs.

Homework

Discuss the meaning of the given phrasal verbs to enable learners to form meaningful sentences with them. Ask learners to write the sentences in their homework books for submission.

Extensive Reading

Share interesting texts with learners.

Read the recordings in learner's reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to continue to use summary strategies, that is, SWBST to improve their summaries. (Refer to **page 37** of the Teachers's Guide)

Workbook Answers

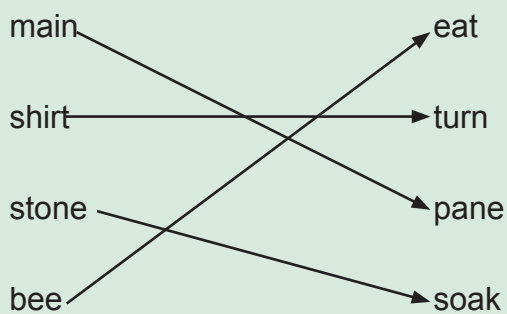
A. Oral Language

- a. To get a lot of food.
- b. Let's keep the refuse away.

B. Reading

- 1. a. The newly-constructed drain overflowed.
- b. raining heavily
- c. His family were all out of the house.
- d. After a clap of thunder had woken him up.
- e. built
- f. This is a personal response question. No answer should be rejected.

2.



3. Personal response

C. Vocabulary

- 1. a. play — display/replay
 - b. faithful — unfaithful
 - c. correct — incorrect/recorrect
 - d. obey — disobey
 - e. kind — unkind
 - f. perfect — imperfect
 - g. possible — impossible
 - h. happy — unhappy
 - i. proper — improper
 - j. grateful — ungrateful
2. beans, tomatoes, water, sugar, oranges, books, gari, milk

D. Grammar Usage

- 1. Personal response
- 2. a. bags d. animals
- b. gutters e. stones
- c. citizens

E. Writing

- 1. Personal response
- 2. Personal response

Unit Overview

This unit is about drug abuse. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will learn to sing The National Anthem and answer a few questions on it. Section B is in two parts. In the first part, learners will read a passage titled “Treating Addiction in Anumakom” and answer comprehension questions on it. The second part is code-named, “Letters have sounds”. It will focus on identification of certain sounds and creation of new words.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on possessive adjectives.

Section E ends the unit. It is for writing skills development. Learners are to copy a paragraph in joint script as well as write a guided composition by filling in the gaps.

Learning Outcomes

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

Strand 1: Oral Language Sub-Strand 1: Songs		
Content Standard	Indicators	Core Competencies
B4.1.1.1. Demonstrate understanding of a variety of songs.	B4.1.1.1.1. Listen attentively to songs and sing them with appropriate stress, rhythm and actions. B4.1.1.1.2. Identify and discuss values in songs, for example, The National Anthem.	Communication and Collaboration; Cultural Identity and Global Citizenship; Creativity and Innovation
Strand 2: Reading Sub-Strand 8: Silent Reading		
Content Standard	Indicators	Core Competencies
B4.2.8.1. Construct meaning from the text read.	B4.2.8.1.1. Read silently and attentively to understand level – appropriate texts. B4.2.8.1.3. Answer questions based on the passage read.	Critical Thinking and Innovation; Personal Development and Leadership; Communication and Collaboration

Strand 2: Reading		
Sub-strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B4.2.7.1. Apply critical reading, implied meanings higher order thinking s judgement and evaluation.	B4.2.7.2.2. Make connections between a text and personal experiences/ real life.	Creativity and innovation Communication and collaboration
Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B4.2.2.1. Connect sounds to letters; and blend letters or syllables in order to read and write.	B4.2.2.1.1. Match sounds to their corresponding letters or letter patterns.	Communication and Collaboration; Personal Development and Leadership
Sub-Strand 3: Word Families		
Content Standard	Indicators	Core Competencies
B4.2.3.1. Identify rhyming / ending words and common diagraph	B4.2.3.1.1. Use common rhyming words or endings to decode words. For example, at, pat, mat, fat, etc.	Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Collaboration
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.1. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills.	B4.2.6.2.1. Deduce the meaning of words from how they are used in context. For example, rear synonyms: cool-cold-freezing.	Personal Development and Leadership; Communication and Collaboration; Critical Thinking and Problem Solving
Strand 3: Grammar Usage at Word and Phrase Level		
Content Standard	Indicators	Core Competencies
B4.3.2.1. Apply knowledge of different types of determiners in communication.	B4.3.2.1.3. Identify and use possessive Adjectives to show possessions.	Critical thinking and Problem Solving Personal Development and Leadership
Strand 4: Writing		
Sub-Strand 6: Paragraph Development		
Content Standard	Indicators	Core Competencies
B4.4.6.1 Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and contexts.	B4.4.6.1.2. Identify the main idea and minor ideas/ supporting details in a paragraph.	Communication and collaboration Creativity and innovation Personal Development

Section

A

Strand 1: Oral Language

Sub-Strand 1: Songs

B4.1.1.1.1. Listen attentively to songs and sing them with appropriate emphasis, rhythm and actions

B4.1.1.1.2. Identify and discuss values in songs

Song: The National Anthem

Teaching Strategies: Brainstorming, think-pair-share, group work

Teaching/Learning Resources: Learner's Book 4 **pages 74–76**, the National Anthem on a manila card, word cards, CD player/mobile phone

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

Key Vocabulary: homeland, defend, humility

Preparation Before Class

Write keywords on word cards, copy the National Anthem on a manila card, and get an audio version of the anthem on a CD player or your phone.

Teaching/Learning Activities

Activity 1

1. Let learners sing some songs familiar to them. Based on that, ask them to predict what the lesson will be about.
2. Put up the National Anthem on the board and ask learners to read the lines after you (refer to Learner's Book 4 **page 75** for the words). Teach the pronunciation and meaning of the keywords using the appropriate techniques (e.g., demonstration, pictures, explanation, etc). Sing the song while learners listen attentively. Invite learners to join you sing it line by line until they know it. Sing the anthem with actions while learners listen and watch you.

In small groups, pairs and individually, ask learners to sing the anthem with the appropriate stress, rhythm and actions.

Activity 2

1. Have pairs take turns to sing the anthem again and share their understanding of it with their partners.

Assessment

Refer learners to Exercise 3 on **page 76** of Learner's Book 4. Let them answer the questions in their exercise book.

Answers

- a. God
- b. The cause of Freedom and of Right
- c. To be honest in all situations
- d. Nation/ Country

Reflection

Have learners reflect on the anthem and say what they have learnt from singing it.

Additional Practice

Refer learners to **page 36** of Workbook 4 for further practice.

Section

B

Strand 2: Reading

Sub-Strand 8: Silent Reading

B4.2.8.1.1. Read silently and attentively to understand level-appropriate texts.

B4.2.8.1.3. Answer questions based on the passage read.

B4.2.7.2.2. Make connections between the text and personal/real-life experiences.

Treating Addiction in Anumakom

Teaching/Learning Strategies: Directed Reading Activity (DRA), brainstorming, think-pair-share, group work

Teaching/Learning Resources: Learner's Book 4 **pages 69–72**, word cards, a picture of a family

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

Key Vocabulary: underneath, over-indulged, refreshment, peeking, privileged, definitely, eventful, invigorated, investigate, instincts, addiction, opioids, drinking themselves into a stupor, perplexed, hard drugs, dependency, coincidentally

Preparation Before Class

Prepare word cards for the keywords and the phonic words. Make a large copy of the pictures on Learner's Book 4 **page 76** if possible, for a picture reading activity.

Teaching/Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to those on Learner's Book 4 **page 76**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2).

Activity 4

Ask learners to look quickly through the passage to find the words in bold. They should try to work out the meaning of each word by reading the sentence(s) in which it appears.

Activity 5

1. While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.
2. Read the text again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what is happening in the passage.
Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions.
3. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners.
4. Ask learners to read the passage silently again for details.
5. Refer learners to their communities and have them relate their experiences.

Activity 6

Assessment

1. Let learners read each of the questions in Learner's Book 4 **page 79** and discuss the answers with their partners. Go round to support them.

Answers

- a. The name of the town is Anumakom.
- b. A doctor in a nearby clinic made a statement that made him investigate.
- c. Using powerful painkillers regularly / consuming alcohol excessively
- d. Variety of answers, including smoking marijuana or cocaine / using strong painkillers and other dangerous drugs.
- e. Yes/No. Personal response.

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Sub-Section B: Letters have sounds – Revision of sound names and word formation

Strand 2: Reading

Sub-Strand 2: Phonics

B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns.

Sub-Strand 3: Word families, rhyming endings and common digraphs.

B4.2.3.1.1. Use common rhyming/ending words to decode other words. Example, at, pat, mat, etc.

1. End the reading session with this activity. This activity is meant to review the learners' knowledge of the sounds made by "z", "w" and "ng". In Exercise 1, let learners read the words in pairs to identify the sounds made by the target letters. Invite some learners to share their findings with the class.
2. With Exercise 2, ask learners to replace the first letters in **cat** and **call** with the given letters to make new words. They are expected to come out with the following words:
bat - rat - hat - mat
fall - wall - mall - pall - ball
Get learners to read the words and share their observation about the changes in the sound of letter 'a' in the two groups. Explain that when letter 'l' follows letter 'a' directly, they normally combine to produce the /ɔ:/ sound. E.g., fall, mall, call, etc.
3. Ask learners to form sentences with the words and paste them on the classroom walls for a gallery walk activities.

Homework

In groups, let learners search the internet for more words in which letter 'a' is followed by letter "l" directly and they together produce /ɔ:/ sound. Ask them to construct sentences with some of the words.

Additional Practice

Refer learners to Workbook 4 **pages 36–38** for more practice/exercises.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.2.1. Deduce the meaning of words/expressions from how they are used in context. For example, near-synonyms: "cool" - "cold" - "freezing".

Teaching Strategies: Demonstration, explanation, questions, etc.

Teaching/Learning Resources: Learner's Book 4 **page 73**, word cards

Core Competencies: Communication and Collaboration, Personal development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

Exercise 1

Read each of the meanings with learners and let them read the passage, paragraph by paragraph, looking for a word that matches a specific meaning. When they find one, let the class read the sentence to be sure the word in that context matches the meaning they have. Write the words and their meanings on the board.

Answers

a. doctor	b. opioid	c. prescribe
d. investigate	e. underneath	

Exercise 2

It is meant to consolidate learners' comprehension of keywords in the passage. Revise the meaning of the words in the word bank (box) by using them in sentences and ask learners to use these words to form sentences. Write learners' sentences on the board. Put learners in groups of four. Give the groups time to do the exercise orally. Invite groups to do the exercise on the board. End the lesson by asking learners to work on their own and write the sentences in their exercise books.

Answers

a. relief	b. patriotic
c. perplexed	d. literate
e. investigated	

Section D

Strand 3: Grammar Usage at Word and Phrase Level

Sub-Strand 2: Determiners

B4.3.2.1.3. Identify and use possessive adjectives to show possessions.

Possessive adjectives

Teaching Strategies: Brainstorming, working in pairs, group work, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 74–75**, objects in the classroom

Core Competencies: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving

Key Vocabulary: Possessive adjectives, my, your, our, their, his, her, its

Preparation Before Class

Get bags or other objects you intend to use ready before classes begins.

Teaching/Learning Activities

Activity 7

1. Lead learners to do Exercise 1 on **page 81** of Learner's Book 4. It is to remind them that adjectives normally describe nouns that follow them.
2. Collect about five bags from five different learners. Add your bag to it and put them on the demonstration table. Go to the table, pick your bag and say, "This is my bag." Get the owners of the other bags to take turns to go to the table, pick their bags and say, "This is my bag." Write the sentence on the board.

Ask another set of learners to put their bags on their tables. Pretend to be looking for your bag. Go from table to table asking, "Is this my bag?" and let the owner respond, "No, it is my bag." Continue that way with five or six learners. Then, go to another table, pick a bag from one learner and take it to another learner and ask, "Is this your bag?" Guide the learner to respond appropriately, "No, it is his/her bag." Write the new sentence on the board, under the first one. Pick your own bag and ask the question for learners to respond, "It is your bag." Continue with the activity to have learners say, "their bags, our bags," etc. Write the sentences on the board and invite learners to read them.

Explain to the class that the words are describing who owns or possesses the bags we are talking about, so we call them possessive adjectives. Give learners time to practice using possessive adjectives meaningfully.

3. In pairs, have learners do Exercise 3 and share their work with the class.

Answers

- a. Our parents are very friendly.
- b. I love my new school.
- c. My uncle wants me to stay with him in the city.
- d. Her friend is called Abena.
- e. Their uniform is beautiful.

Activity 8

Assessment

Let learners do Exercise 1 on **page 82** of Learner's Book 4.

Answers

- a. Sena's books were stolen.
His books were stolen.
- b. The boy's plan was fantastic.
His plan was fantastic.
- c. The woman's trip to Accra was interesting.
Her trip to Accra was interesting.
- d. The bag's handle is broken.
Its handle is broken.
- e. My friend's uniform is torn.
Her uniform is torn.

Remedial Activity

Hand out sentence cards on which possessive adjectives have been used for learners to read. Help them to identify the possessive adjectives in the sentences And use them in their own sentences.

Extension Activity

Ask learners to write five sentences of their own using any possessive adjectives of their choice.

Additional Practice

Refer learners to Workbook 4 **page 39** for further practice.

Reflection

Using the Hot Seat Strategy put learners in two groups to compete in possessive adjectives. One group gives a sentence and the other changes it using the correct possessive adjective.

Section E

Strand 4: Writing

Sub-strand 6: Paragraph Development

B4.4.6.1.2.1. Identify the main idea and minor ideas/supporting details in a paragraph

Teaching Strategies: Brainstorming, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **page 83**, word cards

Core Competencies: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving

Key Vocabulary: spread, arranged, addressing, refreshments, compound, over-indulged, townspeople, underneath, peeking, serious

Preparation Before Class

Before the lesson, prepare your word cards. Write the paragraph on **page 83** of Learner's Book 4 on a manila card. Go online to get the guidelines for joint script writing and practise writing the paragraph on **page 83** of Learner's Book 4 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph in on **page 76** of Learner's Book 4 correctly in their writing books.

Activity 9 Paragraph Development

Guided Writing

1. Ask learners to read the passage, "Treating Addiction in Anumakom", again.
2. Put learners in groups of five and give each group a set of the word cards for the words in the word bank (box). Put up the paragraph that is on the manila card (refer to **page 83** of Learner's Book 4).
3. Read the paragraph to the class and pause at the gaps. Each time you pause, allow the groups to brainstorm to decide on the word that should fill in that gap. The group that gets it right first, must say why they chose that word and gets a performance card or some points. If no group gets it, assist them by explaining the idea to them. Continue till all the gaps are filled.

Assessment

In pairs, refer learners to **page 83** of Learner's Book 4 to go over the task and fill in the gaps with the appropriate words. Have individuals copy the composition into their exercise books.

Answer

My name is Mr. Danso. I **arranged** the chairs in the Anumakom Presby Basic School **compound** by myself. There were sixty chairs **underneath** a canopy, and seeing them all lined up neatly in rows of six, I wondered if perhaps I had **over-indulged** a bit. How many of the **townspeople** of Anumakom would even show up to the event? On a table by the side, I had set up some **refreshment** for those that would come, and I had seen a few of the townspeople **peeking** as I set up. I hoped that they would **spread** the word and show up. There was a **serious** issue that needed **addressing**.

Reflection

Invite some of the pairs to share their work with the class and get the class to give them feedback.

Unit Summary

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

Discover more

Scan and watch video in the QR code of **page 84** of the learner's Book 4 with learners and explore the uses of possessive adjectives.

Homework

Ask learners to watch the video for the homework on **page 84** of the Learner's Book 4 with their older siblings and do the exercise about possessive adjectives on their worksheets.

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries. (Refer to **page 37** of the Teacher's Guide).

Workbook Answers

A. Oral Language

1. **a.** Make us cherish fearless honesty.
- b.** And help us to resist oppressors' rule, with all our will and might for evermore.

B. Reading

Activity 1

1. **a.** The name of the town is Anumakom.
- b.** A doctor in a nearby clinic made

a statement that made him investigate.

- c.** Using powerful painkillers regularly / consuming alcohol excessively
- d.** Variety of answers including smoking marijuana or cocaine / using strong painkillers and other dangerous drugs.
- e.** Yes/No. Personal response.

2. There was a drug **problem** in the small town of Anumakom! This wasn't surprising, as **addiction** to drugs is much more **common** than most people think. What was surprising was that none of the people in Anumakom fully understood that they were addicted to **drugs**. Most of them were addicted to painkillers. Mr. Danso discovered that a lot of the people he regularly saw were using powerful **opioids** to treat normal **headaches** and slight pain.

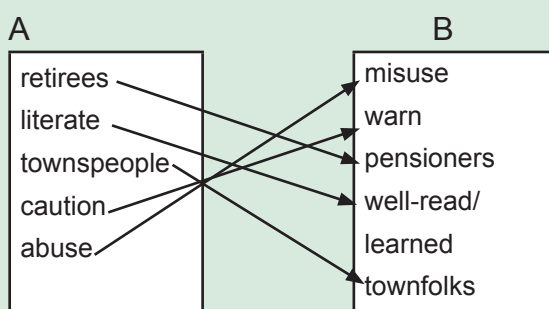
3. a. snake/s/
 b. Anumakkrom/k/
 c. spend/d/
 d. district..... /t/
 e. forty...../ɔ:/

Activity 2

1. pin, fin, bin, sin, tin
2. Personal response

C. Vocabulary

1.



2. a. sixty
 b. return
 c. disturbs
 d. relief
 e. avail

D. Grammar Usage

1. a. This is their book, so they took it home.
 b. Kojo looked at the two pens and asked his friend, "Whose is this one?"
 c. The greenhouse near our home is for the Minister.
 d. His box is the big one.
 e. I distributed my oranges among the girls.

E. Writing

1. Personal response
2. Mr. Danso **arranged** the chairs in the Anumakom Presby Basic School **compound** by himself. There were sixty chairs **underneath** a canopy, and seeing them all lined up neatly in rows of six, he wondered if perhaps he had **over-indulged** a bit. How many of the **townspeople** of Anumakom would even show up to the event? On a table by the side, he had set up some **refreshments** for those that would come, and he had seen a few of the townspeople **peeking** as he set up. He hoped that they would spread the word and show up. There was a **serious** issue that needed **addressing**.

Unit Overview

This unit is about road accidents. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will be involved in a conversation entitled, “Crossing the road” and answer a few questions on it. Section B is in two parts. In the first part, learners will read a passage titled, “A Lesson on Road Accidents” and answer comprehension questions on it. The second part is code-named, “Letters have sounds”. It will focus on learners’ ability to create new words by replacing the beginning letter of a word, and being able to say the sound of some underlined letters in given words.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on demonstrative adjectives.

Section E ends the unit. It is for writing skills development. Learners are to copy a text in joint script as well as write a guided composition about a road accident.

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
B4.1.6.3. Use knowledge of language and communicative skills to participate in conversation.	B4.1.6.3.2. Demonstrate taking turns in conversation on different topics, speaking audibly, expressing thoughts and feelings clearly.	Communication and Collaboration; Personal Development and Leadership
Strand 2: Reading		
Content Standard	Indicators	Core Competencies
B4.2.7.1. Process and understand level-appropriate texts.	B4.2.7.1.1. Construct meaning from texts read.	Creativity and Innovation; Communication and Collaboration
B4.2.7.2. Apply critical reading, implied meaning, higher-order thinking, judgement and evaluation.	B4.2.7.2.2. Make connections between a text and personal experiences or real-life experiences.	Personal Development and Leadership

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B4.2.2.1. Connect sounds to letters; and blend letters or syllables in order to read and write.	B4.2.2.1.1. Match sounds to their corresponding letters or letter patterns.	Communication and Collaboration; Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills.	B4.2.6.3.1. Deduce the meaning of words from the context in which they are used.	Communication and Collaboration; Critical Thinking and Problem Solving; Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-Strand 2: Determiners		
Content Standard	Indicators	Core Competencies
B4.3.2.1. Apply knowledge of different types of determiners in communication.	B4.3.2.1.4. Identify and use demonstratives: this; that; these; and those.	Communication and Collaboration; Leadership and Personal Development
Strand 4: Writing		
Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.1. Write clearly using joined letters of consistent size.	Personal Development. Communication and Collaboration; Critical Thinking and Problem Solving
Sub-Strand 10: Narrative Writing B4.4.10.1. Narrate situations, express feelings and convey points of view about the real world or fictional world.	B4.4.10.1.1. Write about real or imagined experiences or events using appropriate demonstratives: this; that; these; and those.	

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

B4.1.6.3.2. Demonstrate turn-taking in conversation on different topics, speak audibly, and express thoughts and feelings clearly.

Conversation: Crossing the road

Teaching Strategies: Brainstorming, working in pairs, etc.

Teaching/Learning Resources: Picture of a traffic light

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: accident, zebra crossing, knocked down, pedestrians, traffic light, speeding

Preparation Before Class

Make sure you gather all the materials you need. If possible, make a poster size picture of the conversation picture. This helps you make sure all learners are moving with you at the same pace. Write the conversation (dialogue) on **pages 86–87** of Learner's Book 4 on a manila card or on the board.

Teaching/Learning Activities**Activity 1**

1. Show a picture of a traffic light. Let learners recite the poem, "If you see a traffic light". Put up the conversation picture on the board and have them talk about the things they see. Have them name the people in the picture and say what they are doing. Let learners explain why the people are doing what they see them doing in the picture and have learners predict what the lesson will be about. Teach the key expressions needed for the conversation.
2. Put up the poster of the conversation (dialogue text) on the board. Read through the dialogue with learners. Practise the dialogue with one or two learners before the class.

Activity 2

1. In pairs, ask learners to practise reading the conversation. They should then change roles and read it again.
2. In groups, let learners create their own dialogue using the key expressions (not necessarily using only the ones in the dialogue). Give each group the chance to demonstrate their conversation before the class. Encourage learners to observe turn-taking ethics.

Assessment

Have learners answer the questions on **page 87** of Learner's Book 4 with their partners.

Answers

- a. When the green light for pedestrians is on.
- b. We must cross the road at the right time.
- c. Individual responses

Extension of Assessment

Have the high achievers use the following words to form sentences:

- a. pedestrian,
- b. speeding
- c. zebra crossing

Reflection

Have learners reflect on the conversation and say what they have learnt from the lesson.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B4.2.7.1.1. Make meaning from texts read.

B4.2.7.2.2. Make connections between text and personal/real-life experiences.

A Lesson on Road Accidents

Teaching/Learning Strategies: KWL, brainstorming, think-pair-share, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 88–91**, word cards, a picture of a road accident

Core Competencies: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation, etc.

Key Vocabulary: tough, set the ball rolling, oncoming, faults, servicing, distracted, milling, anticipating

Preparation Before Class

Prepare word cards for the keywords and the phonic words, and draw a KWL sheet on the board.

Teaching/Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to the one on Learner's Book 4 **page 88**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords one after the other.

Activity 4

Let learners look quickly through the passage to find the words in bold. They should try to work out the meaning of each word by reading the sentence(s) in which it appears.

Activity 5

1. While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class. Read the text again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what is happening in the story. Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage.
2. Discuss the passage and the pre-reading questions with learners.
3. Ask learners to read the text silently again.

Activity 6

Have learners take turns to read the text with their partners or in groups of seven, and even act it out since it is written in script format.

Activity 7

Assessment

1. Let learners read each of the questions on Learner's Book 4 **page 91** and discuss the answers with their partners. Go round to support them.

Answers

- a. Interview drivers
- b. Start
- c. Potholes, faulty cars, drivers
- d. Script format/Play format

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Activity 8

Refer to Learner's Book 4 **page 91**. Plan a trip to the lorry park.

Sub-Section B: Letters have sounds – Creating new words

Strand 2: Reading

Sub-Strand 2: Phonics

B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns.

End the reading session with this activity.

1. Write the following words on the board and do a quick revision of the underlined sounds by pointing at them at random for learners to say them: /v/, /ʊ/ and /ʌ/.

<u>v</u> an	b <u>oo</u> k	l <u>oo</u> k	<u>u</u> p	g <u>oo</u> d
<u>u</u> mbrella	<u>u</u> ntil	<u>y</u> im	f <u>oo</u> t	<u>v</u> est

Play a Lucky Dip Game to make this part of the lesson fun. Write the words on word cards. Put the cards in a box or polythene bag. Invite learners to take turns picking cards from the bag. Let each learner read the word on his or her card aloud and make the underlined sound to the hearing of the class.

2. Direct learners to Exercise 2. Do this activity with learners. Write the words “peel”, “pen”, and “pat” on the board. Get learners to read each word. Underline the “p” in “peel”. Tell them you want to replace “p” with “wh”. Invite them to join you do it on the board. Write “wh” under “p” and write the other letters next to the “wh” to form the word “wheel”. Let them read the word aloud. Ask learners to make the rest of the changes as a class. Back in pairs, have them open Learner's Book 4 to **page 92** and repeat the exercise in writing while you go round to support those who are struggling. Have learners use the new words in sentences orally.

Answers

2. wheel, when, what

Additional Practice

Refer learners to Workbook 4 **pages 41–43** for more practice/exercises.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.3.1. Deduce the meaning of words from how they are used in context.

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

Exercise 1

Let learners do Exercise 1 in groups. They are to spell the words correctly, and use them to form sentences and share them with the rest of the class. Then, they write the sentences in their exercise books for marking.

Exercise 2

In pairs, have learners read the words from the passage and think about their meanings. Have them read the words in A and underline their correct meanings in B.

Expected Answers

A	B
a. crash	smash/ <u>collision</u>
b. potholes	dents/ <u>deep holes</u>
c. proud	<u>pleased</u> /honoured
d. research	examination/ <u>study</u>

Reflection

Have learners share their answers with the whole class.

Additional Practice

Refer learners to Workbook 4 **pages 43–44** for further practice.

Section D

Strand 3: Grammar Usage at Word and Phrase Levels.

Sub-Strand 2: Determiners

B4.3.2.1.4. Identify and use demonstratives: "this/that", "these/those".

Demonstrative adjectives

Teaching Strategies: Brainstorming, working in pairs, group work, etc.

Teaching/Learning Resources: Learner's Book 4 **page 93**, objects in the classroom, pictures explaining demonstrative adjectives, etc.

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

Key Vocabulary: this, these, that, those, demonstrative adjectives

Preparation Before Class

Draw pictures for illustrating this, these, that, those. Hint: type “this, that, these, those” into the Google search bar and click on “Images” for ideas.

Teaching/Learning Activities

Activity 9

1. Play a naming game by going round the classroom, picking objects and asking learners to mention the name.
2. Draw two circles on your table. Put a book in one of them and two or more books in the other. Point to the circle that has only one book and say, “This book is mine.” Point to the other and say, “These books are for Deborah. They are not mine.”

Invite learners to you and say, “This girl/boy is in Basic 4.” Invite two to four learners and say, “These children are in Basic 4 too.” Invite learners to join you in using the structures. Let them use objects in the classroom to demonstrate their understanding of “this” and “these” as demonstrative adjectives. Write their sentences on the board, e.g.,
This boy is in Basic 4.
These girls are happy.

3. Explain that “this” and “these” are used as adjectives in the above sentences because they are describing or talking about the nouns that follow them. Explain that this type of adjectives is called a demonstrative adjective and that there are only four demonstrative adjectives: this, that, these, those.

4. Ask two boys or girls sitting near your table to raise their hands. Point to them and say, “These boys/girls are raising their hands.”

Ask a boy/girl in another corner to pretend to be writing. Point to him/her and say, “That boy/girl is writing.” Point to some learners in the other corner of the room and say, “Those children are sitting down.” Invite learners to join you in using the structures “that” and “those.”

Show picture cards to learners and use probing questions to draw learners’ attention to the number of objects in the pictures that have “this” or “these” written under them. Also, draw their attention to the closeness of the speaker to the objects when “this/these” or “that/those” is used: “this” and “these” are used for objects that are nearby; “that” and “those” are used for objects that are further away.

Note: In a sentence such as “Is this your pen?”, “this” is NOT a demonstrative adjective but a demonstrative pronoun. In the sentence “Is this pen your pen?”, “this” is a demonstrative adjective.

Assessment

Ask learners to open Learner's Book 4 to **page 93** to do Exercises 2 on demonstrative adjectives.

Answers: a. this b. these c. that d. these

Remedial Activity

In groups, let learners pick sentence and word cards with demonstrative adjectives and read them. Lead learners to point out the demonstrative adjectives, e.g.

- a. This book is mine.
- b. These students are polite.

Extension Activity

Let the high achievers do Exercise 3.

Answers

- a. This b. those c. that d. these

Additional Practice

Refer learners to Workbook 4 **page 45** for further practice.

Reflection

In pairs, let learners reflect on their learning and talk about the use of the demonstrative adjectives.

Section E

Strand 4: Writing

Sub-Strand 2: Penmanship and Handwriting

B4.4.2.1.1. Write clearly using joined letters of consistent size

Sub-Strand 10: Narrative writing

B4.4.10.1.1. Write about real/imagined experiences or events using appropriate demonstratives: "this/that", "those/these".

Describing a road accident

Teaching Strategies: Brainstorming, think-pair-share, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **page 94**, word cards

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

Key Vocabulary: this, that, these, those

Preparation Before Class

Before the lesson, write the paragraph in Activity 10 on a manila card. Prepare your word cards. Go online to get the guidelines for joint script writing and practise writing the paragraph on **page 94** of the Learner's Book 4 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph in on **page 94** of Learner's Book 4 correctly in their writing books.

Activity 10

This exercise is meant to develop story visualisation in learners. Start by asking learners to tell a story about a road accident. Let one learner begin the story and ask another learner to continue till they come to an end. Ask those who have experienced road accidents before to share their experiences with the class.

1. Refer the class to **page 94** of Learner's Book 4 or put up the story on a manila card. Ask one of them to read Exercise 1 to the class.
2. Ask the reader to pause at each gap for the class to fill the gap with the right demonstrative adjective and/or suitable word from those given in square brackets. Model the first one for them by using one of the demonstrative adjectives to start the narration and, in pairs, let learners then build on your sentences using the demonstrative adjectives appropriately.

Assessment

Put learners in pairs and refer them to Learner's Book 4 **page 94** to complete the story. Have individuals write the story in their exercise books.

Reflection

Invite some pairs to share their work with the whole class.

Unit Summary

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

Discover more

Play the videos in the QR code on **page 95** of Learner's Book 4 for learners to learn about demonstrative adjectives.

Homework

Let learners do the work by writing five sentences in their homework books. Then, they should underline the demonstrative adjectives and circle the possessive adjectives.

Answers

1. These/my
2. Your/that
3. my/those
4. that/my
5. These

Extensive Reading

Share an interesting text with learners.

Introduce learners to Graphic Text organizer sheet and lead them to summarise the story by filling in the parts of the sheet (The title, characters, settings, problem and solution).

Demonstrate how to use the sheet to summarise the story to learners. Have them listen to you use the information on the Graphic Organizer to retell the story.

In groups, have Learners select and read interesting story from the class library. Have them summarise the story by filling in the various elements on their Graphic Organizer sheets. Invite groups to share their stories with the class.

Workbook Answers

A. Oral Language

- a. You will have to wait until there is a green light for pedestrians, then you can cross. (Variations are acceptable)

B. Reading

Activity 1

- a. They went out with the teacher to the car park to research the causes of road accidents./ to interview teachers
- b. To begin/start
- c. potholes, faults in the cars, drivers themselves
- d. careless driving, animals crossing the road, driving when tired, etc.

e. Personal response

2. Potholes
Faults in the car
Distracted driver
Driving in another car's lane

Activity 2

1. Personal responses
2. a. peel _____ wheel
b. pen _____ when
c. pat _____ what
3. then, three, that, thin

C. Vocabulary

1. Personal response
2. One day, the class went to research the causes of road

4.	A	B
a.	crash	smash/ <u>collision</u>
b.	potholes	dents/ <u>deep holes</u>
c.	proud	<u>pleased</u> /honoured
d.	research	examination/ <u>study</u>

1. Hello! My name is Hannah Bedua.
I live in (this/these) small village
called Domeabra.
I enjoy living in (that/those) house
over there. My parents are here

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

1. Storekeeper: How can I help you?
Sammy: I need two tins of milk.
Storekeeper: Here you are.
Sammy: How much is one?
Storekeeper: One is 70 pesewas and the two will be one cedi forty pesewas.

Sammy: I have two cedis. How much change will I get?

Storekeeper: 60 pesewas. Here you are.

2. Individual answers

Exercise 3

1.
 - a. drug
 - b. drug abuse
 - c. drugs
 - d. a fault
 - e. zebra
 - f. floods
 - g. revenue
 - h. road accidents

Exercise 4

1. Individual responses, for example:
feet – keep, seek
sorry – body, worry
umbrella – up, under
good – full, book
hat – ten, rent
ball – beg, bag
2.
 - a. road
 - b. proud
 - c. light
 - d. day
 - e. flood
 - f. goat

Exercise 5

1.
 - a. income
 - b. in large quantity
 - c. throughout the country
 - d. beating down the price
 - e. intelligent
 - f. started
 - g. friends
2.
 - a. looked after
 - b. looked for
 - c. look out
 - d. looked through
 - e. looked up

3.
 - a. The dog's bowl is full.
 - b. That boy's house is near yours.
 - c. It's time to go home.
 - d. My father's new car is blue.
 - e. He doesn't know his mother's name.

Exercise 6

1. Individual responses
2. Individual responses

Unit Overview

This unit is about regions in Ghana. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will be engaged in asking and answering questions. Section B is in two parts. In the first part, learners will read a passage titled, “The Sixteen Regions of Ghana” and answer comprehension questions on it. The second part is code-named “Letters have sounds”. It will focus on learners’ ability to identify the sound of letters x, y, th, ch, and sh in given words.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of prefixes and suffixes. Grammar is handled in Section D, with emphasis on personal pronouns.

Section E ends the unit. It is for writing skills development. Learners are to copy a text in joint script as well as write a guided composition by filling in the gaps.

Learning Outcomes

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

Strand 1: Oral Language		
Sub-Strand 8: Asking and Answering Questions		
Content Standard	Indicators	Core Competencies
B4.1.8.1. Demonstrate understanding in asking and answering questions correctly.	B4.1.8.1.1. Use appropriate pronunciation and intonation in asking and answering questions.	Communication and Collaboration; Personal Development
Strand 2: Reading		
Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B4.2.7.1. Process and comprehend level-appropriate texts.	B4.2.7.1.1. Make meaning from texts read. B4.2.7.1.4. Read level-appropriate texts silently and pay close attention for comprehension.	Creativity and Innovation; Communication and Collaboration
Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B4.2.2.1. Connect sounds to letters and blend letters/syllables in order to read write.	B4.2.2.1.1. Match sounds to their corresponding letters or letter patterns.	Communication and Collaboration; Personal Development and Leadership

Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.4. Use words appropriately for purpose, audience, context and culture.	B4.2.6.4.1. Expand vocabulary through affixation.	Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving
Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-Strand 3: Pronouns		
Content Standard	Indicators	Core Competencies
B4.3.3.1. Apply knowledge of different types of pronouns in communication.	B4.3.3.1.1. Identify and use different types of pronouns: "Personal Pronouns", to identify people, activities and objects.	Communication and Collaboration; Critical Thinking and Problem Solving
Strand 4: Writing		
Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1. Write clearly using joined letters of consistent size.	Personal Development; Communication and Collaboration
Sub-strand 14: Expository or Informative Writing		
Content Standard	Indicators	Core Competencies
B4.4.14.1. Write informative essays.	B4.4.14.1.1. Write words that can give information about the sixteen regions in Ghana.	Creativity and Innovation

Section A

Strand 1: Oral Language

Sub-Strand 8: Asking and Answering Questions

B4.1.8.1.1. Use appropriate pronunciation and intonation in asking and answering questions.

Asking and answering questions: Where do you come from?

Teaching Strategies: Repetition, demonstration, think-pair-share, group work, questions

Teaching/Learning Resources: Poster of picture on **page 102–103** of Learner's Book 4, etc.

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: where, come, located, former, attend

Preparation Before Class

Make a large copy of the picture on **page 102** of Learner's Book 4 for whole class use and write the questions boldly on a manila card ahead of the lesson. You can prepare some learners to practise asking and answering the questions with you in the lesson. Make a collection of real fruits that learners are familiar with before the lesson begins. Write the questions on **pages 102–103** of Learner's Book 4 on a manila card.

Teaching/Learning Activities

Activity 1

This section is to equip learners with the skills of using appropriate pronunciation and intonation when asking and answering questions.

1. Refer learners to **page 102** of Learner's Book 4 and let them discuss what is happening in the picture. Teach keywords necessary for engaging in the conversation.

Activity 2

1. Put up the poster of the questions on the board and lead learners to read through them.
2. Model a conversation based on the questions with a colleague teacher or a learner who has been prepared for it. Practise the conversation with a learner playing the role of the questioner while you play the respondent. Change your partner and model the conversation again with another learner. Be the questioner this time, to enable you address pronunciation and intonation lapses in the previous conversation. Let learners discuss their observations about the two conversations.

Assessment

In pairs, let learners engage in a conversation using the questions on **pages 102–103** of Learner's Book 4. Let learners change roles in the conversation. Allow learners to reflect on their successes and challenges.

Remedial Activity

Go round to support those who struggle to engage in the conversation.

Additional Practice

Refer learners to **page 47** of Workbook 4 for more practice.

Reflection

Invite learners to share how they feel playing the two roles.

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

B4.2.7.1.1. Make meaning from texts read.

B4.2.7.1.4. Read level-appropriate texts silently and attentively for comprehension.

The Sixteen Regions of Ghana

Teaching/Learning Strategies: Brainstorming, KWL, DRA.

Teaching/Learning Resources: Learner's Book 4 **pages 96–99**, word cards, a map of Ghana showing its regions

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

Key Vocabulary: ethnic, carved out, characteristics, densely, colonial, independence, dominant, cut out

Preparation Before Class

Prepare word cards for the keywords and the phonic words, and draw a KWL sheet on the board.

Teaching/Learning Activities**Activity 3**

Begin the lesson with a discussion of the title of the passage. Have learners say what they know about the regions of Ghana and get them to fill the **K** column of the **KWL** sheet with that information. Ask them to fill the **W** column with what they want to know about the topic.

1. Put up a map of Ghana that shows the Regions clearly or refer learners to the one on Learner's Book 4 **page 103**. Allow pupils to talk about what they see and predict what the passage will be about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2).

Activity 4

Let learners scan the passage to find the words in bold. They should try to work out the meaning of each word by reading the sentence(s) in which it appears.

Activity 5

1. While the whole class listens attentively, read the passage aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 6

1. Read the passage again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what they are reading.
2. Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners.

Activity 7

Ask learners to read the passage silently again for details.

Activity 8

Assessment

1. Let learners read each of the questions on Learner's Book 4 **page 99** and discuss the answers with their partners. Go round to support them.

Answers

- a. Oti Region
- b. Individual answers
- c. Individual answers
- d. Accra
- e. 2019
- f. Yes/No Individual answers

Additional Practice

Refer learners to Workbook 4 **pages 48–50** for more exercises.

Reflection

Invite learners to fill the **L** column of the KWL sheet with what they have learnt about the regions of Ghana.

Sub-Section B: Letters have sounds – Revision of sounds made by letters x, y, th, ch and sh

Strand 2: Reading

Sub-Strand 2: Phonics

B4.2.2.1.1.: Match sounds to their corresponding letter/letter patterns.

Write the words on **page 107** of Learner's Book 4 on word cards and put them in a bag or a box. In pairs, invite learners to fish for a word from the box. Let the one who picks the word read it to his/her partner. Depending on the word that is picked, have the second person say the sound that "x", "sh", "y", "th" or "ch" makes in the word. If the pronunciation of the word and the specific sound is correct, the pair keeps the card. If not, ask them to invite a friend from the class to help them out. Try to make this exercise lively and engaging.

Additional Practice

Refer learners to Workbook 4 **page 50** for further practice.

Remedial Activity

Practice saying the sound correctly with learners who could not make the right sound.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.4.1.: Expand vocabulary stock through affixations.

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

Prepare your word cards.

Teaching/Learning Activities

Exercise 1

In Exercise 1, learners are to match prefixes and suffixes to root words appropriately. Play a video on prefixes and suffixes to learners. Have them talk about the words discussed in the video. Let them, in pairs, open to **page 107** of Learner's Book 4 to decide which of the affixes in Cup A are prefixes and which ones are suffixes.

Ask learners to attach the prefixes and the suffixes to the root words in Cup B. Let them use dictionaries to check whether their words exist or not.

Possible answers

incorrect /correctness/correctable
comfortable /uncomfortable/discomfort
illegal
kindness /unkind
disappoint /appointable
unhappy
developmental

Additional Practice

Refer learners to Workbook 4, **page 51** for further practice.

Strand 3: Grammar Usage at Word and Phrase Level

Sub-Strand 3: Pronouns

B4.3.3.1.1.: Identify and use different types of pronouns. For example, "Personal pronouns" - to identify people, activities and objects.

Personal pronouns

Teaching Strategies: Think-pair-share, working in pairs, etc.

Teaching/Learning Resources: Learner's Book 4 **page 101**, a short story on a manila card (see example below), personal pronoun (word) cards

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

Key Vocabulary: I, you, we, she, he, it, they, personal pronoun, subject, object

Preparation Before Class

Write a short story on a manila card, in which the names of the characters are used all the time instead of personal pronouns..

Teaching/Learning Activities

Activity 9

1. Introduce the lesson by telling a short story in which names of people are repeated. You can use the story below, or the one in Exercise 1 on page 101 of Learner's Book 4.

One morning, Milly and Ben went to a shop to buy food for their snack break at school. Milly bought apples and candy while Ben bought rock buns. Milly looked at Ben's rock buns and said to Ben, "Milly wants Ben's rocky buns." Ben answered, "Ben likes Milly's apples too." Milly and Ben agreed to share the apples and the rocky buns. Milly gave one apple to Ben but the apple fell on the road. Milly took the apple, washed the apple, and gave the apple back to Ben. Ben took a bite of the apple and said to Milly, "Ben likes this apple. Thanks, Milly, for being kind to Ben."

2. Put up the story on the board. Underline the names that you may want to change as done above. Tell the learners you are tired of hearing those names repeated all the time in the story. They should suggest other words that can be used in place of the underlined names (proper nouns). Let them think-pair and share with the class. Write their words on the board and explain to learners that these words are pronouns because they replace nouns and that these types of pronouns are called personal pronouns. Refer them to **page 108** of Learner's Book 4 to read and learn all about personal pronouns. Make sure they understand that there are two types of personal pronouns. Some are found in the subject position and others are found in the object position. Provide a few sentences in which they can replace the nouns in both the subject and object position with personal pronouns. E.g., Joyce was kind to Ben (She was kind to him).

Assessment

In pairs, refer learners to **page 101** of Learner's Book 4 to do Exercise 3.

Answers

a. You	b. They
c. Me/My	d. He/Him

Remedial Activity

Write the following sentences on the board. Tell learners to identify the personal pronoun(s) to in each sentence. Practice identification of personal pronouns in sentences with learners who struggle to do so.

- a. They like mangoes.
- b. We met Kofi yesterday.
- c. I come from a faraway village.
- d. She told me to use the money wisely.

Answers

a. They	c. I
b. We	d. She, me

Extension Activity

Tell high-achievers to write five sentences of their own using personal pronouns.

Additional Practice

Refer learners to Workbook 4 **pages 52–53** for further practice.

Reflection

In pairs, let learners reflect on their learning and talk about the use of personal pronouns.

Section E

Strand 4: Writing

Sub-Strand 2: Penmanship/Handwriting

B4.4.2.1.1. Write clearly using joined letters of consistent size.

Sub-Strand 4: Expository / Informative Writing

B4.4.14.1.1.: Write words that give information about the sixteen regions of Ghana.

Teaching Strategies: Brainstorming, think-pair-share, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **page 102**, word cards

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

Key Vocabulary: regions, creation, capital city, proud, Ghanaians

Preparation Before Class

Refer to **page 109** of Learner's Book 4. Copy the composition text from Activity 10 with its gap / lines on a manila card. Prepare your word cards. Go online to get the guidelines for joint script writing and practise writing the paragraph in the Penmanship section 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph on **page 102** of Learner's Book 4 correctly in their writing books.

Activity 10

Guided Writing

1. Start by asking learners to re-read the passage about the regions of Ghana.
2. Refer the class to **page 102** of Learner's Book 4 or put up the composition on the manila card. Ask a learner to read the first paragraph, sentence by sentence, to the class. Ask the reader to pause at the gaps for the class to fill the gap with the right word. They do this orally. Model the first paragraph for them. Then let the reader continue reading the sentences to the class. Ask learners to fill the rest of the gaps any time the reader pauses.

Assessment

Put learners in pairs and refer them to Learner's Book 4 **page 102** to complete the composition. Have individuals write the composition in their exercise books.

Reflection

Invite some pairs to share their work with the whole class.

Unit Summary

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

Discover more

Watch the video in the QR code at **page 110** of Learner's Book 4 with learners and discuss what they have learnt about personal pronouns.

Homework

Have learners observe the map of Ghana and locate their villages. Let them write about their home region and indicate which of the cities are their capitals in their homework books.

Extensive Reading

Have learners work in group to select story books. Ask them to summarise their stories.

Using Graphic Text Organizer sheets. Invite individuals from groups to retell the groups story using the information on the Graphic Text Organizer sheet.

Ask groups to share five or more key words they met in the story. Have group members construct sentences with their words and paste on the classroom walls for gallery activities.

Workbook Answers

A. Oral Language

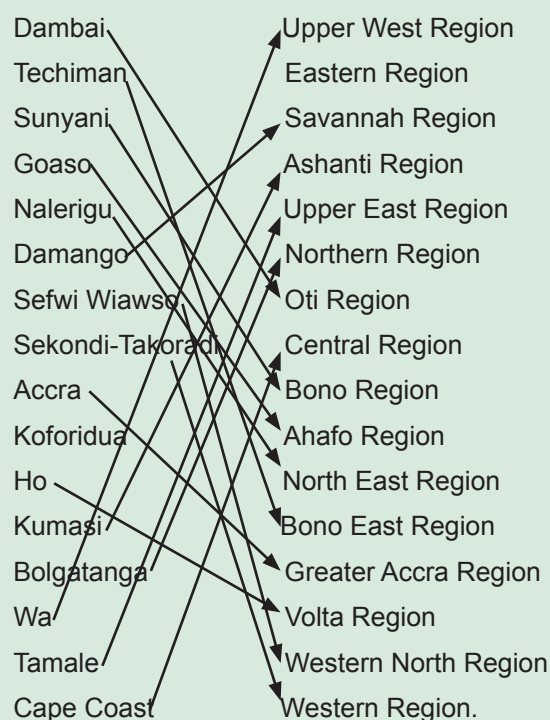
1. Personal responses

B. Reading

Activity 1

1. a. Bono Region is south of Savannah Region.
b. Oti Region
c. Eastern Region.
d. Personal response
e. Personal response
f. Yes/No
g. Five regions
h. 2019
i. Ten regions

2.



Activity 2

- Tamale is the capital of the Northern Region. Yes/No
 - Koforidua is in the Eastern Region. Yes/No
 - Kumasi is the capital town of the Greater Accra Region. Yes/No
- box, yams, armchair, sheep, chin, fish, chimpanzee, three

C. Vocabulary

- Northern
 - Eastern
 - Savannah
 - Central
 - Ashanti
- Examples:
incorrect/correctable/correctness
discomfort/comfortable/uncomfortable
illegal
unkind /kindness
disappoint appointable
unhappy /happiness
developmental

D. Grammar Usage

- The boys didn't do their English homework. They didn't do their English homework.
 - Felix dropped the bag. He dropped it.
 - My father is from Kumasi. He is from Kumasi.
 - The girl has bought a new pet. She has bought a new pet.
 - My brothers go to Accra every year. They go to Accra every year.

- He
 - She
 - They
 - It

3. Jojo and Ruffic are friends. They are in the same neighbourhood. They attend Melemele D/A Primary School and are in Basic four.

They go to school together. One day, Jojo was sick and could not go to school. He told Ruffic to tell the teacher that he was sick. Ruffic was sad. He did not want to go to school, leaving his friend behind. But Jojo told him, "Ruffic go to school. I will be fine by the time you return." Jojo and Ruffic embraced each other and Ruffic ran to school.

E. Writing

- Volta Region – Ho
 - Greater Accra Region – Accra
 - Northern Region – Tamale
 - Bono Region – Sunyani
 - Central Region – Cape Coast
 - Eastern Region – Koforidua
- There are sixteen (16) regions in Ghana now. Before now, Ghana had ten (10) regions. Six (6) new regions were created to add to the existing ones. One of the reasons given for the creation of the new regions is fair distribution of resources.....
- Accept Varied Answers

Unit Overview

This unit is about friendship. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will learn to sing a song titled “I have a friend” and answer a few questions on it. Section B is in two parts. In the first part, learners will read a passage titled “Why the Sun and the Moon Live in the Sky” and answer comprehension questions on it. The second part is code-named, “Letters have sounds”. It will focus on learners identifying the /aʊ/ vowel sound in given words.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage and also to basic riddles and their meaning. Grammar is handled in Section D, with emphasis on learners’ ability to identify and use interrogative pronouns from the reading passage and given texts. Section E ends the unit. It is for writing skills development. Learners are to copy a given text as well as describe their best friend.

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
B4.1.1.1. Demonstrate understanding of a variety of songs.	B4.1.1.1.1. Listen attentively to songs and sing them with appropriate stress, rhythm and actions. B4.1.1.1.2. Identify and discuss values in songs.	Communication and Collaboration; Cultural identity and Global Citizenship; Creativity and Innovation
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B4.2.7.1. Process and comprehend level-appropriate texts.	B4.2.7.1.4. Read level-appropriate texts silently and pay close attention for comprehension.	Creativity and Innovation; Communication and Collaboration; Personal Development and Leadership

B4.2.7.2. Apply critical reading, implied meaning, higher-order thinking, judgement and evaluation.	B4.2.7.2.2. Make connections between a text and personal experiences or real-life experiences.	Creativity and Innovation; Communication and Collaboration; Personal Development and Leadership
B4.2.7.3. Demonstrate an understanding of the use of words and phrases as used in a text.	B4.2.7.3.1. Determine the contextual meaning of words and phrases.	
Sub-Strand 4: Diphthongs		
Content Standard	Indicators	Core Competencies
B4.2.4.1. Identify and use diphthongs to decode words.	B4.2.4.1.1. Use diphthongs to make meaningful sentences.	Communication and Collaboration; Critical Thinking and Problem Solving
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.1. Understand word meanings and usages.	B4.2.6.3.1. Deduce the meaning of words from how they are used in context. For example, near-synonyms: cool-cold-freezing.	Communication and Collaboration; Critical Thinking and Problem Solving; Personal Development and Leadership
B4.2.6.4. Use words appropriately for purpose audience, context and culture.	B4.2.6.4.2. Recognise the playful use of words in spoken and written language (jokes, riddles)	Communication and Collaboration; Critical Thinking and Problem Solving; Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Level		
Sub-Strand 3: Pronouns		
Content Standard	Indicators	Core Competencies
B4.3.3.1. Apply knowledge of different types of pronouns in communication.	B4.3.3.1.1. Identify and use different types of pronouns - interrogative Pronouns-‘who, what, which, whose, where’ to find out a person’s identity, specific information about a person, time, objects or events.	Communication and Collaboration; Critical Thinking and Problem Solving

Strand 4: Writing		
Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.2. Use simple sentences clearly and correctly.	Personal Development; Communication and Collaboration; Creativity and Innovation
Sub-Strand 14: Expository or Informative Writing		
Content Standard	Indicators	Core Competencies
B4.4.14.1. Write informative essays.	B4.4.14.1.1. Write words that will give information about your family or best friend.	Personal Development; Communication and Collaboration; Creativity and Innovation
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading.		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure, personal development, and demonstrate understanding in the literary content areas through reading and learning.	B4.6.1.1.1. Read a variety of age and level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration

Section A

Strand 1: Oral Language

Sub-Strand 1: Songs

B4.1.1.1.1. Listen attentively to songs and sing them with appropriate stress, rhythm and intonation.

B4.1.1.1.2. Identify and discuss values in songs.

Song: I have a friend

Teaching Strategies: Brainstorming, think-pair-share, group work

Teaching/Learning Resources: Learners' Book 4 **pages 112–113**, the song on a manila card, word cards, CD player/mobile phone

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

Key Vocabulary: friend, hurt, break up, friendship, lasting one

Preparation Before Class

Write keywords on word cards, copy the song on a manila card, and learn to sing the song or get an audio version of the song on a CD player or your phone (if possible).

Teaching/Learning Activities

Activity 1

1. Let learners sing some familiar songs. Discuss the picture on **page 112** of Learner's Book 4 with learners and have them predict what the lesson will be about.
2. Teach the pronunciation and meaning of the keywords using the appropriate techniques (e.g., demonstration, pictures, explanations, etc.).
3. Put up the song on the board and ask learners to read the lines after you (Refer to Learner's Book 4 **page 112** for the song; it is to be sung to the tune of "I have a saviour, who will never, never fail me"). Sing the song while learners listen attentively. Invite learners to join you sing the song line by line, until the whole song is learnt. Sing the song with actions while learners listen and watch you.
4. In small groups, pairs and individually, ask learners to sing the song with the appropriate stress, rhythm and actions.
Have learners discuss the values in the target song.

Activity 2

Assessment

Refer learners to questions a–c on **page 113** of Learner's Book 4. Ask them to answer them in their exercise books.

Answers

- a. fail and hurt
- b. I, they, me, you, we
- c. Individual responses

Additional Practice

Refer learners to **page 55** of Workbook 4 for further practice.

Reflection

Have learners reflect and say what they like about the song.

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

B4.2.7.1.4. Read level-appropriate texts silently and attentively for comprehension.

B4.2.7.2.2. Make connections between text and personal/real-life experiences.

B4.2.7.3.1. Determine the contextual meaning of words and phrases.

Why the Sun and the Moon Live in the Sky

Teaching/Learning Strategies: KWL, brainstorming, think-pair-share, DRA

Teaching/Learning Resources: Learner's Book 4 **pages 106–109**, word cards

Core Competencies: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation, etc.

Key Vocabulary: pestering, requested, gave in, neighbours, scoffed, unrecognisable, demolished

Preparation Before Class

Write keywords on word cards. Make a large copy of the pictures in Activity 1.

Teaching/Learning Activities**Activity 3**

1. Begin the lesson with a discussion of the title of the story. Put up the pictures or refer learners to Learner's Book 4 **page 106**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords (refer to Appendix A.2).

Activity 4

Ask learners to scan the story to find the words in bold. They should try to work out the meaning of each word by reading the sentence(s) in which it appears.

Activity 5

1. While the whole class listens attentively, read the story aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 6

1. Read the story again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what is happening in the story.
2. Put pre-reading questions on the board. Ask learners to read the story silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the story. Discuss the story with learners.

Activity 7

1. Ask learners to read the story silently again for details. As they read, they should picture what is happening in the story.
Encourage learners to come up with their personal opinions and viewpoints.

Activity 8

Assessment

1. Let learners read each of the questions on Learner's Book 4 **page 109** and discuss the answers with their partners. Go round to support them.

Answers

- a. On the Earth
- b. Sun and Moon wanted Water to return the visit they had made to Water.
- c. Their house was not big enough to host her (Water).
- d. Sun and Moon would have to build a larger house if they wanted Water to visit.
- e. Water ruined the house Sun and Moon had taken so long to build and they had to go live in the sky.
- f. Personal responses (No. We might not be able to contain it.)

Additional Practice

Refer learners to Workbook 4 **pages 56–57** for more practice/exercises.

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Sub-Section B: Letters have sounds – Vowel sound /aʊ/

Strand 2: Reading

Sub-Strand 4: Diphthong “/au/”

B4.2.4.1.1. Use diphthongs to make meaningful sentences.

Have learners listen while you read the words under Exercise 1 on **page 116** of Learner's Book 4. Say the sound of “ou” as in **out** and have learners listen to identify the vowel sound in each of the other words. To consolidate knowledge of the sound, play a game. Display word cards of the words under Exercise 1. Invite learners in pairs to pick a card. One of them reads the word on the card to the class while the other identifies the vowel sound in the word. Refer learners to the passage, “Why the Sun and the Moon Live in the Sky”, to search for two words that have the “ou” sound. Also let them look for words that have “ou” spelling but do not produce the /aʊ/ sound, e.g., “enough”.

In pairs, have learners do Exercise 2. They read the words under Exercise 1 to each other and use them in written sentences of their own.

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

B4.2.6.3.1. Deduce the meaning of words from how they are used in context.

B4.2.6.4.2. Recognise the playful use of words in spoken and written language (jokes, riddles).

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

Prepare your word cards.

Teaching/Learning Activities**Exercise 1**

For this exercise, learners are expected to match the keywords from the story “Why the Sun and the Moon Live in the Sky” to their meanings. Do this exercise with learners. Copy the word and meaning lists on the board.

Get a learner to read each word and have 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. Let the class go through the meaning list to decide which one matches the word as used in the story.

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. Allow learners to use the words in sentences.

Answers

A		B
a. couple	—	husband and wife
b. neighbours	—	people who live in the same area
c. completed	—	finished
d. pester	—	worry/disturb
e. requested	—	appealed
f. broad	—	wide

Exercise 2

In this activity, learners are expected to match given riddles to their meanings. Put learners into two groups. Assign a prompt signal to each group (e.g. one group says Bingo and the other Bingo-bingo).

Begin with simple riddles about classroom objects (e.g. I am an object. I have four or three legs. You can eat or write on me. What am I?) and extend it to difficult ones. As you say the riddle, let learners listen attentively. The first group to give its prompt signal is given the chance to answer the riddle. Decide on the number of rounds you want to have and ensure you have sufficient riddles to cover all the rounds. Agree with learners on the scores for major and minor points. The group with the highest score is the winner.

Once learners are excited about the activity, ask them to open Learner's Book 4 to **page 117** and do the exercise. They should work in groups.

Ask learners to search the internet for more riddles.

Answers to the riddles

Riddle	Meaning
a. Who makes it has no need of it. Who buys it has no use of it. Who uses it can neither see it nor feel it. What is it?	coffin
b. What can travel around the world while staying in a corner?	stamp
c. I'm tall when I'm young, and I'm short when I'm old. What am I?	candle
d. What has hands but cannot clap?	clock
e. You can drop me from the tallest building, and I'll be fine, but if you drop me into water, I die. What am I?	paper

Additional Practice

Refer learners to Workbook 4 **page 58** for more practice.

Section D

Strand 3: Grammar Usage at Word and Phrase Level

Sub-Strand 2: Determiners

B4.3.2.1.5. Identify and use interrogative determiners - "who", "what", "which", "whose", "where", "when" and "how" - to find out about specific persons or things.

Interrogative pronouns

Teaching Strategies: Brainstorming, working in pairs, group work, etc.

Teaching/Learning Resources: Learner's Book 4 **page 111**

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

Key Vocabulary: when, who, why, whose, what, whom, which

Preparation Before Class

Go online to make sure you understand interrogative pronouns. They should not be confused with other question words such as "when", "why", "how" etc. or with interrogative adjectives/determiners (e.g. "Whose pen is this?").

Teaching/Learning Activities

Activity 9

This section is about interrogative pronouns. Interrogative pronouns are used to ask questions about people or objects. An interrogative pronoun represents the person or object that we don't know or are asking the question about.

1. Work through these questions and answers with learners:
 - a. **Who** is in the room? **Grace** is in the room.
 - b. **What** is in your hand? **The key** is in my hand.
 - c. **Whose** is that book? That book is **Esi's**.
 - d. **Which** is your favourite drink? **Tea** is my favourite drink.
 - e. **Whom** did you call? I called **Kweku**.
2. Have them identify the five question words. Show the link between the object (noun) or person (noun) we are asking about and the question word.
3. To summarise, explain that we use **who**, **which**, **whom**, **what** and **whose** to ask questions about people and objects. They are called **interrogative pronouns** and there are ONLY FIVE of them.
 - We use **who** and **whom** to ask questions about people.
 - We use **what** and **which** to ask questions about people or objects.
 - We use **whose** to ask questions about people's possession.
4. Write the following on the board for learners to complete with the correct interrogative pronouns: who, which, whom, what, or whose.
 - a. _____ is his surname?
 - b. _____ did she invite to her party?
 - c. _____ is your house?
 - d. _____ is that woman walking down the street?
 - e. _____ is the pen lying on the floor?

Answers:

a. What; b. Whom; c. Which, d. Who; e. Whose)

5. Explain that if any of the question words is followed directly by a noun, the question word is no longer an interrogative pronoun but interrogative adjective E.g.
 - a. Which is your favourite fruit? (Interrogative pronoun)
 - b. Which fruit is your favourite? (Interrogative adjective)
6. Give learners time to go through newspapers or their English text book to look for sentences in which there are these question words. Have them differentiate between those that are used as interrogative pronouns and those that are not. Let them give reasons.

Remedial Activity

Ask struggling learners to work with you to identify interrogative pronouns. They read questions from cards and identify the interrogative pronouns in them.

Extension Activity

Allow pairs to ask and answer each other's questions using interrogative pronouns: who, which, whom, what, whose. Make sure they do not use them as interrogative adjectives!

Additional Activity

Refer learners to Workbook 4 **page 59** for more exercises

Reflection

In pairs, let learners reflect on their learning and talk about the use of the interrogative pronouns.

Section E

Strand 4: Writing

Sub-Strand 2: Penmanship/Handwriting

B4.4.2.1.2. Use simple sentences clearly and correctly.

Sub-Strand 14: Expository/Informative Writing

B4.4.14.1.1. Write words giving information about the family.

Teaching Strategies: Brainstorming, think-pair-share, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 118–119**, sample composition

Core Competencies: Personal Development, Communication and Collaboration

Key Vocabulary: friend, name, together, live, friendship

Preparation Before Class

Prepare your word cards. Practise writing the paragraph on **pages 118** of Learner's Book 4 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph in Exercise 1 on **page 118** of Learner's Book 4 correctly in their writing books.

Activity 10

Guided writing – My Best Friend

1. Start by asking learners to re-read the story “Why the Sun and the Moon Live in the Sky”. Have a short discussion on what friends do together.
2. Write the topic, My best friend, on the board and, using questions, engage learners to orally talk about their best friends. Read your sample composition to learners. Now ask learners to briefly answer each of the questions on **page 119** of Learner’s Book 4. Go round to support those who need help.

Assessment

Learners use their answers to the questions to write a short coherent composition describing their best friend.

Reflection

Invite some learners to share their work with the whole class.

Unit Summary

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

Discover more

Scan the QR code on **page 120** of Learner’s Book 4 and teach learners about interrogative pronouns.

Homework

Ask learners to do the work using their imagination and with inspiration from the story they read titled "Why the Sun and the Moon Live in the Sky".

Extensive Reading

Share interesting texts with learners and engage them in interesting post -reading /listening activities (debating, vocabulary games etc.) to enhance understanding.

Have learners use reporting charts for summarizing books read.

Give feedback on learners’ summaries and encourage them to use summary strategies, such as SWBST to improve their summaries.

Workbook Answers

A. Oral Language

1. I have a Friend

I have a friend
who will never, never fail me.
You are my friend,
I will never, never hurt you.
We are friends,
We shall never, never break up.
Our friendship is a lasting one.

2. Personal response

B. Reading

Activity 1

1.
 - a. They both lived on Earth together.
 - b. Sun and Moon visited Water often, but Water never returned the visits.
 - c. Water said she had a very large family, and Sun and Moon's house was too small.
 - d. Water advised Sun and Moon to build a huge house that could contain her and her large family.
 - e. Water displaced Sun and Moon, who had to stay in the sky.
 - f. You should not force people to do things they are not willing to do. / Personal response
 - g. Opinions - Personal responses
 - h. Personal response

2. Personal response

Activity 2

1.
 - a. The sun shines far up from the sky.
 - b. The moon serves as a light at night.

- c. They decided to move into the sky.

2.

shout — ou	boil — oi
spouse — ou	void — oi
loud — ou	foil — oi
spout — ou	coil — oi

C. Vocabulary

1.
 - a. moon
 - b. sky
 - c. move
 - d. sun
 - e. cloud
 - f. brain
2.
 - a. couple — husband and wife
 - b. neighbours — people who live in the same area
 - c. completed — finished
 - d. pester — worry/disturb
 - e. requested — appealed
 - f. broad — wide

D. Grammar

1.
 - b. yours
 - c. theirs
 - d. hers
 - e. His

E. Writing

1. Personal response
2. Personal responses

Unit Overview

This unit is about diligence. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will engage in giving and responding to commands, and distinguish commands from other sentence types. Section B is in two parts. In the first part, learners will read a passage titled “Hard work kills no one” and answer comprehension questions on it. The second part is code-named “Letters have sounds”. It will focus on words with the “**oa**” and “**oo**” sounds.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on possessive pronouns.

Section E ends the unit. It is for writing skills development. Learners are to copy a text in joint script as well as write a short description of the most hardworking boy or girl that they know.

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 following commands, instructions or directions and making and responding to results.

Content Standard	Indicators	Core Competencies
B4.1.9.1. Use verbs appropriately in commands, requests and directions of speech.	B4.1.9.1.1. Give and respond to commands, instructions and directions.	Communication and Collaboration; Personal Development and Leadership

Strand 2: Reading

Sub-Strand 7: Comprehension

Content Standard	Indicators	Core Competencies
B4.2.7.1. Process and comprehend level-appropriate texts.	B4.2.7.1.1. Construct meaning from texts read. B4.2.7.1.2.: Note and recall the main ideas in a text.	Creativity and Innovation; Communication and Collaboration Personal development and leadership, Critical Thinking and Problem Solving

Sub-Strand 2: Phonics

Content Standard	Indicators	Core Competencies
B42.2.1. Connect sounds to letters; and blend letters or syllables in order to read and write.	B4.2.2.1.1. Match sounds to their corresponding letters or letter patterns.	Communication and Collaboration; Personal Development and Leadership.

Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.1. Understand word meanings and usages.	B4.2.6.1.1. Use level-appropriate content words (nouns, verbs, adjectives and adverbs) appropriately in spoken and written communication.	Communication and Collaboration; Critical Thinking and Problem solving; Personal Development and Leadership
B4.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, speaking, writing and presentation skills.	B4.2.6.3.1. Deduce meaning of expressions from how they are used in context.	Creativity and innovation
Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-Strand 2: Determiners		
Content Standard	Indicators	Core Competencies
B4.3.2.1. Apply knowledge of different types of pronouns in communication.	B4.3.2.1.3. Identify and use possessive pronouns to show possession.	Critical Thinking and Problem Solving; Leadership and Personal Development Creativity and innovation
Strand 4: Writing		
Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.2 Use simple sentences clearly and correctly.	Personal Development; Communication and Collaboration
Strand 5: using writing conventions/grammar usage		
Sub-strand 3: Naming words/Nouns		
Content Standard	Indicators	Core Competencies
B4.5.3.1.1.	B4.5.3.1.1. Identify and use nouns in sentences to identify people, animals, events and objects.	Communication and Collaboration Personal Development and Leadership
Sub-Strand 14: Expository or Informative Writing		
Content Standard	Indicators	Core Competencies
B4.4.14.1. Write informative essays.	B4.4.14.1.1. Write words that will give information about the most hardworking boy or girl in your school.	Creativity and Innovation

Strand 1: Oral Language**Sub-Strand 9: Giving and Following Commands/Instructions/Directions and Making and Responding to Requests**

B4.1.9.1.1. Give and respond to commands, instructions and directions.

Giving and responding to commands

Teaching Strategies: Brainstorming, think-pair-share, group work, observation, questions

Teaching/learning Resources: Learner's Book 4 **pages 122–123**

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: wipe, count, wash, clean, paint

Preparation Before Class

Prepare a learner to partner with you in giving and responding to commands. Write samples of commands on a manila card.

Teaching/Learning Activities**Activity 1**

Refer learners to the pictures on Learner's Book 4 **page 122** and have them discuss what is happening in each picture. Teach keywords necessary for engaging in the activity. Let them predict what the lesson will be about.

Activity 2

1. Introduce the activity by inviting a learner (prepared ahead of time) to join you.
2. Model giving and responding to commands with the learner. Change roles so the commander becomes the responder and vice versa. Let your partner give commands that the whole class can respond to, e.g. stand up, sit down, etc.
3. In pairs, invite learners to take turns to give and respond to commands. Still in pairs, refer learners to **pages 115–116** of Learner's Book 4 to do Exercises 1 and 2. Invite some learners to share their work with the whole class.
4. Ask learners to role-play giving and responding to commands, and recall the main ideas in the text read.

Additional Practice

Refer learners to Workbook 4 **page 61** for further practice.

Reflection

Have learners reflect and say what they have learnt from the lesson.

Sub-Strand 7: Comprehension

B4.2.7.1.1. Construct meaning from texts read.

B4.2.7.1.2. Note and recall main ideas in a sequence.

Hard Work Kills No One

Teaching/Learning Strategies: Brainstorming, think-pair-share, DRA

Teaching/Learning Resources: Learner's Book 4 **pages 123–126**, word cards

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

Key Vocabulary insisted, gainful, employment, discharged, menial, benevolently, enrolled, squander, scholarship, unabashedly, snippet.

Preparation Before Class

Prepare word cards for the keywords and the phonic words.

Teaching/Learning Activities**Activity 3**

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to the one on Learner's Book 4 **page 123**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2).

Activity 4

Let learners look through the passage quickly to find the words in bold and try to work out the meaning of each by reading the sentence(s) in which it appears.

Activity 5

1. While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 6

1. Read the text again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what is happening in the story.
2. Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners.

Activity 7

1. Ask learners to read the passage silently again for details. They should picture (visualise) what they read and recall the main ideas in the text read.

Activity 8

Assessment

1. Let learners read each of the questions on Learner's Book 4 **page 126** and discuss the answers with their partners. Go round to support them.

Answers

- a. Keta Government Hospital
- b. Her husband died on the way to the hospital/She was poor/She was homeless/The family called her a witch.
- c. He realised that she was a brilliant child/He took a liking to her because she was smart.
- d. She was hardworking/She was brilliant/She was motivated by her circumstances.
- e. Her mother taught her to work hard.
- f. They were touched by her story.
- g. Akpene was so overjoyed that she wept.
- h. Personal responses

Additional Practice

Refer learners to Workbook 4 **pages 62–63** for more practice/exercises.

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Sub-Section B: Letters have sounds – Vowel sounds /əʊ/ and /u:/

Strand 2: Reading

Sub-Strand 2: Phonics

B4.2.2.1.1. Match sounds to their corresponding letters/letter patterns.

Ask learners to listen to you model the pronunciation of “oo” as in food, moon, etc.

(**Note:** words such as good, hood, wood, etc. have a different vowel sound. Be careful!)

Let them repeat the sound after you. Introduce new words with the “oo” spelling and invite learners to take turns in blending and reading the words. Repeat the process to introduce words with the “oa” spelling as in goat, coat, etc.

Display word cards with the two spelling patterns on your table. Invite learners to the table to take turns in picking and reading the words. In groups, give learners a certain amount of time to search the internet or look in old newspapers for as many words, as possible, with the two spelling patterns. Working in groups, have learners identify the sound in a given word pattern. When the time is up, put up two flip chart sheets (each with one of the spelling patterns) on the wall.

Let group secretaries go over to the sheets and copy their words under the appropriate headings. Let the class take a gallery walk to read the words and give peer feedback.

(A gallery walk is a walk round the classroom by learners to read or look at each other's work.) Refer learners to **page 126** of Learner's Book 4 to do Exercises 2 and 3 as homework. Have them copy their new words on the sheets the following morning.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.1.1. Use level-appropriate content words (nouns, verbs, adjectives and adverbs) appropriately in spoken and written communication.

B4.2.6.3.1. Deduce meanings of expressions from how they are used in context.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards

Core Competencies: Communication and Collaboration, Personal development and leadership, Creativity and Innovation, Critical Thinking and Problem Solving

Preparation Before Class

Prepare your word cards.

Teaching/learning Activities

Exercise 1 : Spellings

1. Use a variety of games including Mike's Spelling Game (Appendix B.4) and Letter Cards Spelling Game (refer to Appendix B.6) to help learners to learn to spell the words (Learner's Book 4 **page 127**).
2. Encourage learners to search the internet for the meaning of "kick out" and to use it to write their own sentences.

Additional Practice

Refer learners to Workbook 4 **page 64** for more practice/exercises.

Strand 3: Grammar Usage at Word and Phrase Levels**Sub-Strand 2: Determiners**

B4.3.2.1.3. Identify and use possessive pronouns to show possession.

Possessive pronouns

Teaching Strategies: Brainstorming, working in pairs, group work, etc.

Teaching/Learning Resources: Learner's Book 4 **page 128**, objects in the classroom, newspaper cutouts

Core Competencies: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving

Key Vocabulary: mine, yours, ours, theirs, his, hers, its

Preparation Before Class

Get the objects to use ready. Prepare for the newspaper cutout activity (see below).

Teaching/Learning Activities**Activity 9**

Begin the lesson by referring learners to **page 128** of Learner's Book 4 to do Exercise 1. It is about possessive adjectives.

Now, introduce possessive pronouns:

Pick one bag in addition to yours and say to the owner, "Your bag is blue and mine is green."

Write the sentence on the board and go on. Pick two pens from two learners. Say to one of the owners, "This is your pen and that one is **his/hers**." Continue this way till you have finished acting for all the possessive pronouns (mine, yours, ours, theirs, his, hers, its). Invite individual learners to take your role of asking questions that will call for learners using possessive pronouns in response. Assist learners to provide the appropriate responses. Write their sentences on the board., e.g.

- i. The pen is **hers**.
- ii. Whose book is this? Is it **yours**?
- iii. Is the car **yours** or **theirs**?

Pair learners to engage in possessive pronoun activities. Let learners read the sentences from the board and identify the possessive words. Invite them to share their words with the class.

- i. Our parents are very friendly.
Theirs are hostile.
- ii. I love my school.
He hates his.
- iii. My uncle is in the city.
Hers is in the next village.

Ask the class to compare these pairs of sentences and share their observations. Explain that the possessive words in the second set of sentences (*The sentences in italics*) do not have a noun in front of them because they are pronouns, which are replacing nouns; and because they are showing possession, they are called possessive pronouns.

In pairs, let learners form oral sentences using the possessive pronouns.

Put them in smaller groups to identify possessive pronouns in newspaper cutouts and use them to write sentences.

Activity 10

Ask learners to use each of the possessive pronouns in a meaningful sentence of their own. They should write the sentences in their exercise books. Refer them to Learner's Book 4 **page 128**.

Assessment

Refer learners to **page 128** of Learner's Book 4 to do Exercise 2 of Activity 9.

Answers to Exercise 2

a. mine b. hers c. ours

Remedial Activity

Working in pairs, let learners read sentences from the board and identify the words that show possession. Invite them to share their words with the class.

E.g. My book is big. Yours is small.

I like their food but they don't like mine.

Reflection

Invite a few learners to share their sentences with the class.

Section E

Strand 4: Writing

Sub-Strand 2: Penmanship

B4.4.2.1.2. Use simple sentences clearly and correctly.

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Strand 3: Naming Words/Nouns

B4.5.3.1.1. Identify and use nouns in sentences to identify people, animals, events and objects.

B4.4.1.4.1.1. Expository / Informative writing

Describing a hard-working learner

Teaching Strategies: Brainstorming, think-pair-share, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **page 129**, word cards

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

Key Vocabulary: diligent, leisure time, chores, studies, etc.

Preparation Before Class

Practise writing the paragraph on **page 129** of Learner's Book 4 in joint script. Copy the questions in Activity 10 onto a manila card. Write word cards for the key vocabulary.

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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph on **page 122** of Learner's Book 4 correctly in their writing books.

Have learners work in groups to identify the following nouns; names of people, animals, events and things.

Assist them in grouping the words into proper and common nouns.

Using probing questions, help learners understand that common nouns start with small letters.

Have learners identify common nouns from the paragraph they copied.

Activity 10 Expository/Informative Writing

Sub-Strand 14: Expository/Informative Writing

B4.4.14.1.1.: Write words giving information about the most hard-working school boy or girl.

1. Start by asking learners to re-read the passage on Diligence.
2. Write the topic (The most diligent learner in my class) on the board and, using questions, engage learners to orally talk about the one they consider to be the most diligent in the class. Now put learners in pairs to take turns in asking and answering the questions on **page 129** of Learner's Book 4. Go round to support those who need help. Have learners identify words in their answers that give information about the most hard-working boy/girl of their choice.

Assessment

Have each learner answer the questions on **page 129** of Learner's Book 4 in his/her exercise book. They should present the answers in the form of a short cohesive composition.

Additional Practice

Refer learners to Workbook 4 **pages 65-66** for more practice.

Reflection

Ask each pair of learners to share their work with another pair. Select a few of them to share their composition with the whole class.

Unit Summary

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

Discover more

Watch the video In the QR code on **page 130** of Learner's Book 4 with learners and help them to learn about possessive pronouns.

Homework

Ask learners to do the exercise in their homework book and submit it for marking.

Answers

1. yours
2. yours
3. yours
4. mine
5. his
6. theirs
7. yours

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

SWBST stands for:

Somebody: Who is the main character?

Wanted: What did the character want?

But: What was the problem or challenge?

Workbook Answers

A. Oral Language

1.
 - a. Clean the floor. Yes
Will you clean the floor? No
 - b. Why will you come home? No
Come home. Yes
 - c. Eat the food. Yes
He ate the food. No
 - d. Will you bring your books? No
Bring your books. Yes
 - e. Count the pencils. Yes
Did he count the pencils? No

B. Reading

Activity 1

1.
 - a. Keta Government Hospital
 - b. Her husband died on the way to the hospital/She was poor/She was homeless/The family called her a witch.
 - c. He realised that she was a brilliant child/He took a liking to her because she was smart.
 - d. She was hardworking/She was brilliant/She was motivated by her circumstances.
 - e. Her mother taught her to work hard.
 - f. They were touched by her story.
 - g. Akpene was so overjoyed that she wept.
 - h. Personal responses
 - i. It made her hardworking.
 - j. Personal responses

Activity 2

1. Dzidula **topped** her class from kindergarten till the end of JHS. Somewhere along the line, she **discovered** a love for **writing**. During her last term in school, just before final **examinations**, a teacher **encouraged** Dzidula to take part in the Ghana Young Writers' Prize. As fate would have it, she was **judged** the winner. It was only after she won that she **realised** how big a deal the prize was! There was an awards **ceremony** where the Minister of **Education** shook her hand, gave her a cash prize, as well as a **scholarship** that would fund her education from SHS all the way to the **tertiary** level.
2.

<u>food</u>	<u>goat</u>
<u>coat</u>	<u>moon</u>
<u>soon</u>	<u>load</u>
<u>spoon</u>	<u>foal</u>
<u>coal</u>	<u>fool</u>
<u>school</u>	<u>clothes</u>
3. Personal response,
e.g. boat, bloat, roof, fool

C. Vocabulary

Activity 1

1.
 - a. benevolently
 - b. insisted
 - c. discharged
 - d. enrolled
 - e. squander
 - f. tertiary
 - g. snippet

2.
 - a. unabashedly
 - b. discharged
 - c. squander
 - d. menial work
 - e. work/employment
3. Personal responses (“kicked out” means “expelled” or “thrown out”)

D. Grammar Usage

1.
 - a. Is Julie her name? No, it is mine.
 - b. That hat is his. You must put yours on to the party.

- c. This is our house. Where is theirs?
- d. Whose car is this? It is hers?
- e. Ludo is your favourite game. His is football.

E. Writing

1. Check for capitalisation, punctuation marks, correct spelling, right spacing of words and good handwriting.
2. Personal response

Unit Overview

This unit is about the importance of water. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will learn to recite a poem titled “Water is important” and answer a few questions on it. Section B is in two parts. In the first part, learners will read a passage titled “No Water in Kongenstein” and answer comprehension questions on it. The second part is code-named “Letters have sounds”. It will focus on learners’ ability to identify the vowel sound made by letters ‘ar’ and ‘ue’ in some given words.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on ‘comparative and superlative adjectives’.

Section E ends the unit. It is for writing skills development. Learners are to copy a paragraph as well as describe how water is used in their village.

Learning Outcomes

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

Strand 1: Oral Language Sub-Strand 3: Poems		
Content Standard	Indicators	Core Competencies
B4.1.3.1. Appreciate poems and other literary pieces.	B4.13.1.1. Recite poems with stress rhythm and actions and interpret them in their own words.	Communication and Collaboration.; Personal Development and Leadership; Creativity and Innovation
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B4.2.7.1. Process and comprehend level-appropriate texts.	B4.2.7.1.3. Skim for the main ideas in texts. B42.7.1.4. Read level-appropriate texts silently and pay close attention for comprehension.	Creativity and Innovation; Communication and Collaboration
Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B4.2.2.1. Connect sounds to letters and blend letters or syllables in order to read and write.	B4.2.2.1.1. Match sounds to their corresponding letters or letter patterns.	Communication and Collaboration; Personal Development and Leadership

Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.1. Understand word meaning and usages.	B4.2.6.1.1. Use level–appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication.	Communication and Collaboration; Critical Thinking and Problem Solving; Creativity and Innovation; Personal Development and Leadership
B4.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills.	B4.2.6.3.1. Deduce the meaning of words from how they are used in context. For example, near-synonyms: cool-cold-freezing.	
Strand 3: Grammar Usage at Word and Phrase Levels Sub-Strand 4: Adjectives		
Content Standard	Indicators	Core Competencies
B4.3.4.1. Apply the knowledge of adjectives in communication	B4.3.4.1.1. Use adjectives to make comparisons. For example, fast or slow (Ama is fast but Kofi is slow) fast or faster, slow or slower.	Communication and Collaboration; Critical Thinking and Problem Solving
Descriptive writing/ Strand 5: Using Writing Conventions/Grammar Usage		
Content Standard	Indicators	Core Competencies
B4.4.12.1. Demonstrate knowledge of descriptive words or expressions in writing.	B4.4.12.1.1. Use descriptive words or expressions to describe places, personal experiences and events.	Personal Development; Communication and Collaboration; Creativity and Innovation Critical thinking and Problem solving
Strand 5: using writing conventions/grammar usage Sub-strand 5: Using Qualifying words - Adjectives		
Content Standard	Indicators	Core Competencies
B4.5.5.1. demonstrate understanding of adjectives in speech and in writing.	B4.5.5.1.1. Use adjectives to make – comparisons.	Critical thinking and problem solving Communication and Collaboration Personal Development

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas.	B4.6.1.1.1. Read a variety of age and level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration

Section A

Strand 1: Oral Language

Sub-Strand 3: Poems

B4.1.3.1.1. Ask learners to recite poems with stress, rhythm and actions and interpret them in their own words.

Poem: Water is important

Teaching Strategies: Brainstorming, think-pair-share, group work, repetition

Teaching/Learning Resources: Learner's Book 4 **page 132–133**, the poem "Water is important" on a manila card, word cards, a picture of water

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

Key Vocabulary: tasty, liquid, quench, second to none, crates, etc.

Preparation Before Class

Write keywords on flash cards, copy the poem on a manila card, and draw or get a picture of water (you can use the one in the reading passage).

Teaching/Learning Activities

Activity 1

1. Put up the picture of a family and have learners talk about what they can see. Ask them to predict what the lesson will be about.
2. Treat the pronunciation and meaning of the keywords using the appropriate techniques (e.g. demonstrate how to quench your thirst and explain "second to none").

Activity 2

1. Put up the poem on the board and ask learners to read the lines after you (refer to Learner's Book 4 **page 125** for the poem). Recite the poem while learners listen attentively. Invite learners to join you recite the poem line by line until the whole poem is learnt. Recite the poem with actions while learners listen and watch you.

2. In small groups, pairs and individually, ask learners to recite the poem with the appropriate stress, rhythm and actions. Let learners tell the class how they understand the poem/what it means.

Assessment

Let learners answer the questions about the poem on **page 126** of Learner's Book 4 in their exercise books.

Answers

- a. Water/How amazing water is, etc.
- b. Its quenching ability
- c. Our bodies need water to grow and stay alive. / Plants need water to grow and stay alive. / Animals need water to grow and stay alive. / We use water for washing to keep germs away. / We use water to prepare food and drinks, etc.

Additional Practice

Refer learners to **page 67** of Workbook 4 for further practice.

Reflection

Have learners reflect on the conversation and say what they have learnt from the lesson.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B4.2.7.1.3. Skim for main ideas in texts.

B4.2.7.1.4. Read level-appropriate texts silently and closely for comprehension.

No Water in Kongenstein

Teaching/Learning Strategies: KWL, brainstorming, think-pair-share, DRA

Teaching/Learning Resources: Learner's Book 4 **pages 133–136**, word cards

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

Key Vocabulary: startling, clucking, scampering, terrified, estuary, appeared

Preparation Before Class

Write keywords on word cards and draw a KWL sheet on the board. Make a large copy of the picture.

Teaching/Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Have learners say what they know about water and get them to fill the **K** column of the **KWL** sheet with that information.
2. Ask them to fill the **W** column with what they want to know about the topic. Put up the picture or refer learners to the one on Learner's Book 4 **page 133**. Allow learners to talk about what they see and predict what the passage will be about.
3. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2).

Activity 4

In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Guide learners to scan/skim the text for general or specific information.

Activity 5

1. While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions.
2. Have a few of them share their predictions with the rest of the class.

Activity 6

1. Read the text again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what they are reading.
2. Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners.

Activity 7

1. Ask learners to read the passage silently again for details.
2. Let them tell what they understand from the passage.

Activity 8

Assessment

1. Let learners read each of the questions on Learner's Book 4 **page 136** and discuss the answers with their partners. Go round to support them.

Answers

- a. The compound house was completely empty.
- b. She thought her mother had gone to the market without her.
- c. A borehole near the estuary
- d. Six barrels

- e. One week
- f. 1783 to date — about 240 years
- g. He saw the people in the house working hard to fetch water, and decided to go to the market himself so they didn't have to do that too.
- h. Individual responses

Additional Practice

Refer learners to Workbook 4 **pages 68–69** for more exercises.

Reflection

Invite learners to fill the **L** column of the KWL sheet with what they have learnt about water.

Sub-Section B: Letters have sounds – Vowel sounds in ‘ar’ and ‘ue’ spelling patterns

Strand 2: Reading

Sub-Strand 2: Phonics

B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns.

Say the vowel sound /ɑ:/ (as in **car**) and let learners listen to you. Let them say the sound after you two or more times. Introduce the vowel sound /u:/ (as in **true**) in a similar way.

Let learners identify the sounds in words (refer learners to **page 137** of Learner’s Book 4). In pairs, let learners do Exercises 1 and 2. Direct learners to search the internet or old newspapers for more words with the two spelling patterns.

Additional Practice

Refer learners to Workbook 4 **page 69** for more practice/exercises.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.1.1. Use level-appropriate content words, (nouns, verbs, adjectives and adverbs) and function words (prepositions), appropriately in spoken and written communication.

B4.2.6.3.1. Deduce the meaning of words from how they are used in context.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards

Core Competencies: Communication and Collaboration, Personal development and leadership, Creativity and Innovation, Critical Thinking and Problem Solving

Preparation Before Class

Prepare your word cards.

Teaching/Learning Activities

Exercise 1

Learners are expected to match the keywords from the passage “No Water in Kongenstein” to their meanings. Do this exercise with learners. Copy the word and meaning lists on the board. Get a learner to read each word and have the other learners look for that word in the passage. Anyone who finds it first shouts, “Bingo!”

She/he reads the sentence in which the word occurs to the whole class. Then, let the class go through the meaning list to decide which one matches the word as used in the passage. 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. Allow learners to use the words in sentences.

Answers

scared	—	afraid
distracted	—	absent-minded
enough	—	sufficient
scampering	—	racing
crumbs	—	bits

Exercise 2

It is meant to introduce learners to the concept of function and content words. Write a sentence from the passage on the board. Get a learner to read it to the class. In pairs, ask learners to write down all the words in the sentences that have meaning on their own. Invite pairs to share their words with the class. Write the words on the board and ensure that all the content words in the sentences are on the list. Invite learners to take turns to come to the board and clean out of the sentence one word that is in the content words list until all content words are cleaned out of the sentence.

Invite a learner to write a list of the words left in the sentence opposite the list of content words. Name the group of content words Group A and the other one Group B.

Explain that the words in Group A are called content words while those in Group B are function words. Discuss the features of each group with learners. Get learners to practise with another sentence from the passage and then have them do Exercise 2 on **page 131** of Learner’s Book 4.

Answers to Exercise 2

once	time
three	little
pigs	one
pig	house
built	second
straw	sticks

upon	a
there	were
of	while
the	his
	with

Sample answer to Exercise 3

A (Content words)	B (Function Words)
Any five: built, houses, very, quickly, sang, danced, all day, lazy, third, little, pig, worked, hard, house, bricks	Any five: they, their, and, because, were, the, his, with

Section D

Strand 3: Grammar Usage at Word and Phrase Levels

Sub-Strand 4: Adjectives

B4.3.4.1.1. Use adjectives to make comparisons.

Comparative and superlative adjectives

Teaching Strategies: Brainstorming, working in pairs, group work, etc.

Teaching/Learning Resources: Learner's Book 4 **page 139–140**, objects in the classroom, picture, word cards

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

Key Vocabulary: than, taller, nicer, etc.

Preparation Before Class

Collect classroom objects for comparison.

Teaching/Learning Activities

Activity 9

1. Refer learners to **page 139** of Learner's Book 4 to do Exercise 1 to review their knowledge of adjectives.
2. Using the demonstration method: compare your pencil with that of a learner and say, "My pencil is long but Ama's is longer." Ask learners to compare the length of their pencils in pairs. Let learners compare other objects in the class. Write learners' words on the board, e.g. long – longer, short – shorter, big – bigger, etc. Let learners look at the words, and identify what is common to all of them.
Explain to learners that we form comparatives of regular adjectives by adding **-er** - to the adjective. E.g. small – **smaller**, big – **bigger**, etc. Assist learners with examples to use comparative adjectives in sentences appropriately.
3. Give sentences in which more than two things are compared. Explain briefly that the superlative form of the adjective or adverb is used for such comparisons. Guide learners with examples to talk about their family members using comparatives and superlatives.

E.g., “My father is tall but I am taller than him and my sister is the tallest among us.”

4. Explain that most two-syllable adjectives take “more” in the comparative and “most” in the superlative form.

Activity 10

Assessment

Refer learners to **pages 132–133** of Learner’s Book 4 to do Exercise 2 (Activity 9) and Exercise 1 (Activity 10).

Answers

a. newer	e. bigger	i. more famous
b. longer	f. more beautiful	j. more generous
c. fatter	g. more important	k. more delicious
d. nicer	h. more expensive	l. more memorable

Remedial Activity

Refer learners to the board. In pairs, let them take turns to read some adjectives and their comparative and superlative forms. For example:

positive	comparative	superlative
kind	kinder	kindest
intelligent	more intelligent	most intelligent

Extension Activity

In groups, let learners write the comparative and superlative forms of given adjectives. The groups’ scribes share their work with the class for feedback.

Additional Practice

Refer learners to **page 71–72** of Workbook 4 for further practice.

Reflection

Put learners in two teams to play “How Far Can You Go” with comparatives. One team gives an adjective and the other supplies the correct comparative form. (Refer to Appendix B.1.)

Strand 5: Using Writing Conventions/Grammar Usage**Sub-Strand 5: Using Qualifying Words - Adjectives****B4.5.5.1.1.** Use adjectives to make comparisons.**Uses of water in my village****Teaching Strategies:** Brainstorming, thinkPair-share, group work, modelling, copying, demonstration, imitation, etc.**Teaching/Learning Resources:** Learner's Book 4 **page 140**, word cards**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving, Personal Development**Key Vocabulary:** water, uses, village**Preparation Before Class**Practise writing the paragraph on **page 140** of Learner's Book 4 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. Also, through illustrations, remind learners of these two terms, "Comparative and Superlative form of adjectives". They are used to show differences between things. Give learners some adjectives to compare. For example; "tall/taller/tallest", "low/lower/lowest". Refer learners to page 133 of the Learner's Book to read sentences a - d with their partners, then copy them neatly into their exercise books for marking.

Activity 11**Guided Writing – Descriptive Writing****Strand 4: Writing****Sub-Strand 12: Using Qualifying Words - Adjectives****B4.4.12.1.1.** Use descriptive words/expressions to describe places, personal experiences and events.

1. This exercise is meant to extend learners' awareness about the importance of water. Let the class read the reading passage again for about five minutes.
2. Lead learners to discuss the uses of water seen in the story. Put them into groups and give them time to generate ideas and write a draft of one paragraph describing the uses of water in their village. Encourage them to go beyond those uses stated in the passage. Allow them to search the internet for additional information on the uses of water.

Assessment

Let groups read their draft paragraph to the class for peer review. Give them time to regroup and rewrite their drafts making the necessary corrections. Let the groups exchange their

works for peer editing. Let each group copy their final paragraph for you to read through to ensure correction of spelling and concord errors.

Extended Assessment

Ask high achievers to write a parallel poem for the one on **page 132** of Learner's Book 4.

Reflection

Have all the parallel poems published on the classroom walls and ask learners to read and comment on other groups' work.

Unit Summary

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

Discover more

Play the videos in the QR codes on **page 141** of Learner's Book for learners to learn about comparative and superlative adjectives.

Homework

Have learners watch this video to access a worksheet and complete the exercise in their homework books for marking.

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

SWBST stands for:

Somebody: Who is the main character?

Wanted: What did the character want?

But: What was the problem or challenge?

Workbook Answers

A. Oral Language

1. Personal response
2. **a.** Water
b. Water is a priceless support for life.
c. Water has a satisfying fill.
d. Water quenches our thirst, keeps us hydrated, makes plants grow, keeps fish alive, etc.

B. Reading

Activity 1

1. **a.** The compound house was completely empty.
b. She thought her mother had gone to the market without her.
c. A borehole near the estuary
d. Six barrels
e. One week
f. He saw the people in the house working hard to fetch water, so he decided to go to the market himself so that they didn't have to do that too.
g. Individual responses
h. Individual responses
2. Personal response

Activity 2

1. car queue star
farm statue cards
2. /ɑ:/ /u:/
3. Individual responses

C. Vocabulary

2. **a.** crashing **d.** estuary
b. foodstuff **e.** trading
c. Saturdays **f.** raging

3. Personal responses

D. Grammar Usage

Activity 1

1.

quick	quicker	quickest
low	lower	lowest
high	higher	highest
loud	louder	loudest
small	smaller	smallest
fat	fatter	fattest
deep	deeper	deepest

2. Personal response
3. **a.** new – newer
b. long – longer
c. fat – fatter
d. nice – nicer
e. big – bigger
f. beautiful – more beautiful
g. important – more important
h. expensive – more expensive
i. famous – more famous
j. generous – more generous
k. delicious – more delicious
l. memorable – more memorable

Activity 2

1. small, smaller
2. fast, faster
3. shorter
4. bright, brighter

E. Writing

1. Personal response, e.g. streams, wells, rivers, taps, lakes, boreholes, etc.
2. Personal response

Revision 3 Answers

Exercise 1

- It is a priceless support for life.
 - It is the only liquid that satisfies human thirst.
- Picture 1: Clean the board properly. / Sit down.
Picture 2: Stop that. / Stop fighting.
Picture 3: Play/Kick the ball. / Shoot!
Picture 4: Eat your food.
Picture 5: Students, listen to your teacher.
Picture 6: Go to school now. / Children, greet your mother.

Exercise 2

- sixteen
 - February 2019
 - The Savannah Region
- Oti Region – Dambai
 - Bono Region – Sunyani
 - Savannah Region – Damango
 - Ahafo Region – Goaso
 - Bono East Region – Techiman
 - North East Region – Nalerigu
- lake
 - water
 - market
 - borehole

Exercise 3

- out - /aʊ/
foil - /ɔɪ/
coil - /ɔɪ/
soon - /uː/
boy - /ɔɪ/
coal - /əʊ/
goat - /əʊ/
car - /ɑː/
shout - /aʊ/
true - /uː/

NB: Learners should say the vowel sounds and then identify the letters that make the vowel sounds by underlining them as shown above.

2. Individual responses including:

- a. boat – coat
- b. pool – fool
- c. loon – soon
- d. jar – car
- e. yell – hell

Exercise 4

1. a. uniforms
b. afraid
c. looks like
d. kindness
e. previously/in the past
f. sufficient/adequate

Exercise 5

1. a. Why
b. Who
c. When
d. Where
e. Whose
f. Where
2. a. thinner – thinnest
b. older – oldest
c. more expensive – most expensive
d. uglier/more ugly – ugliest/most ugly
e. cheaper – cheapest
f. more generous – most generous
3. a. He
b. It
c. They
d. She
e. It

Exercise 6

1. Individual responses

Unit Overview

This unit is about the importance of teamwork. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will listen to a story titled “The three little pigs” and answer a few questions on it. Section B is in two parts. In the first part, learners will read a passage titled “Ants” and answer comprehension questions on it. The second part is code-named “Letters have sounds”. It will focus on learners’ ability to identify and pronounce vowel digraphs (one vowel sound produced by two vowels placed together). Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on ‘main and auxiliary verbs. Section E ends the unit. It is for writing skills development. Learners are to copy a paragraph and write a guided composition based on the reading passage.

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
B4.1.4.1. Respond to Stories	B4.1.4.1.1. Retell stories sequentially; include key details.	Communication and Collaboration; Creativity and Innovation; Cultural Identity and Global Citizenship; Personal Development and Leadership
Strand 2: Reading Sub-Strand 8: Silent Reading		
Content Standard	Indicators	Core Competencies
B4.2.8.1. Make meaning from texts read.	B4.2.8.1.1. Read silently and attentively to make meaning out of level- appropriate texts. B4.2.8.1.2.: Find the meaning of words used in context.	Critical Thinking and Innovation; Personal Development and Leadership; Communication and Collaboration

Sub-Strand 3: Word Families, Rhyming and Common Digraphs		
Content Standard	Indicators	Core Competencies
B4.2.3.1. Identify rhyming or ending word and common digraphs.	B4.2.3.1.2. Read words with vowel digraphs to make meaningful sentences.	Critical Thinking and Problem Solving; Communication and Collaboration; Personal Development and Leadership; Creativity and Innovation
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading and presentation skills.	B4.2.6.3.1. Deduce the meaning of words from how they are used in context. For example, near-synonyms: cold-cool-freezing.	Communication and Collaboration; Critical Thinking and Problem Solving; Personal Development and Leadership
Strand 3: Grammar Sub-Strand 5: Verbs		
Content Standard	Indicators	Core Competencies
B4.35.1. Apply the knowledge of verbs in communication.	B4.3.5.1.1. Use different types of verbs: main and helping (primary auxiliary and modal auxiliary).	Communication and Collaboration
Strand 4: Writing Sub-strand 14: Expository / Informative writing		
Content Standard	Indicators	Core Competencies
B4.42.1. Copy and rewrite sentences correctly. B4.4.14.1 Write informative essay.	B4.4.2.1.1. Write clearly using joined letters of consistent size. B4.4.14.1. write down which give information about family/ants	Personal Development; Communication and Collaboration
Strand 5: using writing conventions/grammar usage Sub-strand 5: Using Action words.		
Content Standard	Indicators	Core Competencies
B4.5.4.1. Demonstrate understanding of verbs in everyday language.	B4.5.4.1.1. Use the singular and plural subjects and the verb forms that go with them.	Communication and Collaboration Critical thinking and problem solving Creativity and Innovation Personal Development

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading.		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure, personal development and demonstrate independent reading and learning in literary content areas.	B4.6.1.1.1. Read a variety of age and level-appropriate books and write a two-paragraph summary of each book read.	Communication and Collaboration; Personal Development; Creativity and Innovation

Section A

Strand 1: Oral Language

Sub-Strand 4: Storytelling

B4.1.4.1.1. Retell stories sequentially including key details.

Story telling: The three little pigs

Teaching Strategies: Teamwork, demonstration, pair work

Teaching/Learning Resources: Learner's Book 4 **page 147**, word cards

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

Key Vocabulary: claws, chase, lunch, bricks, safe, lazily, etc.

Preparation Before Class

If possible, make a poster size copy of the pictures on Learner's Book **page 147**.

Teaching/learning activities

Activity 1

- Put up the pictures and use probing questions to have learners talk about the pictures. Treat keywords and have learners predict what the lessson will be about.

Activity 2

Tell the story "The Three Little Pigs" to the class (refer to Appendix A.3 for the story).

Let learners retell the story in detail.

Through questioning, have learners discuss the various parts of the story: beginning, middle, and ending, as it is in the table on **page 147** of the Learner's Book.

Have learners discuss the answers to the following questions with their partners:

- Who are the characters in the story?
- Why do you think the third little pig chose to build with bricks instead of straw or sticks?
- Which of the pigs do you like and why?
- Retell the story to your partner.

Answers

- a. Three little pigs and the wolf
- b. Individual response (e.g., He wants his house to be very strong and safe.)
- c. Individual response
- d. Individual response

Assessment

Have learners discuss the main parts of the story with partners.

Reflection

Have learners reflect and say what they have learnt from the story.

Remedial Activity

Repeat the story "The Three Little Pigs" for low achieving learners to listen and answer questions orally.

Extension Activity

Invite individual learners to retell the story sequentially to the class and mention the moral lesson they learnt from it.

Additional Practice

Refer learners to **pages 75–76** of Workbook 4 for further practice.

Section B

Strand 2: Reading

Sub-Strand 8: Silent Reading

B4.2.8.1.1. Read silently and attentively to make meaning from level-appropriate texts.

B4.2.8.1.2. Find the meaning of words as used in context.

Ants

Teaching/Learning Strategy **Workbook 4** KWL, brainstorming, think-pair-share, DRA

Teaching/Learning Resources: Learner's Book 4 **pages 148–151**, word cards

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

Key Vocabulary: teamwork, productive, enable, passageways, colonies, hillocks, antennae, converse, larva, pupa

Preparation Before Class

Write keywords on word cards and draw a KWL sheet on the board.

Teaching/Learning Activities

Activity 3

Begin the lesson with a discussion of the title of the passage. Have learners say what they know about ants and get them to fill the **K** column of the **KWL** sheet with that information. Ask them to fill the **W** column with what they want to know about the topic.

1. Refer learners to Learner's Book 4 **pages 149–150**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2).

Activity 4

In pairs, have learners scan the text quickly to find the words in bold. Let them try to work out the meanings.

Activity 5

1. While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 6

1. Ask a good reader to read the text again. As he or she reads, ask learners to visualise (form a mental picture of) what is being read.
2. Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners.

Activity 7

1. Ask learners to read the passage silently again, picturing what they are reading as they go along.
2. Let pairs of learners tell each other what they have learnt about ants and what ants teach us.

Remedial Activity

Put struggling learners into pairs and let them read the target words and sentences from the passage. Conduct additional drills using the target words and sentences on flashcards.

Extension Activity

While working in groups, have learners play the "pick and read" game.

Activity 8

Assessment

Let learners read each of the questions on Learner's Book 4 **page 151** and discuss the answers with their partners. Go round to support them.

Answers

- a. Colonies
- b. Workers, queens and males
- c. Dig passageways/care for young ants/collect food/build and clean nest
- d. Six
- e. Both are female but while a worker has several duties, the queen has only one.
- f. Individual responses

Additional Practice

Refer learners to Workbook 4 **pages 77–78** for more exercises.

Reflection

Invite learners to fill the **L** column of the KWL sheet with what they have learnt about Ants.

Sub-Section B: Letters have sounds – Vowel digraphs

Strand 2: Reading

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

B4.2.3.1.2. Read words with vowel digraphs to form meaningful sentences.

Write the following words on the board. Invite learners to read them one after the other. As they read, have the class identify the vowel sound in each word: *sea, pie, chief, clue, food, goat, true, chain*. In pairs, have learners identify the two letters that together produce the vowel sound. Explain that two vowel letters that are placed next to each other and together produce one sound are called a vowel digraph.

Still in pairs, give learners a few minutes to think of more words with the vowel digraphs. Go round to ensure the words produce the target vowel sounds, e.g., *ea* = team. Have them share their words with the class.

Answers

Digraphs and some examples of words:

ea (as in *sea*): speak, neat, weak

ie (as in *chief*): movie, field, piece

ie (as in *pie*): tie, lie, flies

ui (as in *fruit*): suit, juice, bruise

oo (as in *food*, NOT as in *good*): boot, root, shoot

oa (as in *goat*): goal, boat, road

ue (as in *true*): blue, glue, argue

ai (as in *chain*): pain, rain, stain

Remedial Activity

Observe and identify learners who struggle to say the vowel digraphs.

Practise with them individually.

Extension Activity

Display word cards with vowel digraphs, "Car", "egg", "goat", "time", "ant", and "chain", on your table.

Put learners in pairs, and let them take turns choosing word cards for their partners to read out loud.

They must read the sample words and repeat the target sounds in isolation.

Play a Lucky Dip Game to make this part of the lesson fun. Write words that contain the target vowel digraphs on word cards and underline the digraphs, e.g. train. Put the cards in a box or polythene bag. Invite learners to take turns in picking cards from the bag. Let a learner read the word on his or her card aloud and say the underlined sound aloud so the whole class can hear it. Ask the learner to construct a sentence with the word orally.

Section C

Sub-Strand 6: Vocabulary

B4.2.6.3.1. Deduce the meaning of words from how they are used in context. For example, near-synonyms: "cool" - "cold" - "freezing".

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards

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

Preparations Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

Exercise 1

Learners are expected to match the keywords from the passage "Ants" 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, let the class go through the meaning list to decide which one matches the word as used in the passage.

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.

Allow learners to use the words in sentences.

Answers

- a. passageways = pathways
- b. enable = assist
- c. hillocks = small hills
- d. antennae = whiskers/feelers
- e. species = types/kinds

Exercise 2

Write “passageways” on the board and explain that it is a combination of two words and that such words are called compound words. In pairs, let learners write down some more compound words they can think of. Then, refer them to **page 153** of Learner’s Book 4 to do the exercise.

Answers

A	B	C
path	ways	pathways
under	mate	underground
can	ground	cannot
class	room	classmate
bed	not	bedroom

Additional Practice

Refer learners to Workbook 4 **pages 79–80** for more exercises.

Exercise 3

Drill the pronunciation of the words in exercise 3 on **page 153** of Learner’s Book 4 using various responses till various responses are recognized all the words on their own in pairs, Have learners do the sentences completion orally, then write it in their exercise books.

Answers

- a. productive
- b. team
- c. successful
- d. converse
- e. species

Strand 3: Grammar Usage at Word and Phrase Levels**Sub-Strand 5: Verbs**

B4.3.5.1.1. Use different types of verbs: main/helping.

Verbs: auxiliary and main

Teaching Strategies: Brainstorming, group work

Teaching/Learning Resources: Learner's Book 4 **pages 153–154**

Core Competencies: Communication and Collaboration

Key Vocabulary: main verb, auxiliary verb, helping verb, am, is, are, was, were, can, could, do, did, have, had, may, might, etc.

Preparation Before Class

Write sentences on manila cards.

Teaching/Learning Activities**Activity 8**

1. Learners are expected to use auxiliary verbs to fill in gaps in sentences. They will construct sentences with main and auxiliary verbs. Ask the class to demonstrate a number of action verbs as you mention them.
Instruct learners to read sentences from the board and underline the verbs. E.g. *He bought a new book.* Explain to learners that the underlined verb is called a main verb. Let learners write sentences with main given verbs.
2. Explain to the class that main verbs can have helpers. Put up sentences with auxiliary verbs and let learners read them, e.g. I am going home. Draw learners' attention to the auxiliary verbs and refer to them as the helpers of the main verbs. Then tell them that these verbs are called helping verbs or auxiliary verbs.

Remedial Activity

In groups, let learners pick sentence cards in turns and read them. They identify the auxiliary and main verbs in the given sentences. Those who get correct answers earn points.

Extension Activity

Have learners write their own sentences with auxiliary verbs.

Assessment

Refer learners to Activity 9 on **page 154** of Learner's Book 4 to do Exercise 1 and 2.

Answers

1. **a.** has (auxiliary verb), joined (main verb)
b. have (auxiliary verb), lifted (main verb)
c. are (auxiliary verb), held (main verb)
d. has (auxiliary verb), given (main verb)
e. will (auxiliary verb), remember (main verb)
2. **a.** am **b.** is **c.** are **d.** will **e.** is/are

Additional Practice

Refer learners to **pages 80–81** of workbook 4 for further practice.

Reflection

Put learners in two teams to play “How Far Can You Go” with auxiliary and main verbs. One team gives a main verb and the other supplies the auxiliary verb and uses the two in a sentence.

Section E

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Strand 4: Using Action Words

B4.5.4.1.1. Use the singular and plural subjects and the verb forms that go with them.

The role of the ants in a colony

Teaching Strategies: Brainstorming, think-pair-share, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner’s Book 4 **page 155**, word cards

Core Competencies: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving

Key Vocabulary: ants, colony, queens, males, workers

Preparation Before Class

Before the lesson, prepare your word cards. Write the questions for the exercise on a manila card. Practise writing the sentences on **pages 155** of Learner’s Book 4 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 subjects and verbs. The subject is the doer of the action and the verb is what the subject does.

Write sample sentences on the board and on sentence cards to help learners understand "subjects" and "verbs". Example;

1. The children went home.
2. Our friend visited us yesterday.
3. I go to school every week.

After thorough oral practice, ask learners to copy the given sentences on **page 155** of the Learner's Book 4 in their exercise books.

Collect their work and give feedback.

Activity 10 Expository/Informative Writing

Strand 4: Writing

Sub-Strand 14: Expository/Informative Writing

B4.4.14.1.1. Write words which give information about ants.

1. Start by asking learners to re-read the passage on "Ants".
2. Write the topic (*The role of the ants in a colony*) on the board and using questions, engage learners to orally talk about the roles of each ant in the colony. Now put up the questions on the board, and in pairs, have learners take turns asking and answering the questions (you can also choose to refer learners to **page 155** of Learner's Book 4 for the questions). Go round to support those who need help.

Assessment

Have learners write the composition in their exercise books by answering the questions on **page 155** of Learner's Book 4.

Reflection

Invite a few pairs to share their works with the class.

Additional Practice

Refer learners to **page 82** of Workbook 4 for more exercises.

Unit Summary

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

Discover more

Share the video in the QR code with learners and discuss what they have learnt about main and helping verbs.

Homework

Have learners watch this video with their older siblings or an adult and then, complete the exercise on the worksheet in their homework books.

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

SWBST stands for:

Somebody: Who is the main character?

Wanted: What did the character want?

But: What was the problem or challenge?

Workbook Answers

A. Oral Language

1. **a.** Three pigs and a wolf.
- b.** Personal response, including that it wants the house to be strong.
- c.** Personal response

2.

The Event	Where in the story did this event happen	Key details of this event.
Three little pigs live in a thick forest.	Beginning	They decide to build houses to be safer in the thick forest.
Each pig builds his house with a different building material.	Middle	The first pig's straw house and the second pig's stick house are finished quickly. These two pigs then dance and play all day. The third pig takes a long time to finish his brick house.
A wolf tries to feed on the first two pigs and they flee to their houses.	Ending	The wolf destroys the straw and stick houses. They run to the brick house and are saved.

B. Reading

1. **a.** Ants live in groups called **colonies**.
 - b.** The groups are workers (female ants that can't lay eggs), queens and males.
 - c.** Worker ants dig passageways, take care of young ants, collect food, and build and clean the nest.
 - d.** Six legs
 - e.** A worker has a stinger which it uses to fight enemies, while a queen has wings.
 - f.** Personal responses
 - g.** Personal responses
2. Personal responses
 3. **a.** Each kind of ant does a different job. True
 - b.** Many ants build their nest in trees. False
 - c.** Ants have six legs like other insects. True
 - d.** A driver ant is a kind of ant found in Ghana. True
 4. sea, pie, chief, fruit food, goat, true, chain
 5. **a.** cold: gold, mould, load, etc.
 - b.** warm: swarm, storm, form, etc.
 - c.** pat: cat, mat, fat, bat, etc.
 - d.** meat: meet, feet, feat, treat, etc.
 - e.** pick: flick, brick, clique, etc.

C. Vocabulary

1. sugar ants, driver ants, leaf cutter ants, carpenter ants
2.
 - a. cutter, leaf, ant = leaf cutter ant
 - b. driver, ant = driver ant
 - c. ant, carpenter = carpenter ant
3. Words Meanings
 - a. passageways pathways
 - b. enable assist
 - c. hillocks small hills
 - d. antennae whiskers/feelers
 - e. species types/kinds

4. A B C

path	ways	pathways
under	ground	underground
can	not	cannot
class	mate	classmate
bed	room	bedroom

D. Grammar Usage

1.
 - a. Monica **had joined** the football team.
 - b. The boys **have lifted** weights since childhood.
 - c. The presidential elections **are held** every four years.
 - d. Aku's mother **had given** her great support.
 - e. We **will remember** Kwame Nkrumah's achievements for many years.

2.

am, are, is, will

- a. I am reading a book about the lost sheep.
- b. John is practising how to score a goal.
- c. Lydia and her mother are travelling to Kumasi next week.
- d. Despite the difficulties, our team will win.
- e. The group is organising a trip.
- f. The ants are gathering food.
- g. The sugar ants are working day and night.
- h. We will team up with the next class.
- i. My friend is walking towards me.
- j. You are doing very well in class.

E. Writing

1. E.g.
 - a. They are dancing.
 - b. We are working.
 - c. I am jumping.
 - d. The class is learning.
 - e. We are travelling today.
2. Personal Responses

Unit Overview

This unit is about tolerance. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will be engaged in a role play on a story titled “The lazy donkey and its master” after which they will answer a few questions. Section B is in two parts. In the first part, learners will read a passage titled “The Two Friends” and answer comprehension questions on it. The second part is code-named “Letters have sounds”. It will focus on the different spelling forms for the vowel sound /aɪ/ as in “pie”, “dine” and “high”. Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on subject-verb agreement. Section E ends the unit. It is for writing skills development. Learners are to copy a paragraph in joint script as well as identify the main idea of a story and rewrite the ending of the story.

Learning Outcomes

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

Strand 1: Oral Language Sub-Strand 5: Dramatization and Role-Play		
Content Standard	Indicators	Core Competencies
B4.1.5.1. Perform Stories.	B4.1.5.1.1. Role-play a story/play	Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving; Creativity and Innovation
B4.1.5.2. Talk about key issues in stories or sketches.	B4.1.5.1.2. Identify moral values in sketches and relate them to real-life situations.	Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving; Creativity and Innovation

Strand 2: Reading Sub-Strand 8: Silent Reading		
Content Standard	Indicators	Core Competencies
B4.2.8.1. Construct meaning from texts read.	B4.2.8.1.1. Read silently and attentively to make meaning from level-appropriate texts. B4.2.8.1.3. Answer questions based on the passage read.	Critical Thinking and Innovation; Personal Development and Leadership; Communication and Collaboration
Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B4.2.2.1. Connect sounds to letters and blend letters or syllables in order to read and write.	B4.2.2.1.1. Match sounds to their corresponding letter or letter patterns.	Communication and Collaboration; Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills.	B4.2.6.3.1. Deduce the meaning of words from how they are used in context. For example, near-synonyms: cool-cold-freezing.	Communication and Collaboration; Critical Thinking and Problem Solving; Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels Sub-Strand 5: Verbs		
Content Standard	Indicators	Core Competencies
B4.3.5.1. Apply the knowledge of verbs in communication.	B4.3.5.1.2. Use appropriate subject-verb-agreement, singular or plural verbs.	Communication and Collaboration Critical Thinking and Problem Solving
Strand 4: Writing Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly	B4.4.2.1.1. Write clearly using joined letters of consistent size.	Personal Development; Communication and Collaboration; Critical Thinking and Problem Solving

Sub-Strand 10: Narrative Writing		
Content Standard	Indicators	Core Competencies
B4.4.10.1. Narrate situations, express feelings and convey a point of view about the real world or the fictional world	B4.4.10.1.1. Write about real or imagined experiences or events.	Personal Development; Communication and Collaboration; Critical Thinking and Problem solving
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading.		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure, and personal development, and demonstrate independent reading and learning in literary content areas.	B4.6.1.1.1. Read a variety of age and level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration

Section A

Strand 1: Oral Language

Sub-Strand 5: Dramatization and role play

B4.1.5.1.1. Role-play a story/play

B4.1.5.1.2. Identify moral values in sketches and relate them to real-life situations.

Role-play a story – The lazy donkey and its master

Teaching Strategies: Group work, demonstration, observation, role-play, questioning

Teaching/Learning Resources: Learner's Book 4 **page 158**, story organising sheets

Core competencies: Communication and Collaboration, Critical Thinking and Problem Solving, Cultural Identity, Personal Development and Leadership, Creativity and Innovation

Key Vocabulary: cotton, salt, donkey, river, master, merchant

Preparation Before Class

Write the key vocabulary on word cards.

Teaching/Learning Activities

Activity 1

1. Use probing questions to have learners discuss the pictures on **page 158** of Learner's Book 4. Treat the keywords and Have learners predict what the lesson will be about.
2. Teach the key vocabulary and have learners predict what the story is about.

Activity 2

1. Have learners listen to the story “The Lazy Donkey and its Master” (refer to Appendix A.4 for the story).
2. Pair learners to take up the roles of the characters. Have them listen to the story the second time. Invite the pairs to dramatise the story before the class. Have one person play the Master’s role while the other plays the donkey. Have learners brainstorm and come out with the moral lessons in the story. (Example: tolerance, cheating, etc.) Ask groups of learners to connect the characters by relating them to life situations. Have learners identify and discuss the characters and events/key issues in the story.
3. At the end of the lesson, ask the class to reflect on how they felt role-playing the characters in the story. Invite some of them to share their feelings with the class.

Reflection

Have them reflect and say what lesson they have learnt from the story.

Additional Practice

Refer learners to **page 84** of Workbook 4 for further practice.

Section

B

Strand 2: Reading

Sub-Strand 8: Silent Reading

B4.2.8.1.1. Read silently and attentively to make meaning from level-appropriate texts.

B4.2.8.1.3. Answer questions based on the passage read.

The Two Friends

Teaching/Learning Strategies: Brainstorming, think-pair-share, DRA

Teaching/Learning Resources: Learner’s Book 4 **page 159–161**, word cards

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

Key vocabulary: dine, longstanding, wholeheartedly, hitherto, chirped, to pay him back in his own coin, oblivious, hind, forelegs, payback

Preparation Before Class

Write keywords on word cards. Make an enlarged copy of the pictures in Activity 3.

Teaching/Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the story. Put up the picture or refer learners to Learner’s Book 4 **page 159**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2).

Activity 4

Have learners search (scan) the text quickly to find the words in bold. Let them try to find the meaning of each word by reading the sentence(s) in which it appears.

Activity 5

1. While the whole class listens attentively, read the story aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 6

2. Ask learners to read the text again. As they read, ask them to visualise (form a mental picture of) what is happening in the story.
Put pre-reading questions on the board.
3. Ask learners to read the story silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the text. Discuss the answers with learners.

Remedial Activity

Observe and identify learners who struggle to read their portions of the passage. Have them echo read with you.

Extension Activity

Have high achieving learners tell the class what they would do if they were a toad.

Activity 7

Ask learners to read the story silently again for details.
Ask different types or levels of questions.

Activity 8

Assessment

1. Let learners read each of the questions on Learner's Book 4 **page 161** and discuss the answers with their partners. Go round to support them.

Answers

- a. Toad and Bird
- b. He could not eat with such noise around him. / Bird's chirping irritated him.
- c. To eat without chirping
- d. To retaliate/to take revenge/to pay him back in his own coin
- e. Individual answers but the learners must give good reasons for their choices.
- f. Individual answers
- g. Frog

Additional Practice

Refer learners to Workbook 4 **pages 84–86** for more practice/exercises.

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Sub-Section B: Letters have Sounds – Different spelling forms for the vowel sound in “ie”

Strand 2: Reading

Sub-Strand 2: Phonics

B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns.

Exercise 1

Refer learners to **page 162** to read the words under Exercise 1. Draw their attention to the fact that the two letters “ie” represent one sound, /ai/.

Exercise 2

Write the words under this exercise on the board and have learners listen to you read each word. Ask them to identify the vowel sound in each word as you read them a second time. Draw their attention to the fact that the vowel sound in Exercise 2 is the same as that in Exercise 1 but the spelling forms are different.

Exercise 3

Have learners listen to you read the words. Then, have them repeat each word after you. Draw their attention to the fact that the vowel sound is the same as in Exercises 1 and 2 even though the spelling form differs. Have them use the words orally in sentences of their own.

Remedial Activity

In pairs, let low achieving learners read the target words. Have them practise the vowel sound “/ai/” in isolation and in words with you. For example: “pie”, “tries”, “sight”, “high”, “wine”, etc.

Extension Activity

Call high achieving learners to pick and read words with the “/ai/” sound from word cards.

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

B4.2.6.3.1. Deduce the meaning of words from how they are used in context.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards

Core Competencies: Communication and Collaboration, Personal development and leadership, Creativity and Innovation, Critical Thinking and Problem Solving

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities**Exercise 1**

Learners are expected to match the keywords from the passage, “The Two Friends”, 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 will read the sentence that contains the word to the whole class. Then, the class will go through the meaning list to decide which one matches the word as used in the passage.

Have the learner who reads the first word 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.

Answers

household ____ family

forelegs ____ front legs

hopping ____ leaping

payback ____ revenge

responded ____ answered

Exercise 2

Learners are to find the meaning of the idiomatic expressions in context. Write “they were as thick as thieves” on the board.

In pairs, ask learners to look for the expression in the passage, “The Two Friends”.

Have them read it and explain what they think is meant by the idiomatic expression, and help them understand the metaphorical meaning.

An idiomatic expression is a group of words whose meaning is different from the individual words which constitute the expression.

Put learners in groups. Refer them to **page 163** of Learner's Book 4 to do the rest of Exercise 2. Encourage them to examine each idiomatic expression in context to figure out the meaning. The meanings are:

- a. thick as thieves – close friends
- b. paid back in his own coin – treated him in the same way
- c. pulled his sister's leg – teased her.
- d. in hot water – in serious trouble
- e. to hit the sack – to go to bed
- f. cost him an arm and a leg – was very expensive

Give learners some time to search the internet for more idiomatic expressions.

Additional Practice

Refer learners to Workbook 4 **pages 87–88** for more practice/exercises.

Section D

Strand 3: Grammar Usage at Word and Phrase Levels

Sub-Strand 5: Verbs

B4.3.5.1.2. Use appropriate subject-verb agreement – singular/plural.

Subject-verb agreement

Teaching Strategies: Brainstorming, group work

Teaching/Learning Resources: Learner's Book 4 **page 164**

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

Key Vocabulary: have, has, are, is, am, nobody, somebody, etc.

Preparation Before Class

Write subject cards.

Teaching/Learning Activities

Activity 9

1. Refer learners to **page 154** of Learner's Book 4 to do Exercise 1 to review their knowledge of auxiliary and main verb.
2. Write simple sentences (in the simple present tense) on the board. E.g.
We are girls. *They are here every Sunday.*
I am his only child. *It is too late to play soccer.*
3. Have learners read the sentences and identify the subject and verb. Then, have learners do Exercises 1 and 2 on **page 164** of Learner's Book 4 in pairs.
4. Ask learners to listen to you while you use "have" and "has" in several sentences to show the subject each of them ("have" or "has") agrees with.

Write some sentences on the board and invite learners to take turns to construct their own sentences using “have” and “has”. Make it fun by inviting learners in pairs to your table. One of them picks a subject card from a lucky dip bag and they construct their sentence to agree with the picked subject.

Assessment

Refer learners to **page 164** of Learner’s Book 4 to do Exercise 3.

Remedial Activity

Present simple sentences on the board. Invite pairs of learners to read them and state the subject and verb in each sentence.

Extension Activity

Still working in pairs, ask learners to choose four short sentences from the story “The Two Friends”. Let them copy each and underline the subject and verb in it. Allow the pairs to share their work with the rest of the class.

Additional Practice

Refer learners to **pages 88–89** of Workbook 4 for further practice.

Reflection

Put learners in two groups to play the How Far Can You GO game using **have** and **has** correctly in sentences. One group gives a subject and the other group constructs a sentence with the given subject using *have* or *has* appropriately (for some points). The group with the highest points wins.

Section E

Strand 4: Writing

Sub-Strand 2: Penmanship/Handwriting

B4.4.2.1.1. Write clearly using joined letters of consistent size.

Sub-Strand 10: Narrative Writing

B4.4.10.1.1. Write about real or imagined experiences or events.

Teaching Strategies: Brainstorming, think-pair-share, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner’s Book 4 **page 165**, word cards, flip chart sheets

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

Key Vocabulary: apologise, toad, forgiven, etc.

Preparation Before Class

Before the lesson, copy the target paragraph on **page 165** of Learner's Book 4 on a manila card. Practise writing the paragraph in the Penmanship activity 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph in exercise 1 on **page 165** of Learner's Book 4 correctly in their writing books.

Activity 10 Guided Writing: Narrative writing

1. Ask learners to re-read the first paragraph of the story "The Two Friends". Identify the main idea in the paragraph. Quickly discuss what the story is about.
2. Give learners a few minutes (not more than 5 minutes) to hold a group discussion on who did wrong in the story and why they think so. Invite groups to present their findings.
3. Paste the three target paragraphs (see below) on the board and invite learners to read through them. Lead learners to discuss what they think would have happened if Toad had apologised. Now, put learners in small groups and task each group to rewrite the ending (the last paragraph) to show that Toad apologised and was forgiven, and their friendship became better.

Toad was furious this time. "You wicked friend, you just don't want me to eat with you!" he cried out. "You know very well that I must use both my hind and forelegs for hopping about."

Bird laughed and responded, "My good friend, you started it when I was in your house. You know I cannot eat without chirping, but you treated me with dishonour in your household. Now that it is payback time, why are you crying?"

Toad went home furious, and thus ended the long and beautiful friendship.

Assessment

Have groups write their work on flip chart sheets and paste them on the classroom walls for a gallery walk activities (a walk round the classroom by learners to read or look at each other's work).

Reflection

Ask learners to share their observations from the gallery walk.

Additional Practice

Refer learners to **pages 89–90** of Workbook 4 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 discuss what they have learnt about subject-verb agreement.

Homework

Ask learners to watch this video with their older siblings and learn about helping verbs. The four sentences with chosen helping verbs in their exercise books.

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

SWBST stands for:

Somebody: Who is the main character?

Wanted: What did the character want?

But: What was the problem or challenge?

Workbook Answers

A. Oral Language

1. Personal response

B. Reading

Activity 1

1.
 - a. Toad and Bird are the friends in the story.
 - b. Toad cannot eat with noise around him.
 - c. Bird found it difficult to stop chirping.
 - d. Bird invited Toad to his house to pay him back for what he did to him.
 - e. Personal response
 - f. Personal response

g.

- i. very close friends
- ii. treat someone in the same

bad way as they treated you

2. Accept varied drawings

Activity 2

1. Accept varied answers

2. blouse spouse shout
boil coil bird
chirp

3. **Any five:** skirt, nurse, birth, curse, girl, shirt

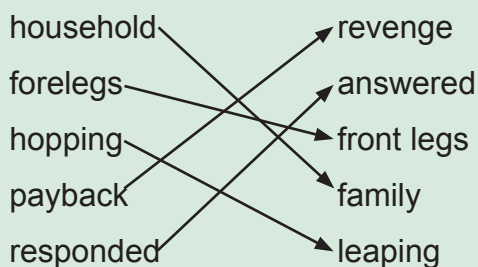
C. Vocabulary

Activity 1

1.

Word

Meaning



2. a. Toad and Bird were once as thick as thieves. (**friends/enemies**)
- b. Bird paid Toad in his own coin. (**treated him in the same way**)
- c. Kofi pulled his sister's leg until she cried. (**teased**)
- d. The children are in hot water for not doing their English homework. (**serious trouble**)
- e. It's very late; I want to hit the sack. (**go to bed**)
- f. That car cost him an arm and a leg. (**was very expensive**)

Activity 2

1. a. chirp b. bird
c. friend d. noise
e. house f. forest

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

D. Grammar Usage

Activity 1

1. Any five of the following:
- a. Everybody loves Saturday nights.
- b. The candidates are hardworking.
- c. Kofi jumps every day.
- d. Emma has a pen.
- e. They have a new house.
- f. Your brother talks too much.
- g. They walk two miles each day.
2. Personal responses

E. Writing

1. Toad and Bird were very close friends.
2. Varied answers with regret and apology as themes.

Unit Overview

This unit is about communication (including the friendly letter). It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will be taken through a talk show to defend the action of characters in a story. Section B is in two parts. In the first part, learners will read a passage titled “Sabina writes to Nuotama” and answer comprehension questions on it. The second part is code-named “Letters have sounds”. It will again focus on learners’ ability to identify the vowel sound in “ie” and its different spelling forms in given words.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on learners’ ability to use the simple present tense of verbs correctly in sentences.

Section E ends the unit. It is for writing skills development. Learners are to copy a paragraph in joint script as well as write about what they do every day.

Learning Outcomes

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

Strand 1: Oral Language Sub-Strand 6: Conversation		
Content Standard	Indicators	Core Competencies
B4.1.6.1. Use culturally acceptable language for communication.	B4.1.6.1.1 Describe /talk objects, events, dates and time.	Communication and Collaboration; Personal Development and Leadership
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B4.2.7.1. Process and comprehend level-appropriate texts. B4.2.7.2. Apply critical learning, implied meaning, higher-order thinking, judgement and evaluation.	B4.2.7.1.4. Read level-appropriate texts silently and pay close attention for comprehension. B4.2.7.2.2. Make connections between the text and personal experiences or real-life experiences.	Creativity and Innovation; Communication and Collaboration; Personal Development and Leadership

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B4.2.2.1. Connect sounds to letters; and blend letters or syllables in order to read and write.	B4.2.2.1.1. Match sounds to their corresponding letters or letter patterns.	Communication and Collaboration; Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills.	B2.6.3.1.4. Deduce the meaning of words from how they are used in a text. For example, near-synonyms; cool-cold-freezing.	Communication and Collaboration; Critical Thinking and Problem Solving; Creativity and Innovation; Personal Development and Leadership
B4.2.6.1. Understand word meanings and usages.	B4.2.6.1.2. Use the following terms: compound words, idioms, similes, synonyms, antonyms, etc. in spoken and written expressions.	Communication and Collaboration; Critical Thinking and Problem Solving; Creativity and Innovation; Personal Development and Leadership
Strand 5: Using writing Conversation / Grammar Usage		
Sub-Strand 5: Verbs		
Content Standard	Indicators	Core Competencies
B4.3.5.1. Apply the knowledge of verbs in communication.	B4.3.5.1.3. Use the simple present form of verbs in sentences.	Communication and Collaboration; Critical Thinking and Problem Solving
Strand 5: Using Writing Conventions and Grammar Usage		
Sub-Strand 4: Using Action words		
Content Standard	Indicators	Core Competencies
B4.5.4.1. Demonstrate understanding of verbs in everyday language.	B4.5.4.1.1. Use the singular and plural subjects with the verb forms that go with them.	Communication and Collaboration; Critical Thinking and Problem solving; Personal Development

Strand 4: Writing Sub – strand 12: Descriptive Writing		
Content Standard	Indicators	Core Competencies
B4.4.12.1.	B4.4.12.1.1. Use descriptive words expressions to describe places personal experiences and events.	Communication and Collaboration Personal Development Creativity and Innovation
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading.		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas.	B4.6.1.1.1. Read a variety of age and level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration

Section A

Strand 1: Oral Language

Sub-Strand 6: Conversation

B4.1.6.1.1. Describe/talk about objects, events, dates and time.

Talk Show: The two friends

Teaching Strategies: Teamwork, demonstration, observation, role-play, questioning

Teaching/Learning resources: Learner's Book 4 **page 168**, story organizing sheets

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

Key Vocabulary: viewpoint, raise a point, defend an action, in defense of, counter an argument, opponent

Preparation Before Class

Teaching/Learning Activities

Activity 1

Have learners re-read the story “The Two Friends” (Learner's Book 4 **page 160**) and make a choice between the main characters.

Activity 2

Put learners in two groups: One group for those who chose 'Bird' and the other for those who chose 'Toad. Let members list all the actions of their character in the story. Ask them to raise arguments in defense of every action of their characters.

Assessment

Let group representatives come and make presentations about their characters.

Reflection

Invite a few learners to share one point they like about the opponent's defense.

Additional Practice

Refer learners to **page 91** of Workbook 4 for more exercises.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B4.2.7.1.4. Read level-appropriate texts silently and attentively for comprehension.

B4.2.7.2.2. Make connections between text and personal/real-life experiences.

Sabina writes to Nuotama

Teaching/Learning Strategies: Brainstorming, think-pair-share, DRA, group work, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 169–172**, word cards, some books and newspapers

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

Key Vocabulary: relieved, anxious, transferred, consultant, intentionally

Preparation Before Class

Prepare word cards for the keywords and phonic words. Make a large copy of the picture in Activity 3.

Teaching/Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to Learner's Book 4 **page 169**. Allow learners to talk about what they see and say what they expect to read about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2).

Activity 4

In pairs, have learners search (scan) the text quickly to find the words in bold. Let them try to find out the meaning of each word by reading the sentence in which it appears.

Activity 5

1. While the whole class listens attentively, read the letter aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 6

1. Read the letter again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what is being said in the letter.
2. Put pre-reading questions on the board. Ask learners to read the letter silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the letter. Discuss the letter with learners.

Activity 7

1. Ask learners to read the passage silently again for details. They should picture what they read as they go along.

Activity 8

Assessment

1. Let learners read each of the questions on Learner's Book 4 **page 172** and discuss the answers with their partners. Go round to support them.

Answers

- a. Sabina
- b. Sabina and Nuotama are great friends.
- c. The letter tells the main events that have happened in Obuasi since Nuotama and her family moved from Ghana to South Africa.
- d. She is now in an Upper Primary class.
- e. A book by Ama Ata Aidoo
- f. Next year
- g. Personal responses

Additional Practice

Refer learners to Workbook 4 **pages 92–93** for more practice/exercises.

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Sub-Section B: Letters have sounds – Vowel sound “ie” and its different spelling patterns

Strand 2: Reading

Sub-Strand 2: Phonics

B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns.

In Unit 14, learners learnt about three spelling forms for the vowel sound /ai/ as in “pie”, “dine” and “high”. In this unit they learn about a fourth spelling form: y as in “cry”.

1. Display word cards of the words under Exercise 1 on **page 172** of Learner’s Book 4 on a table. Invite learners in pairs to pick a card. One of them reads the word on the card to the class while the other identifies the vowel sound in the word. Have them write the word on the board.
2. Do the same with the rest of the words. Have a column for “y” words and one for “igh” words. Finally, have the whole class read the words in the two columns.
3. Have learners do Exercise 2 in groups.

Section

C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.3.1. Deduce the meaning of words from how they are used in context. Example; near synonyms: “cool” – “cold” – “freezing”.

B4.2.6.1.2. Use the following: compound word, idiom, simile, synonym, etc. in spoken and written expressions.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Learner’s Book **page 173**, word cards

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

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

The vocabulary activities give learners the opportunity to become familiar with the spelling and usage of the keywords they met in the reading passage. Have learners read Sabina’s letter again. Drill them in the spelling of keywords. Ask learners to open Learner’s Book 4 on **page 173**.

Exercise 1

Learners are expected to match the key words from the passage, to their meanings. Do this exercise with learners. Copy the words and meanings from the trees in two columns 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!”.

The learner who found the word reads the sentence in which the word occurs aloud to the whole class. Then the class goes through the meaning list on the board to decide which meaning matches the word as used in the passage.

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.

Answers

A Word

immediately
currently
anxious
intentionally
consultant

B Meaning

at once
presently
impatient
purposefully
advisor

Exercise 2

Learners are to be introduced to the use of similes to describe things. A simile describes something by comparing it to something else, e.g. Sabina is as busy as a bee.

Show two pencils (one should be longer than the other) to the class. Tell learners to help you compare them. Pick another pair of pencils (both of same length) and ask learners to help you compare them too. Give the pencils to two learners to hold while the class listens to you. Say, “Kuku’s pencil is as long as Aku’s pencil. Pick two bags and do the same kind of comparison, e.g. Ama’s bag is as heavy as Kofi’s. Then start describing objects by comparing them to something different (like similes do!), e.g. My handbag is as heavy as a brick. This dress is as red as a tomato. My brother is as tall as a giraffe. Invite learners to give more examples, using ‘as’.

After the learners have had enough practice (using ‘as’ to compare objects), ask them to put their heads on the table. When the room is quiet, say “The room is quiet like a cemetery.”

Continue to use ‘like’ to compare two or more objects this way and invite learners to do the same. Explain that a comparison that uses ‘as’ or ‘like’ is called a simile.

In groups, refer learners to **page 173** to read Exercise 2.

Give learners some time to surf the internet for more similes.

Additional Practice

Refer learners to **pages 94–95** of Workbook 4 for more exercises.

Strand 5: Using writing Conversation / Grammar Usage**Sub-Strand 5: Verbs**

B4.3.5.1.3. Use the simple present form of verbs in sentences.

Simple present tense

Teaching Strategies: Brainstorming, group work, pair work, chain drill

Teaching/Learning Resources: Learner's Book 4 **page 174**

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

Key Vocabulary: sweeps, wake up, etc.

Preparation Before Class

Write lists of sentences on the board that show what Ama does each day.

Teaching/Learning Activities**Activity 9**

1. Refer learners to **page 174** of Learner's Book 4 to do Exercise 1 to review their knowledge of the simple present tense.
2. In groups, have learners read a list of sentences that show what they do every day. E.g. *I wake up at 5:00 a.m. but get up at 5:30.* Have the groups read out their sentences. Write the sentences on the board and explain that these are things Ama does every day that is why they are in the simple present tense and not in the past tense.
3. Create situations for learners to use verbs to express their habitual actions. E.g. Tell the class what you do every morning. E.g. *I wake up at 5 o'clock every morning.* Using a chain drill, get every learner to give a sentence in the simple present tense about the topic which is a continuity of what the speaker before them has said.
E.g. Learner A: I wake up at 6:00 a.m. every morning.
Learner B: I get up and wash my face. ...
Invite two learners forward. Have Learner A read Ama's sentences from the board. Have Learner B put Learner A's name in place of 'I'. E.g. *I wake up at 5:00 a.m. but get up at 5:30.* – *Joe wakes up at 5:00 a.m. but gets up at 5:30.* Explain that 'wake' becomes 'wakes' because the subject 'I' changed to third person singular – Joe.
In pairs have learners change the rest of Ama's sentences in similar manner.
4. Explain that we use simple present tense to show habitual actions and timeless and universal statements. Examples of timeless and universal statements are: The sun sets in the west. One liter water weighs one kilogram. Spiders have eight legs.

Assessment

Refer learners to **page 174** of Learner's Book 4 to do Exercises 2 and 3.

Answers for Exercise 3

a. wakes up	d. study
b. helps	e. rest
c. closes	f. teaches

Remedial Activity

In groups, have learners read a list of sentences that show what they do every day. E.g. *I wash my face. I brush my teeth. My sister cooks our breakfast. We go to school, etc.* Let them tell the tense they used (The simple present tense).

Extension Activity

Have learners write six sentences in the simple present tense.

Additional Practice

Refer learners to **pages 96–97** of Workbook 4 for further practice.

Reflection

Ask learners to construct sentences using the simple present tense correctly in pairs.

Section E

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Strand 4: Using Action Words

B4.5.4.1.1. Use singular and plural subjects and the verb forms that go with them.

Descriptive Writing - What I do every day

Teaching Strategies: Group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **page 175**, word cards

Core Competencies: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving

Key Vocabulary: every day, wake up, get up, etc.

Preparation Before Class

Before the lesson, prepare a model composition. Practise writing the paragraph on **page 175** of Learner's Book 4 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph in the Penmanship activity on **page 175** of Learner's Book 4 correctly in their writing books.

Activity 10

Guided Writing

Strand 4: Writing

Sub-Strand 12: Descriptive Writing

B4.4.12.1.1. Use descriptive words/expressions to describe places, personal experiences and events.

Note: This activity gives learners the chance to link what they have learnt in the Grammar section to their personal lives. It also gives them the opportunity to write a composition (essay) in the simple present tense.

1. Refer learners to **page 175** of Learner's Book 4 to do Exercise 1 in their groups.

Answers

1. Every day, I wake up at 6:00 a.m.
2. Then, I sweep the compound.
3. I help Mum cook breakfast.
4. I take my bath quickly and put on my uniform.
5. I eat my meal as fast as I can.
6. I walk to school.

2. Have learners listen to you read your model composition on what you do every day. Lead them to orally discuss what they do on weekdays. Ask them to identify some tasks they do differently from yours in the model composition.

Assessment

Ask learners to do Exercise 2 in pairs.

Reflection

Have volunteers share their compositions with the rest of the class for peer feedback.

Additional Practice

Refer learners to **pages 97–99** of Workbook 4 for more exercises.

Unit Summary

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

Discover more

Watch this video with learners and use leading questions to find out what they have learnt about simple present tense.

Homework

Ask learners to change the given simple present tenses in their homework books.

Answers

1. I sleep for too long
2. Snakes keep more money in the animal bank than any other animal.
3. We won? I can't believe it.
4. Kk Fosu used to be one of Ghana's biggest music stars.
5. I heard the new Black Sherif song while in the market.

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

SWBST stands for:

Somebody: Who is the main character?

Wanted: What did the character want?

But: What was the problem or challenge?

Workbook Answers

A. Oral Language

1. Toad and Bird
2. Personal response

B. Reading

1. **a.** Sabina
b. Sabina and Nuotama are great friends.
c. The letter is a response to a letter Nuotama sent.
d. A new family moved into her old home/Mr. Mantey passed away/There's a new headteacher in the school
e. Obuasi
f. She is now in an Upper Primary class.
g. A book by Ama Ata Aidoo
h. Next year
i. Personal responses
j. Personal responses

2. Personal responses

3.

A	B
fight	aim
cane	cry
pay	boy
coin	firm
nurse	vain

C. Vocabulary

1.

Word	Meaning
a. currently	at present
b. immediately	without delay or hesitation
c. anxious	causing or showing anxiety

d. transferred	move from one place to another
e. intentionally	on purpose
f. consultant	an expert who gives advice

2. It means to be very busy doing many things.

3. **a.** immediately
b. diligent
c. fulfilling
d. glance
e. excited

4. **a.** I am as weak as a kitten.
b. He is as tall as a pole.
c. She speaks like a queen.
d. Kofi runs as fast as a deer.
e. He fought like a wild dog.

D. Grammar Usage

1. **a.** I always help my mother in the kitchen.
b. Kofi helps his sister in the market.
c. He comes to work every day.
d. I will come to church tomorrow.
e. She often tells lies.
f. If caught, she will tell another lie.
2. **a.** buys
b. give
c. tries
d. writes
3. **a.** She goes to school every day.
b. We often meet on the road.
c. My daddy is a teacher.
d. The birds are singing at present.

E. Writing

- 1.** There is a new family staying in your old house, but Daddy has assured me that their mother is a consultant to the mining company and is only here for a few months. The family is nice enough, but they aren't your family. If you come back home at the time that you say that you are, I'm sure your old house will be waiting for you! We could be neighbours again!
- 2.** The sentences numbered in order:
I go to school on foot. **7**
Every day, I wake up at 6:00 a.m. **1**

I help Mum cook breakfast. **4**

I brush my teeth. **2**

Then, I sweep the compound. **3**

I take my bath quickly and put on my uniform. **5**

- 3.** Every day, I wake up at 6:00 am. I brush my teeth. Then, I sweep the compound. I help Mum cook breakfast. I take my bath quickly and put on my uniform. I eat my meal as fast as I can. I go to school on foot.

- 4.** Personal responses

Unit Overview

This unit is about leisure time activities. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will be engaged in an activity involving ‘identification and naming of items. Section B is in two parts. In the first part, learners will read a passage titled “Talata’s Leisure Time” and answer comprehension questions on it. The second part is code-named “Letters have sounds”. It will focus on consonant blends. Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on learners’ ability to use the simple past tense of verbs correctly in sentences. Section E ends the unit. It is for writing skills development. Learners are to copy a paragraph in joint script as well as write about how they spent their leisure time last Saturday.

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
B4.1.6.1. Use culturally acceptable language for Communication.	B4.1.6.1.1. Describe or talk about objects, events, dates and time.	Communication and Collaboration; Personal Development and Leadership
Strand 2: Reading Sub-Strand 9: Fluency		
Content Standard	Indicators	Core Competencies
B4.2.9.1. Read fluently to enhance comprehension.	B4.2.9.1.1. Read grade-level texts at a good pace, with accuracy and expressions.	Communication and Collaboration; Personal Development and Leadership
Sub-Strand 5: Blend and Consonants Clusters		
Content Standard	Indicators	Core Competencies
B4.2.5.1. Identify consonant blends and clusters in reading.	B4.2.5.1.1 Orally produce single–syllable words by blending sounds (Phonemes), include consonant blends.	Communication and Collaboration Personal Development and Leadership

Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, speaking writing, and presentation skills.	B.4.2.6.3.1. Deduce meaning of words from how they are used in context. For example, near-synonyms; cool-cold-freezing.	Communication and Collaboration; Critical Thinking and Problem Solving; Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-Strand 5: Verbs		
Content Standard	Indicators	Core Competencies
B4.3.5.1. Apply the knowledge of verbs in communication.	B4.3.5.1.4. Using different types of verbs (main and auxiliary verbs).	Communication and Collaboration
Strand 4: Writing		
Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.1. Write clearly using joined letters of consistent size.	Personal Development; Communication and Collaboration
Sub-Strand 10: Narrative Writing		
Content Standard	Indicators	Core Competencies
B4.4.4.10. Narrate situations, express feelings and convey points of view about the real world and fictional world.	B4.4.10.1.1. Write about real or imagined experiences or events following the story structure (beginning, middle and end). Use appropriate nouns or pronouns within and across sentences to aid cohesion.	Personal Development and Leadership; Communication and Collaboration; Critical Thinking and Problem Solving

Section A

Strand 1: Oral Language

Sub-Strand 6: Conversation

B4.1.6.1.1. Describe or talk about objects, events, dates and time.

Identification and naming of items

Teaching Strategies: Teamwork, demonstration, think-pair-share, observation

Teaching/Learning resources: Learners Book 4 **pages 178**, pictures of various objects

Core Competencies: Communication and Collaboration, Cultural Identity and Global Citizenship, Critical Thinking and Problem Solving, Creativity and Innovation, Personal Development and Leadership

Key Vocabulary: swings, seesaw, slide, crawl tunnel, merry-go-round/carousel

Preparation Before Class

Prepare word cards.

Activity 1

1. Have learners sing any familiar song related to the lesson. Let them predict what the lesson will be about.
2. As learners observe and listen attentively, go round the class pretending to be a visitor. Point to a learner and ask, “**Who is this?**” and have the class respond by mentioning the person’s name. After a while, change over to pointing to objects and ask, ‘**What is this?**’ Invite a few learners to take turns to role-play what you have done.
3. Play the I Spy game. Demonstrate it by describing a classroom object without mentioning its name and have the learners brainstorm to come up with the name. E.g.
Teacher: I spy with my little eye, something black near Akua’s table with a number of books in it.
Class: It is Akua’s bag.
Invite a few volunteers to ask “I spy with my little eye” questions.
4. Have a group competition whereby one group gives the description and the other responds to it.
5. Have learners open Learner’s Book 4 on **page 178** to do Activity 1 with you. Pick a picture at random and describe it. Learners have to listen attentively to your description, identify the picture and name the item in the picture. Repeat this for each of the other pictures. Put up word cards for unfamiliar words. The items in the pictures are: swing, seesaw, slide, crawl tunnel, merry-go-round (also called carousel), blackboard, book, pencil.

Activity 2

Assessment

Have learners do Exercise 1 in pairs.

Reflection

Have learners reflect and say what they have learnt from the lesson.

Additional Practice

Refer learners to **page 100** of Workbook 4 for further practice.

Section B

Strand 2: Reading

Sub-Strand 9: Fluency

B4.2.9.1.1. Read grade-level texts at a good pace, ensuring accuracy and expression.

Leisure time

Teaching/Learning Strategies: Brainstorming, think-pair-share, DRA

Teaching/Learning Resources: Learner's Book 4 **pages 179–182**, word cards

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

Key Vocabulary: adage, shirked, responsibilities, leisure, abstract, merged, sing-song, levitating, fireballs, consent

Preparation Before Class

Write keywords and phonic words on word cards. Enlarge the picture on **page 180** of Learner's Book 4.

Teaching/Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to Learner's Book 4 **page 180**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2).

Activity 4

In pairs, have learners scan the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence in which it appears.

Activity 5

While the whole class listens attentively, read the story aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 6

1. Read the text again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what is happening in the story.

2. Put pre-reading questions on the board. Ask learners to read the story silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners.

Activity 7

3. Have individuals take turns to practise reading aloud at a good pace, ensuring accuracy and expression.

Activity 8

Assessment

1. Let learners read each of the questions on Learner's Book 4 **page 182** and discuss the answers with their partners. Go round to support them.

Suggested answers

- a. Leisure time is a break from working or responsibilities where we get to relax by doing what we enjoy.
- b. "All work and no play makes Jack a dull boy" is an adage that suggests that leisure is as important as work.
- c. Leisure is important to people because it helps us to relax and rest, which keeps us happy and healthy.
- d. Individual answers including read, watch movies, play/watch football, listen to music, dance, play games, watch TV, etc.
- e. Individual answers

Additional Practice

Refer learners to Workbook 4 **pages 101–102** for more practice.

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Sub-Section B: Letters have sounds – Consonant blends

Strand 2: Reading

Sub-Strand 5: Blends and Consonant Clusters

B4.2.5.1.1. Orally produce single-syllable words by blending sounds (Example; phonemes) including consonant blends.

This section aims to consolidate learners' knowledge of consonant clusters. Give learners about five words with a consonant cluster in the initial position of the word, e.g. spot, brain, sleep, scrub, slide, scream). Have them identify the cluster and read the word. Now give learners five words with consonant clusters in the final position, e.g. tusk, jump, wept, help, hunt. Have them identify the cluster and read the word.

Sometimes learners struggle with the pronunciation and insert a vowel between the consonants, e.g. they might say “wep-u-t” instead of “wept”. To address this, use the Cover-and-Read procedure. Have them cover the last letter of the cluster, e.g. jump, and read the rest: jum. Let them then uncover the letter and read the whole word. It is important that they learn to blend the two consonant sounds.

Have learners open Learner's Book 4 on **page 182** and have learners practise pronouncing the words in Exercises 1 and 2. Then, let them do Exercises 3 and 4 in pairs.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.3.1. Deduce the meaning of words from how they are used in context. Example; near-synonyms: ‘cool’ – ‘cold’ – ‘freezing’.

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

Preparations Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

Exercise 1

Learners are expected to find each keyword in the first column in the story “Talata's Leisure Time”, read the sentence in which it is used, and then decide on the best option in the second column. Do this exercise with learners. Copy the words and possible meanings on the board. Get a learner to read each 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 reads the two meanings to decide which one matches the word as used in the passage.

Have the learner who reads the first word 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.

Expected Answers

Words	Meanings
a. assisted	sponsored/ helped
b. responsibility	civic duty/ chores
c. leisure	freedom to choose/ time for relaxation
d. abstract	summary/ not bound by reality
e. merge	blend/ combine
f. levitate	rise/ hover
g. consent	accept/ permission

Exercise 2

Have learners look at the pictures and identify them one by one.

Answers

slide

Ludo/board game

see-saw

carousel/merry-go-round

Additional Practice

Refer learners to **pages 102–103** of Workbook 4 for further practice.

Section D

Strand 3: Grammar Usage at Word and Phrase Levels

Sub-Strand 5: Verbs

B4.3.5.1.4. Use the regular form of the simple past tense of verbs.

For example, “play” – “played”

Simple past tense

Teaching Strategies: Brainstorming, group work, pair work,

Teaching/Learning Resources: Learner's Book 4 **page 184**

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

Key Vocabulary: sweep, wake up, etc.

Preparation Before Class

Word cards with verbs in their base form, e.g. play, visit, eat.

Teaching/Learning Activities

Activity 9

1. Refer learners to **page 184** of Learner's Book 4 to do Exercise (1) to review their knowledge of the simple past tense.
2. Revise simple present tense by having learners construct sentences in the simple present. In a chain drill, have learners ask and respond to the question, "What do you do in the morning?" Make sure nobody repeats an action that has been mentioned already.

List the action words on the board and change the time word to "yesterday". In pairs, have learners use the verbs in sentences. Extend the activity by asking the question (What did you do the day before yesterday, last week, etc.?) and showing a verb card to the class. The class has to change the verb on the card into the simple past tense and then use it to answer the question, "What did you do yesterday?" E.g.

Teacher: What did you do yesterday? (Flashes verb card **jump**)

Esi: I jumped over the wall.

3. Introduce learners to the concept of regular verbs: Regular verbs form their past tense by adding "**d**", "**ed**" or "**ied**", e.g. play = played, walk = walked, bake = baked, cry = cried.

In groups, have learners brainstorm to list more regular verbs and their simple past forms.

Have them use the simple past forms in sentences.

Explain to the class that irregular verbs form their past tense differently. They do not add "**d**", "**ed**" or "**ied**". (E.g. go = went; sit = sat; read = read; spend = spent)

4. Provide a passage having regular and irregular verbs in the simple present tense. Learners rewrite the sentences in the simple past tense. Let learners observe and discuss how different regular verbs form the past, e.g. verbs that end with '**e**' just add '**d**' to form the simple past.

Assessment

Refer learners to **page 177** of Learner's Book 4 to do Exercise 2.

Additional Practice

Refer learners to **page 103–104** of Workbook 4 for further practice.

Reflection

Ask learners to construct sentences using the simple past tense correctly in pairs.

Strand 4: Writing**Sub-Strand 2: Penmanship/Handwriting**

B4.4.2.1.1. Write clearly using joined letters of consistent size.

Sub-Strand 10: Narrative Writing

B4.4.10.1.1. Write about real or imagined experiences or events.

Teaching Strategies: Brainstorming, think-pair-share, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **page 185**, word cards, a model composition

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

Key Vocabulary: Saturday, woke up, got up, etc.

Preparation Before Class

Before the lesson, prepare a model essay. Practise writing the paragraph on **page 185** of Learner's Book 4 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph on **page 185** of Learner's Book 4 correctly in their writing books.

Activity 10 **Narrative Writing****How I spent my leisure time last Saturday**

Note: This activity gives learners the chance to link what they have learnt from the reading passage to their personal lives. It also gives them the opportunity to write a composition in the simple past tense.

1. Refer learners to **pages 180–181** of Learner's Book 4 to read the story "Talata's Leisure Time" again.
2. Lead them to discuss the things that Talata did when she was free. Put up the questions on the board and lead learners to orally discuss how they spent their leisure time the previous Saturday. Have them listen to you read your model composition on "How I spent my leisure time last Saturday".

Assessment

Ask learners to work with a partner and answer the questions in Activity 10, orally and/or in writing, for themselves. They then use their answers to write a short composition about how they spent their free time last Saturday.

Reflection

Have pairs volunteer and share their compositions with the rest of the class.

Unit Summary

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

Discover more

Watch the video In the QR code on **page 186** of Learner's Book 4 with learners and ask them to mention the simple past tense in the given sentences.

Homework

Ask learners to do the exercise in their exercise books.

Answers

1. Which movie were you watching?
2. Wow! Were you really going to eat everything without inviting me?
3. I didn't think Wizkid was such a great singer.
4. I really like Goka's books.
5. My favourite kind of comic is anything that takes place in space.

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

Workbook Answers

A. Oral Language

1.

a. I am found in most homes. I have four legs. Some say I am their pet. I am charming. I enjoy guarding your doors when you are asleep. I sit under your table or near you when you are eating and will wait till you give me my due. What am I?

Answer: Dog

b. I am always next to your table. You sit on me when you want to do something on the table. Sometimes you carry me outside and relax on me. What am I?

Answer: Chair

c. I am one of the things you need most to live. You can carry me in a bottle or in a glass. Most people enjoy me in a calabash. I am about 80% of your blood. Now, I am even in sachet bags. What am I?

Answer: Water

d. I am one of your friends. I am ready to follow you to wherever you go. You can carry me in your bag or hold me in your hand. You need to charge me every now and then. I don't have a face, but I have a front and a back. Once you have me, people can reach you wherever you may be. What am I?

Answer: Mobile phone/
Cellphone/Phone

B. Reading

1. a. Leisure time is a break from working or responsibilities where we get time to relax by doing what we enjoy.
- b. "All work and no play makes Jack a dull boy" is an adage that suggests that leisure is as important as work.
- c. Leisure is important to people because it helps us to relax and rest, which keeps us happy and healthy.
- d. Personal responses such as reading, watching movies, football, listening to music, dancing, playing games, watching TV, etc.
- e. Personal responses
- f. Personal responses, including it helps with their physical, mind and social development.

2.

a–b Varied answers

C. Vocabulary

1.

Words	Meanings
a. assisted	sponsored/ <u>helped</u>
b. responsibility	civic duty/ <u>chores</u>
c. leisure	freedom to choose/ <u>time for relaxation</u>
d. abstract	summary/ <u>not bound by reality</u>
e. merge	blend/ <u>combine</u>
f. levitate	rise/ <u>hover</u>
g. consent	accept/ <u>permission</u>

2.

- a. Children must **help** their parents at home.
- b. The man **shouted** at the thief.
- c. They jumped in **happiness** on hearing the news.
- d. The driver gave his mate the permission to collect the fare.

D. Grammar Usage

a. Complete the table below.

Present simple	Past simple
walk	walked
talk	<u>talked</u>
jump	<u>jumped</u>
slap	<u>slapped</u>
enjoy	<u>enjoyed</u>
punish	<u>punished</u>
fly	<u>flew</u>
<u>read</u>	read
cook	<u>cooked</u>
terrify	<u>terrified</u>
<u>cry</u>	cried

2. a. cooked

b. cleaned

c. invited

d. planned

e. arrived

E. Writing

1. Varied Answers

Exercise 1

1. a – bag
b – table
c – classroom
d – broom
e – A teacher in a classroom
f – blackboard
g – book
h – pencil
2. a. salt
b. to reduce the weight of the load
c. To learn to tolerate his situation
d. Individual responses

Exercise 2

- a. Their tiny waists
- b. worker ants
- c. To mate with the queen ants.
- d. They are following a smell that an ant left behind.
- e. army ants
- f. They store honeydew and food in their bodies.
- g. Individual responses including teamwork, hard work, planning and organising ahead, etc.

Exercise 3

1. spot classmate
slide brain scrub
scream tusk jump
wept help
2. Individual responses

Exercise 4

1. a. help
b. liked
c. planned/decided
d. price/charge/cost
2. a. queen b. colony
c. toad d. leisure
e. chirp

Exercise 5

1. wash – washed
open – opened
touch – touched
spare – spared
serve – served
trace – traced
rely – relied
dry – dried
2. **a.** cooked
b. dusted
c. invited
d. planned
e. arrived
3. Individual responses

Unit Overview

This unit is about celebrations and festivals. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will be engaged in ‘asking and answering questions about events in the community’. Section B is in two parts. In the first part, learners will read a passage titled “It is the Koobi” and answer comprehension questions on it. The second part is code-named “Letters have sounds”. It will focus on the vowel sound made by “ie” and its different spelling patterns.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on ‘irregular verbs’.

Section E ends the unit. It is for writing skills development. Learners are to copy a paragraph in joint script as well as expand the comprehension passage by adding one more paragraph to the end of the story.

Learning Outcomes

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

Strand 1: Oral Language Sub-Strand		
Content Standard	Indicators	Core Competencies
B4.1.6.3. Use your knowledge and communication skills to participate in conversation.	B4.1.6.3.2. Demonstrate taking turns in a conversation on different topics and speak audibly, and express thoughts and feelings clearly. B4.1.6.3.3. Ask relevant questions to find out the opinions of others about a given topic.	Communication and Collaboration; Personal Development and Leadership
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B4.2.7.2. Apply critical reading, implied meaning, higher order thinking, judgement and evaluation.	B4.2.7.2.1. Respond to a text with reason. B4.2.7.2.2. Make connections between a text and personal experiences or real life.	Creativity and Innovation; Personal Development and Leadership

Sub-Strand 4: Diphthongs		
Content Standard	Indicators	Core Competencies
B2.2.4.1. Identify and use diphthongs to decode words.	B4.2.4.1.1. Use diphthongs (/ai/) to make meaningful sentences.	Communication and Collaboration; Critical Thinking and Problem Solving; Creativity and Innovation
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.3. Demonstrate a rich vocabulary that supports the development of reading, speaking, writing and presentation skills.	B4.2.6.3.1. Deduce the meaning of words from how they are used in context. For example, near-synonyms; cool-cold-freezing.	Communication and Collaboration. Critical Thinking and Problem Solving. Personal Development and Leadership
B4.2.6.4. Use words appropriately for the right purpose, audience, context and culture.	B4.2.6.4.1. Expand vocabulary through affixation.	Communication and Collaboration
Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-Strand 5: Verbs		
Content Standard	Indicators	Core Competencies
B4.3.5.1. Apply the knowledge of verbs in communication.	B4.3.5.1.4. Use the regular form of the simple past tense of verbs. For example, play-played.	Communication and Collaboration; Critical Thinking and Problem Solving; Creativity and Innovation
Strand 4: Writing		
Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.2. Use simple sentences clearly and correctly.	Personal Development; Communication and Collaboration

Sub-Strand 9: Writing as a Process		
Content Standard	Indicators	Core Competencies
B4.4.9.2. Develop and express ideas coherently and cohesively in writing. B4.4.9.3. Apply strategies for improving drafts for publishing.	B4.4.9.2.1. Develop ideas into a one-paragraph draft using appropriate nouns or pronouns within and across sentences to aid cohesion and avoid ambiguity. B4.4.9.3.1. Review and revise the one-paragraph draft, taking out irrelevant details.	Personal Development and Leadership; Critical Thinking and Problem Solving; Creativity and Innovation; Communication and Collaboration
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure and personal development, and demonstrate independent reading skills and knowledge in the literary content areas.	B4.6.1.1.1. Read a variety of age and level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership; Communication And Collaboration

Section A

Strand 1: Oral language

Sub-Strand 6: Conversation

B.4.1.6.3.2. Demonstrate turn-taking in conversation on different topics, speak audibly, and express thoughts clearly.

B.4.1.6.3.3. Ask relevant questions to find out the opinions of others about a given topic.

Asking and answering questions: Talking about events in the community.

Teaching Strategies: Groupwork, demonstration, think-pair-share, observation

Teaching/Learning Resources: Learner's Book 4 **pages 191–192**

Core competencies: Communication and Collaboration, Personal Development and leadership

Key Vocabulary: festivals, celebrated, birthday, chart

Preparation Before Class

Prepare a sample birthday chart to show to learners. If possible make a poster size copy of the picture on Learner's Book 4 **page 191** or bring a large picture of a similar festival scene along. Prepare a short model description of a festival in your community or another community. (a typical festival celebration scene, people dressed in African clothing). Write the questions for the dialogue in Activity 2 on a manila card.

Ask learners to find out, from their parents, about the festivals in their community.

Activity 1

1. Put up the picture and have learners discuss what is happening in the picture.
2. Teach keywords necessary for engaging in the conversation. Let learners predict what the lesson will be about.

Activity 2

1. Prepare and present to learners your short description of a festival in your community or another community. Have them listen to discuss the following issues about the festival:
Name of the festival
Which people celebrate it
When and where it is celebrated
Why it is celebrated
How it is celebrated
2. Make time for learners to present their findings to the class. Time should be given to learners who have the same festival to put their points together.
Have learners ask and answer questions for clarification about what other learners say on the given topic.

Activity 3

Collect data on the number of learners who celebrate their birthdays in each month and use it to prepare a birthday chart for the class.

Assessment

Based on the chart, have learners go into groups according to their birth months. Have them prepare a detailed birthday chart for themselves. This chart should state everybody's date and day of birth, as well as the names of the parents.

Reflection

Each group should present the information on their chart to the class. In presenting, they should use expressions like:

On (day), the (date) of(month) in(year), ... (name) was born to Mr. and Mrs.

Make sure the relevant chart is put up when a new month begins for the class to wish the individuals a happy birthday.

Remedial Activity

Have low achieving learners mention some words/expressions they picked about how a festival is celebrated.

Examples: “celebration”, “festival”, “date”, “durbar”, “palanquin”, “elders”, “chief”, etc.

Lead them to form meaningful sentences with their partners and share with the class.

Extension Activity

Ask high achieving learners to write three sentences about festivals and share them with the class.

Additional Practice

Refer learners to **page 106–107** of workbook 4 for further practice.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B4.2.7.2.1. Respond to text with reasons.

B4.2.7.2.2. Make connections between text and personal/real-life experiences.

It is the Koobi

Teaching/Learning Strategies: Brainstorming, think-pair-share, DRA

Teaching/Learning Resources: Learner’s Book 4 **pages 190–195**, word cards

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

Key Vocabulary: point-blank, ball game, restless, supervision, expert, granules, jarring, commotion, dismay, disaster

Preparation Before Class

Write keywords and phonic words on word cards . If possible, make a large copy of the picture in Activity 4.

Teaching/Learning Activities

Activity 4

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to the one on Learner’s Book 4 **page 193**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2).

Activity 5

In pairs, have learners scan the text quickly to find the words in bold. Let them try to work out the meaning by reading the sentence in which each word occurs.

Activity 6

While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 7

Ask a good reader to read. As they read, ask learners to visualise (form a mental picture of) what is happening in the story.

Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners.

Have learners identify and present their point of view about the text read. They should state reasons for their point of view. (That is; the use of the personal pronoun "I" and "We").

- Guide learners with questions, such as applicative questions to connect the reading text with background knowledge.
- Encourage learners to come up with their personal opinions and viewpoints.

Activity 8

Ask learners to read the passage silently again for details. Ask them to picture what they read as they go along.

Activity 9

Assessment

1. Let learners read each of the questions on Learner's Book 4 **page 195** and discuss the answers with their partners. Go round to support them.

Answers

- a. It was the writer's first time cooking for the whole family.
- b. Yes/No. Personal answer.
- c. Personal answer, including they consider everyone able to cook.
- d. Yes/No. Personal answer.
- e. Yes/No. Personal answer.

Remedial Activity

Put struggling learners into pairs and let them read target words in sentences from the passage.

Practise the words and sentences from the board and on cards. Then, have individuals match the words and sentences to identify the ones that were practised.

Extension Activity

While working in groups, have learners play the “pick and read” game. For example, Elena picks a flash card and reads the sentence on it. She gains a point for her group.

Additional Practice

Refer learners to Workbook 4 **pages 107–109** for more practice/exercises.

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Sub-Section B: Letters have sounds – Vowel sounds of “ie” and its different spelling patterns

Strand 2: Reading

Sub-Strand 4: Diphthong: “/ai/” as in “tie”, “rice”, “my”, “might”.

B4.2.4.1.1. Use diphthongs to form meaningful sentences.

This activity continues the work on the different spelling forms of “ie” or /ai/.

Write the words on **page 196** on the board. Then select and copy only those with the “ie” spelling on one side of the board. Invite learners to write those with the other spelling patterns on the other side of the board. Let learners pronounce the words with the “**ie**” spelling patterns and note the vowel sound.

Have them say the words with the other spelling patterns to identify the vowel sound. Get them to note that the words in the two groups have the same vowel sound.

Ask them to identify the letters that are producing the vowel sound in each word. Underline the letters and explain that both “**ie**” and all the underlined letters in the other words produce the same vowel sound even though the spelling patterns differ.

Have the class read the words in both groups together. In groups, have learners copy and complete the diagrams in Exercise 3 on **page 196** of Learner's Book 4.

Having taught diphthongs, put learners in pairs, have them form sentences and share them with the class.

Additional Practice

Refer learners to **page 109** of Workbook 4 for further practice.

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

B4.2.6.3.1. Deduce the meaning of words from how they are used in context. Example: near-synonyms: “cool”-“cold”-“freezing”.

B4.2.6.4.1. Expand vocabulary stock through affixation.

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**First activity box**

Learners are expected to find the meaning of the keywords in context. Let them work in pairs, and allow them to use a dictionary when they are stuck. Then, work with the whole class. Let different pairs suggest a meaning for each word and have the class agree on the best suggestion.

Expected answers

restless – nervous/worried/tense

expert – a person with great skill

ball game – situation

supervision – direction

disaster – calamity/catastrophe

granules – grains/particles

commotion – disorder/disturbance

jarring – unpleasant/disagreeable

Second activity box

This activity is meant to revise learners’ knowledge of prefixes and make them aware that sometimes prefixes add negative meanings to the words they are attached to. Begin by putting some words on the board. Ask learners to pick and attach the appropriate prefix to each word. Have them tell the meaning of each word without prefix and after the prefix has been attached. Draw their attention to the fact that some prefixes carry negative meaning. Give them time to search the internet or look in old newspapers for words that have un-, dis-, im-, and in- as prefixes.

Additional Practice

Refer learners to **page 110** of Workbook 4 for further practice.

Section D

Strand 3: Grammar Usage at Word and Phase Levels

Sub-Strand 5: Verbs

B4 3.5.1.4. Using regular/irregular forms of the simple past tense verbs.

Simple past tense of Regular / irregular verbs

Teaching Strategies: Brainstorming, group work, pair work

Teaching/Learning Resources: Learner's Book 4 **pages 198–199**,

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

Key Vocabulary: bought, won, heard, etc.

Preparation Before Class

Prepare verb cards with regular verbs in the base form.

Teaching/learning Activities

Activity 10

1. Refer learners to **page 198** of Learner's Book 4 to do Exercise 1 to review their knowledge of the simple past tense of regular verbs and irregular verbs.
2. Revise the simple past tense of regular verbs by having learners pick verb cards and go to the board to write its simple past form. Introduce the simple past forms of irregular verbs (verbs that do not form their past by adding -d, -ed or -ied). Get learners to listen to or read a simple story in which several completed actions have occurred. Discuss the story and have learners identify the verbs. In groups, have learners engage in a conversion drill for practice (changing both regular and irregular verbs to their simple past forms).
3. Have learners write simple sentences in the past tense using both regular and irregular verbs.

Assessment

Refer learners to **page 199** of Learner's Book 4 to do Exercises 2 and 3.

Expected answers

2. Made, were, had, sat, dug, was, did.

3. a. won

b. brought

c. heard

d. drove

e. read

f. met

Remedial Activity

Provide sentences with the simple past forms of irregular verbs on sentence cards. Ask learners to take turns to read them to their partners. Ask individuals to identify the simple past forms. For example: I had a bad dream. Esi ran home from school. He slept peacefully

Extension Activity

Have learners write five simple sentences using irregular verbs of their choice (refer them to the table of irregular verbs on **page 198**).

Additional Practice

Refer learners to **pages 111–112** of Workbook 4 for further practice.

Reflection

Have a competition between groups that involves having to give the simple past tense of irregular verbs.

Section E

Strand 4: Writing

Sub-Strand 2: Penmanship Handwriting

B4.4.2.1.2. Use simple sentences clearly and correctly.

Sub-Strand 9: Writing as a process

B.4.4.9.2.1. Develop ideas into a one-paragraph draft using appropriate nouns/pronouns within and across sentences to aid cohesion and avoid ambiguity.

B.4.4.9.3.1. Review and revise the one-paragraph draft taking out irrelevant details.

Teaching Strategies: Brainstorming, think-pair-share, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 199–200**, word cards

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

Key Vocabulary: Homowo, festival, cooking, etc.

Preparation Before Class

Before the lesson, prepare a model composition. Practise writing the paragraph on **page 200** of the Learner's Book 4 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph on **page 200** of Learner's Book 4 correctly in their writing books. Before learners write the paragraph let them read out their sentences and identify the use of capital letters. Let them note that every sentence begins with a capital letter.

Activity 10 Guided Writing

1. Refer learners to **pages 193–194** of Learner's Book 4 to read "It is the Koobi" again.
2. Lead them to discuss the things they would have done differently if they were Fiifi. Have them listen to you read your model composition extending the story by one paragraph.

Assessment

Put learners in groups and using the process writing strategy, have them create a continuation of the reading passage, "It is the Koobi". Break the process into stages to enable learners to brainstorm, write drafts, revise and edit their work before publishing (submitting for final vetting). Allow learners time to share their work at each stage for peer or teacher feedback. Go round to support and to ensure that the extension is not more than one paragraph.

Reflection

Have groups present their final works to the whole class. Praise excellent work and encourage learners to continue to improve upon their piece.

Additional Practice

Refer learners to **page 112** of Workbook 4 for more exercise.

Unit Summary

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

Discover more

Watch the video the QR code on **page 201** of Learner's Book 4 with learners and discuss what they have learnt about simple past tense and the past participle of regular verbs.

Homework

Using questions as a guide, have learners write a composition about festivals in their communities in their homework book.

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

Workbook Answers

A. Oral Language

1. Varied answers, depending on location
2. Varied drawings

B. Reading

Activity 1

1. **a.** He was anxious because it was his first time cooking for the family without supervision.
- b.** A mistake so embarrassing that nobody ever forgets you made it.
- c.** Personal response
- d.** Cooking is a life skill/Personal response
- e.** Personal response
- f.** Personal response
- g.** Personal response
- h.** Personal response

Activity 2

1. **a. – c.** Varied answers
2. The sound made by “ie” in “tie”
3. Accept any five words with the same vowel sound, e.g. five, sly, might, height, flight, sight, site, cite, etc.

C. Vocabulary

Activity 1

1. **a.** climax – peak
- b.** expert – a person with great skill
- c.** moment – instant
- d.** granules – grains/particles
- e.** commotion – disorder

2.

Words

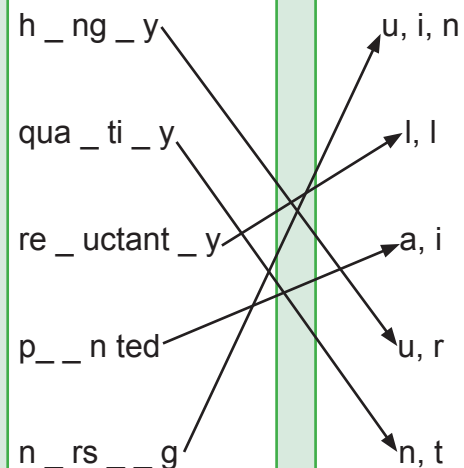
A

Meanings

B

disaster	terrible event
ball-game	particular situation
dismay	feeling of despair
jarring	unpleasant
experience	undergo an event

Activity 2



D. Grammar Usage

1.
 - a. Eben had to **feed** himself.
 - b. We were **fed** with roasted chicken.
 - c. Our forefathers **fought** for victory.
 - d. Children always **fight** over food.
2.
 - a. I quickly **spat** it out of my mouth.
 - b. I **fetch**ed some rice and poured it into the cooking pot.
 - c. I **ignite**d the stove and put the pot on it.
 - d. I **push**ed it into my mouth and began to chew.

E. Writing

3. Change the verbs in brackets into the past tense (some are regular, and others are irregular) to write a short paragraph.

I **woke** up at 6 am, ate breakfast quickly, and then I **went** to school. During break, I **ate** some lunch. Later I **rushed** to the market, **bought** some paint and then **painted** my bedroom. When I **reached** home, I was so exhausted that I **ate** my dinner and **took** a nap.

Varied responses

Unit Overview

This unit is about honesty. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will learn to recite a poem titled “Honesty” and answer a few questions on it. Section B is in two parts. In the first part, learners will read a passage titled “The Honest Woodcutter” and answer comprehension questions on it. The second part is code-named, “Letters have sounds”. It will focus on the vowel sound /ei/ (“ai” as in pain) and its different spelling patterns.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on learners’ ability to identify suffixes, subjects and predicates in given sentences.

Section E ends the unit. It is for writing skills development. Learners are to copy a paragraph and tell the events in the reading passage from a different point of view.

Learning Outcomes

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

Strand 1: Oral Language

Sub-Strand 3: Poems

Content Standard	Indicators	Core Competencies
B4.1.3.1. Appreciate poems and other pieces of literature.	B4.1.3.1.1. Recite poems with stress, rhythm and idioms and interpret them in your own words.	Communication and Collaboration; Personal Development and Leadership; Creativity and Innovation

Strand 2: Reading

Sub-Strand 7: Comprehension

Content Standard	Indicators	Core Competencies
B4.2.7.1. Process and comprehend level-appropriate texts.	B4.2.7.1.3. Skim for main ideas in texts.	Creativity and Innovation. Communication and Collaboration
B4.2.7.2. Demonstrate an understanding of the use of words and phrases as used in the text.	B4.2.7.2.3. Demonstrate awareness of the structure of texts (For example, introduction, body and conclusion)	Critical Thinking

Sub-Strand 4: Diphthongs		
Content Standard	Indicators	Core Competencies
B4.2.4.1. Identify and use diphthongs to decode words.	B4.2.4.1.1. Use closing diphthongs; / ei/ai/oi/, to form meaningful sentences.	Communication and Collaboration; Critical Thinking and Problem Solving; Creativity and Innovation
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.2. Build vocabulary	B4.2.6.2.1. Develop a rich vocabulary stock through extensive reading of age-appropriate texts.	Personal Development and Leadership
B4.2.6.4. Use words appropriately for purpose, audience, context and culture.	B4.2.6.4.1. Expand vocabulary through affixation.	Communication and Collaboration
Strand 5: Using Writing Conventions / Grammar usage		
Sub-strand 9: Using Simple Compound and Complex Sentences		
Content Standard	Indicators	Core Competencies
B4.5.9.1 Apply knowledge of grammatical rules to form words, phrases and sentences	B4.5.9.1.1 Identify subjects and predicates in simple sentences. B4.5.9.1.2 Construct simple sentences correctly.	Core Competencies Communication and Collaboration Critical Thinking and Problem Solving
Strand 4: Writing		
Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.1. Write clearly using joined letters of consistent size.	Personal Development; Communication and Collaboration
	B4.4.10.1.1. Write about real or imagined experiences or events following the story structure (beginning, middle, and end). Use appropriate nouns or pronouns within and across sentences to aid cohesion.	Personal Development and Leadership; Communication and Collaboration; Critical Thinking and Problem Solving

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure and personal development, and demonstrate independent reading skills and knowledge in the literary content areas.	B4.6.1.1.1. Read a variety of age and level appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration

Section A

Strand 1: Oral language

Sub-Strand 3: Poems

B4.1.3.1.1. Recite poems with stress, rhythm and actions and interpret them in own your words.

Honesty

Teaching Strategies: Brainstorming, think-pair-share, group work, observation

Teaching/Learning Resources: Learner's Book **pages 203–204**, the poem “Honesty” on a manila card, word cards, the picture on **page 203** of Learner's Book 4

Core Competencies: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving

Key Vocabulary: virtue, adore, companion, values

Preparation Before Class

Write keywords on word cards, copy the poem on a manila card and enlarge the picture in Activity 1, if possible.

Teaching/Learning Activities

Activity 1

1. Put up the picture and have learners talk about what they can see. Ask them to predict what the lesson will be about.
2. Teach the pronunciation and meaning of the keywords using the appropriate techniques (e.g. demonstration, discussion and explanation).

Activity 2

1. Put up the poem on the board and ask learners to read the lines after you (refer to Learner's Book 4 **pages 203–204** for the poem). Recite the poem while learners listen attentively. Invite learners to join you recite the poem line by line until the whole poem is learnt. Recite the poem with actions while learners listen and watch you.

2. In small groups, pairs and individually, ask learners to recite the poem with the appropriate stress, rhythm and actions.

Remedial Activity

Have low achieving learners repeat the poem "Honesty". Encourage them to read some word cards. Then read the whole poem again.

Extension Activity

Ask high achieving learners to share what they have learnt from the poem.

Examples:

- a. Honesty is a good thing.
- b. It is difficult to be honest always, etc.

Assessment

Refer learners to **page 197** to answer the questions that are based on the poem in their book.

Answers

- a. Honesty
- b. Because of his honesty / Because he is honest
- c. You have to say the truth even when it is difficult to say it.
- d. The King doesn't want to be told the hard truth but wants honest people around him that he can trust.
- e. They punish children for their dishonesty/ Individual responses

Additional Practice

Refer learners to **page 114–115** of Workbook 4 for further practice.

Reflection

Have learners reflect on the poem and say what they have learnt from it.

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

B4.2.7.1.3. Skim for main ideas in texts.

B4.2.7.2.3. Demonstrate awareness of the structure of texts (for example; introduction, body and conclusion).

The Honest Woodcutter

Teaching/Learning Strategies: Brainstorming, think-pair-share, DRA

Teaching/Learning Resources: Learner's Book 4 **pages 205–207**, word cards

Core Competencies: Communication and Collaboration, Critical Thinking, Creativity and Innovation, etc

Key Vocabulary: woodcutter, elated, sturdy, quest, uncertain, dangerous, ogled, sobbed, profusely, slipped, honesty

Preparation Before Class

Write word cards for both phonics words and keywords. Make a large copy of the picture in Activity 3.

Teaching/Learning Activities**Activity 3**

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to the one on Learner's Book 4 **page 205**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2).

Activity 4

Have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence in which it appears.

Activity 5

While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Guide learners to scan/skim the text either for general or specific information in preparation for detailed reading.

Activity 6

1. Read the text again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what is happening in the story.
2. Put pre-reading questions on the board. Ask learners to read the story silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate

where the answers can be located in the passage. Discuss the passage with learners. Guide learners to identify parts of the text read, for example; introduction, body and conclusion.

While working in groups, have learners summarise each part of the text and after that make a full summary of the text.

Activity 7

3. Ask learners to read the passage silently again for details. Let them picture/visualise what they read as they go along.

Remedial Activity

Put struggling learners into pairs and let them read target words and sentences from the passage. Practise the words and sentences from the board and on cards. Then, have individuals match and identify the treated words and sentences.

Extension Activity

While working in groups, have learners play the “Pick and Read” game. For example, Elena picks a flash card and reads the sentence on it.

Activity 8

Assessment

1. Let learners read each of the questions on Learner’s Book 4 **page 207** and discuss the answers with their partners. Go round to support them.

Answers

- a. He was in the forest to cut wood for sale.
- b. He lost his old, sturdy axe.
- c. He did not know how deep the river was or how dangerous the current was.
- d. Individual answer
- e. Individual answer/Because he was honest.
- f. Individual answer
- g. Individual answer

Additional Practice

Refer learners to Workbook 4 **pages 115–116** for more practice/exercises.

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Sub-Section B: Letters have sounds – Vowel sound in “ai” and its different spelling patterns.

Strand 2: Reading

Sub-Strand 4: Diphthongs

B4.2.4.1.1. Use closing diphthongs, for example “/ei/” to form meaningful sentences.

This activity is about two different spelling patterns that make the /ei/ sound: “ai” as in pain, and “ay” as in pay. Write the words on **page 208** of Learner's Book 4 on the board. Ask learners to read the words under A and note the vowel sounds in them. Have them read those under B and note the vowel sound in them too. Draw their attention to the fact that the words in both sets have the same vowel sound but the spellings are different.

Have the class read the words on both lists together. In groups, have learners search the internet and old newspapers for words with the two spelling patterns.

Homework

Let learners do Exercise 2 in their exercise books as homework.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.2.1. Developing a rich vocabulary stock through extensive reading of age-appropriate texts.

B4.2.6.4.1. Expand vocabulary through affixation

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards

Core Competencies: Personal development and Leadership, Critical Thinking and Problem Solving

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

Exercise 1

This exercise is meant to consolidate learners' comprehension of some keywords from the passage. Revise the meaning of the words on **page 210** of Learner's Book 4 by using them in sentences and ask learners to read them in pairs/groups and individually. After a thorough oral drill, have learners sit in pairs to form their own sentences with the target words.

Invite the pairs to share their sentences with their classmates. Then, they copy five of their sentences in their exercise books for marking.

Exercise 2:

It is meant to introduce learners to suffixes. Begin by revising prefixes. Put some words that end with suffixes on the board. Ask learners to try to get a base word out of each word, e.g., **quickly (quick)**. Explain that what is left after the base word is taken out, is an affix and because it is at the end of the word, it is called a suffix. In groups get learners to look through a reading passage looking for suffixes. Refer learners to **page 209** to break the words under Exercise 2 into base words and suffixes.

Answers

Base word	Suffix	Word
quick	-ly	quickly
chance	-d	chanced
live	-d	lived
profuse	-ly	profusely
slip	-ped	slipped
beauty	-ful	beautiful

Additional Practice

Refer learners to **pages 117–118** of Workbook 4 for further practice.

Section D

Activity 9

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Strand 9: Using Simple, Compound and Complex Sentences.

B4.5.9.1.1. Identify subjects and predicates in simple sentences.

B4.5.9.1.2. Construct simple sentences correctly.

Subject and predicate

Teaching Strategies: Brainstorming, group work, pair work,

Teaching /Learning Resources: Learner's Book 4 **page 210**, sentence cards

Core Competencies: communication and collaboration, critical thinking, and problem solving

Key Vocabulary: subject, verb, agrees

Preparation Before Class

Prepare sentence cards.

Activity 10

1. Have learners construct sentences with given verbs.
2. Get learners to look at a number of expressions to indicate those that are full sentences and those that are not. Have learners give reasons for their answers.

3. Invite some learners to take turns to perform some activities. After each activity, ask another learner to tell the class what has happened. E.g.

Teacher: Kofi, pack the books. Aku, what did Kofi do?

Aku: Kofi packed the books.

Write their responses on the board. After those performing the activities have finished, use probing questions to get learners to separate the subject from the predicate in the sentences. E.g.

Teacher (*reading*): Kofi packed the books. Who packed the books?

Class: Kofi

Teacher: What did Kofi do?

Class: He packed the books.

Explain that every sentence is talking about somebody or something. That somebody or something is the subject of the sentence. The subject performs the action in the sentence (if it is action oriented). What is said about the subject is the predicate. In “Kofi packed the books”, “Kofi” is the subject and “packed the books” is the predicate.

4. In pairs, have learners come up with their own sentences and break them down into subject and predicate. Finally, put sentence cards on your table. Invite learners to take turns to pick a card, read the sentence to the class and break it down into subject and predicate.

Assessment

Refer learners to **page 210** of Learner’s Book 4 to do Exercise 2.

Answers

- a. Kofi bought a new pet.
- b. We go to the movies every Friday.
- c. Football makes players active.
- d. They bought toffees from the stores.
- e. I sat on the chair.

Remedial Activity

Use a real-life scenario to explain subjects and predicates to low achieving learners.

Example:

Teacher: “Kwame, clap your hands”.

Teacher: “Who clapped his hands”?

Learner: “Kwame”.

Teacher: “Kwame is our subject”.

Teacher: “What did Kwame do”?

Learner: “He clapped his hands.”

Teacher: “‘Clapped his hands’ is the action part”.

Extension Activity

Working in pairs, have learners construct sentences with given verbs. In each sentence they should circle the doer of the action (subject) and underline what is done (predicate). One learner should read a sentence and the other should mention the subject and predicate in it. Change roles and do this repeatedly until every pair has had a chance to read and identify the subject and predicate in each sentence.

Additional Practice

Refer learners to **page 119** of Workbook 4 for further practice.

Reflection

Ask learners to reflect and say how they have learnt to separate the subject from the predicate.

Section E

Strand 4: Writing

Sub-Strand 2: Penmanship/Handwriting

B4.4.2.1.2. Use simple sentences clearly and correctly.

Sub-Strand 10: Narrative Writing

B4.4.10.1.1. Write about real or imagined experiences or events following the story structure.

What I did when I lost my axe

Teaching Strategies: Brainstorming, think-pair-share, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 211–212**, word cards

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

Key Vocabulary: firewood, axe, spirit, honest, reward, etc.

Preparation Before Class

Before the lesson, prepare a model composition. Practise writing the paragraph on **page 211** of Learner's Book 4 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph in exercise (1) on **page 211** of Learner's Book 4 correctly in their writing books.

While learners copy the given paragraph, discuss with them another use of capital letters. Draw their attention to how direct quotations, "speeches", in the paragraph begin. They are introduced by capital (uppercase letters).

For example:

- a. "What have you lost?" asked the spirit.
- b. "Is this your axe?" the spirit asked.

Activity 11 Guided Writing - Narrative Writing

Learners' imaginative writing is being developed by asking them to behave as the main character in the comprehension passage and to tell the story from a different point of view.

1. Refer learners to **page 205** of Learner's Book 4 to read the story "The Honest Woodcutter" again.
2. Lead them to discuss the things they would have done if they were the Honest Woodcutter. Have them listen to you read your model composition changing the point of view from 3rd person to 1st person.
3. Get learners into groups to brainstorm on what should go into the composition. Have each group present their points to the class for peer feedback. Back in their groups, have learners write their first draft. Get the groups to read their first drafts to the class. Encourage the class to give positive criticism.

Assessment

Have the groups revise and then publish their compositions on the walls of the classroom for a gallery walk.

Reflection

Allow some time for learners to comment on each group's work.

Unit Summary

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

Discover more

Share the video in the QR code on **page 212** of Learner's Book 4 with learners and have them talk about irregular verbs and their past tenses.

Homework

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

Answers

- a. thought
- b. bought
- c. brought
- d. began

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

Workbook Answers

A. Oral Language

1–3 Personal response

4. **a.** The poem is about honesty.
- b.** Because s/he is always honest.
- c.** You have to tell the truth even when it is difficult to do.
- d.** The king does not like to be told he is wrong but he wants honest people around him.
- e.** Personal response, e.g.: They punish any form of dishonesty.
- f.** Personal response

B. Reading

1. **a.** He was in the forest cutting wood for sale.
- b.** He lost his old, sturdy axe.
- c.** He did not know how deep the river was or how dangerous the current was.
- d.** Personal response, including to test his honesty.
- e.** Personal response/ He was honest.
- f.** Personal response
- g.** Personal response/ He would have lost his axe forever.

h. Personal response

i. Personal response

2. **a.** The woodcutter
- b.** The passing spirit

Activity 2

1. Individual responses

C. Vocabulary

1.

A

throughout
sturdy
quest
uncertain
dangerous
depths
craftsmanship
elated
profusely

B

across/**all over**
hardy/inflexible
pursuit/adventure
changeable/**unsure**
unsafe/grave
astuteness/**deepness**
skill/**artistic finish**
intoxicated/**joyful**
abundantly/copiously

2. Varied responses

Accept any correct words, such as:
empty, employ, ply, my, to, only, plot,
ten, pot, yet, opt, pen, not, top, net,
toe, pet, mom, money, peel, teen,
lemon, melon, moment, etc.

3. Expected answers

plant -ed – planted
govern -ment – government
refuse -al – refusal
hope -ful – hopeful
immediate -ly – immediately
dirt -y – dirty
create -ation – created

D. Grammar

- a. The man dreamt about eating a shoe in his sleep.
- b. The teacher gave the class two assignments.

c. The boy made everyone laugh in his class.

d. Patience wrote with her pencil.

e. The police help to protect the city.

E. Writing

- a. Varied responses

Unit Overview

This unit is about important places in the locality. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will engage in a variety of listening and speaking activities around the topic of important places. Section B is in two parts. In the first part, learners will read a passage titled “Grandma Ramatu’s Goats” and answer comprehension questions on it. The second part is code-named, “Letters have sounds”. It will focus on the main two spelling patterns that produce the /əʊ/ sound (as in “road” and “rode”).

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on adverbs of manner.

Section E ends the unit. It is for writing skills development. The learner is to copy a paragraph in joint script, rewrite a paragraph from a different point of view, and write one more paragraph to extend a story.

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
B4.1.6.1. Use culturally acceptable language for communication.	B4.1.6.1.1. Describe or talk about objects, events, dates and time.	Communication and Collaboration; Personal Development and Leadership
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B4.2.7.1. Process and comprehend level-appropriate texts.	B4.2.7.1.1. Make meaning from texts read.	Creativity and Innovation; Communication and Collaboration
	B4.2.7.1.2. Note and recall main ideas in a sequence.	

Sub-Strand 4: Diphthongs		
Content Standard	Indicators	Core Competencies
B4.2.4.1. Identify and use diphthongs to decode words.	B4.2.4.1.1. Use diphthong “/əu/” to make meaningful sentences.	Communication and Collaboration; Critical Thinking and Problem Solving; Creativity and Innovation
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.2. Build Vocabulary.	B4.2.6.2.1. Develop a rich vocabulary through extensive reading of age-appropriate texts.	Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-Strand 6: Adverbs		
Content Standard	Indicators	Core Competencies
B4.3.6.1. Apply the knowledge of different types of adverbs in communication.	B4.3.6.1.1. Use adverbs of manner appropriately.	Communication and Collaboration; Critical Thinking and Problem Solving
Strand 4: Writing		
Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.1. Write clearly using joined letters of consistent size.	Personal Development; Communication and Collaboration
Sub-Strand 10: Narrative Writing		
Content Standard	Indicators	Core Competencies
B4.4.10.1. Narrate situations, express feelings and convey points of view about the real world or fictional world.	B4.4.10.1.1. Write about real or imagined experiences or events following the story structure (beginning, middle, and end). Use appropriate nouns or pronouns within and across sentences to aid cohesion.	Personal Development and Leadership; Communication and Collaboration; Critical Thinking and Problem Solving

Strand 6: Extensive Reading Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure and personal development, and demonstrate independent reading skills and knowledge in the literary content areas.	B4.6.1.1.1. Read a variety of age and level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration

Section

A

Strand 1: Oral Language

Sub-Strand 6: Conversation

B4.1.6.1.1. Describe and talk about objects, events, dates and time.

Important places in my locality

Teaching Strategies: Brainstorming, working in pairs, discussion, questioning and answering, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 215–216**, illustrative pictures from Learner's Book 4

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: mosque, poultry, chapel, palace, police station, government building, etc.

Preparation Before Class

Make a poster of six or more important places in your locality. Alternatively, make a large copy of the pictures on **page 215** of Learner's Book 4. Prepare a conversation with a confident learner (refer to Exercise 2 on **page 215** for the requirements).

Teaching/Learning Activities

Activity 1

1. Put up the poster on the board and have learners talk about what they see.
2. Teach the key expressions needed for the discussion.
3. Mention places at random and invite learners to identify the places by name. Take the class through a discussion on the importance of each place.
4. Now have a conversation with a confident learner in your class about important places in your locality. Ask learners to observe your body language and speaking skills. Have learners ask questions, give feedback, and correct misconceptions.

Activity 2

Ask learners to now repeat the conversation that you and the learner had, with their partners.

Remedial Activity

Discuss the pictures on **page 215** with low achieving learners to help them connect their experiences with the lesson.

Extension Activity

Have learners draw their favourite places in their locality and tell their parents about them.

Example:

This is a police station. People go there to report cases and seek assistance; etc.

Assessment

Play the Hot Seat game. Divide the class into two teams, e.g. boys and girls. Place an empty chair in front of the board, facing the teams. This is the Hot Seat. Get one learner from the first team to sit in the hot seat. Write the name of a place in your locality on the board where the learner in the hot seat cannot see it. The team has to describe the place to their team-mate in the hot seat. They may use synonyms, antonyms, simple sentences and examples, but they may not say the word itself or any part of it. If the learner in the hot seat guesses the word correctly within two minutes, he/she scores a point for his/her team. Repeat the game with a learner from the other team and with a new word. Play a few rounds. The team with the highest score wins.

Activity 3

Have learners work with their partners and prepare a short talk about three important places in their community. Refer to **page 216** of Learner's Book 4.

Reflection

Have learners reflect and say what they have learnt from the lesson.

Additional Practice

Refer learners to **page 121** of Workbook 4 for further practice.

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

B4.2.7.1.1. Construct meaning from texts read.

B4.2.7.1.2. Note and recall main Ideas in a sequence.

Grandma Ramatu's Goats

Teaching/Learning Strategies: Brainstorming, think-pair-share, DRA, KWL

Teaching/Learning Resources: Learner's Book 4 **pages 216–219**, word cards

Core Competencies: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation, etc.

Key Vocabulary: stationery, assignment, varieties, medium, breeds, subsided, gestation, miniature, appetites, selective

Preparation Before Class

Write keywords on word cards, and draw a KWL sheet on the board.

Teaching/Learning Activities**Activity 4**

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to the one on Learner's Book 4 **page 216**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the key words one after the other.

Activity 5

In pairs, have 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 in which it appears.

Activity 6

1. While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 7

1. Ask a good reader to read the text again. As you read, ask learners to visualise (form a mental picture of) what they are reading about.
2. Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners. Let learners recall the main ideas in a passage. For example: Grandma Ramatu is a hardworking woman. She comes from Kong. She rears goats. She loves children. Four children visited her goats' pen for their given assignment. Grandma educated them about goats.

Remedial Activity

Observe and identify learners who struggle to read portions of the passage. Have them echo read with you until they can read independently.

Extension Activity

While in groups, have learners read the given texts with their leaders.

Activity 8

1. Ask learners to read the passage silently again for details.
2. Ask them to answer the questions on the board orally with their partners.

Activity 9

Assessment

Let learners read each of the questions on Learner's Book 4 **page 219** and discuss the answers with their partners. Go round to support them.

Answers

- a. She breeds goats and is a petty trader.
- b. She loves children very much
- c. Four
- d. Ewurama, Tunde, Aminatu and Henneh
- e. Dwarf, Boer, and Sahelian breeds
- f. Individual answers

Additional Practice

Refer learners to Workbook 4 **pages 122–123** for more practice/exercises.

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Sub-Section B: Letters have sounds – Vowel sound in “oa” and its different spelling patterns

Strand 2: Reading

Sub-Strand 4: Diphthongs

B4.2.4.1.1. Use diphthong “/əu/” to form meaningful sentences.

Learners are supposed to learn the vowel sound /əu/ (as in **goat**) and the different spelling forms that make it. Write the words on **page 219** of Learner's Book 4 on the board. Let the learners pronounce the words with the **oa** spelling patterns and note the vowel sound. Have them say the words with the **o-e** spelling and note the vowel sound. Get them to note that the vowel sound in **oa** words is the same as that in **o-e** words.

Have learners open Learner's Book 4 on **page 220**. Do Exercise 1 with the class. Drill the pronunciation. Then ask learners to identify the words that have the same vowel sound as

“goat”. Write them on the board. They are: hoe, bowl, coat, low, no, doe. Guide them to note that letters ow, oe and o sometimes produce the same vowel sound as oa and o-e.

Remedial Activity

In pairs, let learners read the target word on cards to each other. Observe and identify learners who have difficulty producing the sound. Make them practise producing the sound “/eu/” in isolation and in words with you.

Let learners do Exercise 2. Afterwards, they can search the internet, newspapers or the Learner's Book for more words with the target vowel sound in its different spelling forms.

Extension Activity

Ask high achieving learners to write two additional sentences and share them with the class.

Additional Practice

Refer learners to **page 123** of Workbook 4 for more exercises.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.2.1. Develop a rich vocabulary stock through extensive reading of age-appropriate texts.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards

Core Competencies: Personal Development and Leadership

Preparation Before Class

Before the lesson, prepare your word cards.

Exercise 1

1. Show word cards with the following words to learners: chevon, pork, beef, chicken, mutton. Discuss with learners what they know about the animals that provide us with these types of meat.
E.g.: They are animals we rear for meat. Pork comes from pigs, chicken comes from fowls, chevon comes from goats, mutton comes from sheep, beef comes from cattle. After a thorough oral drill, refer learners to **page 221** of the Learner's Book 4 to do Exercise 1 in their exercise books.
2. Drill the pronunciation of the words in Exercise 2 using various responses till learners can recognise all the words on their own. In pairs, have learners sit down and spell the given words to each other. Then they copy them neatly into their exercise books.

Remedial Activity

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

Extension Activity

Have high achieving learners form sentences with three of the target words and share them with the class.

Answers to Exercise 1

a. pork _____ pigs	d. mutton _____ sheep
b. beef _____ cattle	e. chicken _____ fowls
c. chevon _____ goats	

Additional Practice

Refer learners to **pages 124–125** of Workbook 4 for further practice.

Section D

Strand 3: Grammar Usage at Word and Phrase Levels

Sub-Strand 6: Adverbs

B3.3.6.1.1. Use Adverbs of manner appropriately.

Adverbs of manner

Teaching Strategies: Brainstorming, group work, pair work,

Teaching /Learning Resources: Learner's Book 4 **pages 221–222**, adverb cards

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

Key Vocabulary: happily, fast, quickly, quietly, etc.

Preparation Before Class

Prepare adverbs of manner cards.

Teaching/Learning Activities

Activity 10

1. Write some sentences on the board and ask learners to identify and underline the verbs in each sentence.
2. Present adverbs of manner by asking a learner to do something. Then ask another learner to say what the first learner has done in a sentence. Let another learner tell the class how the activity was done, e.g.,
Teacher: Kosi, write on the board. Ama, tell us what Kosi did.
Ama: Kosi wrote on the board.

Teacher: John, how did Kosi write on the board?

John: Kosi wrote on the board beautifully.

Invite learners in threes to practise in similar way. Write their sentences on the board and ask learners to identify the words that describe how each action was done.

3. Explain that words which tell us how actions are done are called adverbs of manner. Ask learners to pick adverbs of manner cards and use what is written on the cards to form correct sentences.

Assessment

Refer learners to **page 222** of Learner's Book 4 to do Exercise 2.

Remedial Activity

Ask learners to work in groups. One learner reads sentences that have adverbs of manner in them and the group members repeat the adverbs several times.

E.g. 1. Ramatu eats slowly.

2. The king walked majestically.

3. The team worked effectively.

4. The choir sang beautifully.

Extension Activity

Ask learners to write their own sentences with the following adverbs of manner: completely, quickly, quietly, loudly, happily.

Additional Practice

Refer learners to **page 126** of Workbook 4 for further practice.

Reflection

In pairs, invite learners to take turns to say what they learnt and how they learnt it.

Section E

Strand 4: Writing

Sub-Strand 2: Penmanship Handwriting

B4.4.2.1.1. Write clearly using joined letters of consistent size.

Sub-strand 10: Narrative writing

B4.4.10.1.1. Write about real or imagined experiences or events following the story structure (beginning, middle and ending), using appropriate nouns or pronouns within and across sentences to aid cohesion.

Rewriting a paragraph from a first-person point of view

Teaching Strategies: Brainstorming, think-pair-share, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 222–223**, word cards

Core Competencies: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving

Key Vocabulary: Grandma, goat, nanny, billy, kids, etc.

Preparation Before Class

Prepare a model paragraph written from the first-person perspective. Copy the target paragraph on **page 223** of Learner's Book 4 on a manila card. Practise writing the paragraph on **page 222** of Learner's Book 4 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph on **page 222** of Learner's Book 4 correctly in their writing books.

Activity 10 Guided Writing - Narrative Writing

Learners' literary skill is being developed by asking them to change the point of view of a story.

1. Put up the manila card and have learners read the target paragraph from "Grandma Ramatu's Goats". Ask them to identify the narrator (the one telling the story).
2. Read the paragraph sentence by sentence and have learners discuss what the sentence will be like if the narrator were to tell the story himself or herself. Have them listen to you read your model paragraph changing the point of view from 3rd person to 1st person.
3. Learners now have to add one more paragraph to continue the story about Grandma Ramatu and her goats. Get learners into groups to brainstorm on what should go into their paragraph. Have each group present their points to the class for peer feedback. Back in their groups, have learners write their first draft. Get the groups to read their first drafts to the class. Encourage the class to give positive criticism.

Assessment

Have the groups revise and present their work to the class.

Extension Activity

Have learners extend the story by adding another paragraph.

Reflection

Allow some time for learners to comment on each group's work.

Unit Summary

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

Discover more

Scan the QR code on **page 224** of Learner's Book 4 to help learners learn about adverbs of manner.

Homework

Have learners watch this video and do the exercise on the worksheet in their homework books.

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

SWBST stands for:

Somebody: Who is the main character?

Wanted: What did the character want?

But: What was the problem or challenge?

Workbook Answers

A. Oral Language

1. Individual responses

B. Reading

Activity 1

- a. She breeds goats and is a petty trader.
- b. She loves children very much.
- c. Four
- d. They had an assignment from their teacher to write a report on goats.
- e. Ewurama, Tunde, Aminatu and Henneh
- f. Dwarf, Boer, and Sahelian breeds
- g. Clean their pens/Give them water

and food to eat/Check them for diseases/Allow veterinary officers to check on them/Clean the goats.

- h. kids
- i. chevon
- j. nanny goats

Activity 2

1.
 - a. Personal response
 - b. Personal response
 - c. Grandma Ramatu, Ewurama, Tunde, Aminatu, Henneh
2. hoe /əu/ soon /u:/ coat /əu/ pot /ɔ/ pork /ɔ:/ low /əu/

C. Vocabulary

1. Personal responses

2.

Meanings

- a. eatable
- b. raise young animals
- c. smell
- d. different types
- e. pregnancy
- f. choosy
- g. lessened
- h. appreciation
- i. smaller
- j. toffees

Words

- edible
- rear
- stench
- breeds
- gestation
- selective
- subsided
- gratitude
- miniature
- candy

Activity 2

1. a. Our teacher told us not to pull each other's legs. = Tease each other.
- b. They couldn't go to school yesterday because it rained cats and dogs. = very heavily.
- c. If you ignore me, you will be adding insult to injury. = Worsening an already bad situation/ spoiling the matter more.
- d. The headteacher told us to lend him our ears. = pay attention to him.
- e. It costs my parents an arm and a leg to buy that new car. = a great/ lot of money.

2. a. pork.....pig
- b. mutton.....sheep
- c. beef.....cattle
- d. chicken.....fowls
- e. chevon goats

D. Grammar Usage

1. We walked **fast** in the neighbourhood. We noticed **quickly** that there was rubbish everywhere. Whose responsibility is it to clean the city? People do not have dustbins in their homes. They throw refuse anywhere. Some defecate **carelessly** at the seashore, while others do it in gutters. Let us all unite and clean our cities **nicely**.
2. fast, quickly, happily, carelessly, nicely
3. Personal Response
4. a. politely
- b. hungrily
- c. carefully
- d. angrily
- e. neatly

E. Writing

1. Personal response

Unit Overview

This unit is about bad and good citizenship. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will learn to recite a poem titled “The Bad Citizen” and answer a few questions on it. Section B is in two parts. In the first part, learners will read a story titled “Alice the Good Citizen” and answer comprehension questions on it. The second part is code-named “Letters have sounds”. It will focus on learners’ ability to identify words with the vowel sound “ue” as in “true” and “flute”.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on learners’ ability to identify adverbs of time.

Section E ends the unit. It is for writing skills development. Learners are to copy a given text and write two paragraphs from a narrator’s point of view about the story in the reading section.

Learning Outcomes

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

Strand 1: Oral Language Sub-Strand 3: Poems		
Content Standard	Indicators	Core Competencies
B4.1.3.1. Appreciate poems and other pieces of literature.	B4.1.3.1.1. Recite poems with stress, rhythm and actions and interpret them in your own words.	Communication and Collaboration; Personal Development and Leadership; Creativity and Innovation
Strand 2: Reading Sub-Strand 8: Silent Reading		
Content Standard	Indicators	Core Competencies
B4.2.8.1. Construct meaning from texts read.	B4.2.8.1.1. Read silently and attentively to make meaning from level-appropriate texts. B4.2.8.1.3. Answer questions based on the passage read.	Critical Thinking and Innovation; Personal Development and Leadership

Sub-Strand 8: Phonics		
Content Standard	Indicators	Core Competencies
B4.2.2.1.1. Connect sounds to letters; and blend letters/ syllables in order to read and write.	B4.2.2.1.1 Match sounds to their corresponding letter lter patterns.	Core Competencies Communication and Collaboration Personal Development and Leadership
Sub-Strand 6: Blends		
Content Standard	Indicators	Core Competencies
B4.2.6.1. Understand the meanings and usages of words.	B4.2.6.1.1. Use level-appropriate content words (nouns, verbs, adjectives, and adverbs) appropriately in spoken and written communication.	Communications and Collaboration; Critical Thinking and Problem Solving; Creativity and Innovation; Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-Strand 6: Adverbs		
Content Standard	Indicators	Core Competencies
B4.3.6.1. Apply knowledge of different types of adverbs in communication.	B4.3.6.1.2. Use adverbs of time to modify verbs.	Communication and Collaboration; Critical Thinking and Problem Solving
Sub-strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly	B4.4.2.1.1. Write clearly using joined letters of consistent size.	Personal Development; Communication and Collaboration
Sub-Strand 10: Narrative Writing		
Content Standard	Indicators	Core Competencies
B4.4.10.1. Narrate situations, express feelings and convey points of view about the real world or fictional world.	B4.4.10.1.1. Write about real or imagined experiences or events following a story structure (beginning, middle and end). Use appropriate nouns or pronouns within and across sentences to aid cohesion.	Personal Development and Leadership; Communication and Collaboration; Critical Thinking and Problem Solving

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure and personal development, and demonstrate independent reading skills and knowledge in the literary content areas.	B4.6.1.1.1. Read a variety of age and level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration

Section A

Strand 1: Oral Language

Sub-Strand 3: Poems

B4.1.3.1.1. Recite poems with stress, rhythm and actions and interpret them.

The Bad Citizen

Teaching Strategies: Brainstorming, think-pair-share, group work, observation

Teaching/Learning Resources: Learners' Book 4 **page 226–227**, the poem “The Bad Citizen” on a manila card, word cards, the pictures in Activity 1

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

Key Vocabulary: duties, prey, plotting, silly

Preparation Before Class

Write keywords on word cards, copy the poem on a manila card, and make a large copy of the pictures in Activity 1.

Activity 1

1. Put up the pictures and have learners talk about what they can see. Ask them to predict what the lesson will be about.
2. Teach the pronunciation and meaning of the key words using the appropriate techniques (e.g. demonstration, explanation, discussion, etc.).

Activity 2

1. Put up the poem on the board and ask learners to read the lines after you (refer to **page 226** of Learner's Book 4 for the poem).

2. Recite the poem while learners listen attentively. Invite learners to join you recite the poem line by line until the whole poem is learnt. Recite the poem with actions while learners listen and watch you.

Remedial Activity

Have low achieving learners repeat the poem "The Bad Citizen" a number of times until they can recite it independently. Encourage them to clap to the rhythm.

Extension Activity

Ask learners to recite the verse with their partners.

Activity 3

In small groups, pairs and individually, ask learners to recite the poem with the appropriate stress, rhythm, intonation and actions. Let them say which part of the poem they enjoy reciting most, and why.

Assessment

Let learners refer to **page 227** of Learner's Book 4 to answer few questions on the poem in their exercise books.

Answers

- a. Behaviour that shows that someone is a bad citizen
- b. The bad citizen
- c. No, we do not want to be a bad citizen./Individual answers.
- d. To be good people and good citizens./Bad behaviour is bad citizenship./Individual answers.

Additional Practice

Refer learners to **page 128–129** of Workbook 4 for further practice.

Reflection

Have learners reflect on the poem and say what they have learnt from the lesson.

Strand 2: Reading**Sub-Strand 8: Silent Reading**

B4.2.8.1.1. Read silently and attentively to understand level-appropriate texts.

B4.2.8.1.3. Answer questions based on the passage read.

Alice the good citizen

Teaching/Learning Strategies: Brainstorming, think-pair-share, DRA

Teaching/Learning Resources: Learner's Book 4 **pages 227–230**, word cards

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

Key Vocabulary: flowerpot, blind-sided, fish out, culprits, abuzz, sickbay, cobwebs, corridor, chided, courage

Preparation Before Class

Write keywords on word cards. Make a large copy of the picture in Activity 4.

Teaching/Learning Activities**Activity 4**

1. Begin the lesson with a discussion of the title of the story. Put up the picture or refer learners to the one on Learner's Book 4 **page 227**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2).

Remedial Activity

Observe and identify those who struggle to read the keywords in the passage. Have them read the words in chorus after the teacher. Ask them to read already corrected sentences with the target words.

Activity 5

Have learners look quickly through the text to find the words in bold. Let them try to work out the meaning of each word by reading the sentence in which it appears.

Activity 6

1. While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 7

1. Ask two good readers to read. As they read, ask learners to visualise (form a mental picture of) what is happening in the story.

Extension Activity

Working in pairs, have high achieving learners locate sentences in the passage that have the treated vocabulary and share them with the class.

Examples:

- a. Outside the classroom was a clay flowerpot.
- b. Mr Agbana took her to the sickbay.

Activity 8

1. Put pre-reading questions on the board. Ask learners to read the story silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the story.
2. Discuss the story with learners. Ask different types of levels of questions.

Activity 9

1. Ask learners to read the story silently again for details.

Activity 10

Assessment

Let learners read each of the questions on **page 231** of Learner's Book 4 and discuss the answers with their partners. Go round to support them.

Answers

- a. Mr. Agbana
- b. B6 flower pot
- c. Mr. William Azigi
- d. Alice
- e. B5
- f. It is good to own up to any wrong done.
- g. He said she was a good citizen because she took responsibility for her mistake.

Additional Practice

Refer learners to Workbook 4 **pages 129–130** for more practice/exercises.

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Sub-Section B: Letters have sounds – Vowel sound in “ue” and its spelling patterns.

Strand 2: Reading

Sub-Strand 2: Phonics

B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns.

This activity focuses on two of the many spelling patterns that produce the /u:/ sound: ue as in cue, and u-e as in flute. Write the words on **page 231** on the board. Make the sound of **ue** as in **true**. Ask learners to read the words on the board and to identify the vowel sound in each word.

Let learners pronounce the words again and identify which have the same vowel sound as in **true**. There are only two: flute and cue. Write more words on the board, e.g. rescue, statue, cube, cute. Get them to note that the vowel sound in the **ue** words is the same as that in the **u-e** words. Explain that **ue**, and **u-e** produce the same vowel sound even though their spellings are different.

Have the class read the words together.

In groups have learners do Exercise 3 on **page 231** of Learner's Book 4. Use the words to construct sentences and have learners do same.

Examples of words (Exercise 3)

refuse	use
due	sue
excuse	cue
rude	huge
rebuke	argue
rescue	June

Additional Practice

Refer learners to **pages 130–131** of Workbook 4 for more exercises/practice.

Section C

Strand 2: Reading

Sub-Strand 2: Vocabulary

B4.2.6.1.1. Use level-appropriate content words, (nouns, verbs, adjectives and adverbs), in spoken and written communication.

Teaching Strategies: Demonstration, explanation, questions, etc.

Teaching/Learning Resources: word cards

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

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

Learners are to learn the spelling and meaning of keywords from the story, "Alice the Good Citizen". Refer to Appendix B.6 to do this activity.

Additional Practice

Refer learners to **pages 131–132** of Workbook 4 for further practice.

Section D

Strand 3: Grammar Usage at Word and Phrase Levels

Sub-Strand 6: Adverbs

B4.3.6.1.2. Use adverbs of time to modify verbs.

Adverbs of time

Teaching Strategies: Brainstorming, group work, pair work,

Teaching /Learning Resources: Learner's Book 4 **page 232–233**, adverb cards

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

Key Vocabulary: yesterday, now, then, soon, etc.

Preparation Before Class

Prepare adverbs of time cards.

Teaching/Learning Activities

Activity 11

1. Revise adverbs of manner by having learners identify them in sentences.
2. Present adverbs of time by using them in a variety of sentences. Provide the opportunity for learners to identify and use adverbs of time in sentences. Use questions and answers to drill learners to practise the appropriate use of adverbs of time. E.g.
 - a. When is the party? The party is tomorrow.
 - b. When will lunch be ready? It will be ready **soon**.Examples of adverbs of time are: then, now, soon, since, weekly, usually, etc.
3. Ask learners to pick adverbs of time cards and use what is written on the card to form correct sentences.
4. Refer learners to Exercise 1 on **page 232** of Learner's Book 4 and do it with the whole class. Explain that an adverb of time can be more than one word. If so, it is an adverbial phrase of time. For example, I wake up early in the morning. "early in the morning" describes when I wake up, and since it is done in more than one word, it is an adverbial phrase of time.

Answers

- a. early in the morning
- b. at 7:30 am.
- c. every morning
- d. yesterday
- e. tomorrow
- f. on Fridays

Assessment

Refer learners to **page 233** of Learner's Book 4 to do Exercise 2 in their exercise books.

Remedial Activity

Work with struggling learners to identify words that describe the time of action in given sentences.

- 1. The visitors arrived early.
- 2. We always greet our teacher politely.
- 3. Tomorrow is an important day.

Extension Activity

Provide different sentences with adverbs of time and manner for high achieving learners to identify the type of adverb used.

- 1. Our teacher usually gives us some homework. (Adverb of time)
- 2. Yesterday was John's birthday. (Adverb of time)
- 3. I clean my room daily. (Adverb of time)
- 4. She sang beautifully. (Adverb of manner)
- 5. The chief talked angrily. (Adverb of manner)

Additional Practice

Refer learners to **pages 132–133** of Workbook 4 for further practice.

Reflection

Ask learners to identify adverbs of time in sentences in pairs.

Strand 4: Writing**Sub-Strand 2: Penmanship Handwriting**

B4.4.2.1.1. Write clearly using joined letters of consistent size.

Sub-strand 10: Narrative writing

B4.4.4.10.1. Write about real or imagined experiences or events following a story structures (beginning, middle and end) use appropriate nouns or pronouns within and across sentences to aid cohesion.

Narrating an imaginary story

Teaching Strategies: Brainstorming, think-pair-share, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learners' Book 4 **pages 233–234**, word cards, model composition

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

Key Vocabulary: cobwebs, climb, on purpose, corridor, sweeping, missed, etc.

Preparation Before Class

Prepare your two-paragraph model composition. Practise writing the paragraph on **page 233** of Learner's Book 4 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1 to help learners prepare and copy the paragraph in exercise 1 on **page 233** of Learner's Book 4 correctly in their writing books.

Activity 10**Guided Writing - Narrative Writing**

Learners are building on the skills developed in the previous writing lessons. In this activity, they have to retell the main events of the story "Alice the Good Citizen" in two paragraphs from Alice's point of view.

1. Begin by asking them to talk about their challenges in the previous assignment. Deal with the challenges.
2. Ask learners to read the story "Alice the Good Citizen" paragraph by paragraph for better understanding. Guide learners to identify the setting and characters in the story.
3. Lead them to orally discuss how the pot got broken. Encourage them to speak as though they were Alice, telling the class what happened to the pot. Have them listen to you read your model paragraph, telling the story from Alice's point of view.

Remedial Activity

Through probing questions and repetition, revise the following:

- a. Setting (place and time of the story; "Alice the Good Citizen" / Inside basic 6 and 5 classrooms.
- b. Event (what happened in the story)
 - The headteacher saw the broken clay flower pot in front of the basic six classroom hidden behind the double doors of the classroom.
 - He wanted to find out who did it.
 - Alice, a basic 5 girl owned up. She was taken to the sick bay to treat a long cut on her right thigh.
 - As a result of the accident, the headteacher bought new ceiling brushes to aid in clearing cobwebs in the school.

Extension Activity

In a few sentences, have high achieving learners write a summary of the story.

Assessment

Get learners into groups to brainstorm on what should go into their composition.

Have each group present their points to the class for peer feedback. Back in their groups, have learners write their first draft.

Reflection

Get the groups to read their first drafts to the class. Allow some time for learners to comment on each group's work.

Additional Practice

Refer learners to **page 133–144** of Workbook 4 for more exercises.

Unit Summary

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

Discover more

Watch these videos with learners and together, discuss adverbs of time.

Homework

Have learners circle all the adverbs of time in the given sentences. They should copy their sentences into their homework books.

Answers

1. today
2. yesterday
3. now
4. everyday
5. all the time

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

SWBST stands for:

Somebody: Who is the main character?

Wanted: What did the character want?

But: What was the problem or challenge?

Workbook Answers

A. Oral Language

1. Personal response
2. Personal response
3. **a.** Bad citizens
b. The bad citizen
c. Bad citizens all around us.
d. To be good people and good citizens.

B. Reading

Activity 1

1. **a.** The headteacher's name is Mr. Agbana.
b. The B6 flower pot
c. Mr. William Azigi
d. Alice was in B5.
e. Alice was the culprit.
f. He said she was a good citizen because she took responsibility for her mistake.
g. Honesty, loyalty, truthfulness (Personal responses in line with these)

Activity 2

1. flute, cue
2. goat lord raw
aim flute cue
3. The ue and u_e words are:

S	R	E	F	U	S	E	P	D	U	E	L	G
E	X	C	U	S	E	N	R	U	D	E	S	L
T	R	U	E	B	L	U	E	X	N	E	W	U
R	E	S	C	U	E	Y	U	S	E	P	E	E
S	U	E	Z	K	N	E	W	M	C	U	E	X
C	R	H	U	G	E	F	B	A	R	G	U	E

4. Personal responses

C. Vocabulary

1. Personal response
2. **A** **B**
Words **Meanings**
a. culprit prisoner/offender
b. veranda corridor/gallery
c. properly appropriately/
decently
d. stacked buxom/heaped
e. abuzz noisy/teeming

- f. disappointed defeated/let down
- g. expression saying/look
- h. congratulated complimented/lauded
- i. courage bravery/bottle
- j. eventually finally/rarely
- k. clarify straighten out/confirm

D. Grammar Usage

1. We talk about corruption every day. It existed yesterday, and until we change our way of life, it will continue tomorrow. Today is the time to change our minds, and corruption will soon flee from us.
2. every day, yesterday, until, tomorrow, today, soon

E. Writing

1. Personal response
2. Personal response

Revision 5

Exercise 1

- a. Gunners, smugglers
- b. They trick their parents
They loot their mates
- c. young and innocent looking
- d. Personal responses

Exercise 2

1. a. To search for wood to cut and sell as firewood.
- b. He sat by the river and the axe slipped into the river.
- c. He had never swum in that river and did not know its depth and how dangerous the current might be.
- d. Individual responses
- e. To test his honesty
- f. To be honest in all situations.

Exercise 3

1. lone pie bite
 goat load light fry
 high boat road beef
 beat deep feat feet
 flute cue aim
 lord raw

2. Individual responses

Exercise 4

1. livelihood – income
 produce – harvest
 terminal – station
 mini – small
 chased – ran
2. Individual responses

Exercise 5

1. **a.** prayerfully (adverb of manner)
 b. in the morning (adverb of time)
 c. 7:30 a.m. (adverb of time)
 d. quickly (adverb of manner)
 e. every morning (adverb of time)
 f. quietly (adverb of manner)
2. **a.** bought
 b. slept
 c. drove
 d. did
 e. ran
3. **a.** Kweku came back to where he passed the night.
 b. Afrifa and the mad man fought over the bed.
 c. A young man who was neatly dressed joined him on the bench.

Exercise 6

1. Individual responses

Unit Overview

Like Unit 15, this unit is about communication (including the friendly letter). It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will identify specific places in Ghana on a map and discuss their importance. Section B is in two parts. In the first part, learners will read a passage titled “Nuotama Writes to Sabina” and answer comprehension questions on it. The second part is code-named “Letters have sounds”. It will focus on consonant clusters (blends).

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on adverbs of place.

Section E ends the unit. It is for writing skills development. Learners are to copy a given text and write a two-paragraph reply to a letter.

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
B4.1.6.1. Use culturally acceptable language for communication.	B4.1.6.1.1. Describe or talk about objects, events, dates and time.	Communication and Collaboration; Personal Development and Leadership
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B4.2.7.1. Process and comprehend level-appropriate texts.	B4.2.7.1.3. Skim for main ideas in texts. B4.2.7.1.4. Read level-appropriate texts silently and attentively for comprehension.	Creativity and Innovation. Communication and Collaboration
Sub-Strand 5: Blends, Consonants, Clusters and Vowels		
Content Standard	Indicators	Core Competencies
B4.2.5.1. Identify and use consonant blends and clusters in reading.	B4.2.5.1.1. Orally produce single-syllable words by blending sounds (phonemes) and consonants.	Communication and Collaboration

Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills.	B4.2.6.3.1. Deduce meaning of words from how they are used in context. For example, near-synonyms: cool-cold-freezing.	Communication and Collaboration; Critical Thinking and Problem Solving; Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-Strand 6: Adverbs of Place		
Content Standard	Indicators	Core Competencies
B4.3.6.1. Apply the knowledge of different types of adverbs in communication.	B4.3.6.1.1. Use adverbs of place appropriately.	Communication and Collaboration; Critical Thinking and Problem Solving
Strand 4: Writing		
Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.2. Use simple sentences clearly and correctly.	Communication and Collaboration Personal Development
Sub-Strand 15: Letter Writing		
Content Standard	Indicators	Core Competencies
B4.4.15.1. Write informational letters on given topics.	B4.4.15.1.1. Using appropriate letter formats, write a letter to your friends about your personal experiences.	Communication and Collaboration; Critical Thinking and Problem Solving
Strand 6: Extensive Writing		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure and personal development, and demonstrate independent reading skills and knowledge in the literary content areas.	B4.6.1.1.1. Read a variety of age and level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration

Section A

Strand 1: Oral Language

Sub-Strand 6: Conversation

B4.1.6.1.1. Describe/talk about objects, events, dates and time.

Important Places in my Country

Teaching Strategies: Brainstorming, discussion, questioning and answering, etc.

Teaching/Learning Resources: Learner's Book 4 **page 241**

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: international, crocodile pond, Manhyia, waterfalls, Kakum, Mausoleum

Preparation Before Class

Make a poster size map of Ghana and show all the important places labelled on the map on **page 241** of Learner's Book 4. Research the importance of each place in the nation. Write the importance of the places on a manila card.

Teaching/Learning Activities

Activity 1

1. Put the map up on the board and have learners talk about what they see. Have them predict what the lesson will be about.
2. Teach the key expressions needed for the discussion.
3. Mention places at random and invite learners to identify the places.
4. Take the class through a discussion about the importance of each place. Have learners ask questions, give feedback, and correct misconceptions.

Assessment

Put learners in two groups and play a Hot Seat game (refer to Appendix B.2). The questions should be about important places in Ghana. Make sure all the learners participate in the game.

Reflection

Have learners reflect and say what they have learnt from the lesson.

Additional Practice

Refer learners to **page 135** of Workbook 4 for further practice.

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

B4.2.7.1.3. Skim for main ideas in texts.

B4.2.7.1.4. Read level-appropriate texts silently and attentively for comprehension.

Nuotama Writes to Sabina

Teaching/Learning Strategies: Brainstorming, think-pair-share, DRA, KWL.

Teaching/Learning Resources: Learner's Book 4 **pages 242–245**, word cards.

Core Competencies: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation, etc.

Key Vocabulary: devastated, opportunity, groggy, appreciate, consent, wonders, assumed, remain, regards, hug.

Preparation Before Class

Write keywords on word cards. Make a large copy of the picture in Activity 2.

Teaching/Learning Activities**Activity 2**

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to the one on Learner's Book 4 **page 242**. Allow learners to talk about what they see and predict what the letter is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2)

Activity 3

Ask learners to search (scan) the letter quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence in which it appears.

Activity 4

While the whole class listens attentively, read the letter aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 5

1. Ask a good reader to read. As the letter is being read, ask learners to visualise (form a mental picture of) what they are reading.
2. Put pre-reading questions on the board. Ask learners to read the letter silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally.
3. Encourage learners to indicate where the answers can be located in the letter. Discuss the letter with learners.

Activity 6

Ask learners to read the letter silently again for details. They should picture what they read as they go along. Guide learners to scan/skim the text for general or specific information.

Activity 7

Assessment

Let learners read each of the questions on Learner's Book 4 **page 245** and discuss the answers with their partners. Go round to support them.

Answers

- a. Nuotama is the writer of the letter.
- b. Yes, because she writes she has settled in at school and is used to the new house now. The tone of the letter is light-hearted and happy. / Individual answers (learners must motivate their opinions)
- c. Johannesburg, South Africa
- d. The plan of her house, her school uniform, the languages spoken

Remedial Activity

Put struggling learners into pairs and let them read target words and sentences from the passage. Write the words and sentences on the board and on cards. Then, have individuals rearrange jumbled words to form the correct sentence.

Extension Activity

While working in groups, have learners play the "pick and read" game. For example, Elena picks a flash card and reads the sentence on it. She gains a point for her group.

Additional Practice

Refer learners to Workbook 4 **page 136** for more practice/exercises.

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Sub-Section B: Letters have sounds – Consonant blends in the middle position

Strand 2: Reading

Sub-Strand 5: Blends and Consonants Clusters.

B4.2.5.1.1. Orally produce single-syllable words by blending sounds, (Phonemes), including consonant blends.

Give learners about five consonant cluster words to read. (The cluster should be in the middle position of the word, e.g. asleep. Have them identify the cluster and read the word. Give them another word and ask them to identify its cluster. Provide more examples for learners to read after you, and then let them give their own examples of such words.

E.g. campus, wanted, monster, etc. Have learners open Learner's Book 4 on **page 245** and do Exercises 1 and 2.

Remedial Activity

Observe and identify learners who struggle to say the consonant clusters.

Practise with them until they can say them independently.

Have individuals repeat the middle sounds. Examples “/mpt/”, “/sl/”, “/xc/”, “/nst/”, “/mpl/”, “/bst/”.

Extension Activity

Have high achieving learners form three meaningful sentences with words that have consonant clusters in the middle.

Additional Practice

Refer learners to **page 136** of Workbook 4 for more exercises

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.3.1. Deduce the meaning of words from how they are used in context. Example; near synonyms: “cool” - “cold” - “freezing”.

Teaching Strategies: Demonstration, discussion, questions

Teaching/Learning Resources: word cards

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

Preparation Before Class

Prepare word cards, if you wish.

Teaching/Learning Activities

Do this activity as a whole class. First, let the learners re-read the passage, “Nuotama writes to Sabina”. Then, copy the meaning list on the board. Get a learner to read a meaning out to the class. Ask learners to read the passage, paragraph by paragraph, looking for a word that matches that meaning. Anyone who finds it shouts, “Bingo!” and tells the class where to find it. The class reads the sentence to ensure that is the word that matches the meaning. Have learners write the word against the meaning and continue with the search till every meaning is matched to a word. Read over the words and their meanings with learners and let them do Exercise 1.

Answers

a. devastated	e. consent
b. groggy	f. opportunity
c. pronunciation	g. remain
d. currently	h. regards

Additional Practice

Refer learners to **pages 137–140** of Workbook 4 for further practice and exercises.

Section D

Strand 3: Grammar Usage at Word and Phrase Levels

Sub-Strand 6: Adverbs

B4.3.6.1.1. Use adverbs of place appropriately.

Adverbs of place

Teaching Strategies: Group work, pair work

Teaching/Learning Resources: Learner's Book 4 **pages 246–247**, adverb cards

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

Key Vocabulary: here, home, there, upstairs, etc.

Preparation Before Class

Prepare adverb of place cards.

Teaching/learning Activities

Activity 8

1. Revise adverbs of manner and time by having learners identify them in sentences
2. Present adverbs of place by using them in a variety of sentences. Provide the opportunity for learners to identify and use adverbs of place in sentences.
3. Use questions and answers to drill the appropriate use of adverbs of place. E.g.
 - a. Where is the cat? The cat is here.
 - b. Where is Kojo? Kojo is outside.Examples of adverbs of place are: here, there, outside, inside, etc.
4. Explain that an adverb of place can be more than one word. If so, it is an adverbial phrase. For example, Lucy is *in the house*. '*in the house*' is the adverb of place and since it is more than a word, it is an adverbial phrase.

Remedial Activity

Make low achieving learners repeat sentences with adverbs of place after you. In pairs, ask them to mention the adverbs of place in the sentences. E.g.

- She went “there” yesterday.
- We went “outside” to get some air.
- The children followed us “everywhere”.

Assessment

Refer learners to **page 247** of Learner’s Book 4 to do Exercise 3.

Answers

- a. in the car
- b. our school
- c. there
- d. outside
- e. everywhere

Extension Activity

Write the following sentences and adverbs of place options on the board. Tell learners to choose the correct adverb to complete each sentence.

in the kitchen, here, behind the school, everywhere

- a. The team arrived _____ early.
- b. The meal was prepared _____.
- c. I was looking for you _____.
- d. Our house is the one _____.

Additional Practice

Refer learners to **page 140** of Workbook 4 for further practice.

Reflection

Ask learners to pick adverbs of place cards and use what is written on the card to form correct sentences.

Strand 4: Writing**Sub-Strand 2: Penmanship/Handwriting**

B4.4.2.1.2. Use simple sentences clearly and correctly.

Teaching Strategies: Brainstorming, think-pair-share, modelling, copying, demonstration, imitation, etc.

Sub-Strand 15: Letter Writing

B4.4.15.1.1. Write to friends about personal experiences using appropriate letter formats.

Teaching/Learning Resources: Informal letter template, model informal letter, etc.

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

Key Vocabulary: reply, changes in the neighbourhood, special place, creative, recipient, informal letter, etc.

Preparation Before Class

Write a labelled informal letter template on a large manila card. Write your model informal letter. Practise writing the paragraph on **page 239** of Learner's Book 4 in joint script.

Teaching/Learning Activities**Penmanship****End punctuation marks: fullstop and question mark**

1. 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.
2. Discuss the importance of these punctuation marks with learners:
 - Full stop (.)
 - Question mark (?)
 - Exclamation mark (!)

A full stop marks the end of a declarative sentence. It shows that the sentence is complete. For example:

- a. The man spoke to the children.
- b. Koshie greeted her friends.

A question mark is placed at the end of a sentence to indicate a question. For example:

- a. Why are you visiting us?
- b. Why is our father so worried?
- c. Will you go to school today?

Exclamation marks are used after exclamatory sentences to express strong feelings, excitement or a command. For example:

- a. What a bright day!
- b. How beautiful!
- c. Pay attention!

Have learners practise the uses of the target punctuation marks orally. Then, refer them to the given paragraph on **page 248** of Learners Book 4 to copy and identify the ending punctuation marks.

Activity 8

Guided Writing: Friendly Letter

Letter Writing: Friendly Letters

1. Ask learners to read the passage “Nuotama Writes to Sabina”, again. Drill the pronunciation of key vocabulary.
2. Lead them to orally discuss what they would put in a letter to a friend in a different country. Put up the template of a friendly letter and discuss each feature with them. Refer them back to the letter to see each of the features.
Have learners listen to your model informative letter and discuss it.

Assessment

In pairs, refer learners to **page 249**. Discuss the task with the class, and have them write their letters.

Reflection

Invite pairs to share their letters with the class.

Unit Summary

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

Discover more

Watch these videos with learners and discuss what they have learnt.

Homework

Have learners watch this video with their parents and do the exercise on the worksheet in their workbook for marking.

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners’ summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

SWBST stands for:

Somebody: Who is the main character?

Wanted: What did the character want?

But: What was the problem or challenge?

Workbook Answers

A. Oral Language

1. Kwame Nkrumah Mausoleum, Osu Castle, Elmina Castle, Cape Coast Castle, Independence Square, Accra Zoo, Nzulezo, Paga Crocodile Pond, etc.
2. Varied responses

B. Reading

1. **a.** Nuotama is the writer of the letter.
b. Yes. She has settled in at school and is used to the new house now.
c. Johannesburg, South Africa.
d. School uniforms and languages
e. Personal responses
2. empty
asleep
except
lobster
monster
complain
3. Words with consonant blends in the middle: **siblings**, **replying**, **devastated**

C. Vocabulary

1. Varied responses
2. **a.** devastated
b. groggy
c. pronunciation
d. currently
e. consent
f. opportunity
g. remain
h. regards

Activity 2

1. Varied responses
2. **a.** We will write a test on Friday.
b. Kuukua was right when she said earthworms belong to the segmented worm group.
c. We buy bread from the grocery store every day.
d. We bid farewell by saying bye.
e. The pupil is a part of the eye.
f. I am ten years old today.

Activity 3

1.	A	B
a. Rain cats and dogs		Instantly
b. Lend an ear		An easy task
c. At the drop of a hat		To worsen a situation
d. Pulling one's leg		Not speaking directly about an issue
e. Piece of cake		Listen
f. Add salt to injury		Joking
g. Cost an arm and a leg		Very expensive
h. Beat about the bush		Rain heavily

2. **a–e.** Individual response

D. Grammar Usage

1. **a–f.** Individual response

E. Writing

1. Varied responses
2. Personal response, but the answer should follow a letter format.

Unit Overview

This unit is about our duty to respect and take care of public property. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will read a conversation between a father and son about state property, and answer a few questions on it. Section B is in two parts. In the first part, learners will read a passage titled “Taking care of public properties” and answer comprehension questions on it. The second part is code-named “Letters have sounds”. It will focus on vowel sound /ə:/ and its spelling patterns “er”, “ir” and “ur” (as in herd, bird, purse).

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on simple sentences.

Section E ends the unit. It is for writing skills development. Learners are to copy a given text and also write a story based on a series of pictures.

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
B4.1.6.3. Use your knowledge of language and communication skills to participate in conversation.	B4.1.6.3.2. Demonstrate taking turns in a conversation on different topics. Speak audibly, and express your thoughts and feelings.	Communication and Collaboration; Personal Development and Leadership
Strand 2: Reading Sub-Strand 9: Fluency		
Content Standard	Indicators	Core Competencies
B4.2.9.1. Read fluently to enhance comprehension.	B4.2.9.1.1. Read grade-level texts at a good pace ensuring accuracy and expression.	Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Innovation

B4.2.9.1. Construct meaning from texts read.	B4.2.9.1.2. Use recognition strategies to confirm understanding of level-appropriate texts.	Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Innovation
Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B4.2.2.1. Connect sounds to letters; and blend letters or syllables in order to read and write.	B4.2.2.1.1. Match sounds to their corresponding letter or letter patterns.	Communication and Collaboration; Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills.	B4.2.6.3.1. Deduce meaning of words from how they are used in context. For example, near-synonyms: cool-cold-freezing.	Communication and Collaboration; Critical Thinking and Problem Solving; Personal Development and Leadership
Strand 5: Using Writing Conventions or Grammar Usage		
Sub-Strand 9: Use Simple, Compound and Complex Sentences		
Content Standard	Indicators	Core Competencies
B4.5.9.1. Apply knowledge of grammatical rules to form words, phrases and sentences.	B4.5.9.1.1. Identify subjects and verbs in simple sentences.	Communication and Collaboration; Critical Thinking and Problem Solving
Strand 4: Writing		
Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.1. Write clearly using joined letters of consistent size.	Personal Development; Communication and Collaboration

Sub-Strand 12: Descriptive Writing		
Content Standard	Indicators	Core Competencies
B4.4.12.1. Demonstrate knowledge of descriptive words or expressions in writing.	B4.4.12.1.1. Use descriptive words or expressions to describe places, personal experiences and events.	Communication and Collaboration; Personal Development; Creativity and Innovation
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure and personal development, and demonstrate independent reading skills and knowledge in the literary content areas.	B4.6.1.1.1. Read a variety of age or level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership. Communication and Collaboration

Section A

Strand 1: Oral Language

Sub-Strand 6: Conversation

B4.1.6.3.2. Demonstrate turn-taking during a conversation on different topics. Speak audibly, and express thoughts and feelings clearly.

Conversation: Public Properties

Teaching Strategies: Group work, pair work, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 252–254**, conversation pictures, currency note

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: properties, bungalow, furniture, public, etc.

Preparation Before Class

Make a poster size copy of the conversation pictures. Write the conversation on a manila card (optional).

Teaching/Learning Activities

Activity 1

1. Put up the pictures on the board and have learners talk about the things they see. Have them name the people in the pictures and say what they are doing. Let learners explain why the people are doing what they see them doing in the pictures, and have learners predict what the lesson will be about. Teach the key expressions needed for the conversation.

Activity 2

1. Put up the poster of the conversation or copy the dialogue onto the board, or refer learners to **pages 243–245** of Learner's Book 4. Read through the dialogue with learners. Practise the dialogue with one or two learners before the class. In pairs, ask learners to practise the dialogue and change roles.
2. In groups, get learners to create their own dialogue using the key expressions (but not necessarily using only the ones in the dialogue). Give each group the chance to demonstrate their conversation before the class. Encourage learners to observe turn-taking ethics. Demonstrate maintaining eye contact with your partners and encourage them to do the same as they speak. Encourage learners to speak audibly and clearly.

Activity 3

Assessment

Have learners answer the questions on **pages 252–253** of Learner's Book 4 with their partners.

Answers

- a. 6:30 a.m. / six-thirty in the morning / half past six in the morning
- b. Individual response
- c. electricity
- d. Individual responses, e.g. currency notes and coins, street lights, public toilets, school buildings, etc.
- e. 3:15 p.m. / quarter past three

Extension of Assessment

Have the high achievers use the following words to form meaningful sentences:

- a. quarter to
- b. properties
- c. public

Strand 2: Reading**Sub-Strand 9: Fluency**

B4.2.9.1.1. Read grade-level texts at a good pace, with accuracy and expression.

B4.2.9.1.2. Use recognition strategies to confirm understanding of level-appropriate texts.

Taking Care of Public Properties

Teaching/Learning Strategies: Brainstorming, think-pair-share, DRA

Teaching/Learning Resources: Learner's Book 4 **pages 255–259**, word cards picture, etc.

Core Competencies: Communication and Collaboration, Cultural Identity and Global Citizenship, Critical Thinking and Problem Solving, Personal Development and Leadership

Key Vocabulary: splashed, brim, spilled, flushing, trips, stammer, property, overflowing, occurrences, community, enthusiastically

Preparation Before Class

Write keywords and phonic words on word cards. Make a large copy of the picture in Activity 4.

Teaching/Learning Activities**Activity 4**

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to the one on Learner's Book 4 **page 255**. Allow learners to talk about what they see and predict what the passage is about.
2. Teach and drill the pronunciation of the keywords one after the other.

Activity 5

Have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence in which it appears.

Activity 6

1. While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 7

1. Read the text again for learners to listen. As you read, ask learners to visualise (form a mental picture of) what they are reading.
2. As learners listen and follow in their books, read a paragraph or two aloud, at a good pace, and with accuracy and expression. Have individual learners take turns to practise reading aloud, at a good pace and with accuracy and expression to their group members.

Activity 8

Ask learners to read the passage aloud again to their group members for fluency .

Remedial Activity

Have struggling learners repeat the following sentences about how to take care of public properties after you and then on their own.

- we must not waste water.
- we must fetch water carefully.
- we should make sure we clean and maintain the public toilet.

Have individual learners identify the target sentences on the board.

Extension Activity

Invite high achieving learners to make a list of public properties and share them with the class.

Activity 9

Assessment

Let learners read each of the questions on Learner's Book 4 **page 259** and discuss the answers with their partners. Go round to support them.

Answers

- a. A teacher at Akwidaa
- b. The people were wasting clean water.
- c. Because people are paid to take care of it.
- d. Classroom blocks, tables, chairs, fans, electric bulbs, textbooks, brooms, etc.
- e. Asana
- f. Individual answers

Additional Practice

Refer learners to Workbook 4 **pages 144–145** for more practice/exercises.

Reflection

In small groups, have learners reflect on the passage and relate it to their personal experiences.

Sub-Section B: Letters have sounds – Vowel sounds in “er” and its different spelling patterns.

Strand 2: Reading

Sub-Strand 2: Phonics

B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns.

Learners are supposed to learn the vowel sound in **er** and the different spellings that make it. Write the words on **page 259** of Learner's Book 4 on the board. Make the sound of **er** as in **her**. Ask learners to say the words on the board to see which one has the same vowel sound as **er** in **her**.

Explain that ‘er’, ‘ur’ and ‘ir’ produce the same vowel sound even though the spellings are different.

Have the class read the words together. In groups have learners do Exercise 3 on **page 260** of the Learner’s Book 4.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.3.1. Deduce the meaning of words from how they are used in context.

Example: near-synonyms: “cool”-“cold”-“freezing”.

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

Preparations Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. For Exercise 1, have learners read the passage “Taking Care of Public Properties” again. Drill them in the spelling of the keywords. You can use Mike’s Spelling Game (refer to Appendix B.4).
2. For Exercise 2, learners are expected to choose between two given meanings (of the keywords), the one that is used in the passage, “Taking Care of Public Properties”. Refer Learners to Book 4 **page 260** to do this activity.

Answers

- a. overflowing - spilling over
- b. soil - make dirty
- c. corn husk - corn covering
- d. scatter - throw
- e. responsible - reliable

Additional Practice

Refer learners to **pages 146–147** of Workbook 4 for further practice.

Strand 5: Using Writing Conventions / Grammar Usage**Sub-Strand 9: Using Simple Sentences.**

B4.5.9.1.1. Identify subjects and predicates in simple sentences.

B4.5.9.1.2. Construct simple sentences.

Simple sentences

Teaching Strategies: Brainstorming, group work, pair work

Teaching/Learning Resources: Learner's Book 4 **page 261**

Core competencies: Communication and Collaboration, Critical Thinking, and Problem Solving

Key Vocabulary: simple sentences, subject, verbs, predicate

Preparation Before Class

Get an extract from a passage ready.

Teaching/Learning Activities**Activity 10**

Put some sentences on the board and explain briefly that a simple sentence has one subject and verb group and it expresses only one idea. Form a number of simple sentences and have learners too form simple sentences. Give learners an extract from a comprehension passage. Guide them to identify the simple sentences. Let them identify the subject and the predicate (the part of the sentence that contains the verb) in each sentence. Let learners write their own simple sentences.

Assessment

Refer learners to **page 261** of Learner's Book 4 to do Exercise 1 of Activity 10.

Answers

- a. Aku plays a lot.
- b. Turn off the television, John!
- c. She likes talking in class.
- d. Mummy loves all of us.
- e. I like the frog family.

Remedial Activity

Learners take turns to read the following samples from the board in groups, pairs and individually. Ask learners to write the heading “simple sentences” and copy the sample sentences in their exercise books.

The workers are tired.

The Agbana family is on vacation.

We will spend the holiday with our uncle.

Lunch will be served at 2 p.m.

Extension Activity

Ask learners to write their own examples of five simple sentences with these verbs: talk, write, learn, read, dance.

Additional Practice

Refer learners to **pages 147–148** of Workbook 4 for further practice.

Reflection

Ask learners to construct simple sentences and read to the whole class.

Section E

Strand 4: Writing

Sub-Strand 2: Penmanship Handwriting

B4.2.2.1.1. Write clearly using joined letters of consistent size.

Teaching Strategies: Brainstorming, think-pair-share, group work, modelling, copying, demonstration, imitation, etc.

Sub-Strand 12: Descriptive Writing

B4.4.12.1.1. Use descriptive words/expressions to describe places, personal experiences and events.

Teaching/Learning Resources: Learner’s Book 4 **pages 261–262**, word cards, pictures, etc.

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

Key Vocabulary: describe, lion, chase, etc.

Preparation Before Class

Before the lesson, get the series of pictures that tell a story on **page 262** of Learner’s Book 4 enlarged. Practise writing the paragraph on **page 261** of Learner’s Book 4 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph on **page 261** of Learner's Book 4 correctly in their writing books.

Activity 10

Guided Writing - Descriptive Writing

1. Revise adjectives by having learners describe familiar people, objects and places in their environment.
2. Have learners read the short story on **page 262** of Learner's Book 4 and talk about the picture the story has created in their minds. Put up the enlarged pictures and get them to discuss what they think is happening in the pictures.
Have them listen to you while you use the pictures to tell a story. Use appropriate adjectives to create a beautiful image in their minds.

Assessment

Put learners in groups and refer them to **page 262** to create a story with the pictures.

Reflection

Invite groups to share their stories with the class.

Additional Practice

Refer learners to **pages 148–149** of Workbook 4 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 talk about conjunctions.

Homework

Working in groups, have learners identify the simple sentences among the given sentences.

Answers

- a. s
- b. s
- c. s
- d. s

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

SWBST stands for:

Somebody: Who is the main character?

Wanted: What did the character want?

But: What was the problem or challenge?

Workbook Answers

A. Oral Language

- Kwaku got up from bed at six-thirty in the morning.
 - Personal response
 - The fan in the bungalow
 - Personal response
 - 3:15

B. Reading

- Miss Asempa is a teacher in the village.
 - Miss Asempa was sad because of how water was being wasted.
 - Danjuma thinks people are paid to take care of it, so we do not have to.
 - Tables, chairs, textbooks, toilet, urinals, library, classrooms, fans, light bulbs, etc. (Answers may differ depending on facility)
 - Asana suggested that the class should create public property awareness banners.
 - Personal response
 - The people of Akwidaa get their water from a borehole.

- Personal response
 - According to Miss Asempa, public properties are things that are for everybody's use in society.
 - Public toilet, borehole, school block, tables, chairs, etc.
- Varied response

C. Vocabulary

- Personal response
- | A | B |
|-------------|---------------|
| Words | Meaning |
| overflowing | spilling over |
| soil | make dirty |
| corn husk | corn covering |
| scatter | throw |
| responsible | reliable |

D. Grammar Usage

- He was called Paa George. S
 - My father thinks they envy us, but I am sure it's just our great number that irritates them.
 - They are permanent employees. S

- d. Maa Froggie was selling vegetables. S
- e. I placed the food on the floor, grabbed the remote control and began scrolling through the TV stations.
- f. We are proud Ghanaians. S
- g. Kate and James are siblings. S
- h. The man is climbing the tree. S
- i. Mangoes, bananas, oranges, sugar canes and coconut are fruits. S
- j. Ama is running, but Kofi is jogging.

k. He studied hard, yet he didn't pass his exam.

l. I am in the classroom. S

2. Varied answers

E. Writing

1–3. Personal response

Turning over a new leaf

Unit Overview

This unit is about starting to act or behave in a more responsible way. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will observe a speech delivered by their teacher and role-play it. Section B is in two parts. In the first part, learners will read a passage titled “Turning over a new leaf” and answer comprehension questions on it. The second part is code-named, “Letters have sounds”. It will focus on learners’ ability to pronounce some sight words.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on modal auxiliary verbs.

Section E ends the unit. It is for writing skills development. Learners are to copy a paragraph in joint script as well as write a guided composition.

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
B4.1.10.2 Demonstrate the ability to communicate with accurate pronunciation and appropriate intonation.	B4.1.10.2.1 Speak clearly and fluently, using the appropriate voice qualities. (pace, tone, etc.)	Communication and Collaboration; Personal Development and Leadership Critical Thinking and Problem Solving
Strand 2: Reading Sub-Strand 10: Summarizing		
Content Standard	Indicators	Core Competencies
B4.2.10.1. Read and summarize passages read.	B4.2.10.1.1. Summarize level-appropriate passages or texts orally. B4.2.10.1.2. Write a short summary of a level-appropriate passage or text.	Critical Thinking and Problem Solving; Personal Development and Leadership

Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills.	B4.2.6.3.1. Deduce meaning of words from how they are used in context. For example, near-synonyms: cool-cold-freezing.	Communication and Collaboration; Critical Thinking and Problem Solving; Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels Sub-Strand 5: Verbs		
Content Standard	Indicators	Core Competencies
B4.3.5.1. Apply the knowledge of verbs in communication.	B4.3.5.1.1. Use different types of verbs.	Communication and Collaboration
Strand 4: Writing Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.1. Write clearly using joined letters of consistent size.	Personal Development; Communication and Collaboration
Sub-Strand 10: Narrative Writing		
Content Standard	Indicators	Core Competencies
B4.4.10.1. Narrate situations, express feelings and convey a point of view about the real world or fictional world.	B4.4.10.1.1. Write about real or imagined experiences or events following a story structure (beginning, middle and end). Use appropriate nouns or pronouns within and across sentences to aid cohesion.	Personal Development. Communication and Collaboration. Communication and Collaboration; Critical Thinking and Problem Solving
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure and personal development, and demonstrate independent reading skills and knowledge in the literary content areas.	B4.6.1.1.1. Read a variety of age and level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership. Communication and Collaboration

Section A

Strand 1: Oral Language

Sub-Strand 10: Presentation

B4.1.10.2.1. Speak clearly and fluently using the appropriate voice qualities such as pace and tone to communicate your message effectively.

Delivering a speech

Teaching Strategies: Brainstorming, working in pairs, etc.

Teaching/Learning Resources: Model speech, enlarged copy of the picture on **page 264** of Learner's Book 4 (re-use your picture from Unit 22)

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

Key Vocabulary: speech, deliver, presentation, etc.

Preparation Before Class

Write a short speech to deliver to the class about the importance of using all public property with care and respect.

Teaching/Learning Activities

Activity 1

Let learners re-read the passage in Unit 22, "Taking care of public properties".

Activity 2

Pretend you are Miss Asempa in the story and deliver a short speech on how the villagers are wasting water. Advise them to take good care of all public property so it can last longer. Thank them for listening to you. Remember to address the audience: Chairman, Chief and Elders, Ladies and Gentlemen,...

Also talk about presentation procedures.

Lead learners to discuss the speech. Have learners practise the same sample speech in groups. Encourage them to speak clearly and fluently using their appropriate voice qualities.

Assessment

Put learners in groups to plan and deliver a speech similar to yours.

Additional Practice

Refer learners to **page 150** of Workbook 4 for more practice.

Reflection

Let learners hold a brief discussion on what went well with each group.

Section B

Strand 2: Reading

Sub-Strand 10: Summarising

B4.2.10.1.1. Summarise level-appropriate passages or text orally.

B4.2.10.1.2. Write a short summary of level-appropriate passages/texts.

Turning over a new leaf

Teaching/Learning Strategies: Brainstorming, think-pair-share, DRA

Teaching/Learning Resources: Learners Book 4 **pages 266–270**, word cards, pictures

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

Key Vocabulary: notorious, mischievous, terrible, naughty, contrary, weasel out, accusation, huddled, woollen, underfoot, waltzed, scuffling, innocent, quintessential

Preparation Before Class

Write keywords and sight words on word cards. Make a large copy of the pictures in Activity 3.

Teaching/Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Put up the pictures or refer learners to the ones on Learner's Book 4 **page 266**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer Appendix A.2).

Activity 4

Have 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 occurs.

Activity 5

While the whole class listens attentively, read the story aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 6

Read the story again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what is happening in the story.

Put pre-reading questions on the board. Ask learners to read the story silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the story. Discuss the story with learners.

Activity 7

Ask learners to read the story silently again for details. They should visualise what they read as they go along. Ask learners to identify the main idea in a given paragraph.

Provide guidelines and examples to help them summarise the information in a few words.

Activity 8

Assessment

1. Let learners read each of the questions on Learner's Book 4 **page 261** and discuss the answers with their partners. Go round to support them.

Answers

- a. Because he had been caught stealing once, some time ago.
- b. Individual answer.
- c. Individual answer.
- d. Osofoba was the true culprit.
- e. Individual answer/It was an excellent plan.
- f. Osofoba/Charles/The entire community
- g. To jump to conclusions/make assumptions based on someone's appearance alone.
- h. Individual answer including, "Do not draw hasty conclusions".

Remedial Activity

As the whole class listens attentively, demonstrate skimming by reading the first paragraph and ask learners to note the topic sentence in it. Example: "If you ask anybody who lived in Amamokope to describe Charles Kofi Quist, you most likely would hear words like notorious, mysterious, terrible or naughty." In groups, have learners read all the paragraphs of the text and discuss their ideas to guess what the text is about.

Additional Practice

Refer learners to Workbook 4 **pages 151–152** for more practice/exercises.

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Letters have sounds – Sight words

This section introduces learners to sight words. Do it as an additional task. Start by asking learners to read some words by sounding out each letter. Ask them what they notice.

Introduce 'a' on a card and ask learners to read it. Explain that 'a' can be a letter and it can be a word. And as a word, it does not make the same vowel sound as the name of letter **a**, **A** does. Explain further that those words which can't be read by using the sounds of their letters are called sight words.

Their pronunciation has to be learnt.

Refer learners to **page 270** to see and read the sight words in the chart there. You could ask learners to suggest more examples of sight words. (But you must then check that they are indeed sight words.). Tell them to remember the sight words learning them as a whole word or even put them into songs.

Invite learners to pick sight word cards and read them to the class. Let them form sentences with the sight words. In groups have learners design their own means of remembering their sight words. Let groups share their ideas with the whole class.

Additional Practice

Refer learners to Workbook 4 **pages 151–153** for more practice/exercises.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.3.1. Deduce the meaning of words from how they are used in context. Example; near synonyms: “cool”-“cold”-“freezing”.

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

Preparations Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Working as a whole class, have learners re-read the passage “Turning over a new leaf” and find the following expressions: *turning over a new leaf*, *weasel out (of)*, *(have) a penchant for*. Ask them to put up their hands when they find any of them and to tell the class the paragraph in which they found it. Ask learners to read the sentence in which each expression is found aloud. Have them think and try to get the meaning of the expressions and share them with the class. Ask learners to use the expressions in sentences.

Meaning of the expressions

turn over a new leaf: start to act or behave in a better or more responsible way

weasel out of something: get out of a situation in a sneaky way

have a penchant for: like something very much

2. In the second part of the activity, have learners read the passage “Turning over a new leaf” again. Drill them in the spelling of the keywords. You can use Mike’s Spelling Game (refer to Appendix B.4).

3. For Exercise 3, learners are expected to match given keywords from the passage to their correct meanings. Refer to Appendix A.6 to do this activity.

Words and their meanings

taught – imparted skills or knowledge to

accusation – an assertion that someone is guilty of an offense

hesitation – indecision in speech or action

underfoot – under your feet or on the ground

Have learners use the words to form sentences.

Additional Practice

Refer learners to **pages 153–154** of Workbook 4 for further practice.

Remedial Activity

Have struggling learners repeat target words and expressions after you, a number of times until they can read the words and expressions independently. Have pairs of learners match them to their meanings.

Extension Activity

Have learners form sentences with the target words and share them with their partners.

Section D

Strand 3: Grammar Usage at Word and Phrase Levels.

Sub-Strand 5: Verbs

B4.3.5.1.1. Use different types of verbs - modal verbs.

Modals

Teaching Strategies: Group work, pair work

Teaching /Learning Resources: Learner's Book 4 **pages 272–273**, word cards with modal verbs

Core Competencies: Communication and Collaboration

Key Vocabulary: can, could, shall, should, may, might, must, would, used to, have to

Preparation Before Class

Prepare word cards with modal verbs.

Teaching/learning Activities

Activity 8

1. Begin by writing simple sentences on the board for learners to break down into subject and predicate
2. Ask learners to identify the verbs or verb groups. Use one of the verbal groups and ask learners to tell you what the modal is doing to the main verb. Write other sentences

using the variety of modal verbs. Explain that these helpers are called modals and they can be used to express a variety of meanings.

3. Introduce the modals one at a time by using each one in a number of sentences. Have learners identify the meaning the modal expresses in each sentence. Refer learners to **page 263** of Learner's Book 4 to read the meaning that each modal can express. Working in groups, have learners use modals to form sentences and to choose the right modals to fill the gaps in sentences.
4. Using modal cards, drill learners in the meanings that modals express, e.g., can: conveys ability.

Assessment

Refer learners to **page 273** of Learner's Book 4 to do Exercise 2 in their exercise books.

Remedial Activity

Work with small groups of learners. Give them sentences containing modal verbs. Have them identify the 'verb group', main and modal verbs. Talk about the meaning conveyed in the sentence.

Extension Activity

Have pairs of learners sit together to use four of the modal verbs in forming their own sentences. Let them share them with the rest of the class.

Additional Practice

Refer learners to **pages 154–155** of Workbook 4 for further practice.

Reflection

Ask learners to identify modals in sentences correctly in pairs.

Section E

Strand 4: Writing

Sub-Strand 2: Penmanship/Handwriting

B4.4.2.1.1. Write clearly using joined letters of consistent size.

Sub-Strand 10: Narrative Writing

B4.4.10.1.1. Write about real or imagined experiences or events following the story structure, using appropriate nouns or pronouns within and across sentences to aid cohesion.

The day I was in trouble

Teaching Strategies: Brainstorming, think-pair-share, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Flip chart sheets, word cards, etc.

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

Key Vocabulary: Turning over a new leaf, get into trouble, cheating, etc.

Preparation Before Class

Write a model story (refer to **page 274** of Learner's Book 4). Practise writing paragraph on **page 273** of the Learner's Book 4 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph in Exercise 1 on **page 273** of Learner's Book 4 correctly in their writing books.

Activity 10 Guided Writing

1. Have learners read the passage "Turning over a new leaf" again.
2. Discuss the issues in the story including what would have happened if Madam Sally had not hatched her plan. Have learners listen to your model story on the topic, "The day I was in trouble".
3. In groups, have learners draft a short story on the topic. Get the groups to present their draft for peer editing. Get the groups to go back to review and revise their draft.

Assessment

Ask groups to proofread their work, copy it on a flip chart sheet, and paste it on the classroom walls for a gallery walk activities.

Additional Practice

Refer learners to **pages 155–156** of workbook 4 for further practice.

Reflection

Let the class go round to read each group's story and comment on it.

Unit Summary

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

Discover more

Scan the QR codes on **page 275** of learner's Book 4 in class and have learners learn about modal auxiliary verbs.

Homework

Have learners watch this video on the home work on **page 287** with older siblings or an adult and do the work on the worksheet in their homework books for marking.

Extensive Reading

Have individuals choose and read level-appropriate stories – within stipulated time.

Revise learners' understanding of reporting charts for summarizing books read. Have them summarise their stories using SWBST- strategy.

Give feedback on learners' summaries.

Workbook Answers

A. Oral Language

1. Individual responses

B. Reading

Activity 1

1.
 - a. Because he had been caught stealing once, some time ago.
 - b. Personal response
 - c. Personal response.
 - d. Osofoba was the true culprit.
 - e. Personal response./Excellent plan
 - f. Osofoba/Charles/The entire community
 - g. To make assumptions based on someone's appearance alone.
 - h. Personal response.
 - i. Quist the Fist
 - j. He was quick-tempered and used to fight a lot.
2.
 - a. Charles always found a way to weasel out of being caught.
 - b. Oh, what a temper he had!
 - c. On the first, night nobody showed up.
 - d. Some of them even questioned Madam Sally's eyesight.
 - e. Time was of the essence.

- f. At once, Madam Sally knew they had all made a mistake.

Activity 2

1. Early in the morning the next day, a crowd led by Madam Sally gathered at Sister Davina's house. Sister Davina was a single mother of six children, of whom Charles was the oldest. The crowd had come to apprehend Charles once and for all for stealing from Madam Sally. Angry that the crowd would dare disturb the sleep of his mother and siblings, Charles came outside. Charles, "the Fist" Quist, was ready to fight anybody. Fortunately, he didn't have to fight. Immediately Madam Sally saw him she knew he was not the thief. So who could it be, then?

4. Varied responses

C. Vocabulary

1.
 - a. taught – imparted skills or knowledge to
 - b. notorious – famous for bad or negative reasons

- c. scuffling – struggle or movement in hurried, confused or awkward way
 - d. contrary – opposite in nature, character or purpose
 - e. weasel out – avoid fulfilling a commitment
 - f. accusation – an assertion that someone is guilty of an offence
 - g. woollen – made of wool
 - h. underfoot – on the ground/under the feet
 - i. innocent – free of guilt
2. a. hesitation
- b. woollen
 - c. contrary
 - d. innocent
 - e. judge

- f. notorious
- g. huddled
- h. underfoot
- i. weasel
- j. accusation

D. Grammar Usage

1. Personal response

2.

Modal Verb

Uses

- a. can ability
- b. could _____ possibility
- c. may _____ politeness
- d. must _____ obligation
- e. might _____ possibility

E. Writing

1. Personal response

2. Personal response

Unit Overview

This unit is about alternative sources of energy, such as solar energy and biogas. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will listen to a speech delivered by someone in authority and role-play it. Section B is in two parts. In the first part, learners will read a passage titled “No Electricity in Yaayaso” and answer comprehension questions on it. The second part is code-named, “Letters have sounds”. It will focus on the vowel sound /ɔ:/ as in “**or**” and its different spelling patterns.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the reading passage. Grammar is handled in Section D, with emphasis on learners’ ability to identify prepositions from the reading passage and given sentences.

Section E ends the unit. It is for writing skills development. Learners are to copy a text in joint script as well as write a guided composition using prepositions to fill gaps.

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
B4.1.10.2. Demonstrate the ability to communicate with accurate pronunciation and appropriate intonation.	B4.1.10.2.1. Speak clearly and fluently, using the appropriate voice qualities (pace, tone, etc.)	Core Competencies Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B4.2.7.1. Process and comprehend level-appropriate texts.	B4.2.7.1.1. Make meaning from texts read. B4.2.7.1.4. Read level-appropriate texts silently and attentively for comprehension.	Creativity and Innovation; Communication and Collaboration

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B4.2.2.1. Connect sounds to letters and blend letters and syllables in order to read and write.	B4.2.2.1.1. Match sounds to their corresponding letters or letter patterns.	Communication and Collaboration; Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills.	B4.2.6.3.1. Deduce meaning of words from how they are used in context. For example, near-synonyms; cool-cold-freezing.	Communication and Collaboration; Critical Thinking and Problem Solving; Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-Strand 10: Prepositions		
Content Standard	Indicators	Core Competencies
B4.3.10.1. Apply the knowledge of prepositions in oral and written communication.	B4.3.10.1.1. Use prepositions to convey a variety of meanings.	Communication and Collaboration; Critical Thinking and Problem Solving
Strand 4: Writing		
Sub-Strand:		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.2. Use simple sentences clearly and correctly.	Personal Development; Communication and Collaboration
Strand 5: Using Writing Conventions / Grammar usage		
Sub-strand 9: Using Simple Prepositions		
Content Standard	Indicators	Core Competencies
B4.5.7.1. Apply the knowledge of prepositions in oral and written communication.	B4.5.7.1.1. Use prepositions to convey a variety of meanings.	Communication and Collaboration

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure and personal development, and demonstrate independent reading skills and learning in the literary context areas.	B4.6.1.1.1. Read a variety of age and level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration

Section A

Strand 1: Oral Language

Sub-Strand 10: Presentation

B4.1.10.2.1. Speak clearly and fluently, using appropriate voice qualities such as pace, tone, etc.

Speech: Listening to recorded speeches

Teaching Strategies: Brainstorming, working in pairs, discussion, Questioning and Answering, etc.

Teaching/Learning Resources: Learners Book 4 **page 277**.

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

Key Vocabulary: minimum, deliberate, apologise, inconvenience, experience, etc.

Preparation Before Class

Write the sample speech (see Activity 2 below) on a manila card. Make a poster size copy of the picture on Learner's Book **page 277**. If possible, get a short video of someone in authority giving a speech with the media present to take coverage on your phone.

Teaching/Learning Activities

Activity 1

Have learners discuss what is happening in the picture on **page 277** of Learner's Book 4. Teach key vocabulary necessary for the lesson. Have learners predict what the lesson will be about.

Activity 2

1. Have learners listen to a speech delivered by a very important personality and say what they think the addresser is doing. Discuss with learners what is happening in the audio. Have them understand that in most cases when people in authority are addressing a group of people, the media takes coverage in order to report later.

2. Deliver the sample speech by assuming the role of the Energy Minister. Have some of the learners act as men and women of the media.

“Ladies and Gentlemen of the press, I greet you all. I invited you here this afternoon for us to deliberate on how to use electricity effectively so as to save some energy.

For the past month, our various power generating dams have kept going down beyond the minimum level due to lack of rainfall. It has therefore become very necessary for the electricity company of Ghana to conserve power during the day. Hence, electricity power will go off in some areas during the day, whilst others will experience it during the night.

The Ministry is therefore charging you to kindly send the message to the general public. We apologise to the general public for any inconveniences these outages might cause. Thank you.”

Assessment

Play the video of someone in authority, e.g., The President, Nana Addo Dankwa Akufo Addo addressing the press. Put learners into two groups to role-play the speech, with one group acting as the addresser and the other, the addressee (media).

Reflection

Have learners reflect and say what they have learnt from the lesson.

Additional Practice

Refer learners to **page 157** of Workbook 4 for further practice.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B4.2.7.1.1. Make meaning from text read.

B4.2.7.1.4. Read level-appropriate text silently and attentively for comprehension.

Energy

Teaching/Learning Strategies: Brainstorming, think-pair-share, DRA, etc

Teaching/Learning Resources: Learner’s Book 4 **pages 278–282**, word cards

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

Key Vocabulary: excitedly, nondescript, unveiled, grid, murmur, chimed, commended, fermented, guess

Preparation Before Class

Write keywords and phonic words on word cards. Make a large copy of the picture in Activity 3.

Teaching/Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to the one on Learner's Book 4 **page 278**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords one after the other.

Activity 4

Have learner search (scan) the story quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence in which it appears.

Activity 5

1. While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 6

1. Read the story again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what is happening in the story.
2. Put pre-reading questions on the board. Ask learners to read the story silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the story. Discuss the story with learners.

Activity 7

1. Ask learners to read the story silently again for details. They should picture what they read as they go along.

Remedial Activity

Put struggling learners into pairs and let them read the target words and sentences from the passage. Practise the words and sentences from the board and on cards. Then, have individual learners match and identify the treated words and sentences.

Extension Activity

Display word and sentence cards on your table. In pairs, make learners take turns to choose word or sentence cards for their partners to read aloud. After a while, let them change roles.

Activity 8

Assessment

1. Let learners read each of the questions on Learner's Book 4 **pages 281–282** and discuss the answers with their partners. Go round to support them.

Answers

- a. Books
- b. Computers
- c. There was no electricity to power the computers.
- d. He assembled them and explained the problem to them.
- e. Three
- f. Essenam, Nana and Sika.
- g. He was happy and willing to help.
- h. Biogas
- i. Individual answers

Additional Practice

Refer learners to Workbook 4 **pages 158–159** for more practice/exercises.

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Sub-Section B: Letters have sounds – Vowel sound “ɔ:” and its different spelling patterns.

Strand 2: Reading

Sub-Strand 2: Phonics

B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns.

Learners are supposed to learn the vowel sound /ɔ:/ as in **lord** and the different spellings that make it. Write the words on Learner's Book 4 **page 282** on the board. Make the sound of **or** as in **lord**. Ask learners to say the words on the board to see which one has the same vowel sound as **or** in **lord**. Ask them what they notice. Guide them to pronounce the words clearly and correctly.

Explain that ‘**or**’, ‘**au**’, ‘**ore**’ and ‘**aw**’ produce the same vowel sound even though their spellings are different. The letters ‘**al**’ in some words (e.g. chalk, walk, stalk, talk) also represent the /ɔ:/ sound.

Have the class read the words together. In groups, have learners do Exercises 3 and 4 on **page 282** of Learner's Book 4.

Remedial Activity

In pairs, let learners read the target words on cards to each other. For those who have difficulty producing the sounds, have them practise the sounds in isolation and within words with you.

Extension Activity

Call high achieving learners to pick and read the target words, form sentences with them and share with the class.

Additional Practice

Refer learners to Workbook 4 **page 159** for more practice/exercises.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.3.1. Deduce the meaning of words from how they are used in context. Example; near-synonyms; “cool”-“cold”-“freezing”.

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

Learners have to find specific words in the reading passage and explain them in context. To make it fun, you could have learners work in competing groups to see who correctly explains all words first. Once a group has finished, let them bring you their work. Check it quietly while the other groups finish the work.

Answers

a. grumble	-	murmur
b. gathered	-	assembled
c. praised	-	congratulated
d. unexpectedly	-	suddenly
e. shouted	-	exclaimed
f. uncovered	-	unveiled
g. power	-	energy

Additional Practice

Refer learners to Workbook 4 **page 160** for more practice/exercises.

Section

D

Strand 3: Grammar Usage at Word and Phrase Levels

Sub-Strand 10: Presentation

B4.3.10.1.1. Use presentations to convey a variety of messages.

Prepositions

Teaching Strategies: Brainstorming, group work, pair work

Teaching /Learning Resources: Learner's Book 4 **pages 283–284**

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

Key Vocabulary: before, in, between, after, behind, with, for, at, on

Preparation Before Class

Prepare sentence cards.

Teaching/Learning Activities

Activity 9

1. Refer learners to **pages 283–284** of Learner's Book 4 to look for given prepositions.
2. Have learners describe the positions of objects in the classroom using such sentences as:

- a. The book is on the table.
- b. The cupboard is in the corner.

Use a number of prepositions in sentences to indicate functions of prepositions.

3. Briefly explain the functions of prepositions, such as to indicate:
 - Place/position - on, in
 - Direction - towards, along
 - Time - at, on, in
 - Purpose - for, in order to
 - Possession - for, to
 - Comparison - than
 - Support or opposition - for, against
 - Instrument or manner - with, by
4. Introduce a Question and Answer drill to give learners practice.

Teacher: Where is your pen?

Learner A: It is on the table.

Teacher: Which way are you going?

Learner B: Towards the lorry park.

Write some of learners' answers on the chalkboard and guide them to identify the prepositions.

Assessment

Refer learners to **page 284** of Learner's Book 4 to do Exercise 2.

Answers

a. before b. at c. with d. after e. for

Remedial Activity

Refer learners to **pages 283–284** of the Learner's Book 4 to revise the uses of prepositions: on, from, to, at. Invite individuals to use given prepositions orally in their own sentences.

Extension Activity

Let learners complete sentences with the right prepositions.

Additional Practice

Refer learners to **page 161** of Workbook 4 for further practice.

Reflection

Ask learners in pairs to pick sentence cards and identify the prepositions in the sentences. Let them say what the preposition indicates in the sentence.

Section E

Strand 4: Writing

Sub-Strand 2: Penmanship/Handwriting

B4.4.2.1.2. Use simple sentences clearly and correctly.

Strand 5: Using Writing Conventions / Grammar Usage

Sub-strand 7: Using simple prepositions

Completing a guided composition with appropriate prepositions

Teaching Strategies: Brainstorming, think-pair-share, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **page 285**, word cards, etc.

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

Key Vocabulary: prepositions, after, on, to, in, etc.

Preparation Before Class

Write the guided composition with gap lines for prepositions on a manila card. Practise writing the paragraph on **page 285** of Learner's Book 4 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph on **page 285** of Learner's Book 4 correctly in their writing books.

Activity 10 Guided Writing

B4.5.7.1.1. Use simple prepositions to convey a variety of meanings.

1. Have learners use the following prepositions in sentences of their own: after, on, in, at, to, before, with.
2. Write a number of faulty sentences on the board. E.g.,
 - a. The girl is cooking the kitchen. (The girl is cooking in the kitchen.)
 - b. My aunt has stayed them two days. (My aunt has stayed with them for two days).In pairs, have learners identify what is wrong with each sentence. Ask them to correct the sentences by inserting the missing prepositions.
3. Put up the manila card and lead the learners to orally discuss which prepositions should be used to fill in the gaps.

Assessment

Ask learners to copy and complete the guided composition text into their exercise books.

Expected Answers

1. in	2. to	3. at	4. with
5. on	6. after	7. for	

Additional Practice

Refer learners to Workbook 4 **page 162** for more practice/exercises.

Reflection

Have learners reflect on using prepositions. Do they find it challenging?

Unit Summary

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

Discover more

Watch the video in the QR code on **page 286** of Learners Book 4 with learners and discuss the various prepositions in it.

Homework

Have learners work with their group members and complete the exercise on the worksheet in their homework books.

Extensive Reading

Share an interesting text with learners. Have them listen to your summary of the story.

Discuss how you did it with learners. In groups have learners pick and read story books and then write a summary of the story. Have groups share their summarized stories with the class. Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, like SWBST to improve their summaries.

Workbook Answers

A. Oral Language

- Power cuts are to be made as not enough power can be generated.
 - The press
 - Energy Minister
 - The level of the dam has gone below the minimum level.
 - Personal response

B. Reading

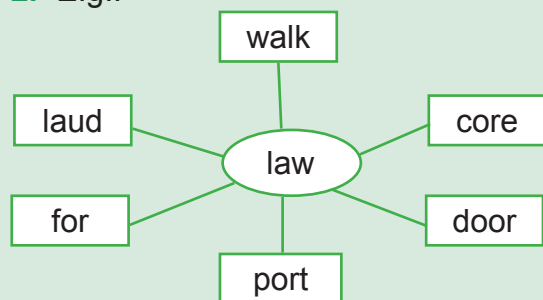
Activity 1

- Books
 - Computers
 - There was no electricity to power the computers.
 - He assembled them and explained the problem to them.
 - Three
 - Esenam, Nana and Sika.
 - He was happy and willing to help.
 - Biogas
 - Personal responses

Activity 2

- The correct order:
 - It was a Thursday afternoon, and the pupils of Yaayaso Primary School were on break.
 - They saw a white 207 Benz Sprinter bus drive into the school compound.
 - Somehow the idea of new books was picked up by enough students that they began to lead a chant of "New books! New books!" while walking toward the car.
 - Everybody ran to the assembly ground with the hope of seeing the new books.
 - To their surprise, the headteacher, together with the officials from the District Education Office, unveiled a set of fifty desktop computers to be presented to the school.
 - All the pupils clapped their hands for joy.

2. E.g.:



C. Vocabulary

1. **a.** surprise **b.** murmur
c. assembly **d.** congratulated
e. exclaimed
2. **a.** murmur **b.** energy
c. computer **d.** delighted
3. **a.** surprise **e.** computers
b. together **f.** effective
c. unveiled **g.** cheerfully
d. excitedly

D. Grammar Usage

1. We once lived by a stream that flowed along the street. Each time it rained, we had to stand on logs because the stream overflowed. In June 2009, it rained so heavily that all our things were floating in the stream. It carried them into the sea. We had to sleep under trees for weeks.

(**Note:** 'to' occurs twice but in both cases it is not a preposition, but an infinitive marker.)

2. **a.** We need to make preparations for the party as early as possible.
b. The classmates planned to celebrate after the quiz.

- c.** The tall boy should stand behind the short boys.
- d.** We shall set off at night.
- e.** We will go by bus.
3. **a.** Put the books on the table.
b. Joyce came here in the night.
c. We left Accra for Kumasi yesterday.
d. She told us the good news at supper.
e. Mary sits between Ama and Emelia.

E. Writing

1. **a.** sun (solar energy)
b. water (hydro-electric energy)
c. fossil-fuel (e.g. via national grid)
d. wind (wind energy)
e. organic matter (biogas)
2. **a.** in **b.** to **c.** at
d. with **e.** on **f.** after
g. for

3.

Preposition	What they indicate
1. on	time
2. to	purpose
3. at	place
4. with	manner
5. on	place/position
6. after	time
7. for	purpose

Unit Overview

This unit is about 'personal hygiene'. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will be taken through a discussion on the features of speech writing. Section B is in two parts. In the first part, learners will read a passage titled “The Young Writers” Club Learn About the Body” and answer comprehension questions on it. The second part is code-named, “Letters have sounds”. It will focus on the /f/ sound and its different spelling patterns.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners' understanding of keywords from the comprehension passage. Grammar is handled in Section D, with an emphasis on comparatives and superlatives.

Section E ends the unit. It is for writing skills development. Learners are to copy a text in joint script as well as write a guided composition on “How I care for my body”.

Learning Outcomes

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

Strand 1: Oral Language		
Content Standard	Indicators	Core Competencies
B4.1.10.3. Plan and present information and ideas for a variety of purposes.	B4.1.10.3.1. Identify the purpose and target audience of a speech and set goals in the context of assigned topics (For example; topics about familiar persons). B4.1.10.3.2. Draw on prior knowledge to identify the subject matter of speech.	Communication and Collaboration
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B4.2.7.2. Apply critical reading, implied meaning, higher, order thinking, judgement and evaluation.	B4.2.7.2.1. Respond to a text with reasons. B4.2.7.2.2. Make connections between the text and personal experiences real life.	Creativity and Innovation; Communication and Collaboration; Personal Development and Leadership

Sub-Strand 5: Blend and Consonant clusters		
Content Standard	Indicators	Core Competencies
B4.2.5.1. Identify and use common consonants in reading.	B4.2.5.1.2. Use the spelling-sound correspondences for common consonants. For example; (f).	Communication and Collaboration; Personal Development and Leadership
Strand 5: Using Writing Conventions or Grammar Usage Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B4.5.10.1. Spell words accurately.	B4.5.10.1.1. Use inventive spelling to increase fluency and free writing.	Communication and Collaboration; Critical Thinking and Problem Solving
Strand 3: Grammar Usage at Word and Phrase Levels Sub-Strand 4: Adjectives		
Content Standard	Indicators	Core Competencies
B4.3.4.1. Apply the knowledge of adjectives in communication.	B4.3.4.1.1. Use adjectives to make comparisons. For example; fast/slow (Ama is fast but Kofi is slow.); good/bad; fast/faster; slow/slower.	Communication and Collaboration; Critical Thinking and Problem Solving
Strand 4: Writing Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.2. Use simple sentences clearly and correctly.	Personal Development; Communication and Collaboration
Sub-Strand 9: Writing as a Process		
Content Standard	Indicators	Core Competencies
B4.4.9.1. Apply the skills and strategies for idea generation, selection development, organisation and revision in writing.	B4.4.9.1.1. Select a topic of choice on issues in the environment, brainstorm and organise ideas before writing a one-paragraph draft. B4.4.9.3.1. Review and revise the one-paragraph draft taking out irrelevant details.	Communication and Collaboration; Critical Thinking and Problem Solving; Personal Development and Leadership; Creativity and Innovation

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure and personal development, and demonstrate independent reading skills and knowledge in the literary content areas.	B4.6.1.1.1. Read a variety of age and level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration

Section A

Strand 1: Oral Language

Sub-Strand 10: Presentation

B4.1.10.3.1. Identify the purpose and audience of a speech and set goals in the context of assigned topics (for example; discuss familiar persons).

B4.1.10.3.2. Draw on prior knowledge to identify the subject matter.

Speech writing

Teaching Strategies: Brainstorming, working in pairs, discussion, questioning and answering, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 288–289**, sample speech, etc.

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

Key Vocabulary: Mr. Chairman, Ladies and Gentlemen, etc.

Preparation Before Class

Write a sample speech.

Teaching/Learning Activities

Activity 1

Refer learners to Learner's Book 4 **page 288** to talk about the pictures and answer the questions.

Activity 2

1. Have learners listen to the speech read by you.

The Headteacher, Our Dear Teachers, Fellow Learners, Ladies and Gentlemen: I am very happy to present a speech today on the cleanliness of our school environment. Our school, Amanoni M/A Basic is the oldest school in this area and is well-noted for its academic excellence and neatness.

Unfortunately, cleanliness is declining in this great school of ours of late. We often find learners throw rubbish, especially pieces of paper, wrappers of toffees and chewing gum and sachet water packs in and around the classrooms. As a result of this practice, the school spends precious time tidying up the compound after each break. Cleanliness, is said to be next to godliness. It is therefore important that we all keep our surroundings neat at all times.

Time, they say, waits for no one. If time meant for academic work is wasted, it is difficult to redeem it. In a school environment, time is set for every activity that is to be done. Once we are not able to keep to time, we cannot do all that we planned to do.

I, therefore, urge all and sundry of our beloved school to be conscious of environmental cleanliness in order to save time for more academic work.

Thank you.

2. Discuss the features of the speech together. Issues to discuss should include:
 - a. addressing the audience
 - b. presentation of purpose of the speech
 - c. discussion of the issue and its effects
 - d. closure of the speech
 - e. presentation manners (e.g., constant eye contact with audience; posture; articulation, intonation and volume; etc)

Activity 2

Assessment

Ask learners to do Exercise 1 on **page 289** of Learner's Book 4.

Expected answers

- a. Cleanliness of the school environment at Amanoni M/A Basic
- b. School Prefect
- c. Staff and learners of the school
- d. Cleanliness is declining in the school.

Reflection

Have learners present their speech to the class for feedback.

Additional Practice

Refer learners to **page 163** of Workbook 4 for more exercises.

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

B4.2.7.2.1. Respond to text with reasons.

B4.2.7.2.2. Make connections between a text and personal/real-life experiences.

The Young Writer's Club Learn About the Body

Teaching Strategies: Brainstorming, think-pair-share, DRA, KWL

Teaching/Learning Resources: Learner's Book 4 **pages 290–293**, word cards for both phonics words and keywords

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

Key Vocabulary: patron, eccentric, imagination, impact, embarrassment, deodorant, pronounced, stuff

Preparation Before Class

Write keywords and sight words on word cards.

Teaching/Learning Activities**Activity 4**

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to the one on Learner's Book 4 **page 290**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the key words one after the other (refer to Appendix A.2).

Activity 5

Have learners search (scan) the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.

Activity 6

1. While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 7

1. Read the text again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what is happening in the story.
2. Put pre-reading questions on the board. Ask learners to read the story silently, paragraph by paragraph, looking out for the answers to the pre-reading questions.
3. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the story. Discuss the story with learners.
4. Ask learners to read the story silently again for details. Encourage learners to come up with their personal opinions and viewpoints.

Activity 8

Assessment

Let learners read each of the questions on Learner's Book 4 **page 293** and discuss the answers with their partners. Go round to support them.

Answers

- a. They never know what to expect.
- b. Mrs. Seidu
- c. Sawla
- d. It was a Wellness Meeting.
- e. Voices break, stronger odour, menstruation, emotional changes
- f. Individual answers
- g. Individual answers

Remedial Activity

Ask struggling learners to repeat the changes that occur in the body of boys and girls during puberty after you. Draw the words or expressions from the board and on word cards. Have them read pre-created sentences and identify the target words or expressions in them.

Extension Activity

Ask high achieving learners to look through the passage and locate sentences with these words or expressions (body, odour, menstruation, more pronounced, puberty, emotional).

Additional Practice

Refer learners to Workbook 4 **pages 164–165** for more exercises.

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Sub-Section B: Letters have sounds – /f/ sound and its various spelling forms.

Strand 2: Reading

Sub-Strand 5: Common Consonants

B4.2.5.1.2. Use the spelling-sound correspondences for consonants - "f"

Learners are supposed to learn the /f/ sound and the different spellings that make it.

Write the words on **pages 293–294** of Learner's Book 4 on the board. Make the /f/ sound as in fish. Ask learners to say the words on the board to see which ones have the /f/ sound as in **fish**. Let learners pronounce the words to note those which have the 'f' sound.

Explain that 'f', 'ff', 'gh' and 'ph' produce the same /f/ sound but their spellings are different.

Have the class read the words together. Explain further that 'gh' produces 'f' sound only in limited words. For instance, in 'Ghana', it does not sound 'f'. In pairs, have learners do Exercise 1 and 2 on **pages 293 and 294** of Learner's Book 4.

Additional Practice

Refer learners to **pages 165–166** of Workbook 4 for further practice.

Section C

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Strand 10: Spelling

B4.5.10.1.1. Use invented spelling to increase fluency and free writing.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards

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

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

Learners are to look through the puzzle on **page 295** of Learner's Book 4 to find words from the passage "The Young Writer's Club Learn About the Body", whose meanings are stated beside the puzzle. This activity should be done as a whole class activity. First let learners read through the passage. Then, read each of the meanings with the learners and ask them to read the puzzle to look for a word to match that meaning. When they find a word, have it written against its meaning on the board and continue with the search. When all is done, give learners time to use the words in constructing sentences.

Answers

a. value	-	cherish	f. well-being	-	wellness
b. scent	-	odour	g. terrifying	-	scary
c. input	-	contributions	h. suddenly	-	abruptly
d. teach	-	educate	i. matter	-	stuff
e. adolescence	-	puberty			

The words in the puzzle

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

Section D

Strand 3: Grammar Usage at Word and Phrase Levels

Sub-Strand 4: Adjectives

B4.3.4.1.1. Use adjectives to make comparisons.

Example;

“fast/slow” (Ama is fast but Kofi is slow).

“good/bad”, “fast/faster”, “slow/slower”, etc.

Comparatives

Teaching Strategies: Brainstorming, group work, pair work,

Teaching/Learning Resources: Learner’s Book 4 **pages 296–297**

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

Key Vocabulary: comparison, superlatives, more, most, biggest, etc.

Preparation Before Class

Prepare sentence cards, adjective and adverb cards

Teaching/Learning Activities

Activity 9

1. Revise comparison by asking learners to do Exercise 1 on **page 296** of Learner’s Book 4.

2. Invite learners to your table in threes. Have one pick an adjective or adverb card from a Lucky Dip bag. One of the other two gives the comparative form of the word on the card while the third one gives the superlative form.
3. Discuss the comparative and the superlative forms of adjectives that end with 'y', e.g., happy – happier – happiest. Have learners do Exercise 2 orally.
Discuss the comparative and the superlative forms of irregular adjectives with learners, e.g. beautiful – more beautiful ____ most beautiful. Guide them with several examples and situations to use the comparative and the superlative forms of adjectives in sentences. Explain that adverbs form their comparatives and superlatives in the same way, e.g. Ama works fast, Kofi works faster but Kojo works the fastest of them.
4. In pairs, let learners write sentences (using comparative and superlative forms of adjectives and adverbs) to describe people or objects and their actions.

Assessment

Refer learners to **page 297** of Learner's Book 4 to do Exercise 2 of Activity 9 in writing.

Expected Answers

Word	Comparatives	Superlative
a. Early	Earlier	Earliest
b. Happy	Easier	Easiest
c. Dry	Happier	Happiest
d. Icy	Drier	driest
e. Angry	Angrier	iciest
		angriest

Remedial Activity

Learners work in groups. One learner picks a card with an adjective and the members read it and find its comparative and superlative forms. They do the same with all the given adjectives for the group. They then change roles.

Extension Activity

Have learners give the comparative and superlative for these adjectives: small, tall, weak, interesting, bold, dangerous.

Additional Practice

Refer learners to **pages 167–168** of Workbook 4 for further practice.

Reflection

Have learners talk about what they have learnt and how they learnt it.

Strand 4: Writing**Sub-Strand 2: Penmanship/Handwriting**

B4.4.2.1.2. Use simple sentences clearly and correctly.

Sub-Strand 9: Writing as a Process

B4.4.9.1.1. Select a topic of choice on issues in the environment, brainstorm and organize ideas before writing.

B4.4.9.3.1. Review and revise the one-paragraph draft taking out irrelevant details.

How I care for my body

Teaching Strategies: Brainstorming, Group work, Modelling, Copying, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 297–298**, word cards, sample composition, etc.

Core Competencies: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving

Key Vocabulary: body, care, brush, bath, nails, etc.

Preparation Before Class

Before the lesson, write a sample composition on how you care for your body. Practise writing the paragraph on **page 298** of the Learner's Book 4 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the sentences on **page 298** of Learner's Book 4 correctly in their writing books. Have learners read out the sentences and identify the proper nouns. Teach them the use of capital letters, full stops and commas.

Activity 10**Guided Writing**

1. Have learners read the passage, "The Young Writers" Club Learn About the Body".
2. Discuss the information about how to care for the various parts of the body with learners. Invite individuals to share how they take care of particular parts of their bodies with the class.
3. Have them listen to you read the sample composition on how you care for your body to them.

Assessment

In groups, have learners draft a short composition on the topic. Get the groups to present their draft for peer editing. Ask them to go back to review and revise their draft.

Homework

Have learners work in their groups to copy out their composition for proofreading and publication.

Reflection

Ask the groups to share their works with the whole class.

Additional Practice

Refer learners to **pages 168–169** of Workbook 4 for more practice.

Unit Summary

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

Discover more

Play the video in the QR code on **page 299** for learners to learn about comparative and superlative adjectives.

Homework

Ask learners to do this work in groups and submit group answers for marking.

Answers

1. The mama bear is bigger than the bear cub.
2. Hadiya is smarter than Joojo.
3. The car weighs more and is heavier than me.
4. Mama's food is nicer than food from a restaurant.

Extensive Reading

Revise work done in the previous unit. Encourage each learner to pick and read a text within a given time frame.

Share interesting texts with learners.

Workbook Answers

A. Oral Language

1. Personal responses

B. Reading

Activity 1

1. **a.** They never know what to expect.
- b.** Mrs. Seidu
- c.** Sawla
- d.** It was a wellness meeting.
- e.** Voices break, stronger odour, menstruation, emotional changes
- f.** Personal response
- g.** Personal response
- h.** Personal response
- i.** Personal response
- j.** Personal response, e.g., Plan and hold meetings with club members.

Activity 2

1. **a.** Every part of the body is very important. True
- b.** When bathing, you need not pay special attention to any part of the body. False
- c.** After visiting the toilet, we need to wash our hands with running water. True
- d.** It is necessary to wash our hands with soap. True
- e.** We must brush our teeth at least twice a day. True
2. chef - E laugh - E
fox - I tough - E
friend - I though
puff - E dolphin - M
elephant - M stuff - E
proof - E naught

3. Personal responses

C. Vocabulary

1. **a.** exposed **e.** grins
b. deodorant **f.** body
c. tense **g.** club
d. odour **h.** educate
2. E.g. do, state, nose, man, station, etc.

D. Grammar Usage

1.

Positive	Comparative	Superlative
a. strong	stronger	strongest
b. fast	faster	fastest
c. weak	weaker	weakest
d. slow	slower	slowest
e. small	smaller	smallest
f. hard	harder	hardest
g. beautiful	more beautiful	most beautiful
h. fat	fatter	fattest

2. **a.** The tortoise is slower than the dog.
- b.** Accra is developing faster than Koforidua.
- c.** The stick is longer than the ruler.
- d.** I did not know a boy can grow stronger than his father.
3. **a.** more dangerous
b. most careful
c. most interesting
d. more handsome
e. most polite
f. more stupid

E. Writing

1. Varied responses

Revision 6

Exercise 1

5:45 or quarter to six

7:30 or half past seven

12:00 or twelve o'clock

1:10 or ten minutes after one, or ten minutes past one

8:40 or forty minutes after eight, or forty minutes past eight

Exercise 2

2. a. a footballer

b. He grew up in an orphanage because he lost his parents to a flood.

c. He is kind to the less fortunate./He is a father to twelve adopted children.

d. Individual responses

e. Individual responses

Exercise 3

1. herd her boy fern
 foil fork arm nurse
 talk bird hurt term

Exercise 4

1. Individual responses

2. topmost – best

smart – clever

overflowing – spilling over

soil – make dirty

scatter – throw

responsible – reliable

Exercise 5

1. a. more interesting

b. whitest

c. newer

d. most beautiful

e. thinner

2. a. before

b. on

c. in

d. after

e. for

Exercise 6

1. Individual responses

Unit Overview

This unit is about discipline. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will learn to recite a poem entitled “Twenty Froggies” and answer a few questions on it. Section B is in two parts. In the first part, learners will read a passage titled “Prince ‘The Buzz’ Larbie” and answer comprehension questions on it. The second part is code-named, “Letters have sounds”. It will focus on words that end with -nk. Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on learners’ ability to form compound sentences. Section E ends the unit. It is for writing skills development. Learners are to copy a given text as well as write a guided argumentative composition on the discipline of training as a boxer.

Learning Outcomes

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

Strand 1: Oral Language Sub-Strand 3: Poems		
Content Standard	Indicators	Core Competencies
B4.1.3.1. Appreciate poems and other pieces of literary materials.	B4.1.3.1.1. Recite poems with stress, rhythm and actions and interpret them in your own words. B4.1.3.1.2. Identify and discuss values in poems.	Communication and Collaboration; Personal Development and Leadership; Creativity and Innovation
Strand 2: Reading Sub-Strand 8: Silent Reading		
Content Standard	Indicators	Core Competencies
B4.2.8.1. Construct meaning from texts read.	B4.2.8.1.1. Read silently and attentively for meaning from level-appropriate texts. B4.2.8.1.2. Find the meaning of words as used in context.	Critical Thinking and Problem solving Innovation and Creativity Personal Development and Leadership; Communication and Collaboration

Sub-Strand 3: Word Families, Rhyming Endings and Common Digraph		
Content Standard	Indicators	Core Competencies
B4.2.3.1. Identify rhyming ending words and common digraphs.	B4.2.3.1.1. Use common rhyming ending words to decode words. For example; long, King, etc.	Critical Thinking and Problem Solving; Communication and Collaboration; Personal Development and Leadership; Creativity and Innovation.
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.1. Understand word meanings and usages.	B4.2.6.1.1. Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication.	Communication and Collaboration; Critical Thinking and Problem Solving; Creativity and Innovation; Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels		
Sub-Strand 8: Conjunctions		
Content Standard	Indicators	Core Competencies
B4.3.8.1. Apply the knowledge of conjunctions in speech and in writing.	B4.3.8.1.1. Identify and use simple conjunctions, (and, but, for, or, yet, so, etc.).	Communication and Collaboration; Critical Thinking and Problem Solving
Strand 4: Writing		
Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and re-write sentences correctly.	B4.4.2.1.2 Use simple sentences clearly and correctly.	Personal Development; Communication and Collaboration
Sub-strand 13: Argumentative/Persuasive writing		
Content Standard	Indicators	Core Competencies
B4.4.13.2. Write arguments to support claims with clear reasons and relevant evidence.	B4.4.13.2.1. Introduce claim(s) and support them with clear reasons and relevant evidence. B4.4.13.2.3. Establish and maintain a formal style.	Communication and Collaboration; Personal Development; Critical Thinking and Problem Solving

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure and personal development, and demonstrate independent reading skills and knowledge in the literary content areas.	B4.6.1.1.1. Read a variety of age and level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration

Section A

Strand 1: Oral Language

Sub-Strand 3: Poems

B4.1.3.1.1. Recite poems with stress, rhythm and actions and interpret them.

B4.1.3.1.2. Identify and discuss values in poems.

Reciting a poem: Twenty Froggies

Teaching Strategies: Brainstorming, think-pair-share, group work, observation

Teaching/Learning Resources: Learners' Book 4 **pages 306–307**, the poem "Twenty Froggies" on a manila card, word cards, an enlarged picture of frogs dressed like school children in a pool of water.

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

Key Vocabulary: pool, vest, study etc.

Preparation Before Class

Write keywords on word cards, copy the poem on a manila card, and draw or get an enlarged picture of frogs dressed like school children in a pool of water (you can use the one in the reading passage).

Teaching/Learning Activities

Activity 1

1. Put up the enlarged picture and have learners talk about what they can see. Ask them to predict what the lesson will be about.
2. Teach the pronunciation and meaning of the keywords using the appropriate techniques (e.g. demonstrate how to study, and show them a picture of a vest).

Activity 2

Put up the poem on the board and ask learners to read the lines after you (refer to Learner's Book 4 **page 306** for the poem). Recite the poem while learners listen attentively. Invite learners to join you recite the poem line by line until the whole poem is learnt. Recite the poem with actions while learners listen and watch you.

In small groups, pairs and individually, ask learners to recite the poem with the appropriate stress, rhythm and actions.

While working in groups, have learners discuss the values in the poem. Have groups share their views with the whole class.

Assessment

Refer learners to **page 307** of Learner's Book 4 to answer the questions on the poem in their books.

Answers

3. **a.** Discipline (in the Frog school)
- b.** They learn first, then they play.
- c.** Individual response

Remedial Activity

Discuss the picture on **page 296** in the Learners Book with low achieving learners to help them connect their experiences with the text. Have them recite the verse after you several times until they can recite it on their own with the right stress, rhythm and actions.

Extension Activity

Ask high achieving learners to form meaningful sentences with these words from the verse and share them with the class; "froggies", "beside", "rushing" and "vests".

Additional Practice

Refer learners to **page 170** of Workbook 4 for further practice.

Reflection

Have learners reflect on the conversation and say what they have learnt from the lesson.

Strand 2: Reading**Sub-Strand 8: Silent Reading**

B4.2.8.1.1. Read silently and attentively to understand level-appropriate texts.

B4.2.8.1.2. Find the meaning of words as used in context.

Prince ‘The Buzz’ Larbie

Teaching/Learning Strategies: Brainstorming, think-pair-share, DRA, etc.

Teaching/Learning Resources: Learner’s Book 4 **pages 307–310**, word cards, picture

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

Key Vocabulary: explosiveness, hone, dedication, gym, earned, commentators, mantle .

Preparation Before Class

Write keywords and phonic words on word cards. Make a large copy of the picture in Activity 3.

Teaching/Learning Activities**Activity 3**

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to the one on Learner’s Book 4 **page 307**. Allow learners to talk about what they see and predict what the passage is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2).

Activity 4

Have learners search the text quickly to find the words in bold. Let them try to find out the meaning of each word by reading the sentence in which it appears. From the passage, ask learners to write the sentence in which the new word is in and read it aloud.

Activity 5

1. While the whole class listens attentively, read the passage aloud and ask learners to check the correctness of their predictions. Have few of them share their predictions with the rest of the class.

Activity 6

1. Read the passage again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what they are reading.
2. Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners.

Activity 7

Ask learners to read the passage silently again for details. Let them picture what they read as they go along. Encourage learners to do independent work.

Activity 8

Assessment

1. Let learners read each of the questions on Learner's Book 4 **page 310** and discuss the answers with their partners. Go round to support them.

Answers

- a. Prince is one of Ghana's youngest boxers.
- b. He followed his dad to the gym and picked up tricks from older boxers.
- c. David 'DK Poison' Kotei, Azumah 'The Professor' Nelson, Ike 'Bazooka' Quartey, and Joshua Clottey
- d. He said he will achieve higher heights than he himself reached.
- e. Individual response

Additional Practice

Refer learners to Workbook 4 **pages 171–172** for more practice/exercises.

Reflection

In small groups, have learners reflect on the passage and relate it to their personal experiences.

Sub-Section B: Letters Have Sounds – Words that end with -nk

Strand 2: Reading

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

B4.2.3.1.1. Use common rhyming words/ending words to decode words. Example; “sink”, “shrank”, “pink”, etc.

Have learners listen while you read each of these words: sink, hink, think, wink, thank, sank, trunk, shrink, chunk from word cards.

Write the words on the board and ask learners to listen while you read the words the second time. Each time you read a word, ask them to identify the sound of the underlined letters in it. Let them mention the position of the -nk sound in it. After a thorough oral pronunciation drill, ask learners to give more examples of words that end with -nk. (Examples: bank, sank) Working in pairs, let learners repeat the sample words on **page 310** of Learner's Book 4 under Exercise 1.

Have learners do Exercises 3 and 4 on Learner's Book 4 **page 310**.

Answers to Exercise 3

funk	shrank	punk
Frank	pink	(Any five)

Remedial Activity

In pairs, have learners read the target words to each other. Then, have them copy the words and underline the target sound "nk".

Extension Activity

While working in pairs, have learners form sentences with target words and share them with the class. Example:

- a. I think he will come today.
- b. They are washing the kitchen sink.

Additional Practice

Refer learners to **page 172** of Workbook 4 for more exercises.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.1.1. Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards

Core Competencies: Communication and Collaboration, Personal development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

Top activity

Refer learners to the six words at the top of **page 311** of Learner's Book 4. Working in pairs, have learners reread the passage and find the following words: earned, explosiveness, hone, gym, mantle, dedication). Ask them to put up their hands when they find any of them and to tell the class the paragraph in which they find it. Have them read the sentence in which it is to try and make out its meaning.

Meanings of the words as used in the passage:

earned – gained/got

explosiveness – fiery

hone – sharpen

gym – spa/stadium

mantle – duty

dedication – commitment

End the Vocabulary session with riddles about animals. Refer to **pages 311–312** of Learner's Book 4. Follow the Hot Seat procedure used for riddles in Unit 10 to carry out this activity. After all the riddles are answered and a winner is declared, let learners work in pairs to match the riddles to the appropriate animals.

Answers

a. Frog	b. Cat	c. Giraffe	d. Hen	e. bat
f. Camel	g. Octopus	h. Lion	i. Cow	j. Snail

Additional Practice

Refer learners to **pages 173–176** of Workbook 4 for further practice.

Section D

Strand 3: Grammar Usage at Word and Phrase Levels

Sub-Strand 8: Conjunctions

B4.3.8.1.1. Identify new simple conjunctions – “and”, “but”, “or”, “nor”, to link ideas.

Conjunctions join words and sentences that are related.

Conjunctions

Teaching Strategies: Brainstorming, group work, pair work,

Teaching/Learning Resources: Learner's Book 4 **pages 312–313**, sentence cards

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

Key Vocabulary: for, and, nor, but, or, yet, so

Preparation Before Class

Prepare sentence cards of simple sentences that can be combined with coordinating conjunctions: for, and, nor, but, or, yet, so.

Teaching/Learning Activities

Activity 9

1. Ask learners to use some given words to construct simple sentences.
2. Put learners in groups. Invite a member from each group to pick a sentence card from your table for the group. Have the group ambassador read the sentence to the group. Put another set of sentences on the board and ask each group to link one of your new sentences with theirs. Give time for the activity to enable learners to choose the right sentence.

Have each group read their new sentence to the class. Ask the groups to identify the word they used for joining the two sentences. Explain that such joining words are called conjunctions. Write them on the board for learners to practise with their partners. Let pairs share the conjunctions in their sentences with the class. Use **and**, **but**, **or** and **nor** in several sentences.

- a. I bought a pen **and** a notebook.
 - b. Esi is tall **but** Ama is short.
 - c. I will eat fufu **or** kenkey.
 - d. I will not eat fufu **nor** kenkey.
3. Use combination drills to help learners practise the use of conjunctions.
 - Learner A: "We ate rice".
 - Learner B: "We ate rice and beans".
 - Learner C: "They will do their homework".
 - Learner D: "They will do their homework or play games".
 4. Elicit examples of sentences with coordinating conjunctions from learners.

Assessment

Refer learners to **pages 312–313** of Learner's Book 4 to do Exercises 1–3.

Expected answers to Exercise 3

a. and	b. but	c. nor	d. but
e. so	f. and	g. or	h. for

Remedial Activity

Refer learners to **page 313** of Learner's Book 4 to help them find the coordinating conjunctions used for joining simple sentences into a compound sentence, namely: so, and, but, or, yet, nor, for.

Extension Activity

Let learners work in pairs. One learner gives two simple sentences and the partner joins them with a suitable conjunction and vice versa.

Additional Practice

Refer learners to **page 176** of Workbook 4 for further practice.

Reflection

Ask learners to identify conjunctions in sentences correctly. Let them work in pairs.

Section E

Strand 4: Writing

Sub-Strand 2: Penmanship/ Handwriting

B4.4.2.1.2. Use simple sentences clearly and correctly.

Sub-Strand 13: Argumentative/Persuasive Writing

B4.4.13.2.1. Introduce claim(s) and support them with clear reasons.

B4.4.13.2.3. Establish and maintain a formal style.

Debate

Teaching Strategies: Brainstorming, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **page 304**, word cards, etc.

Core Competencies: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving

Key Vocabulary: discipline, champions, exercise, training, etc.

Preparation Before Class

Before the lesson, practise writing the paragraph on **page 304** of the Learner's Book 4 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph on **page 314** of Learner's Book 4 correctly in their writing books.

Activity 10

Guided Writing: Argumentative / Persuasive Writing

1. Before writing the given paragraph, have learners read out the sentences and identify proper nouns. Let them note, the use of capital letters and commas.
Give each group five minutes to present their composition written in the previous session and have them wait for feedback.
2. Then have learners read the passage, “Prince ‘The Buzz’ Larbie” again.
Lead learners to discuss the discipline that Prince ‘The Buzz’ Larbie maintains. Get them to talk about what they think about the strict discipline of training five days a week for two hours; and if they think it is good or bad. Allow them to talk about what they would have done differently as Prince Larbie. Remember to write their points on the board.
Put learners into groups. Assign them “for” or “against” the discipline of training hard. Have each group draft a short debate on discipline from the point of view of Prince “The Buzz” Larbie. E.g., Those who are for discipline should say why, and those who are against it should also say why. Get the groups to present their draft for peer editing. Let the groups go back to review and revise their drafts.

Additional Practice

Refer learners to **pages 177–178** of Workbook 4 for more exercise

Reflection

Have groups present their work before the class for peer feedback.

Unit Summary

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

Discover more

Scan the QR code on **page 316** of the Learner's Book 4 and have learners enjoy listening to the riddles and making new discoveries.

Homework

Discuss the homework with learners. Let them write a few sentences about the topic.

Extensive Reading

Have individuals work to summarise their books using the SWBST strategy.

Workbook Answers

A. Oral Language

- Twenty froggies went to school.
 - Down beside a rushing pool.
 - Twenty vests all white and clean.
- The poem is about twenty very disciplined froggies.
 - They are on time for school, and they study (finish their school work) before they play.
 - Personal responses/discipline

B. Reading

Activity 1

- Prince is one of Ghana's youngest boxers.
 - Nine years old
 - He followed his dad to the gym and picked up tricks from older boxers.
 - David 'DK Poison' Kotei, Azumah 'The Professor' Nelson, Ike 'Bazooka' Quartey, and Joshua Clottey
 - Greater Accra Region
 - He said Prince will achieve higher heights than he himself did.
 - A minimum of two hours daily
 - Personal responses
- Personal responses
 - From his father
 - To be determined and to be disciplined/various answers

Activity 2

- 1–2. Personal response

C. Vocabulary

Activity 1

- tight
 - noteworthy
 - stubborn
 - champion
 - dedication

2. Personal responses

Activity 2

- frog
 - giraffe
 - cat
 - hen
 - bat

2. Personal responses

D. Grammar Usage

- We left very early but we arrived late.
 - They relied on the police but they were disappointed.
 - We love you, so we will remember you. / We love you and we will remember you.
 - He is old, so he cannot work. / He is old and cannot work.
 - Mummy may go to the market today or during the weekend.

2. Personal responses

Activity 2

- Personal responses
- Personal responses, including:
I am hungry and tired.
She is lazy and dirty.
Ama swept the room, but Kofi played there all morning.
He slept deeply, so he did not see the thieves.

E. Writing

- Personal response
- Personal Response

Unit Overview

This unit is about natural disasters. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will listen to a story called “Clean-up Day in Madina” and retell it to their partners. Section B is in two parts. In the first part, learners will read a passage titled “Earthquakes” and answer comprehension questions on it. The second part is code-named, “Letters have sounds”. It will focus on words ending with twin letters. Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on compound sentences. Section E ends the unit. It is for writing skills development. Learners are to copy a paragraph in joint script (cursive writing) as well as write a report on a windstorm.

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
B4.1.7.1. Use appropriate skills and strategies to process meaning from texts.	B4.1.7.1.2. Make connections with events in narrative texts. B4.1.7.1.5. Identify the main idea and detail of texts.	Communication and Collaboration; Personal Development and Leadership; Critical Thinking and Problem Solving
Strand 2: Reading Sub-Strand 10: Summarizing		
Content Standard	Indicators	Core Competencies
B4.2.10.1. Read and summarize passages read.	B4.2.10.1.1. Summarize level-appropriate passages or texts orally. B4.2.10.1.2. Write a summary of a level-appropriate text read.	Critical Thinking and Problem Solving; Personal Development and Leadership

Sub-Strand 5: Blends and Consonant Clusters		
Content Standard	Indicators	Core Competencies
B4.2.5.1. Identify and use consonant blends and clusters in reading.	B4.2.5.1.2. Use the spelling-sound correspondences for common consonant digraphs.	Communication and Collaboration; Personal Development and Leadership
Strand 5: Using Writing Conventions and Grammar Usage Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B4.5.10.1. Spell words accurately.	B4.5.10.1.1. Use inventive spelling to increase fluency and free writing.	Communication and Collaboration; Critical Thinking and Problem Solving
Strand 3: Grammar Usage at word and Phrase levels Sub-Strand 8: Conjunctions		
Content Standard	Indicators	Core Competencies
B4.3.8.1. Apply the knowledge of conjunctions in speech and in writing.	B4.3.8.1.1. Identify and use conjunctions, (and, but, nor, or, so, for, yet, etc.) to link ideas.	Communication and Collaboration
Strand 4: Writing Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.1. Write clearly using joined letters of consistent size.	Personal Development; Communication and Collaboration
Sub-Strand 10: Narrative Writing		
Content Standard	Indicators	Core Competencies
B4.4.10.1. Narrate situations, express feelings and convey points of view about the real world or fictional world.	B4.4.10.1.1. Write about real or imagined experiences or events following a story structure (beginning, middle and end). Use appropriate nouns or pronouns within and across sentences to aid cohesion.	Personal Development and Leadership; Communication and Collaboration; Critical Thinking and Problem Solving

strand 6: Extensive Reading sub-strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure and personal development and demonstrate independent reading skills and knowledge in literary content areas.	B4.6.1.1.1 Read a variety of age and level appropriate books and write a two-paragraph summary of each book read.	Core Competencies Personal Development and Leadership Communication and collaboration

Section A

Strand 1: Oral Language

Sub-Strand 7: Listening Comprehension

B4.1.7.1.2. Make connections with events in narrative texts.

B4.1.7.1.5. Identify the main idea/gist and details of texts.

Listening Comprehension: Clean-up Day in Madina

Teaching Strategies: Brainstorming, think-pair-share, group work, etc.

Teaching/Learning Resources: Learner's Book 4 **page 318**, word cards, conversation picture

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

Key Vocabulary: clean up, gutters, choked

Preparation Before Class

Write keywords on word cards, and make a large copy of the picture on **page 318** of Learner's Book 4.

Teaching/Learning activities

Activity 1

1. Put up the enlarged picture of **page 318** of Learner's Book 4 and use leading questions to encourage learners to talk about it (e.g., *What is happening in the picture? What do you see the people doing? Who do you think they are? etc.*).
2. Teach pronunciation and meaning of keywords (if necessary). Have learners predict what the lesson will be about.
3. Have learners listen while you read aloud the short story about cleaning up Madina.
4. Read the story a second time and have learners answer your questions on it.

Clean-up Day in Madina

There is a huge sanitation problem in Madina. Due to how populous the community is, there is a great amount of rubbish generated daily. As if that is not enough, many people pass through Madina each day because of its big market and bus stations. This adds to the problem. A lot of the gutters are choked with rubbish, which attracts flies and mosquitoes and leads to many diseases in the community. Many people have moved out because they can no longer stand the smell coming out of these gutters. The sanitation workers are completely overwhelmed and simply cannot keep up with the amount of rubbish. The problem is beyond them.

After a series of town-hall meetings to address the problem, the entire Madina community agreed to hold periodic clean-up exercises to make the community cleaner. They selected the first Saturday in the month as the day for the exercises. On the first Saturday, the clean-up happened in earnest.

Solid waste in gutters was removed, and dustbins were placed at vantage points in the area. Through their actions, the members of the community sensitized others on how to properly dispose of rubbish at the market and bus stations. Madina is slowly changing. Members of the community are now vigilant and checking on people who throw rubbish out of cars, in the market, and in other public areas. Sometimes all it takes is a little effort from a group of people, and we can see change.

Activity 2

1. Have learners retell the story to their partners.
2. Read the story to them one more time.

Assessment

Put learners in pairs to discuss and share their understanding of the story.

Have learners do an activity by completing a blank table like the one below.

What happened (the event)?	Where did this event happen?	Write the key details of the story in sentences.
Answer: An entire community agreed to hold periodic clean-up exercises to make their community cleaner.	Answer: In Madina	Answer: Madina is densely populated. Also, many people from outside come there because of the market and bus stations. All these people create huge amounts of rubbish and many people dump their rubbish anywhere. Gutters are choked, the smell is bad, there are flies and mosquitoes, and people get sick. The sanitation workers can no longer cope. The community held meetings, decided to have a big clean-up once a month, and teach people not to throw rubbish around. Madina is slowly changing for the better.

Remedial Activity

Have low achieving learners repeat the text "Clean-up Day in Medina". Encourage them to mention some of the activities that took place in the text to enhance cleanliness.

Examples:

1. The community health meetings.
2. They decided to have a big clean-up once a month.
3. They taught people not to throw rubbish around, etc.

Extension of Assessment

Have high achievers identify, discuss and explain the central message of the story, i.e. what the author wants us to learn from the story.

Additional Practice

Refer learners to **page 179** of Workbook 4 for more exercises.

Reflection

Have learners reflect on the story and say what lessons they have learnt from it.

Section B

Strand 2: Reading

Sub-Strand 10: Summarising

B4.2.10.1.1. Summarise level-appropriate passages or texts orally.

B4.2.10.1.2. Write a short summary of a level-appropriate text read.

Earthquakes

Teaching/Learning Strategies: Directed Reading Activity (DRA), group work, pair work, whole class activity

Teaching/Learning Resources: Learner's Book 4 **pages 319–322**, word cards, a picture showing the destruction earthquakes can cause to nature, buildings and infrastructure

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

Key Vocabulary: earth's crust, tremor, seismograph, vibration, magnitude, destructive, stampede, collapse, disaster tsunami, earthquake

Preparation Before Class

Prepare word cards for the keywords and the phonic words. Make a large copy of the pictures on Learner's Book 4 **page 319** if possible, for a more co-operate picture reading activity.

Teaching/Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Put up the picture or refer learners to the three pictures on Learner's Book 4 **page 319**. Allow learners to talk about what they see and predict what the passage is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2) for stages of teaching vocabulary).

Activity 4

Ask learners in pairs to scan through the passage looking for the words in **bold** and to find the meaning of each word using the context (the sentence(s) in which it occurs).

Activity 5

1. While the whole class listens attentively, read the passage aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 6

1. Read the text again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what they are reading.
2. Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners.

Activity 7

Ask learners to read the passage silently again to identify the main idea in a given paragraph, guide learners with examples and show them how to restate the information in just a few words.

Activity 8

Assessment

In pairs, let learners read the questions on Learner's Book 4 **pages 321–322** and discuss their answers together. Go round to support them.

Answers

- a. The crust
- b. The sudden shaking of the earth's surface
- c. Gomoa Nyanyanor, Tetegu, Weija, Akuapem and McCarthy Hill (Any 2)
- d. Stay inside/Drop under heavy furniture such as a table/Cover your head and torso to prevent being hit by falling objects/Hold onto the object that you are under so that you remain covered/Flatten yourself against a wall inside of the building/Stay away from windows.

- e. Stay outside/Go to an open area away from buildings/If you are in a crowded public place, take cover so that you don't get trampled in a stampede.
- f. When an earthquake takes place in the ocean, it is called a tsunami.
- g. Individual answers

Additional Practice

Refer learners to Workbook 4 **page 180–181** for more exercises.

Reflection

In small groups, have learners reflect on the passage and relate it to their personal experiences.

Sub-Section B: Letters have sounds – Words that end with twin letters

Strand 2: Reading

Sub-Strand 5: Blends and Consonant Clusters.

B4. 2.5.1.2. Use the spelling-sound correspondence for common consonants digraphs.

Write a number of words that end with double letters on words cards, and put them in a Lucky Dip box. Invite learners to take turns picking and reading the words.

Write the words on the board and have learners read them together. E.g tell, hell, tall, mall, mill, off, etc. Ask learners to read the words again individually and tell you the sound at the end of them.

Explain briefly that the double letters are “ll” (as in tell, etc.) and “ff” (as in off) but they produce only one “l”/“f” sound. Such words are called twin letter words.

Refer learners to **page 322** of Learner's Book 4 to do Exercises 2 and 3.

Additional Practice

Refer learners to **page 181** of Workbook 4 for further practice

Section C

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Strand 10: Spelling

B4.5.10.1.1. Use invented spelling to increase fluency and free writing.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards, slates

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

Key Vocabulary: tremor, Richter scale, severity, tsunami, destructive

Preparation Before Class

Before the lesson, prepare your word cards and get enough slates to go round the groups.

Teaching/Learning Activities

Exercise 1

Learners are expected to learn to spell the keywords from the passage. Play a spelling game with them to make this exercise fun. Divide the class into two or more teams. Let each team appoint a leader and a scribe.

Give the scribes a slate and a marker each. Say a word clearly to the hearing of the learners and have the teams write it on their slate in 5 or more seconds (depending on the difficulty of the word). The first team to finish writing it correctly raises the slate and gains five points. Continue with the other words. At the end of the game, the team that has the highest points is the winner.

Now, read each word on **page 323** of Learner's Book 4 and get a learner to read the meaning attached to it.

Exercise 2

Copy the sentences in Exercise 2 on the board. Read each sentence and let the learners, in their groups, decide which word to use to fill the gap. Ask learners to write the sentences in their exercise books. Have them share their answers with the class.

Answers

- a. Ghana has never experienced a **tsunami**.
- b. The **seismograph** measures the gravity of an earthquake.
- c. Earthquakes can be **destructive** to life and property.
- d. Japan is often rocked by strong earthquakes, not a **tremor**.
- e. The **severity** of the earthquake was seen in the amount of destruction it has caused.

Additional Practice

Refer learners to **pages 181–182** of Workbook 4 for further practice.

Strand 5: Grammar Usage at word and Phrase levels**Sub-Strand 8: Conjunctions**

B4.5.8.1.1. Identify and use conjunctions - “and”, “nor”, “but”, “or” - to link ideas.

(Functions of Conducting Conjunctions)

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

Teaching Strategies: Brainstorming, group work, pair work

Teaching /Learning Resources: Learner’s Book 4 **pages 324–325**

Key Vocabulary: compound, sentences, coordinating conjunctions

Preparation Before Class

Get sample sentences ready, they must contain following coordinating conjunctions: and, nor, but, or.

Teaching/Learning Activities**Activity 9**

1. Read sentence a-d on **page 324** of Learners Book 4 as an introduction to the lesson. Based on the sample sentences, revise the meaning of conjunctions. (Conjunctions are joining words. They connect words or groups of words in sentences that are related).
2. Using illustrations, explain to learners that “**and**”, “**but**”, “**or**” and “**nor**” are types of conjunctions called **coordinating conjunctions**. Coordinating conjunctions join two words or ideas of equal importance. They are used to join or link similar ideas, contrasting ideas, and show choices/options or negatives.
3. Use “and”, “but”, “or” and “nor” in several sentences to show how and when we use them.
 - a. Similar ideas - using “and”.
The hunter killed an antelope. His wife was happy.
The hunter killed an antelope and his wife was happy.
 - b. Contrasting ideas - using “but”.
I came to school. I was late.
I came to school but I was late.
 - c. Choice/Option - using “or”.
You should sit down. You should leave my office.
You should sit down or leave my office.
 - d. Negative ideas - using “nor”.
The visitor will not eat. He will not do any exercise.
The visitor will not eat nor do any exercise.

Have pairs of learners take turns to read the sample sentences several times for accuracy and fluency.

4. Use integration drills for more practice.
 - a. Efua came home. She changed her belt.
Efua came home and changed her belt.
 - b. Do you like banku? Do you like rice?
Do you like banku or rice?
 - c. Tom was shown his bed. He did not sleep.
Tom was shown his bed but he didn't sleep.
 - d. My sister didn't go to school. She didn't visit our sick mother.
My sister didn't go to school nor did she visit our sick mother.
5. Refer learners to Learners Book 4 **page 325** to complete Exercise 4 with their partners.

Assessment

Refer learners to **page 182** of Workbook 4 to do Exercise 1 under Activity 1.

Additional Practice

Refer learners to **page 183** of Workbook 4 for further practice.

Section E

Strand 4: Writing

Sub-Strand 2: Penmanship/Handwriting

B4.4.2.1.1. Write clearly using joined letters of consistent size.

Sub-strand 10: Narrative writing

B4.4.10.1.1. Write about real or imagined experiences or events following a story structure (beginning, middle and end). use appropriate nouns or pronouns within and across sentences to aid cohesion.

Describing a destructive windstorm

Teaching Strategies: Brainstorming, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 326–327**, word cards

Core Competencies: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving

Key Vocabulary: storm, uproot, destroyed, strong wind, roofs, etc.

Preparation Before Class

Prepare word cards for keywords that learners can use in their compositions. Write a sample descriptive composition on the topic. Make a large copy of the picture on Learner's Book 4 **page 326**. Practise writing the sentences on **page 326** of the Learner's Book 4 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph on **page 326** of Learner's Book 4 correctly in their writing books.

Activity 10 Guided Writing - Narrative Writing

1. Orally prepare learners to write on the topic by leading them to discuss the scene in the picture.
Examples:
Teacher: What is happening in the picture?
Learners: The wind is blowing and destroying roofs, trees, etc.
Teacher: What kind of winds can do this?
Learners: Strong wind, tornado, etc.
Teacher: What will people do when this kind of wind is blowing?
Learners: They will go into their rooms, stay indoors, etc.
2. Drill them in the keywords (storm, uproot, destroyed, strong wind, roofs) and have them use them in constructing sentences. Share your sample composition on the topic with the class.
3. Put learners in groups and let them discuss the demands of the topic, including time words to use (e.g. last week, yesterday, etc.), how the wind began (suddenly, slowly etc.), what they saw, how people were behaving, etc.
4. Ask learners to sit in pairs but each write their own composition.

Activity 11

Assessment

Refer them to **pages 326–327** of Learner's Book 4 and remind them how to assist each other, and how to assess classmates' work. Go round to offer support to those who are struggling.

Reflection

Invite learners to share their work with the whole class.

Additional Practice

Refer learners to **pages 183–184** of Workbook 4 for further practice.

Unit Summary

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

Discover more

Watch the video in the QR code on **page 328** of learners Book 4 with learners and discuss what they have learnt.

Homework

Have learners watch this video and do the exercise in their homework books.

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

SWBST stands for:

Somebody: Who is the main character?

Wanted: What did the character want?

But: What was the problem or challenge?

Workbook Answers

A. Oral Language

1.
 - a. They organised clean-up days.
 - b. They removed solid waste from the gutters. / They are checking that people do not litter or dump their rubbish everywhere.
2.
 - a. The town was filthy.
 - b. The first Saturday of every month.
 - c. They were choked
 - d. Personal responses
 - e. Solid waste
 - f. Individual response / The people of Madina
 - g. Personal response

B. Reading

1.
 - a. The Earth's crust
 - b. It is a vibration of the ground so strong that it can collapse buildings.
 - c. Earthquake-prone areas in Ghana include Gomoa

Nyanyanor, Tetegu, Weija, Akuapem and McCarthy Hill.

- d. If you are indoors when an earthquake happens, stay inside. Drop under heavy furniture such as a table, desk, bed or any solid furniture. Cover your head and torso to prevent being hit by falling objects. Hold onto the object that you are under so that you remain covered. However, if you can't get under something strong or if you are in a hallway, flatten yourself against a wall inside of the building. Stay away from windows or shelves with heavy objects.
- e. When an earthquake takes place in the ocean, it is called a tsunami.
- f. Personal responses

2. a. In 1960, Chile experienced an earthquake with a magnitude of 9.5.

b. In March 1964, Alaska also had an earthquake with a magnitude of 9.2.

c. On March 11, 2011, Japan had an earthquake of 9.0 magnitude.

3. Personal responses

C. Vocabulary

1. Personal response

2. a. tremor

b. mild

c. magnitude

d. centre

e. Richter

D. Grammar Usage

1. a. Kofi is sick, so he can't dance.

b. I waited, but he didn't come.

c. He came home and slept.

d. Kofi bought many oranges, but all the oranges got spoilt.

e. I will eat fufu or /and rice this evening.

2. Personal response

E. Writing

1. Personal response

2. a. Human beings live on the part of the Earth called the Earth's crust.

b. A seismograph is the instrument used to measure the magnitude of an earthquake.

c. Though Ghana is not one of the major earthquake zones of the world, it is prone to natural disasters.

d. Chile experienced an earthquake of 9.5 magnitude.

3. Personal responses

Unit Overview

This unit is about a few interesting inventions made to meet societal needs. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will listen to a story titled “Fire at Last”, and retell it. Section B is in two parts. In the first part, learners will read a passage titled ‘Necessity is the mother of inventions’ and answer comprehension questions on it. The second part is code-named, “Letters have sounds”. It will focus on the double letter spelling rule.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on contracted forms of words.

Section E ends the unit. It is for writing skills development. Learners are to copy a text as well as write two paragraphs to extend the comprehension passage.

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
B4.1.4.1. Respond to Stories.	B.4.1.4.1.1. Retell stories sequentially including key details.	Communication and Collaboration; Creativity and Innovation; Cultural Identity and Global Citizenship; Personal Development and Leadership
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B4.2.7.1. Process and comprehend level-appropriate texts.	B4.2.7.1.1. Construct meaning from texts read. B4.2.7.1.2. Note and recall main ideas in a sequence.	Creativity and Innovation; Communication and Collaboration Critical Thinking and Problem Solving

Sub-strand 5: Blend and Consonants clusters		
Content Standard	Indicators	Core Competencies
B4.2.5.1. Identify and use consonant blends and clusters in reading.	B4.2.5.1. Use spelling sounds correspondences for common consonant digraphs.	Communication and Collaboration Personal Development and Leadership
Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.3 Demonstrate a rich vocabulary that support the development of listening, reading, speaking, writing and presentation skills.	B4.2.6.3.1 Deduce meaning of words from how they are used in context, e.g. near synonyms.	Core Competencies Communication and collaboration Critical Thinking and Problem Solving Personal Development and Leadership
Strand 3: Grammar Usage at word and phrases levels		
Sub-strand 9: Modals		
Content Standard	Indicators	Core Competencies
B4.9.1. Apply the knowledge of modals in speech and in writing.	B4.9.1.1 Use modals to express a variety of meanings.	Communication and collaboration
Strand 4: Writing		
Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.1. Write clearly using joined letters of consistent size.	Personal Development; Communication and Collaboration
Sub-Strand 9: Writing as a process		
Content Standard	Indicators	Core Competencies
B4.4.9.2 Develop and express ideas coherently and cohesively in writing. B4.4.9.3. Apply strategies for improving drafts for publishing.	B4.9.2.1 Develop ideas into one graph using appropriate nouns or pronouns within and across sentences to aid cohesion and avoid ambiguity. B4.4.9.3.2. Proofread draft, checking capitalisations, usage punctuation and spelling.	Personal Development and Leadership Critical Thinking and Problem Solving Creativity and Innovation Communication and collaboration Personal Development and Leadership Critical Thinking and Problem Solving Creativity and Innovation

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B4 .6.1.1. Read widely for pleasure and personal development, and demonstrate independent reading skills and knowledge in the literary content areas.	B46.1.1.1. Read a wide variety of age and level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration

Section A

Strand 1: Oral Language

Sub-Strand 4: Story Telling

B4.1.4.1.1. Retell stories sequentially, including key details.

Story Telling: Fire at last

Teaching Strategies: Teamwork, demonstration, pair work

Teaching/Learning Resources: Learner's Book 4 **pages 330–331**, word cards, picture

Core Competencies: Communication and Collaboration, Critical Thinking and Problem solving, Cultural Identity, Creativity, Personal Development and Leadership

Key Vocabulary: attires, migrated, invented, spark

Preparation Before Class

Write word cards and make a poster size copy of the picture on Learner's Book **page 330**.

Teaching/Learning Activities

Activity 1

1. Put up the picture and use probing questions to have learners talk about the picture.
Teach keywords and have learners predict what the lesson will be about.

Activity 2

Tell or read the story "Fire at Last" to the class (refer to Appendix A.5 for the story.) Then tell it a second time.

Have the learners retell the story in detail. Ask them to tell what happens at the beginning, in the middle and towards the end. Lead the class to discuss the messages about life that the story carries.

Activity 3

Tell the story “Fire at last” again and let learners retell it in the right order to their partners.

Activity 4

Assessment

Have learners answer the questions on Learner’s Book **page 331**.

Answers

- a. Their king was wicked.
- b. They were hungry.
- c. Yam
- d. A woman struck two stones together.
- e. Inventions happen when we try to solve life’s problems.

Reflection

Put learners into four or more groups. Ask them to give a suitable oral ending to the story. Make this activity easy by showing them what you would have said to conclude the story. Encourage groups to say their concluding parts to the hearing of the class.

Additional Practice

Refer learners to **pages 185–186** of Workbook 4 for further practice.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B4.2.7.1.2. Note and recall main ideas in a sequence.

B4.2.7.1.1. Construct meaning from texts read.

Necessity is the Mother of Invention

Teaching/Learning Strategies: Brainstorming, think-pair-share, DRA

Teaching/Learning Resources: Learner’s Book 4 **pages 331–334**, word cards pictures, flip chart sheets

Core Competencies: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation, etc.

Key Vocabulary: curiosity, scolded, inventor, spilling, sanitation, popularity, occurred

Preparation Before Class

Write keywords and one-syllable verbs on word cards. Make a large copy of the two pictures in Activity 5.

Teaching/Learning Activities

Activity 5

1. Begin the lesson with a discussion of the title of the passage. Put up the two pictures or refer learners to Learner's Book 4 **page 331**. Allow learners to talk about what they see and predict what the passage is about.
2. Teach and drill the pronunciation of the key words one after the other (refer to Appendix A.2).

Activity 6

Have learners search (scan) the passage quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence in which it appears.

Activity 7

1. While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class. Have learners skim through the passage noting the heading / sub-heading and key vocabulary or any important feature.

Activity 8

1. Read the text again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what they are reading.
2. Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners.
3. Ask learners to read the passage silently again for details. They should picture what they read as they go along.
Allow learners to ask and answer questions about the text read.

Activity 9

Assessment

1. Let learners read each of the questions on Learner's Book 4 **page 334** and discuss the answers with their partners. Go round to support them.

Answers

- a. Curiosity and by accident
- b. Kwame Nkrumah University of Science and Technology (KNUST)
- c. John J. Loud

- d. Individual answer
- e. Individual answer

Additional Practice

Refer learners to Workbook 4 **pages 186–187** for more practice/exercises.

Reflection

In small groups, have learners reflect on the passage and say what they have learnt.

Sub-Section B: Letters have sounds – Spelling rules - 1 (Doubling rule)

Strand 2: Reading

Sub-Strand 5: Blends and Consonants Clusters

B4.2.5.1.2. Use the spelling-sound correspondence for common consonant digraphs

Activities here are meant to introduce learners to the spelling rules in the English language. They are supposed to learn to use the rule of doubling the consonant before adding suffixes like -ing, -ed, -er, -est, etc. Put a number of verb cards (one-syllable verbs) on your table. Invite learners to pick the cards. Working in groups, ask them to form sentences with the verbs in a continuous tense, (e.g., sit ____ I am sitting on the chair.). Invite group scribes to write their sentences on the board. Discuss the verb forms in the sentences with the class. Explain briefly that in English, if a word has one syllable, one vowel and just a consonant after the vowel, the consonant is doubled before adding -ing, -ed, -er or -est, e.g. sin – sinned; big – bigger, biggest; plan–planned, etc. Back in their groups, have them search for such words in reading passages, newspaper cut outs, etc. Have groups present their words on a flip chart sheet for a gallery walk. You can turn it into a fun activity by putting learners into two groups to play the game, “How far can you go”.

Additional Practice

Refer learners to **page 187** of Workbook 4 for further practice.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.3.2. Deduce meaning of words from how they relate to one another (synonyms).

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards

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

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Working in pairs, have learners re-read the passage and find the following words: **scolded, variety, spilling, curiosity, inventor**. Ask them to put up their hands when they find any of them and to tell the class the paragraph in which they found it. Have them read the sentence in which it is to try and make out its meaning.
2. Display the word cards and have learners take turns to pick a word, read it aloud and spell it to the hearing of the whole class. Still in pairs, have learners read the passage again. Then refer them to Exercise 2 on **page 325** of Learner's Book 4 to match the words in A to their appropriate meanings in B.

Answers

curiosity _____ inquisitiveness
scolded _____ rebuked
spilling _____ overturning
variety _____ different types
inventor _____ maker

Additional Practice

Refer learners to **pages 187–188** of workbook 4 for further practice.

Section D

Strand 3: Grammar Usage at Word and Phrase Levels

Sub-strand 9: Modals

B4.3.9.1.1 Use modals to express a variety of meanings.

Contracted forms

Teaching Strategies: Brainstorming, group work, pair work,

Teaching/Learning Resources: Learner's Book 4 **page 336**

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

Key Vocabulary: don't, won't, shan't, I'll, etc.

Preparations Before Class

Get an extract from a passage ready

Teaching/Learning Activities

Activity 11

1. Dictate some sentences with contracted words to learners. E.g., It's time to go home.
2. Write the sentences on the board and have learners exchange their books for peer marking. After marking, discuss the omissions that occur in contracted forms with learners.
3. In groups, have learners write some contracted forms in full. Write the sentences below on the board. Discuss the importance and use of contracted forms in speech and the convention regarding written forms (e.g., They are used in conversations and friendly letters, but not in formal writing such as formal letters or academic and business documents, etc.).
 - a. Kwabena doesn't like telling lies. (*Kwabena does not like telling lies.*)
 - b. He's the best in the class. (*He is the best in the class.*)
 - c. I've left the work for Adwoa. (*I have left the work for Adwoa.*)
 - d. I'll beat you. (*I will beat you.*)
 - e. Let's dance slowly. (*Let us dance slowly.*)
6. Give out extracts from passages for learners to look for contracted forms and write them in full. Have learners construct sentences with contracted forms.

Assessment

Refer learners to **page 336** to do Exercise 2 in their exercise books.

Answers

don't ___ do not

isn't ___ is not

he's ___ he is

we've ___ we have

I've ___ I have

I'll ___ I will

hasn't ___ has not

let's ___ let us

that's ___ that is

doesn't ___ does not

I'm ___ I am

weren't ___ were not

he'll ___ he will

you've ___ you have

Remedial Activity

Write full forms of words or expressions on the board. Work with learners to write the contracted forms.

Extension Activity

Have learners form meaningful sentences with any five of the contracted forms in Exercise 2 and write them in their exercise books.

Additional Practice

Refer learners to **pages 188–189** of Workbook 4 for further practice.

Reflection

Ask learners to construct sentences with contracted words in pairs and read them to the whole class.

Section E

Strand 4: Writing

Sub-Strand 2: Penmanship/ Handwriting

B4.4.2.1.2. Use simple sentences clearly and correctly.

Sub-Strand 9: Writing as a Process

B4.4.9.2.1. Develop ideas into a one-paragraph draft using appropriate nouns or pronouns within and across sentences to aid cohesion and avoid ambiguity.

B4.4.9.3.2. Proofread draft, checking capitalization, word usage, punctuation and spelling.

Teaching Strategies: Brainstorming, think-pair-share, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **page 337**, word cards, sample paragraphs, etc.

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

Key Vocabulary: inventions, made, needed, etc.

Preparation Before Class

Before the lesson, write your sample paragraph(s) about two inventions. Write the questions on a manila card. Practise writing the paragraph on **page 337** of the Learner's Book 4 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. Follow the instruction in **Stages for Penmanship Development** in appendix A.1 to help learners prepare and copy the paragraph on **page 324** of the Learner's Book 4 correctly in their writing books.

Before copying the paragraph have learners read out sentences, identify question marks and talk about how they are used. (They are end marks).

Activity 10

Guided Writing - Writing as a process

1. Have learners read the passage, “Necessity is the Mother of Invention” again.
2. Lead learners to discuss the inventions mentioned in the passage. Explain the writing task to the class. Put learners in groups and let them brainstorm two inventions that they want to write about. Give them time to research to learn about the invention of the objects:
 - a. What is the name of the object/device?
 - b. Who invented it?
 - c. In what year was it invented?
 - d. What does it do or what makes it special?
3. Read your sample paragraph(s) to the class. Let groups then write a draft about their two inventions, and share it with the class for peer feedback. Go round to support and ensure that groups write about: name of object, inventor, year of invention, uses of the object.

Assessment

Have groups revise and edit their work for presentation.

Reflection

Invite groups to present their work to the class.

Unit Summary

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

Discover more

Watch the video in QR code on **page 338** of learners Book 4 with learners and discuss the contracted form of words with them.

Homework

Ask learners to write a short story essay on the given topic in their jotters before copying them into their homework books for marking.

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners’ summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

Workbook Answers

A. Oral Language

1.

Beginning	Middle	Ending
The people ran away from a wicked king.	They were hungry and found yam but had no fire to cook it.	One woman struck two stones together and they got fire to cook their food, hence the name Fire town.

2. Personal responses

B. Reading

- a. It was easy to build and manage and help areas with little to no access to toilet facilities.

b. People trying to find a solution to a general need (curiosity), and by accident or coincidence.

c. John J. Loud invented the first ballpoint pen.

d. Personal responses

e. Personal responses
- a. Some inventions are made out of accidental discoveries.

b. You could be the next dictator whose work could easily help make Ghana popular.

c. Frank Darko is another inventor who invented a bicycle that can be ridden on water. ✓

d. Veronica Bekoe is a Ghanaian biological scientist who invented a simple bucket solution so that people in places without running water would still be able to wash their hands effectively. ✓

e. Then, John J. Loud invented the first ballpoint pen in 1888. ✓

f. Invention is an accident.

- a. getting

b. fanning

c. planned

d. forgetting

e. pinning

f. hotter

C. Vocabulary

- a. mobile

b. curiosity

c. digital

d. variety

e. people

f. scolded

g. Ghana

h. computer

i. phone

j. bacteria

2.

Words

curiosity

occurred

scolded

spilling

variety

inventor

Meaning

different types

pouring

rebuked

maker

inquisitiveness

happened

D. Grammar Usage

1.

I'm	I am
You've	You have
I'll	I will
We've	We have
Let's	Let us
He's	He is

- 2. a.** I will travel to the Wechiau Hippo Sanctuary.
- b.** I have won the children's marathon before.
- c.** I am too tired to play.
- d.** She is a good student.
- 3. a.** Kwabena does not like telling lies.
- b.** He is the best in the class.
- c.** I have left the work for Adwoa.
- d.** I will win the race.
- e.** Let us dance to the music.

E. Writing

- 1.** Varied responses

Unit Overview

This unit is about climate change. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will read and role-play a dialogue. Section B is in two parts. In the first part, learners will read a passage titled “Sekyerewaa the Leatherback Sea Turtle” and answer comprehension questions on it. The second part is code-named “Letters have sounds”. It will focus on the spelling rule for plurals of words ending with ‘y’. Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with an emphasis on direct speech. Section E ends the unit. It is for writing skills development. Learners are to copy a given text as well as write two paragraphs on how human activities cause climate change.

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
B4.1.6.1. Use culturally acceptable language for communication.	B4.1.6.1.1. Describe and talk about objects, events, dates and time.	Communication and Collaboration; Personal Development and Leadership
Strand 2: Reading Sub-Strand 8: Silent Reading		
Content Standard	Indicators	Core Competencies
B4.2.8.1. Construct meaning from the texts read.	B4.2.8.1.1. Read silently and reasonably for meaning from level-appropriate texts. B4.2.8.1.3. Answer questions based on the passage read.	Critical Thinking and Innovation; Personal Development and Leadership; Communication and Collaboration
Sub-Strand 5: Blends and Consonants Clusters		
Content Standard	Indicators	Core Competencies
B4.2.5.1. Identify and use consonant blends and clusters in reading.	B4.2.5.1.2. Use the spelling-sound correspondences for common consonant digraphs.	Communication and Collaboration. Personal Development and Leadership

Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.2.6.2. Build vocabulary.	B4.2.6.2.1. Develop a rich vocabulary stock through extensive reading of age-appropriate texts.	Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels Sub-Strand 7: Idiomatic Expressions		
Content Standard	Indicators	Core Competencies
B4.3.7.1. Understand and use idiomatic expressions appropriately in speech and in writing.	B4.3.7.1.1: Use idiomatic expressions appropriately in communication.	Communication and collaboration Personal Development and Leadership
Strand 4: Writing Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.1. Write clearly using joined letters of consistent size.	Personal Development; Communication and Collaboration
Sub-Strand 14: Expository or Informative Writing		
Content Standard	Indicators	Core Competencies
B4.4.14.1. Write informative essays.	B4.4.14.1.1. Write words giving information about family/ things.	Creativity and Innovation
Strand 6: Extensive Reading Sub-Strand 6: Building the Love and Culture of Reading.		
Content Standard	Indicators	Core Competencies
B4.6.1.1. Read widely for pleasure and personal development, and demonstrate independent reading skills and knowledge in the literary content areas.	B4.6.1.1.1. Read a variety of age and level-appropriate books and write a two-paragraph summary of each book read.	Personal Development and Leadership; Communication and Collaboration

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

B4.1.6.1.1. Describe/talk about objects, events and time.

Conversation: The dialogue between Alimo and Fati

Teaching Strategies: Brainstorming, working in pairs, etc.

Teaching/Learning Resources: Learner's Book 4 **pages 340–341**, conversation picture

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: resemblance, weather, climate, rays

Preparations Before Class

If possible, make a poster size picture of the conversation copy on **page 340** of Learner's Book 4. Write the dialogue on a manila card.

Teaching/Learning Activities**Activity 1**

1. Put up the picture on the board and have learners talk about the things they see. Have them name the people in the picture and say what they are doing. Have learners predict what the lesson will be about.
2. Teach the key expressions needed for the conversation.

Activity 2

1. Put up the poster of the dialogue or copy the dialogue on **pages 340–341** of Learner's Book 4 on the board. Read through the dialogue with learners. Practise the dialogue with one or two learners before the class. In pairs, ask learners to practise the dialogue and change.

Activity 3

In their groups, ask learners to take turns to role-play the dialogue until they can say it without looking at the words.

Assessment

In groups, get learners to create their own dialogue using the key expressions (not necessarily using the ones in the dialogue). Give each group the chance to demonstrate their conversation before the class. Encourage learners to observe turn-taking ethics.

Extension of Assessment

Have the high achievers use the following words to form sentences:

- a. ray
- b. weather
- c. climate

Reflection

Have learners share with each other parts of the dialogue they have enjoyed and give their reasons.

Section B

Strand 2: Reading

Sub-Strand 8: Silent Reading

B4.2.8.1.1. Read silently and attentively to understand level-appropriate texts.

B4.2.8.1.3. Answer questions based on the passage read.

Sekyerewaa the Leatherback Sea Turtle

Teaching/Learning Strategies: Brainstorming, think-pair-share, DRA, KWL

Teaching/Learning Resources: Learner's Book 4 **pages 342–345**, word cards, pictures

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

Key Vocabulary: kilograms, extinct, poachers, predators, glaciers, turtle, rare, ecosystem, creeps, larvae

Preparation Before Class

Write word cards for the keywords. Make a large copy of the pictures in Activity 4.

Teaching/Learning Activities

Activity 4

1. Begin the lesson with a discussion of the title of the passage. Put up the pictures or refer learners to Learner's Book 4 **page 342**. Allow learners to talk about what they see and predict what the passage is about.
2. Teach and drill the pronunciation of the keywords one after the other (refer to Appendix A.2).

Activity 5

Have learners search the passage quickly to find words in bold. Let them try to work out the meaning of each word by reading the sentence in which it is found.

Activity 6

1. While the whole class listens attentively, read the passage aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.

Activity 7

1. Read the passage again or ask a good reader to read. As you read, ask learners to visualise (form a mental picture of) what they are reading.

2. Put pre-reading questions on the board. Ask learners to read the passage silently, paragraph by paragraph, looking out for the answers to the pre-reading questions. Have learners pause often to answer the questions orally.
3. Encourage learners to indicate where the answers can be located in the passage. Discuss the passage with learners. Ask different types of levels of questions.

Activity 8

1. Ask learners to read the passage silently again for details. Learners should visualise what they read.

Activity 9

Assessment

1. Let learners read each of the questions on Learner's Book 4 **page 345** and discuss the answers with their partners. Go round to support them.

Answers

- a. They can grow up to 1,000 kilograms.
- b. She is sad because she has lost her home and now she does not know what to do./ Sekyerewaa has no place to lay her eggs because the beach she was born on is deep under sea water.
- c. Poachers who like to eat the eggs/Birds in the sky waiting to swoop down and eat them/The Predators in the sea.
- d. Individual answers
- e. Climate change causes coastal erosion which makes it difficult for leatherback sea turtles to lay eggs on beaches.
- f. They lay their eggs along the coast, from Keta in the Volta Region all the way to Akwidaa in the Western Region.

Additional Practice

Refer learners to Workbook 4 **pages 191–192** for more practice/exercises.

Reflection

In small groups, have learners reflect on the story and relate it to their personal experiences.

Sub-Section B: Letters have sounds – Spelling rules II

Strand 2: Reading

Sub-Strand 5: Blends and Consonants Clusters

B4.2.5.1.2. Use the spelling-sound correspondences for common consonant digraphs.

Revise the rule of doubling the consonant by asking learners to pick verb or adjective cards from a Lucky Dip box and attach one of the suffixes (-er, -est, -ing, or -ed) to them.

Put a number of nouns that end with 'y' on the board and ask learners to make them plurals.

In groups, have learners brainstorm to state how these nouns form their plurals. Explain that in English, if a word/noun has a vowel before the 'y', you form its plural by just adding 's' to the word; but if not, you change the 'y' to 'i' before adding 'es' (the plural marker). E.g. trolley – trolleys monkey – monkeys city – cities

Back in their groups, give them time to search for such words from passages, newspaper cut outs, etc. Have them play “How far can you go” (refer to Appendix B.1).

Additional Practice

Refer learners to **page 192** of Workbook 4 for further practice.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B4.2.6.2.1. Develop a rich vocabulary stock through extensive reading of age-appropriate texts.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards

Core Competencies: Personal Development and Leadership

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

Exercise 1

Have learners re-read the passage and find the following words: extinct, poachers, predators, reproduce, temperature, barrier, predictable, freshwater, marine. Ask them to put up their hands when they found any of them and to tell the class the paragraph in which they find it. Have them read the sentence in which it is to try and make out its meaning. Display the word cards and in pairs have learners take turns to pick a word, read it aloud and spell it to the hearing of the whole class.

Exercise 2

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 its meaning on the board and continue with the search. When all is done, give learners time to use the words in constructing sentences.

Answers for Exercise 2

- a. extinct
- b. poacher
- c. temperature
- d. barrier
- e. freshwater
- f. marine

Additional Practice

Refer learners to **page 193** of Workbook 4 for further practice.

Section D

Strand 4: Grammar Usage at Word and Phrase Levels

Sub-strand 7: Idiomatic Expressions

B4.3.7.1.1. Use idiomatic expressions appropriately in communication

1. Click the link below and have learners watch the video on idioms briefly. In their groups, they have to identify the idioms used in the video and discuss what idioms are. Invite groups to share their answers with the class.

<https://www.patreon.com/homeschoolpop>

2. Refer learners to **pages 346–347** of the Learner's Book to do Task 3. Ask groups to present their work to the class for peer feedback. Further, ask groups to use the idioms in sentences in their exercise books.

Answers

1.
 - a. be feeling blue – sad/disappointed
 - b. cost an arm and a leg- expensive
2.
 - a. be under the weather- be feeling ill
 - b. raining cats and dogs- raining heavily
 - c. guests, like fish, begin to stink after three days- guests' actual behaviours and habits can irritate the people they are staying with
 - d. Break a leg- good luck
 - e. good things, they say, come to those who wait for them – be patient

3. In mixed ability groups, have learners search the internet, old newspapers, and textbooks for five more idioms. Ask the groups to write out their findings on sheets of paper and paste them on the classroom walls for gallery walk activities.

Project

Have learners work in groups to find five idioms in their mother tongue and match them with similar English versions.

Additional Practice

Refer learners to **page 194** of Workbook 4 for further practice.

Reflection

Invite learners to the demonstration table to pick a sentence card and write what is on it in direct speech.

Section

E

Strand 4: Writing

Sub-Strand 2: Penmanship/Handwriting

B4.4.2.1.1. Write clearly using joined letters of consistent size.

Sub-Strand 14: Expository/Informative Writing

B4.4.14.1.1. Write words giving information about the family/things.

How human activities cause climate change

Teaching Strategies: Brainstorming, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book **page 348**, word cards, sample composition, etc.

Core Competencies: Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving

Key Vocabulary: climate change, global warming, fumes, etc.

Preparation Before Class

Before the lesson, write a sample composition on the topic. Practise writing the paragraph on **page 335** of Learner's Book 4 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. Follow the instruction in **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the paragraph in Exercise 1 on **page 348** of Learner's Book 4 correctly in their writing books.

Activity 10

Guided Writing - Expository / Informative Writing

1. Learners continue to build on their imaginative writing skills by learning to plan the whole essay (composition). They are to write from the point of view of Turtle in the passage, “Sekyerewaa the Leatherback Sea Turtle”.
2. Have learners read the passage again. Have them discuss the role of Turtle in the story. Lead them to plan the essay in two paragraphs as done on **page 348** of Learner's Book 4. Working in groups, have them brainstorm the points that will go into each paragraph. Ask the groups to break into pairs. Let each pair write some points to develop for the draft on the topic. Give time for this activity. After that, ask the pairs to return to their groups to present their points to the groups.

Assessment

Ask the groups to revise and edit the work for presentation to the whole class. Go round to assist groups that struggle with the activity.

Reflection

Invite groups to present their work to the class and encourage the class to give constructive feedback.

Additional Practice

Refer learners to **page 195** of Workbook 4 for further practice.

Unit Summary

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

Discover more

Watch the video in QR code on **page 349** of learners Book 4 with learners and have them learn about direct and indirect speech.

Homework

Discuss the homework with learners. Have them do it as research and display on the classroom walls for a gallery walk.

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

SWBST stands for:

Somebody: Who is the main character?

Wanted: What did the character want?

But: What was the problem or challenge?

Workbook Answers

A. Oral Language

- I am strong, ain't?
 - She is happy, isn't she?
 - They won't be here on Friday, will they?
 - They played a game, didn't they?
 - It was raining, wasn't it?

B. Reading

- They can grow up to 1,000 kg.
 - She is sad because she lost her home, and now she does not know what to do./ Sekyerewaa has no place to lay her eggs because the beach she was born on is deep under sea water.
 - Poachers who like to eat the eggs / Birds in the sky waiting to swoop down and eat them/ The Predators in the sea.
 - Personal Responses
 - Climate change causes coastal erosion, which makes it difficult for leatherback sea turtles to lay eggs on beaches.
 - Keta, Ada, Akwidaa, Cape Three Points, Axim
- city – cities
 - lady – ladies
 - baby – babies
 - key – keys
 - delay – delays
 - library – libraries
 - family – families
 - trolley – trolleys
 - monkey – monkeys
 - day – days

C. Vocabulary

- extinct
 - poachers
 - temperature
 - barrier
 - freshwater
 - marine
- Leatherback sea turtles are important to the marine life ecosystem. They feed on jelly fish, and keep the population of jellyfish in our waters low. Why is this important? Well, jellyfish eat fish larvae and fish eggs. If leatherback sea turtles do not feed on jellyfish, the jellyfish become too many and this will mean that we do not get enough fish to eat. Why? Because the jellyfish will eat up all the fish eggs! So you see? Climate change doesn't just affect one thing. It affects many, many things.

D. Grammar Usage

Activity 1

- varied responses
- To be nervous
 - Feeling Sick
 - raining heavily
 - Good luck
 - To sleep deeply

E. Writing

- Personal responses, but they must be factual.
- Varied responses, but they must be factual.

Unit Overview

This unit is about computers and ICT. It consists of five sections labelled A–E. Section A will deal with Oral Language Development. Learners will be involved in a conversation about a picture showing an ICT class, read and role-play a dialogue about what happens in an ICT class, and answer a few questions on it. Section B is in two parts. In the first part, learners will learn a poem titled “Computers” and answer questions on it. The second part is code-named “Letters have sounds”. It will focus on the spelling rule that applies when we add -ing to words that end with ‘e’.

Section C is for vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the comprehension passage. Grammar is handled in Section D, with emphasis on antonyms. Section E ends the unit. It is for writing skills development. Learners are to copy a given text as well as write a parallel poem.

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
B4.1.6.3. Use your knowledge of language and communicative skills to participate in a conversation.	B4.1.6.3.2. Demonstrate taking turns in a conversation on different topics. Speak audibly, and express your thoughts and feelings clearly. B4.1.6.3.3. Ask relevant questions to find out the opinions of others about a given topic.	Communication and Collaboration; Personal Development and Leadership

Strand 2: Reading Sub-Strand 7: Comprehension

Content Standard	Indicators	Core Competencies
B4.2.7.1. Process and comprehend level-appropriate texts.	B4.2.7.1.1. Construct meaning from texts read.	Creativity and Innovation

Sub-Strand 3: Word Families, Rhyming Endings and Common Digraph		
Content Standard	Indicators	Core Competencies
B4.2.3.1. Identify rhyming ending words and common digraphs.	B4.2.3.1.1. Use common rhyming ending words to decode words. For example; serving, closing.	Critical Thinking and Problem Solving; Creativity and Innovation
Strand 5: Reading Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B4.5.10.1. Spell words accurately.	B4.5.10.1. Use inventive spellings to increase fluency and free writing.	Communication and Collaboration; Critical Thinking and Problem Solving
Strand 5: Using Writing Conventions and Grammar Usage Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B4.2.6.3. Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, and presentation skills.	B4.2.6.3.1. Deduce meaning of words from how they are used in context. For example; near-synonyms: cold-cool-freezing.	Communication and Collaboration; Critical Thinking and Problem Solving; Personal Development and Leadership
Strand 3: Grammar Usage at Word and Phrase Levels Sub-strand 5: Verbs		
Content Standard	Indicators	Core Competencies
B4.3.5.1. Apply the knowledge of verbs in Communication	B4.3.5.1.6: Use the simple present tense form of verbs to relate past events to the present.	Communication and collaboration
Strand 4: Writing Sub-Strand 2: Penmanship and Handwriting		
Content Standard	Indicators	Core Competencies
B4.4.2.1. Copy and rewrite sentences correctly.	B4.4.2.1.1. Write clearly by using joined letters of consistent size.	Personal Development; Communication and Collaboration
Sub-Strand 11: Creative or Free Writing		
Content Standard	Indicators	Core Competencies
B4.4.11.1. Create texts.	B4.4.11.1.2. Write poems or imaginative narrative stories and illustrate them.	Critical Thinking and Problem Solving; Communication and Collaboration; Creativity and Innovation

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

B4.1.6.3.2. Demonstrate turn-taking in conversation on different topics, speak audibly and express thoughts and feelings clearly.

B4.1.6.3.3. Ask relevant questions to find out the opinions of others about a given topic.

Conversation: The ICT Class

Teaching Strategies: Brainstorming, working in pairs, etc.

Teaching/Learning Resources: Picture on **pages 351–352** of Learner's Book 4, word cards, etc.

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: update, ICT, information, iPhone, effecting, smartphone, etc.

Preparations Before Class

If possible, make a poster size copy of the dialogue picture. Write the conversation on a manila card.

Teaching/Learning Activities**Activity 1**

1. Let learners talk about what is happening in the picture on **page 351** of the Learner's Book 4. Have them name the people in the picture and say what they are doing. Let learners explain why the people are doing what they see in the picture and have learners predict what the lesson will be about.
2. Teach the key expressions needed for the conversation.
3. Put up your poster of the dialogue on **page 351** of Learner's Book 4 on the board or refer learners to their books. Read through the dialogue with learners. Practise the dialogue with one or two learners in front of the class.

Activity 2

In pairs, ask learners to practise the dialogue and change roles.

Assessment

Have learners answer the questions on **page 352** of Learner's Book 4 with their partners.

Answers

- a. The new boy/ student in B4.
- b. He wanted Lydia to help him make changes on his timetable.
- c. He was not in the school the previous year./ He is a new boy in the class.
- d. Information and Communication Technology
- e. They are types of mini digital machines such as smartwatches that are worn on the body.

Extension of Assessment

Have the high achievers use the following words in sentences of their own:

- a. update
- b. effecting
- c. ICT

Additional Practice

Refer learners to **pages 197–198** of Workbook 4 for more practice.

Reflection

Have learners reflect on the conversation and say what they have learnt from the lesson.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B4.2.7.1.1. Construct meaning from texts read.

Poem: Computers

Teaching/Learning Strategies: Brainstorming, think-pair-share, group work, observation

Teaching/Learning Resources: Learner's Book 4 **pages 353–354**, the poem "Computers" on a manila card, word cards, a picture of a variety of computers including laptops, tablets and smartwatches

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

Key Vocabulary: computer, click, in need, bleeding, message, helpful

Preparation Before Class

Write keywords on word cards, copy the poem on a manila card, and draw or get an enlarged picture of a variety of computers including laptops, tablets and smartwatches.

Teaching/Learning Activities

Activity 3

1. Put up the enlarged picture of a variety of computers and have learners talk about what they can see. Ask them to predict what the lesson will be about.
2. Teach the pronunciation and meaning of the keywords using the appropriate techniques (e.g. demonstration and explanation).

Activity 4

Have learners glance quickly through the poem to find the words/expressions in bold. Let them try to work out the meaning of each word by reading the sentence in which it appears.

Activity 5

1. Put up the poem on the board and ask learners to read the lines after you. Recite the poem while learners listen attentively. Invite learners to join you recite the poem line by line until the whole poem is learnt. Recite the poem with actions while learners listen and watch you.
2. In small groups, pairs and individually, ask learners to recite the poem with the appropriate stress, rhythm and actions

Activity 6

Assessment

Refer learners to **page 354** of Learner's Book 4 to answer the questions based on the poem in their exercise books.

To help them with question 2, lead learners to read each of the three lines of the sentence from which the extract is taken. When one is read, ask the learners if the the subject of the sentence ("You") is a human being doing that activity. The answer is no. When the last one (line 6) is read, tell the class the practice of giving human attributes to non-human beings is called personification. Have them search the internet or old newspapers for more examples of personification.

Answers

- a. Laptop, alarm clock, blender, phone (Any three)
- b. Personification
- c. click
- d. Individual response / Computers and their importance
- e. Individual response

Additional Practice

Refer learners to **pages 198–199** of Workbook 4 for further practice

Reflection

Have learners use words from the poem to construct sentences.

Sub-Section B: Letters have sounds – Spelling rules - 3 (Adding -ing to verbs ending in -e)

Strand 2: Reading

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

B4.2.3.1.1. Use common rhyming/ending words to decode words. Example; “serving”, “closing”, etc.

Revise the rule of forming plurals for ‘y’ ending words by asking learners to pick noun cards from a Lucky Dip box and attach one of the suffixes (-es or -s) to them.

Put about three verbs (that end with ‘e’) on the board and ask learners to use them in sentences in the continuous tenses. Have learners discuss how the three -ing words were formed.

Explain that In English if a word ends with ‘e’, you drop the ‘e’ before adding the -ing suffix.

E.g. save – saving type – typing close – closing

Back in their groups, give them time to search for such words in passages, newspaper cut outs, etc. Have learners do Exercises 1 and 3 on **page 355** of Learner's Book 4.

Additional Practice

Refer learners to **page 198** of Workbook 4 for more exercises.

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

B4.2.6.3.1. Deduce the meaning of words from how they are used in context. E.g. near synonyms: “cold” – “cool” – “freezing”.

B4.2.6.1.2. Use the following terms compound words, idioms, simile, synonyms, antonyms, prefix, suffix, phrasal verb etc. in spoken and written expressions.

Strand 5: Using Writing Conventions / Grammar Usage

Sub-strand10: Spelling

B4.5.10.1.1. Use inventive spellings to increase fluency and free writing

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards, Learner's Book 4 **page 356**

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

Exercise 1

This activity should be done in small groups (of 3 to 5 learners). Refer learners to **page 356** of Learner's Book 4 and have them read the poem to look for the words whose letters have been jumbled. Copy the first one on the board and unjumble it with them. Ensure they look

for the words from the poem line by line until all the words are found. Allow them some time to copy the words into their exercise books for marking or use them to construct sentences.

Answers

a. kitchen	d. message
b. helpful	e. computer
c. everywhere	f. laptop

Exercise 2

Read each of the meanings with the learners and ask them to read the poem line by line to look for a word to match each 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 of their own.

Answers

- a. helpful
- b. message
- c. kitchen
- d. everywhere
- e. computer
- f. clock

Exercise 3 and 4

1. In pairs, have learners play the game of Negatives. One person says something, and the partner negates it by using **not** (e.g., I am hungry. I am not hungry.). Then do Exercise 4 on **page 357** of Learner's Book 4 with the class.
2. Invite learners in pairs to your table. One picks a card from a Lucky Dip box. S/he shows it to his/her partner. The picker reads the word and his partner says the opposite, e.g. happy_ sad. Explain that antonyms are words that are opposite in meaning. Use few antonyms in sentences. E.g. *Jim's room is cold but ours is warm.* In groups, have learners come up with a number of antonyms.

Assessment

Refer learners to **page 356–357** of Learner's Book 4 to do Exercise 3 and 4.

Answers

3.
 - a. happy – sad
 - b. strong – weak
 - c. enemy – friend
 - d. buy – sell
4. exist - die; safe - dangerous; vanish - appear; awake - asleep; early - late; absent - present; cheerful - sad; retain - release; capture - escape

Remedial Activity

Learners work in groups, one learner reads a list of words and another reads its antonym.

Extension Activity

Have learners use four of the antonyms in forming sentences of their own.

Additional Practice

Refer learners to **pages 199–200** of Workbook 4 for further practice.

Reflection

Arrange a Hot Seat Game by putting learners into two groups. In each round, have two seats to be occupied by a hot seat champion from each of the teams. Present an antonym card of three words to the contestants. Two of the words should be antonyms. E.g. tall, big, short. They are to identify two of the words as antonyms. The first person to mention the correct words wins 3 points for his or her group. Another pair of contestants takes up the seats. Continue till all the cards have been used.

Section

D

Strand 3: Grammar Usage at Word and Phrase Levels

Sub-strand 5: Verbs

B4.3.5.1.6. Use the simple present form of verbs to relate past events to the present.

1. Revise the primary uses of simple present tense with learners. E.g.
 - a. To talk / indicate facts (The sun rises from the east.)
 - b. To show habits (She always rises at 6 a.m.)
2. Ask learners to give examples of sentences in which the simple present tense indicates facts and habits, e.g.

He sweeps his room daily. (habit)

Dede Ayew comes from Ghana. (fact)
3. Have learners listen to you read a news headline from an old newspaper. Tell them the date of the newspaper and ask them to brainstorm and give reasons why the headline

was in simple present tense. Invite groups to share their ideas. Explain that we can use the simple present verbs to refer to the past when we want to make events sound as if they are happening now.

4. Give groups different old newspapers and have them do task 3 on **page 358** of the Learner's Book 4. Have groups read their sentences to the class for peer feedback.

Section E

Strand 4: Writing

Sub-Strand 2: Penmanship

B4.4.2.1.1. Write clearly using joined letters of consistent size.

Writing a parallel poem

Teaching Strategies: Brainstorming, group work, modelling, copying, demonstration, imitation, etc.

Teaching/Learning Resources: Learner's Book 4 **page 349**, word cards, the original poem on a manila card, etc.

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

Key Vocabulary: computer, endless, athletics, champion, stopwatch

Preparation Before Class

Find your manila card with the poem from the Reading section earlier in this Unit. Practise writing the paragraph in the Penmanship activity 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. Follow the instruction for **Stages for Penmanship Development** (refer to Appendix A.1) to help learners prepare and copy the poem on **page 345** of Learner's Book 4 correctly in their writing books.

Activity 8 Guided Writing - Creative / Free Writing

Sub-Strand 11: Creative / Free Writing

B4.4.11.1.2. Write poems and imaginative narrative stories and illustrate them.

1. In pairs, have learners recite the poem on **page 354** of Learner's Book 4 again.

2. Put up the target poem (the one on the manila card) and read through it with the learners. In groups, have learners identify the words they would like to change in the poem. Give them time to replace the chosen words and present their draft to the class for peer feedback.

Assessment

Let groups review their poem and display it for a gallery walk.

Additional Practice

Refer learners to **pages 200–201** of Workbook 4 for more exercises.

Reflection

Ask learners to share their observations about other groups' work.

Unit Summary

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

Discover more

Ask learners to watch the video in QR code on **page 360** of learners Book 4 with you and help them to learn other sight words.

Homework

After discussing the homework with learners, ask them to write a short story about the given topic.

Extensive Reading

Share interesting texts with learners.

Introduce learners to reporting charts for summarizing books read.

Give feedback on learners' summaries and encourage them to use summary strategies, that is, SWBST to improve their summaries.

SWBST stands for:

Somebody: Who is the main character?

Wanted: What did the character want?

But: What was the problem or challenge?

Workbook Answers

A. Oral Language

- Letsu is the new boy in Basic 4.
 - He wants Lydia to help him to update his timetable.
 - Letsu is new in the class./He is a newcomer.
 - ICT is Information and Communication Technology.
 - Wearable computers are small computer devices such as smartwatches or fitness trackers that you wear on your body.
- Personal responses

B. Reading

- Laptop/Alarm clock/Blender/Phone (Any three)
 - Personification
 - click
 - Personal responses, including:
It is about the roles computers are playing in our everyday life.
 - Personal responses
 - Personal responses
- love – loving
 - rise – rising
 - hate – hating
 - take – taking
 - make – making

C. Vocabulary

- kitchen
 - helpful
 - everywhere
 - message
 - computer
 - laptop

- helpful
 - message
 - kitchen
 - everywhere
 - computer
 - clock/watch

D. Grammar Usage

- happy — sad
 - strong — weak
 - search — find
 - enemy — friend
 - buy — sell

2.

A	B
exist	late
safe	escape
vanish	present
awake	dangerous
early	asleep
absent	release
cheerful	appear
retain	die
capture	sad

E. Writing

Varied answers

Revision 7

Exercise 1

1. pool
coats
vests
2. **a.** They want to make the community cleaner. Also, the sanitation workers were overwhelmed.
b. They were choked with rubbish
c. Individual responses
d. The people in the community and those who visit the market or pass by.

Exercise 2

1. Individual responses
2. **a.** Educate people on the effect of global warming.
Avoid doing things that contribute to global warming
b. Extinction of fishes in the sea. /Rise in sea levels leading to coastal erosion, etc.
3. Any two nouns, e.g. Bukom, town, Greater Accra Region, talent, boxing gyms, etc.
4. **a.** keys **b.** babies **c.** monies
d. lobbies **e.** skies

Exercise 3

1. **a.** ftunorate – fortunate
b. pecextation – expectation
c. thegared – gathered
d. gorgseou – gorgeous
e. etedlyxci – excitedly
2. **a.** useful – helpful
b. tremor – earthquake
c. tsunami – earthquake in the sea
d. scold – reprimand

Exercise 4

1. **a.** He is **b.** We have
c. I have **d.** let us
e. that is **f.** does not

Exercise 5

1. Individual responses

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Primary 4

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