

ESSENTIAL English

Primary 3



Teacher's Guide



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ESSENTIAL
English
Primary 3
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 English as the second language of the nation aims to equip the learners with vital effective communication skills - and to 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.

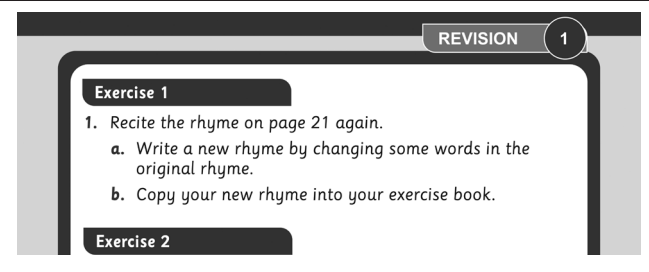
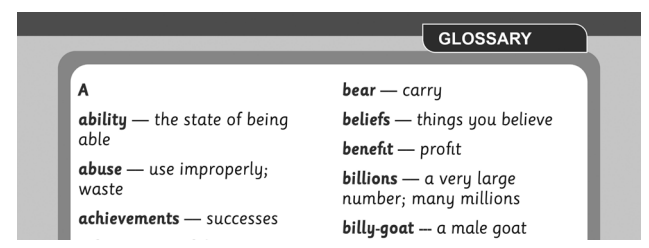
However, it must be noted that learning a second language is difficult. Essential English for primary schools provides the essential support that learners need. The series consists of six books for primary school learners from Grade 1 to Grade 6. Each grade level has a Learner's Book, a Workbook and a Teacher's Guide. The learners' books have four sections, with the sections designed to cater for the four basic language skills, namely, listening, speaking, reading, and writing.

Learner's Book

The Learner's Book has 30 units, each packed with variety of activities and exercises to help learners explore and develop the cognitive, psychomotor and affective domains and to acquire 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:

Learning Outcome – This refers to the unit objectives that are shared with the learners at the beginning of the unit to introduce them to the content of the unit.	Learning Outcomes By the end of the unit, you will be able to: <ul style="list-style-type: none">• 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.
Unit Summary – This enables learners to reflect on what they have learnt in the unit.	Unit Summary In this unit, we have learnt how to: <ul style="list-style-type: none">• 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.

<p>Picture(s) – Relevant illustrations aid understanding and comprehension.</p>	
<p>Keywords – These are important words that learners will come across in the unit and need to learn. Teachers are encouraged to add to the keywords.</p>	<div> KEYWORDS </div> <div> tease treats embrace pamper triplet groan </div>
<p>Fun Fact – Interesting facts that learners should add to their knowledge.</p>	<div> Fun Fact </div> <div> Did you know that if you read 20 minutes a day, you would have read 1.8 million words in a year? </div>
<p>Check-in – Questions that help learners to think about (reflect on) what they have learnt so far.</p>	<div> Check-in </div> <div> Were you able to copy the paragraph? Did you see any improvement in your handwriting? </div>
<p>Reading tip – Tips to help learners improve their reading skills.</p>	<div> Reading tip </div> <div> Consonant clusters can be at the beginning, middle or end position of a word, for example, stop [initial]; jump [end]; trumpet [middle]. </div>
<p>Listening tip – Tips to help learners improve their listening skills.</p>	<div> Listening tip </div> <div> Follow your teacher's mouth as they say the words so you can also learn how to say it well! </div>
<p>Discover More – Useful websites that help to integrate technology into the learning experience, and provide learners with the opportunity to learn independently and gain extra practice. Teachers or learners can scan the QR code with their phone and follow the link to the website.</p>	<div> Discover More </div> <div> Do you want to learn how to write a story? Find out <i>here!</i> </div> <div> Do you know how to use the dictionary? Let's learn how. </div>
<p>Homework – Activities that help learners to practice what they have learnt at school in their home environments.</p>	<div> Homework </div> <div> What did you do during the holidays? Write five to eight sentences about how you spent your holidays in your homework book. Was there a really exciting moment for you? What will you never forget? </div>

<p>Revision – Exercises that help learners to check their understanding.</p>	
<p>Glossary – A list of keywords and their meanings, which is found at the end of the book.</p>	

Workbook

The Workbook consists of 30 units designed to give learners additional practice for each unit of the Learner's Book. The Teacher's Guide indicates where learners can be referred to the Workbook for additional practice.

Teacher's Guide

Written to complement the Learner's Book, the Teacher's Guide provides guidance on creative pedagogical approaches, strategies, and methods that can be used to promote learners' understanding.

The contents of the Teacher's Guide includes:

a. Unit Overview:

This is a summary of each section of the unit.

b. Learning Outcome:

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

c. Section Heading:

This indicates the learning focus of each section: A. Oral language; B. Reading; C. Vocabulary, and D. Writing. The section heading also indicates the topic.

d. Core competencies:

All the core competences (for example, communication and collaboration, creativity and innovation, and so on) that the section will develop through the topic are indicated under this heading. Teachers are encouraged to add to the core competencies.

e. Teaching Strategies:

Suggested strategies that teachers can use in the classroom for effective teaching and learning, such as group work, pair work, demonstration, questions and answers.

f. Teaching/Learning Resources:

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

g. Preparation before class:

Guidance is provided on how to prepare resources before a lesson, such as internet research, practising an activity, or preparing learners for a demonstration.

h. Teaching/Learning Activities:

These are activities that teachers and the learners are expected to perform to enable effective teaching and learning to take place.

i. Assessment:

The assessment is part of 2 of the lesson. Teachers should vary the questions to cater for the various levels of Bloom's Taxonomy. The tasks should vary from recall tasks to Level 4 tasks such analyse, create, evaluate, and so on.

j. Reflection:

Reflective activities to consolidate learning, such as games and presentations.

k. Note:

Teachers can decide if they need more than one lesson to teach sections that have a few activities. This will depend on the ability of the learners.

l. Answers:

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

m. Additional Practice:

The Teacher's Guide refers teachers to pages in the Workbook that provide additional practice of the concept learnt. Teachers should cross-check each page before referring learners to the Workbook.

n. Homework:

Occasionally, the Teacher's Guide directs teachers to tasks that should be given to learners as homework.

o. Extension of Assessment:

The Teachers Guide sometimes differentiates tasks according to ability.

Instructional expectations

Differentiation:

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

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

Structure of the Learner's Book (1-3)

The Learner's Book four sections, which are:


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

Section A: Oral language

The oral section comprises sub-strands (rhyme, conversation/everyday discourse songs, asking and answering questions, giving and obeying commands and listening comprehension).

The purpose of this section 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
Conversation – Keeping your environment clean
1. Talk about the things you see in the pictures.

a. What are the things in the first three pictures used for?
b. What do you see in the last picture?
c. What do you think they are doing?
2. Listen to your teacher read the conversation below and on the next page aloud.
3. Read the conversation with your teacher.
Let's keep cleaning, shall we?
Dede: Ayekool!
Agbeka: Yaayee! How are you doing, Dede?
Dede: I am fine, thank you. You are doing a great job with the cleaning!
Agbeka: Thank you!
Dede: You're welcome. We clean our home and surroundings every Friday after school. My grandma will inspect each space when we have finished. The one with the neatest space gets a gift.
Agbeka: Good for the winner! Regular cleaning and maintenance is important.

Unit 2: Keep your environment clean
Dede: I agree. Which materials or tools are you using?
Agbeka: I am using a broom, a dustpan, and a hose.
Dede: Great. I weeded around the bushes and scrubbed our house last week Friday. I want to make sure we prevent mosquitoes and snakes from harming us.
Agbeka: That's what everybody must do. When our environments are clean, we are healthy and free from illnesses and discomfort.
Dede: True. Every citizen must do this. Let's keep cleaning, shall we?
Activity 2
1. Take turns to practise the dialogue with your partner until you can do it alone without looking at the words.
2. Now, change roles.
Speaking tip
• A dialogue is a conversation between two people in a story.
• Think of it as a see-saw. When you are speaking, your partner must be quiet and listening. When your partner is speaking, you must be quiet and listening.
• Don't rush to speak. Make sure the other person has finished speaking.
3. Which parts of the dialogue did you enjoy most? Tell your partner and give reasons.
4. Answer the following questions with your partner.
a. How is a person who is working hard greeted in your Ghanaian language?
b. What materials do we use to make our environment clean?

Section B: Reading

The reading section includes ample reading texts and reading comprehension techniques at the different stages of reading process: Pre-reading: Strategies include using pictures or titles of texts to predict, understand new words in context, and form sentences.

While reading: Strategies include reading aloud individually, in pairs, in groups, and echo-reading. While reading learners also focus on pronunciation and finding the meaning of new words in their context.

Post-reading: Techniques include asking and answering questions based on the text, drawing conclusions, and sharing thoughts and opinions.

Each book has a wide variety of level-appropriate texts and strategies in every unit. The reading sections also include phonics titled as “Letters have sounds”. A variety of sounds/phonetic activities are 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 this section (including word hunt, matching words with their meaning, matching word parts, finding missing letters, re-arranging jumbled letters to form words, and so on) are structured to deepen learners’ understanding of key words from the passage.

Teachers are advised to make time consciously to help learners acquire vocabulary.

Section B Reading

Activity 3

1. Look carefully at this picture.



- a. What do you see in the picture?
- b. What do you expect to read about?

Activity 4

1. Pronounce the keywords correctly after your teacher.

squeal drizzle downpour soggy waft
occasionally disappointed chattering bungalow

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

Unit 3: Friendship – I

Activity 5

1. Listen to your teacher read the text aloud.
 - a. Think about your predictions.
 - b. Are they correct or not?

Activity 6

1. Listen to your teacher read the text again.
2. Read the text after your teacher several times.

The three friends

Akoto, Binka, and Moro are good friends. They all live in Park Estates. Akoto lives with his parents. Binka lives with her aunt, Yahan, and her grandmother, whom everyone calls Mamito. Moro lives with his father. The holidays are some of the best days of their lives. They either have breakfast at Akoto's or Binka's. Moro's father can make a mean catfish jollof, and the days he invites them, they **squeal** with excitement. Moro is so lucky. During the holidays, they play in the children's park. They love to play football and volleyball with the other children. They will chase each other and play hide-and-seek and hopscotch. They **occasionally** stay till they are too tired or hungry. Then, they return home for lunch and afterwards, meet again in the estates. One day they were playing when it started to **drizzle**. They waited in the shed. They chatted to **pass the time**, but the rain turned into a **downpour**. The lawns and the ground were **soggy**. It was impossible to play even after the rain had stopped. They were **disappointed** because they could not exercise. They decided to go back home. When they got to the estate gate, Binka said, "Let us run from here to the first **bungalow**." They did just that. They ran from one bungalow to another, **chattering** and laughing.

Section C Vocabulary

Fun with Words

1. Read the passage about Selima again and find these words: **extraordinary**, **citizen**, **architect**, **important**, **lead**, **grumble**, **empathy**.

2. Use the words in sentences and write the sentences in your exercise book.

3. Search the internet for words that have these prefixes: "un", "re", "im", and "dis". Share your words with another pair.

4. Place the prefix "re" before these words, pronounce them and write them in your exercise book.

- a. gain
- b. group
- c. match
- d. type
- e. mind
- f. wind
- g. fresh
- h. name
- i. build
- j. construct

Section C Vocabulary

Fun with Words

1. Read the expressions below and use them in your own sentences.
 - a. "kept walking"
 - b. "until he could walk no more"

2. Rearrange the letters to make words. Hint: the words all come from the reading passage.

- a. refoat
- b. tlesiw
- c. deringaw
- d. lamina
- e. rescho

3. Read the passage again and find these words.

forest wandering consoled faint
growl followed imagining

- a. Make sure that you know what the words mean.
- b. Now, write your own sentences with these words in your exercise book.

Writing tip

Sometimes writing can be tiring. Make sure to take small breaks to stretch your fingers. Ball your hands into a fist and squeeze hard five times, and then stretch your fingers like you're about to give a high five!

Section D: Writing and grammar

This section is in two parts, namely, penmanship and guided writing. Penmanship is for writing skills development whereas guided writing deals with the integration of skills, especially reading, writing and grammar usage in writing. In each section, care is taken to integrate the language skills. For example, while teaching oral language, include reading and writing activities and exercises.

In addition, use the opportunity to include values and attitudes linked to the specific task. This can be done without preaching or changing the focus from the language skills.

Assessment

The Essential English for primary schools takes into account the three modes of assessing 21st century learners. The tasks are designed to allow 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 to assess learners at the end of each lesson or unit (assessment of learning).

As part of the summative assessment, learners are given revision exercises after every four units. There are homework activities at the end of every unit for extra practice.

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

Section D Writing



Penmanship

1. Read and copy the following sentences neatly into your exercise book.
 - a. It was impossible to play even after the rain had stopped.
 - b. They were disappointed because they could not exercise.

Activity 8

Guided Writing

1. Describe your friend by answering the following questions.
 - a. What is your friend's name?
 - b. How old is he/she?
 - c. Where does he/she live?
 - d. Is your friend tall or short?
 - e. Is he/she attending school? In which class is he/she?
 - f. Which game does he/she like?
 - g. What do you like about him/her?
2. Now write the answers in your exercise book.

Writing tip

Don't forget to write out your answers in sentences. For example if you are writing how old someone is, don't just write down their age. Put it in a sentence.

REVISION 7

Exercise 1

1. Research and find five traditional names in your Ghanaian language. Write the names down and state the type of people (e.g. twins) who can bear that name.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Exercise 2

1. Identify the vowel sound in each word. Write it in brackets after the word.

a. term []	b. burn []
c. mall []	d. saw []
e. name []	f. pay []
g. germ []	h. earn []
i. girl []	j. word []

2. Write down how many syllables each word has.

a. everybody _____	b. relax _____
c. contractors _____	d. holiday _____
e. food _____	f. savannah _____
g. sanctuary _____	h. tourism _____

3. Read the passage on page 264 again, and then answer these questions.

- a. Who received the "Overall Best Learner" award?

REVISION 7

Exercise 3

1. Unscramble the letters and rewrite the words correctly.

- a. disbur _____
- b. ocision _____
- c. craemice _____
- d. nispce _____

2. The following words are from the passage on page 289. Find the missing letters in each word.

a. cr_cke_y	b. _olidays
c. re_ax	d. tra_ _ lid
e. natto_ _l	f. chi_ _ed

3. Match each part in A to a part in B to form complete words. Write the words in your exercise book.

A	B
a. Ear	rats
b. sur	trients
c. Mine	malis
d. Fau	vive
e. De	th
f. Ani	pends
g. nu	na

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ENGLISH

Teacher assessment rubrics

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

Oral language

Rhyme

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

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

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

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

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

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

Scope and sequence - Book 3

Unit	Content	LB pages	WB pages
1	Back to school	1–9	1–8
Oral Language	Reciting a rhyme-Back to school	2–3	1–2
Reading	Back to school	3–6	3–5
Phonics/letters have sounds	Revising letter sounds	6–7	4–6
Vocabulary	Tease, embrace, triplet, pamper, groan <ul style="list-style-type: none"> Finding out the meaning of these words spelling words correctly 	7	6–7
Penmanship	Copying sentences correctly	8	8
Guided writing	Sentence completion	8	8
Discover More	How to write a story <ul style="list-style-type: none"> How to use the dictionary What you did during the holidays 	9	
Homework		9	

Unit	Content	LB pages	WB pages
2	Keep your environment clean	10–19	9–16
Oral Language	Reading the conversation with your teacher—keeping your environment clean	11–13	9–10
Reading	Deep cleaning Saturdays	13–15	10–13
Phonics/letters have sounds	Blending sounds—Rhyme words	16	14
Vocabulary	Deep cleaning, gleam, especially, veranda, whenever, comment <ul style="list-style-type: none"> Locating given words from the passage and finding their meanings Word completion 	16–17	15
Penmanship	Copying a short paragraph neatly	17	16
Guided writing	Write down what you do on each day of the week from a table	18	
Discover More	Ten ways to take care of the environment <ul style="list-style-type: none"> Let's read “I am earth” Share out tasks for cleaning a dirty house 	19	
Homework		19	

Unit	Content	LB pages	WB pages
3	Friendship	20–29	17–25
Oral Language	Reciting a rhyme—I have a friend	21–22	17–18
Reading	The three friends	23–25	19–20
Phonics/letters have sounds	Matching words with pictures	26	21
Vocabulary	Squeal, drizzle, downpour, soggy, waft, occasionally, disappointed, chattering, bungalow <ul style="list-style-type: none"> Finding out given expressions from the passage Finding the meaning of the given expressions Spelling scrambled letters correctly 	27	22–24
Penmanship	Copying sentences correctly	28	25
Guided writing	Describing a friend by answering questions	28	25
Discover More	Reading “xornam xonexoe”	29	
Homework		29	

Unit	Content	LB pages	WB pages
4	The management	30–38	26–31
Oral Language	Reciting a rhyme—Goodness gracious	31–32	26–27
Reading	There is time for everything	32–35	27–28
Phonics/letters have sounds	Reading words and identifying <ul style="list-style-type: none"> Consonants Clusters/blends 	35	28
Vocabulary	Yawned, budge, shrugged, fresh, copied, exhausted <ul style="list-style-type: none"> Find given words from the text Word completion 	36	29–30
Penmanship	Copying a short paragraph neatly	37	30–31
Guided writing	Answering questions	37	30–31
Discover More	Time stories—create a time table of your day	38	
Homework		38	
Revision		39–40	

Unit	Content	LB pages	WB pages
5	Water	41–50	32–37
Oral Language	Conversation—Sources of water	42–44	32
Reading	Water, our everything	44–46	33–35
Phonics/letters have sounds	Consonant blends at the initial position	46	35
Vocabulary	Existed, ground-water, protected, pollute, infects, breed <ul style="list-style-type: none"> Matching the words in A with their opposite in B Word completion 	47	36
Penmanship	Labelling sources of water correctly	48	37
Guided writing	Writing down 10 uses of water	48–49	37
Discover More	Watch where water comes from, water pollution and opposites of the words	50	
Homework		50	

Unit	Content	LB pages	WB pages
6	Customs and cultural values	51–59	38–42
Oral Language	Reciting a rhyme—When I was little	52–53	38
Reading	Celebrating grandpa's coronation	53–56	39
Phonics/letters have sounds	Consonants blends at the final position	56–57	40
Vocabulary	Stunned, decorate, returns, coronation, oneness, patterned, satisfaction, incredibly <ul style="list-style-type: none"> Matching given words from the passage to their endings Finding the meaning of the given words and using them in sentences 	57	40–41
Penmanship	Copying a short paragraph neatly	58	
Guided writing	Sentence completion	58	41–42
Discover More	Watch “family is family” List ten festivals in Ghana and share something interesting about one of them in four sentences	59	
Homework		59	

Unit	Content	LB pages	WB pages
7	Healthy living	60–67	43–48
Oral Language	Talking about a picture of fruits	61	43–44
Reading	Let's eat our fruits	62–64	45
Phonics/letters have sounds	"ee" sounds and its different spelling forms	64–65	45
Vocabulary	Meal, referred, flatter, favourite, expensive <ul style="list-style-type: none"> Words completion Matching words parts to their appropriate parts 	65	46
Penmanship	Copying a sentences neatly	66	47
Guided writing	Sentence completion	66	47–48
Discover More	Watch "yummy fruits and vegetables" <ul style="list-style-type: none"> Learn the rhyme "Mzee Rigo had a farm" Learn more about "ee" and "ea" words List ten fruits and ten vegetables 	67	
Homework		67	

Unit	Content	LB pages	WB pages
8	Bush fires	68–76	49–54
Oral Language	Reciting a rhyme—Bush fires	69–70	49
Reading	When the fire razes Papa's farm	70–73	50–52
Phonics/letters have sounds	Creating a new word by deleting a sound from a word	73–74	52
Vocabulary	Alarmed, sighed, journey, terrible, doorway <ul style="list-style-type: none"> Learning to spell given words correctly Sentence construction Spelling words correctly 	74	52
Penmanship	Copying sentences correctly	75	54
Guided writing	Sentence completion	75	54
Discover More	Look at "ee" words List five things you've learnt about bush fires from the unit	76	
Homework		76	
Revision		77–78	

Unit	Content	LB pages	WB pages
9	Animals, our friends	79–87	55–60
Oral Language	Reciting a rhyme and copying the words— Animals our friends	80–81	55
Reading	A visit to Mrs. Kuma's farm	81–84	56–57
Phonics/letters have sounds	Consonant blends—"cl", "cr" "bl", "br" "gl", "gr"	84	57
Vocabulary	Features, thoroughly, chicks, nanny-goat, scratching, Billy-goat, observations <ul style="list-style-type: none"> Finding given words in the text Reading the sentences in which the word is found Word completion 	85	58
Penmanship	Copying a short paragraph neatly	86	59
Guided writing	Completing given letters with capital letters and full stops <ul style="list-style-type: none"> Writing a short composition on My Pet 	86	59–60
Discover More	Watch the "The little red hen" story <ul style="list-style-type: none"> learn consonant blends write a 4-line rhyme about your favourite animals 	87	
Homework		87	

Unit	Content	LB pages	WB pages
10	My hands	88–95	61–65
Oral Language	Reciting a rhyme—my fingers	89–90	61
Reading	Your hands are precious	90–92	62–63
Phonics/letters have sounds	"er" sounds and their different spelling forms	93	63
Vocabulary	Speed, consoled, screamed, scold, soapsuds <ul style="list-style-type: none"> Locating given words from the passage Sentence construction 	94	64
Penmanship	Copying a sentence neatly <ul style="list-style-type: none"> Tracing the outline of your fingers and colouring it 	94	65
Guided writing	Discussing and forming sentences with all the things you can do with your hands <ul style="list-style-type: none"> Writing sentences about 5 of the above things 	94	

Discover More	Find this quiz about your amazing body <ul style="list-style-type: none"> • read a short story entitled “My hands” • Watch a funny video on what our hands can do • write down 6 sentences about your 10 fingers 	95	
Homework		95	

Unit	Content	LB pages	WB pages
11	The universe	96–104	66–71
Oral Language	Singing a song—The air, the sky, the sea	97–98	66–67
Reading	When Aseikrom invited filth	98–101	67–68
Phonics/letters have sounds	Looking at given pictures and completing the labels below them <ul style="list-style-type: none"> • words with “Ōi” sound 	101–102	69–70
Vocabulary	Passionate, settlement, elephantiasis, choked, filth, inhabitants, dumping, contaminated <ul style="list-style-type: none"> • Finding words in the puzzle and then writing them against their meanings 	102–103	69
Penmanship	Copying a short paragraph correctly	103	
Guided writing	Writing down three opinions about the people of Aseikrom	103	
Discover More	Ten easy ways to take care of your environment Learning the R’s <ul style="list-style-type: none"> • Watch the environment and pollution video 	104	
Homework		104	

Unit	Content	LB pages	WB pages
12	When I grow up	105–113	72–75
Oral Language	Reciting a rhyme—growing up	106–107	72
Reading	The Nurse-Baker	108–110	73
Phonics/letters have sounds	The sounds that “ai” makes in words	110	73
Vocabulary	Temperature, symptoms, enjoys, prescribe, great, excellent <ul style="list-style-type: none"> • Finding words in a puzzle • Using the words in the sentences • Identifying the descriptive words in given sentences 	111	74

Penmanship	Copying a short paragraph	112	
Guided writing	Sentence completion	112	75
Discover More	100 kids tell us what they want to be when they grow up <ul style="list-style-type: none"> • Learn our short vowel sounds • Write ten sentences about my three professions 	113	
Homework		113	
Revision		114–115	

Unit	Content	LB pages	WB pages
13	Immunisation	116–123	76–80
Oral Language	Story telling	117	76
Reading	Owuokrom is rescued from death's claws	119–120	
Phonics/letters have sounds	Words that rhyme with “saw”	121	78
Vocabulary	Health, workers, recovered, cripple, disabled <ul style="list-style-type: none"> • Reading the passage and finding out given words from the passage • Making many words from “tuberculosis” 	121	79
Penmanship	Copying a short paragraph	122	80
Guided writing	Writing a new story by changing the words in bold	122	
Discover More	Learn some rhyming words	123	
Homework		123	

Unit	Content	LB pages	WB pages
14	Energy for growth	124–133	81–85
Oral Language	Reciting a rhyme—What makes me grow	125–126	81
Reading	Energy for life	126–129	82–83
Phonics/letters have sounds	“aw” sounds and its different spelling forms	129–130	83
Vocabulary	Energy, support, provided, toxins, ability, depend, strength, survive <ul style="list-style-type: none"> • Writing sentences with given words • Completing words by matching 	130	83–84

Penmanship	Copying a short paragraph	131	84
Guided writing	Make up a story from pictures	131–132	
Discover More	What energy is and types of energy • Learn more about the “aw” sound	133	
Homework		133	

Unit	Content	LB pages	WB pages
15	Theft	143–142	86–90
Oral Language	Listening comprehension—A theft in the classroom	135	86
Reading	The midnight thief	136–139	87–88
Phonics/letters have sounds	Building a word family with “old”	139	88
Vocabulary	Thrilled, screaming, trailing, exhausted, consoling, deafening, midnight • Finding given words from the passage • Sentence construction • Words completion • Finishing the sentence in A with the correct part in B	140	88–89
Penmanship	Copying sentences from a table	141	90
Guided writing	Sentence completion	141	90
Discover More	Read a fun story “Fati and the soup pot” Learning how to resolve conflict • Write a story titled “The chicken thief” in 15 sentences	142	90
Homework		142	

Unit	Content	LB pages	WB pages
16	Good citizenship	143–152	91
Oral Language	Reciting the National Pledge	144–145	
Reading	Selina the exemplary citizen	145–148	92–94
Phonics/letters have sounds	Prefixes	149	92

Vocabulary	Fond, citizen, proactive, grumble, important, architect, extraordinary <ul style="list-style-type: none"> Finding given words from the passage Sentence construction Searching the internet for words with the given prefixes Placing the prefix “re” before given words and copying them 	150	95–96
Penmanship	Writing a dictated paragraph	151	90
Guided writing	Discuss things that good exemplary citizen do <ul style="list-style-type: none"> Writing four things you do to show that you are a good citizen 	151	96
Discover More	Watch a video on a good citizenship <ul style="list-style-type: none"> Learn about laws, rights and responsibilities 	152	
Homework		152	
Revision		153–154	

Unit	Content	LB pages	WB pages
17	About the hospital	155–163	98–114
Oral Language	Talking about a picture at the hospital	156	98–99
Reading	Grandma Larley Forley On Admission	157–160	99–100
Phonics/letters have sounds	Letter “C” has more than one sound	160	100
Vocabulary	Asleep, unwell, laboratory, blood, pressure, admit, discharged, cheerful <ul style="list-style-type: none"> Spelling words correctly Finding the meanings of the given words in the passage and sentence construction Words completion 	161	102
Penmanship	Copying a short paragraph	161	103
Guided writing	Sentence completion	162	
Discover More	Watch a family video about food poisoning <ul style="list-style-type: none"> Learn more about letter “C” Write twelve sentences about what you will do to fight symptoms of food poisoning 	163	
Homework		163	

Unit	Content	LB pages	WB pages
18	Sports and games	164–173	105–111
Oral Language	Reciting a rhyme—What is the time?	165–166	105–106
Reading	The football match	167–170	106–107
Phonics/letters have sounds	Making new words	170–171	
Vocabulary	Strikers, defenders, captain, coveted, crowd, clash, eager <ul style="list-style-type: none"> Identifying given words in the text Words completion 	171	108–109
Penmanship	Copying two paragraphs neatly	172	
Guided writing	Matching each sentences in the column A to its correct part in B to produce a composition	172	110
Discover More	Learn some vocabulary in sports <ul style="list-style-type: none"> Write an essay of six sentences about your favourite sports 	173	
Homework		173	

Unit	Content	LB pages	WB pages
19	Adventure	174–183	112
Oral Language	Reciting a rhyme—I wish I could fly	175–176	112
Reading	Grandma Buala’s whistle	176–179	113–114
Phonics/letters have sounds	Letter “g” has more than one sound	180	114
Vocabulary	Forest , wandering, decided, imagining, followed, grow, faint <ul style="list-style-type: none"> Sentence construction Identifying the given words from the passage 	181	115–116
Penmanship	Copying a short paragraph	182	116
Guided writing	Answer questions to produce a composition titled “The day I got lost”	182	
Discover More	Do a quiz about forest <ul style="list-style-type: none"> Watch animals in the a forest Learn more about the soft and hard “g” Draw a picture of a beautiful forest featuring five animals 	183	
Homework		183	

Unit	Content	LB pages	WB pages
20	Friendship - 2	184–194	118–123
Oral Language	Singing a song about animals	185–186	118–119
Reading	Papa Gonzali gets ringworm	187–190	119–120
Phonics/letters have sounds	Suffixes “less” and “full”	190	120
Vocabulary	Antifungal, isolate, scalp, ignored, itch, recovered, volunteered Identifying the given words from the passage <ul style="list-style-type: none"> Finding the meanings of words identified Sentences construction Spelling jumbled words correctly 	191	121
Penmanship	Copying sentences neatly	192	122
Guided writing	Sentences completion: animals are helpful	192–193	123
Discover More	Find out more about suffixes “full”, “less”, “ly” and “able” <ul style="list-style-type: none"> Learn more about what causes ringworm Discover the eight wildest cats in the world Write a story about animals in fifteen sentences 	194	
Homework		194	
Revision		195–198	

Unit	Content	LB pages	WB pages
21	Staying healthy	199–208	124–128
Oral Language	A dialogue staying healthy	200–201	124
Reading	Nii gets sick	202–205	125–126
Phonics/letters have sounds	Words in which the letters “ch” make a “k” sound	205	126
Vocabulary	Touched, temperature, injection, gradually chattering, aching <ul style="list-style-type: none"> Reading a given sentence from the passage Making words of the letters of “temperature” Spelling words correctly 	206	128
Penmanship	Copying a short paragraph	207	129
Guided writing	Writing the story from your own point of view	207	129

Discover More	Learn some words that have to do with health problems <ul style="list-style-type: none"> • Watch healthy habits for children • Write a rhyme about how to live a healthy life 	208	
Homework		208	

Unit	Content	LB pages	WB pages
22	Energy from electricity	209–218	130–136
Oral Language	Questioning and answering - What do you do with electrical energy?	210–211	30
Reading	Energy from electricity	211–213	
Phonics/letters have sounds	Letter “o” has more than one sound	214	132
Vocabulary	Provides, darkness, unproductive, security appliances, abuse <ul style="list-style-type: none"> • Reading sentences to find out the meaning of given words 	215	133–134
Penmanship	Reading sentences to find out the meaning of given words <ul style="list-style-type: none"> • Sentence completion 	216	129
Guided writing	sentence completion	216–217	136
Discover More	What is electricity? <ul style="list-style-type: none"> • Watch an exciting lesson on light • List ten things that need electricity to function 	218	
Homework		218	

Unit	Content	LB pages	WB pages
23	Protection from the destroyer	219–227	137–142
Oral Language	Listening comprehension—At the zoo	220–221	137–138
Reading	How dogs and cats became best friends with humans	221–223	138–140
Phonics/letters have sounds	The silent “e”	224	139–140

Vocabulary	Bitter, unconscious, coming around, stretched vein <ul style="list-style-type: none"> Matching the first part of the word in A with its last part in B 	225	140–141
Penmanship	Copying a short paragraph	225	140–141
Guided writing	Writing a short composition on your visit to a zoo	226	
Discover More	Let's go on a beautiful walk with our silent "e" <ul style="list-style-type: none"> can you sing the song "at the zoo?" write a short story entitled "A visit to the zoo" 	227	
Homework		227	

Unit	Content	LB pages	WB pages
24	Caring for our teeth	228–237	143–148
Oral Language	Reciting a rhyme - At the dentist's place	229–230	149–150
Reading	Crocodile has a toothache	230–233	151
Phonics/letters have sounds	The silent "k"	234	
Vocabulary	Crocodile, pricked, severe, dentist, decayed, scraper, plaque <ul style="list-style-type: none"> Reading the passage and locating given words Sentence construction Finding the meaning of a given word by reading the sentence in which it appears 	235	153–154
Penmanship	Copying a short paragraph	236	155
Guided writing	Writing a given paragraph of the story from your own point of view	236–237	
Discover More	Why do we brush our teeth? <ul style="list-style-type: none"> A trip to the dentist The silent "K" Write five lessons you've learnt about oral hygiene 	237	
Homework		237	
Revision		238–239	

Unit	Content	LB pages	WB pages
25	Care for our forest	240–249	149–156
Oral Language	Singing a song—Animals in our forest	241–242	149–150
Reading	Why forest are important	243–246	138–139
Phonics/letters have sounds	Rhyming words	246	151–152
Vocabulary	Essential, create, serve, provide, barks, furniture, enjoying <ul style="list-style-type: none"> Learning the spelling of words in a puzzle Sentence construction 	247	153–154
Penmanship	Copying a short paragraph	248	155
Guided writing	Making a draft of a short rhyme on “why we must care for the forest”	248	
Discover More	<ul style="list-style-type: none"> Discover different types of habitats Find out what a rain forest is Learn rhyming words Write a story entitled “A day in the forest” 	249	
Homework		249	

Unit	Content	LB pages	WB pages
26	Planet Earth	250–259	157–160
Oral Language	Telling a story from pictures	251	157
Reading	Planet earth	252–255	158
Phonics/letters have sounds	Revising my letter sounds “ear”	256	169
Vocabulary	Flora and fauna, regulates, occupations, rely resources, survive <ul style="list-style-type: none"> Matching parts of sentences Finding words and expressions in the passage Sentence construction 	257	160
Penmanship	Copying a short paragraph	258	161
Guided writing	Discuss some benefits that living things get from the earth <ul style="list-style-type: none"> A short composition entitled “All living things depend on planet earth” 	258	

Discover More	Learn more about the planet earth <ul style="list-style-type: none"> • Listen to the planet song • Write a song about the planet earth 	259	
Homework		259	

Unit	Content	LB pages	WB pages
27	Good personal hygiene habits	260–271	163–168
Oral Language	Dialogue—keep your clothes neat	261–263	163–164
Reading	The multi-colored shirt	263–267	164–165
Phonics/letters have sounds	More silent letters “l”	267–268	165
Vocabulary	Predicament, awardees, premises, rips, restless, salvage, receive, occasion <ul style="list-style-type: none"> • Finding given expressions from the passage • Sentence construction • Spelling words correctly 	268	166
Penmanship	Copying a short paragraph	269	167
Guided writing	Sentence completion	269–270	168
Discover More	Watch a video on cleanliness <ul style="list-style-type: none"> • What would happen if we stop bathing? • Let’s learn some good habits and manners • Draw and colour a poster about personal hygiene for your school 	271	
Homework		271	

Unit	Content	LB pages	WB pages
28	Our names	272–273	169–175
Oral Language	Singing a birthday song	273–275	169–170
Reading	Why names are significant	276–280	171
Phonics/letters have sounds	Revising letter sounds “ai”, “ur”, “or”	280	172

Vocabulary	Pointers, origin, ethnic, achievements, beliefs, bear, misspell <ul style="list-style-type: none"> • Reading the passage and finding out given words • sentence construction • Hunting for words from the passage in a puzzle 	281	
Penmanship	Copying a short paragraph	282	174
Guided writing	Sentence completion	282	175
Discover More	Learn more words with different vowel sounds “ai”, “ar”, “ur” Find out the meaning of your name	283	
Homework		283	

Unit	Content	LB pages	WB pages
29	Holidays	284–295	176–182
Oral Language	Conversation—Visiting a tourist center	285–287	176–177
Reading	What to do during the holidays	288–290	
Phonics/letters have sounds	Syllables	291	179
Vocabulary	Relaxing, beaches, vacation, wildlife, tourism, remind <ul style="list-style-type: none"> • Matching labels to pictures • Words completion 	292–293	
Penmanship	Coping a short paragraph <ul style="list-style-type: none"> • Labelling given vehicles • Sentences construction 	293–294	181
Guided writing	Sentence completion	294	
Discover More	<ul style="list-style-type: none"> • Watch Ama as she goes for her first trip • Find out how to draw the Jubilee house • Explore cthanain xylophone • Write an essay on what you want to do during the holidays 	295	
Homework		295	

Unit	Content	LB pages	WB pages
30	Fun time	296–305	183–189
Oral Language	Conversation—Fun with ice cream	297–298	183–184
Reading	Christmas at Rattray Park	298–301	184–185
Phonics/letters have sounds	The silent letter “b”	302	185
Vocabulary	Harmattan, disturb <ul style="list-style-type: none"> • Spelling words correctly • Sentence completion 	303	187
Penmanship	Coping a short paragraph	304	188
Guided writing	Writing a short composition titled “a picnic I have attended” by answering questions	304	
Discover More	<ul style="list-style-type: none"> • Different Christmas traditions around the world • Find out how Akili dreams about a picnic • Learn about the silent “b” • Write down how you will play a party for yourself and your siblings/cousins/friends 	305	
Homework		305	
Revision		306–308	

Appendix A

1. Stages for Penmanship Development

Before Writing

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

During writing/main

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

After writing

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

2. Procedure for Vocabulary Teaching

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

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

3. Matching key words from the passage to their meanings

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

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

4. Finding words to match given meanings

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

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

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

6. Finding Missing Letters

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

7. To rearrange jumbled letters of keywords aright

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

Appendix B

Games

1. How Far Can You Go

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

2. Hot Seat Game

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

3. Article Scavenger Hunt Game

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

4. Mike's Spelling Game

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

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

5. KWL sheet

K	W	L

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

6. Letter Cards Spelling Game

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

a

s

k

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

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

Curriculum coverage

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

Strand 1: Oral Language		
Content Standard	Indicators	Unit and activities
Sub-strand 1: Songs B3.1.1.1. Demonstrate understanding of a variety of songs	B3.1.1.1.1. Talk about the benefits of songs	Units 11 pp 98-99 Activity 1-2 Unit 20 pp 186-187 Activity 1-2 Unit 25 pp 242-243 Activity 1-2 Unit 28 pp 275-277 Activity 1-2
Sub-strand 2: Rhymes B3.1.2.1. Appreciate a variety of literary pieces	B3.1.2.1.1. Compose short rhymes and tongue twisters and recite them	Unit 1 pp 2-3 Activity 1-2 Unit 3 pp 21-22 Activity 1-2 Unit 4 pp 31-32 Activity 1-2 Unit 6 pp 53-54 Activity 1-2 Unit 8 pp 70-71 Activity 1-2 Unit 9 pp 81-82 Activity 1-2 Unit 10 pp 90-91 Activity 1-2 Unit 12 pp 107-108 Activity 1-2 Unit 14 pp 126-127 Activity 1-2 Unit 16 pp 145-146 Activity 1-2 Unit 18 pp 166-167 Activity 1-2 Unit 24 pp 230-231 Activity 1-2 Unit 19 pp 176-177 Activity 1-2
Sub-strand 4: Storytelling B3.1.4.1. Respond to stories	B3.1.4.1.1. Respond to and ask questions based on stories heard	Unit 26 pp 252 Activity 1-2
	B3.1.4.1.3. Create story from pictures	Unit 13 pp 17 Activity 1-2

B3.1.5.1 Perform stories	B3.1.5.1.1 Dramatise and role – play stories heard or read	Unit 29 pp 287-289 Activity 1-3
Sub-strand 6: Conversation B3.1.6.1. Explore using certain culturally acceptable language for communication	B3.1.6.1.2. Talk about events or things in the community	Unit 30 pp 299-300 Activity 1-2 Unit 2 pp 11-13 Activity 1-2
	B3.1.6.1.3. Talk about important places/people in their communities	Unit 21 pp 201-202 Activity 1-2 Unit 29 pp 287-289 Activity 1-3
B3.1.6.2. Apply knowledge of language and communicative skills to participate in conversation	B3.1.6.2.3. Participate in communication using more varied and more accurate language	Unit 27 pp 263-265 Activity 1-4 Unit 22 pp 221 - 222 Activity 1-2
	B3.1.6.2.1. Demonstrate turn-taking in conversation in different topics	Unit 5 pp 43-45 Activity 1-2 Unit 21 pp 201-202 Activity 1-2
Sub-strand 7: Listening Comprehension B3.1.7.1. Use appropriate skills and strategies to process meaning from texts	B3.1.7.1.2. Recognise and relate the sequence of events in stories B3.1.7.1.1 Listen to and interact actively within information texts B3.1.7.1.3 Share facts from information texts heard with a partner, groups or the teacher	Unit 15 pp 136 Activity 1-2 Unit 23 pp 220-221 Activity 1-2 Unit 23 pp 221-22 Unit 23 pp 221 -222 Activity 1-2
Sub-strand 8: Asking and answering questions B3.1.8.1. Demonstrate understanding in asking and answering questions.	B3.1.8.1.1 Ask and answer questions about given pictures	Unit 17 pp 157 Activity 1-2 Unit 22 pp 211-212 Activity 1
	B3.1.8.1.2 Use appropriate pronunciation and information in asking and answering the inversion questions.	Unit 7 pp 62 Activity 1-2
B3.1.9.1. Demonstrate understanding in commands, instructions, directions and request.	B3.1.9.1.2 Make and respond to polite request	Unit 30 pp 299-300

Strand 2: Reading		
Content Standard	Indicators	Unit and activities
Sub-strand 7: Comprehension B3.2.7.1.1. Understand and analyse text read	B3.2.7.1.1. Use self-correction strategies to make meaning when reading	Unit 1 pp 3-6 Activity 3-6 Unit 2 pp 13-15 Activity 3-6 Unit 9 pp 82-85 Activity 3-7 Unit 10 pp 91-93 Activity 3-7 Unit 11 pp 100-102 Activity 3-5 Unit 12 pp 109-111 Activity 3-6 Unit 13 pp 119-121 Activity 3-6 Unit 17 pp 158-160 Active 3-6 Unit 20 pp 188-191 Activity 3-6 Unit 21 pp 203-206 Activity 3-5 Unit 23 pp 222-224 Activity 3-6 Unit 24 pp 231-234 Activity 3-6 Unit 26 pp 253-256 Activity 3-6 Unit 27 pp 265-268 Activity 5-8 Unit 30 pp 300-303 Activity 3-6
	B3.2.7.1.2. Ask and answer factual, inferential and vocabulary questions about level-appropriate texts	Unit 1 pp 3-6 Activity 3-6 Unit 2 pp 13-15 Activity 3-6 Unit 4 pp 32-34 Activity 3-6 Unit 5 pp 45-47 Activity 3-6 Unit 6 pp 54-57 Activity 3-6 Unit 8 pp 71-74 Activity 3-6 Unit 9 pp 82-85 Activity 3-7 Unit 10 pp 91-93 Activity 3-6

		Unit 11 pp 99-102 Activity 3-5 Unit 12 pp 109-111 Activity 3-6 Unit 13 pp 119 -121 Activity 3-6 Unit 14 pp 127-130 Activity 3-5 Unit 17 pp 158-160 Activity 3-6 Unit 18 pp 168-170 Activity 3-6 Unit 19 pp 177-180 Activity 3-6 Unit 20 pp188-191 Activity 3-6 Unit 23 pp222-224 Activity 3-6 Unit 26 pp 253-256 Activity 3-6 Unit 29 pp 231-234 Activity 3-6
	B3.2.7.1.3. Retell level-appropriate text in own words, explain and illustrate	Unit 3 pp 23-25 Activity 3-7 Unit 4 pp 32-35 Activity 3-6 Unit 7 pp 63-65 Activity 3-6 Unit 8 pp 71-74 Activity 3-6 Unit 14 pp 127-130 Activity 3-5 Unit 18 pp 168-170 Activity 3-6 Unit 19 pp 177-180 Activity 3-6 Unit 21 pp 203-206 Activity 3-6 Unit 24 pp 231-234 Activity 3-6

B3.2.7.2. Use knowledge, skills and techniques of reading to understand, interpret and appreciate a variety of literary text	B3.2.7.2.2. Respond to stories with own opinions and value judgement	Unit 3 pp 23-25 Activity 3-7 Unit 7 pp 62-61 Activity 3-6 Unit 15 pp 137-140 Activity 3-6 Unit 27 pp 265-268 Activity 5-8
	B3.2.7.2.3. Use visualisation strategy to enhance understanding of level-appropriate texts	Unit 5 pp 44-46 Activity 3-6 Unit 15 pp 136-139 Activity 3-6 Unit 14 pp 230-233 Activity 3-6
Sub-strand 9: Fluency B3.2.9.1. Read text fluently	B3.2.9.1.1. Read long text with good pace, accuracy and expression	Unit 6 pp 53-56 Activity 3-6 Unit 16 pp 146-149 Activity 3-6 Unit 29 pp 288-290 Activity 4-7
	B3.2.9.1.2. Recognise more than two hundred high frequency words with automaticity	Unit 28 pp 278-280 Activity 3-6 Unit 25 pp 244 -246 Activity 3-6
	B3.2.9.1.3. Use self-correction strategy to make meaning from text	Unit 16 pp 145-148 Activity 3-6 Unit 26 pp Activity 3-6 Unit 29 pp 290-292 Activity 4-7 Unit 6 pp Activity
B3.2.9.1.1 Read texts frequently	B3.2.9.1.1 Read texts with good pace, accuracy and expression	Unit 6 Activity Unit 16 Activity Unit 22 pp 212-214 Activity 2-5 Unit 25 Activity Unit 28 pp Activity Unit 29 - Activity

<p>Sub-strand 2: Phonics B3.2.2.1. Connect sounds to letters and blend letters/syllables in order to read and write</p>	<p>B3.2.2.1.1. Understand the relationship between spelling of words and sounds of speech</p>	<p>Unit 1 pp 6-7 Activity 1 and 7 Unit 2 pp 16 Activity 1 Unit 3 pp 26 Activity 1 Unit 8 pp 74-75 Activity 1-3 Unit 5 pp Activity 1 Unit 14 pp 130-131 Activity 1-3 Unit 17 pp 161 Activity 1-5 Unit 19 pp 181 Activity 1 Unit 22 Activity 1 Unit 23 pp 225 Activity 1-5 Unit 24 pp 235 Activity 1-3 Unit 27 pp 269 Activity 1-4 Unit 28 pp 282 Activity 1-5 Unit 30 pp 304 Activity 1-5</p>
<p>B3.2.4.1: Show understanding of diphthongs</p>	<p>B3.2.4.1.1 Use diphthongs to build words.</p>	<p>Unit 11 pp 102 Activity 1-5</p>
<p>B3.2.5.1.1: Identify and use consonant blends in words.</p>	<p>B3.2.5.1.1 Use the consonant blends to build words</p>	<p>Unit 9 pp 85 Activity 1-4</p>

	B3.2.2.1.2. Use the alphabetic knowledge to decode unknown words (e.g. consonant blends, consonant digraphs, vowel sounds, vowel digraphs word patterns)	Unit 12 pp 111 Activity 1-4 Unit 26 pp 257 Activity 1-5 Unit 4 pp 35 Activity 1 Unit 5 pp 47 Activity 1 Unit 7 pp 65-66 Activity 1 and 7 Unit 10 pp Activity 1 Unit 6 pp 57-58 Activity 1-2
	B3.2.2.1.3. Use basic elements of structural analysis (e.g. pre-fixes, suffixes, compounds, neat words) to decode unknown words	Unit 16 pp 150 Activity 1-2 Unit 20 pp 191 Activity 1 Unit 29 pp 293 Activity 1-5
Sub-strand 3: Word Families—Rhyming Endings and Common Digraphs B3.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B3.2.3.1.1. Use common rhyming/ending words for decoding of words	Unit 13 pp 121 Activity 1-2 Unit 15 pp 140 Activity 1-3 Unit 18 pp 171 Activity 1-6 Unit 25 pp 247 Activity 1-5
	B3.2.3.1.2. Use words containing digraphs to make meaningful sentences	Unit 21 pp 206 Activity 1-4
Sub-strand 4: Diphthongs B3.2.4.1. Show understanding of diphthongs	B3.2.4.1.1. 1. Use diphthongs to build words	Unit 11 pp 102-103 Activity 1

<p>Sub-strand 6: Vocabulary B3.2.6.1. 1. Understand word meaning and usage</p>	<p>B3.2.6.1.1. Read level-appropriate sight words, understand and use them in meaningful complex sentences</p>	<p>Unit 1 pp 7 Activity 1- 4 Unit 2 pp 16-17 Activity 1 - 4 Unit 3 pp 27 Activity 1 Unit 6 pp 58 Activity 1 Unit 5 pp 48 Activity 1-2 Unit 8 pp 74-75 Activity 1-4 Unit 9 pp 86 Activity 1-6 Unit 10 pp 95 Activity 1 - 2 Unit 11 pp 103-104 Activity 1-2 Activity 1 Unit 13 pp 122 Activity 1 Unit 14 pp 131 Activity 1-2</p>
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B3.2.6.1: Understand word meanings and usage		Unit 8 pp 74-75 Activity 1- 4 Unit 9 pp 86 Activity 1-6 Unit 25 pp 226 Activity 1 Unit 27 pp 270 Activity 1-3 Unit 28 pp 282 Activity 1-5 Unit 18 pp 171 Activity 1-6 Unit 15 pp 140 Activity 1-5 Unit 19 pp 182 Activity 123 Unit 22 pp 216-8 Activity 1-6 Unit 26 pp 258-259 Activity 1-5 Unit 20 pp Activity 1 Unit 28 pp 283 Activity 1-3 Unit 29 pp 294-5 Activity 1-2 Unit 30 pp 130-4 Activity 1-5
	B3.2.6.1.2. Use knowledge of prefixes and suffixes to interpret unfamiliar words	Unit 16 pp 150 Activity 1
B3.2.6.1. Understand word meanings and usage	B3.2.6.1.1 understand and use many of frequently occurring words and chunks in the language, including both content words (nouns, verbs, adjectives and adverbs and function words prepositions, articles)	Unit 4 pp 36 Activity 1 - 2 Unit 17 pp 161 Activity 1 - 5 Unit 21 pp 207 Activity 1 - 4 Unit 24 pp 236 Activity 1 - 5 Unit 25 pp 248 Activity 1

Strand 5: Using Writing Conventions/ Grammar Usage		
Content Standard	Indicators	Unit and activities
Sub-strand 10: Spelling B3.2.10.1. Use phonics knowledge to spell words	B3.5.10.1.1. Spell phonically irregular words correctly	Unit 5 pp 48 Activity 1-2 Unit 1 pp 16-17 Activity 1 Unit 2 pp 66 Activity 1-2 Unit 3 pp Activity 1 - 4 Unit 19 pp 182 Activity 1-3 Unit 23 pp 226 Activity 1 Unit 26 pp 258-259 Activity 1-5 Unit 14 pp 131 Activity 1-2 Unit 15 PP 171 Activity 1-5 Unit 20 pp 192 Activity 1-3
Sub-strand 10: Spelling B3.5.10.1 Use phonics knowledge to spell words	B3.5.10.1.1 Spell phonically irregular words correctly	Unit 21 pp 207 Activity 1 - 4 Unit 30 pp 306 Activity 1

B3.5.2.1. Apply knowledge of the use of punctuation in communication	B3.5.2.1.1. Use commas appropriately to list items	Unit 26 pp 258 Activity 1-5
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Strand 4: Writing

Content Standard	Indicators	Unit and activities
Sub-strand 2: Penmanship/ Handwriting B3.4.2.1. Copy and write sentences correctly	B3.4.2.1.1. Copy short paragraphs/sentences clearly	Unit 1 pp 8 Activity 1 - 4 Unit 2 pp 16-17 Activity 1 Unit 4 pp 49 Activity 1 Unit 6 pp 59 Activity 1 Unit 14 pp 132 Activity 1 Unit 10 pp 95 Activity 1 Unit 11 pp 104 Activity 1 Unit 12 pp 113 Activity 1 Unit 13 pp 123 Activity 1 Unit 14 pp 132 Activity 1 Unit 24 pp 141 Activity 1 Unit 17 p 1 162 Activity 1 Unit 18 pp 173 Activity 1 Unit 19 pp 183 Activity 1 Unit 25 Activity 1 Unit 21 pp 208 Activity 1 Unit 22 pp 217 Activity 1 Unit 23 pp 226 Activity 1 Unit 27 pp 270 Activity 1 Unit 26 pp 259 Activity 1

<p>Sub-strand 3: Copying/ Writing Letters— Small and Capital</p> <p>B3.4.2.1: Use general skills, strategies and knowledge of letter sounds to write legibly and boldly</p>	<p>B3.4.3.1.1. Use letter sound relationships to represent most letters in words correctly</p>	<p>Unit 7 p 66 - 67 Activity 1 Unit 8 pp 76 Activity 1 Unit 16 pp 152 Activity 1 Unit 28 pp 284 Activity 1</p>
<p>Sub-strand 4: Labelling Items</p> <p>B3.4.4.1. Draw and label simple pictures</p>	<p>B3.4.4.1.1. Make a list of objects found in the environment</p>	<p>Unit 5 pp 49 - 50 Activity 8 Unit 29 pp 296 Activity 8</p>
<p>Sub-strand 5: Writing simple words and sentences</p> <p>B3.4.5.1. Write accurately using acquired vocabulary and knowledge of grammar</p>	<p>B3.4.5.1.1. Write simple sentences to express personal opinions of individuals</p>	<p>Unit 1 pp 8 Activity 8 Unit 10 pp 95 Activity 8</p>
	<p>B3.4.5.1.2. Write simple meaningful sentences to express feelings and opinions about people and things</p>	<p>Unit 11 pp 104 Activity 6 Unit 2 pp 18 Activity 7 Unit 7 pp 67 Activity 8 Unit 22 pp 217-18 Activity 9</p>
	<p>B3.4.5.1.4. Copy various sentences, verses and words of songs legibly (writing should be bold and clear)</p>	<p>Unit 25 pp 249 Activity 7 Unit 3 pp 28 Activity 8 Unit 15 pp 142 Activity 7 Unit 20 pp 193-194 Activity 7 Unit 25 pp 249 Activity 7</p>

<p>Sub-strand 8: Guided Composition</p> <p>B3.4.8.1: Compose short paragraphs through answering questions</p>	<p>B3.4.8.1.1. Develop two coherent paragraphs on one idea or concept using leading questions/sentence completion/matching</p>	<p>Unit 16 pp 152 Activity 8 Unit 5 pp 49- 50 Activity 8 Unit 12 pp 113 Activity 7 Unit 8 pp 76 Activity 7 Unit 12 pp Activity 7 Unit 17 pp 163 Activity 7 Unit 18 pp 173 Activity 7 Unit 20 pp 193-194 Activity 7 Unit 21 pp 208 Activity 7 Unit 24 pp 237-238 Activity 7</p>
<p>Sub-strand 9: Writing as a process</p> <p>B3.4.9.1. Apply the skills and strategies for idea generation, selection, development, organisation and revision in writing</p>	<p>B3.4.9.1.1. Select topic on familiar themes (e.g. myself, my friend) brainstorm and organise before writing</p>	<p>Unit 6 pp 59 Activity 8</p>
<p>B3.4.9.2: Develop and express ideas coherently and cohesively in writing</p>	<p>B3.4.9.2.1. Write ideas on a topic in simple sentences</p>	<p>Unit 3 pp 28 Activity 8 Unit 6 pp 5 Activity 8 Unit 26 pp 260 Activity 7</p>
<p>Sub-strand 10: Narrative Writing</p> <p>B3.4.10.1: Narrative situations, express feelings and convey point of view about the world/fictional world</p>	<p>B3.4.10.1.2. Engage and orient the reader by establishing a context and introducing a narrative</p> <p>B3.4.10.1.1 Add more details of a story structure to narrative stories for example settings, character, etc.</p>	<p>Unit 19 pp183 Activity 8</p> <p>Unit 1 pp 8 Activity 8 Unit 3 Activity 8</p>

Sub-strand 12: Descriptive Writing B3.4.12.1: Demonstrate knowledge of description of writing	B3.4.12.1.1. Describe places in a coherent paragraph	Unit 23 pp 227 Activity 7 Unit 28 pp 284 Activity 7 Unit 30 pp 306 -307 Activity 7 Unit 15 pp 143 Activity 7
Sub-strand 14: Informative/ Academic Writing B3.4.14.1: Writing the events of the day	B3.4.14.1.1. Write picture events using simple sentences	Unit 14 pp 131-132 Activity 7 Unit 29 pp 295 Activity 8
B3.4.13.1: Support an opinion in writing B3.4.9.3 Apply strategies for improving draft for publishing	B3.4.13.1.1. Support an opinion or claims with clear reasons	Unit 27 pp 271 Activity 9
	B3.4.9.3.2 Proofread draft to correct punctuation and spelling errors. B3.4.9.3.3 Read aloud own writing to a group or whole class	Unit 21 pp 208 Activity 7 Unit 6 pp 59 Activity 8

Unit Overview

This unit is about back to school activities. It consists of four sections labelled A-D.

Section A deals with Oral Language Development. Learners will learn how to recite a rhyme titled “Back to school” and answer questions about it.

Section B is in two parts. In the first part, learners will read aloud a passage, “Back to school” and answer oral comprehension questions about it. The second part, Letters have Sounds, focuses on revising letter sounds. Learners will learn to read words that have the following letters: s, a, t, i, p, n.

Section C is Vocabulary consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the passage.

Section D focuses on Writing Skills Development. Learners will copy sentences in joint script and 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 2: Rhymes		
Content Standard	Indicators	Core Competencies
B3.1.2.1 Appreciate a variety of literary pieces.	B3.1.2.1.1 Compose short rhymes and tongues-twisters and recite them.	Communication and Collaboration Creativity and Innovation
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1 Understand and analyse texts read.	B3.2 .7.1.1 Use self-correction strategies to make meaning when reading. B3.2 .7.1.2 Ask and answer factual, inferential and vocabulary questions about level -appropriate texts	Personal Development and Leadership Communication and Collaboration

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B3.2.2.1 Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.1 Understand the relationship between spelling of words and sounds of speech.	Personal Development and Leadership Communication
Strand 2: Reading Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1 Understand word meanings and usage.	B3.2.6.1.1 Read level-appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 5: Using Writings Conventions / Grammar Usage Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10.1. Use phonics knowledge to spell words	B3.5.10.1.1 Spell phonically irregular words correctly	Communication and Collaboration Critical Thinking
Strand 4: Writing Sub-Strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1 Copy and write sentences correctly.	B3.4.2.1.1 Copy short paragraphs clearly.	Communication and Collaboration
Sub-Strand 5: Writing Simple Words and Sentences		
Content Standard	Indicators	Core Competencies
B3.4.5.1 Write accurately using acquired vocabulary and knowledge of grammar.	B3.4.5.1.1 Write simple sentences to express personal opinions about favourite characters in a text.	Communication and Collaboration; Critical Thinking

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

B3.1.2.1.1. Compose short rhymes and tongue twisters and recite them

Rhyme: Back to School

Teaching Strategies: Think-pair-share, demonstration, group work, questioning

Teaching/Learning Resources: Learner's Book **pages 1–3**, pictures on **page 2** of the Learner's Book, real objects, smartphones

Core Competencies: Cultural Identity and Global Citizenship, Communication and Collaboration, Critical Thinking and Problem-solving, Creativity and Innovation

Key vocabulary: welcome, learn, friends

Preparation Before Class

Enlarge the picture on **page 2** of the Learner's Book or draw a large version by hand. Write the rhyme on a manila card (optional). Rehearse reading the rhyme, paying attention to stress and intonation to make your presentation natural. Prepare the word cards.

Teaching and Learning Activities**Activity 1**

1. Refer learners to **page 2** of Learners' Book 3 to discuss the picture there. Use probing question such as:
 - a. Who are in the picture?
 - b. What are they doing?
 - c. Where are they going?
 - d. What do you think this unit is about?
2. Raise the enlarged picture and encourage learners to talk about it using leading questions (refer to **page 2** of the Learner's Book). Demonstrate pronunciation and discuss the meaning of keywords (if necessary). Ask the learners to predict what the lesson will be about.

Raise the poster of the rhyme or write it on the board.

Back to school

Today is the first day of school

Welcome all back to school

We are back to learn to read and write

Welcome teachers

Welcome friends

Welcome, girls and boys.

- a. Lead learners to read the rhyme, line by line.
- b. Let the learners read as a class, in groups, in pairs and as individuals until they have learnt the rhyme. Let the learners recite the rhyme and act it out as a class, in groups, or as individuals.
- c. Briefly discuss the meaning of the rhyme. Do sound sensitising activities (for example, clap and tap the rhythm, identify rhyming words, back-chaining, and so on).

Activity 2

1. Put learners in pairs and let them take turns in reciting and clapping the rhyme.
2. Have them reflect and discuss their feelings about the rhyme with their partner.

Assessment

3. Learners answer questions about the rhyme on **page 3** of the Learner's Book in pairs.
4. Learners share their answers with another pair.

Answers

3.
 - a. School reopens today.
 - b. Because we have just returned from the holidays.
 - c. There are seven words in the first line.
 - d. The school is a family/We are happy when we return to school.

Remedial Activity

1. Observe and identify learners who have difficulty reciting. Recite that part with them until they can recite it by themselves.
2. Then ask them to recite the rhyme in two parts. They can recite the first three lines to begin with and then the last three lines later.

Extension Activity

1. Let the learners write a similar rhyme by changing some words in the original. You can underline the words you want them to change. (Only one word should be changed in a line).

Reflection

Ask the learners to reflect on the rhyme and compare what they do when they return to school versus what is in the rhyme.

Additional Practice

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

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

B3.2.7.1.1. Use self-correction strategies to make meaning when reading text.

B3.2.7.1.2. Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.

Back to school

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Word cards, pictures

Core Competencies: Personal Development and Leadership, Communication and Collaboration

Key vocabulary: embrace, triplet, treats, pamper, sigh

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 3** of the Learner's Book.

Teaching and Learning Activities**Activity 3**

1. Begin the lesson with a discussion of the picture on **page 3** of the Learner's Book.
 - a. Allow learners to talk about what they observe.
 - b. Lead them to predict the topic of the lesson.

Activity 4

1. Teach and drill the pronunciation of the keywords: embrace, triplet, treats, pampers, sigh
2. In pairs, 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) or the paragraph in which it appears.

Teach the meanings of the keywords (if necessary) using context, demonstrations, and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)
3. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class. Have learners answer few questions orally.

Activity 5

1. While learners listen attentively, read the text a second time.
2. Finally, let learners read the text after you several times (echo reading).
3. Guide learners to ask and answer factual, inferential and vocabulary questions on the passage.

Activity 6

Assessment

1. In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph. Read with them line by line.
2. Let learners read the questions on **pages 5–6** of the Learners' Book and discuss the answers with their partners.

Remedial Activity

Walk around the classroom to support those who have difficulty reading parts of the passage or the whole passage.

Answers

2.
 - a. Ben and King
 - b. Because he was excited about school
 - c. He ironed his school uniform. He cleaned his new shoes and chose his favourite pair of socks. He arranged his books in his bag.
 - d. They will talk about all they did in the holidays.
 - e. "Welcome back"

Extension Activity

Have high achievers answer the following questions as well.

1. What did Ben do when he arrived in the school?.
2. How did the two friends show they were happy to see each other?
3. If you were one of the boys, what would you do differently to show you missed your friend?

Answers

1. He cleaned his desk.
2. They embraced each other.
3. Individual responses

Sub-section B: Letters have Sounds - **Revising letter sounds (s, a, t, i, p, n)**

Strand 2: Reading

Sub-strand 2: Phonics

B3.2.2.1.1. Understand the relationship between spelling of words and sounds of speech

1. End the reading session with this activity. Play the phonics song and let learners sing along.
2. Let learners sit in pairs and take turns to point to each letter card on **page 6** of the Learner's Book and mention its sound name. Let them search for words from the passage that contain these sounds.

3. In pairs ask learners to go to **page 6** of the Learner's Book. Have them name the objects in the pictures and identify their beginning sounds. Ask them to label the objects.
4. In pairs, have learners discuss **question 4** on **page 6** of the Learner's Book. Give them time to share their answers with the whole class.

Answers

3. sun = s, axe = a; table = t; insect = i; peg = p.
4. a. s; b. a; c. t; d. i; e. p; f. n

Remedial Activity

Observe and identify learners who struggle to identify the common sounds in Exercise 4. Have them listen to you read the sentences one by one to them and with probing questions, elicit the sound they hear at the beginning of each word in the sentence read. Then ask them to do Task four with their peers.

Extension Activity

Get the high achievers to do this activity.

1. Write two sentences of your own repeating any of the sounds in Question 4 above.
(For example, Saa sells snails at Sampa market).
- a.
- b.

Activity 7

1. Have learners work in groups to find words that contain the sounds: (s, a, t, i, p, n).
They can use the internet, readers, or cut out words from newspapers and magazines.

Additional Practice

Refer learners to **pages 3–6** of the Workbook for more exercises.

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

B3.2.6.1.1. Read level-appropriate sight words; understand and use them in complete meaningful sentences.

Teaching Strategies: Demonstration, discussion, leading questions

Teaching/Learning Resources: Word cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: teachers, forward, treats, friend

Preparation Before Class

Make word cards for the key vocabulary.

Teaching/Learning Activities

1. Have learners reread the passage to find the following expressions:
 - a. look forward to — expecting
 - b. best friend — closest friend
 - c. pop open — open suddenly and quickly
2. Ask learners to raise their hands when they find the expressions. Have them tell the class the paragraph in which they found them. Have them read the sentence in which each expression is found and explain the meaning as the word is used in the passage.
3. In pairs, let learners read the sentence in which each expression is found again and explain and discuss the meanings. Let each pair of learners form sentences with the expressions and share them with the class.

NB: Teaching vocabulary is very important for developing language skills. You must therefore make time for this and consciously help learners to acquire vocabulary.

Answers

- | | |
|---------------------------|--------------------|
| 4. a. cheetras — teachers | b. terats — treats |
| c. frowrad — forward | d. ndfrie — friend |

Strand 5: Using Writing Conventions/Grammar Usage

B3.5.10.1.1. Spelling phonically irregular words correctly

Have learners play pick and spell game to spell these words from the passage: teachers, forward, treats, friend. Have learners use the words to form sentences. Mix up the letters that form each word and write them on the board. Lead learners with probing questions; learners to try to figure out which words are spelt with the jumbled letters. Do it orally with learners in small groups, e.g., which of the words we just met has “t” and “h” in it?

Teachers – can the rest of the letters in ‘cheetras’ be found in “teachers”? etc.

Have learners check Exercise 4 on **page 7** of Learner's Book 3.

Strand 4: Writing**Sub-strand 2: Penmanship/handwriting**

B3.4.2.1.1. Copy short paragraphs/sentences clearly.

Sub-strand 5: Writing simple words and sentences

B3.4.5.1.1. Write simple sentences to express personal opinions about favourite characters in texts.

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

Teaching/Learning Resources: Learner's Book **pages 8–9**, slates and other writing materials, smartphones, etc.

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

Key Vocabulary: name, age, a.m., p.m., friend, holidays

Preparation Before Class

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

Teaching/Learning Activities**Penmanship**

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script.

1. Show learners how to do hand and wrist exercises. Demonstrate to them the good posture needed for writing. Also, demonstrate how to hold a pen/pencil when they write.
2. Rule writing lines on the board. If there are any letters learners find difficult to write, let them practise them on the board. Refer learners to page 8 of Learner's Book 3. Use the first exercise as revision for joint script writing. Model copying sentences in joint script and have learners do same on their arm boards or in jotters. Then, ask the learners to copy the sentences on **page 8** of the Learner's Book 3 into their exercise books.
3.
 - a. Today is the first day of school.
 - b. Welcome back to school.

Activity 8**Guided Writing**

1. In pairs, ask the learners to read the passage again.
Write the paragraph at **page 8** of Learner's Book 3 on the board. Put learners in groups of two and have them listen to you read the paragraph and fill in the gaps with your words. Draw learners' attention to features like clarity, spacing and alignment of letters.

My name is I amyears old. Today, I was up ata.m. Last

night, I went to bed at.....p.m. I am looking forward to seeing my friends again.
..... is my best friend. We are going to talk about everything we did during the holidays.

Go round to support learners.

Let the learners read the paragraph again in pairs and decide together which words to use for filling the gaps.

Remedial Activity

Observe and identify learners who have difficulty writing challenging words. Model writing the challenging letters with them and have them write the letters severally in context and in isolation.

Assessment

In pairs, refer learners to **page 8** of the English Learner's Book 3 to go over the task and fill in the gaps with the appropriate words. Then have each learner copy the short paragraph into their exercise book.

Answer

This task requires individual answers from the learners.

Reflection

Invite some of the pairs to share their experience copying a paragraph with clarity, spacing and alignment of letters.

Additional Practice

Refer learners to **page 8** of the Workbook for more exercises.

Unit Summary

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

Discover

Watch this video with learners and get them to learn how to write a story as well as how to use the dictionary.

Homework

Ask learners to write five to eight sentences about how they spent their holidays in their homework books.

Workbook Answers

A. Oral Language

- seven words
- teachers, friends and girls and boys.
- at school
 - Individual response
 - Individual response

Activity 2

Individual responses

B. Reading

Activity 1

- Ben and King
- They are doing elbow shaking
- They feel happy/great/etc.

Activity 2

- Benjamin (Ben)
- He will meet his friend
- They will go to King's house or Ben's house
- Welcome back

Activity 3

- | | | |
|----------|----------|-------------------|
| a. fan | b. girl | c. bag |
| d. car | e. socks | f. book |
| g. table | h. hat | i. (may be globe) |

Activity 4

- | | |
|-----------|----------|
| a. name | d. after |
| b. happy | e. King |
| c. school | f. today |
- Personal responses

C. Vocabulary

Activity 1

- | | |
|------------|-------------|
| a. through | b. children |
| c. forward | d. friend |
| e. teacher | |

Activity 2

1.

moment – We met at that time of the day.

expecting – We are looking forward to seeing you.

remember – The learners recall the story the teacher told them.

entering – We are going into the new month.

through – They came in that door.

jet – They will travel to South Africa in a new plane.

embraced – The children hugged each other

2. Individual responses

D. Writing

Activity 1

school, teachers, friends

Unit 2

Keep your environment clean

Unit Overview

This unit is about keeping our environment clean. It consists of four sections labelled, A-D. Section A deals with Oral Language Development. Learners will engage in conversations about the environment and why it should be clean.

Section B is in two parts. In the first part, learners will read a passage on “Keeping our Environment Clean” aloud and answer oral comprehension questions about it. The second part, “Letters have Sounds, focuses on blending. Learners will blend given sounds and read words.

Section C focuses on Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the passage.

Section D focuses on Writing Skills Development. Learners will copy a paragraph and write a guided composition using the words in a substitution table.

Learning Outcomes

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

Strand 1: Oral Language Sub-Strand 6: Conversation		
Content Standard	Indicators	Core Competencies
B3.1.6.1 Explore using certain culturally acceptable language for communication.	B3.1.6.1.2 Talk about events in the community.	Communication and Collaboration Cultural Identity and Global Citizenship
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1 Understand and analyse texts read.	B3.2.7.1.1 Use self-correction strategies to make meaning when reading texts.	Personal Development and Leadership
	B3.2.7.1.2 Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.	Communication and Collaboration

Sub-Strand 2: Phonics (Letters Have Sound)		
Content Standard	Indicators	Core Competencies
B3.2.2.1 Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.1 Understand the relationship between the spelling of words and sounds of speech.	Personal Development and Leadership Communication
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1 Understand word meanings and usage.	B3.2.6.1.1 Read level-appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 5: Using Writings Conventions /Grammar Usage Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10.1 Use phonics knowledge to spell words.	B3.5.10.1.1 Use phonics knowledge to spell words with irregular phonic letter patterns.	Communication Critical Thinking
Strand 4: Writing Sub-Strand 2: Penmanship/Handwriting Sub-Strand 8: Guided Composition		
Content Standard	Indicators	Core Competencies
B3.4.2.1. Copy and write sentences correctly. B3.4.5.1. Write accurately using acquired vocabulary and knowledge of grammar,	B3.4.2.1.1. Copy short paragraphs and sentences clearly. B3.4.5.1.2 Write simple meaningful sentences to express feelings and opinions about people and things	Communication and Collaboration Critical Thinking
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literacy.	B3.6.1.1.1 Read a variety of age and level-appropriate books from print and summarise them.	Personal Development and Leadership

Strand1: Oral language**Sub-strand 6: Conversation**

B3.1.6.1.2. Talk about events in the community

Conversation: Keep Your Environment Clean

Teaching/Learning Strategies: Demonstrating, drilling

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

Teaching/Learning Resources: Learner's Book 3 **pages 10–13**, picture of objects on **page 11** of the Learner's Book, real objects such as broom, brushes, cutlass, hoe, etc.

Key Vocabulary: neatest, inspect, space, regular

Preparation Before Class

Make sure you have all the materials you need. If possible, make a poster of the conversation picture. This will help you to make sure all learners are progressing with you at the same pace. Place some real cleaning items on your demonstration table.

Teaching/Learning Activities**Activity 1**

1. Let learners sing a familiar song or recite a rhyme related to the lesson. Let them identify the cleaning items by name – a broom, a duster, a cutlass, and so on.
 - a. Put the picture on the board and let learners talk about what they see and what the items are used for.
 - b. Ask them to name the people in the picture and say what they are doing. Let the learners predict what the lesson will be about.

Show them the poster of the conversation or write it on the board.

Let's keep cleaning, shall we?

Dede: Ayekoo!

Agbeko: Yaayee! How are you doing, Dede?

Dede: I am fine, thank you. You are doing a great job with the cleaning!

Agbeko: Thank you!

Dede: You're welcome. We clean our home and surroundings every Friday after school. My grandma will inspect each space when we have finished. The one with the neatest space gets a gift.

Agbeko: Good for the winner! Regular cleaning and maintenance is important.

Dede: I agree. Which materials or tools are you using?

Agbeko: I am using a broom, a cutlass, and a hoe.

Dede: Great. I weeded around the bushes and scrubbed our house last week Friday. I want to make sure we prevent mosquitoes and snakes from harming us.

Agbeko: That's what everybody must do. When our environments are clean, we are healthy and free from illnesses and discomfort.

Dede: True. Every citizen must do this. Let's keep cleaning, shall we?

Activity 2

1. In pairs, have learners take turns to read the dialogue with their partners until they can read it alone without looking at the words.
2. Let learners exchange roles in the conversation.
3. Have learners state the parts of the dialogue that they enjoyed and share them with each other. Ask learners to give reasons why they enjoyed those parts. Have learners in groups, role-play the events of their choice.

Assessment

Refer learners to **pages 12–13** of the Learner's Book to answer the questions with their partners.

Answers (questions 4)

- a. Ayekoo/any other culturally appropriate greeting.
- b. Broom, brush, hoe, axe, cutlass, etc.
- c. To prevent mosquitoes and snakes from harming us.
- d. Everybody's duty.
- e. Mosquitoes and snakes will harm us.
- f. Cleanliness is next to godliness/keep the environment clean, etc.

Remedial Activity

Observe and identify learners who struggle with parts of the conversation. Have them practise those parts with you. You can role play with them and then let them do it alone. Use probing questions to make them understand the theme of the conversation to be able to answer the questions correctly in their groups.

Extension Activity

Pair high achievers to engage in the conversation, substituting their names for Dale and Agbeko.

Reflection

Let the learners reflect on the conversation and compare what they use in cleaning the environment with what is in the conversation. Have them say what new things they have learnt from the lesson.

Additional Practice

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

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

B3. 2.7.1.1. Use self-correction strategies to make meaning when reading texts.

B3. 2.7.1.2. Ask and answer factual, inferential and vocabulary questions about level-appropriate text.

Deep cleaning Saturdays

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

Teaching/Learning Resources: Word cards, pictures, Learner's Book **pages 13–16**.

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

Key Vocabulary: deep-cleaning, gleam, verandah, comment, laundry, tasks

Preparation Before Class

Before the lesson, prepare your word cards. If possible, make a large copy of the picture on **page 13** of the Learner's Book to use for a picture reading activity.

Teaching and Learning Activities**Activity 3**

1. Begin the lesson by discussing the picture on **page 13** of English Learner's Book 3. Allow learners to talk about what they see and predict the topic of the lesson.

Activity 4

1. Teach and drill the pronunciation of the keywords: deep-cleaning, gleam, laundry, tasks, verandah, comment one after the other.
2. In pairs, let the learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of the keywords (if necessary) using context, demonstrations, and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.
2. Read the text a second time while learners listen. Have learners read the text after you several times (echo reading). Read out words and sentences for learners to identify in the text. Guide learners to ask and answer factual, inferential and vocabulary questions on the passage.

Activity 6

Assessment

1. In pairs, have learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.
2. Refer learners to **page 15** to read each question and discuss the answers with their partners.

Answers

- a. Saturday
- b. He cleans the windows.
- c. When you finish performing your cleaning task.
- d. On Friday evenings
- e. Frema and Fredua
- f. Individual responses/broom, duster, brush, etc.

Remedial Activity

Using the illustrations and probing questions, help low achievers to connect a text to their personal experiences in order to understand the passage and partake in the tasks.

Sub-section B: Letters have Sounds: **Blending**

Strand 2: Reading

Sub-strand 2: Phonics

B3.2.2.1.1. Understand the relationship between spelling of words and sounds of speech.

1. End the reading session with this activity. Play the phonics song and have learners sing along. While learners listen to you, blend the letters in the following words and read the words out loud: bat, mask, nap, sap, pant, sip, nip, task, mum, hard.
2. Let the learners blend and read the words after you.
Have learners revise writing out some words as you pronounce them. (You can also let them read words on the board or word cards.)
3. Let learners sit in pairs and find words that rhyme with “sap” among the words. Go around to support them.
4. Let them form sentences with their words and present three of the sentences to the class.

Homework

In groups, ask learners to search old newspapers and the internet for more words that rhyme with “sap”. Have them present the words for discussion in class the following day. Example of words include: map, rap, tap, lap, etc.

Remedial Activity

Tell them faster. You realise the word has been read. Lead them to similar words that way. Then put the words on the board and invite them to blend and read them.

Additional Practice

Refer learners to **pages 10–14** of the Workbook for more practice.

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

B3.2.6.1.1. Read level-appropriate sight words; understand and use them in complex meaningful sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards, Learner's Book 3 **pages 16–17**

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

Key Vocabulary: comment, rubbish, task, whenever

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Working as a class, let learners reread the passage and find the following words: comment on, whenever, rubbish, task.
2. Ask them to raise their hands when they find any of them and tell the class the paragraph in which they find the words. Let them read the sentence that contains each expression.
3. Arrange learners in pairs to read the sentence in which each expression is found again. Let them try to work out the meaning of the words. Finally, let them share their meanings with the class.

Meanings of the words

comment on — remark/talk about

whenever — every time/anytime

rubbish — refuse/garbage

task — job/duty/chore

Put learners into groups to identify, read and use the given sight words in meaningful sentences.

Strand 5: Using Writing Conventions/Grammar Usage

Sub-strand 10: Spelling

B3.5.10.1.1. Spell phonically irregular words correctly.

Still in pairs, let learners complete the words on **page 17** of the Learner's Book by filling the blank spaces with the correct letters. Do the first one with them. Ask them to glance through the passage to look for a word which begins with 'c', has 'mm' in the middle, and ends with 'nt'. Ask them to raise their hands when they find the word and direct the class to the paragraph in which the word is found. Encourage the learner who finds the word first to read it aloud to the class. Then, ask the class for their approval. If the word is correct, ask them to identify the missing letter(s).

Finally, let the learners work in pairs to find the missing letters in the rest of the words.

Answers

- | | | | | |
|-------------|-------------|----------|--------------|---------|
| a. comment | b. whenever | c. shine | d. rubbish | e. task |
| f. Saturday | g. evening | h. role | i. bedsheets | |

NB: Teaching vocabulary is very important for developing learners' language skills. You must therefore make time for this and consciously help learners acquire new vocabulary.

Additional Practice

Refer learners to **page 15** of the Workbook for more practice.

Section D

Strand 4: Writing

Sub-strand 2: Penmanship/handwriting

B3.4.2.1.1: Copy short paragraphs clearly.

Sub-strand 5: Writing simple words and sentences

B3.4.5.1.2: Write simple meaningful sentences to express feelings and opinion about people and things.

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

Teaching/Learning Resources: Learner's Book **pages 17–18**, slates and other writing materials, smartphones, etc.

Core Competencies: Communication and Collaboration,

Key Vocabulary: cobwebs, remove, weed, dust, compound, neat.

Preparation Before Class

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

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script.

1. Show learners how 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/pencil when they write. Model copying a short paragraph on the board. Draw learner's attention to features like clarity, spacing and alignment of letters.

Rule writing lines on the board. If there is any particular letters learners find difficult to write, let them practise them on the board. Then, ask learners to copy the paragraph on **page 17** of the English Learner's Book 3 into their exercise books. Go round to encourage them to write legibly and correctly.

Mark the books and provide feedback.

Activity 7

Guided Writing

1. Ask the learners to read the passage again in pairs. Then mention what it is about.
2. Draw the substitution table on the board and have learners identify the words. Inform learners that you want to use the table to describe the things you do on Saturdays. Model how to pick words from the various columns to form sentences. In mixed ability groups, have learners take turns to practise picking expressions from the various columns of the table to form sentences to express their feelings and opinions about things they do on Saturdays.

Ask groups to draft out their sentences to form a composition on what they do on Saturdays. Have groups edit and publish their work on the classroom walls.

Remedial Activity

Go around the groups to assist them, making sure they pick only one item from a column at a time.

Assessment

Let each learner copy the sentences into their exercise book.

Reflection

Have learners reflect on how they wrote eligibly and share with the class.

Additional Practice

Refer learners to **page 16** of the Workbook for more practice.

Unit Summary

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

Discover

1. Scan the QR codes for learners to watch and discuss what they have learnt about how to take care of the environment.
2. Ask learners to share with their friends what they have read about, "I am Earth".

Homework

Ask learners to write down in their homework books how they tidied up their new house. They should include the number of rooms in the house and those assigned to work in the various rooms.

Workbook Answers

A. Oral Language

Activity 1

- a. A boy and a girl/Two school children/learners
- b. They are conversing
- c. The weather was sunny
- d. Their shadows were on the ground
- e. They rest

B. Reading

Activity 1

1.
 - a. School children/They are cleaning the school compound
 - b. Individual responses
 - c. sweep, clean, pick rubbish, scrub, etc.
 - d. Christmas, local festival time, etc.

Activity 2

1.
 - a. greet
 - b. cleaning their school environment
 - c. sunny
 - d. sunny
 - e. rest or clean their environment

2.
 - a. school children/learners

- b. we want to be healthy and free from illness
- c. sweep
- d. scrub

Activity 3

- a. Personal response
- b. To be healthy and free from illness and discomfort.
- c. Personal response
- d. personal response
- e. To make it neat.
- f. Abrefa
- g. The twins/Frema and Fredua
- h. Individual responses
- i. Rest or play
- j. Nobody
- k. Neat

Activity 4

1. Individual responses (e.g. may, pay day, mean, green, seen, ask, mask, flask etc.
2. Individual responses

C. Vocabulary

Activity 1

1. **a.** compound
- b.** Saturday
- c.** everyday
- d.** cleaning
- e.** gleam
- f.** whenever
- g.** comment
- h.** laundry
- i.** people
- j.** others
- k.** room

2. **a.** the bushes – weed around
- b.** bedsheets – change'
- c.** books on the shelves – arrange neatly
- d.** Verandah floor – scrub
- e.** rubbish – carry outside
- f.** windows – clean

D. Writing

Individual responses.

Unit Overview

This unit is about friendship among human beings. The unit consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will recite a rhyme entitled 'I have a friend' and answer questions about it. Section B is in two parts. In the first part, learners will read a passage on 'friendship' aloud and answer oral comprehension questions about it. The second part is "Letters have Sounds", which focuses on using words to label pictures. Learners will label and read words under given pictures.

Section C focuses on Vocabulary Consolidation. Activities in this section are structured to deepen learners' understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy sentences and write a guided composition on the topic 'My best friend' by answering given questions.

Learning Outcomes

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

Strand 1: Oral language Sub-Strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
B3.1.2.1 Appreciate a variety of literary pieces and Stories.	B3.1.2.1.1 Compose short rhymes and tongue-twisters and recite them.	Communication and Collaboration Creativity and Innovation.
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1. Understand and analyse text read.	B3.2.7.1.3. Retell level-appropriate texts in your own words, explain and illustrate.	Personal Development and Leadership
B3.2.7.2. Use knowledge, skills and techniques of reading to understand, interpret and appreciate a variety of literary texts.	B3.2.7.2.2 Respond to stories with your own opinion and value judgement.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 2: Phonics (Letters Have Sound)		
Content Standard	Indicators	Core Competencies
B3.2.2.1. Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.1. Understand the relationship between the spelling of words and sounds of speech.	Personal Development and Leadership Communication and Collaboration
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usages.	B3.2.6.1.1. Read level-appropriate sight words, understand and use them in meaningful complex sentences.	Personal Development and Leadership Communication and Collaboration
Strand 5: Using Writings Conventions /Grammar Usage Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10.1. Use phonics knowledge to spell words.	B3.5.10.1.1. Spell phonically irregular words correctly.	Communication Critical Thinking
Strand 4: Writing Sub-Strand 2: Using punctuation		
Content Standard	Indicators	Core Competencies
B3.5.2.1. Apply knowledge of the use of punctuation in communication.	B3.5.2.1.1. Use fullstops in initials and abbreviations.	Communication and Collaboration Self Development
Sub-Strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
B3.4.5.1. Write accurately using acquired vocabulary and knowledge of grammar.	B3.4.5.1.4. Copy various sentences, verses and words of songs legibly (writing should be bold and clear). B3.4.9.2.1 Write ideas on a topic in simple sentences.	Communication and Collaboration

Sub-Strand 9: Writing as a Process		
Content Standard	Indicators	Core Competencies
B2.4.9.1. Apply the skills and strategies for idea generation, selection, development, organisation and revision in writing.	B3.4.9.1.1. Select a topic on familiar themes (e.g. myself, my friend, etc.) brainstorm and organise before writing.	Communication and Collaboration
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in literacy.	B3.6.1.1.1. Read a variety of age and level appropriate books and texts from print and summarise them.	Personal Development Leadership

Section A

Strand 1: Oral language

Sub-strand 2: Rhymes

B3.1.2.1.1. Compose short rhymes and tongue twisters and recite them

Rhyme: I have a friend

Teaching Strategies: Think-pair-share, demonstration, group work, questions

Teaching/Learning Resources: Poster of picture on **page 21** of the Learner's Book.

Core Competencies: Communication and Collaboration

Key Vocabulary: cute, faithful, self, selves

Preparation Before Class

If possible, enlarge the picture on **page 21** of the Learner's Book. Write the rhyme on a manila card (optional). Rehearse reading the poem paying attention to stress and intonation to make your presentation natural.

Teaching/Learning Activities

Activity 1

1. Begin the lesson with a popular rhyme. Raise the enlarged picture and encourage learners to talk about it using leading questions (e.g. What can you observe in the picture?).

Allow them to make any comment they want to, based on what they see. Demonstrate pronunciation and explain the meaning of keywords (if necessary). Ask the learners to predict what the lesson will be about.

1. Show the learners the poster of the rhyme or write it on the board.

I have a friend

I have a friend, Dad,

As little as myself, sir

Very cute and faithful

To my little self.

Going to school together,

We learn to read, Mum,

And reading to learn now

Makes us the best in class.

Do you have friends, my sister?

To whom you are faithful,

Doing things together

To be your better selves?

2. Guide learners to read through the rhyme line by line. Let the learners read as a class, in groups, in pairs, and as individuals until they know the rhyme.
3. Let the learners recite the rhyme and act on it as a class, in groups or as individuals. Discuss the meaning of the rhyme.
4. Finally, do sound sensitising activities (e.g., clap and tap the rhythm, identify rhyming words, back chaining, etc.).
Put learners in convenient groups. Task them to compose a parallel rhyme.

Activity 2

Assessment

1. Arrange the learners in pairs to take turns reciting and clapping to the rhyme.
2. Let them reflect and discuss their feelings about the rhyme.
3. Let the learners answer the questions on **page 22** of the Learner's Book and present their answers to the class.

Answers

- a. To an imaginary sir (maybe a father).
- b. They go to school together as well as learn together.
- c. Use their reading skills to get information from books, internet, etc.
- d. Personal response
- e. Personal response

Remedial Activity

Have learners who struggle to recite the rhyme practise back chaining with you line by line till they can recite the whole rhyme.

E.g. Going to school together—together
school together
to school together
going to school
together

Extension Activity

Ask the learners to write a parallel rhyme by changing the characters in the original rhyme.

Reflection

Let the learners reflect on the rhyme and role-play the characters.

Additional Practice

Refer learners to **pages 17–18** of the Workbook for more practice.

Section

B

Strand 2: Reading

Sub-strand 7: Comprehension

B3.2.7.1.3. Retell level-appropriate text in own words, explain and illustrate.

B3.2.7.2.2. Respond to stories with own opinion and value judgment.

The three friends

Teaching Strategies: Brainstorming, questions, echo reading, pair work, whole class/group activities

Teaching/Learning Resources: Word cards, pictures, Learner's Book **pages 23–26**

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

Key Vocabulary: scream, drizzle, downpour, soggy, chattering, disappointed, occasionally, bungalow

Preparation Before Class

Before the lesson, prepare your word cards. If possible, make a large copy of the picture on **page 23** of the Learner's Book to use for a picture reading activity.

Teaching and Learning Activities

Activity 3

1.
 - a. Begin the lesson by discussing the picture on **page 23** of the Learner's Book.
 - b. Let the learners talk about what they see and ask them to predict the topic of the lesson.

Activity 4

1. Teach and drill the pronunciation of the keywords: scream, drizzle, downpour, soggy, chattering, disappointed, occasionally, bungalow. You can add more words to the listed keywords.
2. In pairs, let learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration, and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

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

Activity 6

1. Read the text a second time while the learners listen. Let the learners echo read the text after you, paragraph by paragraph.
2. Let the learners read the keywords on the board after you. Let them identify the words on word cards and match them with those on the board. Mention a word or phrase in the paragraph and ask learners to point to them. (You want to be sure they can identify the words correctly.)

Ask a few questions to review the story read. Have learners narrate or retell the story in the passage and give their personal opinions.

Activity 7

Assessment

1. In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.
2. Refer learners to **page 25** of the Learner's Book and ask them to read each question and discuss the answers with their partners. Walk around the classroom to provide support if it is needed.

Answers

2. a. Akoto and Moro
- b. To play football and volleyball with the other children.
- c. Because it rained and the ground became soggy (wet).
- d. They wanted to exercise/It made them exercise.
- e. They went to Moro's house.
- f. Dr. Moro/ Moro's father, had made lunch and he invited them.
- g. Yes/No (this is a personal response question).

Remedial Activity

Use phonics analysis and modelling strategies to help struggling learners read the challenging words in the passage.

Extension Activity

Let high achievers do the following additional exercise:

1. What is another word for "soggy"?
2. What does "occasionally" mean in paragraph 2?

Note: "They" is used as a referring word and meaning marker, and it has special connections within the paragraphs, which makes it easier for learners to understand what they are reading. Therefore, always pay attention to words like these.

Expected Answers

- a. wet
- b. Sometimes

Sub-section B: Letters Have Sounds: Matching words with pictures

Strand 2: Reading

Sub-strand 2: Phonics

B3.2.2.1.1. Understand the relationship between spelling of words and sounds of speech.

1. End the reading session with this activity. Let learners work in pairs and refer them to **page 26** of the Learner's Book to read these words: sun, ant, pot, nut, cup, fish, cat, bat, hat. Also, have learners read the words on the board and word cards.

Ask the learners to work with their partners to identify and label each of the pictures that follow.

Answers

- | | |
|--------|---------|
| a. nut | e. hat |
| b. bat | f. pot |
| c. sun | g. cat |
| d. ant | h. fish |

Remedial Activity

1. Let the learners read the words and circle any words that rhyme with 'hat'. Invite some of them to share their work with the class.

Note: The words that rhyme with 'hat' are: cat, bat, nut

Ask learners to use the words that rhyme with 'hat' in their own sentences.

2. Let the average and above-average learners write their own sentences.

Extention Activity

Let the below-average learners do theirs by filling the blanks in sentences the teacher will give.

Additional Practice

Refer learners to **pages 19–21** of the Workbook for more practice.

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

B3.2.6.1.1. Read level-appropriate sight words; understand and use them in complete meaningful sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards, Learner's Book 3 **page 27**

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: soggy, drizzle, downpour, disappointment, bungalow

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Working as a class, let the learners reread the passage and find the following words: drizzle, pass the time, soggy, disappointed, downpour, bungalow.

2. Ask the learners to raise their hands when they find any of the expressions and to tell the class which paragraph contains each word. Ask them to read the sentence that contains the expression.
3. Arrange learners in pairs to read the sentence in which each expression is found again. Let them think about the meaning of each expression and ask them to share their meanings with the class. Have them use the words in meaningful sentences.

Meanings of words

Drizzle — shower

Pass the time — wait

Soggy — wet

Disappointed — upset/saddened

Downpour — heavy rain

Bungalow — cottage/small house

Strand 5: Using Writing Conventions/Grammar Usage

Sub-strand 10: Spelling

B3.5.10.1.1: Spell phonically irregular words correctly.

Sub-strand 2: Using punctuation

B3.5.2.1.1. Use full stops in initials and abbreviations.

4. Still working in pairs, refer the learners to **pages 24–25** of the Learner's Book and ask them to read the passage and look for the incorrectly spelt words. Copy the exercise on the board and let the learners scan through the passage for the correct spelling of each word. Lead them to do the first two by telling them the key letters that form the word. Ensure that 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 for marking. Provide sentences with gaps for learners to fill in using the words.

Answers to

- i. ruhgyn — hungry
- ii. zzledir — drizzle
- iii. gogsy — soggy
- iv. ecidded — decided
- v. gswni — swing

5. Revise the use of full stop (.) by asking learners to end given sentences with full stop. Tell learners your full name. Write it on the board and write the initials under it. Have learners take turns to give their names and their initials. In small groups, have learners practise writing the names of members and their initials and punctuating it appropriately. Next, introduce learners to punctuation of titles, e.g. Mr. Dr. Mrs. Ms. Lead learners to practise punctuating initials and abbreviations. Refer learners to **page 27** of Learner's Book 3 to do the task there.

Additional Practice

Refer learners to **pages 22–24** of the Workbook for more practice.

Section D

Strand 4: Writing

Sub-strand 5: Writing simple words and sentences

B3.4.5.1.4. Copy various sentences, verses and words of songs legibly.

Sub-strand 9: Writing as a process

B3.4.9.1.1. Select a topic on familiar themes (e.g. myself), brainstorm and organise before writing.

B3.4.9.2.1. Write ideas on a topic in simple sentences. Take learners through stages such as preparation, writing, editing and publishing.

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

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

Core Competencies: Communication and Collaboration, Self Development

Key Vocabulary: live, class, height, attending, tall, short

Preparation Before Class

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

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script.

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/pencil to write with. Rule lines on the board like what is in learners' exercise books. Explain what is to be written stress the need for accuracy, clarity, etc.

Demonstrate how to write the challenging words.

1. Let the learners copy the sentences on **page 28** of the Learner's Book into their exercise books.

Mark the books, and provide feedback.

Remedial Activity

Observe and identify particular letters that learners have difficulty writing well. Demonstrate how to write them on the board and have learners practise sufficiently using their arm boards.

Activity 8

Guided Writing

1. Let the learners sing a song or recite a rhyme related to the topic.
2. Take learners through stages such as preparation, writing, editing and publishing. Explain to learners that composition writing is a process and should be done through stages.
3. Write the topic on the board and, using questions, get learners to talk about their friends. Then put learners in groups to take turns in asking and answering the questions on **page 28** of the Learner's Book 3. Use brainstorming to help learners generate other ideas appropriate for the topic. Walk around the classroom and give support to those who need it.

Assessment

4. Let each group write their first draft by answering the questions. Tell groups not to take note of corrections or editing.

Reflections

Ask learners to reflect and share what they have learnt and how they learnt it.

Additional Practice

Refer learners to **page 25** of the Workbook for more practice.

Unit Summary

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

Discover

1. Read the story with the class and use probing questions to get them talk about what they have learnt.
2. Have learners match some words to their appropriate pictures orally.

Homework

Assign learners to write a short composition of ten sentences about the things they do with their friends during the holidays.

Workbook Answers

A. Oral Language

Activity 1

2. Individual responses(e.g. spoon, plate, guitar, dog, cat, moon)
3. a. They go to school together
They learn to read together.
- b. To be faithful to our friends
- c. Personal response

B. Reading

Activity 1

2. children playing/children at the children's park/etc

Activity 2

- a. two
- b. Akoto and Binko
- c. children's park
- d. to play football and volleyball with the other children
- e. chase each other, hide and seek and hopscotch
- f. it rained heavily and the ground was wet
- g. they were disappointed
- h. happy because they had exercised
- i. you can meet other friends, you have enough space to play, etc
- j. Personal response

Activity 3

2. a. s – say
- b. l – lay
- c. h – hay
- d. b – bay
- e. w – way

3. a. pool
- b. rule
- c. fool
- d. cool
- e. school
- f. tool

4. Individual responses

C. Vocabulary

Activity 1

2. a. friends – companion
 - b. holidays – recess
 - c. breakfast – morning meal
 - d. hide-and-seek – a game of hide and go seek
 - e. hopscotch – game
 - f. occasionally – sometimes
 - g. drizzle – light shower
 - h. downpour – rainstorm
 - i. soggy – wet
 - j. disappointed – saddened
 - k. agreed – accepted/ be of the same mind
 - l. bungalow – small house
 - m. chattering – talking
3. a. friends
 - b. downpour
 - c. agreed

Activity 2

1. Individual responses

Activity 3

- a. friends
- b. parents

- c. holidays
- d. breakfast
- e. soggy
- f. drizzle
- g. downpour
- h. exercise

D. Writing

Activity 1

1. Akofo, Binka and Moro are good friends.
2. During the holidays, they play in the children's park.
3. One day, they were playing and it started to drizzle.
4. They were disappointed because they could not exercise.
5. On the way home, they ran from one bungalow to another, chattering and laughing.

Unit Overview

This unit is about time management. The unit consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will recite a short rhyme entitled “Goodness Gracious” and answer a few questions about it.

Section B is in two parts. In the first part, learners will read aloud a passage on time management aloud and answer Oral Comprehension questions about it. The second part, code-named “Letters have Sounds”, focuses on consonant blends. Learners will identify and read words with consonant blends at an initial position.

Section C focuses on Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the passage.

Section D focuses on Writing Skills Development. Learners will copy a short paragraph as well as write a guided composition on time management by answering given questions.

Learning Outcomes

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

Strand 1: Oral language Sub-Strand 4: Rhymes		
Content Standard	Indicators	Core Competencies
B3.1.2.1. Appreciate a variety of literary pieces.	B3.1.2.1.1. Compose short rhymes and tongue-twisters and recite them	Communication and Collaboration Creativity and Innovation
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.2. Understand and analyse text read.	B3.2.7.1.2. Ask and answer factual, inferential and vocabulary questions about level appropriate text. B3.2.7.1.3. Retell level appropriate text in your own words, explain and illustrate.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 2: Phonics (Letters Have Sound)		
Content Standard	Indicators	Core Competencies
B3.2.2.1. Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.2. Use the alphabetic knowledge to decode unknown words.	Personal Development and Leadership Communication
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usage.	B3.2.6.1.3. Understand and use many of the frequently occurring words and chunks in the language, including both content words (nouns, verbs, adjectives and adverbs) and function words (prepositions and articles).	Communication and Collaboration Personal Development and Leadership
Strand 5: Using Writings Conventions /Grammar Usage		
Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10.1. Phonics knowledge to spell words.	B3.5.10.1.1. Use phonics knowledge to spell words with irregular phonic letter patterns.	Communication Critical Thinking
Strand 4: Writing		
Sub-Strand 3: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.3.1. Copy and write sentences correctly.	B3.4.2. 1.1. Copy short paragraphs clearly.	Communication and Collaboration
Strand 5: Using Writing conventions/ Grammar Usage		
Sub-strand: Using Action Words		
Content Standard	Indicators	Core Competencies
B3.5.4.1 Apply knowledge of action words in communication	B3.5.4.1.3 Use simple past and the past continuous forms of verbs to express past actions	Communication and Collaboration

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1.1. Read a variety of age appropriate books and texts from print and summarise them.	Personal Development Leadership

Section A

Strand 1: Oral Language

Sub-strand 2: Rhymes

B3.1.2.1.1. Compose short rhymes and tongue twisters and recite them.

Rhyme: Goodness Gracious

Teaching strategies: Repetition, demonstration, think-pair-share, group work, questions

Teaching/learning resources: Learner's Book 3 **pages 30–33**, poster of picture on **page 31** of the Learner's Book, real objects

Core competencies: Communication and Collaboration, Creativity and Innovation

Key Vocabulary: awful, disappointed, gracious, striking

Preparation Before Class

Learn the rhyme very well before the class so that you can establish a rhythm that you will present to your class. This way, they will enjoy the rhyme and flow of the lesson.

If possible, make a large print of the pictures for the whole class to use, especially if learners do not have textbooks. At least let two learners share a picture.

Teaching/Learning Activities

Activity 1

Ask the learners to sing a popular song or recite a rhyme. Find out the types of games they love to play, the times they play these games, how they feel when they are playing, and how long they play the game. Raise the enlarged pictures of the girl on the playfield, the clock and the father in the kitchen and use leading questions to encourage learners to talk about them (refer to **page 31** of the Learner's Book). Allow the learners to make any comment they want to, based on what they see or observe in the pictures. Demonstrate pronunciation and explain the meaning of keywords: gracious, striking, awful, dissappointed. Encourage learners to predict what the lesson will be about.

Show the learners the poster of the rhyme or write it on the board.

Goodness Gracious

Father said, "Come home at five."
Now the clock is striking six
And I'm in an awful fix.
He will think I can't be trusted,
And he'll say he's disappointed.

Activity 2

Guide the learners to read through the rhyme line by line. Let the learners read as a class, in groups, in pairs and as individuals until they have learnt the rhyme. Let the learners recite the rhyme and act it out as a class, in groups. Briefly discuss the meaning of the rhyme. Do sound sensitising activities (e.g., clap and tap the rhythm, identify rhyming words, (fix/six), do back chaining, etc.).

1. Arrange the learners in pairs to take turns in reciting and clapping to the rhythm.

Assessment

2. Have learners answer the questions on **page 32** of the Learner's Book in pairs and present their answers to the class.

Answers

2.
 - a. She feels alarmed; or worried./ Because her father may think she is not trust worthy.
 - b. Yes. Six and fix; disappointed and trusted
 - c. She kept enjoying her game and forgot about the time.
 - d. One hour
 - e. Let learners share their ideas first. The moral lessons are about being faithful/ There is time for everything — a time to play, and after that, there are things to do/Obedience — she gets alarmed when she realises that her playtime is long past — she has a good conscience.

Remedial Activity

Use the illustrations on **page 31** and probing questions to lead low achievers to understand the rhyme in order to recite it meaningfully.

Extension Activity

Ask high achievers to search for three words that rhyme with "fix" and "six".

3. Still in pairs, let the learners discuss the faces in the boxes on **page 32** of the Learner's Book. Guide them to answer the questions.

Answers

- a. Happiness, sadness, fear, anger
- b. The fourth
- c. Personal responses but may include hunger, disappointment, etc.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B3.2.7.1.2. Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.

B3.2.7.1.3. Retell level-appropriate text in own words, explain and illustrate.

There is time for everything

Teaching Strategies: Brainstorming, questions, echo reading, pair work, whole class/group activities

Teaching/Learning Resources: Learner's Book 3 **pages 33–35**, word cards, pictures, etc.

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

Key Vocabulary: yawned, budge, fresh, copied, exhausted

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture in **page 32** of the Learner's Book to use as a picture reading activity.

Teaching and Learning Activities

Activity 3

1. **a.** Begin the lesson with a discussion of the title of the passage and the picture on the Learner's Book on **page 32**.
- b.** Ask the 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: yawned, budge, nodded, fresh, copied, exhausted. You can increase the number of keywords.
2. In pairs, let the learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstrations, and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

- While the whole class listens attentively, read the text aloud and ask learners to check the correctness of their predictions.
 - Let a few of them share their ideas with the rest of the class.
- Read the text a second time while the learners listen. Let the learners echo read the text after you, paragraph by paragraph.
- Let the learners read the keywords on the board after you. Let them identify the words on word cards and match them with those on the board. Read words or phrases in the paragraph and ask learners to point to them. You want to be sure they can identify the words correctly. Guide learners to ask and answer factual, inferential and vocabulary questions on the text read.

Activity 6

- In pairs, let learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph. Have learners narrate or retell the story in the passage sequentially in their own words using the herring-bone strategy.
- Refer learners to **page 32** of the Learner's Book. Let them read each of the questions and discuss the answers with their partners. Walk around the classroom and provide support where it is needed.

Answers

- Tom was watching T.V
 - Personal response
 - Tom
 - Again
 - No answer is expected. This is supposed to be a whole class activity. Use leading questions to help learners recall and to enable them to retell the story.

Remedial Activity

Use problem questions and illustrations to support learners who are struggling to connect the story to personal experiences to enable them understand the passage and engage in the reading tasks.

Extension Activity

Have high achievers do the following additional exercise:

- Use the words **nodded**, **yawned**, **exhausted** and **budge** to form sentences.
- If you were Tom, how would you manage your time henceforth?

Expected Answers

- Personal response.
- Personal response.

Homework

In their groups, let learners write what they like about each of the characters. Let them read through their work in their groups. Let them write out their points legibly, paying attention to capitalisation and end marks.

Publishing: Let each group display their work on the classroom wall. Ask learners to walk around and read what each group has done.

Reflection

Let the learners reflect on the lesson and share the moral lesson they have learnt about time. Let them reflect and discuss their feelings about the rhyme.

Sub-section B: Letters have Sounds: Consonant blends at the initial position

Strand 2: Reading

Sub-strand 2: Phonics

B3.2.2.1.2. Use the alphabetic knowledge to decode unknown words.

End the reading session with this activity. Have learners sing an alphabet song. Refer the learners to **page 35** of the Learner's Book. Let them work in pairs.

1. Guide them to read the words on the word cards in Exercise 1. Pronounce the words clearly. Ask them to repeat the words after you and drill them in the pronunciation of the consonant blends. Ask learners to give other words that begin with each blend, e.g. st = stream, strong, etc.
2. Read the information in the box and the one under the words, and use additional examples to help them understand consonant blends. Then, lead them to do Exercise 2 as a class and then in pairs while you go round to check and give the necessary support.
3. Give learners a few minutes to do a consonant blend (cluster) search in the passage they read. At the end of the stipulated time, let them share their words with the whole class.

Expected Answers

shrugged, sleepy, fresh, drowsy, through, frown, spoke, etc.

Extension Activity

Ask the high achievers to use any five of the words in sentences.

Remedial Activity

Ask low achievers to identify words with the consonant blends in each sentence.

- a. Blay blessed the driver. (Blay, blessed, driver)
- b. Those trucks were found at the station. (trucks, station)
- c. He tries to stop smoking. (tries, stop, smoking)
- d. Train your brother to play the trumpet. (Train, brother, play, trumpet)
- e. Stop sweeping the dust off the stone. (Stop, sweeping, stone)

Additional Practice

Refer learners to **pages 27–28** of the Workbook for more practice.

Add the following exercise to Activity 3: Write six words (three each that have the consonant cluster 'gr' and 'pl' in them).

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

B3.2.6.1.3. Understand and use many of the frequently occurring words and chunks in the language, including both content words (nouns, verbs, adjectives and adverbs) and function words (prepositions, articles).

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Learner's Book **page 36** word cards

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

Key Vocabulary: yawned, copied, homework, watching, drowsy, fresh

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Working as a class, have learners use some of the sight words learnt in earlier units to form sentences. Ask the learners to reread the passage and find the following expressions: yawned, copied, homework, watching, favourite, drowsy, fresh.
2. Ask them to raise their hands when they find any of them and to tell the class the paragraph in which they see the expression.
3. Ask them to read the sentence where they found the expression.
1. Put learners in pairs to read the sentence in which each expression is found again. Let them think about the meaning of the expressions. Ask them to share their meanings with the class.

Meaning of words

copied — wrote word for word

drowsy — feeling tired or sleepy

yawned — gave a sign of sleepiness or tiredness

watching — to be looking at something (e.g. TV show) for a long time.

fresh — no more feeling tired or sleepy

Have learners use the words to form sentences.

2. Finding missing letters.

Still in pairs, let the learners complete the words by filling the blank spaces with the correct letters. Do the first one with them. Ask them to glance through the passage to look for a word which begins with 'cop' and ends with 'ed'. Ask them to raise their hands when they find the word and direct the class to the paragraph in which it is found. Ask the learner to read the word he or she found. 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).

Now ask them to work in pairs to find the missing letters in the rest of the words.

Refer them to **page 36** for the words.

Remedial Activity

Identify pairs that struggle to find the missing letters and support them by asking leading questions. For example, read paragraph one whose word begins with "fav" and ends with "rite", etc.

Answers

a. copied b. favourite c. homework d. washing e. yawned

Have learners use the above words in oral and written sentences.

Additional Practice

Refer learners to **pages 29–30** of the Workbook for more practice.

Section D

Strand 4: Writing

Sub-strand 2: Penmanship/handwriting

B3.4.2.1.1. Copy short paragraph clearly

Sub-strand 9: Writing as a process

B3.4.9.3.1.

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

Teaching/Learning Resources: Learner's Book 3 **page 37**, slates and other writing materials, smartphones, etc.

Core Competencies: Communication and Collaboration,

Key Vocabulary: reach, watch, TV

Preparations Before Class

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

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script. Follow the instructions for teaching penmanship in Units 1-3 of the Teachers' Guide to help learners prepare and copy the short paragraph: Model copying the short paragraph on the board and draw learners attention to key features. Have learners practise copying the text on the board and in their exercise books.

In the morning, Tom woke up with a start. It was past six, more than thirty minutes after his waking time. Sam tried to wake him up several times, but Tom wouldn't budge. Sam went ahead to sweep, and wash his plates.

Explain to learners that you need to review and revise your first drafts on the composition, "My best friend". Discuss the questions to consider when reviewing a draft with learners:

- Is my topic interesting?
- Does the beginning catch and hold the reader's attention?
- Are the ideas easy to understand?
- Are all the sentences saying something about the topic?

Write the questions on the board and read a sample reviewed draft on the topic to learners. In their groups have learners review and revise their drafts. Encourage learners to make as many changes as possible. Invite groups to read their drafts to the class.

Activity 8

Guided Writing

Strand 5: Using Writing Conventions/Grammar Usage

Sub-strand 4: Using action words

B3.5.4.1.3. Use simple past and the past continuous forms of verbs to express past actions.

Simple past tense

Revise the use of present simple verbs, e.g.:

- My school closes at 3:30pm
- I do my homework first every day.
- Introduce the simple past by asking learners to perform some actions.

Pause a little and tell them to say what they did e.g.

I jumped.

I cried etc.

Explain that we use the simple past to talk about actions that happened in the past, e.g.

"I cried this morning."

Provide examples of sentences in the past simple for learners to identify the past simple verbs. Refer learners to **page 37** of Learner's Book 3 to do the Task 3.

Assessment

Let each learner answer the questions on **page 37** of the Learner's Book in their exercise book.

Extension Activity

Have high achievers use the following action words (verbs) to form sentences:

- a. tried
- b. woke
- c. came
- d. finished
- e. yawned

Remedial Activity

Have low achievers find a missing letter in the action word (verbs)

- a. tr__ed
- b. wok__
- c. c__me
- d. fini__hed
- e. ya__ned

Reflection

Have learners share their experiences reviewing their drafts.

Additional Practice

Refer learners to **pages 30–31** of the Workbook for more practice.

Unit Summary

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

Discover

1. Watch this video with learners and have them talk about time management.
2. Scan the second video for learners to observe and retell the story they have heard.
They should also talk about the characters.

Homework

Ask each learner to create a timetable for a day. It should include a lot of daily activities till they go to bed.

Exercise 1

1. **a.** Individual responses **b.** Individual responses

Exercise 2

1. Individual responses 2. sweep, scrub, weed, etc
3. Individual responses

Exercise 3

2. **a.** drowsy **c.** fresh
 b. favourite **d.** yawning

Exercise 4

1. Individual responses
2. **a.** /n/ **b.** /s/ **c.** /s/
3. **a.** remember **b.** glad **c.** embraced
 d. regular **e.** friendship **f.** drizzle
 g. downpour **h.** favourite **i.** drowsy

Workbook Answers

A. Oral Language

Activity 1

1.
 - a. a girl
 - b. sad
 - c. line 3, "And I'm in an awful fix"
 - d. Lines 1 and 2
 - e. She is a good person because she was very concerned that she had failed her father.
2. Individual responses

B. Reading

Activity 1

1. Two boys in living room, one is writing and the other is sitting watching TV.

Activity 2

1. home
2. Basic three
3. Tuesdays, Wednesdays and Thursdays.
4. finished his homework
5. He was watching his favourite TV show.
6. He swept and washed the plates.
7. He ignored the TV show.

8. No

9. Personal responses including you may not understand what has been done.

Activity 3

1. Individual responses including main, rain, plane, same, vain, wane, etc.

C. Vocabulary

Activity 1

1. a-e Individual responses

Activity 2

- a. washing
- b. learning
- c. carrying bucket

D. Writing

Activity 1

Individual responses

Unit Overview

This unit is about water. The unit consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will engage in a conversation on sources of water and answer a few questions about it. Section B is in two parts. In the first part, learners will read a passage "Water, Our Everything" aloud and answer Oral Comprehension questions about it. The second part, "Letters have Sounds, focuses on more consonant blends. Learners will identify and read more words that have consonant blends at the initial position. Section C focuses on Vocabulary Consolidation. Activities in this section are structured to deepen learners' understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will label sources of water and write a guided composition on the uses of water by filling in gaps.

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
B3.1.6.2. Apply knowledge of language and communicative skills to participate in conversation.	B3.1.6.2.1. Demonstrate turn-taking in conversation on different topics.	Communication and Collaboration Cultural Identity and Global Citizenship
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1. Understand and analyse texts read.	B3.2.7.2.3. Use visualisation strategy (form mental images when reading texts) to enhance understanding of level appropriate texts. B3.2.7.1.2. Ask and answer factual, inferential and vocabulary questions.	Personal Development and Leadership Communication and collaboration

Sub-Strand 2: Phonics (Letters Have Sound)		
Content Standard	Indicators	Core Competencies
B3.2.2.1. Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.2 Use the alphabetic knowledge to decode unknown words.	Personal Development and Leadership Communication and collaboration
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usages.	B3.2.6.1.1. Read level appropriate sight words understand and use many of them in meaningful sentences.	Personal Development and Leadership Communication and Collaboration
Strand 5: Using Writings Conventions /Grammar Usage Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10. Use phonics knowledge to spell words.	B3.5.10.1.1. Spell phonically irregular words correctly.	Communication Critical Thinking
Strand 4: Writing Sub-Strand 2: Labelling Items		
Content Standard	Indicators	Core Competencies
B3.4.4.1 Write a simple composition.	B3.4.4.1.1. Make a list of objects found in the environment.	Communication and Collaboration Self-Development
Sub-Strand:8 Guided Composition		
Content Standard	Indicators	Core Competencies
B3.4.8.1. Compose short paragraphs by answering questions.	B3.4.8.1.1. Develop two coherent paragraphs on one idea or concept using leading questions or sentence completion.	Communication and Collaboration

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1. Read a variety of age and level appropriate books and texts from print and summarise them.	Personal Development and Leadership

Section A

Strand 1: Oral language

Sub-strand 6: Conversation

B3.1.6.2.1. Demonstrate turn-taking in conversation in different topics

Conversation: Sources of Water

Teaching/Learning Resources: Pictures of various water bodies, water from different sources-river, tap, well, rain, learner's Book **pages 42–44**.

Teaching strategies: Discussion, question and answer technique, picture description, pair/group work

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

Key Vocabulary: fetch, stream, rushing, desalination

Preparations Before Class

Make sure you gather all the materials you need. Make a poster-size picture of the conversation picture. This will help you to ensure that all the learners are working at the same pace. Fill bottles with water from the various sources of water and label them.

Teaching/Learning Activities

Activity 1

1. Let the learners recite a rhyme they enjoy. Then, let the learners talk about the sources of water in their homes.

Have learners talk about why water is important, which type of water is the most important, and how we should take care of water. Let learners brainstorm and provide their opinions on this issue. Moderate the session and make sure good turn-taking principles are observed.

Show learners the picture or let learners turn to **page 42** of their Learner's Book to look at the sources of water. Let them talk about what they see. Display the water from

different sources (in bottles) on the display table. Let learners observe the different kinds and talk about the colour and scent. Treat pronunciation and meaning of the keywords learners need to engage in conversation.

2. Show the poster of the conversation or write it on the board.

Sources of Water

Daniel: Hi Mary! How are you?

Mary: Hello Dan! I am fine, thank you. Where are you going?

Daniel: I am going to get some water from the stream to water our crops. You?

Mary: I am just rushing home to fetch some water from the taps at the Market Centre. Ours have stopped flowing for a week now.

Daniel: Oh, that's unfortunate. Last year, the same thing happened to my grandparents, and they had to depend on the rivers for their water supply. We had to go and help fetch water for them every day.

Mary: Hmmm! It's a problem. Anyway, I learnt that the government is working on the desalination of the sea water so we can have water flowing through our taps every day.

Daniel: What is desalination?

Mary: It's a process of removing salt from seawater so it can become fresh for drinking and other purposes.

Daniel: That's great! But for now, we can harvest and store rain water for use.

Mary: Yes. Thank you Dan. I've got to get going.

Daniel: You're welcome. Have a good day, Mary!

Daniel: You too!

Read through the conversation with learners.

Activity 2

1. In pairs, have the learners take turns to read the dialogue with their partners until they can say it without looking at the words.
2. Let learners exchange roles in the conversation.
3. Have learners state the parts of the dialogue they enjoyed and share them with each other. Then, let learners give reasons why they enjoyed those parts.

Assessment

4. Refer learners to **pages 44–45** to answer the following questions with their partners.

Answers

4.
 - a. Five, pipe, seawater, rivers, stream, rain water
 - b. Individual response
 - c. Individual response
 - d. Individual response

Reflection

End the lesson with a 'Hot Seat' game whereby each group sends a delegate to sit on the hot seat and mention one of the sources of water.

Additional Practice

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

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B3.2.7.2.3. Use visualisation strategy (forming mental image when reading text to enhance understanding of level-appropriate text).

B3.2.2.1.2. Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.

Water, our everything

Teaching Strategies: brainstorming, questions, echo reading, pair work, whole class/group activities

Teaching/Learning Resources: Learner's Book 3 [pages 44–46](#), word cards, pictures, etc.

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

Key Vocabulary: existed, groundwater, protected, pollute, infects, breed

Preparation Before Class

Before the lesson, prepare your word cards. For a picture reading activity, make a large copy of the picture in the Learner's Book on [page 44](#).

Teaching and Learning Activities

Activity 3

1. Begin the lesson by discussing the title of the passage (Water, Our Everything) and the picture in the Learner's Book on [page 44](#). Encourage the learners to share their background knowledge of the topic by leading them to talk about the various sources of water in their environment and how people destroy them.
2. Ask the learners to predict what the story is about.

Activity 4

1. Teach and drill the pronunciation of the keywords: existed, groundwater, protected, pollute, infects, breed. You can increase the number of keywords.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.

Teach the meaning of keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

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 ideas with the rest of the class.
2. Read the text a second time while learners listen. Have learners echo read the text after you, paragraph by paragraph. Guide learners to form mental images as they read the text to help them make meaning of the text.

Read clearly and from time to time, stop and ask, “what does that mean?” Lead learners to explain what has been read and restate it in their own words. Continue this way, taking note of referring pronouns, meaning markers and new words and explaining them in the context of the writer’s message. Do this until the whole passage has been read.

3. Let learners read the keywords on the board after you. Let them identify the words on word cards and match them with those on the board. Read words or phrases in the paragraph and ask learners to point to them. (You want to be sure they can identify the words correctly.)

Guide learners to ask and answer factual, inferential and vocabulary questions on the passage read.

Activity 6

Assessment

1. In pairs (mixed gender or mixed ability pairs), have learners take turns to read the text aloud to each other sentence by sentence, or paragraph by paragraph.
2. Refer learners to **pages 45–46** to read each question and discuss the answers with their partners. Provide support to those who need it.

Answers

2.
 - a. No, because no human or animal can live without water for a long time.
 - b. Rivers, streams, springs, boreholes, wells.
 - c. By throwing rubbish, chemicals, and other dirty things into water bodies.
 - d. Because no human being can live without water for more than four days.

Extension Activity

At the end of the reading session, ask learners why the writer wrote the passage. Explain to them that writers write for many reasons.

1. To entertain
2. To advice
3. To inform
4. To explain

In groups, ask them to say for which of these reasons they think the writer of the passage wrote it. Have each group share their findings with the class.

Homework

In groups, ask learners to find out other sources of water that cannot be seen in their community or in the passage. Allow the groups to present their findings to the whole class before the next reading lesson.

Reflection

Using the “give one get one” strategy, have each learner go around the classroom to tell someone one thing she or he has learnt about water from the passage and ask the person to share his or hers.

Sub-section B: Letters have Sounds: More Consonant Blends (initial position)

Strand 2: Reading

Sub-strand 2: Phonics

B3.2.2.1.2. Use the alphabetic knowledge to decode unknown words.

Have learners sing alphabet song.

End the reading session with this activity. In pairs, refer learners to **page 46** of the Learner’s Book to read the words in the brackets to their partners. Put word cards (containing those words) on your table, and invite learners to take turns to pick and read them.

Ask learners to glance through the passage quickly to look for words with any of the following clusters at its beginning (**fr**, **cr**, **br**). Have them raise their hands when they find any of the words. The learner must tell the class the paragraph in which she or he finds it and then read the word to the class.

Expected words: freshwater, breed, crops, plants, drink

Activity 7

1. Put a word with more than two consonant blends at the beginning on the board and explain that some words have three or more consonants in their cluster.
2. Ask the learners to read the passage quickly again to look for words with three consonant clusters at the beginning position. Let them read the words to the class.

Expected words: streams, springs, spread
--

Homework

Have learners go to the computer lab or use smartphones and old newspapers to find more words with three or more consonant clusters at the beginning. Have them share the words with the rest of the class by copying and pasting them on the classroom walls for a gallery walk.

Extension Activity

Have high achievers use four of the words to form sentences.

Remedial Activity

Have low achievers circle the consonant blend in the words.

Additional Practice

Refer learners to **pages 33–35** of the Workbook for more practice.

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

1. **B3.2.6.1.1** Read level-appropriate sight words and use them in complex meaningful sentences

2. **Strand 5: Using Writing Conventions/Grammar Usage**

B3.5.10.1.1 Spell phonically irregular words correctly.

Teaching Strategies: Demonstration, explanation, questions, etc.

Teaching/Learning Resources: word cards, Learner's Book **page 47**

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: life, pollute, seawater, safe

Preparations Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Working as a whole class, have learners reread the passage and find the following words: life, pollute, seawater, safe. Ask them to raise their hands when they find any and to tell the class the paragraph in which they find the word(s). Ask them to read the sentence where they found the word and to explain the meaning.

Put learners in small groups. Give each group a set of word cards (the words found in the passage and their opposites). Keep a set of the words on your table (turned upside down).

Invite a member from each group to take turns picking a word card from the teacher's table, show it to the class and write the word boldly on the board. In their groups, the rest of the class should search through their word cards for a word opposite in meaning to the word on the board.

The first group to get the right opposite card goes to the board and matches it with the word on the board. The group wins marks or a performance card if the word is correct. In pairs, refer the learners to **page 47** of the Learner's Book to look at the table in Exercise 1. Ask them to match the words in A with their opposites in B.

Expected Answers

Life — death

Pollute — clean

seawater — freshwater

Safe — dangerous

2. Still in pairs, ask the learners to supply the missing letters for these words.

Revise the pronunciation of the following words:

Water, borehole, stream, spring, river

Play pick and spell game to enable learners pick and spell the words. Have learners use the words in sentences. In pairs, have learners find the missing letters for the words (Refer to **page 47** of Learner's Book 3). Provide sentences with blanks. Have learners fill in the blanks correctly with the words they have spelt.

Expected Answers

a. water

d. springs

b. bore hole

e. river

c. stream

Section D

Strand 4: Writing

Sub-strand 4: Labelling items

B3.4.4.1.1. Make a list of objects found in the environment.

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

Teaching/Learning Resources: Learner's Book 3 **pages 48–49**, slates and other writing materials, smartphones, etc.

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: wash, cook, scrub, tankers, bath, brush, cool

Preparations Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Guide learners to revise writing letters and words in joint script.

1. Refer learners to **page 48** to name the sources of water in the pictures. Invite them to write the names of each source on the board. Have learners read through the names on the board. Give learners time to work as individuals labelling the pictures in their books. Allow learners to use invented spelling initially.

Answers

- a. well b. pipe c. river d. rainfall

Activity 8

Guided Writing

Sub-strand 8: Guided composition

B3.4.8.1.1. Develop two coherent paragraphs on one idea or concept using leading questions/sentences completion.

Have learners suggest the title for the exercise – How we use water in the house. Write the topic on the board.

1.
 - a. Put learners into small groups to discuss how they use water in their homes every day. Invite a few of them to share the group's work with the class. Ask questions for learners to generate more ideas on the topic.
 - b. Refer learners to **page 48** of the Learner's Book and guide them to read through the task "How we use water in my home."

Assessment

1. In pairs, have learners use the information in the box on **page 48** of the Learner's Book to fill in the gaps. Have each pair share their work with another pair. Walk around the classroom to listen and provide feedback and input.
2. Guide learners to write two more sentences as a continuation of the composition.

Extension Activity

Ask high achievers to add two more things they do with water in their homes to the paragraph.

Homework

Ask learners to observe how water is used in their homes for class discussion in another lesson.

Reflection

Invite learners to share the additional uses of water they wrote with the class.

Answers

Wash, brush, water, cooking, drink, well, tankers, bath, scrub, clean, cool

Additional Practice

Refer learners to **page 16** of the Workbook for more practice.

Unit Summary

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

Discover

Watch these videos with learners and:

- a. Discuss the various ways of polluting our water bodies.
- b. Have learners learn the opposite of some words

Homework

Ask learners to answer the given questions in their homework book.

Answers

- | | |
|----------------|------------------|
| 1. Yes | 2. No |
| 3. Ice | 4. 7 |
| 5. River Niger | 6. Clouds |
| 7. Expands | 8. Lake Bosumtwé |

Workbook Answers

A. Oral Language

Activity 1

1. drink water/ wash with water, cook with water, etc
2. We can boil it, strain it etc.
3. We can fall sick or even die, etc
4. They have no other source of water.

B. Reading

Activity 1

2. A man drinking water, a boy washing clothes, a woman bathing a baby, a girl watering crops/ plants and animals drinking water.

Activity 2

1.
 - a. humans, animals and plants
 - b. lakes, ponds, rivers, streams, springs, groundwater
 - c. They become sick
 - d. because no one can live without water for more than four days
 - e. There will be no life
2.
 - a. lakes, ponds, rivers, streams, springs, groundwater
 - b. groundwater
 - c. pollute
 - d. rubbish, chemicals and other dirty things
 - e. people/ animals

Activity 3

1.
 - a. bl, br
 - b. cl, cr
 - c. dr
 - d. fl, fr
2.
 - a. raccoon
 - b. loom, room, etc
 - c. cake, make, etc
 - d. fade, paid, wade, etc
 - e. blow, hoe, sow, etc
3.
 - a. /s/
 - b. /ə/
 - c. /d/
 - d. /k/
 - e. /a/

C. Vocabulary

Activity 1

1. existed – has been there
imagine – make a picture in your mind
breed – reproduce
incredibly important – very important
2.
 - a. existed – has been there
 - b. humans – people
 - c. fresh water – good water
 - d. pollute – contaminate
 - e. infects – affects
 - f. unsafe – dangerous/ bad/ polluted
 - g. breed – reproduce
 - h. stagnant – standing, still, etc

D. Writing

Activity 1

1. Individual responses

Activity 2

2. Individual responses

Unit 6

Customs and cultural values

Unit Overview

This unit is about customs and cultural values. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to recite rhymes about childhood and adulthood and answer questions about them. Section B is in two parts. In the first part, learners will read a passage aloud about a grandfather's coronation as a sub-chief and answer Oral Comprehension questions about it. The second part, Letters have Sounds focuses on consonant blends. Learners will learn to identify and read words that have consonant blends at their final position.

Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners' understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph and write a guided composition on 'My Best Grandparent' 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 2: Rhymes		
Content Standard	Indicators	Core Competencies
B3.1.2.1. Appreciate a variety of literary pieces.	B3.1.2.1. Compose rhymes and tongue-twisters and recite them.	Communication and Collaboration Creativity and Innovation
Strand 2: Reading Sub-Strand 9: Fluency		
Content Standard	Indicators	Core Competencies
B3.2.9.1 Read texts fluently	B3.2.9.1.1. Read long texts with good pace, accuracy and expression. B3.2.9.1.3. Use self-correction strategy to make meaning from texts.	Personal Development and Leadership Communication and Collaboration
Sub-Strand 2: Phonics (Letters Have Sound)		
Content Standard	Indicators	Core Competencies
B3.2.2.1. Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.3. Use the alphabetic knowledge to decode unknown words.	Personal Development and Leadership Communication and Collaboration

Sub-strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1 Understand word meanings and usage	B3.2.6.1.1 Read level-appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 4: Writing Sub-Strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1 Copy and write sentences correctly.	B3.4. 2.1.1 Copy short paragraphs clearly.	Communication and Collaboration Self-Development
Sub-Strand 9: Writing as a Process		
Content Standard	Indicators	Core Competencies
B3.4.9.1. Apply the skills and strategies for idea generation, selection, development, organization and revision in writing. B3.4.9.2 Develop and express ideas coherently and cohesively in writing	B3.4.9.1.1 Select a topic on familiar themes (e.g. myself, my friend, etc.) Brainstorm and organise before writing. B3.4.9.2.1 Write ideas on a topic in simple sentences	Communication and Collaboration Self-Development
B3.4.9.3. Apply strategies for improving drafts for publishing	B3.4.9.2.1. Write ideas on a topic in simple sentences	Communication and Collaboration Self-Development
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and summarise them.	Personal Development and Leadership

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

B3.1.2.1.1. Compose short rhymes and tongue twisters and recite them.

Rhyme: When I was Little

Teaching Strategies: Repetition, demonstration, Think-Pair-Share, group work, questions

Teaching/learning Resources: Poster of picture on **page 52** of English Learners' Book 3

Core Competencies: Communication and Collaboration, Creativity and Innovation

Key Vocabulary: little, knees, climb

Preparations Before Class

Learn the rhyme very well so that you can establish a rhythm that you will present to your class. This is how they will enjoy the rhyme. If it is possible, make a large print of the pictures for the whole class to use.

Teaching/Learning Activities**Activity 1**

Ask learners to sing a popular song or recite a rhyme. Find out the types of activities they do now that they could not do when they were toddlers.

1. Show the enlarged picture of the girl as a toddler and at age eight. Using leading questions, encourage learners to talk about the pictures (refer to **page 52** of the Learner's Book). Allow them to make comments about what they can see in the pictures. Demonstrate pronunciation and meanings of keywords: (Little, climb, knee). Ask the learners to predict what the lesson will be about.
2. Show the learners the the poster of the rhyme or write it on the board.

When I was little

*When I was little, yes, I once was little,
I loved to climb on Dad's knee, on Dad's knee.
But now that I am old, yes, I'm old at eight,
I like to climb up a tree, up a tree.*

3. Guide learners to read through line by line. Let the learners read as a class, in groups, in pairs, and as individuals until the rhyme is learnt. Guide learners to recite the rhyme and act it out as a class, in groups, or as individuals.
4. Briefly discuss the meaning of the rhyme. Do sound sensitising activities (e.g., clap and tap the rhythm, identify rhyming words, back chaining, etc.).
5. Have learners search for rhyming words.

Activity 2

Assessment

1. Put learners in pairs to take turns to recite and clap to the rhyme. Let them reflect and discuss their feelings about the rhyme.
2. Ask the learners to answer the questions on the rhyme on **page 53** of the Learner's Book in pairs orally and share their answers with another pair.

Answers

- a. Eight years
- b. Yes. She said so in the rhyme/any other relevant answer
- c. Knee

Remedial Activity

Use picture illustrations and probing questions to help learners understand the rhyme.

Extension Activity

In groups, have high achievers create a parallel rhyme.

In pairs let the learners ask and answer these questions orally:

- a. What were some of the things you did with your parents when you were young?
- b. How do you feel doing those things now?

Additional Practice

Refer learners to **page 38** of the Workbook for more practice.

Reflection

Invite learners to share their reflection about what they learnt in the lesson.

Section B

Strand 2: Reading

Sub-strand 9: Fluency

B3.2.9.1.1 Read long texts with good pace, accuracy and expression.

B3.9.1.3 Use self-correction strategy to make meaning of texts.

Celebrating grandpa's coronation

Teaching Strategies: Brainstorming, questions, echo reading, pair work, whole class/group activities

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

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: oneness, patterned, crowning, surprised, decorating, returns, incredibly

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture in the Learner's Book on [page 54](#) for a more inclusive picture reading activity.

Teaching and Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage and ask learners to visualise the crowning scene. Show the learners the picture or refer them to [page 53](#) of the Learner's Book. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords: surprised, decorating, returns, crowning, oneness, patterned, incredibly. You can increase the number of keywords.

Activity 4

In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.

Teach the meaning of the keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

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 a second time while learners listen. Ask them to visualise the story as you read. Have learners echo read the text after you, paragraph by paragraph. Let learners read the keywords on the board after you. Let them identify the words on word cards and match them with those on the board. Read words or phrases in the paragraph and ask learners to point to them. (You want to be sure they can identify the words correctly.)
Have learners use self-correction strategy as they pronounce words in read-aloud lesson. Check for intonation and pace as they read to make meaning of the text.

Activity 6

Assessment

1. In pairs, have learners take turns to read the text aloud to each other sentence by sentence or paragraph by paragraph.
2. Let learners read each of the questions on [page 57](#) of the Learner's Book 3 and discuss the answers with their partners. Provide support where necessary.

Answers

- a. Grandpa's
- b. To surprise Grandpa with gifts, as well as celebrate with him.
- c. To durbar grounds to be outdoored as a sub-chief
- d. Personal response
- e. No answer required. (The teacher should lead learners to role-play how children welcome Grandpa.)

Extension Activity

Have high achievers do the following additional exercise:

- a. What does return mean in the last paragraph?
- b. Find another word that can be used in place of incredibly in the sentence in which it appears.

Expected answers

- a. come back
- b. Very, unbelievably, really, extremely, etc.

Remedial Activity

Have learners who struggle to read parts of the passage fluently practise echo reading and choral reading with you till they can read the portion alone.

Homework

Have learners find out how chiefs are outdoored in their traditional area from their parents for discussion in class.

Reflection

Have learners reflect on the lesson and use any one word they have learnt in a sentence. Invite a few of them to share their sentences with the class.

Sub-section B: Letters have Sounds: Consonant blends at the final position

Strand 2: Reading

Sub-strand 2: Phonics

B3.2.2.1.2. Use the alphabetic knowledge to decode unknown words.

End the reading session with this activity. Have learners sing an alphabet song. Refer learners to **page 56** of the Learner's Book.

1. Have them listen while you read the words on the word cards to them.
2. Pronounce the blends at the end of the words clearly to their hearing. Have them repeat the blends after you as well as read the words. Drill them in the pronunciation of the consonant blends.

Activity 7

1. Ask learners to read the passage quickly, looking for words that end with consonant blends.

Expected words: grand, feast, jump, respect, ground, etc.

2. In pairs, have them read the following sentences and identify the words that have consonant blends at their end. Let them copy the sentences into their exercise books and underline the 'consonant blend' words. Ask them to use the words in sentences.
Words with consonant blends at the end
 - a. I left some books on the desks. (left, books, desks)
 - b. The trucks struggle on the road. (trucks, struggle)
 - c. Our grandparents swept the dust off our fists. (swept, dust, fists, grand, parents)
 - d. The crowning was a grand ceremony. (grand)

Remedial Activity

Identify learners who struggle to read words with consonant blend at the final position. Use cover and read strategy to help them read such words, e.g. jump = jum[p]. Cover the last consonant for learners to blend and read the remaining word before adding the final consonant.

Additional Practice

Refer Learners to **pages 39–40** of the Workbook for more practice.

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

B3.2.6.1.1. Read level-appropriate sight words, understand and use them in complex meaningful sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

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

Preparations Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Have learners reread the passage. Let them find the words that are segmented under columns 'A' and 'B' from the passage. Do the first one with them. Ask them to glance through the passage to look for a word which begins with 'grand'. 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 and write it on the board. Ask the class to search for the other half of the word under column 'B'. When it is found, draw a line to match it to its beginning part under column 'A'.
Now refer them to **page 57** of English Learners' Book 3 and ask them to work in pairs to do Exercise 1 in a similar way. Have them share their words with the class. Let them use the words in their sentences.

Answers: surprise, grandma, decorate, colourful, kente, lovely

Additional Practice

Refer learners to **pages 40–41** of the Workbook for more practice.

Section D

Strand 4: Writing

Sub-strand 2: Penmanship/handwriting

B3.4.2.1.1. Copy short paragraph(s) clearly

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

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

Core Competencies: Communication and Collaboration,

Key Vocabulary: coronation, sub-chief

Preparations Before Class

Before the lesson, go online to get the guidelines for joint script writing and practise writing the paragraph in joint script.

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script. Follow the instruction for teaching penmanship under Units 1-3 of Teachers' Guide to help learners prepare and copy the short paragraph:

Model copying a short paragraph on the board. Draw learners attention to features like clarity, spacing and letter alignment.

It is Grandpa Selasi's crowning as a sub-chief today, and everyone is excited. Many people have come from far and near to show oneness and respect.

Have learners copy the paragraph from **page 58** of the Learner's Book 3 into their exercise books.

Activity 8

Guided Writing

Sub-strand 9: Writing as a process

B3.4.9.1.1. Select a topic on familiar themes (e.g., myself/my friend, etc.) brainstorm and organise before writing.

B3.4.9.2.1. Write ideas on the topic in simple sentences.

B3.4.9.3.3. Read aloud own writing to a group or whole class.

1. Orally prepare the class for the task by describing your favourite grandparent to the class. Then use probing questions to get learners to tell you about their favourite grandparents. In pairs, refer learners to **page 58** of the Learner's Book to fill in the gaps in the short composition, "My best grandparent". Ask learners to use their answers to the questions you asked, then write the first draft on the topic, "My Best Grandparent". Give them time to review their drafts, and make the necessary change.

Assessment

Have learners copy their works and read aloud to the class for their views and feedback.

Go round to support those who struggle.

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

Watch this video with learners and discuss the various cultures and what they celebrate around the world.

Homework

Ask learners to write in their homework books ten festivals in Ghana. They should select one of them and write something interesting about it in four sentences.

Workbook Answers

A. Oral Language

Activity 1

1. Personal responses
2. **a.** table, chair, wall, etc
b. young

B. Reading

Activity 1

- a.** Durbar grounds
- b.** to be outdoored
- c.** decorating the house
- d.** colourful balloons
- e.** He did not know his house was decorated.
- f.** Personal response
- g.** in the village/ deed etc

Activity 2

Individual response

C. Vocabulary

Activity 1

- | | |
|----------------------|-------------------|
| a. Saturday | b. grandma |
| c. crowning | d. durbar |
| e. incredibly | f. embrace |

Activity 2

1. Individual responses including:
corn, girl, long, got, son, rail, rot,
ton, etc

D. Writing

Activity 1

1. **a.** They are going outside to get some flowers.
- b.** They are putting the flowers in a vase to place on the table.
- c.** Grandma is bringing some balloon now.
- d.** They are inflating the balloons.
- e.** They are now hanging them in the room.

Unit Overview

This unit is about healthy living. The unit consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will take turns to ask and answer questions about fruits. Section B is in two parts. In the first part, learners will read a passage aloud about the need to eat fruits and answer oral comprehension questions on it. The second part, Letters have Sound focuses on the different spelling forms for the (i:) sound. Learners will identify and read words that have different spelling patterns for /i:/ sound.

Section C focuses on Vocabulary Consolidation. Activities in this section are structured to deepen learners' understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy sentences and write a guided composition on keeping healthy by filling in gaps.

Learning Outcomes

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

Strand 1: Oral Language Sub-Strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
B3.1.8.1 Demonstrate understanding in asking and answering questions.	B3.1.8.1.1 Ask and answer questions for clarifications about given topics. B3.1.8.1.2. Using appropriate pronunciation and intonation in asking and answering the inversion questions	Communication and Collaboration Creativity and Innovation
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1 Understand and analyse text read.	B3.2.7.1.3 Retell level appropriate text in your own words, explain and illustrate. B3.2.7.2.2. Respond to stories with your own opinion and value judgement.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 2: Phonics (Letters Have Sound)

Content Standard	Indicators	Core Competencies
B3.2.2.1 Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.2 Use the alphabetic knowledge to decode unknown words.	Personal Development and Leadership Communication and Collaboration

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

Content Standard	Indicators	Core Competencies
B3.5.10.1 Use phonic knowledge to spell words.	B3.5.10.1.1 Spell phonically irregular words correctly.	Communication and Collaboration Critical Thinking

**Strand 4: Writing
Sub-Strand 5: Writing/Copying Letters – Small and Capitals**

Content Standard	Indicators	Core Competencies
B3.4.3.1 Use general skills, strategies and knowledge of letter sounds to write legibly and boldly.	B3.4.3.1.1 Use letter-sound relationships to represent most letters in words correctly.	Communication and Collaboration Self-Development

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

Content Standard	Indicators	Core Competencies
B3.4.5.1 Write accurately using acquired vocabulary and knowledge of grammar.	B3.4.5.1.2 Write simple meaningful sentences to express feelings and opinions about people and things	Communication and Collaboration Taking turns

**Strand 6: Extensive Reading
Sub-Strand 1: Building the Love and Culture of Reading**

Content Standard	Indicators	Core Competencies
B3.2.6.1.1 Read widely for and demonstrate independent reading and learning in literary area.	B3.2.6.1.1.1 Read a variety of age and level appropriate books in texts from print and summarise them.	Personal Development and Leadership

Strand 1: Oral Language**Sub-strand 8: Asking and answering questions**

B3.1.8.1.1. Ask and answer questions for clarification about given topics.

B3.1.8.1.2. Using appropriate pronunciation and intonation in asking and answering the inversion questions

Asking and Answering Questions: Healthy Living

Teaching Strategies: Repetition, demonstration, Think-pair-share, group work, questions

Teaching/learning Resources: Poster of picture on **page 61** of the Learner's Book, real fruits

Core Competencies: Communication and Collaboration, Creativity and Innovation.

Key Vocabulary: grapes, oranges, strawberry, watermelon, taste, sweet, sour, milky, eaten, ripe

Preparations Before Class

Make a large print of the pictures on **page 62** of the Learner's Book for whole class use and write the questions boldly on a manila card ahead of the lesson. You can prepare some students to practice asking and answering the questions with you in the lesson.

Before the lesson, collect real fruits that learners are familiar with. Write the questions on **page 62** of the Learner's Book on a manila card.

Teaching/Learning Activities**Activity 1**

1. Show the real fruits to learners and ask them to identify them by name. Show them the enlarged picture of a variety of fruits and, using leading questions, encourage learners to talk about the pictures (refer to **page 62** of the Learner's Book for the questions). Allow them to make comments about what they can observe in the pictures. Demonstrate pronunciation and explain the meaning of keywords that you will use for asking and answering questions e.g. taste, sweet, sour, milky, eaten, ripe, grapes, oranges, watermelon, bananas, strawberry). Let the learners predict what the lesson will be about.

Activity 2

1. Read through the questions with the learners. Do a demonstration of asking and answering questions with the learner you prepared before the lesson.
2. Change roles with the learner so that he or she demonstrates asking and answering questions. Invite a few learners to practice with you. Have each learner choose the fruit they want to use. Put learners in pairs and have them ballot for the fruit they want to talk about. Encourage learners to take turns in asking and answering questions for clarification about the fruit. Revise inversion questions with learners.

Assessment

1. Refer learners to **page 62** of the Learner's Book and have them read, ask, and answer the questions with their partners. Let them change roles.
2. Ask learners to change given statements into inverted questions. E.g.: It is an orange: Is it an orange? Guide learners to use appropriate pronunciation and intonation in asking and answering the inversion type of questions.
3. Have each pair share their answers with another pair.

Answers

1. **a.** banana, grape, orange, watermelon, strawberry, raspberry, kiwi, etc.
b. Individual responses
c. Individual responses: sweet, sour, milky, not very sweet
d. Individual responses: It may vary depending on the learner.
e. Individual responses: Half ripe, just ripe, fully ripe
2. **a.** Do you love watermelon?
b. Are these grapes?
c. Are these bananas?
d. Are strawberries tasty?

Extension Activity

Ask high achievers to research (internet or dictionary) for other fruits that are not commonly found in their community.

Remedial Activity

Identify learners who struggle to ask and answer questions about the fruits. Practise with them using the real objects or their pictures. Demonstrate the key words: "sweet" and "sour" "real fruits", e.g.

Teacher (eating an orange): "Mmm, I love this orange. It is very sweet."

Teacher (eating another orange): "No, this one is not sweet. It is sour."

Get learners to do same with different fruits.

Additional Practice

Refer learners to **page 43–44** of the Workbook for more practice.

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

B.3.2.7.1.3. Retell level-appropriate text in own words, explain and illustrate.

B.3.2.7.2.2. Respond to stories with own opinion and value judgement.

Let's eat our fruits!

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Word cards, pictures, Learner's Book **pages 62–65**

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

Key Vocabulary: meal, preferred, plate, expensive, favourite

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 63** of the Learner's Book for a picture reading activity.

Teaching and Learning Activities**Activity 3**

1. Begin the lesson with a discussion of the title of the passage. Show the learners the picture or refer them to **page 63** in the Learner's Book. 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: meal, referred, platter, favourite, expensive. You can increase the number of keywords.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.
3. Teach the meanings of the keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

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 a second time while learners listen. Have learners echo read the text after you paragraph by paragraph.
3. Let learners read the keywords on the board after you. Let them identify the words on word cards and match them with those on the board. Read words or phrases in the paragraph and ask learners to point to them. (You want to be sure they can identify the words correctly.) Have learners read the text after you.

Ask a few questions to review the text to be retold. Have learners retell the story in the passage using the bone strategy. Then have learners give their personal opinions about the text, e.g., which fruit do you prefer and why?

Activity 6

Assessment

1. In pairs, have learners take turns to read the text aloud to each other sentence by sentence or paragraph by paragraph.
2. Let learners read all the questions on [page 64](#) and discuss the answers with their partners. Provide support where necessary.

Answers

- a. Fiifi
- b. A Ghanaian green leaf stew
- c. Watermelon
- d. His favourite fruit was not served.
- e. Fruits are good for our bodies/fruits fight off diseases/ any fruit eaten a day prevents us from going to see a doctor. (Any of these should be accepted)

Extension Activity

Have high achievers do the following additional exercise:

- a. You're making a fruit salad. Select ten fruits for this salad. Now draw and colour a fruit salad in your exercise book.
- b. What is the meaning of the phrase 'fight off diseases'?

Expected answers

- a. Bananas/Apples/Grapes/Oranges/Watermelons/Grapes/Guavas/Pears/Mangoes/Pineapples etc.
- b. Prevents disease from attacking us

Remedial Activity

Identify low achievers who struggle to read challenging words. Support them by demonstrating how they could use phonics analysis to segment and read the challenging words, e.g.

sauce = s au ce

/s ɔ: s/

Ask the learners to write sentences with the keywords. Invite a few of them to share their sentences with the class.

Sub-section B: Letters have Sounds: ee sound and its different spelling forms.

Strand 2: Phonics

B.3.2.2.1.2. Use the alphabetic knowledge to decode unknown words— vowel digraphs

1. End the reading session with this activity. Have learners sing alphabet song. Copy these words on the board: meet, feel, peel, need, seed. Invite learners to read them. Ask learners to identify the vowel sound in each word.
2. In pairs, refer learners to **page 64** of the Learner's Book 3 to read the rest of the words and identify the vowel sound in each word. Let them share their findings with the class.
3. Have them listen to you while you read the words in Exercise 3 (on **page 65** of the Learner's Book). Let them identify the vowel sound in each word.
4. Read the words again and have them say the words after you this time around. Draw their attention to the fact that the 'ee' sound in the first set of words and the 'ea' in the new set you have read together are both making the /i:/ sound. Explain to the class that the 'ee' and the 'ea' are different spelling forms of the /i:/ sound.

Activity 7

1. Put learners in pairs to read the passage quickly, looking for words with the 'ea' spelling. Ask each pair to read their words to another pair.
Expected words include: meal, each, eating, season, diseases. Have learners form sentences with the words.
2. Ask the learners to search the internet for more words with the /i:/ sound.

Additional Practice

Refer learners to **page 45** of the Workbook for more practice.

Homework

Ask the learners to work in small groups to search the internet, books and old newspapers for at least **ten** words that have the 'ea' spellings. Let them write their words on a large sheet of paper to display on the classroom wall.

Section C

Strand 5: Using Writing Conventions/Grammar Usage

Sub-strand 10: Spelling

B3.5.10.1.1. Spelling phonically irregular words correctly

Provide sentences with blank spaces for learners to fill in the blank spaces using the words they have learnt to spell.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

Core Competencies: Communication and Collaboration, Critical Thinking

Key Vocabulary: prefer, picky, expensive, disease, watermelon

Preparations Before Class

Prepare word cards.

Teaching/Learning Activities

1. Have learners do pick and spell to learn to spell the keywords.

In pairs, refer learners to [page 66](#) to complete the words under Exercise 1 by filling the blank spaces with the correct letters. Do the first one with them. Ask them to glance through the passage to look for a word which begins with 'paw' and ends with 'aw'. 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) and fill the gap with them.

Now ask them to work in pairs to find the missing letters in the rest of the words.

Answers

a. paw_aw → pawpaw

c. sea_on → season

e. m_nths → months

g. f_ght → fight

i. pa__a → palava

b. ba_a_a → banana

d. __ cause → because

f. dis_a_e → disease

h. e_pen_ive → expensive

Provide sentences with blank spaces for learners to fill in the blank spaces using the words they have learnt to spell.

2. Ask learners to use the same strategy to match the two parts of the words in Exercise 2.

Reading Activity

Identify learners who struggle to fill in the missing letters and invite them to learn to spell the words using look, see, cover, write and check strategy. Then have them find the missing letters.

Expected Answers

Part 1	Part 2	Full word
plat	ter	platter
water	melon	watermelon
satis	faction	satisfaction
in	stead	instead
dis	ease	disease
expen	sive	expensive

Remedial Activity

Guide low achievers to learn to spell the longer words correctly by breaking them into syllables:

- a. satisfaction — sa-tis-fac-tion
- b. expensive — ex-pen-sive
- c. platter — plat-ter
- d. watermelon — wa-ter-me-lon

Invite a few pairs to share the words with the class. Always encourage learners to use the words in their own sentences.

Additional Practice

Refer learners to [page 46](#) of the Workbook for more practice.

Section D

Strand 4: Writing

Sub-strand 3: Writing/copying letters— small and capital

B3.4.1.1. Use letter-sound relationships to represent most letters in words correctly.

Sub-strand 5: Writing simple words and sentences

B3.4.5.3.1.2. Write simple meaningful sentences to express feelings and opinions about things.

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

Teaching/Learning Resources: Slates and other writing materials, word cards, smartphones, etc.

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: meal, season, favourite, fruit

Preparations Before Class

Before the lesson, prepare enough word cards to go round the number of groups in your class. Write the paragraph for the guided composition on a manila card.

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script.

Have learners play the alphabet sound game. Dictate the words and sentences on the board. Have learners follow your demonstration to practise copying the sentences on the board. Refer learners to **page 66** of Learner's Book 3 copy the following sentences:

- a. I ate to my satisfaction.
- b. Let us eat what is in season.

Remedial Activity

Go around and demonstrate how to write challenging letters.

Activity 8

Guided Writing

1. In pairs, have learners read the passage again. Drill them in the words in the box and have them use them in their own sentences.
2. Put learners in mixed ability groups of five and give each group a set of the words in the box at **page 67** of the Learner's Book. Show them the paragraph written on the manila card. Read your sample of the paragraph with the gaps filled with your words. Read the paragraph and pause at the gaps. Each time you pause, allow the groups time to go through their word cards to decide on the one that should fill that gap. The first group to get it right gets a performance card or points. If none of the groups find the word card, let them read the passage again to find the answer. Continue until all the gaps are filled.

Assessment

In pairs, refer learners to **page 67** of the Learner's Book to go over the task and fill in the gaps with the appropriate words. Have individuals copy the composition into their exercise books.

I ____ three times every day to keep healthy. My parents want me to grow well, so they always give me enough _____. I take _____ after every _____ because fruits will fight off _____ and keep the _____ away. Oranges are my _____ fruits, but they can be out of _____ and be _____. When I am not happy with any food, I play with my _____. But my mum always makes me understand the need to eat what is in season.

Answers

eat, food, fruits, meal, diseases, doctor, favourite, season, expensive, fork

Invite pairs to share how they got their gaps filled with the whole class.

Additional Practice

Refer learners to **page 47** of the Workbook for more practice.

Unit Summary

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

Discover

- a. Let learners watch this video with you and have them talk about what they learnt about fruits and vegetables.
- b. Have learners recite and enjoy the rhyme in the video.
- c. With information from the third video, allow learners to practise pronouncing words with “ee” and “ea” letter sounds.

Homework

Ask learners to list ten fruits and ten vegetables. Choose their favourite fruit and vegetable, and explain why those are their favourites in one sentence each.

Workbook Answers

A. Oral Language

Activity 1

1. a. mango b. pawpaw
c. banana d. watermelon
e. orange
2. mango – sweet and milky
pawpaw – sweet
banana – sweet
watermelon – sweet
orange – sweet
b. Personal response
3. Individual responses

B. Reading

Activity 1

1. a. personal response
b. personal response
c. Yes
d. Fruits help our body fight against diseases.
e. Personal response
f. Eat a balanced diet

Activity 2

1. a. feat, beat, lead, seat, heal, neat
b. feet, meet, peel, reel, weep

C. Vocabulary

Activity 1

2. a. platter b. preferred
c. expensive d. excited
e. plentiful f. diseases

D. Writing

Activity 1

Individual responses

Activity 2

1. Individual responses
2. a. meat feet kitten mice
cities knives
b. Individual responses

Unit Overview

This unit is about bush fires. The unit consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to recite rhymes about how the farmer's activities can result in bush fires and answer questions about it. Section B is in two parts. In the first part, learners will read a passage aloud on Bush Fires and answer Oral Comprehension questions. The second part, Letters have Sounds focuses on learning and manipulation of sounds. Learners will learn to create new words by deleting a sound from a word.

Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners' understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy sentences and write a guided composition on the topic 'Bush Fires'.

Learning Outcomes

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

Strand 1: Oral Language Sub-Strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
B3.1.2.1 Appreciate a variety of literary pieces.	B3.1.2.1.1 Compose short rhymes and tongue twisters and recite them.	Communication and Collaboration Creativity and Innovation
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1 Understand and analyse texts read.	B3.2.7.1.2 Ask and answer factual, inferential and vocabulary questions about level appropriate texts. B3.2.7.1.3. Retell level appropriate text in your own words, explain and illustrate.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 2: Phonics (Letters Have Sound)		
Content Standard	Indicators	Core Competencies
B3.2.2.1 Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.1 Understand the relationship between spelling of words and sounds of speech.	Personal Development and Leadership Communication
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usages.	B3.2.6.1.3 Understand and use many of the frequently occurring words and chunks in the language including content and function words.	Communication and Collaboration Personal Development and Leadership
Strand 5: Using Writings Conventions /Grammar Usage Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10.1.: Use phonics knowledge to spell words.	B3.5.10.1.1.: Spell phonically irregular words correctly.	Communication and Collaboration Critical Thinking
Strand 4: Writing Sub-strand 3: Writing/Copying letters		
Content Standard	Indicators	Core Competencies
B3.4.3.1. Use general skills, strategies and knowledge of letter sounds to write legibly and boldly.	B3.4.3.1.1 Use letter-sound relationship to represent most letters in words correctly.	Communication and Collaboration
Sub-Strand 8: Guided Composition		
Content Standard	Indicators	Core Competencies
B3.4.8.1. Compose short paragraphs through answering questions.	B3.4.8.1.1 Develop one or two coherent paragraphs on one idea or concept using leading questions or sentence completion.	Communication and Collaboration

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1.1 Read a variety of age and level appropriate books and texts from print and summarise them.	Personal Development and Leadership

Section A

Strand 1: Oral Language

Sub-strand 2: Rhymes

B3.1.2.1.1. Compose short rhymes and tongue twisters and recite them.

Rhyme: A Farmer's Wardrobe

Teaching Strategies: Repetition, demonstration, think-pair-share, Group Work, Questions

Teaching/Learning Resources: Learner's Book **page 70**, poster of a series of pictures on **page 69** of English Learners' Book 3

Core Competencies: Communication and Collaboration, Creativity and Innovation.

Key Vocabulary: clear, weed, hunts, game

Preparations Before Class

Make a large print of the pictures on **page 70** of the Learner's Book. Learn the rhyme very well ahead so that you can establish a rhythm that you will present to your class. Prepare word cards for the keywords.

Teaching/Learning Activities

Activity 1

1. Have learners recite some known rhymes.

Show the learners the picture and encourage them to talk about it using leading questions. Demonstrate pronunciation and explain the keywords (if necessary). Ask the learners to predict what the lesson will be about.

Show the learners the poster of the rhyme on **page 70** of the Learner's Book or write it on the board.

2. Lead learners to read through the rhyme line by line as a class, in groups, in pairs and as individuals until the rhyme is learnt. Have learners recite the rhyme and act it out as a class, in groups or as individuals. Briefly discuss the meaning of the rhyme. Do sound sensitising activities (e.g., clap and tap the rhythm, identify rhyming words, back chaining, etc.).

Activity 2

Assessment

Put learners in pairs to take turns to recite and clap to the rhyme. Have them reflect and discuss their feelings about the rhyme.

Have learners answer the questions on the rhyme on **page 71** of the Learner's Book in pairs and then share their answers with another pair.

Answers

- a. It is used to weed the grass.
- b. The farmer has five tools.
- c. Yes. Pickaxe, mattock, tractor, spraying machine, sack, etc (Personal Responses are to be accepted if correct)

Extension Activity

Have learners write a parallel rhyme by changing some of the words in the original rhyme.

Have high achievers answer these questions orally:

“Leaving him with nothing to celebrate.”

- a. Who is ‘him’ in the above statement?
- b. Why has he nothing to celebrate?
- c. Suggest another heading for the rhyme.

Expected answers

- a. The farmer
- b. The fire has destroyed the land, including his farm products/any other relevant answer.
- c. Sources of bush fires/Be careful with fire/ etc.

Remedial Activity

Use illustrative pictures and probing questions to help learners understand the rhyme. Invite learners to recite challenging areas of the rhyme with you till they can recite alone.

Reflection

Let the learners reflect on the rhyme and try to identify things farmers can do to avoid bush fires.

Additional Practice

Refer learners to **page 49** of the Workbook for more practice.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B3.2.7.1.2. Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.

B3.2.7.1.3 Retell level-appropriate text in own words, explain and illustrate

Teaching Strategies: Echo reading, whole class/group reading, matching sentences and words

Teaching/Learning Resources: Learner's Book **pages 71–74**, word cards

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

Key Vocabulary: sighed, alarmed, terrible, doorway, journey

Preparation before class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 70** in the Learner's Book for a more inclusive picture reading activity.

Teaching and Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Show the picture or refer learners to the Learner's Book on **page 71**. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill the pronunciation of the keywords: alarmed, sighed, journey, terrible, doorway. You can increase the number of keywords.

Activity 4

1. In pairs, have the learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meaning of keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

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 a second time while learners listen. Have learners echo read the text after you, paragraph by paragraph.
3. Let learners read the keywords on the board after you. Let them identify the words on word cards and match them with those on the board. Read words or phrases in the paragraph and ask learners to point to them. (You want to be sure they can identify the words correctly.)

Ask a few questions to review the story to be retold.

Have learners narrate /retell the story in the passage sequentially.

Activity 6

Assessment

1. In pairs, have learners take turns to read the text aloud to each other sentence by sentence or paragraph by paragraph.
2. Let learners read all the questions on **page 74** of the Learner's Book and discuss the answers with their partners. Provide support where necessary.

Answers

- a. Ekuba called Dad about the fire.
- b. They suspected Kaku was the cause. He cleared his land earlier that day and set fire to it, but he must have forgotten to put it out.
- c. Personal response
- d. We should avoid setting uncontrolled fires on our farms.

Extension Activity

Have high achievers do the following additional exercise:

- a. Why is fire a bad master?

Expected answers

- a. It is difficult to control when it is destroying things/any other relevant answers.

Reflection

In small groups, let the learners reflect on the lesson and think of other causes of bush fires. Ask them to share their ideas with the class.

Sub-sections: Letters have Sounds: Creating a new word by deleting a sound from a word

Strand 2: Reading

Sub-strand 2: Phonics

B3.2.2.1.1. Understand the relationship between spelling of words and sounds of speech

1. End the reading session with this activity. In pairs, refer learners to **page 74** of the Learner's Book. Let them listen while you read the words in Exercise 1 to them.
2. Ask them to point to each word as you read it. Copy two of the words on the board, (e.g. sat, hand) and underline a letter in each word. Erase the underlined letter and ask learners to read what is left of each word, (sat – at; hand – and).
3. Working again in pairs, have learners remove the underlined letters in the following words and read what is left: sat, done, dear, farm, whole, hand, place, mama, your, glad. Explain that we can create words by deleting a letter or a sound from an existing word.

Have learners read the following sentences in pairs. One learner reads it as it is, and the other reads it after deleting the underlined letter/sound.

- a. The farmhands were glad the work was over.
- b. They worked the whole day.
- c. They sat at one place to rest.
- d. Mama asked Ama and the lad to send food and water to them.
- e. They were glad the work was done.

Draw learners attention to the fact that sometimes deletion can cause meaning to change.

Homework

Ask learners to look for ten words in old newspapers and delete letters from them to create other words. Have them write out the words and present them to the class the following day.

Remedial Activity

Use familiar words to start the sound deletion exercise to enable learners who are low achievers to participate actively in the exercise.

Additional Practice

Refer learners to **pages 50–52** of the Workbook for more practice.

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

B3.2.6.1.3. Understand and use many of the frequently occurring words and chunks in the language including content and function words.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

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

Key Vocabulary: relief, burnt, several, kilometres

Preparations Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Have learners use some known sight words in sentences. Working as a class have learners find the expressions: voice, alarmed, burnt, refuse, put under control.
2. Ask them to raise their hands when they find any of the words and to tell the class the paragraph in which they find them. Have them read the sentence where the word appears.
3. Put learners in pairs to read the sentence in which each word is found again. Let them try to work out the meaning of the words and share their ideas with the class. Have learners form sentences with the words.

Meanings of the words

relief – reassurance

alarmed – worried

burnt – destroyed by fire

several – some

kilometres – unit of length

4. Strand 5: Using Writing Conventions /Grammar usage**Sub-strand 10: Spelling**

B3.5.10.1.1. Spell phonically irregular words correctly. Have learners play pick and spell games with the target words. Have learners use the words in oral sentences.

1. Have learners play pick and spell games with the target words. Have learners use the words in oral sentences.
2. In pairs, refer learners to **pages 72–73** of the Learner's Book to read the passage and look for the words that are incorrectly spelt spelt on **page 75**. Copy the exercise on the board and let the learners scan through the passage for the correct spelling of each word. Guide them to do the first two 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 for marking. Ask them to use the words to fill the gaps in given sentences.

Answers

- a. tnrub – burnt
- b. slepea – asleep
- c. reflie – relief
- d. gotfor – forgot
- e. dwicek – wicked
- f. rolcont – control

Remedial Activity

Let low achievers supply the missing letters in the words used for exercise 4

Answers

- a. bu_nt – burnt
- b. a_leep – asleep
- c. reli_f – relief
- d. _orgot – forgot
- e. wi_ked – wicked
- f. co_trol – control

Ask learners to share their answers with the class.

Additional Practice

Refer learners to [page 53](#) of the Workbook for more practice.

Section D

Strand 4: Writing

Sub-strand 3: Writing/copying letters—small and capital

B3.4.3.1.1. Use letter-sound relationships to represent most letters correctly.

Sub-strand 8: Guided Writing

B3.4.8.1.1. Develop one or two coherent paragraphs on one idea or concept using leading questions or sentence completion.

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

Teaching/Learning Resources: Slates and other writing materials, word cards, smartphones, etc.

Core Competencies: Communication and Collaboration

Key Vocabulary: village, fire, hours, started, ourselves

Preparations Before Class

Before the lesson, prepare enough word cards for the groups in your class. Also, go online to get the guidelines for joint script writing and practise writing the sentences in joint script. Write the paragraph for the guided composition on a manila card.

Teaching/Learning Activities

Penmanship

1. This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead the learners to revise writing letters and words in joint script. Model the writing of the sentences on the board and learners practise writing on the board or on their arm boards. Ask them to copy the following sentences in joint script:
 - a. Fire can be a bad master.
 - b. Everybody was sad that morning.

Remedial Activity

Observe and identify learners who have difficulty writing the sentence in joint script. Practise writing the challenging letters with them severally in words and in isolation. Then allow them to write on the board before finally writing in the book.

Activity 7 Guided Writing

In pairs, ask the learners to read the passage again. Drill them in the words in the box and let them use them in their own sentences.

1. Put learners in groups of four or five and give each group a set of the words. Show the learners the paragraph on the manila card. Read the paragraph to the class and pause at the gaps. Each time you pause, allow the groups to go through their word cards to decide on the one that should fill that gap. The group that gets it right first gets a performance card or points. If none of the groups can find the word card, let the class read the passage again to find the correct word. Continue until all the gaps are filled.
2. Ask the learners to write a suitable title for their work.
Model copying a short paragraph on the board. Draw learners' attention to features like clarity, spacing and alignment of letters. Have learners practise copying of challenging letters and words.
3. In pairs, refer learners to **page 76** of the Learner's Book to go over the task and fill in the gaps with the appropriate words. Have individuals copy the paragraph into their exercise books.
Remind learners to begin each sentence with a capital letter and end it with a full stop.

Answers: large, village, hours, fire, started, two, ourselves

Invite pairs to share how they filled in the gaps with the whole class.

Additional Practice

Refer learners to [page 54](#) of the Workbook for more practice.

Unit Summary

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

Discover

- a. Ask learners to watch this video with their parents or guardians and let them explain anything they may not understand.
- b. Through the knowledge gained from the video, have learners practise given words that have the sound of the letter “e”

Homework

Ask learners to write down five things they have learnt about bush fires from this unit.

Revision 2 Answers

Exercise 1

1. Individual responses
2. Individual responses

Exercise 2

1.
 - a. hold, close, blow
 - b. cry, glad
 - c. blades, grass, grow, green
 - d. blocks, glasshouses trend, street
2.
 - a. Fiifi
 - b. yam and palava sauce
 - c. watermelons
 - d. watermelons/bananas and pawpaw

Exercise 3

1. Individual responses including: sat, fact, sit, station, fat, sin, tin, faction, action, etc.

Exercise 4

1. eat, food, fruits, meal, diseases, doctor, favourite, season, expensive, fork

Workbook Answers

A. Oral Language

Activity 1

- lamp and a coat
 - fire to heat his palm
 - smoking

B. Reading

Activity 1

- A room is on fire.
 - burning weeds, cooking and leaving the fire unquenched, etc.
 - By being careful with cookers, electrical gadgets, bush burning, etc. and to put fire out after use.

Activity 2

- early
 - He heard his father exclaimed on the phone.
 - No one was hurt because Daddy said, "Thankfully they are all fine."
 - He "claims"
 - They didn't want it to continue to destroy the whole land.
 - To see what has happened and to sympathise with Papa.
 - Slash and burn.
 - To make sure you put it out after use.

Activity 3

1.

pat – at	hand – and
heel – eel	play – lay
fear – ear	master – aster
fan – an	glad – lad
howl – owl	

C. Vocabulary

Activity 1

- deli + berate = deliberate
 - se + veral = several
 - kilo + metres = kilometres
 - tomor + row = tomorrow
 - our + selves = ourselves
 - terri + ble = terrible
 - every + body = everybody
 - mor + ning = morning

2. Individual responses

D. Writing

Activity 1

- happy
 - playing
 - bananas
 - pawpaw/ expensive
 - Watermelon
 - fruit
 - understand

Activity 2.

- work, tiring, children, wide, hunters, hours.

Unit Overview

This unit is about animals as our friends. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to recite rhymes about the importance of animals to man and answer questions about it. Section B is in two parts. In the first part, learners will read a passage aloud on “Mrs. Kuma’s Farms” and answer comprehension questions orally. The second part, Letters have Sounds, focuses on learning and manipulation of sounds. Learners will learn to differentiate between the “l” and the “r” sounds in consonant blends.

Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph after working through penmanship activities. They will as well write a guided composition on their pets.

Learning Outcomes

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

Strand 1: Oral Language Sub-Strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
B3.1.2.1 Appreciate a variety of literary pieces.	B3.1.2.1.1 Compose short rhymes and tongue-twisters and recite them.	Communication and Collaboration Creativity and Innovation
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1. Understand and analyse texts read.	B3.2.7.1.2 Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.	Personal Development and Leadership
B3.2.7.2 Use knowledge, skills and techniques of reading to understand, interpret and appreciate a variety of literary texts	B3.2.7.4. Read level-appropriate texts independently	Communication and Collaboration

Sub-Strand 5: Blends and Consonant clusters (Letters Have Sound)		
Content Standard	Indicators	Core Competencies
B3.2.5.1 Identify and use consonant blends in words.	B3.2.5.1.1. Use consonant blends to build words.	Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usages.	B3.2.6.1.1 Read level appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 5: Using Writings Conventions /Grammar Usage		
Sub-Strand 7: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10.1. Use phonic knowledge to spell words.	B3.5.10.1.1 Spell phonically irregular words correctly.	Communication and Collaboration Critical Thinking
Strand 4: Writing		
Sub-Strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.3.1. Copy and write sentences correctly	B3.4.3.1.1. Copy short paragraphs clearly.	Communication and Collaboration
Sub-Strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
B3.4.5.1. Write accurately using acquired vocabulary and knowledge of grammar.	B3.4.5.1.2. Write simple meaningful sentences to express feelings and opinions about people and things.	Communication and Collaboration Taking Turns
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1.1 Read a variety of age and level appropriate books and texts from print and summarise them.	Personal Development and Leadership

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

B3.1.2.1.1. Compose short rhymes and tongue twisters and recite them.

Rhyme: Animals, our friends

Teaching Strategies: Repetition, demonstration, think-pair-share, group work, questions

Teaching/Learning Resources: Poster of a series of pictures on **page 81** of the English Learners' Book 3

Core Competencies: Communication and Collaboration, Creativity and Innovation.

Key Vocabulary: horses, close by, cattle

Preparations Before Class

Make an enlarged copy of the pictures on **page 80** of the Learner's Book to show to the learners. Learn the rhyme ahead so that you can recite it to the class using the correct rhythm. Prepare word cards for the keywords.

Teaching/Learning Activities**Activity 1**

1. Show the learners the enlarged picture and use leading questions to encourage them to talk about it. (refer to **page 81** of the Learner's Book). Demonstrate pronunciation and explain the meaning of keywords (if necessary). Ask the learners to predict what the lesson will be about.
Show the learners the poster of the rhyme on **page 80** in the Learner's Book or write it on the board.
2. Guide the learners to read the rhyme line by line. Let the learners read as a class, in groups, in pairs and as individuals until the rhyme is learnt. Then let the learners recite the rhyme and act it out as a class, in groups, or as individuals. Briefly discuss the meaning of the rhyme. Do sound sensitising activities (e.g., clap and tap the rhythm, identify rhyming words, back chaining, etc.).
Put learners in convenient groups to compose a parallel rhyme by changing some words in the original one.

Activity 2**Assessment**

1. Put the learners in into pairs to take turns to recite and clap to the rhythm. Let them reflect and discuss their feelings about the rhyme.
2. Let the learners answer the questions about the rhyme on **page 81** of the Learner's Book in pairs and share their answers with another pair.

Answers

- a. It is about the uses of animals to man/us.
- b. Horses, donkeys, cattle, camels, dogs (hunting)
- c. We keep them as pets.

Extension Activity

Have high achievers answer these questions:

- a. Explain the last line, "keep close by".
- b. Which animals do we keep close?

Expected answers

- a. It means we keep them as our friends.
- b. Dogs/cats/goats/rabbits/etc.

Remedial Activity

Recite the rhyme with groups that are struggling to write the parallel rhyme and use leading questions to help them decide on the comma they want to change in each line of the rhyme, e.g. which words are in line one?

Animals, our, friends

Which of them do you wish to change?

"Our"

Which words can we use in place of "our"? etc.

Reflection

Let the learners reflect on the rhyme and identify in which ways animals are our friends.

Additional Practice

Refer learners to [page 55](#) of the Workbook for more practice.

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

B3.2.7.1.2. Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.

B3.2.7.2.4. Read level-appropriate texts independently.

Animals, our friends

Teaching Strategies: Echo reading, whole class/group reading, matching sentences and words

Teaching/Learning Resources: Learner's Book 3 **pages 82–85**, word cards

Core Competencies: Personal Development and Leadership, Communication and Collaboration

Key Vocabulary: observations, thoroughly, feathers, chicks, scratching, nanny-goat, billy-goat

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 81** of the Learner's Book to use for the picture reading activity.

Teaching and Learning Activities**Activity 3**

1. Begin the lesson by discussing the title of the passage. Show the learners the picture or refer them to **page 82** of the Learner's Book. 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: feathers, thoroughly, chicks, nanny-goat, scratching, billy-goat, observation. You can increase the number of keywords.

Activity 5

1. In pairs, have learners search the text quickly to find the words in **bold**. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.) Have learners use the keywords in sentences.

Activity 6

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

Write pre-reading questions on the board. Have learners read the passage quickly to answer the pre-reading questions. Have learners share their answers with the class giving reasons for their choices. Have learners work in pairs to read the passage in

detail to answer factual and inferential questions based on the passage. Guide learners to ask and answer factual, inferential and vocabulary questions on the passage read.

Activity 7

Assessment

1. In pairs, let the learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph.
2. Let learners read all the questions on **page 85** of Learner's Book and discuss the answers with their partners. Provide support where necessary.

Answers

- a. The name of the Primary 3 teacher is Mr. Blay.
- b. Martha saw a she-goat/a nanny-goat.
- c. He could not remember the name of male goat.
- d. Personal responses
- e. Personal responses

Ask the learners to write down and draw one new thing they have learnt in the lesson.

Sub-section B: Letters have Sounds: **more consonant blends**

Sub-strand 5: Blends and consonant clusters

B.3.2.5.1.1. Use consonant blends to build words.

1. End the reading session with this activity. Ask learners to discuss the pictures on **page 85** of the Learner's Book. Have learners listen to you say **glass** and **grass** clearly. Have them determine which one has the "r" sound and which has the "l" sound. If they struggle to identify the sounds, write each cluster on the board and lead them to practice the sounds.
2. In pairs, have them read these words to each other: claws, crow, classroom, cream, block, bread, glass, grow, clay, crane.
3. Underline the consonant clusters/blends in each word and have the learners take turns to make the cl-, cr-, bl-, br-, gl- and gr- sounds clearly.
4. Ask them to search for words with these consonant clusters in the passage. Have learners work in groups to use the above consonant clusters to build words.

Additional Task

Refer learners to the pictures on **page 85** in the Learner's Book and ask them to look at each picture and identify the consonant cluster that begins its name. Then ask learners to read the following sentences. Ask them to identify the consonant clusters words.

- a. The claw of the crow helps it to catch creatures.
- b. The flying bird flew into the glass window.
- c. Brown clay is used to create artworks.

- d. Put ice cream in the brown bread.
- e. The breeze blew across the clean classroom.

Remedial Activity

Observe and identify learners who struggle to produce the consonant clusters. Practise saying the clusters in isolation and in words with them, so they can say it alone.

Additional Practice

Refer learners to **pages 56–57** of the Workbook for more practice.

Section C

Strand 2: Reading

Sub-strand: Vocabulary

B3.2.6.1.1. Read level-appropriate sight words understand and use them in complex meaningful sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

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

Key Vocabulary: scratching, interesting, nanny, thoroughly

Preparations Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Working as a class, let the learners reread the passage and find the following words: interesting, scratching, billy-goat, nanny, feathers, chicks.
2. Ask them to raise their hands when they find any of them and to tell the class the paragraph in which they find the words.
3. Ask the learners to read the sentence that contains the word they found.
4. Put learners into pairs to read the sentence in which each word is found again. Let them think about the meanings of the words and share their ideas with the class.
Meaning of the words as used in the passage:
interesting — exciting
scratching — scraping
goat — an animal
billy-goat — male goat
nanny-goat — female goat

feathers — plumes

chicks — baby chickens

Have learners use the words in sentences

1. Have learners play pick and spell the words. Ask learners to use the words in oral and written sentences.
2. In pairs, refer learners to **page 86** of the Learner's Book to complete the words in Exercise 5 by filling in the blank spaces with the missing letters. Do the first one with them. Ask them to glance through the passage to look for a word which begins with 'thor', and ends with 'ghly'. 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) and fill the gap with them.

Now ask them to work in pairs to find the missing letters for the rest of the words.

Answers

a. thor__ghly – thoroughly

b. __ecial – special

c. int__sting – interesting

d. r_tur_ – returned

3. Ask learners to use the words in sentences.

Additional Practice

Refer learners to **page 58** of the Workbook for more practice.

Section D

Strand 4: Writing

Sub-strand 2: Penmanship/handwriting

B3.4.5.1.2. Copy short paragraphs clearly.

Sub-strand 5: Writing simple words and sentences

B3.4.2.1.1. Write simple meaningful sentences to express feelings and opinions about people and things.

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

Teaching/Learning Resources: Slates and other writing materials, word cards, smartphones, etc.

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: pink, pet, cushions, grass

Preparations Before Class

Write the paragraph for the guided composition on a manila card.

Teaching/Learning Activities

Penmanship

1. This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Guide learners to revise writing letters and words in joint script. Model copying a short paragraph on the board and have learners practise copying it. Have them pay attention to clarity, spacing and alignment of letters. Refer learners to **page 87** of Learner's Book 3 to copy the paragraph into their exercise book.

Activity 8

Guided Writing

1. Ask the learners to retell the story, "Animals, our friends". Tell them about your pet and ask them to talk about their pets too.

Write the following sentences on the board.

My Pet

- a. It sleeps on the cushions.
 - b. I call him Pink.
 - c. My pet is a dog.
 - d. It loves to eat fried rice.
 - e. It loves to play in the grass.
 - f. I call it to come to me with a whistle.
2. In groups tell learners you were describing your pet, but that you didn't arrange the sentences in the right order. Ask them to assist you in rearranging the sentences in an order that will make a good composition. Have the groups edit their work and publish them.

Invite learners to the board to arrange the sentences in the right order while you give them the needed prompts. Invite a good reader to read the composition to the class.

Expected answers

- a. My pet is a dog.
- b. I call him Pink
- c. It loves to eat fried rice.
- d. It loves to play on the grass.
- e. It sleeps on the cushions.
- f. I call it to come to me through a whistle.

Assessment

Ask learners to describe their pets in a similar way.

Remedial Activity

Write the sentences in the right order and leave gaps for low achievers to supply the words correctly.

Extention Activity

Ask high achievers to add one more sentence to the composition about their pets.

Additional Practice

Refer learners to [page 59](#) of the Workbook for more practice.

Unit Summary

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

Discover

- a. Watch this video with learners and have them talk about farmers and their work.
- b. Watch the second video with learners and through leading questions help them to retell the story sequentially.
- c. Have learners watch this video and learn more about consonant blends.

Homework

In their homework books, ask learners to choose their favourite animals and write a rhyme of four lines about them.

Answers

Individual responses

Workbook Answers

A. Oral Language

Activity 1

2. waterspout – out
rain – again

B. Reading

Activity 1

1. a. Mrs Kuma's farm
b. enjoyed
c. To pay attention to the animals and note down their observations
d. birds
e. Individual responses
f. billy-goat/ nanny-goat

Activity 2

1. a. cr and cl b. pl, fl, gr
c. cl, br d. bl, pr
e. cr, br, f. br, bl
g. bl, br

2.

Initial	Mid	End
blown	embrace	gamble
blue	concrete	reply
crumble	ablaze	
breeze	enclave	
cling		
tremble		
play		
brain		
clown		

C. Vocabulary

Activity 1

1. a. Individual responses including:
bat, mat, sat, rat, pat, hat, cat, etc.
b. Individual responses including:
sea, see, bee, pea, key, etc.
2. a. totally – thoroughly
b. go back – return
c. things you have seen – observation
d. female goat – nanny-goat
e. past tense of ring – rang
f. baby fowl – chick.

D. Writing

Activity 1

1. A — a E — e H — h
L — l B — b F — f
I — i C — c G — g
J — j D — d

Activity 2

1. Individual responses
2. Individual responses

Unit Overview

This unit is about the importance of the human hands. It consists of four sections, A-D. Section A will deal with Oral Language Development. Learners will learn to recite rhymes about fingers and answer a few questions about them. Section B is in two parts. In the first part, learners will read a passage aloud on “Your Hands are Precious” and answer comprehension questions orally. The second part, Letters have Sounds, focuses on learning and manipulating sounds. Learners will learn the different spelling forms that produce the ‘er’ sound (as in her, term).

Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the passage. Section D focuses on writing skills development. Learners will draw their hands and label them. They will write a guided composition on what they can do with their hands.

Learning Outcomes

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

Strand 1: Oral Language Sub-Strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
B3.1.2.1.1 Appreciate a variety of literary pieces.	B3.1.2.1.1 Compose short rhymes and tongue-twisters and recite them.	Communication and Collaboration Creativity and Innovation
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1 Understand and analyse texts read.	B3.2.7.1.1 Use self-correction strategies to make meaning when reading texts. B3.2.7.1.2 Ask and answer factual, inferential and vocabulary questions.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 2: Phonics (Letters Have Sound)		
Content Standard	Indicators	Core Competencies
B3.2.2.1 Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.2. Use the alphabetic knowledge to decode unknown words (vowel digraphs)	Personal Development and Leadership Communication
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usages.	B3.2.6.1.1 Read level appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 4: Writing		
Sub-Strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1. Copy and write sentences correctly.	B3.4.2.1.1 Copy short paragraphs or sentences clearly.	Communication and Collaboration
Strand 4: Writing		
Sub-Strand 5: Writing Simple Words and Sentences		
Content Standard	Indicators	Core Competencies
B3.4.5.1. Write accurately using acquired vocabulary and knowledge of grammar.	B3.4.5.1. Write simple sentences to express personal opinions about favourite characters in texts.	Communication and Collaboration Critical Thinking
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1.1 Read a variety of age and level appropriate books and texts from print and summarise them.	Personal Development and Leadership

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

B3.1.2.1.1. Compose short rhymes and tongue twisters and recite them.

Rhyme: My Hands

Teaching Strategies: Think-Pair-Share, Demonstration, Group Work, Questions

Teaching/Learning Resources: Picture, real objects,

Core Competencies: Communication and Collaboration, Creativity and Innovation

Key Vocabulary: palm, fingers, forefinger, thumb

Preparations Before Class

Enlarge the picture on **page 90** in the Learner's Book or draw an enlarged version by hand. Rehearse reading the poem paying attention to stress and intonation to make your presentation natural.

Teaching/Learning Activities**Activity 1**

1. Have learners recite already learnt rhymes. Show the learners the enlarged picture and encourage them to talk about it using leading questions (e.g. What can you see in the picture? What is the name of the little finger, etc.). Demonstrate pronunciation and explain the meaning of keywords if necessary. Ask learners to predict what the lesson will be about.

Show the poster of the rhyme on **page 90** of the Learner's Book or write it on the board.

2. Guide learners to read through line by line as a class, in groups, in pairs and as individuals until the rhyme is learnt. Have learners recite the rhyme and act it out as a class, in groups or as individuals. Briefly discuss the meaning of the rhyme. Do sound sensitising activities (e.g., clap and tap the rhythm, identify rhyming words, back chaining, etc.).

Activity 2

1. In pairs, have learners recite the rhyme to one another.
2. Let them do the following activities:
 - a. Show your palm to your friend.
 - b. Say all the things you do with your fingers.
 - c. Describe your hand: Is it bony? Fat, long, hard, soft?
 - d. Check your partner's hand. How would you describe it?

Extension Activity

In groups, ask the learners to write a parallel rhyme by changing some words in the original one.

Remedial Activity

Have low achievers draw and label their fingers.

Homework

Ask learners to observe their parents and siblings to find out things they do with their hands.

Reflection

Have learners reflect on the importance of their hands.

Additional Practice

Refer learners to **page 61** of the Workbook for more practice.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B3.2.7.1.1. Use self-correction strategies to make meaning when reading texts.

B3.2.7.1.2. Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.

Teaching Strategies: Echo reading, whole class/group reading, matching sentences and words

Teaching/Learning Resources: Learner's Book 3 **page 91–93**, word cards, pictures from **page 91** of the Learner's Book, etc.

Core Competencies: Personal Development and Leadership, Communication and Collaboration

Key Vocabulary: left over, wiggling, harmless, scorched, yelled, screamed

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 91** of the Learner's Book for a more inclusive reading activity.

Teaching and Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Show the enlarged picture or refer learners to the one on **page 91** of the Learner's Book. Allow learners to talk about what they see and predict what the story is about.

Activity 4

1. Teach and drill pronunciation of the keywords: sped, screamed, scold, soapsuds, consoled. You can increase the number of keywords.

2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.

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 a second time while learners listen. Have learners echo read the text after you paragraph by paragraph.
Let learners read the keywords on the board after you. Let them identify the words on word cards and match them with those on the board. Read words or phrases in the paragraph and ask learners to point to them. (You want to be sure they can identify the words correctly). Have learners read the passage after you several times.
Guide learners to ask and answer factual, inferential and vocabulary questions on the passage read.

Activity 6

Assessment

1. In pairs, have learners take turns to read the text aloud to each other sentence by sentence or paragraph by paragraph.
2. Let learners read each of the questions on **page 93** of the Learner's Book 3 and discuss the answers with their partners. Provide support where necessary.

Answers

- a. He began waving his fingers over the fire.
- b. Scorched.
- c. She put Ali's hands in cool tap water. Then she applied some petroleum jelly on them.
- d. Mum
- e. The main lesson of the text is that we should not play with fire.

Extension Activity

In groups have high achievers write one additional paragraph to continue the story.

Remedial Activity

Work with the low achievers to draw the different stages of the story as a way of summarising the text.

Reflection

Have learners reflect and talk about other ways in which children hurt their hands. This may include cuts, electric shocks, insect bites, etc.

Sub-section B: Letters have Sounds: The sound of (er) and its different spelling forms

Strand 2: Reading

Sub-strand 2: Phonics

B3.2.2.1.2. Use the alphabetic knowledge to decide unknown words (vowel digraphs).

1. End the reading session with this activity. Copy some of the words in Exercise 1 on **page 94** of the Learner's Book on the board (e.g. peak, peel, feet, feast, meat, meet).
2. Invite learners to read the words and identify the vowel sound in each.

Activity 7

1. Read these words to the learners: (her, term, fern, learn, hurt, nurse, purse, burn, curse, first, thirst, bird). Read the words again and have them say the words after you this time around. Ask them to identify the vowel sound in each word.
2. Draw their attention to the fact that the "er", "ur" and "ir" are all making the same vowel sound. Explain to the class that "er", "ur" and "ir" are different spelling forms of the same vowel '/3:/' sound. Have learners form words with the vowel digraphs and use the words in sentences.

Extended Activity

In small groups, have learners search the internet or old newspapers for five words for each of the different spelling forms. Ask them to copy the words on a big sheet of paper and put them on the classroom walls for a gallery walk the next day.

Remedial Activity

Have low achievers concentrate on learning one of the spelling forms at a time. When they master identifying and reading words with that spelling form, another one should be introduced.

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

B3.2.6.1.1. Read level-appropriate sight words; understand and use them in meaningful complex sentences (**page 81**).

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: scream, immersed, rushed, scold, gauze

Preparations Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Working as a whole class, let the learners reread the passage and find the following expressions: scream, immersed, rushed, scold, gauze. Ask them to raise 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 where the word appears.
2. Put learners in pairs to read the sentence in which each word is found again. Ask them to think about what the meaning of the words could be. Let them share their ideas with the rest of the class.

Meaning of the words as used in the passage

screamed – shouted/yelled

immersed – soaked/dipped

rushed – hurried

scold – reprimand

gauze – a kind of bandage for dressing a wound

Have learners use the words in sentences.

Extension Activity

In small groups, have learners read the passage again to find the expression, “**Ali is hurt.**” Ask them to discuss what hurt Ali and identify some other ways that children get hurt at home and in school. Let them suggest ideas on how children can avoid being hurt. Have the groups present their points to the rest of the class.

Remedial Activity

Have low achievers draw Ali with his hand in bandage.

Additional Practice

Refer learners to [page 64](#) of the Workbook for more practice.

Section D

Strand 4: Writing

Sub-strand 5: Writing simple words and sentences

Sub-strand 2: Penmanship/Handwriting

B3.4.2.1.1. Copy short paragraphs clearly

B3.4.5.1.1. Write simple sentences to express personal opinion about favourite characters in texts.

B3.4.5.1.3. Draw pictures and write at least three sentences to share an opinion.

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

Teaching/Learning Resources: Slates and other writing materials, word cards, smartphones, etc.

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

Key Vocabulary: write, wash, eat, left, right, finger, etc.

Preparations Before Class

Before the lesson, prepare enough word cards to go round the number of groups in your class.

Teaching/Learning Activities

Penmanship

1. Put learners in groups to discuss the story in the reading passage. Ask learners to express their opinions about the whole story. Model sentences on the board. Have learners practise copying it. Ask learners to copy the sentences. Ali wanted to have some harmless fun before Baba returned.

Activity 8

Guided Writing

1. Write the names of the fingers on name cards (thumb, fore/index finger, middle finger, ring finger and pinky /little finger) and put them upside down on your table. Invite learners to take turns to pick a name card, read what is on it to the class and show the class that finger.
2. Have learners trace their hands on a fresh page in their drawing exercise book and label all the fingers. Ask them to colour their picture with their favourite colours. Show a video of the uses of human fingers.
Using probing questions, lead the class to discuss the things they can do with their hands. E.g. Which finger do you use to write? Write some of their answers on the board.

Assessment

3. In pairs, have learners write at least five sentences to describe things they can do with their hands, e.g., I write with my left/right hand. Let each learner copy their sentences into their exercise book.
Invite pairs to share their work with the whole class.

Remedial Activity

Have low achievers only draw their hands and label the fingers.

Additional Practice

Refer learners to [page 65](#) of the Workbook for more practice.

Unit Summary

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

Discover

Watch this video with learners and have them talk about what they have learnt.

Homework

Ask learners to write down in six sentences what they would do if one day they realise they have six fingers.

Answers

Individual responses

Workbook Answers

A. Oral Language

Activity 1

1. Individual responses
2. Individual responses
3. Individual responses including:
eat, wash dishes and clothes,
write, clean, cook, etc.

B. Reading

Activity 1

1.
 - a. He might get hurt
 - b. Ali was hurt.
 - c. He played with fire.
 - d. Mummy immersed Ali's hand
in cool tap water, applied some
petroleum jelly to the hand and
covered it with a bandage. She
gave him paracetamol for the
pain.
 - e. He was taking his bath.
 - f. Mum was in the garden.
 - h. immersed
 - i. He was hurt
 - j. Do not play with fire, be
compassionate towards people
who are in trouble, etc.

Activity 2

1. /au/ = out, loud, mouth, sound,
couch, round, about, doubt, house,
shout, clown, found.
/ie/ = die, cries, fried, sky, cried, tie
/i:/ = steal, peel, thief, heal, feel,
me, meal, tree, honey
2. Individual responses

C. Vocabulary

Activity 1

1.
 - a. quick + ly = quickly
 - b. rush + es = rushes
 - c. shout + ing = shouting
 - d. gather + ed = gathered
 - e. harm + less = harmless
2.
 - a. waved
 - b. scorched
 - c. me
 - d. sped
 - e. fast

D. Writing

Activity 1

1. Individual responses
2. Individual responses

Unit 11

The universe

Unit Overview

This unit is about the universe as a gift from God'. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to sing a song about 'The Air, the Sky the Sea' and answer questions about it. Section B is in two parts. In the first part, learners will read a passage entitled "When Aseikrom Invited Filth" and answer comprehension questions on it orally. The second part, Letters have Sounds, focuses on learning the "ɔi" sound in words.

Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners' understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph and write a guided composition on the character of the people of Aseikrom.

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
B3.1.1.1 Demonstrate understanding of a variety of songs.	B3.1.1.1.1 Talk about the benefits of songs for a variety of purposes.	Cultural Identity and Global Citizenship Communication
Strand 2: Reading		
Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1 Understand and analyse text read.	B3.2.7.1.1 Use self-correction strategies to make meaning when reading texts. B2.2.7.1.3. Retell level appropriate text in your own words, explain and illustrate.	Personal Development and Leadership Communication and Collaboration
Sub-Strand 4: Diphthongs		
Content Standard	Indicators	Core Competencies
B3.2.4.1. Show understanding of diphthongs.	B3.2.4.1.1 Use diphthongs to build words.	Personal Development and Leadership

Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usages.	B3.2.6.1.1 Read level appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 4: Writing Sub-Strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1. Copy and write sentences correctly.	B3.4.2.1.1 Copy short paragraphs or sentences clearly.	Communication and Collaboration
Sub-Strand 5: Writing Simple Words and Sentences		
Content Standard	Indicators	Core Competencies
B3.4.5.1. Write accurately using acquired vocabulary and knowledge of grammar.	B3.4.5.1.2 Write simple meaningful sentences to express feelings and opinions about people and things.	Communication and Collaboration
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in the literary area.	B3.6.1.1.1 Read a variety of age and level appropriate books and texts from print and summarise them.	Personal Development and Leadership

Strand 1: Oral Language**Sub-strand 1: Songs**

B3.1.1.1.1. Talk about the benefits of songs.

Song: The air, the sky, the sea

Teaching Strategies: Think-Pair-Share, Demonstration, Group Work, Questions

Teaching/Learning Resources: Picture on **page 97** of the Learner's Book

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

Key Vocabulary: sky, birth, earth

Preparations Before Class

Enlarge the picture on **page 98** of the Learner's Book or draw an enlarged version by hand. Rehearse singing the song paying attention to stress and intonation to make your presentation natural.

Teaching/Learning Activities**Activity 1**

1. Let learners identify and sing some familiar and local songs. Show the enlarged picture and encourage learners to talk about it using leading questions such as what is happening in the picture? What is the person doing?). Demonstrate pronunciation and explain the meaning of keywords (if necessary). Have learners predict what the lesson will be about.

Raise the poster of the song or write it on the board.

The air, the sky, the sea

*God who made the earth,
The air, the sky, the sea
Who gave the light its birth
Cares for me*

- a. Guide learners to read through the song line by line as a class, in groups, in pairs and as individuals until the song is learnt. Sing the song to the hearing of learners. Invite learners to join in to learn the song line by line.
- b. Have learners sing the song and act it out as a class, in groups or as individuals.
- c. Discuss the meaning of the song briefly. Do sound sensitising activities (e.g., clap and tap the rhythm, etc.) In groups have learners discuss the moral lesson in the song. Have learners think-pair-share the benefits of songs and tell the class.

Activity 2

Put learners in pairs to take turns in singing and clapping to the song. Have them reflect and discuss their feelings about the song.

Assessment

Have learners answer the questions about the song on **page 99** of the Learner's Book 3 in pairs orally and share their answers with another pair.

Answers

- a. God
- b. God created the air, the sky, and the sea.
- c. created the light
- d. God made everything and cared for us.

Reflection

Have learners reflect on the song and try to identify things that God does to show He cares for them.

Additional Practice

Refer learners to **page 66–67** of the Workbook for more practice.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B3.2.1.1. Use self-correction strategies to make meaning when reading texts.

B3.2.7.1.1. Retell level-appropriate text in own words; explain and illustrate.

When Aseikrom invited filth

Teaching Strategies: Echo reading, whole class/group reading, matching sentences and words.

Teaching/Learning Resources: Learner's Book 3 **pages 99–102**, word cards.

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

Key Vocabulary: community, settlement, dumping, choked, filth, folks, elephantiasis, contaminated

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 98** of the Learner's Book for a picture reading activity.

Teaching and Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Show the enlarged picture or refer learners to the one on **page 99** of the Learner's Book. Allow learners to talk about what they see and predict what the story is about.
2. Teach and drill pronunciation of the keywords: community, dumping, choked, filth, inhabitants, elephantiasis, polluted. You can increase the number of keywords.
3. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 4

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 a second time while learners listen. Have learners echo read the text after you paragraph by paragraph.
3. Let learners read the keywords on the board after you. Let them identify the words on word cards and match them with those on the board. Read words or phrases in the paragraph and ask learners to point to them. (You want to be sure they can identify the words correctly.)
Ask a few questions to review the story read. Have learners narrate the herringbone strategy.

Activity 5

1. In pairs, have learners take turns to read the text aloud to each other sentence by sentence or paragraph by paragraph.
2. Let learners read each of the questions in the Learner's Book, **page 101–102** and discuss the answers with their partners. Provide support where necessary.

Answers

- a. The people of Aseikrom became lazy.
- b. They started dumping rubbish carelessly. They defecated openly. They threw plastic waste into the sea. They burned grasses, bushes and dumped their rubbish everywhere, including the sea.
- c. Stank.
- d. Their parents died out of disease outbreaks.
- e. I will help keep my environment clean/Personal responses.

Reflection

Have learners reflect and talk about how people destroy the environment in their community

Sub-section B: Letters have Sounds: /ɔɪ/ sound

Strand 2: Reading

Sub-strand 4: Diphthongs

B3.2.4.1.1. Use diphthongs to build words. Revise digraphs and have learners identify them in words.

1. End the reading session with this activity.

Revise digraphs and have learners identify them in words.

2. Have learners recite the rhyme below together.

Toys, toys, toys

Who will buy my toys?

Toys for girls, toys for boys

Toys, toys, toys.

3. Have learners state which vowel sound is common in the rhyme. In pairs, ask them to identify the words that make the /ɔɪ/ sound in the rhyme.

Expected answers: toys, boys.

4. Have learners read the passage again to look for words that have the /ɔɪ/ sound.

Expected words: spoil, boil

Explain that 'oy and 'oi' are different spelling forms of the /ɔɪ/ sound.

Extention Activity

Ask learners to search the internet or newspapers for words that have the /ɔɪ/ sound and bring them for presentation in class the following day.

Additional Practice

Refer learners to **page 67–69** of the Workbook for more practice.

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

B3.2.6.1.1 Read level-appropriate sight words, understand and use them in complex meaningful sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

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

Key Vocabulary: protect, ruining, warned, choked, inhabitant, rubbish, illness

Preparations Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

Exercise 1

Learners are expected to find words (from the puzzle) that match the meanings on **page 103** of the Learner's Book. Refer learners to the page and read each of the meanings with them. Invite them to write the words on the board.

Ask learners to read the passage, paragraph by paragraph, looking for a word that matches any of the meanings on the board. 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 word against its meaning and let the search continue until all the words are found.

Answers

Waste	—	rubbish
Blocked	—	choked
Occupants	—	folks
Advised	—	warned
Spoiling	—	destroying
Guard	—	protect
Illnesses	—	diseases

After finding all the words, ask learners to circle them in the puzzle on **page 104** of the Learner's Book.

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

Additional Practice

Refer learners to **pages 69–70** of the Workbook for more practice.

Strand 4: Writing**Sub-strand 2: Penmanship/handwriting**

B3.4.2.1.1. Copy short paragraphs/sentences clearly

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

Teaching/Learning Resources: Slates and other writing materials, word cards, sample composition on the people of Aseikrom, smartphones, etc.

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

Key Vocabulary: centuries, filth, community, paradise, carelessly, folks, polluted, choked

Preparations Before Class

Before the lesson, prepare enough word cards to go round the number of groups in your class.

Teaching/Learning Activities**Penmanship**

1. This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script. Model copying the short paragraph on the board. Draw learners attention to clarity, spacing and alignment of letters. Get learners to practise copying the paragraph on the board. Refer learners to **page 104** to copy the paragraph under penmanship.

Activity 6**Guided Writing****Sub-strand 5: Writing simple words and sentences**

B3.4.5.1.2. Write simple meaningful sentences to express feelings and opinions about people and things.

1. Have learners retell the story about the 'People of Aseikrom'.

Lead learners to talk about what they like about the inhabitants of Aseikrom. In pairs, have them discuss things they don't like about Aseikrom people and why. Invite pairs to share two of their opinions about the people of Aseikrom. Read your opinion about the people of Aseikrom to the learners. Make sure you turn all the negative parts of their lifestyle into suggestions (e.g. if they had not stopped observing their fathers' warning, they would have prospered ...).

Assessment

Back in pairs, ask them to write their opinion about the people of Aseikrom without condemning them. Encourage them to start with the positive aspect first. Have them use expressions like: At first ..., they were very good at, unfortunately, they failed to....., etc. Go round the classroom to support them. Remind learners to begin each sentence with a capital letter and end it with a full stop.

Have each pair share their work with another pair for peer editing.

Remedial Activity

Work with low achievers to construct their opinions about the people of Aseikrom. They can tell you orally what they want to say about the people of Aseikrom. Then support them to construct the sentences.

Reflection

Invite groups to reflect and share what they have enjoyed most in the exercise with the class.

Additional Practice

Refer learners to [pages 70–71](#) of the Workbook for more practice.

Unit Summary

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

Discover

Scan these QR codes in class and have learners identify ways to take care of the environment.

Homework

Ask learners to write down ten things one can do in his/her village to keep the environment clean.

Answers

Individual responses

Workbook Answers

A. Oral Language

1 – 3. Individual responses

4. a. earth
b. air, sky
c. God
5. a. fish, people, kite, balloon, aeroplane, clouds, rain, etc.
b. clouds, rain, aeroplane, etc.
c. men, fish, boat, women etc.

B. Reading

Activity 1

1. a. Their ancestors b. paradise
c. The people became lazy and fail to observe cleanliness in the environment
d. dumping rubbish carelessly, defecating openly, throwing plastic waste into the sea, burning grass and bushes, etc.
e. cholera, malaria, elephantiasis (any 2)
f. The gutters were choked making it difficult for rain water to drain away.
g. Individual/ Personal responses

Activity 2

1. a. boy b. toy c. coil
d. eye e. ice f. write

C. Vocabulary

Activity 1

- a. protect b. rocket
c. enemies d. side e. house

Activity 2

1. a. community – environment
b. folks – people
c. started – begin to
d. suffered – to be ill with
e. polluted – destroyed
f. choked – blocked
g. overflowing – filled

D. Writing

Activity 1

- a – A k – K
c – C m – M
w – W l – L

Activity 2

- a. The people suffered from many diseases.
b. Their gutters were choked.
c. The people threw rubbish everywhere.
d. Their drinking water got polluted.

Activity 3

plastic waste, wind, gutters, rain, choked, flooded, rubbish, bin

Unit Overview

This unit is about growing up. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to recite a rhyme about what a growing child will be in future and answer questions about it. Section B is in two parts. In the first part, learners will read a passage aloud on The Nurse-Baker and answer comprehension questions about it orally. The second part, Letters have Sounds, focuses on the learning of the “ai” sound (as in aim, plain, etc.). Learners will learn to identify and read words that have that sound in them. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy sentences and write a guided composition on “My future Occupation”.

Learning Outcomes

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

Strand 1: Oral Language Sub-Strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
B3.1.2.1.1 Appreciate a variety of literary pieces.	B3.1.2.1.1 Compose short rhymes and tongue-twisters and recite them.	Communication and Collaboration Creativity and Innovation
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.1.7.1 Understand and analyse texts read.	B3.1.7.1.1 Use self-correction strategies to make meaning when reading texts. B3.1.7.1.2 Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B3.2.2.1. Connect sounds to letters and blend letters/syllables in order to read and write.	B3.2.2.1.2 Use the alphabetic knowledge to decode unknown words.	Personal Development and Leadership Communication
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usages	B3.2.6.1.1 Read level appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 5: Using Writing Conventions/Grammar Usage		
Sub-Strand 5: Using qualifying words - Adjectives		
Content Standard	Indicators	Core Competencies
B3.5.5.1. Apply knowledge of adjectives in communication.	B3.5.5.1.1 Identify and use adjectives in short sentences to describe height, length, etc.	Communication and Collaboration Leadership skills
Strand 4: Writing		
Sub-Strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1. Copy and write sentences correctly.	B3.4.2.1.1 Copy short paragraphs or sentences clearly.	Communication and Collaboration
Sub-Strand 8: Guided Composition		
Content Standard	Indicators	Core Competencies
B3.4.8.1 Compose short paragraphs through answering questions	B3.4.8.1.1 Develop two coherent paragraphs on one idea or concept using leading questions	Communication and Collaboration
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1. Read a variety of age and level appropriate books and texts from print and summarise them.	Personal Development and Leadership

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

B3.1.2.1.1. Compose short rhymes and tongue twisters and recite them.

Rhyme: When I Grow Up

Teaching Strategies: Think-Pair-Share, Demonstration, Group Work, Questions

Teaching/Learning Resources: Picture, real objects, smartphones

Core Competencies: Creativity and Innovation, Communication and Collaboration.

Key Vocabulary: grow, stamp, policeman, mason, lawyer

Preparations Before Class

Enlarge the pictures on **pages 107–108** of the Learner's Book or draw an enlarged version by hand. Rehearse reading the poem paying attention to stress and intonation to make your presentation natural.

Teaching/Learning Activities**Activity 1**

1. Revise previously learnt rhymes. Show the enlarged pictures and encourage learners to talk about them using leading questions such as, Who is in the first picture? What can you see in picture four?).

Demonstrate pronunciation and explain the meaning of keywords (if necessary). Have learners predict what the lesson will be about.

2. Raise the poster of the rhyme below or write it on the board.

Growing up

When I grow up,
I shall be a teacher, a teacher I shall be.
When I grow up,
I shall be a policeman, a policeman I shall be.
When I grow up,
I shall be a boxer, a boxer I shall be.
When I grow up
I shall be a

3. Lead learners to read through the rhyme line by line. Have learners read as a class, in groups, in pairs and as individuals until the rhyme is learnt.
4. Have learners recite the rhyme and act it out as a class, in groups or as individuals. Discuss the meaning of the rhyme briefly. Do sound sensitising activities (e.g., clap and tap the rhythm, identify rhyming words, back chaining, etc.).

Activity 2

1. Have learners recite the rhyme in pairs and clap to it.
2. Have learners think of the part of the rhyme that they enjoy reciting and share it with each other, giving reasons.

3. Have learners answer the questions on **page 108** of Learner's Book 3 on the rhyme in pairs or in groups and present them to the class.

Answers

- a. I shall be a teacher/ I shall be a policeman, etc.
- b. Personal response (varied)
- c. Personal response

Remedial activity

Observe and identify learners who have challenges reciting parts of the rhyme. Have them repeat such parts of the rhyme with you till they can recite it alone.

Extension Activity

Have learners write a parallel rhyme by changing the occupations in the original rhyme.

Reflection

Have learners reflect on the rhyme and try to state who they want to be when they grow.

Additional Practice

Refer learners to **page 72** of the Workbook for more practice.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B3.2.7.1.1. Use self-correction strategies to make meaning when reading texts.

B3.2.7.1.2. Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.

The Nurse-baker

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word).

Teaching/Learning Resources: Learner's Book **pages 108–110**, word cards, pictures, etc.

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

Key Vocabulary: temperature, symptoms, enjoys, prescribes, great, excellent

Preparation before class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 108** of the Learners' Book 3, if possible, for a picture reading activity.

Teaching and Learning Activities

Activity 3

1. Begin the lesson with a discussion of the picture on **page 109** of the Learner's Book. Allow learners to talk about what they see and predict the topic of the lesson.

Activity 4

1. Teach and drill the pronunciation of the keywords: temperature, symptoms, enjoys, prescribes, great, excellent.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.
3. Have learners read the text after you several times (echo reading). Read out words and sentences for learners to identify in the text.

Activity 6

1. In pairs, have learners take turns to read the text aloud to each other sentence by sentence or paragraph by paragraph.
2. Let learners read each of the questions on **page 111** of the Learner's Book and discuss the answers with their partners.

Answers

- a. Afua's mum is a nurse.
- b. Yes. People say she is a great nurse.
- c. She checks temperatures, writes down the symptoms and takes the sick to the doctor.
- d. She wanted to help the sick.
- e. A Nurse-baker.
- f. Individual response.

Remedial Activity

Observe and identify learners who have difficulty answering the factual questions. Use probing questions to guide them to locate the answers in the questions.

Sub-section B: Letters have Sounds: 'ai' sound

Strand 2: Reading

Sub-strand 2: Phonics

B3.2.2.1.2. Use the alphabetic knowledge to decide unknown words (vowel digraphs)

1. Have learners sing an alphabet song. End the reading session with this activity. Have learners listen while you say the sound /ai/ and read the following words: Pain, tail, main, aim, maize, lain, hail.
2. Ask them to say the sound and read the words after you. Have learners read the passage again and find words with the (ai) sound.
3. Have learners read the following sentences together and identify the words in each sentence that have the "ai" sound.
 - a. It shakes its tail in the rain. (shakes, tail, rain)
 - b. My aim is to gain a new name. (aim, gain, name)
 - c. I will aid the man to claim his chain. (aid, claim, chain)

Extention Activity

Have learners search the internet and old newspapers to find at least 15 words that contain the ai sound, and write the words for presentation in class.

Remedial Activity

Identify leaners who have difficulty producing the sound made by "ai".
Practise making the sound with them in words and in isolation.

Additional Practice

Refer learners to **page 73** of the Workbook for more practice.

Correction Note:

Workbook 3 **page 73** Activity 2: No. 1

Change words to: aim, pain, bake, cake, day

No. 2

Have learners find the missing letters in the following words too. |at - (late) m - in (main)

pa - n (pain) ra - n (rain) wa - (way)

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

B3.2.6.1.1. Read level-appropriate sight words; understand and use them in complex meaningful sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: temperature, excellent, policewoman

Preparation Before Class

Prepare word cards.

Teaching/Learning Activities

- Have learners read the following words in the passage colour them with their favourite colours: **temperature**, **baker**, **policewoman**, **people**, **excellent**, **because**, **doctor**. Have learners find these words in the passage. In pairs have them read the sentences in which the words are found and try to find out what each word means in the sentence. Have learners find the words in the puzzle. Ask learners to colour them with their favourite colours.

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

- Have learners use the words in forming sentences and write them in their exercise books.

1. Provide a variety of sentences with simple adjectives for learners to identify e.g.
The lady is an excellent nurse. Put learners in groups to use the adjectives in simple sentences.
2. Have learners find the descriptive words in these sentences.
 - a. Kofi makes a good student. (good)
 - b. Mama is a wonderful mother. (wonderful)
 - c. Mr Aidoo is an excellent carpenter. (excellent)
 - d. The tailor makes beautiful suits. (beautiful)
 - e. The boy has a green bicycle. (green)
 - f. All the girls are in blue dresses. (blue)
3. **Strand 5:** Using Writing Conventions/Grammar Usage
Sub-strand 5: Using qualifying words—adjectives
B3.5.5. Identify and use adjectives in short sentences to describe height, length, people etc.

Remedial Activity

Identify learners who have difficulty identifying the descriptive words.

Use leading questions to help them identify the adjectives.

E.g. what has the boy?

Bicycle

What kind of bicycle has the boy?

Green bicycle

Which word describes the bicycle?

Green

So green is our adjective.

Extension Activity

Have high achievers look for more descriptive words in passages and old newspapers.

Additional Practice

Refer learners to **page 74** of the Workbook for more practice.

Strand 4: Writing**Sub-strand 2: Penmanship/handwriting**

B3.4.2.1.1. Copy short paragraphs clearly.

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

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

Core Competencies: Communication and Collaboration

Key Vocabulary: teacher, nurse, musician, people

Preparations Before Class

Before the lesson, write a sample essay on My future occupation.

Teaching/Learning Activities**Penmanship**

1. This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script.
2. Model copying a short paragraph on the board. Draw learners' attention to clarity, spacing and alignment of letters. Have learners practise copying the paragraph on the board. Refer learners to **page 112** of Learner's Book 3 to copy the paragraph under penmanship into their exercise books.

Remedial Activity

Go round to support and demonstrate writing of challenging letters to learners who have difficulty writing these letters.

Activity 7**Sub-strand 8: Guided composition**

B3.4.8.1.1. Develop two coherent paragraphs on one idea or concept using leading questions.

1. In pairs, have learners read the passage again and repeat the topic for the activity. Use probing questions to prepare learners orally for the writing task, e.g. What work will you do in future? Why do you want to do that job? Read your sample composition to the class.

Assessment

Have learners work with their partners to fill in the blanks in the short composition on **page 112** of Learner's Book.

Answers: musician/musician make people happy/study hard

Extension Activity

Have high achievers add two or more sentences to expand the composition.

Reflection

Invite some pairs to share their work with the class.

Additional Practice

Refer learners to [page 75](#) of the Workbook for more practice.

Unit Summary

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

Discover

- a. Watch the videos with learners and let them talk about the different occupations.
- b. Have learners repeat words with short vowels after you a number of times.

Homework

Ask learners to write ten sentences about a profession of their choice in their homework books.

Answers

Individual responses

Revision 4 Answers

Exercise 1

1.
 - a. Individual responses
 - b. Individual responses
 - c. Individual responses
 - d. Individual responses including: hunting, walk, play, converse, etc.

Exercise 2

1. Individual responses including: flag, friend, play, pray, glass, grand, strong, stream, etc.
2. Words to be underlined:
 - a. boys, toys
 - b. rain, hail, maize
 - c. boil, main
3.
 - a. nurse
 - b. She checks their temperature, write down their symptoms and takes them to the doctor.
 - c. she becomes tired/exhausted.
 - d. mum/ teacher/ baker
 - e. excellent

Exercise 3

- close by – nearby
work – job
running – jogging
Forefinger – index finger
rushed – hurried
excellent – very good
earth – land
billy-goat – he-goat

Workbook Answers

A. Oral Language

Activity 1

- Individual responses
- young man
 - older
 - baby

Activity 2

Curse – nurse – verse – mess –
guess – worse
father – rather – brother
matter – fatter – cover

B. Reading

Activity 1

- Afua
 - great
 - exhausted
 - policewoman, a teacher, a seamstress and then a baker
 - nurse – baker

Activity 1

- Kite
 - eye
 - mice

C. Vocabulary

Activity 1

enjoy – take pleasure in something
sick – ill/ unwell
prescribe – advise/ authorise/ direct
rest – relax
excellent – very good

Activity 2

- | | |
|--|---|
| <ol style="list-style-type: none">checkssymptomsgrowing up | <ol style="list-style-type: none">sleepnurseuniformsmile |
|--|---|

D. Writing

Activity 1

- | | | |
|----------|-------|-------|
| 1. A – a | L – l | B – b |
| K – k | E – e | O – o |
| C – c | D – d | I – i |
| N – n | G – g | F – f |
| H – h | M – m | B – b |

Activity 2

Individual responses e.g.
when I grow up, I will be a pilot.

Unit Overview

This unit is about the importance of immunisation. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to use pictures to tell a story about a family that cares about children's immunisation. Section B is in two parts. In the first part, learners will read a passage aloud on the effects of immunising children and answer comprehension questions about it orally. The second part, Letters have Sounds, focuses on learning rhyming words. Learners will learn to identify and read words that rhyme with 'saw'. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners' understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph and write a parallel paragraph by changing selected words in an existing paragraph.

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
B3.1.4.1. Respond to stories.	B3.1.4.1.3. Create a story from pictures.	Communication and Collaboration Cultural Identity and Global Citizenship
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1. Understand and analyse texts read.	B3.2.7.1.1. Use self-correction strategies to make meaning when reading texts. B3.2.7.1.2. Ask and answer factual, inferential and vocabulary questions.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 3: Word Families – Rhyming Endings and Common Digraphs		
Content Standard	Indicators	Core Competencies
B3.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension.	B3.2.3.1.1. Use common rhyming/ ending words for decoding of words.	Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usages.	B3.2.6.1.1 Read level appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 4: Writing		
Sub-Strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1. Copy and write sentences correctly.	B3.4.3.1.1. Copy short paragraphs clearly.	Communication and Collaboration
Sub-Strand 8: Guided Composition		
Sub-strand 10: Narrative Writing		
Content Standard	Indicators	Core Competencies
B3.4.8.1. Narrate situations, express feelings, and convey point of view about the world fictional world	B3.4.10.1.1 Add more details of a story structure to narrative stories, for example setting, characters, problem and resolution of the problem.	Communication and Collaboration Self Development
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and to demonstrate independent reading and learning in literacy.	B3.6.1.1.1 Read a variety of age and level appropriate books and texts from print and summarise them.	Personal Development and Leadership

Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1. Read a variety of age and level appropriate books and texts from print and summarise them.	Personal Development and Leadership

Section A

Strand 1: Oral Language

Sub-strand 4: Storytelling

B3.1.4.1.3. Create story from pictures.

Story: The Sae family

Teaching Strategies: Think-pair-share, demonstration, group work, questions

Teaching/Learning Resources: Picture, real objects, smartphones

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

Key Vocabulary: create, post-natal, babies, weigh, educate

Preparations Before Class

Enlarge the picture on **page 118** of the Learner's Book or draw an enlarged version by hand. Create story about the pictures at **page 118** of Learner's Book 3.

Teaching/Learning Activities

Activity 1

1. In pairs, refer learners to **page 118** of the Learner's Book to look at the pictures. Allow them to talk to each other about what is going on in the pictures.

Raise the enlarged pictures from **page 118** of the Learner's Book. Using probing questions, lead the class to orally discuss all the things they can see in each picture, e.g. How many people are in the picture? What do you think is the relationship between the children and the adults in the picture? Where is the woman going?)

Read the beginning part of your sample story on the pictures to the learners.

Activity 2

1. Put learners in groups and refer them to **page 118** of the Learner's Book to create stories from the pictures as an extension of your story. Assist the various groups by asking them leading questions, e.g. What name will you give to this family? Why do you think the woman was going towards the child welfare clinic?).
2. Invite groups to read their stories to the whole class.

Assessment

3. Have learners answer the questions on **page 117** of the Learner's Book.

Expected Answers

- a. Child welfare/immunisation is good.
- b. To ensure children like me are immunised.

Additional Practice

Refer learners to **page 76** of the Workbook for more practice.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B3.2.7.1.1. Use self-correction strategies to make meaning when reading texts.

B3.2.7.1.2. Ask and answer factual inferential and vocabulary questions about level-appropriate texts.

Owuokrom is rescued from death's claws

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Word cards, pictures, dictionaries etc.

Core Competencies: Personal Development and leadership, Communication and Collaboration.

Key Vocabulary: health workers, recovered, cripple, disabled, immunised, tuberculosis, pneumonia, diphtheria, poliomyelitis, measles, tetanus, whooping cough, rubella, clinic

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 118** of the Learner's Book (if possible) for a picture reading activity.

Teaching and Learning Activities

Activity 3

Begin the lesson with a discussion of the picture on **page 119** of the Learner's Book.

Activity 4

Allow learners to talk about what they see and predict the topic of the lesson.

1. Teach and drill the pronunciation of the keywords: health workers, recovered, cripple, disabled, immunised, tuberculosis, pneumonia, diphtheria, poliomyelitis, measles, tetanus, whooping cough, rubella, clinic.
2. In pairs, have learners search the text and quickly scan 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. Introduce learners to the dictionary and have them find dictionary meanings to the keyword which could not be understood through context.

Activity 5

1. Ask learners to practise building own word album.
2. Put pre-reading questions on the board. Have learners read the passage quickly and answer the pre-reading questions.
3. Discuss the answers to the questions orally. Guide learners to ask and answer factual, inferential and vocabulary questions on the passage read.
Teach the meanings of keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)
4. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their predictions with the rest of the class.
5. Have learners read the text the second time

Assessment

6. Let learners read each of the questions at **page 121** of the Learner's Book and discuss the answers with their partners.

Answers

- a. Babies never lived beyond five years.
- b. They spoke about the need to immunise the children at the clinic against the killer diseases.
- c. Tuberculosis, pneumonia, diphtheria poliomyelitis, measles, tetanus, whooping cough and rubella (any 2)
- d. Babies no longer died the way they used to.
- e. Town of Death.
- f. Individual response but may include: Immunisation is good for babies.

Sub-section: Letters have Sounds: words that rhyme with “saw”

Strand 2: Reading

Sub-strand 3: Word families— rhyming, ending and common digraphs

B3.2.3.1.1. Use common rhyming/ending words for decoding of words.

1. End the reading session with this activity. Have learners sing phonics song. Have learners work with their partners to read the following words: **may, law, cane, gall, jaw, haul**. Let them identify those words that rhyme with “saw” among the words.
2. Still, in pairs, have learners find words that rhyme with ‘saw’ but begin with the following letters: cl, j, p, r. e.g., l= law

Expected Answers include: claw, raw, paw, jaw

Have learners read out the words and use them in sentences.

Extension Activity

Ask learners to search the internet and old newspapers for more words that rhyme with ‘saw’.

Additional Practice

Refer learners to **page 77–78** of the Workbook for more practice.

Section

C

Strand 2: Reading

Sub-strand 6: Vocabulary

B3.2.6.1.1. Read level-appropriate sight words; understand and use them in meaningful complex sentences. Put learners into groups to identify, read and use given words in meaningful sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: clinic, protect, immunised, accepted

Preparation Before Class

Prepare word cards.

Teaching/Learning Activities

1. In pairs, have learners read the passage again and find the following expressions: clinic, protect, immunised, accepted
2. Have learners raise their hands when they find the words. Have them tell the class the paragraph in which they find them and read the sentence in which they are found and

explain the meaning of the word as used in the passage. Have learners share their meanings with the class.

Meaning of the words as used in the passage

Clinic — health centre

protect — shield/defend/keep from harm

Immunised — vaccinated

Accepted — agreed

Put learners into groups to identify, read and use given words in meaningful sentences.

3. In groups, ask learners to have fun using the letters in the word '**tuberculosis**' to make as many words as possible within a given time. Invite groups to read their words to the rest of the class. The group with the highest number of correct words is the winner.

Example of words: (tube, bet, cure, lot,...)

NB: Teaching vocabulary is very important for developing language skills. The teacher must therefore make time and consciously help learners to acquire vocabulary.

Additional Practice

Refer learners to **page 79** of the Workbook for more practice.

Section D

Strand 4: Writing

Sub-strand 2: Penmanship/handwriting

B3.4.2.1.1. Copy short paragraphs clearly.

Sub-strand 10: Narrative writing

B3.4.10.1.1. Add more details of a story structure to narrative stories, for example, setting, characters, problem and resolution of the problem.

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

Teaching/Learning Resources: Slates and other writing materials, word cards, a paragraph from the passage (Immunisation) on a manila card, smartphones, etc.

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: children, flight, diseases, attacked, explained, immunise

Preparation Before Class

Before the lesson, write the paragraph for the writing task on a manila card.

Teaching/Learning Activities

Penmanship

1. This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script.
2. Model copying a short paragraph on the board. Draw learners' attention to features like clarity, spacing and alignment of letters.
Have learners practise copying the passage on the board. Refer learners to **page 123** to copy the paragraph under penmanship into their exercise books.

Activity 7

Refer learners to **page 120–121** of the Learner's Book to read the passage again. Raise the paragraph from the passage on **page 123** of the Learner's Book (under Guided Writing) and read it through with the learners.

Remedial Activity

Go round to use probing questions to help learners talk more about their experiences with the killer diseases.

Assessment

Have learners listen to you read the passage in the unit again. Let them narrate the story and share experiences they might have. Have learners work in groups to identify the work in bold and replace them to recreate the story in their own way and experience. Ask learners to share their stories with the rest of the class.

Still in their groups, have learners write sentences with the words in bold.

Words and suggested meanings

- a. Children — kids
- b. Fight — contest/battle
- c. Diseases — illnesses
- d. Attacked — struck/fought
- e. Explained — demonstrate/talked
- f. Immunise — vaccinate/inject

Reflection

Invite groups to share what they have learnt and the part of the lesson they found more interesting or challenging.

Additional Practice

Refer learners to **page 80** of the Workbook for more practice.

Unit Summary

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

Discover

Watch this video with learners and discuss with them how the immune system works.

Homework

Have learners write down five ways we can ensure babies are immunised at the right times.

Answers

Individual responses

Workbook Answers

A. Oral Language

Activity 1

1. Individual responses
2. Individual responses but should include key issues like:
 - parents at child welfare clinic with their children
 - some of the nurses are immunising the babies, weighing them or educating them.
 - Pregnant mother too at the clinic

B. Reading

Activity 1

1. **a.** false **b.** False
c. it helps their babies to be strong enough to fight the killer diseases.
d. clinic **e.** personal response
f. personal response but may include: Yes, it helps babies to fight against diseases.

Activity 2

1. **a.** jaw **b.** claws
c. pawpaw **d.** saw **e.** law

C. Vocabulary

Activity 1

1. strong – fit
crippled – unable to walk
attack – fight
disease – illness
dangerous – able to harm

Activity 2

1. **a.** wal – law **b.** elfi – life
c. chlid – child **d.** cilnic – clinic

D. Writing

Activity 1

1. Individual responses including:
The baby is sick. The nurse is talking to the mothers and fathers, etc
2. **a.** strong
b. kill
c. people/ clinic
d. baby
e. fight

Unit Overview

This unit is about energy for growth. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to recite a rhyme about what food makes us grow and answer questions about it. Section B is in two parts. In the first part, learners will read a passage aloud on “E-N-E-R-G-Y for Life!” and answer comprehension questions orally. The second part, Letters have Sounds, focuses on learning the different spelling forms for the sound of ‘aw’ (as in law). Learners will learn to identify and read words that have different spelling forms.

Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a short paragraph and write a story from 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 2: Rhymes		
Content Standard	Indicators	Core Competencies
B3.1.2.1.1 Appreciate a variety of literary pieces.	B3.1.2.1.1 Compose short rhymes and tongue-twisters and recite them.	Communication and Collaboration Creativity and Innovation
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.1.7.1. Understand and analyse texts read. B3.2.7.2 Use knowledge, skills and techniques of reading to understand interpret a variety of literary texts	B3.2.7.1.3. Ask and answer factual, inferential and vocabulary questions. B3.2.7.2.3. Use visualisation strategy to enhance understanding of level-appropriate texts	Personal Development and Leadership Communication and Collaboration

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B3.2.2.1. Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.1. Understand the relationship between the spelling of words and sounds of speech.	Personal Development and Leadership Communication
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usages.	B3.2.6.1.1. Read level appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 5: Using Writing Conversations/Grammar		
Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10.1: Use phonics knowledge to spell words.	B3.5.10.1.1: Use phonically irregular words correctly.	Communication and Collaboration Critical Thinking
Strand 4: Writing		
Sub-Strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1. Copy and write sentences correctly.	B3.4.2.1.1 Copy short paragraphs or sentences clearly.	Communication and Collaboration
Sub-Strand 14: Informative/Academic Writing		
Content Standard	Indicators	Core Competencies
B3.4.14.1. Write on the events of the day.	B3.4.14.1.1. Write picture events using simple pictures.	Communication and Collaboration
Strand 6: Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1. Read a variety of age and level appropriate books and summarise them.	Personal Development and Leadership

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

B3.1.2.1.1. Compose short rhymes and tongue-twisters and recite them.

Rhyme: What makes me grow

Teaching Strategies: Think-Pair-Share, Demonstration, Group Work, Questions, Repetition

Teaching/Learning Resources: Poster of the picture on **page 126** of the Learner's Book

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

Key Vocabulary: juicy, vitamins, precious, roundish, energy

Preparation Before Class

Make a large print of the pictures on **page 126** of the Learner's Book for whole class use and learn the rhyme very well ahead to establish a rhythm that you will present to your class. Prepare word cards for the keywords.

Teaching/Learning Activities**Activity 1**

1. Revise some previously learnt rhymes. Show the enlarged picture and encourage learners to talk about it using leading questions (such as what is happening in this picture? Why do we eat this kind of food? etc.). Treat pronunciation and meaning of keywords (if necessary). Have learners predict what the lesson will be about. Raise the poster of the rhyme or write it on the board.

What makes me grow

Oh, juicy orange so round,
I like juicy orange so sweet,
You give me my vitamins.
Vitamins! Vitamins to grow.
This way, I grow better
This way, I grow better.
Oh you, precious kenkey too.
I like roundish kenkey, so soft,
You give me my energy.
Energy! Energy to work and play
This way, I grow better
This way, I grow better.

2. Lead learners to read through the rhyme line by line.
3. Have learners read as a class, in groups, in pairs and as individuals until the rhythm is learnt.
4. Have learners recite the rhyme and act on it as a class, in groups or as individuals. Discuss the meaning of the rhyme briefly. Do sound sensitising activities (e.g., clap and tap the rhythm, identify rhyming words, back chaining, etc.).

- Put learners in pairs to take turns in reciting and clapping to the rhyme. Have them reflect and discuss their feelings about the rhyme.

Assessment

- Have learners answer these questions on the rhyme in pairs or in groups and present them to the class at **page 126** of Learners Book 3.

Answers

- orange
- It is juicy orange so round.
- Vitamins
- Personal response (varied)
- Kenkey
- Energy

- Have learners (in pairs) share their answers with another pair.

Extension Activity

In pairs, have learners write a parallel rhyme by changing some words in the original one.

Remedial Activity

Practise challenging parts of the rhyme with struggling learners till they can recite it alone.

Reflection

Have learners reflect on the rhyme and try to bring out other things that make them grow.

Additional Practice

Refer learners to **page 81** of the Workbook for more practice.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B3.2.7.12. Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.

B3.2.7.2.3. Use visualisation strategy to enhance understanding of level-appropriate texts.

E-N-E-R-G-Y for life!

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Learner's Book **pages 126 –130**, word cards, pictures, etc.

Core Competencies: Personal Development and leadership, Communication and Collaboration.

Key Vocabulary: energy, support, provided, toxin, survive, depend ability, strength

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the pictures on **page 126** of the Learner's Book, if possible, for a picture reading activity.

Teaching and Learning Activities

Activity 3

1. Begin the lesson with a discussion of the picture on **page 127** of the Learner's Book.
 - a. Allow learners to talk about what they see
 - b. Predict the topic of the lesson.
2. Teach and drill the pronunciation of the keywords: energy, support, provided, toxin, survive, depend ability, strength.
3. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration, and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 4

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class. Have learners play guessing games like bingo. Pause frequently and allow learners to form mental pictures of what has been read.
2. Read the text a second time while learners listen.
3. Use probing questions to ensure learners understand that they are visualising the text and that it is helping them. Guide learners to ask and answer factual, inferential and vocabulary questions on the passage read. Ask learners to retell the story.

Assessment

Let learners read each of the questions at **page 130** of Learner's Book 3 and discuss the answers with their partners.

Answers

- a. Energy is the ability to do work.
- b. We get energy from the sun, the food we eat and the water we drink, and the sounds we hear.
- c. Melanin.
- d. By means of sweat, faeces and urine
- e. You can never use it all up!

Additional Practice

- a. What is the primary source of energy on earth?
- b. Which animals need the sun to move?

Answers

- a. Sun.
- b. Reptiles: lizards and snakes

Sub-section B: Letters have Sounds: (ɔ:) sound and its different spelling forms

Strand 2: Reading

Sub-strand 2: Phonics

B3.2.2.1.1. Understand the relationship between spelling of words and sounds of speech.

1. End the reading session with this activity. Copy these words on the board (born, fork, port, storm, horn saw, claw, shawl, raw, jaw, paw, law). Invite learners to read them. Ask learners to identify the vowel sound in each word.

Activity 6

1. Have learners listen to you while you read this set of words: all, talk, walk, chalk, ball, mall, always, hall, august, autumn, audience, Augustine, automatic.
2. Read the words again and have them say the words after you this time around. Ask them to identify the vowel sound in each word. Draw their attention to the fact that the “aw”, “or”, “au” and “al” are all making the same vowel sound /ɔ:/. Explain to the class that “aw”, “or”, “au” and “al” are different spelling forms of the same vowel /ɔ:/ sound.
3. Have learners read the passage again to look for the different spelling forms.

Extension Activity

In small groups, have learners search the internet and old newspapers for **five** words for **each** of the different spelling forms. Ask them to copy the words on a bigger sheet and paste them onto the classroom walls for a gallery walk the next day. Ask learners to form sentences with some of the words.

Additional Practice

Refer learners to **page 82–83** of the Workbook for more practice.

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

B3.2.6.1.1. Read level appropriate sight words; understand and use them in complex meaningful sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: word cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: ultraviolet, melanin, dissolve, energy

Preparation Before Class

Prepare word cards.

Teaching/Learning Activities

1. Have learners go back to the passage and look up these words: ability, support, provided, toxins, depends on, strength. Have learners raise their hands when they find any of them. Have them tell the class the paragraph in which they find it. Have the learners read the sentence in which each word is found again. Let them work out the meaning of the expression as used in the passage, and share their meanings with the class. Have learners use the words in sentences.

Meaning of the words

Provided — supplied

Support — help/back

toxins — poison

depends on — rest on

ability — capability

strength — power

2. Lead learners to complete each of the words under 'A' below by joining it to its other part in 'B'. Ask the class to look for a word in the passage that begins with 'ultra' and when they find it, let them compare its ending to those under 'B' to choose the appropriate one for completing the word under 'A'. Put learners in pairs to complete the rest of the exercise in the same way.

Expected Answers

A	B	C
1. break	violet	1. breakfast
2. mela	ved	2. <u>melanin</u>
3. every	gised	3. <u>everybody</u>
4. ultra	body	4. <u>ultraviolet</u>
5. dissol	fast	5. <u>dissolved</u>
6. ener	nin	6. <u>energised</u>

Have learners use the words in sentences.

Additional Practice

Refer learners to **page 83–84** of the Workbook for more practice.

Section D

Strand 4: Writing

Sub-strand 2: Penmanship/handwriting

B3.4.2.1.1. Copy short paragraphs clearly.

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

Teaching/Learning Resources: Slates and other writing materials, word cards, smartphones, etc.

Core Competencies: Communication and Collaboration

Key Vocabulary: breakfast, eating, running, jumping

Preparations Before Class

Before the lesson, go online to get the guidelines for joint script writing and practise writing the sentences in joint script. Write a sample story with the pictures on **pages 131–132** of the Learner's Book about things that Basic 3 learners do at home and in school to get energy.

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script. Get learners to read the paragraph.

Model copying a short paragraph on the board. Draw learners' attention to clarity, spacing and alignment of letters. Have learners practise copying the paragraph on the board. Refer learners to **page 131** of Learner's Book 3 to copy the paragraph.

Activity 7

Guided Writing

Sub-strand 14: Informative/academic writing

B3.4.1.4.1.1. Write picture events using simple sentences.

1. Show word cards with key words for learners to repeat. In pairs, refer learners to **page 132–133** of the Learner's Book to look at the pictures. Allow them to talk to each other about what is going on in the pictures. Have learners suggest the title for the story they are going to write based on the given pictures.

2. Using probing questions, lead the class to orally discuss all the things they can see in each picture, e.g. What do you think the boy and the girl are doing in picture 1? What will happen if they fail to eat before going to school?) Read your sample story on the pictures to the learners. Have learners make up stories using pictures. Have learners share their work with the class.

Assessment

3. In pairs, have learners write their stories out. Assist the various groups by asking them leading questions, e.g. What name will you give to the boy and the girl? Which of the food do you think the boy is eating and why?. Encourage learners to begin every sentence with a capital letter and end every sentence with a full stop or question mark.

Extension Activity

Have high achievers add a few sentences to the story from their own imagination.

Remedial Activity

Assist the low achievers to write out their story by pairing them with high achievers. Encourage them to talk about the pictures first and then write sentences about them.

Reflection

Invite groups to share their stories with the whole class and the experience they gain writing their own stories.

Additional Practice

Refer learners to [page 84–85](#) of the Workbook for more practice.

Unit Summary

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

Discover

- a. Scan the QR codes in class and have learners watch them and identify the types of energy.
- b. Have learners repeat words that have the “aw” sound.

Homework

Ask learners to write down in their homework book three things that could happen in a world without energy.

Answers

- a. We cannot dry our clothes.
- b. We feel cold.
- c. We cannot cook food.
- d. We cannot grow or work, etc.

Workbook Answers

A. Oral Language

Activity 1

- Individual responses including Kenkey, shrimp, fried fish, onion, shittor, etc.
 - Individual response
- Individual responses

B. Reading

Activity 1

- True
 - slow
 - grow and work
 - We use it for cooking food and drying our clothes
 - cold
 - 60%
 - it is the pigment that gives our skin and hair colour.
 - it keeps us from being dehydrated.
 - It helps dissolve the food we eat.
 - It helps to remove toxins from our bodies.

Activity 2

- mourn, horse, tall, court, raw, fall, Paul, mall, crawl, morning
- Individual responses

C. Vocabulary

Activity 1

- energy
 - sun
 - water
 - sound
 - food

Activity 2

- Water, dissolve, cartwheel, rays, survive, support, cooking, melanin, pigment, eat

D. Writing

Activity 1

- Individual responses
- Individual responses for example:
 - good food
 - paper growth
 - clean water
 - cold drink
 - rising sun
 - blazing sunlight
 - comfortable seat
 - strong sweat

Activity 2

- dehydrated
 - dehydration
 - dissolve
 - toxins
 - thirsty

Unit Overview

This unit is about theft. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to listen to and relate the sequence of events in a story and answer questions about it. Section B is in two parts. In the first part, learners will read a passage aloud on a theft at a home and answer comprehension questions orally. The second part, Letters have Sounds, focuses on learning to build words with 'old'. Learners will learn to build words with 'old'.

Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners' understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy sentences from a substitution table and write a guided composition on a theft 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 7: Listening Comprehension		
Content Standard	Indicators	Core Competencies
B3.1.7.1. Use appropriate skills and strategies to process meaning from text.	B3.1.7.1.2. Recognise and relate the sequence of events in stories.	Cultural Identity and Global Citizenship
Strand 2: Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1. Use knowledge skills and techniques of reading to understand, interpret and appreciate a variety of literary texts.	B3.2.7.1.1. Respond to stories with your own opinion and value judgement. B3.2.7.2.3 Use visualisation strategy to enhance understanding of level appropriate texts.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 3: Word Families - Rhyming		
Content Standard	Indicators	Core Competencies
B3.2.3.1. Employ knowledge of rhyming endings and common diagraphs to enhance reading comprehension.	B3.2.3.1.1 Use rhyming ending words for decoding words.	Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usages.	B3.2.6.1.1 Read level appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 5: Using Writing Conversations/Grammar Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10.1 Use phonics knowledge to spell words.	B3.5.10.1.1 Use phonically irregular words correctly.	Communication and Collaboration Critical Thinking
Strand 4: Writing Sub-Strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1. Copy and write sentences correctly.	B3.4.2.1.1 Copy sentences from a substitution table clearly.	Communication and Collaboration
Sub-Strand 12: Descriptive writing		
Content Standard	Indicators	Core Competencies
B3.4.12.1. Demonstrate knowledge of descriptive writing.	B3.4.12.1.1. Describe places or events in a coherent paragraph.	Communication and Collaboration
Strand 6: Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in literacy.	B3.6.1.1.1. Read a variety of age and level appropriate books and summarise them.	Personal Development and Leadership

Strand 1: Oral language**Sub-strand 7: listening comprehension**

B3.1.7.1.2. Recognise and relate the sequence of events in stories

Listening Comprehension: A theft in the classroom

Teaching Strategies: Think-pair-share, demonstration, group work, questions

Teaching/Learning Resources: Poster of the picture on **page 135** of the Learner's Book

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

Key Vocabulary: theft, squeezed, stammering, money, culprit, stern

Preparation Before Class

Enlarge the picture on **page 136** of the Learner's Book or draw an enlarged version by hand.

Teaching/Learning Activities**Activity 1**

1. Show the enlarged picture and encourage learners to talk about it using leading questions, e.g. What do you think the boy is doing? Why is he looking around? etc.). Demonstrate pronunciation and explain the meaning of keywords (if necessary). Have learners predict what the lesson will be about.

Activity 2

1. Have learners listen to you read the following story twice.

The Theft in Class 3B

It was a bright and sunny morning in Apoma Basic School. Miss Talata Atiah, the class teacher, was troubled. Someone had stolen the class money she'd kept in her handbag. It was a large sum. She asked the class countless times. She wanted the culprit to own up. If no one said anything, she would be forced to search each learner, or go to Mr. Gomda, the headmaster.

"For the last time, who took the money in my bag?" She looked very stern.

Then, one hand came up slowly. Kweku Otoo.

"Miss Atiah...I...it was, it...", he was stammering.

"It was me, Miss Atiah," Koshi spoke up. He was a quiet, well-mannered little boy. Tears were streaming down his face as he brought the squeezed envelope, intact, except for GH¢ 5. He would have returned it, he admitted. He was so hungry, and there was no money or food. His friend, Kweku had seen him take the money and he'd begged Kweku not to say a word.

"I'm so sorry, Miss Atiah," he said, amidst tears.

"Koshi, if you need anything, please tell me. Stealing is never the right thing to do," she said, and then she calmed him down and took the remaining money.

An amazing thing happened the next day. Most learners brought some extra food for Koshi, and he had more than enough to eat. He never went hungry again!

Put learners into groups to identify and talk about the parts of the story – beginning, middle and end.

Assessment

2. Have learners retell the story in the right order to their partners.
3. Then have learners listen to the story again.
4. Have learners answer the questions on the story in pairs or in groups and present their answers to the class. (Refer to **page 136** of the Learner's Book.)

Answers

- a. Koshi
- b. He was hungry but had no money
- c. He was afraid/scared/any emotion relevant to this story/ He wanted to leak the secret.
- d. Personal response
- e. By bringing extra food for Koshi
- f. Stealing is not good/other relevant response

Reflection

Have learners reflect on the story and try to state what they have learnt from the story.

Remedial Activity

Use the illustrative picture to build learners' background knowledge to enable them understand the story better.

Additional Practice

Refer learners to **page 86** of the Workbook for more practice.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B3.2.7.2.2. Respond to stories with own opinion and value judgement.

B3.2.2.7.2.3. Use visualisation strategy (forming mental images when reading texts to enhance understanding of level-appropriate texts.

The midnight thief

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Learner's Book pages **pages 137 – 140**, word cards, pictures, etc.

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

Key Vocabulary: excited, screaming, trailing, exhausted, consoling, midnight, deafening

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 137** of the Learner's Book, if possible, for a picture reading activity.

Teaching and Learning Activities

Activity 3

Begin the lesson with a discussion of the picture on **page 137** of the Learner's Book. Allow learners to talk about what they see and predict the topic of the lesson.

Activity 4

1. Teach and drill the pronunciation of the keywords: excited, screaming, exhausted, consoling, midnight, deafening.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration, and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

1. While learners listen attentively, read the text aloud.
 - a. Ask learners to check the correctness of their predictions.
 - b. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.
3. Pause often for learners to visualise the parts of the story read. Guide learners to form mental images as they read the text, to help them make meaning from the text.

Activity 6

1. In pairs, have learners take turns to read the text aloud to each other sentence by sentence or paragraph by paragraph.
Have learners give their personal opinions and judgement to the story read.
Ask learners to say what they think the Hammonda fail to do.

Assessment

Let learners read the questions **page 140** of the Learner's Book 3 and discuss the answers with their partners.

Additional Practice

- a. What was the reason for the party?
- b. Who caught the thief?

Answers

- a. To welcome Grandma back from her long trip.
- b. The police.
- c. Personal response
- d. Stealing is bad, etc.

Remedial Activity

Have low achievers draw a picture to show a theft they have witnessed or heard of.

Extension Activity

Ask high achievers to refer to the picture on **page 138** of the Learner's Book and write a story of one paragraph.

Sub-section B: Letters have Sounds: Building word family with 'old'

Sub-strand 3: Word Families—rhyming, endings and common digraphs

B3.2.3.1.1. Use common rhyming/ending words for decoding of words.

1. Write 'old' on the board and have learners read it. Ask them to go through the passage to search for it and raise their hands when they find it. Then ask the class to help you build words with it. Write the word 'old' on the board and ask learners to give you any letter that you can place in front or after 'old' to form another, e.g. b/old=bold, c/old=cold, old/er=older, etc.
2. In pairs, refer learners to **page 140** of the Learner's Book to read these words: (bold, cold, fold, older).

Extention Activity

Ask them to search the internet and old newspapers for more words that have 'old' in them. Have them share their words with the class.

Remedial Activity

Connect with low achievers to look for words in the reading passages that have "old" in them.

Additional Practice

Refer learners to **page 87–88** of the Workbook for more practice.

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

B32.6.1.1. Read level-appropriate sight words; understand and use them in meaningful complex sentences

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

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

Key Vocabulary: thrilled, screaming, trailing, exhausted, consoling, midnight, deafening

Preparation Before Class

Prepare word cards.

Teaching/Learning Activities

1. Have learners go back to the passage and look up these words: thrilled, screaming, exhausted, consoling, midnight, deafening. Have learners raise their hands when they find any of them. Have them tell the class the paragraph in which they find it. Have the learners read the sentence in which each word is found again. Let them think about the meaning of the expression as used in the passage, and share their ideas with the class.
Meaning of words and expression from the passage
excited — very happy
exhausted — tired out/bone-tired/weary
consoling — comforting
deafening — ear piercing
2. Ask learners to use the words in sentences.
3. Still in pairs, have learners supply the missing letters for the words in Exercise 3 on **page 141** of the Learner's Book.

Strand 7: Using writing conventions/grammar usage**Sub-strand 10: Spelling**

B3.5.10.11. Spell phonically irregular words correctly.

Have learners play spelling games to get familiar with the words. Ask learners to use the words in sentences orally and in written form. Refer learners to **page 141** of Learner's Book 3 to do Exercise 3. Provide sentences with gaps for learners to fill in, using the words they have learnt.

Answers: Friday, escape, thief, afraid, police, consoling

4. Have learners use the word in sentences.
5. Ask learners to read the passage on **pages 138–139** to complete the task for Exercise 5 on **page 141** of the Learner's Book 3.

Answers for Exercise 5:

- a. It was going to be the best weekend ever.
- b. The children's father was on the phone with the police
- c. The thief had removed one of the windows.

Additional Practice

Refer Learners to **page 88–89** of the Workbook for more practice.

Section D

Strand 4: Writing

Sub-strand 5: Writing simple words and sentences.

B3.4.5.1.4. Copy various sentences, verses and words of songs legibly.

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

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

Core Competencies: Communication and Collaboration

Key Vocabulary: thief, alarm, house, three, people, wall, arrested, run, police, beaten

Preparation Before Class

Before the lesson, go online to get the guidelines for joint script writing and practise writing the sentences in joint script. Write the composition passage on a manila card and prepare word cards for the words in the box.

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script.

1. Help learners to prepare and write sentences from the following substitution table with clarity and good spacing: Have learners identify the words in the table. Model how to pick items from each column to form sentences. Have learners practise writing sentences from substitution table. Have learners refer to **page 142** of Learner's Book 3 to copy sentences from the substitution table.

The thief	ran	fast.
The children	danced	quickly.
The people	walked	Slowly.
The boys	jumped	gently
Grandma		

Activity 7 Guided Writing

Sub-strand 12: Descriptive writing

B3.4.12.1.1. Describe places/events in a coherent paragraph.

1. In pairs, have learners read the passage again. Drill them in these words: house, alarm, thief, three, people, wall, arrested, run, police, beaten, and have them use them in their own sentences. Discuss your experience with theft with learners.
Have learners recall times of their experiences with theft cases. Guide learners to share their experiences with theft using descriptive words. Discuss lessons learnt from the experiences shared.
Put learners in groups of five and give each group a set of the word cards for the words in the box on **page 142** of the Learner's Book. Show the paragraph that is on the manila card. Read the paragraph to the class and pause at the gaps. Each time you pause, allow the groups time to go through their word cards to decide on the one that should fill that gap. The group that gets it right first gets a performance card or some points. If no group gets it, assist them by explaining the idea to them. Continue until all the gaps are filled.

Assessment

In pairs, refer learners to **pages 142–143** of the Learner's Book to go over the task and fill in the gaps with the appropriate words. Let the learners copy the composition into their exercise books.

Extension Activity

Have high achievers extend the paragraph by two additional sentences.

Remedial Activity

Go round and use leading questions to help low achievers fill in the gaps in the composition. For example: "At o'clock in the morning."
Teacher: What time do you want to use?

Answers: three, thief, wall, house, alarm, people, run, arrested, beaten, police

Reflection

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

Additional Practice

Refer learners to **page 90** of the Workbook for more practice.

Unit Summary

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

Discover

Watch this video with learners and discuss what they see.

Homework

Ask learners to write a story about “The Chicken Thief” in fifteen sentences in their homework book.

Answers

Individual responses

Workbook Answers

A. Oral Language

Activity 1

1. **a.** The teacher of class 3B, Miss Talata Atiah was troubled because someone stole the money in her bag. She wanted the person to own up.
- b.** Kweku Otoo wanted to say who the culprit was when Koshi owned up and broke in tears. Miss Atiah advised him to discontinue stealing because it is not the best.
- c.** Most learners were kind to bring enough food so Koshi could get food to eat.

B. Reading

Activity 1

1. Individual responses
2. **a.** Araba/ America/ ten
b. Dodua, Esi and Jojo
c. Grandma Araba
d. midnight/12.00 a.m.
e. The deafening alarm from the police van

Activity 2

1. Individual responses including:
hold stain steam straw
gold state steer strong

C. Vocabulary

Activity 1

1. **a.** Long – short
b. welcome – goodbye

- c. younger – older
- d. after – before
- e. down – up
- f. darkness – light

Activity 2

- 1. a. thief b. thrilled
- c. arrested d. chatting
- e. siren f. exhausted
- g. deafening h. midnight
- i. trailing j. screaming
- k. alert l. surprise

Activity 3

- 1. a. always – all the time/ every time/ at all times
- b. excited – thrilled

- c. particular – especial
- d. realised – noticed/ understand
- e. quickly – fast/ swiftly
- f. deep – sound

D. Writing

Activity 1

- 1. Individual responses

Activity 2

- 1. a. ladder b. circle
- c. old gate/house d. entered

Unit Overview

This unit is about being good citizens. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to recite the National Pledge meaningfully and answer questions on it. Section B is in two parts. In the first part, learners will read a passage aloud on “Selima the exemplary citizen” and answer comprehension questions about it orally. The second part, Letters have Sounds, focuses on prefixes. Learners will learn to identify and read words that have prefixes.

Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners’ understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph and write a guided composition by completing given sentences on being a good citizen with their own words.

Learning Outcomes

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

Strand 1 – Oral Language Sub-Strand 2: Rhymes/ Verse		
Content Standard	Indicators	Core Competencies
B3.1.2.1. Appreciate a variety of literary pieces.	B3.1.2.1.1. Compose short rhymes and tongue-twisters and recite them.	Communication and Collaboration
Strand 2 – Reading Sub-Strand 9: Fluency		
Content Standard	Indicators	Core Competencies
B3.2.9.1. Read texts fluently.	B3.2.9.1.1. Read long texts with good pace, accuracy and expression. B3.2.9.1.3. Use a self-correction strategy to make meaning from texts.	Communication and Collaboration Personal Development and Leadership
Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B3.2.2.1. Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.3. Use basic elements of structural analysis (e.g. prefixes, suffixes, compound, root words) to decode unknown words.	Personal Development and Leadership

Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usage.	B3.2.6.1.1. Use level-appropriate sight words, understand and use them in meaningful complex sentences B3.2.6.1.2. Use knowledge of prefixes and suffixes to interpret unfamiliar words.	Communication and Collaboration Personal Development and Leadership
Strand 4 – Writing		
Sub-Strand 3: Writing/ Copying Letters – Small and Capital		
Content Standard	Indicators	Core Competencies
B3.4.3.1 Use general skills, strategies and knowledge of letter sounds to write legibly and boldly.	B3.4.3.1.1 Use letter-sound relationships to represent most letters correctly.	Communication and Collaboration
Sub-Strand 8: Guided Composition		
Content Standard	Indicators	Core Competencies
B3.4.8.1 Compose short paragraph through answering leading questions.	B3.4.8.1.1 Develop two coherent paragraphs on one idea/ concept using leading questions.	Communication and Collaboration
Strand 6 – Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1.1 Read a variety of age and level appropriate books and summarise them.	Personal Development and Leadership Critical Thinking

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

B3.1.2.1.1. Compose short rhymes and tongue twisters and recite them.

The National Pledge

Teaching Strategies: Think-pair-share, demonstration, group work, questions, repetition

Teaching/Learning Resources: Poster of the picture on **page 145** of the Learner's Book

Core Competencies: Communication and Collaboration

Key Vocabulary: classmate, pledges, honour, motherland, esteem, toil, uphold

Preparation Before Class

Enlarge the picture on **page 145** of the Learner's Book for whole class use and learn the pledge very well ahead so that you can establish a rhythm that you will present to your class. Prepare word cards for the keywords. Write the National Pledge on a manila card.

Teaching/Learning Activities**Activity 1**

1. Revise known rhymes and songs. Show the enlarged picture and encourage learners to talk about it using leading questions (e.g. Who is in the picture? Where are they? What are they doing?). Demonstrate pronunciation and explain the meaning of keywords (if necessary). Have learners predict what the lesson will be about.
2. Show the poster of the National Pledge or write it on the board. Guide learners to read through the pledge line by line as a class, in groups, in pairs and as individuals until the pledge is learnt.
3. Have learners recite the pledge as a class, in groups or as individuals. Briefly discuss the meaning of the pledge. Have learners discuss the importance of the National Pledge.

Activity 2

1. Have learners recite the pledge with their classmates at attention position. Discuss the parts of the pledge that touch them most, and ask them to give reasons.

Assessment

2. Have learners answer the questions on the pledge in pairs or in groups and present them to the class. (Refer to **page 146** of the Learner's Book.)

Answers

- a. The person saying the pledge is "I" (Representing anyone who says the National Pledge.)

- b. It includes: armed forces, civil servants, teachers, farmers, any work that a citizen does for the country.
- c. It is the land of my birth.
- d. The blood and toil of our fathers.

Reflection

Have learners reflect on the pledge and how to fulfil the words in it.

Remedial Activity

Observe and identify learners who have difficulty reciting the pledge.

Practise the areas of difficulty with them till they can recite the whole pledge.

Additional Practice

Refer learners to **page 91** of the Workbook for more practice.

Section B

Strand 2: Reading

Sub-strand 9: Fluency

B3.2.9.1. Read long texts with good pace, accuracy and expression.

B3.2.9.1.3. Use self-correction strategy to make meaning of texts read.

Selima the exemplary citizen

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Learner's Book **pages 146–149**, word cards, pictures from **pages 145–146** of the Learner's Book.

Core Competencies: Personal Development and leadership. Communication and Collaboration. Critical Thinking

Key Vocabulary: fond, proactive, complain, architect, extraordinary, built etc.

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the pictures on **page 145–146** of the English Learners' Book 3 for a picture reading activity.

Teaching and Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Show the picture or refer learners to the one on **pages 146–147** of the Learner's Book.
 - a. Allow learners to talk about what they see.
 - b. Have learner's predict what the story is about.

Activity 4

1. Teach and drill the pronunciation of the keywords: extraordinary, architect, fond, proactive, built, complain. You can increase the number of keywords.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

1. While learners listen attentively, read the text aloud.
 - a. Ask learners to check the correctness of their predictions.
 - b. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.
3. Have learners echo read the text after you, paragraph by paragraph.

Let learners read the keywords on the board after you. Let them identify the words on word cards and match them with those on the board. Read words or phrases in the paragraph and ask learners to point to them. (You want to be sure they can identify the words correctly.)

Have learners self-correct as they pronounce words in read aloud lesson. Check intonation and pace as learners read to make meaning.

Activity 6

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

Assessment

Let learners read each of the questions below and discuss the answers with their partners. Provide support where necessary.

Answers

- a. She does what is expected of her, including attending school, being helpful, being a leader and being hard working (answers may vary slightly).
- b. Because she is always helpful at school.
- c. She wants to be an architect.
- d. Individual responses
- e. Individual responses

Sub-section B: Letters have Sounds: Prefixes

Strand 2: Reading

Sub-strand 2: Phonics

B3.2.2.1.3. Use basic elements of structural analysis (prefixes, suffixes, compounds, not words).

1. Put two or three mathematics problems on the board and give the learners a short time to work them out. Walk around the classroom and mark the first one for a few learners. Then go to the front and tell the class to **discontinue** the task. Write the word '**discontinue**' on the board and ask the class to tell you what you meant by '**discontinue** the work'. Tell them to continue for a short time and then tell them to **discontinue** again.

Now say, "All those who got any of the tasks wrong should **rework** it". Write **rework** on the board and ask the learners to tell you what it means. Explain that 'dis' and 're' are prefixes. They are found at the initial position of words. Explain further that prefixes carry meaning and that they add to the base word (e.g. 'dis' in discontinue means not to continue). Refer learners to **page 150** of the Learner's Book. In pairs, have them listen to you read the following words: undo, discontinue, revisit, unlock, disallow, rework.

2. Ask them to identify the prefixes in the words and say the meaning of each word. Have them use the words in sentences.

Activity 7

1. Still in pairs, have learners read the passage again and find words with prefixes. Ask them to find the meaning of the prefixes in the words.

Expected words: unwilling, unimportant, disrespectful

2. Have learners read the following sentences with their partners and find the words that contain prefixes in each sentence. Ask them to say what the words mean and to use them in their own sentences.
 - a. You have to eat well to regain your weight.
 - b. The teacher will regroup us for the competition.
 - c. Please unwind the tape, we must not hear that noise.
 - d. Our school will play a rematch with our opponents.
 - e. You typed too many mistakes in this letter; you must undo them.
 - f. We must remind Dad to discontinue using that drug.

Answers

- a. regain
- b. regroup
- c. unwind
- d. rematch
- e. undo
- f. remind/discontinue

Extension Activity

Have high achievers do the following additional exercise.

- a. Go and take a cold bath to refresh your body.
- b. The girl's mother left cooked food for her, but her father gave her uncooked food.
- c. After the storm, many people had to rebuild their houses.

Answers

1. refresh
2. uncooked
3. rebuild

Remedial Activity

Ask low achievers to place the prefix “re” before these words, pronounce them and write them in their exercise books:

- a. gain b. group c. match d. type e. name f. construct

3. Have learners share their work with another pair.

Additional Practice

Refer learners to **page 92–94** of the Workbook for more practice.

Section C

Strand 2: Reading

Sub-strand 6: Vocabulary

B3.2.6.1.2. Use knowledge of prefixes and suffixes to interpret unfamiliar words.

B3.2.6.1. Read level-appropriate sight words; understand and use them in complex meaningful sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: extraordinary, architect, lead, complain, empathy

Preparation Before Class

Prepare word cards.

Teaching/Learning Activities

Activity 1

1. In pairs, have learners reread the passage and find these words: extraordinary, architect, lead, complain, empathy.
Learners raise their hands when they find the words. Have them tell the class the paragraph in which they find the words. Let them read the sentence in which it is found. Have learners read the sentence in which each word is found again. Ask them to think about what the word could mean.
2. Let them use the words in sentences and share with the class.
Meanings of words
extraordinary – wonderful/exceptional
architect – building designer
lead – guide
complain – grumble
empathy – pity/compassion
3. Then put learners in pairs to search the internet or old newspapers for words that have these prefixes: (un, re, im, dis). Ask learners to use the context of the words to guess the meaning of the words. Have them share their words with another pair.
4. Have learners attach the prefix "re" to the words in the exercise on **page 151** of the Learner's Book and write them in their exercise book.

Remedial Activity

Create scenarios to use the words that bear the prefix in a way that can make it easy for low achievers to understand the words.

Expected Answers

- | | | | | |
|-----------|------------|------------|------------|----------------|
| a. regain | b. regroup | c. rematch | d. retype | e. remind |
| f. rewind | g. refresh | h. rename | i. rebuild | j. reconstruct |

NB: Teaching vocabulary is very important for developing language skills. The teacher must therefore make time and consciously help learners to acquire vocabulary.

Additional Practice

Refer learners to **page 95–96** of the Workbook for more practice.

Strand 4: Writing**Sub-strand 3: Writing copying letters—small and capital**

B3.4.3.1.1. Use letter sound relationship to represent most letters in words correctly

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

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

Core Competencies: Communication and Collaboration

Key Vocabulary: exemplary, hardworking

Preparations Before Class

Before the lesson, write the composition passage on a manila card. Write a sample paragraph on the topic "Being a good citizen".

Teaching/Learning Activities**Penmanship**

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script. Lead learners to play pick and spell game to become familiar with most of the keywords.

Dictate the passage for learners to write. Read clearly and with the right spacing to enable learners write with the appropriate speed. Collect books, mark and give feedback promptly.

Activity 8**Guided Writing****Sub-strand 8: Guided composition**

B3.4.8.1.1: Develop two coherent paragraphs from one idea or concept using leading questions.

1. Have learners read the passage again to find things that Selima does.
Using probing questions, lead the class to discuss all the things Selima did in the passage. Write some of them on the board. Ask learners to talk about things they do which are similar to what Selima does. Read your sample composition to learners.
2. In pairs, have learners write at least four sentences to describe things they do that show that they are good citizens.
 - a. I am a good citizen because I obey my parents.
 - b. I am a good citizen because
 - c. I am a good citizen because
 - d. I am a good citizen because
 - e. I am a good citizen because

Assessment

Have them begin by introducing themselves and then, in not less than four sentences, they should describe what they do both at home and at school as good citizens, e.g.

My name is I am a good citizen both at home and at school.

At home

At school also I

Examples of completed sentences may include:

I do any task given to me without complaining.

I help my friends with their school work.

I live by showing a good example.

Let each learner copy their work into their exercise book.

Reflection

Have learners reflect and share what they enjoyed or found interesting about the lesson.

Allow them to talk about their challenges if they have any.

Additional Practice

Refer learners to **page 96–97** of the Workbook for more practice.

Unit Summary

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

Discover

Watch this video with learners and discuss the laws, rights and responsibilities of a good citizen.

Homework

Have learners list five things that a bad citizen would do in their homework book.

Answers

Individual responses

Exercise 1

1. **a.** Lines 4 – vitamins
Lines 10 – energy
 - b.** precious and roundish
 - c.** juicy and so sweet
 - d.** Individual responses
5. **a.** loyal **b.** esteem/won/blood/fathers

Exercise 2

1. extraordinary/expected/regularly/important/studies/Miss Tsiba advantage.
2. Sea – free – tree – bee – see – tea
paw – law – jaw – raw
trick – lick – brick
bawl – mall

Exercise 3

Instantly – at once
door – entrance
dark – black
energy – power
caught – arrested
providing – giving

Exercise 4

1. Individual responses
2. Individual responses including he would have run away.

Workbook Answers

A. Oral Language

Activity 1

1. Individual responses including sharpening cutlass, washing car, fixing electronic problems, etc
2. Individual responses
3. Individual responses including sweeping, cooking, washing clothes, clean ups, etc.
4. Individual responses
5. Individual responses

B. Reading

Activity 1

1. **a.** example
b. love her/him, advise her/him, etc.
c. understand how someone is feeling.
d. it enables you to do a lot of things within a limited time.
e. exemplary

Activity 2

1. Individual responses but answers include:
a. irregular **b.** reunion
c. uncommon **d.** prepaid
e. preschool **f.** unforgiving
g. unbearable **h.** uniform
i. irreparable **j.** discourage

Activity 3

- a.** reform **b.** regain **c.** regroup
d. rematch **e.** retype **f.** rewind
g. refresh **h.** rename **i.** rebuild
j. reconstruct

Activity 4

1. **a.** regain **b.** rematch
c. repay **d.** rewrite
e. remind **f.** replay
g. refresh **h.** renamed
i. remount **j.** reconstruct

C. Vocabulary

Activity 1

1. Individual responses

Activity 2

1. **a.** Important – key
b. future – later
c. architect – building designer
d. empathy – pity/compassion

Activity 3

1. Individual responses
2. The expected words include:
Protective, unimportant, unwilling, disrespectful, extra ordinary

D. Writing

Activity 1

1. Individual responses
2. **a.** Individual responses
b. Individual responses

Unit Overview

This unit is about the hospital. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to take turns to ask and answer questions. Section B is in two parts. In the first part, learners will read a passage aloud on “Grandma Larley Farley on Admission” and answer comprehension questions about it orally. The second part, Letters have Sounds, focuses on the different sounds that the letter ‘c’ has. Learners will learn to identify and read the different sounds of the letter ‘c’ in words. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen Learners’ understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph and write a guided composition by filling 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
B3.1.8.1 Demonstrate understanding in asking and answering questions.	B3.1.8.1.1 Ask and answer questions about given pictures.	Communication and Collaboration Creativity and Innovation
Strand 2 – Reading		
Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1 Understand and analyse texts read.	B3.2.7.1.1 Use self-correction strategies to make meaning when reading texts. B3.2.7.1.2 Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.	Personal Development and Leadership Communication and Collaboration
Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B3.2.2.1. Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.1. Understand the relationship between the spelling of words and sounds of speech.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usage.	B3.2.6.1.3. Understand and use many of the frequently occurring words and chunks in the language, including both content words and function words.	Personal Development and Leadership Communication and Collaboration
Strand 5 – Using Writing Conventions / Grammar Usage Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10.1. Use phonics knowledge to spell words.	B3.5.10.1.1. Spell phonically irregular words correctly.	Communication and Collaboration Critical Thinking
Strand 4 – Writing Sub-Strand 2: Penmanship/ Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1 Copy and write sentences correctly.	B3.4.2.1.1 Copy short paragraphs clearly.	Communication and Collaboration
Sub-Strand 8: Guided Composition		
Content Standard	Indicators	Core Competencies
B3.4.8.1 Compose short paragraphs through answering questions.	B3.4.8.1.1 Develop two coherent paragraphs on one idea or concept using leading questions or sentence completion.	Communication and Collaboration
Strand 6 – Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1.1 Read a variety of age and level appropriate books and summarise them.	Personal Development and Leadership

Strand 1: Oral Language**Sub-strand 8: Asking and answering questions**

B3.1.8.1.1. Ask and answer questions about a given picture at the hospital.

Asking and answering questions: At the Hospital

Teaching Strategies: Think-pair-share, demonstration, group work, questions

Teaching/Learning Resources: Pictures, real objects, smartphones

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

Key Vocabulary: doctor, sick, experience, injection, medicine, nurse

Preparation Before Class

Make a large print of the picture on **page 157** of the Learner's Book for whole class use and write the questions on a manila card ahead of the lesson. You can prepare some students to practice asking and answering the questions with you in the lesson. Write the questions on **page 156** of the Learner's Book on a manila card.

Teaching/Learning Activities**Activity 1**

1. Show the enlarged picture and encourage learners to talk about it using leading questions (refer to **page 157** of the Learner's Book 3). Demonstrate pronunciation and explain the meaning of keywords (if necessary). Have learners predict what the lesson will be about.

Activity 2

Show the poster of the questions on the board and guide learners to read through them. In front of the class, practice questioning and answering with the learner you have prepared. Swap roles with the learner. Invite a few learners to practice with you. Let learners select the initial role they are interested in playing with you. Encourage learners to ask and answer questions for clarification.

1. Invite learners in pairs and have them take turns to ask and respond to the questions.

Assessment

Refer learners to **page 157** of the Learner's Book 3 and have them ask and answer the questions with their partners. Let them change roles.

Answers

- a. Yes/No
- b. Yes/No
- c. Yes/No
- d. Individual responses (varied)
- e. Individual responses (varied)
- f. Yes/No
- g. Yes/No
- h. Yes/No

Extension Activity

Have high achievers ask and answer one or two extra questions.

Remedial Activity

Have those who feel shy to practise in front of the class practise in pairs till they can do so confidently before the class.

Reflection

Have learners reflect and state the importance of learning about the hospital to them.

Additional Practice

Refer learners to **pages 98–99** of the Workbook for more practice.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B3.2.7.1.1. Use self-correction strategies to make meaning when reading texts.

B3.2.7.1.2. Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.

Grandma Larley Farley on Admission

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Learner's Book 3 **pages 158–160**, word cards, pictures, etc.

Core Competencies: Personal Development and Leadership, Communication and Collaboration

Key Vocabulary: asleep, unwell, admit, cheerful, discharged, blood pressure, laboratory

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 157** of the Learner's Book for a more inclusive picture reading activity.

Teaching and Learning Activities

Activity 3

1. Begin the lesson with a discussion of the picture on **page 158** of the Learner's Book.
 - a. Allow learners to talk about what they see.
 - b. Let them predict the topic of the lesson.

Activity 4

1. Teach and drill the pronunciation of the keywords: asleep, unwell, laboratory, blood pressure, admitted, discharged, cheerful. You can increase the number of keywords.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen. Read out words and sentences for learners to ask and answer factual, inferential vocabulary questions in the passage read.
3. Have learners read the text after you several times (echo reading).

Activity 6

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

Assessment

2. Let learners read each of the questions at **page 160** of the Learner's Book and discuss the answers with their partners.

Answers

- a. Kpakpo, Akwei and Addo.
- b. They brought a wheelchair to take her inside.
- c. The doctor got to know from the tests conducted on grandma.
- d. We should always buy food from hygienic places.
- e. Individual responses.

Sub-section B: Letters have Sounds: letter 'c' has more than one sound

Strand 2: Reading

Sub-strand 2: Phonics

B3.2.2.1.1. Understand the relationship between spelling of words and sounds of speech

1. Have learners listen while you read each of these words: (cat, cup, card, clap, crane). Write the words on the board and ask learners to listen while you read the words .
2. Ask them to identify the sound of 'c' in each word.
3. Read these other words to the learners: circle, Cecilia, cent, cease, Cynthia, bicycle). Have them try to identify the sound of 'c' in each of these words. Explain that 'c' has two sounds. It sounds 'k' when it is followed directly by 'a, u, and o'. But when 'i, e, or y' follows "c", its sound becomes 's'. Also have learners read the target words on word cards.
4. Have learners search the passage to find words in which 'c' sounds like 's'.
5. Ask learners to search old newspapers and the internet for more words that have that letter 'c' and classify them under the two types, e.g.

'c' ____ 'k'	'c' ____ 's'
cane	scene
.....
.....
.....

Reflection

Have learners reflect and share the new things they learnt about letter 'c'.

Remedial Activity

Help learners who struggle to classify words under /k/ or /s/ sound, say the word aloud first to enable them identify the sound of "c" in the word.

Additional Practice

Refer learners to **pages 99–101** of the Workbook for more practice.

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

B3.2.6.1.3. Understand and use many of the frequently occurring words and chunks in the language including both content words and function words.

Strand 5: Using writing conventions/grammar usage**Sub-strand 10: Spelling**

B3.5.10.1.1. Spell phonically irregular words correctly.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/learning Resources: Word cards

Core Competencies: Communication and Collaboration, Critical Thinking

Key Vocabulary: laboratory, unwell, blood pressure, admit, discharged, cheerful

Preparation Before Class

Prepare word cards.

Teaching/Learning Activities

1. Have learners play spelling games (pick and spell) to become familiar with the words. In pairs, refer learners to **pages 159–160** of the English Learner's Book 3 to read the passage and look for the words that are wrongly spelt on **page 162**. Copy the exercise on the board and have learners scan through the passage for the correct spelling of each word. Guide them to do the first two 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. When they are done, ask learners to form sentences with the words. Provide sentences with gaps for learners to fill in the blanks using the newly learnt words. Allow them some time to copy the words in their exercise books for marking.

Answers

- a. ursne — nurse
- b. gorndmather — grandmother
- c. dcotro — doctor
- d. gnorts — strong

Remedial Activity

Have low achievers do this exercise before attempting Exercise 1.

- a. nur_e
- b. gra_dmother
- c. do_tor
- d. str_ng

Answers

- a. nurse
- b. grandmother
- c. doctor
- d. strong

Extension Activity

Have high achievers do the following exercise in addition

- a. pres_u_e b. gra_p_ng
- c. dis_urb d. la__rator_

Expected Answers

- a. pressure b. grasping
- c. disturb d. laboratory

1. Revise already known sight words by asking learners to read and use them in oral sentences. Have learners read the passage again and find these words: laboratory, admit, discharged, blood pressure, cheerful. Let them think about the meanings of the words as used in the sentences in which they occurred and let them share their ideas with the class. Using Lucky Dip game, have learners pick, read and use the words to form sentences.

Meaning of the words

- a. laboratory — test centre at the hospital
 - b. admit — kept in the hospital/clinic to receive treatment
 - c. discharged — recovered and allowed to leave the hospital
 - d. blood pressure — BP
 - e. cheerful — very happy
3. Finally, refer learners to **page 162** to complete the following words: a_mit, disc_arged, pressu_e, che__ful by filling the blank spaces with the correct letters. Do the first one with them. Ask them to glance through the passage to look for a word which begins with 'a', and ends with 'mitted'. Have them Show their hands when they find the word and to direct the class to the paragraph in which the word was found. Ask the learner who found it to 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) and fill the gap with them. Now ask them to work in pairs to find the missing letters in the rest of the words.

Answers

- i. a_mit — admit
- ii. disc_arged — discharged
- iii. pressu_e — pressure
- iv. che__ful — cheerful

Additional Practice

Refer learners to **page 102** of the Workbook for more practice.

Section D

Strand 4: Writing

Sub-strand 2: Penmanship/handwriting

B3.4.2.1.1. Copy short paragraphs clearly.

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

Teaching/Learning Resources: Slates and other writing materials, smartphones, manila card, etc.

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: nurse, wheeled, temperature

Preparation Before Class

Before the lesson, copy the paragraph on **page 162** of Learner's Book 3 on manila card.

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script. Model copying short paragraph on the board. Draw learners' attention to clarity, spacing and alignment of letters. Have learners practise copying paragraph on the board. Refer learners to **pages 161-162** to copy the paragraph under penmanship in their exercise book.

Remedial Activity

Go round and demonstrate how to write challenging letters to those who have difficulty writing them. Ensure letters are well-aligned on the lines and in the spaces.

Activity 7

Guided Writing

Sub-strand 8: Guided composition

B3.4.8.1.1. Develop two coherent paragraphs on one idea or concept using leading questions/ sentences completion

1. In pairs, have learners read the story on Granma Larley/Farley again. Ask them to retell the story in their own words. Ask learners to share their own experience about grandparents or a dear one becoming sick. Assist them to change or add more details to what is read. Read your sample story to the learners.
Put learners into groups of five. Show the paragraph that is on the manila card.
Read the paragraph to the class and pause at the gaps.
Each time you pause, allow the groups to go through the words in the brackets to decide on the one that should fill the gap.

Assessment

In pairs, refer learners to **page 163** of the Learner's Book 3 to go over the task and fill in the gaps with the appropriate words. Ask the learners to copy the composition into their exercise books.

Answers

Last week, Grandma Larley Farley visited us and we were happy. **Then**, she was not well. Mama took **her** to the **hospital**. The **doctor** admitted her because she had **food poisoning**. The nurses gave her **medicine**. **Three days later**, Grandma was discharged. We were all relieved and **happy**.

Extension Activity

Have high achievers add more details to the narrative.

Reflection

Invite some of the pairs to share their experiences in writing the composition with the class.

Additional Practice

Refer learners to **pages 103–104** of the Workbook for more practice.

Unit Summary

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

Discover

- a. Watch the video about food poisoning with learners and have them tell what they have learnt.
- b. Have learners repeat words in which “c” sounds as “s” and also identify such words in a given paragraph.

Homework

Ask learners to work in pairs discussing what they would do to save a child who has symptoms of food poisoning. They should write their sentences (12) in their homework books.

Examples

- a. Run some test to find the problem.
- b. Give her some fluids.
- c. Check his/her blood pressure.
- d. Advise the parents on what their children should eat, etc.

Workbook Answers

A. Oral Language

Activity 1

1. He is at the hospital.
2. Yes/No
3. hospital/clinic/herbalist
4. Individual responses(varied answers)
5. Yes/No
6. Varied responses
7. Individual responses
8. Individual responses

B. Reading

Activity 1

1. Because she was sick (and asleep).
2. They were not expecting her to get well.
3. From the food she ate/water she drank.
4. Grandma/she was in pain/she felt dizzy

5. It was to check her blood circulation/flow

6. To see how she was faring/to supply things she needed at the hospital.

Activity 2

1.

K	S
call	cent
tick	accept
click	balance
could	entrance
cook	medicine
because	once
doctor	

Activity 3

1. unable
2. unkind
3. unseen
4. unwell
5. uncover

Activity 4

- | | |
|----------|----------|
| 1. low | 6. know |
| 2. snow | 7. flow |
| 3. mow | 8. grow |
| 4. throw | 9. show |
| 5. row | 10. glow |

C. Vocabulary

1.
 - a. worry – disturb
 - b. admit – let in
 - c. discharged – released
 - d. treat – deal with
 - e. disturb – trouble
2. Individual responses

D. Writing

Activity 1

1. Individual responses

Activity 2

1. Individual responses

Unit Overview

This unit is about sports and games. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to recite a rhyme about school break, sports and answer questions about it. Section B is in two parts. In the first part, learners will read a passage aloud about a football match and answer comprehension questions about it orally. The second part, Letters have Sounds, focuses on making new words through the substitution of sounds. Learners will learn to make new words by replacing one sound in a word with another sound.

Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen Learner's understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph and write a guided composition on a football match.

Learning Outcomes

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

Strand 1 – Oral Language Sub-Strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
B3.1.2.1 Appreciate a variety of literary pieces.	B3.1.2.1.1 Compose short rhymes and tongue-twisters and recite them.	Communication and Collaboration Creativity and Innovation
Strand 2 – Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1. Understand and analyse text read.	B3.2.7.1.2. Ask and answer factual, inferential and vocabulary questions. B3.2.7.1.3. Retell level-appropriate text in your own words, explain and illustrate.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 3: Word Families – Rhyming Endings		
Content Standard	Indicators	Core Competencies
B3.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension.	B3.2.3.1.1. Use common rhyming ending words for decoding unknown words.	Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usage.	B3.2.6.1.1. Read level-appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 5 – Using Writing Conventions/ Grammar Usage		
Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10.1 Use phonics knowledge to spell words.	B3.5.10.1.1 Spell phonically irregular words correctly.	Communication and Collaboration Critical Thinking
Strand 4 – Writing		
Sub-Strand 2: Penmanship/ Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1 Copy and write sentences correctly.	B3.4.2.1.1 Copy short paragraphs clearly.	Communication and Collaboration
Sub-Strand 8: Guided Composition		
Content Standard	Indicators	Core Competencies
B3.4.8.1 Compose short paragraphs through answering questions.	B3.4.8.1.1 Develop two coherent paragraphs on one idea or concept using matching.	Communication and Collaboration
Strand 6 – Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literacy.	B3.6.1.1.1 Read a variety of age and level-appropriate books and summarise them.	Personal Development and Leadership

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

B3.1.2.1.1. Compose short rhymes and tongue twisters and recite them.

Rhyme: What is the time?

Teaching Strategies: Think-pair-share, demonstration, group work, questions

Teaching/Learning Resources: Picture, real objects, smartphones

Core Competencies: Communication and Collaboration

Key Vocabulary: time, twenty-nine, tick-tock, ampe

Preparation Before Class

Make a large print of the pictures on **page 166** of the Learner's Book for whole class use and learn the rhyme very well ahead so that you can establish a rhythm that you will present to your class. Prepare word cards for the keywords.

Teaching/Learning Activities**Activity 1**

1. Revise some known rhymes. Show the enlarged picture and encourage learners to talk about it using leading questions (refer to **page 166** of the Learner's Book). Demonstrate pronunciation and explain the meaning of keywords (if necessary). Have learners predict what the lesson will be about.
Show the poster of the rhyme or write it on the board.

It's time for break

Tick, tick, tick
 "Tick," says the clock.
 What time is it?
 It's time for games.
 And it's time to jump.
 It's time to run,
 And it's time for ampe
 Boys and girls, come out now.
 What you have to do, do it quickly!
 For tick says the clock.

2. Lead learners to read through the rhyme line by line.
3. Have learners read as a class, in groups, in pairs and as individuals until the rhyme is learnt. Have learners recite the rhyme and act on it as a class, in groups or as individuals. Discuss the meaning of the rhyme briefly.
4. Do sound sensitising activities with learners (e.g., clap and tap the rhythm, identify rhyming words, back chaining, etc.).

Activity 2

1. Put learners in pairs to take turns in reciting and clapping to the rhyme.
2. Have them reflect and discuss their feelings about the rhyme.

Assessment

3. Have learners answer the questions on **pages 167** of the Learner's Book about the rhyme in pairs and share their answers with another pair.

Answers

- a. Games time
- b. to come for sports and games/ because time is going
- c. jumping, running, playing ampe
- d. A word that rhymes with 'pick' is 'tick.'
- e. School/Games time

Note: Setting means the time and place of the rhyme.

Extension of Assessment

Have high achievers/ learners write a parallel rhyme by changing some words in the original.

Reflection

Have learners reflect on the rhyme and mention the parts they enjoy reciting.

Additional Practice

Refer learners to **pages 105–106** of the Workbook for more practice.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B3.2.7.1.2. Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.

B3.2.7.1.3. Retell level-appropriate text in own words, explain and illustrate.

The Football Match

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Learner's Book **pages 167–171**, word cards, picture on **page 167** of the Learner's Book.

Core Competencies: Personal Development and Leadership, Communication and Collaboration

Key Vocabulary: intently, bathed, tough, screaming, crowd, eager, clash

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 168** of the Learner's Book for a more inclusive picture reading activity.

Teaching and Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Show the picture or refer learners to **page 168** of the Learner's Book 3.
 - a. Allow learners to talk about what they see
 - b. Ask them to predict what the story is about.

Activity 4

1. Teach and drill the pronunciation of the keywords: strikers, defenders, captain, crowd, eager, clash.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

1. While learners listen attentively, read the text aloud.
 - a. Ask learners to check the correctness of their predictions.
Have a few of them share their ideas with the rest of the class. Put pre-reading question on the board. Have learners read the text and answer the pre-reading questions orally.
2. Read the text a second time while learners listen.
3. Have learners read the text again to answer comprehension questions.
Guide learners to answer factual inferential and vocabulary questions on the passage read.

Activity 6

1. Have learners' narrate/retell the story in the text sequentially.

Assessment

2. Let learners read each of the questions on **page 170** of the Learner's Book 3 and discuss the answers with their partners. Provide support where necessary.

Answers

- a. The two teams mentioned in the passage are Osagyefo Eagles Team and Obeng Jaguars Team
- b. The best footballers in the school are in these houses.
- c. Osagyefo Eagles are in red jerseys and Obeng Jaguars are in yellow jerseys.
- d. Osagyefo Eagles scores the first goal.
- e. They are excited/other relevant personal responses accepted.
- f. They remove their yellow tops and wave it in the air as a sign of victory.

Reflection

Have learners reflect and write one new thing they learnt from the passage.

Sub-strand 3: Letters have Sounds: **Creating a new word by substituting a sound for another in a word**

Sub-strand 3: Word Families—rhyming endings and common digraphs

B3.2.3.1.1. Use common rhyming/ending words for decoding of words

End the reading session with this activity. In pairs, refer learners to **page 171** of the Learner's Book.

1. Have them listen while you read the following words: best, fan, get, ball, day, shot.
2. Ask them to point to each word as you read it.
3. Copy two of the words on the board (e.g. day, best) and ask learners to read them. Replace the first letter of each of the two words with the letter 'p'(day__ pay; best__ pest) and have learners read the new words. Explain that we can create new words by replacing a letter in a word with another letter.
4. In pairs, have learners replace the 'sh' in shoot with the following letters, (b, r, f, h, l). Have each pair read their word to another pair. Guide learners to use the words in sentences.
5. Ask learners to search the internet for words that rhyme with 'shot'.
6. Let them write the words on a large piece of paper and display it on the classroom wall for gallery walk the following day.

Remedial Activity

Revise blending of sounds to help low achievers to blend the new sounds and read with ease.

Additional Practice

Refer learners to **pages 106–107** of the Workbook for more practice.

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

B3.2.6.1.1. Read level-appropriate sight words, understand and use them in complex meaningful sentences

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

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

Key Vocabulary: strikers, defenders, captain, crowd, clash

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Working in pairs, have learners read the passage again and find these words: strikers, defenders, captain, crowd, eager, clash.
2. Ask them to Show their hands when they find any of them and to tell the class the paragraph in which they find it.
3. Have them read the sentence in which it is.
4. Ask learners to use the words in sentences.
5. Put learners in pairs to read the sentence in which each word is found. Have them think and try to get the meaning of the words and share it with the class.

Strand 5: Using writing conventions/grammar usage**Sub-strand 10: Spelling**

B3.5.10.1.1. Spell phonically irregular words correctly. Have learners play pick and spell game to spell phonically irregular words: strikers, defenders, captain, crowds, clash.

6. Have learners use the words in forming sentences.

Meaning of the words

strikers – those who score goals

defenders – those who do not allow opponents to score goals

captain – leader of the team

clash – compete

crowd – a group of people

Have learners play pick and spell Game to spell phonically irregular words: strikers, defenders, captain, crowd, clash.

1. In pairs, refer learners to **page 172** of the Learner's Book to complete the words in task '6' by filling the blanks with the missing letters. Do the first one with them. Ask them to glance through the passage to look for a word which begins with 'te' and ends with 'm'. Have them Show 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) and fill the gap with them.

Now ask them to work in pairs to find the missing letters for the rest of the words.

- | | | | |
|------------------|--------------------|-------------------|-------------|
| a. Te __m | b. p __ ay __ r | c. re __ ree | d. wa __ ch |
| e. d __ am __ nd | f. __ oal __ eeper | g. __ __ f __ nce | |

Answers

- | | | | |
|------------|---------------|------------|----------|
| a. Team | b. player | c. referee | d. watch |
| e. diamond | f. goalkeeper | g. defence | |

Additional Practice

Refer learners to **pages 108–109** of the Workbook for more practice

Remedial Activity

In pairs, have the low achievers do this task before doing Exercise 6.

- | | |
|------------|---------------|
| a. te_m | b. pray_r |
| c. refere_ | d. wa_ch |
| e. diam_nd | f. goalkeep_r |
| g. def_nce | |

Expected Answers

- | | | | |
|------------|---------------|------------|----------|
| a. Team | b. prayer | c. referee | d. watch |
| e. diamond | f. goalkeeper | g. defence | |

NB: Teaching vocabulary is very important for developing language skills. The teacher must therefore make time and consciously help learners to acquire vocabulary.

Section D

Strand 4: Writing

Sub-strand 2: Penmanship/handwriting

B3.4.2.1.1. Copy short paragraphs clearly

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

Teaching/Learning Resources: Slates and other writing materials, word cards, smartphones, sentence cards, etc.

Core Competencies: Communication and Collaboration,

Key Vocabulary: game, goals, score, winner, highest

Preparation Before Class

Before the lesson, write your sample composition from the substitution table.

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill.

1. Lead learners to revise writing letters and words in joint script. Model copying a short paragraph on the board. Have learners practise writing paragraph on the board. Refer learners to **page 173** of Learner's Book 3 to copy the paragraph into their exercise books.

Activity 7

Guided Writing

Sub-strand 8: Guided composition

B3.4.8.1.1. Develop two coherent paragraphs on one idea or concept using matching.

Have learners repeat the key words after you.

1. Have learners read the passage again then discuss what happens during the game of football. Ask questions for learners to generate ideas on the topic, "The game of football." Read your sample composition to learners.
 - a. Write the following sentences on sentence cards.

The game of football is played by two teams.
There are eleven players in each team.
The goalkeeper stops the ball from entering the net.
The two teams try hard to score goals.
The team which scores the highest number of goals is the winner of the game.
 - b. Cut each sentence card into two as follows:

The game of football is played /by two teams.
There are eleven players/ in each team.
The goalkeeper /stops the ball from entering the net.
The two teams try /hard to score goals.
The team which scores the highest number of goal/is the winner of the game.
 - c. The first parts of the sentences are Part A and the second parts are Part B. Keep the Part A on your table. Put learners into groups of five and give each group the set in Part B. Pick any of the cards in Part A and copy the words on the board. Give the groups 10 seconds to search through their cards to get the right ending for the words on the board. Continue until all the cards are done.

Assessment

In groups, refer learners to **page 173** to match the parts under A correctly with their endings under B. Then have them write the composition by answering the following leading questions.

1. How many people play the game of football?
2. How many people are in each team?
3. What are the teams expected to do?
4. What does the goal keeper do in the game?
5. How is a winner identified?

Answers

The game of football is played by two teams.

There are eleven players in each team.

The two teams try hard to score goals.

The goalkeeper stops the ball from entering the net.

The team which scores the highest number of goals is the winner of the game.

Extension of Assessment

Have high achievers add two more sentences to the ones above.

Homework

In small groups, ask learners to research other games (e.g. netball, basketball, etc.). Using the above questions, ask them to write about the game and present it to the class the following day.

Reflection

Invite learners to say what else they think could be said about football.

Additional Practice

Refer learners to **pages 110–111** of the Workbook for more practice.

Unit Summary

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

Discover

Watch this video with learners and discuss what they have learnt.

Homework

Assign learners to write six sentences about their favourite sports in their homework book.

Answers

Individual responses

Workbook Answers

A. Oral Language

Activity 1

1. He is the assistant referee.
2. He is officiating the match.
3. To check the time
4. Yes
5. Personal response(varied answers)

B. Reading

Activity 1

1. Gyankoroma House and Danquah House lost
2. So that they will know when the game started and will end
3. So that the players will have some rest
4. Nkrumah House
5. It is because they have the best players and goal keepers.
6. Twenty two players
7. Each team will play better than in he first half/Any other good idea.
8. For easy identification/to make the different teams out

Activity 2

1. "au" – mouth house south
 laugh louse shout
 "p" – pest past players
 Paul pain parent
2. Individual responses

C. Vocabulary

Activity 1

- a. clash – face each other
- b. strikers – attackers

- c. defenders – players whose duty is to prevent the opposition from scoring
 - d. exciting – producing excitement
 - e. referee – the official in a game
 - f. duration – an amount of time
2. Individual responses

Activity 2

1. referee
2. strikers
3. duration
4. second
5. exciting

D. Writing

Activity 1

The boys played well on the field.
They wanted to score a goal but they could not.
The referee kept the time well. I shall learn to keep time to avoid always being late.
The players wore jerseys on the field.

Activity 2

1. village field dates times game
 football 90 minutes late miss
2. Football terms
 - a. Goal keeper
 - b. Captain
 - c. Strikers
 - d. Defenders
 - e. Game
 - f. referees
 - g. jerseys
 - h. team
 - i. scores
 - j. players, etc.

Unit Overview

This unit is about adventure. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to recite a rhyme about the adventure of flying and answer a few questions about it. Section B is in two parts. In the first part, learners will read a passage aloud on “Grandma Buala’s Whistle” and answer comprehension questions on it orally. The second part, Letters have Sounds, focuses on the two sounds of “g”. Learners will learn to identify and read words that have the different sounds that ‘g’ makes in words.

Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen Learner’s understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph and write a guided composition on “An experience in the forest”.

Learning Outcomes

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

Strand 1 – Oral Language Sub-Strand 2: Rhymes		
Content Standard	Indicators	Core Competencies
B3.1.2.1 Appreciate a variety of literary pieces.	B3.1.2.1.1 Compose short rhymes and tongue-twisters and recite them.	Communication and Collaboration Creativity and Innovation
Strand 2 – Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1 Understand and analyse texts read.	B3.2.7.1.2 Ask and answer factual, inferential and vocabulary questions. B3.2.7.1.3 Retell level-appropriate text in your own words, explain and illustrate.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B3.2.2.1 Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.1 Understand the relationship between spelling of words and sounds of speech.	Personal Development and Leadership Communication and Collaboration
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1 Understand word meanings and usage.	B3.2.6.1.1 Read level-appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 5 – Using Writing Conventions/ Grammar Usage		
Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10.1 Use phonics knowledge to spell words.	B3.5.10.1.1 Spell phonically irregular words correctly.	Communication and Collaboration Critical Thinking
Strand 4 – Writing		
Sub-Strand 2: Penmanship/ Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1 Copy and write sentences correctly.	B3.4.2.1.1 Copy short paragraphs clearly.	Communication and Collaboration
Sub-Strand 10: Narrative Writing		
Content Standard	Indicators	Core Competencies
B3.4.10.1. Narrate situations, express feelings and convey a point of view about the fictional world.	B3.4.10.1.2. Engage and orient the reader by establishing a context and introducing a narrative.	Communication and Collaboration
Strand 6 – Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in literacy.	B3.6.1.1.1. Read a variety of age and level-appropriate books and summarise them.	Personal Development and Leadership

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

B3.1.2.1.1. Compose short rhymes and tongue twisters and recite them.

Rhyme: I wish I could fly

Teaching Strategies: Think-pair-share, demonstration, group work, questions

Teaching/Learning Resources: Picture, real objects, smartphones

Core Competencies: Communication and Collaboration, Creativity and Innovation

Key Vocabulary: wish, could, fly, flock, cranes, flap

Preparation Before Class

Make a large print of the pictures on **pages 174 – 176** of the Learner's Book for the whole class to use and learn the rhyme very well ahead so that you can establish a rhythm that you will present to your class. Prepare word cards for the keywords.

Teaching/Learning Activities**Activity 1**

1. Revise previously learnt rhymes. Show the enlarged picture and encourage learners to talk about them using leading questions (refer to **page 176** of the Learner's Book). Demonstrate pronunciation and meaning explain the meaning of keywords (if necessary). Have learners predict what the lesson will be about. Show the poster of the rhyme or write it on the board.
2. Lead learners to read through line by line.
3. Have learners read as a class, in groups, in pairs and as individuals until the rhyme is learnt. Have learners recite the rhyme and act it out as a class, in groups or as individuals. Briefly discuss the meaning of the rhyme.
4. Do sound sensitising activities with learners (e.g., clap and tap the rhythm, identify rhyming words, back chaining, etc.).

Activity 2

1. Put learners in pairs to take turns in reciting and clapping to the rhythm. Have them reflect and discuss their feelings about the rhyme.

Assessment

Have learners answer the questions on **page 177** of the Learner's Book about the rhyme in pairs and share with another pair.

Answers

- a. We normally find birds in the air.
- b. planes
- c. The persona and a flock of cranes.
- d. Individual responses (varied)

Extension activity

Have learners work in mixed ability groups to create parallel rhymes.

Reflection

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

Additional Practice

Refer learners to **page 112** of the Workbook for more practice.

Section B

Strand 2: Reading

Sub-strand 7: Comprehension

B32.7.1.2. Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.

B3.2.7.1.3. Retell level-appropriate text in own words, explain and illustrate.

Grandma Buala's whistle

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Learner's Book 3 **pages 177–180** word cards, pictures on **page 176** of the Learner's Book.

Core Competencies: Personal Development and Leadership, Communication and Collaboration

Key Vocabulary: strolling, snarl, faint, imagining, forest

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 176** of the Learner's Book 3, if possible, for a more corporate picture reading activity.

Teaching and Learning Activities

Activity 3

1. Begin the lesson with a discussion of the pictures on **page 177** of the Learner's Book. Allow learners to talk about what they see and predict the topic of the lesson.

Activity 4

1. Teach and drill the pronunciation of the keywords: forest, strolling, decided, imagining, followed, snarl, faint. You can increase the number of keywords.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration, dictionary and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Put pre-reading questions on the board. Have learners read the text to answer the questions orally.
3. Have learners read the text again to answer comprehension questions. Guide learners to ask and answer factual, inferential and vocabulary questions on the passage read.

Activity 6

1. In pairs, have learners take turns to read the text aloud to each other, sentence by sentence or paragraph by paragraph. Have learners narrate/retell the story in the passage using story map strategy.

Assessment

2. Let learners read each of the questions on **page 180** of the Learner's Book 3 and discuss the answers with their partners.

Answers

- a. They played hide-and-seek, moved from tree to tree, hopped, danced and turned cartwheels.
- b. Lelabi.
- c. The moon had appeared/was shining.
- d. She screamed
- e. Nunana and Edem's house.
- f. They were happy/other similar responses.

Sub-strand B: Letters have Sounds: Letter 'g' has more than one sound

Strand 2: Reading

Sub-strand 2: Phonics

B3.2.2.1.1 Understand the relationship between spelling of words and sounds of speech.

Have learners revise writing out some words as you pronounce them.

1. Have learners read each of these words: (get, girl, give, gari, gun, goat). Write the words on the board and ask learners to listen while you read the words.
2. Ask them to identify the sound of 'g' in the word.
3. Have them listen to you read these other words: (germ, gin, gent, gender, gene, generic, gorge, gym, gyp, fridge, judge, lodge). Have them try to identify the sound of 'g' in each of these words as well. Explain that 'g' in the first set of words is referred to as the hard 'g' while the sound produced by 'g' in words in the second set is the soft 'g'.
4. Have learners search old newspapers and the internet for more words which have the letter 'g' and classify the words under the two types of 'g', e.g.

Hard 'g'	Soft 'g'
Gain	Germ
.....
.....
.....

Remedial Activity

Take your time to practise producing the soft and hard "g" in words and in isolation to enable low achievers grasp the difference.

5. Have learners read the following sentences and identify words that have 'g' in them. Let them say which of the words have the soft 'g' and which one has a hard 'g':
 - a. Has Grace a fridge? (grace-hard; fridge-soft)
 - b. Guys, there is a germ in the gin. (Guys-hard; germ-soft; gin- soft)
 - c. Get the bed with the ply sheet. (get-hard)
 - d. The gender group gave the girl a lodging fee. (gender, lodging-soft; group, gave, girl-hard)
 - e. Gentle birds fly and get into the nests. (gentle-soft; get-hard)

Have learners revise writing out some words as you pronounce them.

Additional Practice

Refer learners to **pages 113–114** of the Workbook for more practice.

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

B3.2.6.1.1. Read level-appropriate sight words, understand and use them in complex meaningful sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

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

Key Vocabulary: forest, strolling, consoled, faint, snarl, imagining

Preparation Before Class

Prepare word cards.

Teaching/Learning Activities**Strand 5: Using Writing Conventions/Grammar Usage****Sub-strand 10: Spelling**

B3.5.10.1.1. Spell phonically irregular words correctly.

1. In pairs, refer learners to **pages 177–178** of the Learner's Book 3 to read the passage and look for the words that are wrongly spelt on **page 182**. Copy the exercise on the board and have learners scan through the passage for the correct spelling of each word. Lead them to do the first two 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 in their exercise books for marking.
2. In pairs, let the learners read the words.
 - a. “kept walking”
 - b. Until he could walk no more

Ask the learners to listen to you use the expressions in several sentences to show their meaning.

Then let the learners use the expressions in sentences as you go round to support them.

Answers

- a. refost – forest
- b. tlesiw – whistle
- c. deringnaw – wandering
- d. lamina – animal
- e. rescho – chores

3. Use actual situations to help learners understand the expressions, e.g you can say, "Let's keep walking till we reach the headteacher's office" and get them to follow you. As you walk, keep on repeating the sentence. Have learners play spelling games to become familiar with the spelling of the words. Dictate the words for learners to write in their jotters or on the board. Have learners use the words to construct sentences orally and in written form.
4. a. Let them think about the meaning of the words and share their ideas with the class.
b. In pairs, have learners read the passage again and find these words: forest, strolling, consoled, faint, brightening, sweet.

Meaning of the words

forest – woodland/jungle

strolling – moving/walking about

consoled – comforted

faint – hard to hear/low/gentle/soft

snarl – a low guttural sound made in the throat by a hostile dog or other animals

followed – come after in time or order.

imagining – suppose or assume

- c. Have learners make sentences with these words and write them down in their exercise books.

Additional Practice

Refer learners to **pages 115–116** of the Workbook for more practice.

NB: Teaching vocabulary is very important for developing language skills. The teacher must therefore make time and consciously help learners to acquire vocabulary.

Section D

Strand 4: Writing

Sub-strand 2: Penmanship/handwriting

B3.4.2.1.1. Copy short paragraphs clearly.

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

Teaching/Learning Resources: Slates and other writing materials, word cards, smartphones, etc.

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: lost, when, where, what

Preparation Before Class

Before the lesson, write a sample essay on 'The day I got lost'.

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Guide learners to revise writing letters and words in joint script.

1. Model copying short paragraph on the board. Have learners practise writing a short paragraph on the board. Refer learners to **page 183** to copy the short paragraph.

Activity 8

Sub-strand 10: Narrative writing

B3.4.10.1.2. Engage and orient the reader by establishing a context and introducing narrative.

1. In pairs, let the learners read the passage again. Let learners retell the story in their own words.

Stress the settings and characteristics for learners to listen.

Use the following probing questions to prepare learners orally for the writing task:

- a. Have you ever got lost?
- b. If so, when did it happen?
- c. Where were you going?
- d. What were you going to do?
- e. How did you find your way back?

Write the questions on the board. Have the learners ask you the questions while you provide the answers. Invite them in pairs to ask and answer the questions. Read your sample essay to the class.

Refer learners to **page 183** of the Learner's Book 3. In pairs, have them use the questions as a guide to write about the day they were lost (it can be in the bush, market, city, etc.).

Remedial Activity

Go round to support pairs that struggle with the writing exercise.

Reflection

Invite some pairs to share their reflections on what they have learnt and how they have learnt it.

Additional Practice

Refer learners to **pages 116–117** of the Workbook for more practice.

Unit Summary

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

Discover

1. Watch this video with learners and have them talk about the different animals they see.
2. Provide learners with sample words for them to identify the type of “g” sound in each set.

Homework

Ask learners to draw and colour a beautiful forest featuring five animals.

Answers

Individual responses

Workbook Answers

A. Oral Language

Activity 1

1. They want to join a flock/any other good idea
2. The poet wishes to fly/flap all day/ rest on top of planes.

Activity 2

1 – 5 Accept any valid personal response,
e.g I wish I could travel abroad/pass my exams well/receive a present,etc.

B. Reading

Activity 1

1. Peni and Lelabi
2. When it was getting dark
3. Because he was hungry
4. The moon gave them light/it brightened the forest
5. The whistle helped them find their way home
6. Yes
7. Grandma Buala was a loving and caring woman
8. They were very happy

9. The boys wouldn't have come home/find the way home

10. Individual responses (varied answers)

Activity 2

2. a. green girl gari grace gave long grandma strong get
b. germ gentle George gym gin range

C. Vocabulary

Activity 1

1. consoled – comforted
turn cartwheels – do somersaults sideways
leads nowhere – has no successful results
strolling – walking leisurely about
2. a. walking about – strolling wheel
b. somersault – twin cart
c. lightening up – brightening
d. go after – rush
3. Individual responses

Activity 2

1. **a.** supper **b.** fun
- c.** hopping **d.** nowhere
- e.** forest **f.** whistle
- g.** faint **h.** hungry
- i.** snarl **j.** aunt

D. Writing

Activity 1

Individual responses

Activity 2

1–5 Varied answers, e.g. gift, dress, pilot, linguist, etc.

Unit Overview

This unit is about animals as our friends. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to sing a song about animals and answer questions about it. Section B is in two parts. In the first part, learners will read a passage aloud about “Papa Gonzali Gets The Ringworm!” and answer comprehension questions on it orally. The second part, Letters have Sounds, focuses on suffixes. Learners will learn to identify and read words that have suffixes at their ends, as well as use the words in meaningful sentences.

Section C focuses on Vocabulary Consolidation. Activities in this section are structured to deepen Learners' understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph and write a guided composition on animal friends by filling in 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
B3.1.1.1 Demonstrate understanding of a variety of songs.	B3.1.1.1 Talk about the benefits of songs.	Cultural Identity and Global Citizenship Communication and Collaboration
Strand 2 – Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1 Understand and analyse text read.	B3.2.7.1.1 Use self-correction strategies to make meaning when reading texts. B3.2.7.1.2 Ask and answer factual, inferential and vocabulary questions.	Personal Development and Leadership Communication and Collaboration
Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B3.2.2.1 Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.3 Use basic elements of structural analysis to decode unknown words.	Personal Development and Leadership

Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1 Understand word meanings and usage.	B3.2.6.1.1 Read level-appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 5: Using Writing Conventions/ Grammar Usage Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10.1 Use phonics knowledge to spell words.	B3.5.10.1. Spell phonically irregular words correctly.	Communication and Collaboration Critical Thinking
Strand 4: Writing Sub-Strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
B3.4.5.1 Write accurately using acquired vocabulary and knowledge of grammar.	B3.4.5.1.1 Copy various sentences, verses and words of songs legibly.	Communication and Collaboration
Sub-Strand 8: Guided Composition		
Content Standard	Indicators	Core Competencies
B3.4.8.1 Compose short paragraphs through answering questions.	B3.4.8.1.1 Develop two coherent paragraphs on one idea or concept using sentence completion.	Communication and Collaboration
Strand 6 – Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1.1 Read a variety of age and level-appropriate books and summarise them.	Personal Development and Leadership

Strand 1: Oral Language**Sub-strand 1: Songs**

B3.1.1.1.1. Talk about the benefits of songs.

Song: Animals

Teaching Strategies: Think-pair-share, demonstration, group work, questions

Teaching/Learning Resources: Picture, real objects, smartphones

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

Key Vocabulary: pussy cat, rabbit, brave, guard, smart

Preparation Before Class

Enlarge the pictures on **page 185** of the Learner's Book by hand. Rehearse singing the song paying attention to stress and intonation to make your presentation natural.

Teaching/Learning Activities**Activity 1**

1. Show the enlarged pictures and encourage learners to talk about them using leading questions (refer to **page 185** of the Learner's Book). Demonstrate pronunciation and explain the meaning of keywords (if necessary). Have learners predict what the lesson will be about.
Show the poster of the song or write it on the board. (Refer to Learner's Book 3 **page 186**.)
2. Sing the song to the learners.
3. Guide the learners to read through the song line by line as a class, in groups, in pairs and as individuals until the song is learnt.
4. Have learners sing the song rhythmically and act it out as a class, in groups or as individuals. Discuss the meaning of the song briefly and have learners talk the moral lesson in the song.
5. Do sound sensitising activities with learners (e.g., clap and tap the rhythm, etc.).

Activity 2

1. Put learners in pairs to take turns in singing and clapping to the song. Have them reflect and discuss their feelings about the song. Let learners share the benefits of the song learnt about animals with the class.

Assessment

2. Have learners answer the questions on **page 186** of the Learner's Book about the song in pairs and share their answers with another pair.

Answers

- a. Four animals are mentioned in the song.
- b. Individual responses (varied)
- c. No/Yes. Pussy cat, dog, rabbit, etc
- d. No
- e. Individual responses.

Remedial activity

In groups have learners take turns to sing the song after you till they can sing it alone.

Extension Activity

Have learners write a parallel song by changing some words in the original one.

Reflection

Have learners reflect on the song and talk about how animals are helpful to us.

Additional Practice

Refer learners to **pages 118–119** of the Workbook for more practice.

Section

B

Strand 2: Reading

Sub-strand 7: Comprehension

B3.2.7.1.2. Use self-correction strategies to make meaning when reading texts.

BB3.2.7.1.1. Ask and answer factual, inferential and vocabulary questions.

Papa Gonzali gets the ringworm!

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word).

Teaching/Learning Resources: Learner's Book **pages 188–190**, word cards, pictures, etc.

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

Key Vocabulary: relocate, itch, scalp, ignored, isolate, volunteered

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 188** of the Learner's Book 3, for a more inclusive picture reading activity.

Teaching and Learning Activities

Activity 3

1. Begin the lesson with a discussion about the title of the passage. Show the enlarged picture, or refer learners to **page 187** of the Learner's Book 3. 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: isolate, volunteered, ignored, itch, scalp, recovered. You can increase the number of keywords.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.
3. Have learners read the text after you several times (echo reading).
Let learners read the keywords on the board after you. Let them identify the words on word cards and match them with those on the board. Read words or phrases in the paragraph and ask learners to point to them. (You want to be sure they can identify the words correctly.)
Guide learners to ask and answer factual, inferential and vocabulary questions on the passage read.

Activity 6

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

Assessment

Let learners read the questions on **page 190–191** of the Learner's Book and discuss the answers with their partners. Provide support where necessary.

Answers

- a. The story introduced us to who Papa Gonzali was (an old farmer in a village called Mmoakrom).
- b. Papa Gonzali became ill, a doctor diagnosed him of ringworm, and his friends helped him to recover by helping him with everything he would need.
- c. Cat, Cock, Pig, and Fox
- d. Papa Gonzali had ringworm.
- e. Individual responses (Kindness should be a central response)
- f. One good turn deserves another

Remedial Activity

Use modelling and phonics analysis to help learners read words with ease.

Sub-section B: Letters Have Sounds: Suffixes

Strand 2: Reading

Sub-strand 2: Phonics

B3.2.2.1.3. Use basic element of structural analysis to decode unknown words.

1. Pretend one of your arms is hurting. You can even bandage it. Show your arm and say to learners, "This arm is painful." Ask a learner to touch it. Then say, "Stop! It causes me pain. It's painful." Ask the same learner to touch your other arm. Say to the class, "That was painless because this arm is not painful." Use painful and painless in a few more sentences and ask the class to use painless and painful in their own sentences. Explain that "less" and "full" are suffixes that can be attached to base words (like pain) to form new words whose meanings are a bit different from the meaning of the original word. "Full" indicates a satisfactory presence or existence of something while "less" indicates absence of the thing or idea it is attached to.

Refer learners to **page 191** of the Learner's Book 3 to do Exercise 1.

Remedial Activity

Use a practical activity to explain the meaning of the two suffixes to low achievers. Show them two different drawings of the same object. Colour one beautifully with a variety of colours and leave the other in black and white. Show the learners the pictures. Say, "This is a colourful picture and this picture is colourless." Use different examples to make the meaning clear. Put them in pairs to do the exercise on **page 191** of the Learner's Book. Put learners in mixed ability groups to do the exercise at **page 191** of Learner's Book 3.

Answers

- a. All the animals were (joy) because they helped their master. (joyful)
- b. Clean water must always be (colour). (colourless)
- c. Don't go into the classroom (shoe). (shoeless)
- d. The dog was very (care) to protect Papa Gonzali. (careful)
- e. All bullies are (heart) people. (heartless)
- f. Though the injection was (pain), the old farmer needed it to live. (painful)

Ask learners to search for words in the passage that have 'full' or 'less' attached to their end positions.

Expected words: beautiful, peaceful, sleepless

Homework

Have learners search the internet or old newspapers for words that have 'full' or 'less' at the end.

Additional Practice

Refer learners to **pages 119–120** of the Workbook for more practice.

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

B3.2.6.1.1. Read level-appropriate sight words; understand and use them in complex meaningful sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

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

Key Vocabulary: relocate, isolated, infected, examined, ignored, confirmed, itchy, volunteering

Teaching/Learning Activities

1. In pairs, have learners go back to the passage and look up these words: (relocate, isolated, infected, examined, ignored, confirmed, itchy, volunteering). Ask the learners to raise their hands when they find any of the words. Ask them to tell the class in which paragraph they found the words.
2. Have the learners read the sentence in which each word is found again.
 - a. Let them think about the meaning of the words and share their ideas with the class.
 - b. Have learners make sentences with the words.

Meaning of words

relocated – moved

ignored – failed to notice

isolated – separated

infected – spread disease to

examined – tested

confirmed – proved

itchy – scratchy

volunteering – offering without being asked

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

B3.5.10.1.1. Spell phonically irregular words.

Have learners play pick and spell games to become familiar with the spelling of the target words. Still in pairs, refer learners to **pages 188–189** of the Learner's Book to read the passage and look for the words that are wrongly spelt on **page 192**. Copy the exercise on the board and have learners scan through the passage for the correct spelling of each word. Do the first two with them, showing 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 in their exercise books for marking.

Answers

- a. splac – scalp
- b. yitch – itchy
- c. carelote – relocate
- d. etsailo – isolate
- e. midceien – medicine
- f. aeenxmi – examine
- g. wormngri – ringworm

Additional Practice

Refer learners to **page 121** of the Workbook for additional practice

Section D

Strand 4: Writing

Sub-strand 5: Writing simple words and sentences

B3.4.5.1.4. Copy various sentences, verses and words of songs legibly.

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

Teaching/Learning Resources: Slates and other writing materials, word cards, smartphones, etc.

Core Competencies: Communication and Collaboration

Key Vocabulary: money, donkeys, entertain, crows

Preparation Before Class

Before the lesson, go online to get the guidelines for joint script writing and practise writing the sentences in joint script. Copy the paragraph for the writing task on a manila card and prepare word cards for the words in the box.

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill.

1. Lead learners to revise writing letters and words in joint script. Explain the writing task. Stress the need for clarity and accuracy.
Demonstrate the copying of sentences on the board while learners observe. Get learners to practise copying sentences. Refer learners to **page 193** of Learner's Book 3 to copy the sentences. Mark and provide feedback.

Remedial activity

Go round to support learners who struggle to write challenging letters.

Activity 7

Guided Writing

Sub-strand 8: Guided composition

B3.4.8.1.1. Develop two coherent paragraphs on one idea or concept using leading questions.

1. In pairs, have learners read the passage again. Drill them in these words: money, eggs, donkeys, entertain, meat, crows, help, watch, friends, parents. Have them use the words in their own sentences.

Discuss animals and their usefulness to man with learners. Ask questions for learners to generate ideas on the topic. Discuss the questions with learners and have them answer appropriately, orally. Read your sample composition to learners.

Put learners in groups of five and give each group a set of the word cards. Show the paragraph that is on the manila card.

Animals are our _____. They _____ us to do many things. The dog keeps _____ over our home when we are in school, and our _____ are at work. The cock _____ to wake us up every morning. Hens lay _____ that enrich our meals. Long ago, _____ and camels help carry people and loads to places. Goats, sheep and rabbits give tasty _____. Cat and monkeys are always there to _____ us. We get _____ when we sell any of these animals. We need to love and care for our animal friends all the time.

Read the paragraph to the class and pause at the gaps. Each time you pause, allow the groups time to go through their word cards to decide on the one that should fill that gap.

The group that gets it right first gets a performance card or some points. If no group gets it, give them clues that would help them out. Continue until all the gaps are filled.

Remedial Activity

Observe and identify learners who have difficulty in filling in the blank spaces with the target words. Invite them and use probing questions to elicit answers from them.

Example:

1. Why do we keep animals in the house?

Answers

We keep some as friends (pets)/food/milk etc. Then animals are our friends. How do they help us? Which animals keep watch over our homes?

Extension Activity

Have high achievers add two more sentences to the composition before adding the last sentences (concluding sentence on **page 193** we need to.....friends all the time).

Assessment

In pairs, refer learners to **pages 193–194** of the Learner's Book to go over the task and fill in the gaps with the appropriate words. Ask the learners to copy the composition into their exercise books.

Answers

friends, help, watch, parents, crow, eggs, donkeys, meat, entertain, money

Reflection

Invite some of the pairs to share what they enjoy most or less in the lesson. You can ask them to give you exit tickets (written notes) about the lesson as they leave the room for break or closing.

Additional Practice

Refer learners to **pages 122–123** of the Workbook for more practice.

Unit Summary

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

Discover

1. Watch this video with learners and discuss what they have learnt.
2. Have learners repeat words with prefixes/suffixes. Then, identify the prefixes/suffixes.

Homework

Ask learners to write a story about animals in fifteen sentences in their homework book.

Answers

Individual responses

Revision 5 Answers

Exercise 1

1. a. goat
A goat gives us meat.
- b. horse
Chiefs and noble men sometimes sit on horses during festivals.
- c. dog
Dogs keep us company and guard our homes.
- d. Cock
A cock is kept for meat.

Exercise 2

2. a. He is an orphan.
b. the Ampongs
c. Mr. Ampong always invited Kwao to watch football with him and encouraged him to play with the boys in the neighbour hood.
d. He gave them a house and a puppy.
3. a. grab b. Greek
c. grand d. grown
e. gain f. gate
g. gin h. goose
i. game j. gun

Exercise 3

Individual responses

A	B
Topmost	Clever
Smart	Best
Unpredictable	Break
Opponent	Unknown
Fracture	Still
Stagnant	Challenger
Discharge	Release

Exercise 4

Accept any reasonable answers.

Workbook Answers

A. Oral Language

Activity 1

1. I can see animals
2. They are feeding
3. Cat, sheep, goat
4. i. cat – pet/friend, eat mice
ii. sheep- meat/hide
iii. goat – meat/hide

B. Reading

Activity 1

1. Characters in the story:
Papa Gonzali, cat, cock, horse, pig, Dr. fox, rabbits.
2. Papa Gonzali
3. Because he cared for them/fed them/loved and protected them
4. The animals volunteered to help
5. The cat/it was the cat
6. Papa Gonzali/He took all his medicines and ate well
7. (varied answers)
8. Individual response(varied answers)
e.g. I like the unity/togetherness among the characters/fellow feeling/ the spirit of volunteering

Activity 2

- a. faithful
- b. colourful
- c. careful
- d. joyful
- e. fearful

C. Vocabulary

Activity 1

1. a. volunteered – offered to do something/helped without payment
b. protected – prevented from being harmed/damaged
c. screamed – made a loud high – pitched cry because of pain
d. isolate – keep apart
e. confirmed – assured that something was true
f. report – to notify formally/ convey an information
g. rest – do not do anything active
h. recovered – became well again
2. Relocate
3. Individual responses

D. Writing

Activity 1

1. Copying the given sentences with clarity, good spacing, and well aligned letters. Individual responses

Activity 2

A sketch of a story/song of learners choice./Individual responses

Unit Overview

This unit is about staying healthy. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will engage in conversation with people who help us to keep healthy. Section B is in two parts. In the first part, learners will read a passage aloud about a schoolboy who felt ill and answer oral comprehension questions. The second part, Letters have Sounds, focuses on learning the different sounds that 'ch' makes. Learners will learn to identify and read words that have the different sounds that 'ch' makes in words. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen Learners' understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph and write a guided composition by rewriting a paragraph from the 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 6: Conversation		
Content Standard	Indicators	Core Competencies
B3.1.6.2. Apply knowledge of language and communicative to participate in conversation.	B3.1.6.2.1 Demonstrate turn-taking in conversation in different topics.	Communication and Collaboration Cultural Identity and Global Citizenship
Strand 2 – Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1. Understand and analyse text read.	B3.2.7.1.1 Use self-correction strategies to make meaning when reading. B3.2.7.1.3. Retell level-appropriate text in your own words, explain and illustrate.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 3: Word Families – Rhyming Endings		
Content Standard	Indicators	Core Competencies
B3.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension.	B3.2.3.1.2. Use words containing digraphs to make meaningful sentences.	Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usage.	B3.2.6.1.3. Understand and use many of the frequently occurring words and chunks in the language, including both content and function words.	Communication and Collaboration Personal Development and Leadership
Strand 5 – Using Writing Conventions/ Grammar Usage		
Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10.1 Use phonics knowledge to spell words.	B3.5.10.1.1 Spell phonically irregular words correctly.	Communication and Collaboration Critical Thinking
Strand 4: Writing		
Sub-Strand 2: Penmanship/ Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1 Copy and write sentences correctly.	B3.4.2.1.1 Copy short paragraphs clearly.	Communication and Collaboration
Sub-Strand 8: Guided Composition		
Content Standard	Indicators	Core Competencies
B3.4.8.1 Compose short paragraphs through answering questions. B3.4.9.2 Develop and express ideas coherently and cohesively in writing	B3.4.8.1.1 Develop two coherent paragraphs on one idea or concept by pretending to be one of the characters in the story. B3.4.9.3.2 Proofread to correct punctuation and spelling errors.	Communication and Collaboration Self Development

Strand 6 – Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate reading and learning in literary area.	B3.6.1.1.1 Read a variety of age and level-appropriate books and summarise them.	Personal Development and Leadership

Section

A

Strand 1: Oral language

Sub-strand 6: Talking about one self, family, people, places, greetings, customs and other events, social or cultural values.

B3.1.6.2.1. Demonstrate turn-taking in conversation on different topics.

Conversation: People who help us to keep healthy

Teaching Strategies: Demonstration, explanation, whole class, group work, etc

Teaching/Learning Resources: Picture on **page 200** of the Learner's Book

Core Competencies: Communication and Collaboration

Key Vocabulary: healthy, sanitation, dentist, exercise, hygiene.

Preparation Before Class

Make sure you gather all the materials you need. If possible, make a poster-size picture of the conversation picture on **page 201** of the Learner's Book. This helps you make sure all learners are moving with you at the same pace.

Teaching/Learning Activities

Activity 1

1. Show the enlarged picture and encourage learners to talk about it using leading questions (refer to **page 202** of the Learner's Book). Demonstrate pronunciation and explain the meaning of keywords (if necessary).
Have learners predict what the lesson will be about. Use leading questions to get learners to talk about the benefits of living a healthy life.
Invite them to talk about instances of unhealthy living and ways to improve.
Show the poster of the conversation or write it on the board.
2. Have learners read the dialogue with you until they become conversant with it.

Activity 2

1. In groups, have learners take turns to practise the conversation with their group members.
2. Let learners exchange roles in the conversation.
3. Have learners think about the dialogue and state the parts that they enjoyed, and share them with each other. Let learners give reasons why they enjoyed those parts.

Reflection

Have learners reflect on the conversation and suggest other ways that they can keep themselves healthy apart from those they read about.

Additional Practice

Refer learners to [page 124](#) of the Workbook for additional practice.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B3.2.7.1.1.: Use self-correction strategies to make meaning when reading.

B3.2.7.1.3.: Retell level-appropriate stories in your own words, explain and illustrate.

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Learner's Book [pages 203–206](#), word cards, picture on [page 202](#) of the Learner's Book 3

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: aching, touched, chattering, temperature, injection, gradually

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on [page 203](#) of the Learner's Book 3, for a more inclusive picture reading activity.

Teaching and Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Show the enlarged picture or refer learners to the one on [page 203](#) of the Learner's Book 3. Allow learners to talk about what they see and predict the topic of the lesson.

Activity 4

1. Teach and drill the pronunciation of the keywords: gradually, chattering, touched, temperature, injection, aching. You can increase the number of keywords.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration, and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.
3. Have learners read the text after you several times (echo reading).
4. Read out words and sentences for learners to identify in the text.

Activity 6

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

Have learners narrate or retell the story in the passage sequentially.

Assessment

Let learners read the questions on **page 206** of the Learner's Book and discuss the answers with their partners. Provide support where necessary.

Answers

- a. Nii was crying because he was sick.
- b. The first thing the nurse did was to put a cold compress on Nii's forehead.
- c. To lower Nii's temperature.
- d. The nurse advised them to make sure that Nii sleeps in a treated mosquito net.
- e. Individual response (answers could vary) including: They will buy a treated mosquito net for Nii.
- f. Varied responses including: sleep under treated mosquito net, Malaria is dangerous etc.

Sub-Section B: Letters have Sounds: 'ch' has more than one sound

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

B3.2.3.1.2.: Use words containing digraphs to make meaningful sentences.

1. Ask learners to listen as you read these words: child, change, watch, catch, chain. Write the words on the board and ask learners to listen while you read the words.
2. Each time you read a word, ask them to identify the sound of 'ch' in the word.
3. Have them listen to you read these words: Christ, chameleon, chronicle, Christian, chemist, ache. Have them try to identify the sound of 'ch' in each of these words as well. Explain that 'ch' does not sound /tʃ/ all the time. It sounds like 'k' in some words.
4. Have learners search old newspapers and the internet for more words that have 'ch' and classify them under the two types, e.g.

'tʃ'	'k'
Church	Christ

Have learners use the words to form sentences.

Additional Practice

Refer learners to [page 125–127](#) of the Workbook for more practice.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary 1-3.

B3.2.6.1.3.: Understand and use many of the frequently occurring words and chunks in the English language, including both content and function words.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

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

Key Vocabulary: shame, patient, shivering, injection

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Have learners use some of the already learnt sight words in sentences.

2. Use the expression "it was a shame", in oral sentences.

Write the sentences on the board and let learners read them. Let them find the contextual meaning of the expression in each case and use the expression in their own sentences.

Still working as a whole class, have learners discuss what the given expression means:
"It was a shame" - "It was unfortunate"

3. Write the word "temperatures" on the board. Have learners read it.

Tell them you want them to form other words (children) from the mother word, "temperatures".

Write one or two words out of the "mother" word and write them on the board as learners observe you. E.g term, perm, etc. Put learners in groups and give them three minutes to form as many words as possible from the mother word.

The group with the highest number of right words at the end of the 3 minutes is the winner.

In pairs, refer the learners to **page 207** of the Learner's Book 3 to look at the pictures. Have them discuss what is happening in the pictures with their partners. Let them write sentences about what is happening in the pictures and share the sentences with the class. Have them write the sentences in their exercise books.

4. **Strand 5: Using Writing Conventions/Grammar Usage**

Sub-Strand 10: Spelling

B3.5.10.1.1.: Spell phonically irregular words correctly.

Use the instruction in Unit 19 C to help learners rewrite the words below correctly.

- a. ptienta — patient
- b. cinoinjten —
- c. shievring —
- d. tearted —
- e. mecidines —

Expected Answers

- a. patient
- b. injection
- c. shivering
- d. treated
- e. medicines

Remedial Activity

Have learners do this exercise before doing Exercise 4.

- a. pat_ent
- b. in_ection
- c. shiveri_g
- d. tre_ted
- e. m_dicines

Answers

- a. patient
- b. injection
- c. shivering
- d. treated
- e. medicines

Additional Practice

Refer learners to **pages 127–128** of the Workbook for more practice.

NB: Teaching vocabulary is very important for developing language skills. The teacher must therefore make time and consciously help learners to acquire vocabulary.

Section

D

Strand 4: Writing

Sub-Strand 2: Penmanship / Handwriting

B3.4.2.1.1: Copy short paragraphs clearly.

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

Teaching/Learning Resources: Slates and other writing materials, word cards, smartphones, etc.

Core Competencies: Communication and Collaboration

Key Vocabulary: tears, cheeks, arms

Preparations Before Class

Before the lesson, go online to get the guidelines for joint script writing and practise writing the sentences in joint script.

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script. Model the copying of a short paragraph on the board. Let learners practice writing a short paragraph on the board.

Refer learners to **page 208** and ask them to copy the paragraph into their exercise books: At the school clinic, the nurse put a cold compress on Nii's forehead and gave him lots of fluids. His temperature gradually came down. She used a malaria rapid diagnostic test and wasn't surprised it came out positive.

Remedial Activity

Go around the class and encourage learners to write legibly with clarity, spacing and alignment of letters. Demonstrate the writing of challenging letters.

Activity 7

Guided Writing

Sub-Strand 8: Guided Composition

B3.4.8.1.1: Develop two coherent paragraphs with one idea or concept using leading questions.

B3.4.9.3.2: Proofread draft to correct punctuation and spelling errors

1. In pairs, have learners read the passage again. Ask leading questions to make learners think and expand ideas on what happened to Nii in the story.

Tell the class you are Nii. Have them listen to you and tell them what happened to you when you were ill. Draw their attention to the fact that some words changed when you were telling the story from Nii's point of view, (e.g. he became I).

Now invite learners to pretend to be Nii in the story they read. Have them retell parts of the story from Nii's point of view.

In groups, have learners rewrite the following paragraph from Nii's point of view:

Nii was playing when he stopped. It was break time. His head was aching. He went to class and sat down at his desk. Soon, he was shaking. His teeth started chattering. He wanted to lie down and put his head on his desk. He wanted to go home. He wanted Grandma Shorshor. He started to cry.

Ali, his desk mate, asked, "What is wrong, Nii? Are you sick?" Nii could not talk. Tears were running down his cheeks. Put learners in groups and allow them to present their drafts to the class for input. Ask the various groups to revise their work and exchange it with another group for peer editing. Have learners check capitalization, language usage, punctuation and spelling (CUPS). Ask groups to copy their work on another sheet and display on the classroom walls for a gallery walk.

Assessment

2. Ask learners to read their paragraph to a friend.

Answer

I was playing when I stopped. It was break time. My head was aching. I went to class and sat down at my desk. Soon, I was shaking. My teeth started chattering. I wanted to lie down and put my head on my desk. I wanted to go home. I wanted Grandma Shorshor. I started to cry.

Ali, my desk mate, asked, "What is wrong, Nii? Are you sick?" I could not talk. Tears were running down my cheeks.

Extension Activity

Have high achievers add two or more sentences to the composition.

Reflection

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

Unit Summary

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

Discover

Watch this video with learners and discuss the healthy habits for children.

Homework

Let learners write a rhyme about how to live a healthy life.

Answers

Individual responses

Workbook Answers

A. Oral Language

1. Varied responses
2. It helps us to exercise our bodies
3. They must give us balanced diet
4. When we are sick
5. The fruit seller makes sure we eat good fruits

B. Reading

1. The story is about a boy who fell sick.
2. His head/ Nii's head was aching.
3. He had a burning temperature.
4. Tears were running down his cheeks.
5. The nurse put a cold compress on Nii's forehead/ she gave Nii lots of fluids.
6. He should make sure Nii sleeps in a treated mosquito net always/ they should make Nii eat well/ take all his medicine/ drink lots of water
7. Varied answers from learners.
8. Yes/ No. Varied answers

Activity 2

1. "ch" sound
Teacher, match, chain, chest, Change, Charles, exchange, Choose, touch, church, punch
2. "k" sound
School, chameleon, scheme, ache

Activity 3

1. Suffix "ful/less"

Word	ful	less
a. care	careful	careless
b. power	powerful	powerless
c. pain	painful	painless
d. use	useful	useless
e. help	helpful	helpless
f. hope	hopeful	hopeless

C. Vocabulary

Activity 1

2. a. touched – come into or be in contact with
- b. temperature – how hot/cold
- c. aching – continuously painful
- d. injection – something injected intravenously – by use of a syringe and needle
- e. treated – dealt with
- f. gradually – slowly

Activity 2

1. a. classroom
- b. shaking
- c. chattering
- d. running

D. Writing

Activity 1

1. Individual responses

Activity 2

1. Individual responses

Unit Overview

This unit is about energy from electricity. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will take turns to ask and answer questions meaningfully. Section B is in two parts. In the first part, learners will read a passage aloud about energy from electricity and answer oral comprehension questions about it. The second part, Letters have Sounds, focuses on learning the different sounds of the letter 'o'. Learners will learn to identify and read words that have the different sounds of the letter 'o'.

Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners' understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph and write a guided composition on the importance of electric energy at home.

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
B3.1.8.1 Demonstrate understanding in asking and answering questions.	B3.1.8.1.1 Ask and answer questions for clarification about given topics.	Communication and Collaboration Creativity and Innovation Personal Development and Leadership
B3.1.6.2 Apply knowledge of language and communicative skills to participate in conversation	B3.1.6.2.3 Participate in communication using more varied and more accurate language	
Strand 2 – Reading		
Sub-Strand 9: Fluency		
Content Standard	Indicators	Core Competencies
B3.2.9.1 Read texts fluently.	B3.2.9.1.1 Read long texts with good pace, accuracy and expression.	Communication and Collaboration Personal Development and Leadership
Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.2 Use knowledge, skills and techniques of reading to understand, interpret and appreciate a variety of literary texts.	B3.2.7.2.4 Retell level-appropriate texts independently.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B3.2.2.1 Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.1 Understand the relationship between spelling of words and sounds of speech.	Personal Development and Leadership Communication and Collaboration
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1 Understand word meanings and usage.	B3.2.6.1.1 Read level-appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 4: Writing		
Sub-Strand 2: Penmanship/ Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1 Copy and write sentences correctly.	B3.4.2.1.1 Copy short paragraphs clearly.	Communication and Collaboration
Sub-Strand 8: Guided Composition		
Sub-strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
B3.4.8.1 Write accurately using acquired vocabulary and knowledge of grammar.	B3.4.5.1.2 Write simple meaningful sentences to express feelings and opinions about people and things.	Communication and Collaboration Taking Turns
Strand 6 – Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1.1 Read a variety of age and level-appropriate books and summarise them.	Personal Development and Leadership

Strand 1: Oral Language**Sub-Strand 8: Asking and Answering Questions**

B3.1.8.1.1.: Ask and answer questions for clarifications about given topics.

Sub-Strand 6: Talking about social or cultural values, manners and other themes.

B3.1:6.2.3.: Participate in communication, using more varied and more accurate language.

Asking and answering questions: What things do you do with electric energy?

Teaching Strategies: Think-pair-share, demonstration, group work, questions

Teaching/Learning Resources: Picture, real objects, smartphones

Core Competencies: Personal Development and Leadership, Communication and Collaboration

Key Vocabulary: electric, energy, iron, computer, uniform

Preparation Before Class

Make sure you gather all the materials you need. If possible, make a poster of the pictures on **page 211** of the Learner's Book. This helps you make sure all learners are moving at the same pace as you.

Teaching/Learning Activities**Activity 1**

1. Show the enlarged pictures and encourage learners to talk about them using leading questions (refer to **page 211** of the Learner's Book). Demonstrate pronunciation and explain the meaning of keywords (if necessary). Have learners predict what the lesson will be about.

Show the poster of the questions or write them on the board.

Lead learners to read through each question. Invite learners to practice with you in front of the class.

Put learners into four groups. Have each group discuss the pictures on **page 211** of Learners Book 3 using questioning and answering strategies. Ensure they respect the rules of taking turns.

Go around the groups to encourage learners to ask and answer questions for clarity on issues raised in their discussion.

Assessment

Put learners in pairs and have them take turns to ask and respond to the questions on **page 210–211** of Learner's Book 3.

2. Individual responses

Reflection

Have learners reflect and state the importance of electricity to them.

Additional Practice

Refer learners to **pages 130–131** of the Workbook for more practice.

Section B

Strand 2: Reading

Sub-Strand 9: Fluency

B3.2.9.1.1.: Read long texts with good pace, accuracy and expression.

B3.2.7.2.4.: Read level-appropriate texts independently.

Energy from electricity

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word).

Teaching/Learning Resources: Learner's Book **pages 212–214**, word cards, pictures on **page 212** of the Learner's Book

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

Key Vocabulary: appliances, abuse, unproductive, renewable, security

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 211** of the Learner's Book for a more inclusive picture reading activity.

Teaching and Learning Activities

Activity 2

1. Begin the lesson with a discussion about the picture on **page 212** of the Learner's Book. Allow learners to talk about what they see and predict the topic of the lesson.

Activity 3

1. Teach and drill the pronunciation of the keywords: provides, darkness, unproductive, appliances, abuse. You can increase the number of keywords.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 4

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.

3. Have learners read the text after you several times (echo reading) paragraph by paragraph or sentence by sentence.
- Let learners read the keywords on the board after you. Let them identify the words on word cards and match them with those on the board. Read words or phrases in the paragraph and ask learners to point to them. (You want to be sure they can identify the words correctly.) Have learners practice reading aloud in groups.

Activity 5

1. In pairs, have learners take turns to read the text aloud to each other sentence by sentence or paragraph by paragraph followed by individuals.

Assessment

2. Let learners read the questions on **page 213** of the Learner's Book and discuss the answers with their partners. Provide support where necessary.

Answers

- a. We use electric power in our homes for cooking, washing, ironing, blending and heating food and water.
- b. The electricity we get from water is called Hydro-Electric Power.
- c. We must not waste electricity to make sure it lasts a long time.
- d. We waste power when we leave the lights on even when we don't need them.
When we put on both air conditioners and fans at the same time.
- e. We use it in our homes, schools and offices./Nobody likes darkness.

Remedial Activity

Have low-achieving learners concentrate on learning to read one paragraph of the passage (sentence by sentence) at a time. Have them echo-read the paragraph until they can read it fluently.

Sub-section B: Letters have Sounds: letter "o" has more than one sound

Strand 2: Reading

Sub-Strand 2: Phonics

B3.2.2.1.1.: Understanding the relationship between spellings of words and sounds of speech.

- 1. Have learners read each of these words: (odd, orange, obtain, ox, opinion, object, opportunity, off). Write the words on the board and ask learners to listen while you read the words.
- 2. Each time you read a word, ask them to identify the sound of 'o' in the word.
- 3. Have them listen to you read these words too: open, old, Osu, okro, omo, oven, Obed. Have them try to identify the sound of 'o' in each of these words as well. Explain that 'o' does not sound /ɔ/ all the time. It sounds different in its long vowel form (or like its letter name).

4. Have learners say the two sets of words and discuss the difference with their partners.
5. Have learners write out some words as you pronounce them.
6. Have learners search old newspapers and the internet for more words that have letter 'o' and classify them under the two variations of 'o', e.g.

'o'	'o'
Odd	Open
_____	_____
_____	_____
_____	_____

Have learners read their words to the class.

Additional Practice

Refer learners to [pages 130–132](#) of the Workbook for more practice.

Reflection

Have learners share the new things they learned in this section with the class.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B3.2.6.1.1.: Read level-appropriate sight words and understand them in meaningful complex sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: energy, computer, electricity, darkness, provides, used

Preparation Before Class

Prepare word cards.

Teaching/Learning Activities

1. Working in pairs, have learners reread the passage and find the following words: energy, computer, provides, electricity, darkness, used. Ask them to Show their hands when they find any of them and to tell the class the paragraph in which they found the words.
2. Have them read the sentence where the word appears. Let them spell out the words.

Extension Activity

Ask high achievers to construct sentences with the words.

Remedial Activity

In mixed ability groups, have learners form meaningful sentences with the words above.

Invite each group member to read a sample sentence from a sentence card and identify the target word used.

Example:

1. We need energy to work.
2. Electricity is a form of energy, etc.

Expected Answers

a. energy b. computer c. electricity d. provide e. darkness

3. In pairs, refer learners to **pages 213–214** of the Learner's Book 3 to read the paragraph and use the above words to fill in the blanks.
Allow them some time to copy the exercise in their exercise books for marking.

Answers

- a. We use electrical power to do all kinds of work.
- b. Electricity provides light for our streets.
- c. Nobody likes it when there is darkness.
- d. A computer needs electric energy to work.
- e. The most common form of energy in Ghana is electricity.

Additional Practice

Refer learners to **pages 133–134** of the Workbook for more practice.

NB: Teaching vocabulary is very important for developing language skills. The teacher must therefore make time and consciously help learners to acquire vocabulary.

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

B3.4.2.1.1.: Copy short paragraphs clearly.

Sub-Strand 5: Writing simple words and sentences.

B3.4.5.1.2.: Write simple meaningful sentences to express feelings and opinions about things.

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

Teaching/Learning Resources: Slates and other writing materials, word cards, smartphones, etc.

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: won, cooker, phones, electrical, lights, energy, iron

Preparation Before Class

Before the lesson, copy the paragraph for the writing task on a manila card and prepare word cards for the words in the box.

Teaching/Learning Activities**Penmanship**

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Model. Copying a short paragraph on the board. Call learners' attention to features like clarity spacing and alignment of letters.

Let learners practice copying the paragraph from the board into their exercise books. Then, have them refer to **page 217** of Learner's Book 3 to copy the paragraph into their exercise books.

1. Lead learners to revise writing letters and words in joint script. Follow the instructions for teaching penmanship in Units 1-3 of Teacher's Guide to help learners prepare and copy the paragraph on **page 217** of the Learner's Book.

Activity 6**Guided Writing**

1. In pairs, have learners read the passage again. Drill them in these words: Iron, TV, cooker, phones, lights, electrical, energy, and have them use them in their own sentences. Discuss the importance of electrical energy in our homes with learners. Put learners into groups and ask them to brainstorm and generate ideas about the topic. Read your sample composition on the topic to the class. Put learners in groups and give each group a set of the word cards for the words above. Show the paragraph that is on the manila card.

Read the paragraph to the learners and pause at the gaps. Each time you pause, allow the groups time to go through their word cards to decide on the one that should fill that gap. The group that gets it right first gets a performance card or some points. If no group gets it, give them clues leading to the answer. Continue until all the gaps are filled. Ask the groups for their opinion about the importance of electrical energy in their homes.

Assessment

Still in groups, refer learners to **pages 217–218** of the Learner's Book 3 to go over the task. Have them fill in the gaps with the appropriate words. Have learners copy the composition into their exercise books.

Answers

(Phone, cooker, iron, TV, lights, electric, energy)

Reflection

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

Additional Practice

Refer learners to **pages 135–136** of the Workbook for more practice.

Unit Summary

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

Discover

Have learners watch this video with you, and discuss what they have learnt.

Homework

Ask learners to write ten things that need electricity.

Answers

- a. Radio
- b. TV
- c. Iron
- d. Computer
- e. Cellphone
- f. Fridge etc.

Workbook Answers

A. Oral Language

Activity 1

- we use electricity at night for:
 - brightening our homes
 - watching the TV/reading, etc.
- we use electric power during the day for:
 - cooking
 - washing
 - ironing
 - powering fridge
 - blending and heating food and water
 - the computer, air conditioners, fans, etc
- Akosombo Dam, Thermal plants, etc
- We use it in our homes, schools and offices

B. Reading

- the energy from electricity
- Akosombo dam
- There is darkness/we become sad
- when we leave the light on even when we don't need them
 - when we put on both air conditioners and fans at the same time
- We use it for light, cooking, fans, air conditioners, TV, ironing, learning, etc

Activity 2

- 4
- hydro/homes
do/wood
power/shower
of/computer
- Varied answers including only, often, bowl, gold, photo, etc

C. Vocabulary

Activity 1

- energy – the ability to do work, move and do things

computer – an electronic machine which makes quick calculations and deals with large amounts of information

provides – gives

electricity – the energy from electric power

darkness – gloom/lack of light

light – a source of brightness/illumination

Activity 2

- Individual responses
- electricity
 - energy
 - light
 - appliances/ computers
 - source
 - provides

D. Writing

Activity 1

Individual responses

Activity 2

this exercise demands personal response answers but the following may be included: ironing, washing, listening to news, operate computer lab, food, microwave, fridge

Unit 23

Protection from the destroyer

Unit Overview

This unit is about protection from the destroyer. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will listen to a story and answer questions about it. Section B is in two parts. In the first part, learners will read a passage aloud about why dogs and cats live with humankind and answer oral comprehension questions. The second part, Letters have Sounds, focuses on learning silent letters. Learners will learn to identify and read words that have silent letter 'e' in their pronunciation. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learners' understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph and write a guided composition on a visit to the zoo.

Learning Outcomes

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

Strand 1 – Oral Language Sub-Strand 7: Listening Comprehension		
Content Standard	Indicators	Core Competencies
B3.1.7.1 Use appropriate skills and strategies to process meaning from texts.	B3.1.7.1.1. Listen to and interact actively within information texts. B3.1.7.1.3. Share facts from information texts heard with a partner, groups or the teacher.	Cultural Identity and Global Citizenship Communication and Collaboration
Strand 2 – Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1 Understand and analyse texts read.	B3.2.7.1.1 Use self-correction strategies to make meaning when reading texts. B3.2.7.1.2 Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B3.2.2.1 Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.1 Understand the relationship between spelling of words and sounds of speech.	Personal Development and Leadership Communication and Collaboration
Strand 4 – Writing Sub-Strand 2: Penmanship/ Handwriting		
Content Standard	Indicators	Core Competencies
B3.2.6.1 Understand word meanings and usage.	B3.2.6.1.1 Read level-appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 4: Writing Sub-Strand 2: Penmanship/ Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1 Copy and write sentences correctly.	B3.4.2.1.1 Copy short paragraphs clearly.	Communication and Collaboration
Sub-Strand 12: Descriptive Writing		
Content Standard	Indicators	Core Competencies
B3.4.12.1. Demonstrate knowledge of descriptive writing.	B3.4.12.1.1. Describe places in a coherent paragraph.	Communication and Collaboration
Strand 6 – Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in literacy.	B3.6.1.1.1. Read a variety of age and level-appropriate books and summarise them.	Personal Development and Leadership

Strand1: Listening Comprehension**Sub-Strand 7: Listening Comprehension**

B3.1.7.1.1.: Listen to and interact actively within information texts.

B3.1.7.1.3.: Share facts from information texts heard with a partner, groups or the teacher.

Listening Comprehension: At the Zoo

Teaching Strategies: Think-pair-share, demonstration, group work, questions

Teaching/Learning Resources: Poster of the picture on **page 221** of the Learner's Book, word cards, etc.

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

Key Vocabulary: zoo, chameleon, ticket, baboon, dozing, assigned, excited

Preparations Before Class

Make a large print of the pictures on **page 221** of the English Learner's Book 3 for whole class use or draw an enlarged version by hand. Prepare word cards for the keywords. Draw a KWL sheet on the board.

K	W	L

Teaching/Learning Activities**Activity 1**

- Show the enlarged picture and encourage learners to talk about it using leading questions (refer to **page 221** of the Learner's Book 3). Teach and drill the pronunciation of the keywords: zoo, chameleon, ticket, dozing, assigned, excited, chameleon (if necessary). You can increase the number of keywords. Have learners predict what the lesson will be about.
 - Have learners identify the animals in the picture.
 - Ask them to count and tell the number of rabbits in the picture.
 - Let them say where the fruit bat is in the picture.

Put learners into groups and have each group draw a KWL sheet.

Before reading the story let learners think-pair-share and talk about what they know about the zoo, under the 'K' column of the KWL sheet.

Have learners ask questions about what they want to know about the zoo and record them under the 'W' column of the KWL sheet.

- Ask them to listen to you read the following story twice.

One sunny Saturday morning, Nana Adwoa's uncle told her he was taking her to the Accra Zoo. She had told her parents the week before that she had been asked to write an essay titled "My Visit to the Zoo". She was excited that she would get the chance to go there. She was even more excited that Uncle Kojo would be the one to take her. She quickly finished her waakye. Then, she dressed up. After breakfast, Uncle Kojo drove her

to the zoo. He paid for the tickets at the entrance, after which a tour guide, Abbiw, was assigned to them. He smiled at them. "Come with me," he said, leading the way.

Nana Adwoa spotted a chameleon on a tree branch and squealed. "Look, Uncle, look!" The chameleon had changed its colour to match the dark green leaves. It was her first time seeing such a unique animal. Abbiw explained that a chameleon can change its colour to match its surroundings. As they walked on, Abbiw showed her tortoises, a crocodile, rabbits, and a warthog! Wow. There was an emu, an ostrich, a fruit bat, and a hyena. Different snakes were slithering on rocks in the middle of a stream. It was such a lovely scene that she stood there for a while. At the aviary, she spotted a crane, a Senegal Parrot, and some colourful macaws. The macaws looked like moving rainbows in their red, green, and blue colours. Uncle Kojo took all the pictures she would need.

Nana Adwoa was exhausted so they finally left.

She was already dozing off in Uncle Kojo's car when he tapped her lightly. "How about some ice cream, my dear?" Her eyes popped open, and she nodded sleepily. Ice cream was a very good idea.

3. As you read story 2 pause to give learners the chance to share and record what they have learnt under the 'L' column of their KWL sheet. At the end of the story, let learners answer all the questions they have asked.
4. Ask groups to share what they have learned.

Activity 2

1. Read the story again and write the questions on the board or refer learners to **page 221** of the Learner's Book 3 to read through the questions.
Have learners listen again for the third time and let them discuss the story.

Assessment

2. Have learners answer the questions on the story on **pages 221–222** of the Learner's Book 3 in pairs and share their answers with another pair.

Additional Practice

1. Why should animals be kept in a zoo?

Answers

1. To keep them in safe place /to protect them from poachers

Answers

- a. Chameleon, tortoises, crocodile, rabbits, warthog, emu, ostrich, fruit bat, hyena, snakes, crane, Senegal Parrot, macaws, baboon, fox, monkeys
- b. Slither/slithering
- c. Macaw
- d. Ice cream
- e. Individual response

4. Still in pairs, have learners retell the story to their partners.

Reflection

Have learners reflect on the story and mention some of the animals they heard about in the story and have never seen.

Additional Practice

Refer learners to **pages 137–138** of the Workbook for more practice.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B3.2.7.1.1.: Use self-correction strategies to make meaning when reading texts.

B3.2.7.1.2.: Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Learner's Book 3 **pages 222–224**, word cards, picture on **page 221** of the Learner's Book

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

Key Vocabulary: bitter, coming, around, vain, unconscious, stretched

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 222** of the Learner's Book, for a more inclusive picture reading activity.

Teaching and Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Show the picture or refer learners to the one on **page 222** of the Learner's Book. 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: bitter, unconscious, vain, coming around, stretched. You can increase the number of keywords.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen. Have learners read the text after you several times (echo reading). Read out words and sentences and ask learners to identify them in the text. Guide learners to ask and answer factual, inferential and vocabulary questions on the passage read.

Activity 6

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

Assessment

2. Let learners read each of the questions on **page 224** of the Learner's Book 3 and discuss the answers with their partners. Provide support where necessary.

Answers

- a. Humans and animals were enemies because humans always hunted animals for food, and animals also killed humans for food.
- b. The tree branch broke, and he fell.
- c. Individual response (varied answers)
- d. The cat and dog wanted to follow the hunter because they said the hunter would protect them always.
- e. Individual response (varied answers) including people were surprised, some wanted to kill them, etc.

Reflection

Have learners reflect and write one new thing they have learnt from the passage.

Sub-Section B: Letters have Sounds: silent letters

Strand 2: Reading

Sub-Strand 2: Phonics

B3.2.2.1.1.: Understand the relationship between the spelling of words and sound of speech.

1. Have learners listen while you read each of these words: egg, pen, met, leg, ten, fell, went, enemy. Write the words on the board and ask learners to listen while you read the words.
2. Each time you read a word, ask them to identify the sound of letter 'e' in the word.
3. Have them listen to you read these words: save, came, live, have, broke, time. Ask learners to repeat each word after you. Have them try to identify the sound of 'e' in each of this second batch of words.
4. Explain that letter 'e' is silent in each of the words. Further explain that in English, the sound of 'e' is silent in some words, especially when it occurs at the end of a word, (e.g. hope).
5. In pairs, refer learners to **pages 223–224** of the Learner's Book to identify the words that have the silent 'e' in the passage. Have them use the words in sentences.

Expected words

People, village, time, some, broke, became, hide

Remedial Activity

Have low-achieving learners repeat the words that have the silent letter 'e' after you several times till, they can identify such words on their own.

Call individuals to show the position of the silent 'e' in words. Example: Take, note, shake, (end or final position).

Extension Activity

Have high achievers search the internet for more words in which the sound of letter 'e' is silent.

Additional Practice

Refer learners to **pages 138–140** of the Workbook for more practice.

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

B3.2.6.1.1.: Read level-appropriate sight words, understand and use them in meaningful complex sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: hunter, suddenly, village, protect, enemies, unfortunately

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Working in pairs, have learners read the passage again to identify the following words: hunter, suddenly, village, protect, enemies, and unfortunately in order to match the first half of the word in A with the other half in B.

A	B
hun	denly
stre	tect
sud	mies
unfor	ter
ene	tched
pro	tunately

Do the first one with them. Ask them to glance through the passage to look for a word which begins with 'hun'. Have them Show their hands when they find the word and direct the class to the paragraph in which the word was found. Ask the learner who found the word to read it. Then ask the class to go through column B to search for the other part of the word they found. When they find it, ask them to draw a line from the part under A to the part under B (e.g. **hun** —————> **ter**) to form a complete word (**hunter**).

While in pairs have learners form sentences with the words. Invite pairs to share their sentences with the class.

Answers

- a. hunter
- b. stretched
- c. suddenly
- d. unfortunately
- e. enemies
- f. protect

Additional Practice

Refer learners to **pages 140–141** of the Workbook for more practice.

Remedial Activity

Lead low-achieving learners to do the exercise by directing them to which paragraph to read and search for each word.

NB: Teaching vocabulary is very important for developing language skills. The teacher must therefore make time and consciously help learners to acquire vocabulary.

Section D

Strand 4: Writing

Sub-Strand 2: Penmanship / Handwriting

B3.4.2.1.1.: Copy short paragraphs clearly.

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

Teaching/Learning Resources: Slates and other writing materials, word cards, smartphones, etc.

Core Competencies: Communication and Collaboration

Key Vocabulary: zoo, visit, animals, feel, leave

Preparation Before Class

Before the lesson, write a sample essay on a visit to the zoo.

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill.

1. Lead learners to revise writing letters and words in joint script. Model copying a short paragraph on the board. Draw learners' attention to clarity, spacing and alignment of letters. Let learners practice copying the paragraph legibly and correctly on the board. Refer learners to **page 226** of Learners Book 3 and ask them to copy the paragraph into their exercise books.

Activity 7

Guided Writing

Sub-strand 12: Descriptive Writing

B3.4.12.1.1.: Describe places in a coherent paragraph.

Have learners recall and share places they visited that made them happy or sad. Discuss your personal experiences with them, and ask learners to share their personal experiences as well. Then, have them describe their experiences in detail.

1. In pairs, have learners read the passage again.

Let them retell the story read

2. Use the following probing questions to prepare learners orally for the writing task on a visit to the zoo.

- a. Have you ever been to a zoo?
- b. Which zoo did you visit?
- c. Who went with you?
- d. When did you visit the zoo?
- e. What time did you go and who took you around the zoo?
- f. What were the animals doing?
- g. What time did you leave the zoo, and how did you feel?

Write the questions on the board. Have the learners ask you the questions while you provide the answers. Invite them in pairs to ask and answer the questions. Read your sample essay to the class.

Assessment

Refer learners to **page 227** of the Learner's Book. In pairs, have them use the questions as a guide to write about the day they visited the zoo.

3. Ask learners to share their works with their partners.

Reflection

Invite some of the pairs to share their learning experience with the class.

Extension Activity

Have high-achieving learners add one more sentence to what is demanded by the questions.

Remedial Activity

Go around and support learners who are struggling to write the composition. Use probing questions to help them come out with the points they want to make and support them with the necessary vocabulary and spelling.

Additional Practice

Refer learners to **pages 141–142** of the Workbook for more practice.

Unit Summary

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

Discover

1. Scan this QR code in class, have learners watch it and practise reading more words that have the silent “e”.
2. Have learners watch the video and enjoy the song, “At the Zoo”.

Homework

Ask learners to write a story of fifteen sentences titled, “A Visit to the Zoo”.

Answers

Individual responses

Workbook Answers

A. Oral Language

Activity 1

1. lion/monkey/dog/cat/sheep/goat
2. To keep them in a safe environment/ to protect them from poachers/ other relevant personal responses
3. den cage field
4. To prevent it from harming visitors.
5. In the forest, desert, in water, etc.

B. Reading

Activity 1

1. All the people of the world.
2. Because the humans always hunted the animals for food/ the animals also killed the humans for food
3. Achulo/a hunter
4. Regaining consciousness
5. the tree branch on which he was relaxing broke
6. He killed the lion.

7. The dog and cat rushed to the hunter and hugged him

8. a personal response question (varied answers)

Activity 2

1. give shine quote come shade
2. gate passage snake
crocodile cage smile
mate horse cattle
become

C. Vocabulary

Activity 1

1.
hunter arguing
merciless enemies
household protect
suddenly
2. Individual responses

D. Writing

Activity 1

Individual responses

Activity 2

1. **a.** the cat said, "me too".
- b.** The hunter fell and became unconscious
- c.** The dog said, "I will follow you because you will always protect me."
- d.** The lion stretched, opening its jaws in a big yawn.
- e.** The cat and the dog said, "thank you, hunter, for saving our lives."

Activity 3

1. Accept relevant individual responses to complete the paragraph e.g.

While the lion was in the bush looking for food, the cat was playing under a tree and the dog was busily arguing with the cat. Suddenly, a hunter fell from the tree. The hunter killed the lion. The hunter's sister played with the animals as her friends and neighbours began to keep animals as their friends.

Unit Overview

This unit is about caring for our teeth. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to recite rhymes about a visit to the dentist and answer a few questions about it. Section B is in two parts. In the first part, learners will read a passage aloud about a Crocodile's toothache and answer oral comprehension questions. The second part, Letters have Sounds, focuses on learning silent letters. Learners will identify and read words that have silent letter 'k'.

Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen Learner's understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph and write a parallel story by changing the 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 2: Rhymes		
Content Standard	Indicators	Core Competencies
B3.1.2.1 Appreciate a variety of literary pieces.	B3.1.2.1.1 Compose short rhymes and tongue-twisters and recite them.	Communication and Collaboration Creativity and Innovation
Strand 2 – Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.2. Use knowledge skills and techniques of reading to understand, interpret and appreciate a variety of literary texts. B3.2.7.1. Understand and analyse text read	B3.2.7.2.1. Demonstrate understanding of the purpose and features of poems or rhymes and fables, etc. B3.2.7.1.2. Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B3.2.2.1. Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.6.1.3. Understand the relationship between spelling of words and sounds of speech.	Personal Development and Leadership Communication and Collaboration
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usage.	B3.2.6.1.3. Understand and use many of the occurring words and chunks in the language including both content and function words.	Communication and Collaboration Personal Development and Leadership
Strand 5 – Using Writing Conventions/ Grammar Usage		
Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10.1 Use phonics knowledge to spell words.	B3.5.10.1.1 Spell phonically irregular words correctly.	Communication and Collaboration Critical Thinking
Strand 4 – Writing		
Sub-Strand 2: Penmanship/ Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1 Copy and write sentences correctly.	B3.4.2.1.1 Copy short paragraphs clearly.	Communication and Collaboration
Sub-Strand 8: Guided Composition		
Content Standard	Indicators	Core Competencies
B3.4.8.1. Compose short paragraphs through answering questions.	B3.4.8.1.1. Develop one coherent paragraph on the story read in the text from one's point of view.	Communication and Collaboration
Strand 6 – Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1. Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1.1. Read a variety of age and level-appropriate books and summarise them.	Personal Development and Leadership

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

B3.1.2.1.1.: Compose short rhymes and tongue twisters and recite them.

Rhyme: At the Dentist's Place

Teaching Strategies: Think-pair-share, demonstration, group work, questions

Teaching/Learning Resources: Picture, real objects, smartphones

Core Competencies: Communication and Collaboration, Creativity and Innovation

Key Vocabulary: dentist, little, pain, tooth

Preparation Before Class

Make a large print of the pictures on **page 230** of the Learner's Book for the whole class to use and learn the rhyme very well ahead so that you can establish a rhythm that you will present to your class. Prepare word cards for the keywords.

Teaching/Learning Activities**Activity 1**

1. Revise already learnt rhymes. Show the enlarged picture and encourage learners to talk about it using leading questions (refer to **page 231** of the Learner's Book). Demonstrate pronunciation and explain the meaning of keywords (if necessary). Have learners predict what the lesson will be about.
Show the poster of the rhyme on **page 230** of the Learner's Book 3 or write it on the board.
2. Lead learners to read through line by line. Have learners read as a class, in groups, in pairs and as individuals until the rhyme is learnt.
3. Have learners recite the rhyme and act on it as a class, in groups or as individuals. Discuss the meaning of the rhyme briefly.
4. Do sound sensitizing activities with the learners (e.g., clap and tap the rhythm, identify rhyming words, back chaining, etc.).

Activity 2

1. Put learners in pairs to take turns in reciting and clapping to the rhyme. Have them reflect and discuss their feelings about the rhyme.

Assessment

2. Have learners answer the questions on the rhyme at **page 231** of in pairs and share with another pair.

Answers

- a. Individual responses (may include biting, chewing, eating, etc.)
- b. Individual responses (may include chewing stick or sponge, brushing twice a day, etc.)
- c. They may develop pain in them (toothache), discolour, mouth smell (bad breath), etc.
- d. Individual responses (varied answers)

Remedial Activity

Observe and identify learners who have challenges reciting parts of the rhyme. Have them repeat those parts with you till they can recite it alone.

Extension Activity

Have learners write a parallel rhyme by changing some words in the original.

Reflection

Have learners reflect on the rhyme and mention ways to take care of the teeth.

Additional Practice

Refer learners to **page 143** of the Workbook for more practice.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B3.2.7.2.1.: Demonstrate understanding of the purpose and features of fables.

B3.2.7.1.2. Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.

Crocodile has a toothache

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Learner's Book **pages 231–234**, word cards, picture on **page 230** of the Learner's Book

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

Key Vocabulary: crocodile, pricked, severe, dentist, decayed, scraper, plaques

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 231** of the Learner's Book, if possible, for a more inclusive picture reading activity.

Teaching and Learning Activities

Activity 3

1. Introduce lessons with pre-reading activities.
2. Do a discussion of the title of the passage. Show the picture or refer learners to the one on **page 231** of the Learner's Book. Allow learners to talk about what they see and predict what the story is about.

Activity 4

Teach and drill the pronunciation of the keywords: crocodile, pricked, severe, dentist, decayed, scraper, plaques.

3. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration, and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Have learners read the text and with probing questions lead them to identify the purpose and features of the text. For example, what does the writer want to tell us through the text?
3. Ask learners to read the text again. Discuss the features of the fable seen in the text with learners in their groups.

Activity 6

1. Guide learners to ask and answer factual, inferential and vocabulary questions.

Assessment

2. Let learners read each of the questions on **page 234** of the Learner's Book and discuss the answers with their partners. Provide support where necessary.

Answers

- a. He ate sweets and sugar every day.
- b. He had pain in his gums and teeth.

- c. A dentist is a doctor who helps people keep their teeth, gums and mouth healthy.
- d. Light and scraper
- e. We should brush our teeth two times daily or after each meal; and visit the dentist every six months.
- f. It has animal characters.

Reflection

Have learners reflect and write one new thing they have learnt from the passage.

Sub-Section B: Letters have Sounds: silent letters

Strand 2: Reading

Sub-Strand 2: Phonics

B3.2.2.1.1.: Understand the relationship between the spelling of words and sounds of speech.

1. Have learners read each of these words: keen, kit, kick, kite, Kate, pick.
2. Write the words on the board and ask learners to listen while you read the words. Each time you read a word, ask them to identify the sound of letter 'k' in the word.

Have them listen to you read these words too: knife, know, knot, knight, knock. Ask learners to repeat each word after you.

- a. Have them try to identify the sound of 'k' in each of this second batch of words. Explain that letter 'k' is silent in each of the words. Further explain that in English, the sound of 'k' is silent in some words, for example, when it comes before the letter 'n' in a word (e.g. know).
- b. Have learners use the words in sentences.
3. In pairs, refer learners to **page 235** of the Learner's Book to read the sentences and identify the words that have the silent 'k'. Have them write the words in the bracket attached to the sentences.

Answers

- a. Crocodile kicked the knife from the dentist's table. (knife)
- b. We know that Kate has clean teeth. (know)
- c. She knocked at the door and picked up her kites. (knocked)
- d. Kick the knob to open the box. (knob)

Extension Activity

Have learners search the internet for more words in which the sound of letter 'k' is silent. Let them paste the words on the classroom walls for a gallery walk.

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

B3.2.6.1.3.: Understand and use many of the frequently occurring words and chunks in the language, including both content words and function words.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

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

Key Vocabulary: supper, pricked, scrapper, gum, decay, ooze

Preparations Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Revise learners' knowledge of the already learnt sight words. Working in pairs, have learners read the passage again and find these words: scraper, ooze, decay, pricked, supper, gum.
2. Ask them to Show by their hands when they find any of the words and to tell the class the paragraph in which they found them. Have them read the sentence with the word in it.
3. Put learners in pairs to read the sentence in which each word is found again. Let them think about the meaning of the words and share their work with the class.
4. Have learners use the words to make sentences.

Suggested meanings

scraper — a dentist tool for removing plaque from the teeth

ooze — flow

decay — rot

pricked — pierced

supper — evening meal

gum — the flesh surrounding the teeth

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

B3.5.10.1.1.: Spell phonically irregular words correctly.

5. Follow the instructions in Unit 7 to have learners find the missing letters that complete these words:
 - a. den__st
 - b. bet _ e _n
 - c. c _ oco _ ile
 - d. sw _ l _en
 - e. te __ ib _ e

Answers

- a. dentist
- b. between
- c. crocodile
- d. swollen
- e. terrible

Remedial Activity

Use the look, say, cover, write and check strategy to assist struggling learners to spell the words first then fill in the blanks in the task on **page 236** of the Learners Book 3.

Extension Activity

Assist the high achievers to make sentences with the following words:

- a. dentist b. between c. crocodile d. terrible

Answers

- a. Individual responses

Additional Practice

Refer learners to **page 146** of the Workbook for more practice.

NB: Teaching vocabulary is very important for developing language skills. The teacher must therefore make time and consciously help learners to acquire vocabulary.

Section

D

Strand 4: Writing

Sub-Strand 2: Penmanship / Handwriting

B3.4.2.1.1.: Copy short paragraphs clearly.

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

Teaching/Learning Resources: Slates and other writing materials, word cards, smartphones, etc.

Core Competencies: Communication and Collaboration

Key Vocabulary: dentist, scrapper, teeth, decayed, brush, sugary

Preparation Before Class

Before the lesson

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill.

1. Guide learners to revise writing letters and words in joint script. Model copying a short paragraph. Draw attention to clarity, spacing and alignment of the letters. Have learners practice copying the paragraph on the board clearly.

Activity 12 Guided Writing

Sub-Strand 8: Guided Composition

B3.4.8.1.1.: Develop one coherent paragraph on the story read in the text from one's own point of view.

1. Write the topic 'A visit to the Dentist' on the board. In pairs, have learners read the passage again. Ask leading questions to help learners generate ideas about the topic, focusing on the crocodile's visit to the dentist.

Tell the class that you want to behave like Crocodile. Have them listen to you tell them what happened to you when you had a toothache. Draw their attention to the fact that some words changed when you were telling the story from Crocodile's point of view, (e.g. he became I).

Now invite learners to pretend to be Crocodile in the story they read. Have them retell parts of the story from Crocodile's point of view.

Assessment

In groups, have learners rewrite the following paragraph from Crocodile's point of view: The dentist used her scraper to remove some of the plaques, but Crocodile was in terrible pain. He could no longer open his mouth. The dentist stopped and explained that the plaques decayed some of his teeth; therefore, she needed to remove the decayed teeth. She gave him some painkillers and fixed a date for pulling out the decayed teeth. She also advised Crocodile to brush his teeth twice a day, and cut back on sugary foods and drinks. Crocodile and his parents thanked the dentist and went back home.

2. Have learners read their work to another pair of learners for peer feedback.

Answer

The dentist used her scraper to remove some of the plaques, but **I** was in terrible pain. **I** could no longer open **my** mouth. The dentist stopped and explained that the plaques decayed some of **my** teeth; therefore, she needed to remove the decayed teeth. She gave **me** some painkillers and fixed a date for pulling out the decayed teeth. She also advised **me** to brush **my** teeth twice a day, and cut back on sugary foods and drinks. **My** parents and **I** thanked the dentist and we went back home.

Reflection

Invite groups to share the part of their work that demanded more thinking with the class.

Unit Summary

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

Discover

1. Watch this video with learners and have them talk about why we brush our teeth.
2. Let them watch the third video and talk about what they see.
3. Give learners more oral practice on words with the silent letter “k” or “kn”.

Homework

Ask learners to write five oral hygiene lessons in their homework book.

Answers (Examples)

1. Cut down on sweets and sugary food.
2. Brush your teeth twice a day.
3. Visit the dentist often.
4. Remove plaques from your teeth, etc.

Answers

Exercise 1

- He has a pain in the tooth/toothache.
 - Dentist
 - toothpaste, toothbrush, pain killers etc. (any two answers)
- computers, radios, TVs , blenders, washing machines, irons, heaters, etc.
(any four answers)

Exercise 2

- Because he feels hot.
 - fan, blender, cooker
- when we leave the lights on even when we don't need them.
 - when we use air conditioners and fans at the same time.
 - when we do not turn off all electrical appliances when we leave our room.
- use electrical only when necessary.
 - switch off your electrical appliances when not at home.
 - switch off outside light/street lights during day time etc.

Exercise 3

1. **a.** patient **d.** treated
b. injection **e.** medicine
c. shivering **f.** energy.
2. darkness terrible
dentist hungry
electricity
furniture
arguing
3. **a.** girls' **d.** friend's
b. man's **e.** committee's
c. teachers'
4. Individual responses

Workbook Answers

A. Oral language

Activity 1

1. **a. – e.** Individual responses (may include biting, chewing, eating, etc)
2. Individual responses (may include chewing stick or sponge, brushing twice a day, using charcoal, etc.)
3. To avoid pain (toothache), discolouring, bad breath etc
4. Yes/No, individual responses (varied answers)
5. they use scraper to remove plaques
 - dentists give some painkillers
 - they give advice on how to take good care of our teeth
 - they remove/extract decayed/ painful teeth

B. Reading

Activity 1

1. He mistakenly pricked his gums.
2. He started feeling pain in his gums and teeth.
3. "Do you brush your teeth twice daily?"
 - "How often do you eat sweets and sugary stuff?"
4. Because crocodile was in terrible pain.
5. Scraper
6. Yes/No, with varied reasons
7. The doctor advised that he should brush his teeth twice a day
 - Cut back on sugary foods and drinks

Activity 2

1. Knee knowledge knot knit kneel
2. Knight knew knock knife, etc.

C. Vocabulary

Activity 1

1. toothache – a pain in a tooth
2. picking – removing something from where it is attached
3. mistakenly – wrongly/by mistake/in error
4. feeling – becoming aware
5. gums – the flesh round the teeth
6. ooze – slowly leak
7. severe – very bad/intense
8. terrible – unpleasant/ intense
9. sugary – food/drink etc, containing a large amount of sugar
10. twice – two times
11. dentist – a medical doctor who specialises in dentistry

D. Writing

Activity 1

Individual responses

Activity 2

1. **a.** The boy eats too many sweets.
b. The girl brushes her teeth twice daily.
c. The dentist brushes teeth twice daily.
d. The woman sees the dentist once every six months.
e. The dentist takes good care of our teeth, etc.
2. Individual responses

Unit Overview

This unit is about caring for our forests. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to sing a song about animals in the forest and answer a few questions about it. Section B is in two parts. In the first part, learners will read a passage aloud on the importance of forests and answer comprehension questions on it orally. The second part, Letters have Sounds, focuses on rhyming words. Learners will learn to search for words that rhyme with forest.

Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learner's understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph after working through penmanship activities. They will also write a rhyme on why we must care for the forest.

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
B3.1.1.1 Demonstrate understanding of a variety of songs.	B3.1.1.1.1 Talk about the benefits of songs.	Cultural Identity and Global Citizenship Communication and Collaboration
Strand 2 – Reading Sub-Strand 9: Fluency		
Content Standard	Indicators	Core Competencies
B3.2.9.1 Read texts fluently.	B3.2.9.1.1 Read long texts with good pace, accuracy and expression. B3.2.9.1.2. Recognise more than two hundred, high frequency words with automaticity.	Communication and Collaboration Personal Development and Leadership

Sub-Strand 3: Word Families – Rhyming Endings and Common Digraphs		
Content Standard	Indicators	Core Competencies
B3.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension.	B3.2.3.1.1. Use common rhyming ending words for decoding words.	Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usage.	B3.2.6.1.3. Understand and use many of the frequently occurring words and chunks in the language, including both content and function words.	Communication and Collaboration Personal Development and Leadership
Strand 4 – Writing		
Sub-Strand 2: Penmanship/ Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.3.1 Copy and write sentences correctly.	B3.4.2.1.1 Copy short paragraphs clearly.	Communication and Collaboration
Sub-Strand 5: Writing simple words and sentences		
Content Standard	Indicators	Core Competencies
B3.4.5.1 Write accurately using acquired vocabulary and knowledge of grammar.	B3.4.5.1.4 Copy various sentences, verses and words of songs legibly.	Critical Thinking Communication and Collaboration
Strand 6 – Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1.1 Read a variety of age and level-appropriate books and summarise them.	Personal Development and Leadership

Section A

Strand 1: Oral Language

Sub-Strand 1: Songs

B3.1.1.1.1.: Talk about the benefits of songs.

Song: Care for our forests

Teaching Strategies: Think-pair-share, demonstration, group work, questions

Teaching/Learning Resources: Picture, real objects, smartphones

Core Competencies: Communication and Collaboration

Key Vocabulary: hurrah, hedgehog, elephant, squirrel

Preparations Before Class

Have the picture on **page 241** of the Learner's Book 3 enlarged or draw an enlarged version by hand. Rehearse singing the song, paying attention to stress and intonation to make your presentation natural.

Teaching/Learning Activities

1. Engage learners in a fun activity, where they sing songs they know. Show the enlarged picture and encourage learners to talk about it using leading questions (refer to **page 241** of the Learner's Book). Demonstrate pronunciation and explain the meaning of keywords (if necessary). Have learners predict what the lesson will be about. Show the poster of the song on **page 243** or write it on the board.
2. Have learners listen to you sing the song.
3. Lead learners to read through the song line by line as a class, in groups, in pairs and as individuals until the song is learnt.
4. Have learners sing the song and act it out as a class, in groups or as individuals. Briefly discuss the meaning of the song.
5. Do sound sensitising activities with learners (e.g., clap and tap the rhythm, etc.).

Activity 2

1. Put learners in pairs to take turns in singing and clapping to the song. Have them reflect and discuss their feelings about the song. Engage learners in the think-pair-share exercise and ask them to share the benefits of songs. Then each pair should share their views with the whole class.

Assessment

2. Have learners answer the questions about the song on **page 243** of the Learner's Book 3 in pairs and share with the class.

Answers

- a. Into the ark.
- b. They want to escape the bush fires that usually burn the forest.
- c. The elephant/the hedgehog and the squirrel.

Extension Activity

1. Have high achievers write a parallel song.

Reflection

Have learners reflect on the song and say what they can do to care for animals.

Additional Practice

Refer learners to [page 149–150](#) of the Workbook for more practice.

Section B

Strand 2: Reading

Sub-Strand 9: Fluency

B3.2.9.1.1.: Read long texts with good pace, accuracy and expression.

B3.2.9.1.2.: Recognise more than two hundred high-frequency words with automaticity.

Why forests are important

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Learner's Book 3 [pages 244–247](#), word cards, pictures, etc.

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

Key Vocabulary: species, essential, provide, furniture, create, serves, enjoying

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on [page 243](#) of the Learner's Book 3, if possible, for a more inclusive picture reading activity. Prepare word cards for all the sight words in the passage.

Teaching and Learning Activities

Activity 3

1. Test and revise learners' knowledge of sight words through pick-and-read games. Begin the lesson by discussing the picture on [page 244](#) of the Learner's Book.
 - a. Allow learners to talk about what they see.
 - b. Let them predict the topic of the lesson.

Activity 4

1. Teach and drill pronunciation of the keywords: essential, create, serves, provide, barks, furniture, enjoying. You can increase the number of keywords.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)
Have learners identify the sight words in the text using a lucky dip game.

Activity 5

1. While learners listen attentively, read the text aloud.
 - a. Ask learners to check the correctness of their predictions.
 - b. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.
3. Have learners echo read the text after you, paragraph by paragraph.
Let learners read the keywords on the board after you. Let them identify the words on word cards and match them with those on the board. Read words or phrases in the paragraph and ask learners to point to them. (You want to be sure they can identify the words correctly.)

Activity 6

1. In pairs, have learners take turns to read the text aloud to each other sentence by sentence or paragraph by paragraph.
2. Check for intonation and pace as learners read to make meaning.

Assessment

3. Let learners read each of the questions on **page 247** of Learner's Book below and discuss the answers with their partners. Provide support where necessary.

Answers

- a. A forest is made of a variety of trees.
- b. Many trees and plants cover the land and make it fertile.
- c. We get rain, homes for many plants and animals, and canopy over our rivers and streams.
- d. The barks, roots, leaves, etc.
- e. We must plant another tree in its place, etc

Reflection

Have learners reflect and talk about how we can take good care of our forests.

Sub-Section B: Letters have Sounds: rhyming words: ‘forest.’

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

B3.2.3.1.1.: Use common rhyming ending words to decode other words.

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

1. Write ‘law’ on the board and have learners give words that rhyme with it. In pairs, refer learners to **page 247** of the Learner's Book 3 to read these words to their partners: pain, best, fane, cat, lest, fast, pond, rest, pest, sent, train, cane, nest.
2. Have learners reread the words and identify those that rhyme with ‘forest’ and rain. Let them search for words from the passage that rhyme with these words.
3. Have learners search the internet for more words that rhyme with forest and rain.
4. Let them read their words to the class.
5. Ask learners to use the words in sentences.

Additional Practice

Refer to **pages 151–152** of the Workbook for more practice.

Section

C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B3.2.6.1.3.: Understand and use many of the frequently occurring words and chunks in the language, including content and function words.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Revise identification and reading of already learnt sight words. Have learners spell each of these words and circle it in the puzzle: animals, important, oranges, medicine, furniture, firewood.

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

Have learners show by their hands when they find the words.

- Let each pair use each word in a sentence and share it with the class.

Remedial Activity

Assist learners in searching for the given words in the puzzle by leading them to work horizontally or vertically.

Answers

Horizontally: animals, oranges, furniture.

Vertically: Firewood, important, medicine.

Additional Practice

Refer learners to **pages 153–154** of the Workbook for more practice.

NB: Teaching vocabulary is very important for developing language skills. The teacher must therefore make time and consciously help learners to acquire vocabulary.

Extension Activity

Have learners use four of the discovered words in meaningful sentences and write them in their exercise book.

Section

D

Strand 4: Writing

Sub-Strand 2: Penmanship/Handwriting

B3:4.2.1.1: Copy short paragraphs clearly.

Sub-Strand 5: Writing simple words and sentences.

B3.4.5.1.4. Copy various sentences, verses and words of songs legibly.

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

Teaching/Learning Resources: Slates and other writing materials, word cards, sample rhyme on 'Why we must care for the forest', smartphones, etc.

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: forest, care

Preparation Before Class

Before the lesson, write the rhyme on "Let's care for our forests" on a manila card.

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script. Copy a short paragraph on the board. Draw the learner's attention to clarity spacing and alignment of letters. Have learners practice copying the paragraph legibly and correctly on the board. Refer learners to the paragraph in task 1 under penmanship on **page 249** of Learners Book 3.

Activity 7

Guided Writing

1. Refer learners to **page 244** of the Learner's Book 3 to identify the pictures (of things we get from the trees) by name. Use probing questions to get learners to generate ideas about the uses of the forest. Have them say what we use a door, window, roof, etc for. Show a rhyme about the importance of the forest and read through it with the learners.

Assessment

Put learners in mixed-ability groups to write their rhymes by making some changes to yours. Provide support where necessary.

2. Invite groups to share their drafts with the whole class. Help them to finish their rhymes. Ask them to copy out their rhymes and display them on the classroom walls.

Reflection

Have learners reflect and talk about their experiences in writing rhyme and say what they found more exciting or challenging.

Additional Practice

Refer learners to **pages 155–156** of the Workbook for more practice.

Unit Summary

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

Discover

1. Watch the first video with learners and have them talk about the different types of habitats.
2. Have learners watch the second video and discuss what a rainforest is.
3. Have learners repeat rhyming words in form meaningful sentences with four of them.

Homework

Ask learners to write a short story titled, “A day in the forest” in their homework book.

Answers

Individual responses

Workbook Answers

A. Oral Language

Activity 1

1. elephant crocodile hedgehog
squirrel monkey tiger
horse goat sheep, etc
2. Individual response
3. Animals as pets: cats, dog, parrot,
monkey, rabbit
For food: goat, sheep, cow, fowl
turkey
Work animals: horse, donkey,
camel
4. Animals that live in water: fish,
crocodile, sea gull

B. Reading

Activity 1

1. trees are essential for our
environment/ on hot days,
they help keep our environment
cool during the day and night we
get oxygen from trees/ they help to
make rain/ they prevent water
bodies from drying up/ we can get
medicine from the bark, seeds
and leaves of many trees/ we also
get wood for buildings and
furniture. (Any two of the above)
2. we must plant another tree in its
place
3. fire could destroy all the good
things

- personal response question
(varied answers including man's
life depends on trees a lot.

Activity 2

- lane pane train
brain mane
- same pain vain gain,etc

C. Vocabulary

Activity 1

- essential – necessary/very
important
canopy – a high cover providing
shelter
provide – to give what is needed
desired
create – make
fertile – productive/capable of
growing abundant crops
suitable – appropriate

Activity 2

1.

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

- Individual response

D. Writing

Activity 2

- A forest is made up of many
different trees
- The forest is home to many
different plants and animals
- The soil in the forest is very fertile
because it is covered by dead
parts of plants and animals
- The leaves of trees give off oxygen
- We use parts of trees and plants
for medicine
- Trees provide us with timber for
building and to make furniture
- Forests provided us with meat too

Unit Overview

This unit is about planet earth. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to use pictures to tell a story. Section B is in two parts. In the first part, learners will read a passage aloud on the importance of the earth and answer Oral Comprehension Questions. The second part, Letters have Sounds, focuses on revising letter sounds. Learners will learn to identify and read words that have the sound of 'ear' in them.

Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen learner's understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph after going through penmanship activities. They will also write a guided composition on the importance of the planet earth to living things.

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
B3.1.4.1 Respond to stories.	B3.1.4.1.1 Respond to and ask questions based on stories heard. B3.1.4.1.2. Tell parallel stories B3.1.4.1.3 Create own events to extend stories heard.	Communication and Collaboration Cultural Identity and Global Citizenship
Strand 2 – Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1 Understand and analyse texts read.	B3.2.7.1.1 Use self-correction strategies to make meaning when reading texts. B3.2.7.1.2 Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.	Communication and Collaboration Personal Development and Leadership

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B3.2.2.1 Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.1 Understand the relationship between spelling of words and sounds of speech. B3.2.2.1.2 Use the alphabetic knowledge to decode unknown words (Example: Vowel sounds and word patterns.	Personal Development and Leadership Communication and Collaboration
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1 Understand word meanings and usage.	B3.2.6.1.1 Read level-appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 5 – Using Writing Conventions/ Grammar Usage		
Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10.1 Use phonics knowledge to spell words.	B3.5.10.1.1 Spell phonically irregular words correctly.	Communication and Collaboration Critical Thinking
Strand 4 – Writing		
Sub-Strand 2: Penmanship/ Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1 Copy and write sentences correctly.	B3.4.2.1.1 Copy short paragraphs clearly.	Communication and Collaboration
Sub-Strand 9: Writing as a Process		
Content Standard	Indicators	Core Competencies
B3.4.9.2 Develop and express ideas coherently and cohesively in writing.	B3.4.9.2.1 Write ideas on a topic in simple sentences.	Communication and Collaboration Personal Development and Leadership

Strand 6 – Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literacy.	B3.6.1.1.1 Read a variety of age and level-appropriate books and summarise them.	Personal Development and Leadership

Section A

Strand 1: Oral Language

Sub-Strand 4: Story Telling

B3.1.4.1.1.: Respond to and ask questions based on the stories heard.

B3.1.4.1.2.: Tell parallel stories.

B3.1.4.1.3.: Create your own events to extend the stories heard.

Telling a story- Storytime: Planet earth

Teaching Strategies: Think-pair-share, demonstration, group work, questions

Teaching/Learning Resources: Pictures from **page 252** of the Learner's Book, real objects, smartphones

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

Key Vocabulary: vast, creatures, family, village, house, river

Preparation Before Class

Have the picture on **page 252** of the Learner's Book 3 enlarged or draw an enlarged version by hand. Rehearse arranging the story, paying attention to the scenes in their correct order as follows:

Teaching/Learning Activities

1. a vast land with trees and different kinds of creatures (birds, monkeys, lions, snakes etc.) living in it
2. a river passing through the land
3. a man clearing the land
4. the man and his family building a house
5. a beautiful village

Activity 1

1. Show the enlarged picture and encourage learners to talk about it using leading questions (refer to **page 252** of the Learner's Book). Demonstrate pronunciation and explain the meaning of keywords (if necessary). Have learners predict what the lesson will be about.

Activity 2

1. Tell learners a suitable story about how the village came into being. For example, which of the activities in the picture do you think happened first?
2. Let learners tell their favourite part of the story. Tell them to ask and answer questions based on the story.
3. Mixed ability: In groups ask learners to retell your story and write a parallel version. Ask learners to read their stories aloud to the class.
4. Put learners in groups and use probing questions to have them rearrange the pictures in chronological order to tell a story. Have them use the scenes to develop a story. (Refer to **page 252** for more information on the story.)

Assessment

5. Invite groups to tell their story and to give reasons for their interpretation of the pictures. Pair learners and have them write one paragraph to extend the story, either yours or the one they created with the pictures. Invite each pair to share their part of the story with the class.

Reflection

Have learners reflect on the stories and state what they think about the task.

Remedial Activity

Go around the class to assist learners by asking leading questions.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B3.2.7.1.: Use self-correction strategies to make meaning when reading texts.

B3.2.7.1.2.: Ask and answer factual, inferential and vocabulary questions about level-appropriate texts.

Planet earth

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Learner's Book **pages 253–256**, word cards, pictures, etc.

Core Competencies: Communication and Collaboration, Personal Development and

Preparation Before Class

Before the lesson, prepare your word cards. Make large copies of the pictures on **page 253** of the Learner's Book, for a more inclusive picture reading activity.

Teaching and Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Show the enlarged picture or refer learners to the one on **page 253** of the Learner's Book 3. Allow learners to talk about what they see and predict what the story is about.

Activity 4

1. Teach and drill pronunciation of the keywords: flora and fauna, rely, survive, occupations, resources. You can increase the number of keywords.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration, and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

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 a second time while learners listen.
3. Have learners echo read the text after you paragraph by paragraph. Let learners read the keywords on the board after you. Let them identify the words on word cards and match them with those on the board. Read words or phrases in the paragraph and ask learners to point to them. (You want to be sure they can identify the words correctly.)

Guide learners to ask and answer factual, inferential and vocabulary questions about level-appropriate texts.

Activity 6

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

Assessment

2. Let learners read each of the questions on **page 256** of the Learner's Book and discuss the answers with their partners. Provide support where necessary.

Answers

- a. The earth is a planet on which human beings live.
- b. Water.
- c. Plants spread their roots into the soil to enable them to stand firmly.
- d. They are carried out on earth.
- e. They build their homes on the earth and make good use of the different water bodies, plants and animals that the earth provides.

Sub-Section B: Letters Have Sounds

Strand 2: Phonics

B3.2.2.1.1.: Understand the relationship between spellings of words and sounds of speech.

B3.2.2.1.2.: Use the alphabetic knowledge to decode unknown words (Example; Vowel sounds and word patterns).

1. Write the word, 'earth' on the board. Have learners read it and identify the vowel sound in it.
The "ear" in earth has the same vowel sound as er in her.
2. Have learners read the following words in pairs to identify the words that have the vowel sound in earth: term, trust, burn, ear, herb, nun, stern, fern, germ, turn, Thursday, girl, Mary, word).

Answers

term, burn, herb, stern, fern, germ, turn, Thursday, girl, word

3. Ask learners to go through the passage to find words that have the vowel sound found in 'earth'.

Expected words: Third, birds, her, fertile, wear

Remedial Activity

Group low-achieving learners and have them repeat sample words from the board and cards with you. Use the "Fish Me Out" game for further practice. Let learners copy the sample words and underline the target sound.

herb, term, fern

earth, earn, learn

girl, urn, word

Extension activity

- a. Have learners search the internet for more words that have the same vowel sound found in 'earth'. Have them present their words to the class.

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

B3.2.6.1.1.: Read level-appropriate sight words, understand and use them in meaningful complex sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

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

Key Vocabulary: fauna, rely, depends, minerals, animals, nutrients, survive

Preparation Before Class

Prepare word cards.

Teaching/Learning Activities

1. In pairs, have learners read the passage again. Follow the instruction in Unit 23C to have learners match the first-half of the words in **A** with the other half in **B**, e.g.

ear-th__ **earth**

A

ear
sur
mine
fau
de
ani
nu

B

rals
trients
mals
vive
th
pends
na

Answers

earth
survive
mineral
fauna
depends
animals
nutrients

Remedial Activity

Ask low-achieving learners to use word cards to locate the ending segment of each word.

2. Have the whole class reread the passage to find these words and expressions: flora and fauna, water bodies, for the rest of their lives. Have learners Show their hands when they find the expression or words. Have them tell the class the paragraph in which they found it.
3. Have them try to find the meaning in context. Use the words in simple sentences to bring out the meanings and have learners do the same.

Suggested meanings

flora and fauna — plants and animals

waterbodies — different kinds of water

for the rest of their lives — until they die/for as long as they live

4. Have learners use the word and expressions in sentences.

Strand 5: Using Writing Conventions / Grammar Usage

Sub-Strand 2: Using Punctuations

B3.5.2.1.2.: Use commas appropriately to list items.

5. Put a number of sentences on the board. Each sentence must contain a list of familiar items. Have learners read the sentences aloud, pausing after each item to indicate the presence of a comma. Write another set of sentences on the board, but without commas to separate the items in the list. For example;

1. My mother cooked rice, fufu, kenkey and waakye for lunch.

2. Kofi bought a pen pencil milk and books from the shop.

Read the sentences and ask learners to say which of the two sets of sentences is clearer and why. Explain that a comma is used to separate items in a list. Lead learners to punctuate the second sentence. Have them read the sentences more meaningfully. Draw learners' attention to the use of "and" between the last two items in the list instead of a comma.

Refer learners to **page 259** of Learner's Book 3 to do Exercise 5 in mixed ability groups.

Additional Practice

Refer learners to **pages 159–160** of the Workbook for more practice.

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

B3.4.2.1.1.: Copy short paragraphs clearly.

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

Teaching/Learning Resources: Slates and other writing materials, word cards, smartphones, etc.

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

Key Vocabulary: living things, depend, earth, plants

Preparation Before Class

Before the lesson, write your sample composition in a joint script.

Teaching/Learning Activities**Penmanship**

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill. Lead learners to revise writing letters and words in joint script. Model copying a short paragraph on the board. Draw learners' attention to clarity, spacing and alignment of letters. Have learners practice copying the paragraph on the board. Let learners copy the paragraph on **page 259** of Learners Book 3 into their exercise books.

Activity 7**Guided Writing**

Sub-Strand 9: Writing as a Process

B3.4.9.2.1.: Write ideas on a topic in simple sentences

1. Refer learners to **pages 254–255** to read the passage again.
Using leading questions, have learners discuss some benefits living things get from the earth.
2. In groups have learners answer the questions on **page 260** of the Learner's Book 3
3. Ask learners to use their answers to write the draft of their composition on the topic, "All living things depend on Planet Earth". Ask them to read their piece to their partners.

Remedial Activity

Assist the low-achieving learners to write their stories by pairing them with high-achieving learners. Encourage them to answer the probing questions orally first and then write their answers in their jotters. Let their partners read through the answers with them before they copy them into their exercise books.

Extension Activity

Ask the groups to reflect on what they have and why they did it that way.

Assessment

Put learners in groups to write the draft of the composition on the topic: 'All Living Things Depend on planet Earth'. Go round to support them. Have them present their work to the class for feedback. Ask the groups to review their work and present it for marking.

Reflection

Ask the groups to review their work.

Additional Practice

Refer learners to [page 161–162](#) of the Workbook for more practice.

Unit Summary

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

Discover

Watch this video with learners and discuss the planet Earth with them. Have learners sing the planet song for fun.

Homework

Ask learners to compose their own songs about the Earth and write them and sing to the class.

Answers

Individual responses

Workbook Answers

A. Oral language

Activity 1

1. Planet Earth
2. There is a vast land with trees and different kinds of creatures (birds, monkeys, lions, snakes, etc) living in it.
There is a river passing through the land. People on the land make use of the river and everything on the land
3. A man clears the land for development. After clearing the land, the man and his family are building a house. On completion, he and his family are sitting

comfortably in their house.

4. Other people have also put up their buildings in that same area. So, that part of the earth became a beautiful village.

B. Reading

Activity 1

1. planets
2. Bauxite, diamond, manganese, gold, salt
3. True
4. by taking good care of its rich supply of resources.

5. the earth gives plants nutrients that help them prepare their food
 - The earth's soil helps plants to stand firmly for the rest of their lives
6. gold/diamond
7. earth

Activity 2

- | | |
|----------|---------------|
| a. Learn | f. Skirt |
| b. tear | g. sell |
| c. fern | h. hell |
| d. shell | i. knell |
| e. whirl | j. smell, etc |

C. Vocabulary

Activity 1

- | | |
|-----------------------|----------------------|
| 1. a. <u>a</u> nimals | b. <u>m</u> ineral |
| c. <u>i</u> mportant | d. <u>g</u> ratitude |
| e. <u>g</u> rowth | f. <u>d</u> epend |

Activity 2

1. covered
forests
names
animals

2.

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

D. Writing

Activity 1

Individual response

Activity 2

- a. The earth is a planet
- b. Blue is the main colour of the earth because 71% of it is covered by water
- c. It is also green because of the grasslands, farms and fields
- d. I will show gratitude to the earth
- e. Miners extract minerals from the earth

Unit Overview

This unit is about good personal hygiene habits. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will engage in conversation about the importance of good personal hygiene habits and answer a few questions at the end of it. Section B is in two parts. In the first part, learners will read a passage aloud, the 'Multi-coloured shirt' and answer oral comprehension questions. The second part, Letters have Sounds, focuses on silent letters that exist in words. Learners will learn to identify the silent letter 'l' in words. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen Learner's understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph after going through penmanship activities. They will also write a guided composition on how to care for clothes.

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
B3.1.6.2 Apply knowledge of language and communicative skills to participate in conversation.	B3.1.6.2.3 Participate in communication, using more varied and more accurate language. B3.1.6.2.4. Express a greater variety of communicate meaning (Example: apologising, agreeing or disagreeing)	Communication and Collaboration Cultural Identity and Global Citizenship
Strand 2 – Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1 Understand and analyse texts read. B3.2.7.2 Use knowledge, skills and techniques of reading to understand, interpret and appreciate a variety of literary texts.	B3.2.7.1.1 Use self-correction strategies to make meaning when reading texts. B3.2.7.2.2 Respond to stories with your own opinion and value judgement.	Personal Development and Leadership Personal Development and Leadership Communication and Collaboration

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B3.2.2.1 Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.1 Understand the relationship between spelling of words and sounds of speech.	Personal Development and Leadership Communication and Collaboration
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1 Understand word meanings and usage.	B3.2.6.1.1 Read level-appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 4 – Writing Sub-Strand 2: Penmanship/ Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1 Copy and write sentences correctly.	B3.4.2.1.1 Copy short paragraphs clearly.	Communication and Collaboration
Sub-Strand 8: Guided Composition Sub-strand 13: Persuasive/Argumentative writing		
Content Standard	Indicators	Core Competencies
B3.4.8.1 Compose short paragraphs through answering questions or sentence completion. B3.4.13.1. Support an opinion in writing	B3.4.8.1.1 Develop one coherent paragraph on one idea or concept using sentence completion. B3.4.13.1.1 Write a short paragraph to support an opinion or claims with clear reasons.	Communication and Collaboration
Strand 6 – Extensive Reading Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1.1 Read a variety of age and level-appropriate books and summarise them.	Personal Development and Leadership

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

B3.1.6.2.3.: Participate in communication, using more varied and accurate language.

B3.1.6.2.4.: Express a greater variety of communicative meanings (Example: apologising, agreeing or disagreeing)

Conversation: Keep your clothes neat

Teaching Strategies: Think-pair-share, demonstration, group work, questions

Teaching/Learning Resources: Picture, real objects, smartphones

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

Key Vocabulary: palace, mufti, impression, kitchen

Preparation Before Class

Make a poster of the conversation picture on **page 263** of the Learner's Book. This helps you make sure all learners are moving with you at the same pace.

Teaching/Learning Activities**Activity 1**

1. Show the enlarged picture. Put learners in groups. Use leading questions to discuss the picture. (refer to **page 263** of the Learner's Book).
Demonstrate pronunciation and explain the meaning of keywords (if necessary). Have learners predict what the lesson will be about.

Activity 2

1. Show the poster of the conversation on **pages 263–264** of the Learner's Book or write it on the board.
Lead the learners to read through the dialogue.

Activity 3

1. Put learners in pairs and let them take turns to practise the dialogue with their mates until they can do it alone without your guidance.
2. Have learners exchange roles.
3. Have learners state the parts of the dialogue that they enjoyed and share them with each other. Let learners give reasons why they enjoyed those parts.
4. Discuss the importance of expressing communicative meanings; telling people about your feelings. Example; apologising, agreeing or disagreeing.

Activity 4

1. Have learners answer questions on the dialogue orally in groups to show their understanding of the dialogue (refer to **page 265** of the Learner's Book 3).
Create real-life scenarios for learners to apologise. Example; You spilled water on someone's book, what will you do?

Answers

- a. Miss Abdul
- b. It is a Tuesday.
- c. The Chief's palace
- d. She was in mufti, and her socks were dirty.
- e. Personal response. (varied answers)

Remedial Activity

Have learners who have challenges with reading dialogues practice reading the dialogue after you, till they can read it alone. Then, let them practice it in pairs.

Extension Assessment

1. Have high achievers write a parallel dialogue by changing some words in the original.

Reflection

Have learners reflect on the dialogue and mention some things they can do to keep neat always.

Section B

Strand 2: Reading

Sub-Strand 7: Comprehension

B3.2.7.1.1.: Use self-correction strategies to make meaning when reading texts.

B3.2.7.2.2.: Respond to stories with your own opinion and value judgement.

The multi-coloured shirt

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Word cards, Learners Book 3 **page 263–268**, picture on **page 263** of the Learner's Book

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

Key Vocabulary: weeping, awardee, compound, smeared, restless, receive, occasion, witness

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 263** of the Learner's Book for a more inclusive picture reading activity.

Teaching and Learning Activities

Activity 5

1. Begin the lesson with a discussion of the title of the passage. Show the enlarged picture or refer learners to the one on **page 263** of the Learner's Book. Allow learners to talk about what they see and predict what the story is about.

Activity 6

1. Teach and drill pronunciation of the keywords: weeping, awardee, compound, smeared, restless, receive, witness, occasion. You can increase the number of keywords.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 7

1. While learners listen attentively, read the text aloud.
 - a. Ask learners to check the correctness of their predictions.
 - b. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.
Have learners read the text after you several times (echo reading).
Read out words and sentences for learners to identify in the text.
Have learners give their personal opinions and judgement to stories.

Activity 8

1. In pairs, have learners take turns to read the text aloud to each other sentence by sentence or paragraph by paragraph. Ask learners what they think about the story.
2. Let learners read each of the questions on **page 268** of the Learner's Book 3 and discuss the answers with their partners. Provide support where necessary.

Answers

- a. The awardees would be given red badges of honour.
- b. Eighteen students.
- c. They did not know what had happened to their Overall Best Student/Why he was late.
- d. He was not happy about what had happened to his new shirt/He thought he had missed the award.
- e. restless
- f. Every mistake is a new style.

Reflection

Have learners say what lesson they have learnt from Kofi Ti's situation.

Sub-Section B: Letters have Sounds: silent letters (I)

Strand 2: Reading

Sub-Strand 2: Phonics

B3.2.2.1.1.: Understand the relationship between spelling of words and sounds of speech.

1. Have learners read each of these words: leg, belt, village, signal, girl, well, bowl, melt. Write the words on the board and ask learners to listen while you read the words.
2. Each time you read a word, ask them to identify the sound of letter 'l' in the word.
3. Have them listen to you read these words: palm, half, calf, folk, would, should, salmon, yolk, calm.
4. Ask learners to repeat each word after you. Have them try to identify the sound of 'l' in each of this second batch of words.
Explain that letter 'l' is silent in each of the words.
Explain to learners that in English, a letter can be present in the spelling of a word but silent in its pronunciation. In pairs, have learners search the internet for more words in which the sound of 'l' is silent. Encourage them to use the dictionary where necessary.

Remedial Activity

Practice saying the word slowly to the low-achieving learners so they can identify the absence of the sound of the letter 'l'.

Additional Practice

Refer learners to **pages 164–165** of the Workbook for more practice.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B3.2.6.1.1.: Read level-appropriate sight words, understand and use them in meaningful complex sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: uncontrollably, mess up, wondered why

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Working as a whole class, have learners reread the passage and find the following words: mess up, uncontrollably, wondered why. Ask them to Show their hands when they find any of them and tell the class the paragraph in which they found it.
2. Have them read the sentence where the word appears and try to find out the meaning of each expression from context.

Suggested meanings

mess up — make dirty

uncontrollably — nonstop

wondered why — wanted to know

3. Individual responses

NB: Teaching vocabulary is very important for developing language skills. The teacher must therefore make time and consciously help learners to acquire vocabulary.

Remedial Activity

Ask the low achievers to find the missing letters in the following words:

- a. a-pearance b. du-bar c. pre-ises d. restle-- e. a-ardee

Answers

- a. appearance b. durbar c. premises d. restless e. awardee

Additional Practice

Refer learners to **page 166** for more practice.

Extension Activity

Have high-achieving learners make meaningful sentences from the above words and share them with the class.

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

B3.4.2.1.1.: Copy short paragraphs clearly.

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

Teaching/Learning Resources: Slates and other writing materials, word cards, smartphones, etc.

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

Key Vocabulary: air, paints, remove, fold, laundry

Preparation Before Class

Before the lesson, prepare word cards for words that will be used to fill the gaps.

Teaching/Learning Activities**Penmanship**

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill.

1. Lead learners to revise writing letters and words in joint script. Follow the instructions for teaching penmanship in Units 26 of Teacher's Guide to help learners prepare and copy the paragraph on **page 270** of the Learner's Book.

Activity 9**Guided Writing****Sub-Strand 8: Guided Composition**

B3.4.8.1.1.: Develop two coherent paragraphs on one idea or concept using sentence completion.

Sub-Strand 13: Persuasive/Argumentative Writing.

B3.4.13.1.1.: Write a short paragraph to support an opinion with a clear reason.

1. In pairs, have learners read the passage again. Drill them in these words: air, paints, every week, remove, fold, laundry, iron, bag. Have them use them in their own sentences.

Put them in groups and give each group a set of the word cards for the words in the bracket above. Show the paragraph that is on the manila card.

Read the paragraph to the hearing of the class and pause at the gaps. Each time you pause, allow the groups to go through their word cards to decide on the one that should fill that gap. The group that gets it right first gets a performance card or some points. If no group gets it, give them a clue that can lead to the answer. Continue until all the gaps are filled.

Assessment

In pairs, refer learners to **page 269–271** of the Learner's Book to go over the task and fill in the gaps with the appropriate words. Have individuals copy the composition into their exercise books.

Answers

(every week, dry, remove, laundry, iron, bag, air, paints)

Remedial Activity

Put learners into two or four groups to discuss the problem in Kofi Ti Baah's story. Have learners argue for or against the motion: "Every member of Kofi's family must be blamed for the multi-coloured shirt problem".

Ask each group to brainstorm three reasons why they agree or disagree with the statement. Have the groups present their points to the class, review them and write out their final piece for displaying on the classroom wall for a gallery walk activity.

Reflection

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

Additional Practice

Refer learners to **pages 167–163** of the Workbook for more practice.

Unit Summary

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

Discover

Watch this video with learners and have them talk about cleanliness, some good habits and manners.

Homework

Let learners draw and colour a poster about personal hygiene for their school.

Answers

Individual responses

Workbook Answers

A. Oral Language

Activity 1

1. Four school children
2. The first two children are wearing neat uniforms and the last two children wear dirty uniforms
3. Personal response(varied answers)
4. Personal response(varied answers)

B. Reading

Activity 1

1. Kofi Ti Baah
2. Kofi's toddler brother smeared Kofi's white shirt and shorts with paint
3. In the store or cupboard
4. Because he had been so excited
5. Mr. Opoku told the headmaster what had happened
6. Good personal hygiene gives a good impression about us
7. I would have been sad/ashamed/disappointed/happy/excited, etc

Activity 2

1. Talk walk chalk would yolk

C. Vocabulary

Activity 1

- a. good – bad
 - b. multi-coloured – one colour
 - c. uncontrollably – controllably
 - d. weeping – laughing
 - e. previous – current
 - f. receive – give
 - g. restless – restful
2. Individual responses

D. Writing

Activity 1

Individual responses

Activity 2

1. uniform, wash, iron, neat, good

Unit Overview

This unit is about the importance of our names. The unit consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to sing a song about names and answer a few questions on it. Section B is in two parts. In the first part, learners will read a passage aloud on the importance of names and answer oral comprehension questions on it. The second part, Letters have Sounds, focuses on revising these letter sounds (ai, ur and or).

Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen Learner's understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph and write a guided composition to describe themselves.

Learning Outcomes

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

Strand 1 – Oral Language Sub-Strand 1: Songs		
Content Standard	Indicators	Core Competencies
B3.1.1.1 Demonstrate understanding of a variety of songs.	B3.1.1.1.1 Talk about the benefits of songs.	Cultural Identity and Global Citizenship Communication and Collaboration
Strand 2 – Reading Sub-Strand 9: Fluency		
Content Standard	Indicators	Core Competencies
B3.2.9.1 Read texts fluently.	B3.2.9.1.1 Read long texts with good pace, accuracy and expression. B3.2.9.1.2 Recognise more than two hundred high frequency words with automaticity.	Communication and Collaboration Personal Development and Leadership

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B3.2.2.1 Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.1 Understand the relationship between spelling of words and sounds of speech.	Personal Development and Leadership Communication and Collaboration
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1 Understand word meanings and usage.	B3.2.6.1.1 Read level-appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 4 – Writing		
Sub-Strand 3: Writing/ Copying Letters – Small and Capital		
Content Standard	Indicators	Core Competencies
B3.4.3.1 Use general skills, strategies and knowledge of letter sounds to write legibly and boldly.	B3.4.3.1.1 Use letter-sound relationships to represent most letters in words correctly.	Communication and Collaboration
Sub-Strand 12: Descriptive Writing		
Content Standard	Indicators	Core Competencies
B3.4.12.1 Demonstrate knowledge of description of writing.	B3.4.12.1.1 Describe yourself in a coherent paragraph.	Communication and Collaboration
Strand 6 – Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literary area.	B3.6.1.1.1 Read a variety of age and level-appropriate books and summarise them.	Personal Development and Leadership

Strand 1: Oral Language**Sub-Strand 1: Songs**

B3.1.1.1.1.: Talk about the benefits of songs

Sub-Strand 6: Talking about oneself, family, people, places, greetings, customs, events, social/cultural values, manners and other themes.

B3.1.6.1.4.: Use a wider variety of words to talk about different customs and cultural values.

Song: All those born...

Teaching Strategies: Think-pair-share, demonstration, group work, questions

Teaching/Learning Resources: Picture on **page 275** of the Learner's Book, smartphones

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

Key Vocabulary: born, Monday, stand up, dance

Preparation Before Class

Have the picture on **page 273** of the Learner's Book enlarged or draw an enlarged version by hand. Rehearse singing the song paying attention to stress and intonation to make your presentation natural.

Teaching/Learning Activities**Activity 1**

1. Show the enlarged picture and encourage learners to talk about it using leading questions (refer to **page 275** of the Learner's Book). Demonstrate pronunciation and explain the meaning of keywords (if necessary). Have learners predict what the lesson will be about.

Show the poster of the song on **page 276** of the Learner's Book or write it on the board.

2. Have learners listen to you sing the song.
3. Lead learners to read through the song line by line as a class, in groups, in pairs and as individuals until the song is learnt.
4. Have learners sing the song and dance to it as a class, in groups or as individuals. Discuss the meaning of the song briefly.
5. Do sound sensitising activities with learners (e.g., clap and tap the rhythm, etc.).
6. Discuss the various cultures and their birth-day names. E.g. Kofi (Ewes) Fifi (Fante) etc.

Activity 2

1. Put learners in pairs to take turns in singing and clapping to the song. Let learners identify and talk about the benefits of songs.

Assessment

2. Have them reflect and discuss their feelings about the song.

3. Have learners answer the questions on the song (refer to [page 277](#)) in pairs and share with the class.
4. Have learners say how boys and girls born on the following days are referred to in their language?
 - a. Monday
 - b. Thursday.....
 - c. Sunday
 - d. Tuesday.....
 - e. Friday
 - f. Wednesday
 - g. Saturday

Draw learners' attention to the different customs and cultural practices. Ask them to use the expressions to talk about the different cultural practices and customs.

Answers

3. a. Personal response (varied)
 b. Personal response (varied)
 c. Yes
4. How are males and females born on the following days referred to in your language?
 a–g Personal responses

Remedial Activity

Have low-achieving learners sing the song with you till they can sing it alone. Allow them to clap and dance to it.

Extension activity

In their birthday groups, have learners write a parallel song by changing some words in the original one.

Reflection

Have learners present their songs to the class in turns and give one reason why they are happy to be born on a given day of the week.

Additional Practice

Refer learners to [pages 169–170](#) of the Workbook for more practice.

Strand 2: Reading**Sub-Strand 9: Fluency**

B3.2.9.1.1.: Read long texts with good pace, accuracy and expression

B3.2.9.1.2.: Recognize more than two hundred high-frequency words with automaticity.

Why names are significant

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Word cards, Learner's Book **pages 278–281**, pictures on **page 278** of the Learner's Book

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

Key Vocabulary: deeds, origin, ethnic, bear, beliefs, fame

Preparation Before Class

Before the lesson, prepare your word cards. Make large copies of the pictures on **page 278** of the Learner's Book for a more corporate picture reading activity.

Teaching and Learning Activities**Activity 3**

1. Begin the lesson with a discussion of the pictures on the passage. Show the picture or refer learners to the one on **page 278** of the Learner's Book. Allow learners to talk about what they see and predict the lesson's topic.

Activity 4

Teach and drill the pronunciation of the keywords one after the other. You can increase the number of keywords.

2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration, and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

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 a second time while learners listen.
3. Have learners echo read the text after you paragraph by paragraph. Let learners read the keywords on the board after you. Let them identify the words on word cards and match them with those on the board. Read words or phrases in the paragraph and ask learners to point to them. (You want to be sure they can identify the words correctly.)

Learners should practice reading in groups. Ensure fluency, accuracy, and expression. Using the game of pick and read. Have learners identify sight words in the text read and use them in sentences.

Activity 6

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

Assessment

2. Let learners read each question on **page 281** of the Learner's Book 3 and discuss the answers with their partners. Go round to support them.

Answers

- a. Names are important because they identify us/ They show us who we are, where we come from, where we are going, and what we want to be/ individual responses.
- b. Friday.
- c. Individual responses.
- d. It shows our ethnic groups, families, the occasion of our births or the days we were born on, as well as the region we come from or our nationality.
- e. He had a good reputation/he was hardworking/he made great achievements/ individual responses.
- f. Individual responses.

Remedial Activity

Have low-achieving learners echo-read the text (sentence by sentence) with you until they are reading confidently.

Sub-Section B: Letters have Sounds: **Revising my letter sounds: ai, ur, or**

Strand 2: Reading

Sub-Strand 2: Phonics

B3.2.2.1.1.: Understand the relationship between spellings of words and sounds of speech.

1. Have the class listen while you say the above vowel sounds and read the following words: rain, main, gain, hurt, burn, nurse, for, cord, lord. Read the words again, stressing the vowel sound in each word. Have the learners join you to read the words.
2. Let them lift up and show the vowel sound card as you say each word together. Write the words on the board. Invite learners in turns to listen to you say one of the words (at random), and ask them to pick up and show the vowel sound they heard in the word.
3. In pairs, refer learners to **page 280** of the Learner's Book. Have them listen to you read the words below.

4. Ask them to repeat the words after you and point to the word.

bail	hurt	pork	nurse
first	term	name	pay
maid	lord	born	horn
girl	main	mall	saw

5. Ask learners to group the words according to their vowel sounds.

ai	ur	or
bail	hurt	port

Have them share their work with another pair.

Remedial Activity

Have struggling learners practice the sounds with you over and over before attempting tasks 4 and 5.

Extension Activity

Ask high achievers to search the internet to add more words to the class discussion list.

Additional Practice

Refer learners to [pages 171–172](#) of the Workbook for more practice.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B3.2.6.1.1.: Read level-appropriate sight words, understand and use them in meaningful complex sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

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

Key Vocabulary: pointers, misspell, achievement, origin, ethnic

Preparation Before Class

Before the lesson, prepare your word cards.

Teaching/Learning Activities

1. Working as a whole class, have learners reread the passage and find the following words: ethnic group, pointers, misspell, achievements, origin. Ask them to Show their hands when they find a word and to tell the class the paragraph in which they find it. Have them read the sentence in which it is.

2. Put learners in pairs to read the sentence in which each word is found again. Let them think about the meaning of the word and share their ideas with the class.

Meaning of words

ethnic group — a set of people connected with same culture/race

tribe — society/ people

dedication — passion/willingness to do things

achievements — successes

origin — source/where one comes from

misspell — to spell incorrectly

Have learners construct sentences with the above words and copy them in their exercise books.

3. Still in pairs, let learners hunt for six of the words they read from the passage from the puzzle below and write them in the space provided:

- a. Kofi
- b. Kojo
- c. name
- d. work
- e. secretary
- f. identity

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

Remedial Activity

Find a few examples together with low achievers and then let them continue.

Extension Activity

Have learners make one sentence each out of four of the discovered words.

Additional Practice

Refer learners to [page 172–173](#) in the Workbook for more practice

NB: Teaching vocabulary is very important for developing language skills. The teacher must therefore make time and consciously help learners to acquire vocabulary.

Strand 4: Writing**Sub-Strands 3: Writing/Copying Letters - Small and Capital**

B3.4.3.1.1.: Use letter-sound relationships to represent most letters in words correctly.

Activity 7**Sub-Strand 12: Descriptive Writing**

B3.4.12.1.1.: Describe yourself in a coherent paragraph

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

Teaching/Learning Resources: Slates and other writing materials, word cards, smartphones, etc.

Core Competencies: Communication and Collaboration

Key Vocabulary: name, surname, born, call

Preparation Before Class

Before the lesson, go online to get the guidelines for joint script writing and practise writing the sentences in joint script. Copy out the paragraph for the guided composition on a manila card.

Teaching/Learning Activities**Penmanship**

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill.

1. Revise use of capital letters and abbreviations with learners. In groups have learners correct the capitalisation problems in the paragraph.
2. Lead learners to revise writing letters and words in joint script. Follow the instruction for teaching penmanship in Units 1-3 of Teacher's Guide to help learners prepare and copy the paragraph on **page 282** of the Learner's Book.

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

B3.4.2.1.1.: Copy a short paragraph clearly.

Sub-strand 12: Descriptive Writing

B3.4.12.1.1.: Describe yourself in a coherent paragraph

Activity 7

1. Use the following probing questions to prepare learners orally for the writing task:
What is your name? Where were you born? What is your surname? Where do you come from, and in which region? What do you do when people call you by that name? Do you like your name?

2. Show the paragraph that is on the manila card.

My name is _____, but everyone calls me _____
I was born on _____ My surname is _____ I
come from _____ in the _____ Region
of _____ I like my _____ very much.

In mixed-ability groups, take learners through the paragraph and have them suggest what is needed to fill each gap.

Expected answers are in line with the probing question under activity 7.

Assessment

In pairs, refer learners to **page 284** of the Learner's Book and have them discuss words they will use to fill the gaps. Go round to support them with ideas and spellings. Let them copy the composition into their exercise books for marking.

Reflection

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

Additional Activity

Refer learners to **pages 174–175** of the Workbook for more practice.

Unit Summary

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

Discover

Watch these videos with learners and help them learn more words with different vowel sounds common "ai", "ur", "ar", you are. Let them form meaningful sentences with simple words.

Homework

Ask learners to find the meanings of their names and write them in their homework books.

Answers

Individual responses

Workbook Answers

A. Oral Language

Activity 1

1. Individual response
e.g Abena. I was born on Tuesday.
2. Individual response
 - a. Father: Kwame Botwe – an Akuapem boy born on a Saturday, an eighth born of the parents.
3. Individual response
e.g Opoku Mensah – a compound name of an Akan male person

B. Reading

Activity 1

1. “Names are the sweetest and most important sound in any language”
2. Efia, Afiba and Efua/Afua
3. Kofi Annan is remembered for living an exemplary life.
4. Yaa Asantewaa, Kwame Nkrumah, James Kwegyir Aggrey and Efua Theodora Sutherland, etc
5. Names/ Our names live on even after our death
6. It is the pointer that identifies a person

Activity 2

1.

Born – “or”
Burn – “ur”
Storm – “or”
Turn – “ur”
Pain – “ai”
Mail – “ai”
Maid – “ai”

C. Vocabulary

Activity 1

1. I was called Kofi
2. My name is something that identifies me
3. The time of my birth is not known
4. Kofi Annan’s performances speak loudly about him.

Activity 2

Spellings

Boy	fight
Joined	about
Among/mango	give
First	died
Occasion	warned
Memorable	dedication

D. Writing

Activity 2

1. Varied responses

Unit Overview

This unit is about holidays. It consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to engage in a conversation about visiting a tourist centre and answer a few questions. Section B is in two parts. In the first part, learners will read a passage on holidays aloud and answer oral comprehension questions on it. The second part, Letters have Sounds, focuses on syllables.

Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen Learner's understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners focus on labeling the vehicles in a picture and write a guided composition by filling in gaps.

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
B3.1.6.1 Explore using certain culturally acceptable language for communication.	B3.1.6.1.3 Talk about important places in their communities.	Communication and Collaboration Cultural Identity and Global Citizenship
Sub-Strand 5: Dramatisation and role-play		
Content Standard	Indicators	Core Competencies
B3.1.5.1. Perform stories	B3.1.5.1.1. Dramatisation and role-play stories heard and read.	Communication and Collaboration Cultural Identity and Global Citizenship
Strand 2 – Reading Sub-Strand 9: Fluency		
Content Standard	Indicators	Core Competencies
B3.2.9.1 Read texts fluently.	B3.2.9.1.1 Read long texts with good pace, accuracy and expression. B3.2.9.1.3. Use self-correction strategy to make meaning from texts.	Communication and Collaboration Personal Development and Leadership

Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B3.2.2.1. Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.3. Use basic elements of structural analysis (e.g. prefixes, suffixes, syllables, etc.) to decode unknown words.	Personal Development and Leadership
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1. Understand word meanings and usage.	B3.2.6.1.1. Read level-appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 4 – Writing		
Sub-Strand 4: Labelling		
Content Standard	Indicators	Core Competencies
B3.4.4.1. Draw and label simple pictures.	B3.4.4.1.1. Make a list of objects found in the environment.	Communication and Collaboration Self-Development
Sub-Strand 14: Informative/ Academic Writing		
Content Standard	Indicators	Core Competencies
B3.4.14.1 Write on the events of the day.	B3.4.14.1.1 Write picture events using simple sentences.	Communication and Collaboration
Strand 6 – Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literacy.	B3.6.1.1.1 Read a variety of age and level-appropriate books and summarise them.	Personal Development and Leadership

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

B3.1.6.1.3.: Talk about important places in your communities

Sub-Strand 5: Dramatization and Roleplay

B3.1.5.1.1.: Dramatise and role-play stories heard and read.

Conversation: Visiting a tourist centre

Teaching Strategies: Think-pair-share, demonstration, group work, questions

Teaching/Learning Resources: Picture, real objects, smartphones

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

Key Vocabulary: tourist, sanctuary, terminal, kente, weaving

Preparation Before Class

Make a poster of the conversation pictures on **page 287** of the Learner's Book. This helps you make sure all learners are moving with you at the same pace. Write the conversation on a manila card, and prepare a learner to practise the conversation with you in class.

Teaching/Learning Activities**Activity 1**

1. Let learners recite the rhyme: 'All work and no play makes Jack a dull boy.' or any other interesting rhyme or song. Show the enlarged pictures on the board and encourage learners to talk about them using leading questions (refer to **page 287** of the Learner's Book). Demonstrate pronunciation and explain the meaning of keywords (if necessary). Have learners predict what the lesson will be about.

Show the poster of the conversation on **page 288** or write it on the board.

2. Lead learners to read through the dialogue. Have learners read as a class, in groups, in pairs and as individuals until they can read alone.
3. Engage in the conversation with the learner you prepared and invite other learners to practice with you.

Activity 2

1. In pairs have learners take turns to engage in the conversation.
2. Have learners change roles and act on them as a class.
3. Have learners state the parts of the dialogue that they enjoyed and share them with each other. Let learners give reasons why they enjoyed those parts.

Activity 3

Have learners answer these questions on the conversation orally (refer to [page 289](#)). Put learners in groups, according to the number of pictures on page 285 of the Learners Book 3. Have each group prepare a story out of the pictures assigned to them. Ask the groups to role-play and tell their story to the class. Discuss the best role-play and let the learners comment on their stories. Encourage them to talk about the dramatization skills observed.

Answers

- a. Three.
- b. Tafi Atome Monkey Sanctuary.
- c. Pineapple farm tour, Tour at Tafi Abuipe village and the evening bonfire.
- d. Personal Response (Varied Answers)
- e. GH¢ 20 (twenty cedis)
- f. Mr. Adade
- g. Personal Response (Varied Answers)
- h. Yes, to refresh one's body and mind.

Reflection

Have learners reflect and talk about places they go during school holidays.

Additional Activity

Refer learners to [pages 176–177](#) of the Workbook for more practice.

Section B

Strand 2: Reading

Sub-Strand 9: Fluency

B3.2.9.1.1.: Read long texts with good pace, accuracy and expression.

B3.2.9.1.3.: Use self-correction strategies to make meaning from texts.

What to do during the holidays

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)
Teaching/Learning Resources: Learner's Book [pages 288–291](#), word cards, pictures on [page 288](#) of the Learner's Book

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

Key Vocabulary: beaches, vacations, wildlife, tourists, remind

Preparation Before Class

Before the lesson, prepare your word cards. Make large copies of the pictures on **page 290** of the Learner's Book for a more inclusive picture reading activity.

Teaching and Learning Activities

Activity 4

1. Begin the lesson with a discussion of the title of the passage. Show the pictures or refer learners to the ones on **page 290** of the Learner's Book. Allow learners to talk about what they see and predict what the story is about.

Activity 5

1. Teach and drill the pronunciation of the keywords: beaches, vacations, wildlife, tourism, remind.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears. Teach the meanings of keywords (if necessary) using context, demonstration and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 6

1. While learners listen attentively, read the text aloud.
2. Ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
3. Read the text a second time while learners listen.
4. Have learners read the text after you several times (echo reading). Encourage them to read with good pace, accuracy and expression.
5. Let them use self correction strategy to pronounce the sight words.

Activity 7

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

Assessment

2. Let learners read each question on **page 292** of the Learner's Book and discuss the answers with their partners. Provide support where necessary.

Answers

- a. When people go away to relax, they are on holiday.
- b. Central Region
- c. the Wli Waterfall, Mount Gemi and Tafi Atome Monkey Sanctuary
- d. Akosombo Dam, Paga Crocodile Pond, Boti Water Fall etc.

- e. They eat food cooked by other people, go to the beach in special clothes, climb mountains or watch wildlife.
- f. Personal response
- g. Personal response (varied answers)

Sub-Section B: Letters have Sounds: Syllables

Strand 2: Reading

Sub-Strand 2: Phonics

B3.2.2.1.3.: Use basic elements of structural analysis (example; prefixes, suffixes, syllables, etc.) to decode unknown words.

1. Have the class listen while you read the following words: picture, baby, holiday, Kakum, tourists. Read the words again but this time, ask them to watch your mouth to determine the number of times your mouth opens in saying each word. Explain that when you open your mouth you are saying syllables. Lead them to clap to show the syllables of some of the words from the passage, (e.g. relax= re-lax, two claps; so the word has two syllables).
Put learners in pairs and refer them to **page 293** of the Learner's Book to do Exercises 3–5.

Expected Answers

Exercise 3

Picture – pic-ture (2 syllables)

Baby – ba-by (2 syllable)

Tree – tree (1 syllable)

Climb – climb (1 syllable)

About – a-bout (2 syllables)

Mango – man-go (2 syllables)

Little – li-ttle (2 syllables)

Alike – a-like (2 syllables)

According – a-ccor-ding (3 syllables)

Exercise 4

Individual responses

Exercise 5

Crayons (2 syllables) paint (1 syllables) grandpa (2 syllables)

beautiful (3 syllables)

Behind (2 syllables) happy (2 syllables) laughed (1 syllable)decorate
(3 syllables)

Wonderful (3 syllables)following (3 syllables)

Remedial Activity

Observe and identify learners who have difficulty identifying and clapping the syllables.

Practice with them using words with different syllables. Have them start with the word names before breaking words into syllables.

Additional Practice

Refer learners to **page 178–179** of the Workbook for more practice.

Section C

Strand 2: Reading

Sub-Strand 6: Vocabulary

B3.2.6.1.1.: Read level-appropriate sight words, understand and use them in meaningful complex sentences

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

Core Competencies: Communication and Collaboration, Personal development and leadership

Key Vocabulary: beach, waterfall, castle, park

Preparation Before Class

Prepare word cards.

Teaching/Learning Activities

1. Working as a whole class, refer learners to **page 294** of the Learner's Book to identify the pictures. In pairs, ask them to match the words on the right with the pictures. Provide support where necessary.
2. Still in pairs, refer learners to **page 295** to complete the following words by filling the blank spaces (i. tou_ist; ii. _olidays; iii. re_ax; iv. tra__lled; v.natio__l; vi. Mo__ _y) Follow the strategy in Unit 7 to lead them to complete the words correctly.

Additional Task

3. Still in pairs, have learners rewrite these words correctly. Follow the strategy in Unit 8 to lead them to rewrite the words correctly.
 - a. cheba
 - b. Idul
 - c. tuarycsan
 - d. tristour
 - e. dayliho
 - f. feli

Answers

- a. cheba — beach
- b. Ldul — dull
- c. tuarycsan — sanctuary
- d. Tristour — tourist
- e. dayliho — holiday
- f. feli — life

Remedial Activity

Have low achievers do this exercise to prepare them for the additional task.

- a. bea_h b. san_tuary c. hol_d_y d. lif_

Extension Activity

Let high-achieving learners make meaningful sentences with the corrected words and share them with the class.

Ask them to copy their sentences in their exercise books for marking.

Answers

- a. beach b. sanctuary c. holiday d. life

Additional Practice

Refer learners to **page 180** of the Workbook for more practice.

NB: Teaching vocabulary is very important for developing language skills. The teacher must therefore make time and consciously help learners to acquire vocabulary.

Section D

Strand 4: Writing

Sub-Strand 4: Labelling Items

B3.4.4.1.1.: Make a list of objects found in the environment.

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

Teaching/Learning Resources: Pictures on **pages 293 – 294** of the Learner's Book, slates and other writing materials, smartphones, etc.

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Key Vocabulary: taxi, tricycle, bus, car

Preparation Before Class

Before the lesson, go online to get the guidelines for joint script writing and practise writing the sentences in joint script. Enlarge the pictures on **pages 295–296** of the Learner's Book.

Teaching/Learning Activities

Penmanship

This part of the writing section is for developing good handwriting. Be patient and consciously guide learners to develop this skill.

1. Lead learners to revise writing letters and words in joint script. Show the enlarged picture and lead learners to identify each vehicle by name. Put them in pairs. Refer them to **pages 295–296** of the Learner's Book and ask them to write the name of each vehicle under it. Go around and help learners edit and self-correct their work before presenting it to the class.

Answers

a. taxis b. tricycle c. Mercedes Benz car/car d. bus

2. Ask learners to use the names to write sentences. Show the pictures again and have learners talk about the uses of each of the vehicles.

Activity 8

Sub-Strand 14: Informative /Academic Writing

B3.4.14.1.1. Write picture events using simple sentences.

In pairs, have learners discuss and complete the sentences on **page 296** of the Learner's Book 3 using the most appropriate word from the box.

Answers

vehicles, carry, people, places, goods, sand

Extension activity

Have the high achievers search the internet for the various brand names of cars and use them in sentences.

Remedial Activity

Present a series of pictures to show learners how one of the vehicles is used. Put learners in mixed-ability groups and have learners select their dream vehicle. Let them draw a series of pictures to show how they will use the car. Have learners write a few sentences to support the pictures.

Reflection

Using the 'Hot seat' strategy, invite learners to sit on the hot seat, mention one vehicle and say what it can be used for.

Unit Summary

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

Discover

1. Watch this video with Learners and have them discuss Anna and her first trip.
2. Have learners watch the other videos and find out how to draw the Jubilee House as well as learn about the Ghanaian xylophone.

Homework

Ask learners to write an essay about what they want to do during the holidays in their homework book for submission.

Answers

Individual responses

Workbook Answers

A. Oral Language

Activity 1

1. They are heading to a tourist centre.
2. Yes, they did
3. They went to (Tafi Atome) monkey sanctuary

Activity 2

1. They were visiting Tafi Atome Monkey Sanctuary
2. Personal response(varied answers)
3. Personal response(varied answers)
4. Personal response(varied answers)

B. Reading

Activity 1

1. Resting and relaxing your body during holidays is good for your health
2. Akosombo Dam, Paga crocodile Pond, Boti Water Falls etc.
3. Personal response(varied answers)
4. Slavery(of our ancestors)/slave trade
5. Holiday

Activity 2

1.

a.	pa-rents	(2 syllables)
b.	beau-ti-ful	(3 syllables)
c.	Gha-na	(2 syllables)
d.	ma-ny	(2 syllables)
e.	con-trac-tors	(3 syllable)
f.	coa-stal	(2 syllables)

- g.** wa-ter-fall (3 syllables)
- h.** e-very-bo-dy (4 syllables)
- i.** sanc-tua-ry (3 syllables)
- j.** va-ca-tion (3 syllables)
- k.** le-ssons (2 syllables)
- l.** cas-tles (2 syllables)
- m.** tou-rist (2 syllables)
- n.** moun-tains (2 syllables)

C. Vocabulary

Activity 1

1.

happy
flowers
behind
relax
Tafi
Kakum
Waterfalls

Activity 2

- a.** special – more important
- b.** relax – rest
- c.** tired – exhausted
- d.** earn – get
- e.** visit – go and see
someonesomething
- f.** climb – ascend
- g.** far – long

D. Writing

Activity 2

- 1. a–f. Individual response (varied answers)

Unit Overview

This unit is about having fun. The unit consists of four sections, A-D. Section A focuses on Oral Language Development. Learners will learn to engage in meaningful conversation about ice cream and answer a few questions about it. Section B is in two parts. In the first part, learners will read a passage aloud on Christmas at Rattray Park and answer oral comprehension questions. The second part, Letters have Sounds, focuses on learning silent letters. Learners will learn to identify and read words in which the sound of the letter 'b' is silent. Section C is for Vocabulary Consolidation. Activities in this section are structured to deepen Learner's understanding of keywords from the passage. Section D focuses on Writing Skills Development. Learners will copy a paragraph and write a guided composition on picnic experiences by answering some questions.

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
B3.1.6.1 Explore using certain culturally acceptable language for communication.	B3.1.6.1.2 Talk about events or things in the community.	Communication and Collaboration Cultural Identity and Global Citizenship
Sub-Strand 9: Giving and Responding to commands/instructions/directions and make requests		
Content Standard	Indicators	Core Competencies
B3.1.9.1. Demonstrate understanding in commands, instructions, directions and requests.	B3.1.9.1.2 Give and respond to commands instructions and directions.	Communication and Collaboration Cultural Identity and Global Citizenship

Strand 2 – Reading Sub-Strand 7: Comprehension		
Content Standard	Indicators	Core Competencies
B3.2.7.1 Understand and analyse texts read.	B3.2.7.1.1 Use self-correction strategies to make meaning when reading.	Communication and Collaboration Personal Development and Leadership
B3.2.7.2 Use knowledge, skills and techniques of reading to understand, interpret and appreciate a variety of literary texts.	B3.2.7.2.4 Read level-appropriate texts independently.	
Sub-Strand 2: Phonics		
Content Standard	Indicators	Core Competencies
B3.2.2.1 Connect sounds to letters and blend letters or syllables in order to read and write.	B3.2.2.1.1 Understand the relationship between spelling of words and sounds of speech.	Personal Development and Leadership Communication and Collaboration
Strand 5: Using Writing Conventions/ and Grammar Usage Sub-Strand 10: Spelling		
Content Standard	Indicators	Core Competencies
B3.5.10.1. Use phonics knowledge to spell words.	B3.5.10.1.1 Spell phonically irregular words correctly.	Communication and Collaboration Critical Thinking
Sub-Strand 6: Vocabulary		
Content Standard	Indicators	Core Competencies
B3.2.6.1 Understand word meanings and usage.	B3.2.6.1.1 Read level-appropriate sight words, understand and use them in meaningful complex sentences.	Communication and Collaboration Personal Development and Leadership
Strand 4 – Writing Sub-Strand 2: Penmanship/Handwriting		
Content Standard	Indicators	Core Competencies
B3.4.2.1 Copy and write sentences correctly.	B3.4.3.1.1 Copy short paragraphs clearly.	Communication and Collaboration

Sub-Strand 12: Descriptive Writing		
Content Standard	Indicators	Core Competencies
B3.4.12.1 Demonstrate knowledge of description of writing.	B3.4.12.1.1 Describe places or functions in a coherent paragraph.	Communication and Collaboration
Strand 6 – Extensive Reading		
Sub-Strand 1: Building the Love and Culture of Reading		
Content Standard	Indicators	Core Competencies
B3.6.1.1 Read widely for pleasure and demonstrate independent reading and learning in literacy.	B3.6.1.1.1 Read a variety of age and level-appropriate books and summarise them.	Personal Development and Leadership

Section A

Strand 1: Oral Language

Sub-Strand 6: Conversation

B3.1.6.1.2.: Talk about events or things in the community.

Sub-Strand 9: Give and respond to commands/instructions/directions and make requests.

B3.1.9.1.2.: Make and respond to a polite request.

Conversation: Fun with ice cream

Teaching Strategies: Think-pair-share, demonstration, group work, questions

Teaching/Learning Resources: Picture, real objects, smartphones

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

Key Vocabulary: ice cream, apples, vanilla, favourite

Preparation Before Class

Make a poster of the conversation picture on **page 299** of the Learner's Book. This helps you make sure all learners are moving with you at the same pace. Write the conversation chart on a manila card. Prepare a learner who will practice the conversation with you during the demonstration.

Teaching/Learning Activities

Activity 1

1. Show the enlarged picture on the board and encourage learners to talk about it using leading questions (refer to **page 299** of the Learner's Book 3). Demonstrate pronunciation and explain the meaning of keywords (if necessary). Have learners predict what the lesson will be about.

Activity 2

1. Show the poster of the conversation on **pages 299–300** of the Learner's Book or write it on the board.

Engage in the conversation with the learner you prepared and invite other learners to practice with you. Lead learners to read through the dialogue. Have learners read as a class, in groups, in pairs and as individuals until they can read alone.

Have learners change roles.

Have learners state the parts of the dialogue that they enjoyed and share them with each other. Let learners give reasons why they enjoyed those parts.

Assessment

2. Have learners answer the questions on the conversation (refer to **page 298** of the Learner's Book) in pairs or in groups and present them to the class.

Activity 3

Review the conversation chart with learners again. Have them notice the polite requests made by the children and how their father accepted or denied them.

Invite a learner to the front to repeat the requests, giving reasons for the acceptance or denial. In pairs, have learners practice making and responding to polite requests. Provide a variety of clues for the learners to use.

Answers

- a. Yes, I have/No, I haven't.
- b. Personal response (varied)
- c. Personal response (varied)

Reflection

Have learners reflect on the conversation and try to share experiences they had enjoying ice cream.

Remedial Activity

Go round to support those who have difficulty making or responding to polite requests. Have them practise with you if need be.

Additional Practice

Refer learners to **pages 183–184** of the Workbook for more practice.

Section B

Stand 2: Reading

Sub-Strand 7: Comprehension

B3.2.7.2.1.: Use self-correction strategies to make meaning when reading texts.

B3.2.7.1.4.: Read level-appropriate texts independently.

Christmas at Rattray Park

Teaching Strategies: Echo reading, whole class/group reading, matching (sentence/word)

Teaching/Learning Resources: Word cards, Learner's Book **pages 300–303**, pictures, etc.

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

Key Vocabulary: amazing, handling, disturb, harmattan, chilled, climax, crockery

Preparation Before Class

Before the lesson, prepare your word cards. Make a large copy of the picture on **page 300** of the Learner's Book for a more inclusive picture reading activity.

Teaching and Learning Activities

Activity 3

1. Begin the lesson with a discussion of the title of the passage. Show the picture or refer learners to the one on **page 300** of the Learner's Book. 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.
2. In pairs, have learners search the text quickly to find the words in bold. Let them try to work out the meaning of each word by reading the sentence(s) in which it appears.

Teach the meanings of keywords (if necessary) using context, demonstration, and miming. (Remember the order of teaching new vocabulary. **DO NOT** copy the new words on the board ahead of time.)

Activity 5

1. While learners listen attentively, read the text aloud and ask learners to check the correctness of their predictions. Have a few of them share their ideas with the rest of the class.
2. Read the text a second time while learners listen.

3. Have learners read the text after you several times (echo reading). Read out words and sentences for learners to identify in the text.

Activity 6

1. In pairs, have learners take turns to read the text aloud to each other sentence by sentence or paragraph by paragraph.
Encourage learners to read aloud independently.

Assessment

2. Let learners read each of the questions on **page 303** of the Learner's Book 3 and discuss the answers with their partners. Provide support where necessary.

Answers

- a. This story is about a picnic.
- b. They are in the month of November.
- c. There will be no rainfall to disturb it.
- d. Eight families are participating in this picnic.
- e. Mrs. Adanuti and Mrs. Amana will be in charge of the drinks.
- f. The Ashies will make sandwiches.
- g. Kawia.
- h. A boy. Because of the sentence "This year, the girls want to play football with us".
- i. Hammond

Sub-Section B: Letters have Sounds: **silent letters (b)**

Strand 2: Reading

Sub-Strand 2: Phonics

B3.2.2.1.1.: Understanding the relationship between spelling of words and sounds of speech.

1. Have learners read each of these words: bed, disturb, ball, bite, bell, bowl, boy. Write the words on the board and ask learners to listen while you read the words.
2. Each time you read a word, ask them to identify the sound of letter 'b' in the word.
3. Have them listen to you read these words too: comb, climb, bomb, lamb, debt, thumb, tomb, doubt, dumb, womb.
4. Ask learners to repeat each word after you. Have them try to identify the sound of 'b' in the second batch of words.
Explain that letter 'b' is silent in each of the words. Further explain that in English, the sound of 'b' is silent in some words, e.g. when it follows 'm' (as in comb). It is also silent in debt and doubt.
5. In pairs, have learners search the internet for more words in which the sound of 'b' is silent.

Remedial Activity

Have learners who struggle to read the words with silent 'b' practice reading the words after you.

Additional Practice

Refer learners to **pages 184-185** of the Workbook for more practice

Section C

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Strand 10: Spelling

B3.5.10.1.1.: Spell phonically irregular words correctly.

Strands 2: Reading

Sub-Strand 6: Vocabulary

B3.2.6.1.1.: Read level-appropriate sight words, understand and use them in meaningful complex sentences.

Teaching Strategies: Demonstration, explanation, leading questions

Teaching/Learning Resources: Word cards

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

Key Vocabulary: harmattan, football, picnic, salmon

Preparation Before Class

Prepare word cards.

Teaching/Learning Activities

1. In pairs, have learners rewrite the words on **page 303** of Learner's Book 3 correctly. Follow the strategy in Unit 8 to lead them to rewrite the words correctly.

Expected Answers

- a. mathartan – harmattan
- b. disburt – disturb
- c. lapiati – tilapia
- d. almons – salmon
- e. tbafooll – football
- f. nicpic – picnic

2. In groups, have learners read the following paragraph to help them fill in the gaps in the paragraph on **page 305** of the Learner's Book 3.

Answers

Uncle Kobena and my father, Kuuku, will be handling the food. They are chefs and make amazing dishes. On their menu, there is jollof with fried chicken, banku with grilled tilapia, fried ripe plantain with beans stew and fonio with chicken curry. Mummy will make nkatecake and cube cake.

Extension Activity

Have high achievers do exercise 1:
Rearrange the letters to form words:

- a. harttanma b. tipiala c. turbdis d. footllab e. monsal

Answers

- a. harmattan b. tilapia c. disturb d. football e. salmon

Remedial Activity

Have low-achieving learners find the missing letters in the following words: har __ ttan, ti __ pia, d __ turb, footb __ l, salm __ .

Answers

harmattan, tilapia, disturb, football, salmon

Reflection

Have learners think about the meaning of the words they will use to fill the gaps. Ask them to use the words in their own sentences. Invite a few of them to share their sentences with the class.

Additional Practice

Refer learners to **pages 186-187** of the Workbook for more practice.

NB: Teaching vocabulary is very important for developing language skills. The teacher must therefore make time and consciously help learners to acquire vocabulary.

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

B3.4.2.1.1.: Copy short paragraphs clearly.

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

Teaching/Learning Resources: Slates and other writing materials, word cards, smartphones, etc.

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

Key Vocabulary: picnic, attended

Preparation Before Class

Before the lesson, go online to get the guidelines for joint script writing and practise writing the sentences in joint script.

Teaching/Learning Activities**Penmanship**

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

1. Lead learners to revise writing letters and words in joint script. Follow the instruction for teaching penmanship in Units 1-3 of Teacher's Guide to help learners prepare and copy the paragraph on **page 306** of the Learner's Book with clarity and good spacing.

Activity 7**Sub-Strand 12: Descriptive Writing**

B3.4.12.1.1.: Describe places and functions in a coherent paragraph and share the information with the whole class.

Strand 5: Using Writing Conventions/Grammar Usage**Sub-Strand 6: Using Qualifying Words - Adverbs**

B3.5.6.1.1.: Identify qualifying words.

B3.5.6.1.1.1.: Use adverbs correctly to express time, frequently, etc.

1. In pairs, have learners read the passage again.

Use the following probing questions to prepare learners orally for the writing task.

Have you ever gone to a picnic? When did you go? Who went with you? What happened at the picnic? How did the picnic end? Would you like to have the picnic again and why? Write the questions on the board. Read your sample composition to the class.

Assessment

2. Put learners in small groups to discuss the questions and use the answers to write a short composition about a picnic they went to. Ask them to copy the composition into their exercise books.
3. Ask each pair to share their work with another pair.

Extension Activity

Ask high achievers to add two or more sentences to their composition.

Reflection

Invite some of the groups to share their experiences with the class and talk about how challenging the task has been.

Have learners listen to you use the following expressions in sentences to show adverbs. For example, “He is very eager to cross the road”. Explain to the learners that words used to qualify actions are adverbs. Have them identify adverbs in the sentences in task 4–5 on [page 307](#) of Learners Book 3.

Put learners in groups and ask them to use the adverbs in task 6 to form sentences.

Additional Practice

Refer learners to [pages 188–189](#) of the Workbook for additional practice.

Unit Summary

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

Discover

1. Watch the first two videos with learners and discuss the various cultures and what they celebrate around the world.
2. Have learners practise reading more silent “d” words, then, writing some given ones as the teacher dictates to them.

Homework

Ask learners to write an essay about how to plan a “Christmas party for themselves”.

Answers

Individual responses

Exercise 1

The one who is a

E.g

- a. Kaakyire – last born of the parents
- b. Nyameky3 – God’s gift
- c. Nyame (Adom) – God’s grace/ Grace
- d. Bediako – someone who has so many problems / hardship to deal with.
- e. Agyemang – someone who is a savior. He/ She helps people to solve their problems.
- f. (Ask learners different versions of the above names)

Exercise 2

1.

a. term (“er”)	b. burn (“ur”)
c. mall (“al”)	d. saw (“aw”)
e. name (“a-e”)	f. pay (“ay”)
g. germ (“er”)	h. earn (“ear”)
i. girl (“ir”)	j. word (“or”)
2.

a. everybody – 3	b. relax -2
c. contractors – 3	d. holiday -3
e. food – 1	f. savannah -3
g. sanctuary – 3	h. tourism - 3
3.

a. Kofi Ti Baah
b. Kofi’s toddler brother
c. Kofi’s class teacher
d. He thought he would miss the program.

Exercise 2

1.

a. disturb	c. ice cream
b. occasion	d. picnic
2.

a. cro <u>ck</u> ery	b. <u>h</u> olidays
c. relax <u>x</u>	d. travel <u>l</u> ed
e. nation <u>a</u> l	
3.

a. Earth	e. depends
b. survive	f. animals
c. minerals	g. nutrients
d. fauna	

Exercise 3

1. Individual response including
 - a. I will go to school
 - b. I will wash my uniform
 - c. I will clean the house
 - d. I will do my homework
 - e. I will brush my teeth
2. a. (Accept any reasonable responses)

Workbook Answers

A. Oral Language

Activity 1

1. Individual response (varied answers)
2. Banana, pineapple, mango, vanilla
- 3–6 Individual response (varied answers)

Activity 2

1. banana ice cream
2. Pat
3. too much of sugary food is not good for the body. /Fruits make the body healthy etc.

B. Reading

Activity 1

1. Rattray Park/during Christmas
2. Uncle Kobena and Kunku
3. Sobolo/liha/pineapple and orange juice/coca cola/ malt/ coconut water. (Any three of the above)
4. Ludo/Oware/football
5. Birago Appiah
6. He is excited because:
 - a. They can enjoy all the foods they love

- b. They can spend time with their parents
- c. They can play with their friends.
- d. They can have ice cream time. (Any two of the above)

7. They had ice cream time/They ate ice cream.

8. Because he owns a fruit farm

Activity 2

1. Castle, often, listen, Christmas, whistle, thumb, plumber

C. Vocabulary

1. a. disturb – worry
- b. crockery – plates, dishes and other eating and serving tableware
- c. harmattan – dry season
- d. amazing – causing wonder
- e. climax – the peak of the celebration

Activity 2

- | | |
|---------------|-------------|
| 1. a. disturb | f. defeat |
| b. coconut | g. climax |
| c. picnic | h. previous |
| d. team | i. overfed |
| e. enjoy | |

D. Writing

Activity 2

- a.** We go for a picnic from time to time
- b.** We eat supper in the evenings.
- c.** They visit the city every Sunday

- d.** He buys a new pair of shoes from the shopping mall
- e.** Mum and Dad like going on a picnic

ESSENTIAL English

Primary 3

Teacher's Guide

ESSENTIAL English offers you a first-class course in English for Ghana. The material has been developed in accordance with the new standards-based curriculum by the National Council for Curriculum and Assessment (NaCCA). It offers learners accessible, high quality content to ensure the best foundation for future learning.

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'**Phonics and Fun with words**' activities to help learners learn their sounds and words

'**Discover more**' boxes with QR codes to learn more by visiting useful websites

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