

Malawi Primary  
Education

# English

## Teacher's Guide for Standard 1



Malawi Institute of Education

Produced and printed with support from:



**USAID**  
FROM THE AMERICAN PEOPLE



Produced and published by

Malawi Institute of Education  
PO Box 50  
Domasi  
Zomba  
Malawi

Email: [miedirector@sdpn.org.mw](mailto:miedirector@sdpn.org.mw)  
Website: [www.mie.edu.mw](http://www.mie.edu.mw)

© Malawi Institute of Education, 2016

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without the permission of the copyright owner.

First edition: 2016

ISBN 978-99960-44-03-8

---

## Writers

---

Margaret Chilimanjira	: Malawi Institute of Education
Kingsley Kapito	: Malawi Institute of Education
Esnart Chapomba	: Department of Basic Education
Rabson Madi	: Department of Teacher Education and Development
Edith Mmela	: Domasi College of Education
George Chikane	: Domasi College of Education
Moses Wajanja	: Kasungu Teachers' College
Rose Mandere	: Kasungu Teachers' College
Margaret Mulagha	: Lilongwe Teachers' College
Elias Lyson	: Lilongwe Teachers' College
Jenning Nkhoma	: Machinga Teachers' College
Elymas Tembwe	: Machinga Teachers' College
Anthony Malunga	: Machinga Teachers' College
Charles Ofesi	: Blantyre Teachers' College
Dorothy Gumbo	: Blantyre Teachers' College
Mervin Mutonga	: Phalombe Teachers' College
Charles Mashonga	: Chiradzulu Teachers' College
Ellin Rambiki	: St Josephs' Teachers' College
Patrick Kapito	: Chancellor College
Annie Mzumara	: Karonga Teachers' College

### **Acknowledgements**

The Ministry of Education, Science and Technology (MoEST) and the Malawi Institute of Education (MIE) wish to extend their gratitude to the writers, artists and typesetters and all those who contributed in one way or another in drafting, development and production of this book.

The MoEST and MIE are particularly indebted to the United States Agency for International Development (USAID) and the Department for International Development (DFID) for financial and technical assistance for the book to be developed, reviewed and published in accordance with the National Education Standards and the National Reading Strategy.

Special thanks should also go to experts for evaluating, refining and reviewing the book.

### **Production team**

Editors	: Max J Iphani and Peter Ngunga
Illustrations	: Heath Kathewera, Richard Mwale & Isaiah Mphande
Design and layout	: Karon Harden and Sanderson Ndovi
Editor-in-Chief	: Max J Iphani

## **Introduction**

This introduction to the English Standard 1 Teacher’s Guide Term 1 will provide you with an overview of the literacy model used in the National Reading Programme. The introduction is organized in ten parts which may serve as an ongoing resource for you as needed.

- In Part 1, you will learn about the National Reading Strategy and how its guiding principles support teaching and learning.
- In Part 2, you will learn about the role of Reading Centres in the community and how they support the National Reading Strategy to increase parental and community support to improve learners’ reading.
- In Part 3, you will learn about how creating and maintaining a safe, gender-sensitive and inclusive learning environment in your classroom enables your learners to learn effectively.
- In Part 4, you will learn about five components that form part of effective literacy instruction.
- In Part 5, you will learn about the lesson framework used in English Standard 1 classes.
- In Part 6, you will learn about effective teaching and learning methods that promote literacy development.
- In Part 6, you will learn about using continuous assessment to inform instruction.
- In Part 8, you will learn about strategies that will help you meet the diverse needs of your learners.
- In Part 9, you will learn additional strategies for reinforcing the literacy sub-skills.
- In Part 10, you will learn tips for classroom management.

## **Part 1: Overview of the National Reading Programme**

The goal of the National Reading Programme (NRP) (Ministry of Education, Science, and Technology, 2014) is to improve reading achievements of Standard 1 to 4 learners to ensure that at least 50 percent of learners that complete Standard 4 are able to read at that level. In order to realize this goal, the NRP focuses on four strategies:

1. effective reading instruction
2. assessment
3. teacher preparation
4. family and community support

### ***Strategy 1: Effective Reading Instruction***

Effective reading instruction includes a focus on five essential components of reading taught in an explicit and systematic way. In English Standard 1 we focus primarily on the components of oral language development and phonological awareness. Explicit means that a concept is directly taught and modelled. Systematic means the teacher’s guide and learner’s book are aligned so that these components progress in a sequence moving from easiest to more difficult.

### ***Strategy 2: Assessment***

Assessment is an important part of effective instruction. The primary purpose of classroom-based assessments is to inform you what adjustments you need to make during instruction so that your learners’ needs are met.

### ***Strategy 3: Teacher Preparation***

Teachers need support in learning how to teach reading and language. Teacher professional development support will focus on knowledge of the five components of reading instruction, the stages of reading acquisition, strategies to help learners build on the reading skills taught, and

ways to build strong home-school-community partnerships to support learners' to become proficient readers. Professional development support will also address the particular needs that arise in your teaching practice.

#### ***Strategy 4: Families and Communities***

Schools, families, and community members need to collaborate to nurture a habit of reading. Educating families about ways to incorporate reading at home is critical to the process of learning to read. In the community, reading centres located near schools can also foster a love of reading by providing opportunities for children to gain more practice of what they learn in school and to read supplementary books. Reading centres are spaces where children can select books and practice the reading skills they were taught in class.

### **Part 2: The Role of Reading Centres in the National Reading Programme**

A culture of reading can only develop if reading is an important activity in and out of school. To foster a culture of reading, schools can inform parents and community members of the importance of their collaboration and of the many ways they can promote reading in the home and in the community.

In the National Reading Programme, there will be a community mobilization and engagement process across the country to work with those at district level who have a role in supporting and promoting local development and School Management Committees (SMCs) and the wider community at village level. It is expected that (SMCs) will be encouraged to work with the community leaders and the wider community through Parent Teacher Association (PTAs) to create reading centres where learners can attend out of school hours and have the opportunity to practice reading and develop their reading and skills. This will support language learning at school by developing the learner's literacy skills that will enhance laying of the foundation for acquiring reading and writing for academic learning.

A Reading Centre is a place in the community where learners in Standards 1 – 4 are engaged in activities that provide opportunities to practice reading to reinforce literacy skills learned at school. Under the National Reading Programme, Reading Centres will be opened in the catchment area of every primary school. The Centre is open for 1-2 hours on at least 2 days per week after school. The exact opening hours are decided by the community, through the Village Development Committee (VDC) and the SMC. The Centre is run by volunteer facilitators with the support of parents, community members, and teachers from the surrounding primary schools whose learners attend the centres. The Facilitators will follow a Reading Centre Syllabus, which is aligned to the school syllabus. This ensures that the activities in the Reading Centres reinforce the work covered in school each week. The Facilitators use a variety of materials (including locally made resources) and activities to encourage children to practice literacy skills they have learned in school.

Primary schools should assign a lead teacher or teachers (preferably the Infant and/or Junior Section Heads) to act as liaison between the school and the Reading Centres in the school catchment area. Teachers, Head Teachers, and SMC will receive training on how to support Facilitators and their learners in the reading centres. Their roles will be to:

1. Engage with the members of the community to promote reading and encourage use of the Reading Centre
2. Facilitate communication among stakeholders to ensure program and school fidelity
3. Ensure implementation of gender equity, safe and inclusive learning practices.
4. Encourage and organize in-kind contributions from community members to the Reading

Centre Facilitators.

### **Part 3: How a Safe, Gender-Sensitive, Inclusive Learning Environment Supports Learning**

Children learn most effectively when they feel safe and secure in their classroom, school, community and home. This applies to learners' physical safety and security as well as their psychological and emotional safety and security. This is true for all learners in your classroom regardless of whether they are girls or boys, whether they have special needs, whether they are clever or low performing, and whether they are confident or lack confidence. You, as a teacher, set the tone for the learning environment in your classroom and school. You can support your learners greatly by ensuring that they feel safe and secure in your classroom and school.

All learners will make mistakes as they learn. Learning from mistakes is an important part of the learning process. Therefore, teachers need ensure that when learners make a mistake in class, other children (and other teachers) do not ridicule them. This is called creating a risk-free learning environment. If learners perceive each mistake as a failure, they will eventually stop trying to learn. If learners are afraid to try to learn, they will not learn. Teachers are very powerful role models for learners. They need to see you make a mistake, talk about what you learned from your mistake, and how it affected your learning in a positive way. For example, when teaching learners to write capital and lower case letters, you can say, "Class, look here. I have written a capital M the same way I have written a lower case m. I have made a mistake! When I compare my two letters, I see that there is no difference. Now I understand that a lower case **m** has two humps and a capital M has two points. If I hadn't tried, and made a mistake, I might never have learned!"

When teachers use positive reinforcement by recognizing and/or praising learners' efforts and successes, they build their learners' confidence and self-esteem as well as motivate learners to fully participate. Positive reinforcement helps learners feel that they belong in the class, which is another important element of a safe, gender-sensitive and inclusive learning environment. Receiving positive reinforcement from their teacher is especially important for learners who are shy or who lack confidence to express themselves freely or participate in classroom activities. When a teacher praises learners who demonstrate good behaviour, such as, following classroom rules, helping another learner, or following instructions correctly, other learners are more likely to do the same.

Learners who do not feel safe and secure within their classroom or school may have difficulty concentrating on what they are learning and may, as a result, have poor grades. Learners who are punished for giving wrong answers will dislike learning and/or going to school. This is especially true for learners who are teased, bullied, or beaten at school. These learners are at risk of missing school or dropping out.

All children learn behaviours and values at home and in the community. Girls may have learned they should not talk much. Boys may have learned it is important for them to do well in school since they will need to earn money for the family when they are older. Girls may be told that doing well in school is not as important for them because they will get married and work at home when they get older rather than going out and earning money. What girls and boys learn at home before they start to go to school shapes how they understand their place in the world and how they should behave when they get to school. Girls who are told that girls should be quiet are less likely than boys to have the confidence to speak freely in class. You, as the teacher, need to create and maintain a learning environment so that all your learners feel supported to participate fully in their learning.

As a teacher, you can ensure that your classroom management practices are gender-sensitive and inclusive by making sure all your learners have equal opportunities to participate in activities in class. For example, if there are not enough teaching-learning materials for all learners, how do you manage your class to ensure all your learners can access the materials equitably? Do you alternate between calling up girls and boys to make sure both are given chances to participate in class? Do you give all your learners an equal amount of time to answer questions or to get extra support?

#### **Part 4: The Five Components of Reading Instruction**

Teaching learners to read involves many layered, interactive processes. Girls and boys must learn about the relationship between the sounds they hear when listening and speaking and the letters of the alphabet that represent those sounds in reading and writing. In order to build learners' awareness of the relationship between spoken and written language, it is important to model reading skills so that learners can see what reading looks like and hear what reading sounds like. Effective reading instruction also involves supporting learners as they gradually acquire simple to more complex skills. These fundamental skills are known as the five components of reading instruction, which include phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Institute of Child Health and Human Development (NICHD), 2000). In this section, we describe each component, its relevance to learning to read, and activities you can use to help learners develop into strong readers.

##### ***Component 1: Phonological Awareness***

This is the ability to recognize that words are made up of individual sound units. It is an umbrella term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes. Awareness of individual phonemes is referred to as phonemic awareness.

A learner who is developing phonemic awareness can listen to spoken words and identify the different sounds that make up the word. The word "phonemic" is related to the word "phoneme," which refers to the smallest unit of sound in a spoken word. For example, when you say the word "sit," a learner would be able to hear the individual sounds or phonemes /s/, /i/, and /t/ that comprise the word "sit." Phonemic awareness is a sub skill of phonological awareness, which is a sensitivity to linguistics units such as rhyme, syllables, and phonemes.

When you support learners to develop phonemic awareness, you enable learners to make connections between the sounds of spoken language and the letters that represent these sounds. The development of phonemic awareness is important because it supports the ability to read (decode) and spell (encode) words. We need activities such as singing songs, reciting poems, acting out dialogues, listening to stories, asking and answering questions, counting syllables, and playing with rhyming words so that when they start reading in English, the words and sentences will have meaning for them.

##### ***Component 2: Alphabetic principle***

A learner who understands the alphabetic principle knows that words are made up of letters that represent speech sounds. As children learn the alphabetic principle, they begin to recognize letter shapes and letter names hence make connections between letter names and letter sounds. For example, learners may see a picture of a bottle next to the word "bottle", recognize the shape of the letter b, and make the connection between this letter and its sound, /b/, as the first sound in the word bottle. As learners encounter more words in the learner's book and in supplementary

reading materials, they will notice the letters and letter shapes, and begin to understand that letters are combined to make words.

Children come to school with some degree of exposure to letters of the alphabet. They see the letters shown on store signs along the way to school as well as print found on some items at home. In this teacher's guide, you will find activities that build on learners' basic knowledge of letters through phonics instruction. *Phonics instruction* is the term used to describe the approach you will use to support children's learning of the alphabetic principle. Some phonics instructional activities include teaching the letter names, shapes, and sounds, looking at pictures of objects that start with the target letter, and naming the capital and lowercase letters shown on a page in the learner's book.

### ***Component 3: Fluency***

Learners who read with fluency can accurately read words and sentences with expression at a pace that is neither too fast nor too slow (Moore & Lyon, 2005). Learners must apply their growing phonemic awareness skills, knowledge of the alphabetic principle, and background knowledge to the act of *decoding* to read a word correctly. In Standard 1 English, the focus is on oral fluency.

In this teacher's guide, you will find activities that build on children's knowledge of spoken language and create engaging opportunities for learners to gradually improve their ability to read with fluency and expression. Some of the instructional activities that help learners read with fluency include modelling how to read sentences with expression and at a good pace, both through the text in the learner's book and stories that you read aloud to them, as well as providing opportunities for learners to practice repeated reading of syllables, words, and sentences, and reading individually, in pairs, and in groups.

### ***Component 4: Vocabulary***

When learners acquire new words, they are better able to communicate through listening, speaking, reading, and writing. As children learn to read, they draw from the oral vocabulary they have learned by listening and speaking to others at home, school, and in the community. Children who have well-developed vocabulary tend to acquire written language more efficiently than those who do not. For example, a student may be able to decode (i.e., sound out) words, but may still not be able to understand a text because she or he does not know the meaning of those words.

Vocabulary acquisition is therefore critically important because it supports children's ability to read with understanding. In this teacher's guide, you will find activities that can help you teach vocabulary in various ways. You will be able to teach vocabulary *directly* by telling learners the meanings of words as you act them out, showing pictures that represent the meaning of the words, or by using target vocabulary words in model sentences and discussions with learners. Explicit vocabulary instruction is a much bigger component of English Standard 1 lessons than in Chichewa Standard 1.

You will also be able to teach vocabulary *indirectly* through the new vocabulary words found in the stories contained in the learner's book or supplementary readers. There, the meanings of new words can be explored through class discussions, questioning, drawing on background knowledge, and by helping learners use pictures and other words in the story to figure out their meaning.

### ***Component 5: Comprehension***

The overall purpose of teaching children how to read is so that they can read with understanding. When learners read with comprehension, they are able to understand the meaning of the pictures,

words, and sentences they encounter in the learner’s book or supplementary readers. Even when learners are still in the process of learning to read fluently, they can still develop comprehension skills by actively listening to the teacher reading aloud to them.

Children come to school with many first-hand experiences related to stories they listen to or tell others about events that happened to them or people they know in their community. They are also familiar with a wide variety of real-life topics such as helping with household chores, activities that adults in their community do to make a living, and the kinds of plants and animals that are found in their environment. This is their background knowledge.

Helping learners apply background knowledge to stories and pictures encourages them to think about what they already know. You can model how to apply background knowledge by sharing your own experiences as you read aloud or look at an illustration. For example, “In this picture Amina is planting maize with her mother. I used to help my family plant maize. Sometimes we would spend all day in the field. It was hard work but my mother always sang songs as we worked. I loved to hear her sing.”

Every person’s background knowledge is unique to his or her experience. It is important to emphasize this with learners. Encourage them to use their own background knowledge to understand stories that you read aloud and pictures they examine in their learner’s books. For example, “Gloria, in this picture a girl is holding a football. What do you think she is going to do?” When the learner responds, follow up by asking, “How do you know?” Or, “John, I am going to read a story about a boy and girl who go to the market with their father. Have you ever gone to the market with your father? Tell us what you saw and what you did.” Follow up by saying, “Class, let’s all think about a time we went to the market as I read this story aloud.” Learners need explicit instruction to use their background knowledge. Teaching them to do this is one of the most powerful tools for increasing comprehension.

In this teacher’s guide, you will find activities that guide the use of the learner’s book and deepen learners’ listening and reading comprehension skills. These include asking *literal questions*, ones that create opportunities for learners to retell and recall basic details about *who, what, when, where, and why* in a story. They also include asking *inferential questions*, ones that invite readers to read between the lines and extend the meaning of the text in order to understand why characters behave in a certain way and what the message of the story could be.

## **Part 5. Lesson Framework**

In Standard 1, since English is a second language for most Malawian children, English instruction is focused mostly on the development of oral language. Building their English vocabulary and ability to use and understand English so that when they begin reading in English in Standard 2, the English itself will hold meaning for them. The alphabet letters and their sounds are introduced in Term 2, although teaching reading in English starts in Standard 2.

The table below shows the focus of English language instruction over the course of each week in Term 1. In general, each week you will teach vocabulary around a particular theme and sentence structures. For speaking practice, the learners will learn a dialogue that incorporates the target vocabulary and act it out with one another. For listening comprehension, you will read them a story and do different activities with them to check and reinforce their understanding. In learning a new language, it is important for the learners to have multiple exposures to the new words and the opportunity to revisit and use them over and over again and in a variety of ways. Therefore, on Tuesday you will essentially reinforce the same content that you introduced on Monday. On Wednesday you will introduce “expanded” dialogues and read-alouds that build on the original

versions in some way, and you will reinforce that expanded content again on Thursday. Lessons 4 and 8 on Tuesdays and Thursdays also include a brief phonological awareness activity to tune the learners' ears to the sounds of English in preparation for the introduction of the alphabet letters and sounds in Term 2. On Friday you will revise any of the success criteria from the week that your learners are still struggling to meet. Each day you will teach two thirty-minute lessons.

## English Standard 1

*English Weekly Lesson Components:*

### TERM 1:

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson 1</b>	<b>Lesson 3</b>	<b>Lesson 5</b>	<b>Lesson 7</b>	<b>Lesson 9</b>
Introduction (2 mins)	Introduction (2 mins)	Introduction (2 mins)	Introduction (2 mins)	Introduction (2 mins)
1. Vocabulary & Structure (12-16 mins)	1. Vocabulary & Structure (12-16 mins)	1. Vocabulary & Structure (10-14 mins)	1. Vocabulary & Structure (10-14 mins)	Review 2-4 areas of weakness from the week (26 min)
2. Dialogue (10-14 mins)	2. Dialogue (10-14 mins)	2. Expanded Dialogue (12-16 mins)	2. Expanded Dialogue (12-16 mins)	
Conclusion (2 mins)	Conclusion (2 mins)	Conclusion (2 mins)	Conclusion (2 mins)	Conclusion (2 mins)
<b>Lesson 2</b>	<b>Lesson 4</b>	<b>Lesson 6</b>	<b>Lesson 8</b>	<b>Lesson 10</b>
Introduction (2 mins)	Introduction (2 mins)	Introduction (2 mins)	Introduction (2 mins)	Introduction (2 mins)
1. Vocabulary & Structure (12-16 mins)	1. Vocabulary & Structure (10-14 mins)	1. Vocabulary & Structure (10-14 mins)	1. Vocabulary & Structure (5-12 mins)	Review 2-4 areas of weakness from the week (26 min)
2. Read Aloud OR Song (10-14 mins)	2. Read Aloud OR Song (5-10 mins)	2. Expanded Read Aloud OR Song (12-16 mins)	2. Expanded Read Aloud OR Song (10-14 mins)	
	3. Phonological Awareness (5-8 mins)		3. Phonological Awareness (5-8 mins)	
Conclusion (2 mins)	Conclusion (2 mins)	Conclusion (2 mins)	Conclusion (2 mins)	Conclusion (2 mins)

The table below shows the focus of English language instruction over the course of each week in Terms 2-3. Instruction in Terms 2-3 has similarities to and differences from Term 1. A similarity is that each week you will teach vocabulary around a particular theme and sentence structures. For speaking practice, the learners will learn a dialogue that incorporates the target vocabulary and act it out with one another. For listening comprehension, you will read them a story and do different activities with them to check and reinforce their understanding. A difference is that in Terms 2-3 you will introduce the first new target sound in lesson 3 on Tuesday and the second

new target sound in lesson 7 on Thursday. Another difference is that in Term 2 you will introduce the Alphabetic Principle. You will introduce the first new target letter in lesson 4 on Tuesday and the second new target letter in lesson 5 on Thursday. In each lesson that introduces a new target letter you will follow up by modelling and guiding learners to write the letter.

### TERMS 2-3:

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson 1</b>	<b>Lesson 3</b>	<b>Lesson 5</b>	<b>Lesson 7</b>	<b>Lesson 9</b>
Introduction (2 mins)	Introduction (2 mins)	Introduction (2 mins)	Introduction (2 mins)	Introduction (2 mins)
1. Vocabulary & Structure (12-16 mins)	1. Phonemic Awareness: 1st Target Sound (14 mins)	1. Vocabulary & Structure (10-14 mins)	1. Phonemic Awareness: 2 <sup>nd</sup> Target Sound (14 mins)	Review 2-4 areas of weakness from the week (26 min)
2. Dialogue (10-14 mins)	2. Dialogue (12 mins)	2. Expanded Dialogue (12-16 mins)	2. Expanded Dialogue (12 mins)	
Conclusion (2 mins)	Conclusion (2 mins)	Conclusion (2 mins)	Conclusion (2 mins)	
<b>Lesson 2</b>	<b>Lesson 4</b>	<b>Lesson 6</b>	<b>Lesson 8</b>	<b>Lesson 10</b>
Introduction (2 mins)	Introduction (2 mins)	Introduction (2 mins)	Introduction (2 mins)	Introduction (2 mins)
1. Vocabulary & Structure (12-16 mins)	1. Read Aloud or Song (10 mins)	1. Vocabulary & Structure (12-16 mins)	1. Expanded Read Aloud or Song (10 mins)	Review 2-4 areas of weakness from the week (26 min)
2. Read Aloud OR Song (10-14 mins)	2. Alphabet Knowledge: 1st Target Letter (6 mins)	2. Expanded Read Aloud OR Song (10-14 mins)	2. Alphabet Knowledge : 2 <sup>nd</sup> Target Letter (6 mins)	
	3. Letter Writing: 1st Target Letter (10 mins)		3. Letter Writing: 2 <sup>nd</sup> Target Letter (10 mins)	
Conclusion (2 mins)	Conclusion (2 mins)	Conclusion (2 mins)	Conclusion (2 mins)	Conclusion (2 mins)

Each lesson activity is accompanied by a suggested time allotment. Young children have limited attention span, so the activities keep a brisk pace to help you keep them engaged. Further reinforcement activities throughout the week provide learners with an opportunity to meet the success criteria.

### Part 6. Harness the Instructional Power of the “I Do – We Do – You Do” Approach

Learners learn best when they are first given an example or a model, then they are given support to apply what they have just learned, and finally they are given the opportunity to try out new learning on their own. These are the basic tenets of the “I Do – We Do – You Do” model, also called the Gradual Release of Responsibility model. This model underlies most of the instructional activities in English Standard 1.

	<p>In the <i>I Do</i> portion of the lesson, you model for learners what they should do. Modelling is a demonstration of the task the learners will soon be expected to do independently. Modelling should be explicit and concrete. Explicit modelling means that you demonstrate very clearly and slowly, even exaggerating what you want them to be able to do. Concrete modelling means that you provide all possible means of support to aid understanding. This support must be in the form of something that they can see, hear, or touch. This is why realia, gestures, role-plays, and drawings are so important in this step.</p>
	<p>In the <i>We Do</i> portion of the lesson, you give the learners the opportunity to try out the new skill that you have just modelled along with you. For this guided practice to be effective, you and the learners <i>must do the activity at the same time</i>. Every learner must have the opportunity to practice with your support. With a very large class, the best way to give each learner a chance to practice is by pairing or grouping. The <i>We Do</i> is not the same as “repeat after me” because you are practicing with the learners.</p>
	<p>In the <i>You Do</i> portion of the lesson, learners will practice the new skill on their own. It takes time to check the understanding of each learner therefore teachers should not hesitate to spend the full amount of time needed to complete this step. With a very large class, the best way to check for understanding in the <i>You Do</i> is to pair or group learners. It will take time and instruction to teach learners how to participate in collaborative learning productively. Done well, this provides you with the adequate time to check understanding while learners are actively practicing the skill.</p>

The *I Do*, *We Do*, and *You Do* are the scaffolds, or instructional supports that enable you to effectively teach your learners to read. The *I Do* and *We Do* instructional supports are critical steps that enable learners to apply what they have learned independently in the *You Do*. If even a few learners appear to struggle in the *You Do*, it is a signal that this is a topic for review.

## Part 7: Continuous Assessment

### ***Daily Reflection on Learners’ Achievement***

Knowledge of what learners can and cannot do is a critical part of effective, daily instruction. It will help you to plan instruction to meet learners’ different needs. At the end of each day, after lessons 2, 4, 6, and 8, the teacher’s guide will provide the following prompt for reflection:

TEACHER REFLECTION
<p><i>Write your observations in the notebook where you write your lesson evaluation:</i></p> <ol style="list-style-type: none"> <li>1) <i>For each of the Success Criteria for today’s lessons, approximately how many or what percentage of learners have achieved them?</i></li> <li>2) <i>Which Success Criteria do the learners appear to be struggling with the most?</i></li> <li>3) <i>What will you do to address their difficulties?</i></li> </ol>

Daily reflections are essential for planning your subsequent instruction and revision activities at the end of the week. A classroom is a very busy, fast-paced environment. If you don't note your observations you may forget which learners are struggling with which topics. Notes can be very brief. For example, "Alinafe's group will need to review activity" or "Reteach with more realia and gestures." Not all learners will master all material on the first day. Every child learns at his or her own pace. This does not mean that they *can't* master *all* the success criteria, but rather that you will need to revisit the topic perhaps using a different presentation. For Lessons 9 and 10, the prompt states:

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

In Lesson 10, you will continue with more revision activities.

### ***Ways to Check for Understanding***

In order to respond to the daily reflection prompt, you do *not* need to administer a formal assessment. You just need to check for understanding throughout the daily lessons. Nearly every teacher-learner interaction is an opportunity to informally assess. Here are some ways to do so:

**Watch and listen.** Watch and listen to your learners closely during the *I Do*, *We Do*, and *You Do* portions of the lesson. During the *I Do* portion, watch them and ask yourself: Are my learners paying close attention to me, or are they distracted by their classmates or staring out the window? Are my learners interested in what I am doing? (If not, what can you do to better capture and maintain their attention?) Are they showing non-verbal signs of understanding me, such as nodding or smiling? (If not, do you need to slow down, explain things differently, or return to an earlier stage where you may have "lost" them?)

During the *You Do* portion, watch and listen to the learners closely. Pay attention to who is following directions and who is not. Do not let any learners "sit out" the activity, unengaged. If learners are working in small groups or pairs, walk around the classroom, listening to them and giving feedback (e.g., affirming right answers, giving hints, correcting wrong answers, and answering any questions they have).

**Examine mistakes** as clues to where the learners are in the learning process. Pay close attention to learners' mistakes. Mistakes are a natural and necessary part of learning and give you a lot of very valuable information about where the learners are in the process of acquiring each skill.

**Call on a variety of learners.** Alternate between calling on girls and boys, on fast learners and slow learners, on learners seated at the front of the classroom and learners seated in the back. Call on learners who do not raise their hands! They are often the ones you most need your help.

Do not call only on learners who raise their hands to answer a question. Every time you ask a question, wait at least three seconds before you call on a learner to answer. This will give hesitant or shy learners time to think of a response.

Do **random spot checks**. For example, randomly select a row of learners to stand up and point to target words in pictures or posters in the classroom. Watch closely who in the row responds

quickly, confidently, and accurately, and who hesitates. As always, make a mental note of both what they do well and where they struggle so you can record it in your notes.

Do a **quick visual check** of responses to get a quick glance of understanding. For example, have learners put their thumbs up (positive response) or down to (negative response) respond to an item.

When a learner responds correctly, ask her/him, “**How do you know?**” When the learner shares his/her thought process with the class, others learners benefit.

When a learner responds incorrectly, ask her/him, “**Can you tell me why you said that?**” Listening to a learner’s thought process shows you exactly where their misunderstanding lies.

## **Part 8. Supporting Learners with Diverse Needs**

The Ministry of Education is providing education for children with disabilities under the new context of Inclusive Education (IE). Within an inclusive education approach, children with moderate disabilities must be able to attend the mainstream schools in their communities. Your role as teacher is to respond to the range of needs, abilities, and interests of all the children your classroom.

### *Common Strategies for Teaching Special Needs Learners:*

**Involve learners with disabilities** in all class activities to ensure their full participation.

**Use multisensory throughout instruction.** Multisensory instruction includes activities that involve two or more senses to gain new information, such as seeing, hearing, speaking and moving. Multisensory instruction is used throughout the lessons. Instruction that connects the visual, auditory, kinaesthetic and tactile senses (VAKT) has long been used for those with learning difficulties; it is now understood that it benefits all learners.

**Provide learners with special needs different options** to explore their learning environment or demonstrate what they have learned. For example, children who are blind prefer to use tactile means of exploring as compared to the sighted who will easily observe by sight. Children with a speech impairment may express themselves better by pointing or drawing to show their comprehension rather than by responding orally.

**Ensure that the classroom is well lit** for clearer viewing. Children who have difficulty seeing clearly at a distance should be given preferential seating in the front row so as to have a better view of the chalkboard. Children with low vision should be given assistive devices to enable them read. For example, reading stands, magnifiers, and eyeglasses could be a source of accommodation for such children.

Children who are hard of hearing should also be given **preferential seating** so they can utilize their better ear.

Allow special needs learners **additional time to complete tasks**.

When appropriate, **assign a peer** to work with a special needs learner.

Include ideas for supporting special needs learners as you **plan your lesson in advance**.

## **Part 10: Tips for Managing Large Classes**

Classroom management is the foundation for effective instruction. Effective classroom management is not the same as discipline. When you use effective management techniques, combined with engaging instruction, you can prevent negative behaviours before they happen. Classroom management is closely connected to lesson preparation and pacing. When a teacher plans how to manage the class before the lesson, the target time for each activity will be easier to meet because s/he will spend less time correcting inappropriate behaviour. Also, more time will be devoted to teaching and learning.

### ***Positive Reinforcement:***

All learners strive to please the teacher. You can capitalize on this by using positive reinforcement. When you praise one learner, others will mimic her/him hoping that they too can please you. Listed below are examples of positive reinforcement for specific class situations:

- ✓ Violet, I like the way you helped Max find the page in his book! Thank you for being a helper!
- ✓ Jeremiah, you are doing such a good job paying attention to me!
- ✓ Chikondi, thank you for working very hard to say the dialogue with us.
- ✓ Mary, I see that you are continuing to practice while I help other learners. That is such a help to me!
- ✓ Blessings, I see you are sitting properly with your legs crossed and hands in your lap. That is perfect!
- ✓ Lucy, I like the way you are pointing at the pictures in the learner's book as we practice together. Excellent!
- ✓ Class, look at Wisdom! He is being so respectful to his classmates when they are saying the dialogue at the front of the room. Wisdom is continuing to learn by listening. Wisdom, you are awesome!
- ✓ Esther, although your answer is not quite right I congratulate you for your willingness to try! Trying something new and making a mistake is a natural part of learning. We all make mistakes. Even teachers!

### ***Clear Communication of Instructions and Expectations:***

Standard 1 children learn best in an environment comprised of established routines, structures, rules and consequences. Think about the routines and structures that will increase time spent teaching and learning, support learner engagement and participation, provide fair and consistent consequences for inappropriate actions, and create time for you to check for understanding and respond to individual needs.

Listed below are some strategies teachers can use to create a well-structured, predictable, fair, and supportive learning environment:

At the beginning of each term, invite learners to help you create class rules. For Standard 1 learners, rules should be simple and few. You can guide learners to adopt the rules that you believe will create an environment conducive to teaching and learning. When you allow learners to assume ownership of class rules, they are more likely to take responsibility for their behaviour.

Common examples of Standard 1 class rules are listed below:

1. Be respectful and kind to everyone.
2. Listen when others are speaking.
3. Always try your best.

Create a poster of the rules and hang it in a prominent place.

Review the rules each day until your learners know them quite well. Repetition is key in the beginning.

Prior to beginning an activity, communicate your expectations for learner participation. Should they raise a hand to speak? Should they be in pairs? Should they whisper or speak softly? What should they be doing when you are walking around the room to check for understanding? Listed below are two examples of communicating your expectations prior to beginning an activity:

1. "Class, in this activity I will ask you to practice in pairs. When practicing in pairs we always take turns to be sure that both partners have a chance to practice. I will need to move around the room to listen to all the pairs. When I do, please help me by continuing to practice with your partner. What should you do when I am moving around the room?" Ask one learner to respond and follow up by repeating your expectation. "That's right Phillip! When I am moving around the room everyone should continue practicing."
2. "Class, in this activity I will assign you to groups. Each group will have some girls and some boys. When we say this dialogue, all of the girls in the group will say the part of Lucy. All of the boys will say the part of John. If you notice a group member is struggling, help him/her to say the dialogue correctly and with expression. When you have said the whole dialogue, put your hands on your head and look at me." Follow up by questioning learners on each step: Who will say the part of Lucy? (Wait for response) What should you do if a classmate is struggling to say the dialogue? Who will say the part of John? (Wait for response) What shall you do when you have said the whole dialogue?

Clearly communicate expectations for learner participation before each step of the I Do, We Do, You Do. If the instructions in English are too complex, use the native language to bridge their understanding.

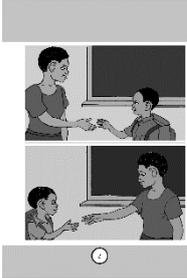
Avoid moving from I Do to We Do and from We Do to You Do without a formal transition. Using formal transitions prepares learners for what will happen next by creating a predictable structure for learning. Examples of transitions include:

1. Use of clapping or songs to signal it is time to stop and look at the teacher.
2. Use of a call and response phrase such as:  
*Teacher: One, two*  
*Learners: Eyes on you*
3. Teach learners that when you put your hands on your head they should immediately stop what they are doing, stop talking, put their hands on their heads, and look at the teacher.

Model expectations for paired work and group work--what it should look like and what it should sound like. When asking learners to come to the front to demonstrate, make sure you give equal opportunities to girls and boys as well as learners with differing abilities. Communicate clearly that all learners should listen quietly to demonstrations.

### ***Access and flow of materials:***

Prepare the materials before the lesson begins. Organize and instruct classroom monitors, both girls and boys, to distribute and collect reading and writing materials and other resources. Supervise the monitors to ensure that the materials are distributed equitably so that all learners can access them. Teach them to handle materials with care.

<b>UNIT 1</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>greet others formally with good morning</i></li> <li>• <i>greet others using “How are you?”</i></li> <li>• <i>greet others using “I am fine, thank you.”</i></li> <li>• <i>use greetings in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p>Sing the song <b>Teacher, Children, in the Class</b>. (Note: All the songs’ lyrics are given in the Appendix. If you are not sure of the tune, you may make one up.)</p>	

<b>ACTIVITY 1.1.1</b>	<b>GREETING OTHERS FORMALLY</b>	<b>(8 Minutes)</b>
<p>Today we will greet with good morning. I will greet you. We will greet each other. Then you will greet your friends.</p>		
	<p>Gesture to the class and say, <b>Good morning, children.</b> Gesture to yourself and say, <b>Good morning, Teacher.</b></p>	
	<p>Gesture to demonstrate ‘together’ and say, Let’s say <b>good morning, Teacher</b> together. Say it together with the learners 2-3 times. Invite a learner to the front and say, <b>Good morning, (name).</b> Help the learner to say, <b>Good morning, Teacher.</b> Invite two learners to the front. Help them to say <b>good morning</b> to each other, mentioning each other’s names.</p>	
	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Say <b>good morning</b> to each other. The learners take turns saying: <b>Good morning, (name). Good morning, (name).</b> Ask some pairs to show the class what they were doing.</p>	

<b>ACTIVITY 1.1.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<p>Now we will ask and answer <b>How are you?</b> I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.</p>		
	<p>Ask, <b>How are you?</b> Answer, <b>I am fine, thank you.</b> Repeat 2-3 times.</p>	
	<p>Gesture to demonstrate ‘together’ and say, Let’s say together: <b>How are you?</b> Say it together with the learners 2-3 times. Let’s say together: <b>I am fine, thank you.</b> Say it together with the learners 2-3 times. Invite a learner to the front and ask, <b>How are you?</b> Help the learner to answer, <b>I am fine, thank you.</b> Invite two learners to the front. Help one learner to ask, <b>How are you?</b> Help the other learner to answer, <b>I am fine, thank you.</b> Have the learners switch roles.</p>	



Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. One learner asks, **How are you?** The other learner answers, **I am fine, thank you.** Then they switch roles. Ask some pairs to show the class what they were doing.

**★ Teacher Tip**

When teaching a dialogue, it is critical that to help learners understand what they are saying. You will always teach key vocabulary in the activities leading up to the dialogue, but you must also model the dialogue with an expressive face, voice, and actions. Sometimes you may also need to clarify the meaning for them in their home language. When learners practice a dialogue they don't understand, they are just repeating words. Always aim for understanding.

**ACTIVITY 1.1.3 SAYING A DIALOGUE (10 Minutes)**

Now we will say a dialogue. Explain to the learners, in their home language if necessary, that a "dialogue" is a conversation between two people and that they will practice many dialogues this year to help them become more comfortable using English with one another. I will say the dialogue. Then we will say the dialogue together.



Use Picture 1 on page 2 in the learner's book. Identify the characters as John and the Teacher. Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.

<b>Teacher:</b>	Good morning, John.
<b>John:</b>	Good morning, Teacher.
<b>Teacher:</b>	How are you?
<b>John:</b>	I am fine, thank you.



Listen. Pointing to the teacher in Picture 1, say and act out the 1<sup>st</sup> line of the dialogue by yourself. Now together. The learners say and act out the 1<sup>st</sup> line with you.

Listen. Pointing in turn to each character speaking, say and act out the 1<sup>st</sup> and 2<sup>nd</sup> lines by yourself. Now together. The learners say and act out the 1<sup>st</sup> and 2<sup>nd</sup> lines with you.

Listen. Pointing in turn to each character speaking, say and act out the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> lines by yourself. Now together. The learners say and act out the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> lines with you.

Listen. Pointing in turn to each character speaking, say and act out the whole dialogue by yourself. Now together. The learners say and act out the whole dialogue with you.

Divide the class into two groups. Assign one group to be John and one to be the teacher. Let each group say and act out their assigned part together with you. Have them switch roles and repeat.

**CONCLUSION (2 Minutes)**

Sing the song **Bye! Bye! Bye!**

**UNIT 1** **Lesson 2**

**Success Criteria:** *Learners must be able to*

- *give commands*
- *respond appropriately to commands*
- *bid farewell formally with good-bye*
- *sing a song in English*

**★ Teacher Tip**

<p><i>Remember that</i></p> <div style="display: flex; align-items: flex-start; margin-bottom: 5px;"> <p>= “I Do” (The teacher models the lesson.)</p> </div> <div style="display: flex; align-items: flex-start; margin-bottom: 5px;"> <p>= “We Do” (The teacher and learners do it together.)</p> </div> <div style="display: flex; align-items: flex-start;"> <p>= “You Do” (The learners do it independently.)</p> </div>	<p><i>In the I Do – We Do – You Do approach, you will first model the lesson by yourself as the learners watch and listen. (This is the “I Do”). When you get to the “We Do” with the whole class, let the learners speak with you (not repeat after you). With individuals, help them to say the words and do the actions correctly. In the “You Do”, let the learners try it on their own. Observe them carefully at all times to make sure they are understanding.</i></p>
---	---

**INTRODUCTION** **(2 Minutes)**

*Sing the song **Teacher, Children, In the Class.***

**ACTIVITY 1.2.1 GIVING AND RESPONDING TO COMMANDS (10 Minutes)**

Now we will learn some commands. I will say and do the commands. We will say and do the commands together. Then you will say and do the commands on your own.

	<p>Say, <b>Stand up!</b> Demonstrate the action. Say, <b>Sit down!</b> Demonstrate the action. Repeat 2-3 times. Do the same with the following commands: <b>be quiet</b> (put a finger over your lips), <b>look</b> (point to your eye), and <b>listen</b> (cup your ear).</p>
	<p>Gesture to demonstrate ‘together’ and say, Let’s do it together. Repeat with the learners 2-3 times saying the commands and doing the actions together: <b>Stand up, sit down, be quiet, look, listen</b> Invite two learners to the front. Help them to take turns in giving and responding to each of the commands.</p>
	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Say and do the commands. The learners take turns giving and responding to each of the commands in pairs. Ask some pairs to show the class what they were doing.</p>

**ACTIVITY 1.2.2 BIDDING FAREWELL FORMALLY (8 Minutes)**

Now we will say good-bye. I will say good-bye. We will say good-bye together. Then you will say good-bye on your own.

	<p>Wave to the class and say, <b>Good-bye, children.</b> Wave to yourself and say, <b>Good-bye, Teacher.</b></p>
	<p>Gesture to demonstrate 'together' and say, Let's say <b>Good-bye, Teacher</b> together. Say it together with the learners 2-3 times. Invite a learner to the front and say, <b>Good-bye, (name),</b> and wave. Help the learner to say, <b>Good-bye, Teacher,</b> and wave. Invite two learners to the front. Help them to say <b>Good-bye</b> to each other, mentioning each other's names and waving.</p>
	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say <b>Good-bye</b> to each other. Learners take turns saying: <b>Good-bye, (name). Good-bye, (name),</b> and waving. Ask some pairs to show the class what they were doing.</p>

**ACTIVITY 1.2.3**

**SINGING A SONG**

**(8 Minutes)**

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

	<p>Sing:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Good Morning to You.</b> Good morning to you Good morning to you Good morning, dear children, Good morning to you.</p> </div> <p>Point to the learners when you sing "dear children." Repeat the song substituting "dear children" with "dear teacher." Point to yourself when you sing "dear teacher."</p>
	<p>Gesture to demonstrate 'together' and say, Let's sing the song together. Sing the song with the learners.</p>
	<p>Point to the class and say, Now it is your turn. Sing the song on your own. The learners sing the song on their own.</p>

**CONCLUSION**

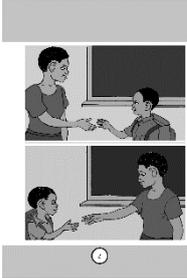
**(2 Minutes)**

Sing the song **Bye! Bye! Bye!**

**TEACHER REFLECTION**

Write your observations in the notebook where you write your lesson evaluation:

1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

<b>UNIT 1</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>greet others formally with good morning</i></li> <li>• <i>greet others using “How are you?”</i></li> <li>• <i>greet others using “I am fine, thank you.”</i></li> <li>• <i>use greetings in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p>Sing the song <i>Good Morning to You</i>.</p>	

<b>★ Teacher Tip</b>
<p><i>Every Tuesday and Thursday, you will essentially review the content that you introduced on Monday and Wednesday, respectively. Repetition is very important for learners learning a new language. When you review a lesson, call on different learners from the previous time.</i></p>

<b>ACTIVITY 1.3.1</b>	<b>GREETING OTHERS FORMALLY</b>	<b>(6 Minutes)</b>
<p>Yesterday we learned to greet. Again today we will greet. I will greet you. We will greet each other. Then you will greet your friends.</p>		
	<p><i>Gesture to the class and say, <b>Good morning, children.</b></i>  <i>Gesture to yourself and say, <b>Good morning, Teacher.</b></i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say <b>good morning, Teacher</b> together. Say it together with the learners 2-3 times.</i>  <i>Invite a learner to the front and say, <b>Good morning,</b> (name). <i>Help the learner to say, <b>Good morning, Teacher.</b></i>  <i>Invite two learners to the front. Help them to say <b>good morning</b> to each other, mentioning each other’s names.</i></i></p>	
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Say <b>good morning</b> to each other.</i>  <i>Learners take turns saying: <b>Good morning,</b> (name). –<b>Good morning,</b> (name).  <i>Ask some pairs to show the class what they were doing.</i></i></p>	

<b>ACTIVITY 1.3.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<p>Now we will ask and answer <b>How are you?</b> I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.</p>		
	<p><i>Ask, <b>How are you?</b> Answer, <b>I am fine, thank you.</b></i>  <i>Repeat 2-3 times.</i></p>	

	<p><i>Gesture to demonstrate 'together' and say, Let's say together: <b>How are you?</b> Say it together with the learners 2-3 times.</i></p> <p><i>Let's say together: <b>I am fine, thank you.</b> Say it together with the learners 2-3 times.</i></p> <p><i>Invite a learner to the front and ask, <b>How are you?</b> Help the learner to answer, <b>I am fine, thank you.</b></i></p> <p><i>Invite two learners to the front. Help one learner to ask, <b>How are you?</b> Help the other learner to answer, <b>I am fine, thank you.</b></i></p> <p><i>Have the learners switch roles.</i></p>
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs.</i></p> <p><i>One learner asks, <b>How are you?</b> The other learner answers, <b>I am fine, thank you.</b> Then they switch roles.</i></p> <p><i>Ask some pairs to show the class what they were doing.</i></p>

**ACTIVITY 1.3.3 SAYING A DIALOGUE (12 Minutes)**

Now we will say a dialogue. *Remind the learners, in their home language if necessary, that a "dialogue" is a conversation between two people and that they will practice many dialogues this year to help them become more comfortable using English with one another.* I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.

	<p><i>Use Picture 1 on page 2 in the learner's book. Identify the characters as John and the Teacher. Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.</i></p> <table border="1" data-bbox="327 1265 866 1440"> <tr> <td><b>Teacher:</b></td> <td>Good morning, John.</td> </tr> <tr> <td><b>John:</b></td> <td>Good morning, Teacher.</td> </tr> <tr> <td><b>Teacher:</b></td> <td>How are you?</td> </tr> <tr> <td><b>John:</b></td> <td>I am fine, thank you.</td> </tr> </table>	<b>Teacher:</b>	Good morning, John.	<b>John:</b>	Good morning, Teacher.	<b>Teacher:</b>	How are you?	<b>John:</b>	I am fine, thank you.
<b>Teacher:</b>	Good morning, John.								
<b>John:</b>	Good morning, Teacher.								
<b>Teacher:</b>	How are you?								
<b>John:</b>	I am fine, thank you.								

*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.*

*Invite two learners to the front. Help them to say and act out the dialogue, one as John, the other as the teacher. Have them switch roles and repeat.*

*Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue with each other.*

*Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.*

**CONCLUSION (2 Minutes)**

*Play Mrs. Phiri Says or another game with the commands **stand up, sit down, be quiet, look, listen.***

## UNIT 1

## Lesson 4

**Success Criteria:** *Learners must be able to*

- *give commands*
- *respond appropriately to commands*
- *bid farewell formally*
- *sing a song in English*
- *discriminate the direction from which a sound is coming*

## INTRODUCTION

(2 Minutes)

*Sing the song **Teacher, Children, In the Class.***

## ★ Teacher Tip

*When teaching commands or actions, demonstrate the action each time you say it. Likewise, ask the learners to demonstrate the action each time they say it. Consistent demonstrations and repetition reinforce understanding.*

## ACTIVITY 1.4.1

## GIVING AND RESPONDING TO COMMANDS

(8 Minutes)

Now we will learn some commands. I will say and do the commands. We will say and do the commands together. Then you will say and do the commands on your own.



Say, **Stand up!** Demonstrate the action. Say, **Sit down!** Demonstrate the action. Repeat 2-3 times.

Do the same with the following commands: **be quiet** (put a finger over your lips), **look** (point to your eye), and **listen** (cup your ear).

New words! Add put your **put your hands up** and **put your hands down**, demonstrating the actions.



Gesture to demonstrate 'together' and say, Let's do it together.

Repeat with the learners 2-3 times saying the commands and doing the actions together: **Stand up, sit down, be quiet, look, listen, put your hands up, put your hands down**

Invite two learners to the front. Help them to take turns in giving and responding to each of the commands.



Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say and do the commands.

Let the learners take turns to give and respond to each of the commands. Ask some pairs to show the class what they were doing.

## ACTIVITY 1.4.2

## BIDDING FAREWELL FORMALLY

(6 Minutes)

Now we will say good-bye. I will say good-bye. We will say good-bye together. Then you will say good-bye on your own.



Wave to the class and say, **Good-bye, children.**

Wave to yourself and say, **Good-bye, Teacher.**

	<p><i>Gesture to demonstrate 'together' and say, Let's say <b>Good-bye, Teacher</b> together. Say it together with the learners 2-3 times.</i></p> <p><i>Invite a learner to the front and say, <b>Good-bye</b>, (name), and wave.</i></p> <p><i>Help the learner to say, <b>Good-bye, teacher</b>, and wave.</i></p> <p><i>Invite two learners to the front. Help them to say <b>Good-bye</b> to each other, mentioning each other's names and waving.</i></p>
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say <b>Good-bye</b> to each other.</i></p> <p><i>Let the learners take turns saying good-bye to one another and waving.</i></p> <p><i>Ask some pairs to show the class what they were doing.</i></p>

**ACTIVITY 1.4.3 SINGING A SONG (5 Minutes)**

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

	<p><i>Sing :</i></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Good Morning to You.</b></p> <p>Good morning to you / Good morning to you</p> <p>Good morning, dear children, / Good morning to you.</p> </div> <p><i>Point to the learners when you sing "dear children." Repeat the song substituting "dear children" with "dear teacher." Point to yourself when you sing "dear teacher."</i></p>
	<p><i>Gesture to demonstrate 'together' and say, Let's sing the song together. Sing the song with the learners.</i></p>
	<p><i>Point to the class and say, Now it is your turn. Sing the song on your own. Let the learners sing the song on their own.</i></p>

**ACTIVITY 1.4.4 PHONOLOGICAL AWARENESS: DISCRIMINATING DIRECTION OF SOUNDS (7 Minutes)**

Now we will play a game with sounds. *Play the game **Moo, Moo, Where are You?** Choose an individual to stand in the middle of the room with eyes closed and hands over his or her eyes. Silently designate other learners at different positions in the room to call out one at a time "Moo moo" (like a cow). The learner in the middle listens closely for the direction that the sound is coming from and points in that direction. After a few turns, a new learner takes his or her place in the middle. You may vary the sounds that the other learners make as well. Note: This game prepares the learners' ears to listen closely to sounds in words (phonological awareness).*

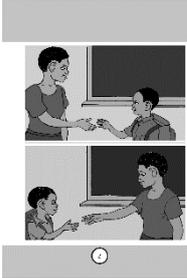
**CONCLUSION (2 Minutes)**

*Sing the song **Bye! Bye! Bye!***

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

- 1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?*
- 2. Which Success Criteria do the learners appear to be struggling with the most?*
- 3. What will you do to address their difficulties?*

<b>UNIT 1</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>introduce themselves saying their name</i></li> <li>• <i>ask for personal information using “What is your name?”</i></li> <li>• <i>use greetings in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Good Morning to You.</b></i>	

<b>ACTIVITY 1.5.1</b>	<b>INTRODUCING ONESELF</b>	<b>(10 Minutes)</b>
<p>Today we will introduce ourselves. I will say my name. We will say our names together. Then you will say your name to your friends.</p>		
	<p><i>Gesture to yourself and say, <b>My name is Miss/Mrs./Mr. .... Repeat 2-3 times.</b> Gesture to the class and say, <b>What is your name?</b> Repeat 2-3 times.</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say together. <b>My name is ... (Everyone says his or her own name.) Say it together with the learners 2-3 times.</b> Gesture to demonstrate ‘together’ and say, Let’s say together: <b>My name is ... What is your name?</b> Say it together with the learners 2-3 times.</i></p> <p><i>Invite a learner to the front and say, <b>My name is ... What is your name?</b> Help the learner to answer, <b>My name is ...</b></i></p> <p><i>Invite two learners to the front. Help one learner to say, <b>My name is ... What is your name?</b> Help the other learner to answer, <b>My name is ...</b></i></p> <p><i>Have the learners switch roles.</i></p>	
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs and say, <b>My name is ... What is your name?</b> to each other.</i></p> <p><i>Let the learners take turns giving and asking for one another’s names.</i></p> <p><i>Ask some pairs to show the class what they were doing.</i></p>	

<b>★ Teacher Tip</b>
<p><i>When teaching the Expanded Dialogue, draw the learners’ attention to the pictures in the learner’s book. Ask them to look closely at the pictures from the original dialogue and the pictures from the new dialogue. Ask them to notice anything that is new. This will help prepare them to distinguish how the Expanded Dialogue is different from the original.</i></p>

**ACTIVITY 1.5.2**

**SAYING A DIALOGUE (EXPANDED)**

**(14 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.

*Use Picture 1 on page 2 in the learner's book. Review with the learners the original dialogue from Lessons 1 and 3:*

<b>Teacher:</b>	Good morning, John.
<b>John:</b>	Good morning, Teacher.
<b>Teacher:</b>	How are you?
<b>John:</b>	I am fine, thank you.

*Explain that today you all are going to change the dialogue a little. Use Picture 2 on page 2 in the learner's book. Ask the learners to look closely at Picture 1 and Picture 2 and talk about any differences. Identify these characters as Lucy and the Teacher. Tell them to listen closely for the parts that change. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line. Emphasize the changes (marked here in bold):*

<b>Teacher:</b>	Good morning.
<b>Lucy:</b>	Good morning, Teacher.
<b>Teacher:</b>	How are you?
<b>Lucy:</b>	I am fine, thank you.
<b>Teacher:</b>	<b>What is your name?</b>
<b>Lucy:</b>	<b>My name is Lucy.</b>



*Let the learners identify which parts have changed.*

*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.*

*Invite two learners to the front. Help them to say and act out the dialogue, one as Lucy, the other as the teacher. Have them switch roles and repeat.*

*Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue with each other.*

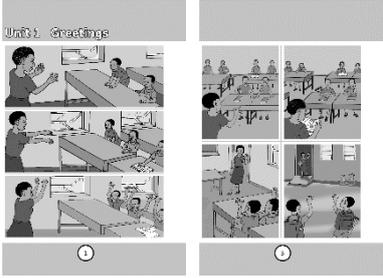
*Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback.*

*Ask some pairs to show the class what they were doing.*

**CONCLUSION**

**(4 Minutes)**

*Play Mrs. Phiri Says with the commands **stand up, sit down, be quiet, look, listen, put your hands up, and put your hands down.***

<b>UNIT 1</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>give commands</i></li> <li>• <i>respond appropriately to commands</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>demonstrate listening comprehension of a story by pointing to pictures</i></li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(4 Minutes)</b>
<p><i>Review the phonological awareness activity from 1.4.4 on page 8: Discriminating the Direction of Sounds with the game <b>Moo Moo, Where are You?</b></i></p>	

<b>ACTIVITY 1.6.1</b>	<b>GIVING AND RESPONDING TO COMMANDS (10 Minutes)</b>
<p>Now we will learn some commands. I will say and do the commands. We will say and do the commands together. Then you will say and do the commands on your own.</p>	
	<p>Say, <b>Stand up!</b> Demonstrate the action. Say, <b>Sit down!</b> Demonstrate the action. Repeat 2-3 times.</p> <p>Do the same with the following commands: <b>be quiet</b> (put a finger over your lips), <b>look</b> (point to your eye), <b>listen</b> (cup your ear), <b>put your hands up</b>, and <b>put your hands down</b>.</p> <p>New words! Add <b>come in</b> and <b>go out</b>, demonstrating the actions.</p>
	<p>Gesture to demonstrate 'together' and say, Let's do it together. Repeat with the learners 2-3 times saying the commands and doing the actions together: <b>Stand up, sit down, be quiet, look, listen, put your hands up, put your hands down, come in, go out.</b></p> <p>Invite two learners to the front. Help them to take turns in giving and responding to each of the commands.</p>
	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say and do the commands.</p> <p>Let the learners take turns giving and responding to each of the commands. Ask some pairs to show the class what they were doing.</p> <p>Show the learners the pictures on page 1 in the learner's book. Let the learners point to the pictures and say the vocabulary words. If they answer in their home language, affirm their answer and help them to say it in English.</p>

<b>★ Teacher Tip</b>
<p><i>Every time you read a story aloud in English, you will begin by discussing the pictures in the learner's book with the learners. In the beginning, when the learners' vocabulary is still very limited, "discussing" a picture may be as simple as naming all the vocabulary words they see in the picture.</i></p>

**ACTIVITY 1.6.2**

**LISTENING TO A STORY**

**(14 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.



*Use the pictures on page 3 in the learner’s book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned.  
Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

**The Children in the Class**

<b>Picture 1</b>	The children come in. The teacher says, “Good morning, children.” The children stand up and say, “Good morning, Teacher.”
<b>Picture 2</b>	The children sit down. The children listen to the teacher.
<b>Picture 3</b>	The children put their hands up.
<b>Picture 4</b>	The children go out. The teacher says, “Good-bye, children.” The children say, “Good-bye, Teacher.”

Now we will check our understanding by pointing to the right picture for each sentence. Listen. ‘The children sit down.’ *Gesture among the four pictures with a questioning facial expression as if to ask “Where do we see ‘The children sit down?’ Pause, then point to Picture 2 and say, ‘The children sit down.’*  
Listen. ‘The children say “Good-bye, Teacher.”’ *Gesture among the four pictures with a questioning facial expression as if to ask “Where do we see ‘The children sit down?’ Pause, then point to Picture 4 and say, ‘The children say “Good-bye, Teacher.”*



*Gesture to demonstrate ‘together’ and say, Let’s do it together. ‘The children sit down.’ The learners point to Picture 2 with you.*  
*‘The children say “Good-bye, Teacher.”’ The learners point to Picture 4 with you.*  
*‘The teacher says, “Good morning, children.”’ The learners point to Picture 1 with you.*



*Point to the class and say, Now it is your turn. Say each of the following lines one at a time, and let the learners point to the corresponding picture on their own.*

1. The children put their hands up. (Picture 3)
2. The children stand up and say “Good morning, Teacher.” (Picture 1)
3. The children go out. (Picture 4)
4. The children listen to the teacher. (Picture 2)

**CONCLUSION**

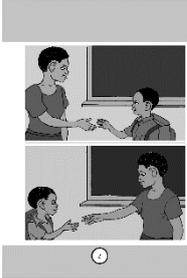
**(2 Minutes)**

*Sing the song Bye! Bye! Bye!.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

1. For each of the Success Criteria for today’s lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

<b>UNIT 1</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>introduce themselves saying their name</i></li> <li>• <i>ask for personal information using “What is your name?”</i></li> <li>• <i>use greetings in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Good Morning to You.</b></i>	

<b>★ Teacher Tip</b>
<i>When used wisely, the learners’ home language can help them grow in English. In the beginning, you may need to explain the activity instructions or other concepts in the home language as well as English. Always return to English and help them to understand and remember the English for the next time.</i>

<b>ACTIVITY 1.7.1</b>	<b>INTRODUCING ONESELF</b>	<b>(10 Minutes)</b>
Today we will introduce ourselves. I will say my name. We will our names together. Then you will say your names to your friends.		
	<p><i>Gesture to yourself and say, <b>My name is Miss/Mrs/Mr. .... Repeat 2-3 times.</b></i></p> <p><i>Gesture to the class and say, <b>What is your name? Repeat 2-3 times.</b></i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say together. <b>My name is ...</b> (Everyone says his or her own name.) Say it together with the learners 2-3 times.</i></p> <p><i>Gesture to demonstrate ‘together’ and say, Let’s say together: <b>My name is ... What is your name? Say it together with the learners 2-3 times.</b></i></p> <p><i>Invite a learner to the front and say, <b>My name is ... What is your name? Help the learner to answer, My name is ...</b></i></p> <p><i>Invite two learners to the front. Help one learner to say, <b>My name is ... What is your name? Help the other learner to answer, My name is ...</b></i></p> <p><i>Have the learners switch roles.</i></p>	
	<p><i>Point to the class and say, Now it is your turn. Play a “Chain Game”. One learner starts and says, <b>My name is ... What is your name?</b> to his or her neighbour, then the neighbour answers and asks the same question of the next learner. They continue down the line, each learner answering and asking the question of the next learner.</i></p>	

**ACTIVITY 1.7.2**

**SAYING A DIALOGUE (EXPANDED)**

**(14 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.

*Use Picture 2 on page 2 in the learner's book. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*



<b>Teacher:</b>	Good morning.
<b>Lucy:</b>	Good morning, Teacher.
<b>Teacher:</b>	How are you?
<b>Lucy:</b>	I am fine, thank you.
<b>Teacher:</b>	What is your name?
<b>Lucy:</b>	My name is Lucy.

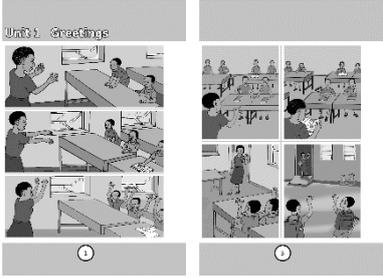
*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role. Invite two learners to the front. Help them to say and act out the dialogue, one as Lucy, the other as the teacher. Have them switch roles and repeat.*

*Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue to each other. Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.*

**CONCLUSION**

**(4 Minutes)**

*Play Mrs. Phiri Says or another game with the commands **stand up, sit down, be quiet, look, listen, put your hands up, put your hands down, come in, go out.***

<b>UNIT 1</b>	<b>Lesson 8</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>give commands</i></li> <li>• <i>respond appropriately to commands</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>demonstrate listening comprehension of a story by pointing to pictures</i></li> <li>• <i>discriminate the direction from which a sound is coming</i></li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Teacher, Children, In the Class.</b></i>	

<b>ACTIVITY 1.8.1</b>	<b>GIVING AND RESPONDING TO COMMANDS</b>	<b>(8 Minutes)</b>
<p>Now we will learn some commands. I will say and do the commands. We will say and do the commands together. Then you will say and do the commands on your own.</p>		
	<p>Say, <b>Stand up!</b> <i>Demonstrate the action.</i>                  Say, <b>Sit down!</b> <i>Demonstrate the action.</i>                  Repeat 2-3 times.                  Do the same with the following commands: <b>be quiet</b> (put a finger over your lips), <b>look</b> (point to your eye), <b>listen</b> (cup your ear), <b>put your hands up, put your hands down, come in, and go out.</b></p>	
	<p><i>Gesture to demonstrate 'together' and say, Let's do it together.</i>                  Repeat with the learners 2-3 times saying the commands and doing the actions together: <b>Stand up, sit down, be quiet, look, listen, put your hands up, put your hands down, come in, go out.</b>                  Invite two learners to the front. Help them to take turns in giving and responding to each of the commands.</p>	
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say and do the commands. The learners take turns to give and and respond to each of the commands.</i>                  Ask some pairs to show the class what they were doing.                  Show the learners the pictures on page 1 in the learner's book. Let the learners point to the pictures and say the vocabulary words. If they answer in their home language, affirm their answer and help them to say it in English.</p>	

<b>★ Teacher Tip</b>
<p><i>Increase the learners' listening comprehension by making sure each learner has a copy of the learner's book when you read a story. The pictures in the learner's book are small. When the teacher points to pictures in her book, many children will not be able to follow along unless they have a book of their own.</i></p>

**ACTIVITY 1.8.2**

**LISTENING TO A STORY**

**(12 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.



*Use the pictures on page 3 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned.*

*Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

**The Children in the Class**

**Picture 1** The children come in. The teacher says, "Good morning, children."  
The children stand up and say, "Good morning, Teacher."

**Picture 2** The children sit down. The children listen to the teacher.

**Picture 3** The children put their hands up.

**Picture 4** The children go out. The teacher says, "Good-bye, children." The children say, "Good-bye, Teacher."

Now we will check our understanding by pointing to the right picture for each sentence. Listen. 'The children sit down.' *Gesture among the four pictures with a questioning facial expression as if to ask "Where do we see 'The children sit down?'"* Pause, then point to Picture 2 and say, 'The children sit down.'



*Gesture to demonstrate 'together' and say, 'Let's do it together. 'The children sit down.' The learners point to Picture 2 with you.*

'The children go out.' *The learners point to Picture 4 with you.*

'The children put their hands up.' *The learners point to Picture 3 with you.*



*Point to the class and say, Now it is your turn. Say each of the following lines one at a time, and let the learners point to the corresponding picture on their own.*

1. 'The children listen to the teacher.' (Picture 2)
2. The children stand up and say "Good morning, Teacher." (Picture 1)
3. The children go out. (Picture 4)
4. The children listen to the teacher. (Picture 2)

**ACTIVITY 1.8.3**

**PHONOLOGICAL AWARENESS:  
DISCRIMINATING DIRECTION OF SOUNDS**

**(6 Minutes)**

Now we will play a game with sounds. *Play the game Moo, Moo, Where are You? the same as for Activity 1.4.4.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song Bye! Bye! Bye!*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

1. *For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?*
2. *Which Success Criteria do the learners appear to be struggling with the most?*
3. *What will you do to address their difficulties?*

<b>UNIT 1</b>	<b>Lessons 9 and 10</b>
<p><i>In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.</i></p>	

Success Criteria:	Lessons:
<i>Greet others formally with good morning</i>	1, 3
<i>Greet others using "How are you?"</i>	1, 3
<i>Greet others using "I am fine, thank you."</i>	1, 3
<i>Use greetings in a dialogue</i>	1, 3, 5, 7
<i>Give commands</i>	2, 4, 6, 8
<i>Respond appropriately to commands</i>	2, 4, 6, 8
<i>Bid farewell formally with good-bye</i>	2, 4
<i>Sing a song in English</i>	2, 4
<i>Introduce themselves saying their name</i>	5, 7
<i>Ask for personal information using "What is your name?"</i>	5, 7
<i>Discuss a picture using known vocabulary</i>	6, 8
<i>Demonstrate listening comprehension of a story by pointing to pictures</i>	6, 8
<i>Discriminate the direction from which a sound is coming</i>	4, 8

<b>UNIT 2</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• greet others informally with <b>hello</b></li> <li>• ask for personal information using “Where do you live?”</li> <li>• give personal information using “I live at ....”</li> <li>• give and ask for personal information in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p>Sing the song <b>Good Morning to You</b>. (Reminder: All the songs’ lyrics are given in the Appendix. If you are not sure of the tune, you may make one up.)</p>	

<b>ACTIVITY 2.1.1</b>	<b>GREETING OTHERS INFORMALLY</b>	<b>(8 Minutes)</b>
<p>Last week we learned to greet with <b>hello</b>. Today we will greet with <b>hello</b>. I will greet you. We will greet each other. Then you will greet your friends.</p>		
	<p>Gesture to the class and say, <b>Hello, children</b>. Gesture to yourself and say, <b>Hello, teacher</b>.</p>	
	<p>Gesture to demonstrate ‘together’ and say, Let’s say <b>Hello, teacher</b> together. Say it together with the learners 2-3 times. Invite a learner to the front and say, <b>Hello</b>, (name). Help the learner to say, <b>Hello, teacher</b>. Invite two learners to the front. Help them to say <b>Hello</b> to each other, mentioning each other’s names.</p>	
	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Say <b>Hello</b> to each other. Let the learners take turns saying: <b>Hello</b>, (name). <b>Hello</b>, (name). Ask some pairs to show the class what they were doing.</p>	

<b>ACTIVITY 2.1.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<p>Now we will ask and answer <b>Where do you live?</b> I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.</p>		
	<p>Ask, <b>Where do you live?</b> Answer, <b>I live at ....</b> (Fill in the name of your town.) Repeat 2-3 times.</p>	
	<p>Gesture to demonstrate ‘together’ and say, Let’s say together: <b>Where do you live?</b> Say it together with the learners 2-3 times. Let’s say together: <b>I live at ....</b> Say it together with the learners 2-3 times. Invite a learner to the front. Ask, <b>Where do you live?</b> Help the learner to answer, <b>I live at ....</b> Invite two learners to the front. Help one learner to ask, <b>Where do you live?</b> Help the other learner to answer, <b>I live at ....</b> Have the learners switch roles.</p>	

 Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. One learner asks, **Where do you live?** The other learner answers, **I live at ...** Then they switch roles. Ask some pairs to show the class what they were doing.

**★ Teacher Tip**  
 When teaching an English word or phrase for which there is no clear visual aid, realia, or action to help convey the meaning, you may use the home language to support learner understanding of the word.

**ACTIVITY 2.1.3 SAYING A DIALOGUE (10 Minutes)**

Now we will say a dialogue. I will say the dialogue. Then we will say the dialogue together.

 Use Pictures 1-2 on page 5 in the learner's book. Identify the characters as Lucy and John. Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.

<b>Lucy:</b>	Hello, John.
<b>John:</b>	Hello, Lucy.
<b>Lucy:</b>	Where do you live?
<b>John:</b>	I live at Kapuko Village.

 Listen. Pointing to Lucy in Picture 1, say and act out the 1<sup>st</sup> line of the dialogue by yourself. Now together. The learners say and act out the 1<sup>st</sup> line with you. Listen. Pointing in turn to each character speaking, say and act out the 1<sup>st</sup> and 2<sup>nd</sup> lines by yourself. Now together. The learners say and act out the 1<sup>st</sup> and 2<sup>nd</sup> lines with you. Listen. Pointing in turn to each character speaking, say and act out the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> lines by yourself. Now together. The learners say and act out the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> lines with you. Listen. Pointing in turn to each character speaking, say and act out the whole dialogue by yourself. Now together. The learners say and act out the whole dialogue with you. Divide the class into two groups. Assign one group to be Lucy and one to be John. Let each group say and act out their assigned part together with you. Have them switch roles and repeat.

**CONCLUSION (2 Minutes)**

Play Mrs. Phiri Says or another game with *come here, go back, clap your hands, be in pairs, listen, put your hands up, put your hands down, come in, and go out.*

**UNIT 2** **Lesson 2**

**Success Criteria:** *Learners must be able to*

- *give commands*
- *respond appropriately to commands*
- *bid farewell informally with bye-bye*
- *sing a song in English*

**INTRODUCTION** **(2 Minutes)**

*Review the phonological awareness activity from 1.4.4: Discriminating the Direction of Sounds with the game **Moo, Where are You?***

**★ Teacher Tip**

*As a teacher, do not hesitate to use your own creativity when you plan a lesson. For example, when teaching commands, you may invite a learner to the front of the class to deliver the commands. This will allow you to check for understanding of all learners. Also, you can use the privilege of leading the class as a reward for strong engagement.*

**ACTIVITY 2.2.1** **GIVING AND RESPONDING TO COMMANDS** **(10 Minutes)**

Now we will learn some commands. I will say and do the commands. We will say and do the commands together. Then you will say and do the commands on your own.

	<i>Say, <b>Come here!</b> Demonstrate the action. Say, <b>Go back!</b> Demonstrate the action. Repeat 2-3 times.</i>
	<i>Do the same with the following commands: <b>clap your hands and be in pairs</b></i>
	<i>Gesture to demonstrate 'together' and say, Let's do it together. Repeat with the learners 2-3 times saying the commands and doing the actions together: <b>Come here, go back, clap your hands, be in pairs</b></i>
	<i>Invite two learners to the front. Help them to take turns in giving and responding to each of the commands.</i>
	<i>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say and do the commands. The learners take turns giving and responding to each of the commands.</i>
	<i>Ask some pairs to show the class what they were doing.</i>

**ACTIVITY 2.2.2** **BIDDING FAREWELL INFORMALLY** **(8 Minutes)**

Now we will say bye-bye. I will say bye-bye. We will say bye-bye together. Then you will say Bye-bye on your own.

	<i>Wave to the class and say, <b>Bye-bye, children.</b></i> <i>Wave to yourself and say, <b>Bye-bye, teacher.</b></i>
	<i>Gesture to demonstrate 'together' and say, Let's say <b>Bye-bye, teacher</b> together. Say it together with the learners 2-3 times.</i>
	<i>Invite a learner to the front and say, <b>Bye-bye,</b> (name), and wave. Help the learner to say, <b>Bye-bye, teacher,</b> and wave.</i>

	<p>Invite two learners to the front. Help them to say <b>Bye-bye</b> to each other, mentioning each other's names and waving.</p>
	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say <b>Bye-bye</b> to each other. Learners take turns saying: <b>Bye-bye</b>, (name). <b>Bye-bye</b>, (name), and waving. Ask some pairs to show the class what they were doing.</p>

**ACTIVITY 2.2.3**      **SINGING A SONG**      **(8 Minutes)**

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

	<p><b>Sing What is Your Name?</b> Lyrics: What is your name? / What is your name? / What is your name? / Please tell me. // My name is _____. / My name is _____. / My name is _____, / and what is your name? Point to the children when you sing the question. Point to yourself when you sing the answer.</p>
	<p>Gesture to demonstrate 'together' and say, Let's sing the song together. Sing the song with the learners.</p>
	<p>Point to the class and say, Now it is your turn. Sing the song on your own. The learners sing the song on their own.</p>

**CONCLUSION**      **(2 Minutes)**

Sing the song **I Like School**.

**TEACHER REFLECTION**

Write your observations in the notebook where you write your lesson evaluation:

1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

<b>UNIT 2</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>greet others informally with hello</i></li> <li>• <i>ask for personal information using “Where do you live?”</i></li> <li>• <i>give personal information using “I live at ....”</i></li> <li>• <i>use asking for and giving personal information in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <b>What is Your Name?</b>	

<b>ACTIVITY 2.3.1</b>	<b>GREETING OTHERS INFORMALLY</b>	<b>(6 Minutes)</b>
Yesterday we learned to greet. Again today we will greet. I will greet you. We will greet each other. Then you will greet your friends.		
	<p><i>Gesture to the class and say, <b>Hello, children.</b></i>  <i>Gesture to yourself and say, <b>Hello, teacher.</b></i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say <b>Hello, teacher</b> together. Say it together with the learners 2-3 times.</i></p> <p><i>Invite a learner to the front and say, <b>Hello,</b> (name). <i>Help the learner to say, <b>Hello, teacher.</b></i></i></p> <p><i>Invite two learners to the front. Help them to say <b>hello</b> to each other, mentioning each other’s names.</i></p>	
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Say <b>hello</b> to each other. The learners take turns saying: <b>Hello,</b> (name). –<b>Hello,</b> (name).</i></p> <p><i>Ask some pairs to show the class what they were doing.</i></p>	

<b>ACTIVITY 2.3.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
Now we will ask and answer <b>Where do you live?</b> I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.		
	<p><i>Ask, <b>Where do you live?</b> Answer, <b>I live at ....</b></i>  <i>Repeat 2-3 times.</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say together: <b>Where do you live?</b> Say it together with the learners 2-3 times.</i></p> <p><i>Let’s say together: <b>I live at ....</b> Say it together with the learners 2-3 times.</i></p> <p><i>Invite a learner to the front. Ask, <b>Where do you live?</b> Help the learner to answer, <b>I live at ....</b></i></p> <p><i>Invite two learners to the front. Help one learner to ask, <b>Where do you live?</b> Help the other learner to answer, <b>I live at ....</b></i></p> <p><i>Have the learners switch roles.</i></p>	

 Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. One learner asks, **Where do you live?** The other learner answers, **I live at ...** Then they switch roles. Ask some pairs to show the class what they were doing.

**★ Teacher Tip**  
 When you ask learners to find a page in the learner's book, ask them to turn the book toward you and hold it up when they have found the page. Use positive reinforcement to praise those who locate the page quickly. This will motivate the other learners who also want to earn your praise.

**ACTIVITY 2.3.3 SAYING A DIALOGUE (12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.

 Use Pictures 1-2 on page 5 in the learner's book. Identify the characters as Lucy and John. Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.

<b>Lucy:</b>	Hello, John.
<b>John:</b>	Hello, Lucy.
<b>Lucy:</b>	Where do you live?
<b>John:</b>	I live at Kapuko Village.

 Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role. Invite two learners to the front. Help them to say and act out the dialogue, one as Lucy, the other as John. Have them switch roles and repeat.

 Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue with each other. Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.

**CONCLUSION (2 Minutes)**

Play Mrs. Phiri Says or another game with the commands **come here, go back, clap your hands, be in pairs.**

**UNIT 2** **Lesson 4**

**Success Criteria:** *Learners must be able to*

- *give commands*
- *respond appropriately to commands*
- *bid farewell informally*
- *sing a song in English*
- *identify sounds*

**Resources:** *Objects making various sounds for Activity 2.4.4, such as pieces of scrap paper, a book, a bell, a whistle, a bottle, a broom, a stick, and scissors*

**INTRODUCTION**

**(2 Minutes)**

*Sing the song **Teacher, Children, In the Class.***

**ACTIVITY 2.4.1**

**GIVING AND RESPONDING TO COMMANDS**

**(8 Minutes)**

Now we will learn some commands. I will say and do the commands. We will say and do the commands together. Then you will say and do the commands on your own.

	<p>Say, <b>Come here!</b> <i>Demonstrate the action.</i></p> <p>Say, <b>Go back!</b> <i>Demonstrate the action.</i></p> <p>Repeat 2-3 times.</p> <p><i>Do the same with the following commands: <b>clap your hands and be in pairs</b></i></p>
	<p><i>Gesture to demonstrate 'together' and say, Let's do it together.</i></p> <p><i>Repeat with the learners 2-3 times saying the commands and doing the actions together: <b>Come here, go back, clap your hands, be in pairs</b></i></p> <p><i>Invite two learners to the front. Help them to take turns in giving and responding to each of the commands.</i></p>
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, <b>Be in pairs.</b> Say and do the commands.</i></p> <p><i>Let the learners take turns to give and respond to each of the commands.</i></p> <p><i>Ask some pairs to show the class what they were doing.</i></p>

**ACTIVITY 2.4.2**

**BIDDING FAREWELL INFORMALLY**

**(6 Minutes)**

Now we will say **bye-bye**. I will say **bye-bye**. We will say **bye-bye** together. Then you will say **bye-bye** on your own.

	<p>Wave to the class and say, <b>Bye-bye, children.</b></p> <p>Wave to yourself and say, <b>Bye-bye, teacher.</b></p>
	<p><i>Gesture to demonstrate 'together' and say, Let's say <b>Bye-bye, teacher</b> together. Say it together with the learners 2-3 times.</i></p> <p><i>Invite a learner to the front and say, <b>Bye-bye,</b> (name), and wave.</i></p> <p><i>Help the learner to say, <b>Bye-bye, teacher,</b> and wave.</i></p> <p><i>Invite two learners to the front. Help them to say <b>bye-bye</b> to each other, mentioning each other's names and waving.</i></p>

 *Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say **bye-bye** to each other.*  
*Let the learners take turns saying **bye-bye** to one another and waving.*  
*Ask some pairs to show the class what they were doing.*

**ACTIVITY 2.4.3 SINGING A SONG (5 Minutes)**

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

 **Sing: What is Your Name**  
 What is your name? / What is your name? / What is your name? / Please tell me.  
 My name is \_\_\_\_ / My name is \_\_\_\_ / My name is \_\_\_\_, / and what is your name?  
*Point to the children when you sing the question. Point to yourself when you sing the answer.*

 *Gesture to demonstrate 'together' and say, Let's sing the song together.*  
*Sing the song with the learners.*

 *Point to the class and say, Now it is your turn. Sing the song on your own.*  
*Let the learners sing the song on their own.*

**ACTIVITY 2.4.4 PHONOLOGICAL AWARENESS: IDENTIFYING SOUNDS (7 Minutes)**

Now we will play a game with sounds. *Have the learners close their eyes and sit very, very quietly, listening attentively. Make a sound several times. If your classroom is large, you may need to walk around the room making the sound so that all learners have a chance to hear it. If you are using an object to make the sound, hide it from the learners' view until their eyes are closed, and hide it again before they open their eyes. Then have the learners open their eyes and tell you what they think the sound was. (At this point they will not have the vocabulary to tell you in English. Allow them to use a familiar language.) Have them close their eyes again and repeat with a new sound. Choose from the list of suggested sounds below or any other of your choosing. Note: This game prepares the learners' ears to listen closely to sounds in words (phonological awareness).*

banging on the wall or table	drumming with fingers	blowing into an empty bottle	crumpling papers	writing on the chalkboard
stomping feet	ringing a bell	pouring a liquid	scratching	tearing paper
blowing a whistle	dropping something on the floor	sweeping the floor with a broom	sliding a table or chair across the floor	tapping a stick on the chalkboard
clapping hands	sneezing	laughing	shutting a book	whistling
coughing	knocking on a desk or door	cutting paper with scissors	snapping fingers	

**CONCLUSION (2 Minutes)**

*Sing the song **Bye! Bye! Bye!**.*

<b>UNIT 2</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>give personal information using “I am ... years old.”</i></li> <li>• <i>ask for personal information using “How old are you?”</i></li> <li>• <i>give and ask for personal information in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Good Morning to You.</b></i>	

<b>ACTIVITY 2.5.1</b>	<b>SAYING AND ASKING ONE’S AGE</b>	<b>(10 Minutes)</b>
<p>Today we will talk about ourselves. I will say my age. We will say our ages together. Then you will say your age to your friends.</p>		
	<p><i>Gesture to yourself and say, <b>I am ... year olds.</b> (Fill in with your approximate age.) Repeat 2-3 times.</i></p> <p><i>Gesture to the class and say, <b>How old are you?</b> Repeat 2-3 times.</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say together. <b>I am ... years old.</b> (Everyone says his or her own age.) Say it together with the learners 2-3 times.</i></p> <p><i>Gesture to demonstrate ‘together’ and say, Let’s say together: <b>I am ... years old. How old are you?</b> Say it together with the learners 2-3 times.</i></p> <p><i>Invite a learner to the front and say, <b>I am ... years old. How old are you?</b> Help the learner to answer, <b>I am ... years old.</b></i></p> <p><i>Invite two learners to the front. Help one learner to say, <b>I am ... years old. How old are you?</b> Help the other learner to answer, <b>I am ... years old.</b></i></p> <p><i>Have the learners switch roles.</i></p>	
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs and say, <b>I am ... years old. How old are you?</b> to each other. Let the learners take turns giving and asking for one another’s names. Ask some pairs to show the class what they were doing.</i></p>	

<b>★ Teacher Tip</b>
<p><i>When the learners are practicing in pairs, walk around the classroom listening to them and giving feedback. Affirm what they do well and gently correct their mistakes. Offer positive reinforcement to an incorrect response before gently correcting it with actionable feedback.</i></p>

**ACTIVITY 2.5.2**

**SAYING A DIALOGUE (EXPANDED)**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.

*Use Pictures 1-2 on page 5 in the learner’s book. Review with the learners the original dialogue from Lessons 1 and 3:*

<b>Lucy:</b>	Hello, John.
<b>John:</b>	Hello, Lucy.
<b>Lucy:</b>	Where do you live?
<b>John:</b>	I live at Kapuko Village.



*Explain that today you all are going to add to the dialogue a little. Tell the learners to listen closely for the parts that change. Use Pictures 1-3 on page 5 in the learner’s book. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line. Emphasize the additions (marked here in bold):*

<b>Lucy:</b>	Hello, John.
<b>John:</b>	Hello, Lucy.
<b>Lucy:</b>	Where do you live?
<b>John:</b>	I live at Kapuko Village.
<b>Lucy:</b>	<b>How old are you?</b>
<b>John:</b>	<b>I am seven years old.</b>

*Let the learners identify which parts have changed.*



*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.*

*Invite two learners to the front. Help them to say and act out the dialogue, one as Lucy, the other as John. Have them switch roles and repeat.*



*Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Say the dialogue with each other.*

*Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback.*

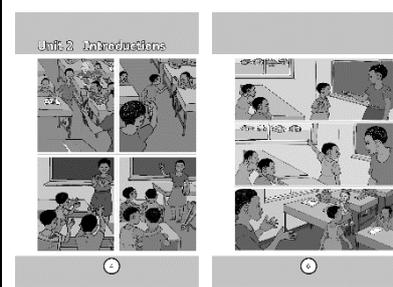
*Ask some pairs to show the class what they were doing.*

**CONCLUSION**

**(6 Minutes)**

*Play Mrs. Phiri Says or another game with the commands Come here, go back, clap your hands, and be in pairs.*

**UNIT 2** **Lesson 6**



**Success Criteria:** *Learners must be able to*

- *give commands*
- *respond appropriately to commands*
- *discuss a picture using known vocabulary*
- *demonstrate listening comprehension of a story by pointing to pictures*

**Resources:** *Learner’s book*

**INTRODUCTION** (4 Minutes)

*Review the phonological awareness activity from 2.4.4: Identifying Sounds.*

**ACTIVITY 2.6.1** **GIVING AND RESPONDING TO COMMANDS** (10 Minutes)

Now we will learn some commands. I will say and do the commands. We will say and do the commands together. Then you will say and do the commands on your own.

 Say, **Come here!** *Demonstrate the action.* Say, **Go back!** *Demonstrate the action.* Repeat 2-3 times.  
Do the same with the following commands: **clap your hands and be in pairs.**  
Revise: **be quiet, look, listen.**

 Gesture to demonstrate ‘together’ and say, Let’s do it together. Repeat with the learners 2-3 times saying the commands and doing the actions together: **Come here, go back, clap your hands, be in pairs, be quiet, look, listen.**  
Invite two learners to the front. Help them to take turns in giving and responding to each of the commands.

 Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Say and do the commands. Let the learners take turns giving and responding to each of the commands.  
Ask some pairs to show the class what they were doing.  
Show the learners the pictures on page 4 in the learner’s book. Let the learners point to the pictures and say the vocabulary words. If they answer in their home language, affirm their answer and help them to say it in English.

**★ Teacher Tip**

*Remember to discuss the pictures in the learner’s book before you read the story aloud in English. In the beginning they may only be able to name individual vocabulary words on their own, but you can encourage further vocabulary development by building on their answers, especially by helping them to use the words in sentences. For example, if the learner points to a picture of children clapping and says “clap hands”, you can say “Yes! The children clap their hands.” Then have the learners repeat the whole sentence.*

**ACTIVITY 2.6.2**

**LISTENING TO A STORY**

**(14 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.



*Use the pictures on page 6 in the learner’s book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned.  
Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

**How Old Are You, Lucy?**

<b>Picture 1</b>	The Teacher says to Lucy, “Come here.” The Teacher asks Lucy, “How old are you?” Lucy says, “I am seven years old.”
<b>Picture 2</b>	The Teacher asks Lucy, “Where do you live?” Lucy says, “I live at Chimimba village.”
<b>Picture 3</b>	The Teacher says to the children, “Clap your hands for Lucy!” The children clap their hands for Lucy.

Now we will check our understanding by pointing to the right picture for each sentence. Listen. ‘Lucy says, “I am seven years old.”’ *Gesture among the three pictures with a questioning facial expression as if to ask “Where do we see ‘Lucy says, “I am seven years old.””?* Pause, then point to Picture 1 and say, ‘Lucy says, “I am seven years old.”’  
Listen. ‘The children clap their hands for Lucy.’ *Pause, then point to Picture 3 and say, ‘The children clap their hands for Lucy.’*



*Gesture to demonstrate ‘together’ and say, Let’s do it together.* Listen. ‘Lucy says, “I am seven years old.”’ *The learners point to Picture 1 with you.*  
Listen. ‘The children clap their hands for Lucy.’ *The learners point to Picture 3 with you.*  
Listen. ‘The teacher says to Lucy, “Come here.”’ *The learners point to Picture 1 with you*



*Point to the class and say, Now it is your turn. Say each of the following lines one at a time, and let the learners point to the corresponding picture on their own.*

1. The teacher asks Lucy, “How old are you?” (Picture 1)
2. Lucy says, “I live at Chimimba village.” (Picture 2)
3. The teacher asks Lucy, “Where do you live?” (Picture 2)
4. The teacher says to the children, “Clap your hands for Lucy!” (Picture 3)

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Bye! Bye! Bye!**.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

1. For each of the Success Criteria for today’s lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

<b>UNIT 2</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>give personal information using “I am ... years old.”</i></li> <li>• <i>ask for personal information using “How old are you?”</i></li> <li>• <i>give and ask for personal information in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

**★ Teacher Tip**

*Begin each lesson by telling learners that you will be looking for those who keep both eyes on you, who participate actively when it is their turn to speak, who listen quietly to their classmates, and work well with their partner in pairs. As you teach, offer positive reinforcement to learners who meet your expectations.*

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>What is Your Name?</b></i>	

<b>ACTIVITY 2.7.1</b>	<b>SAYING AND ASKING FOR ONE’S AGE</b>	<b>(12 Minutes)</b>
<p>Today we will introduce ourselves. I will say my name. We will our names together. Then you will say your names to your friends.</p>		
	<p><i>Gesture to yourself and say, <b>I am ... years old.</b> Repeat 2-3 times.</i></p> <p><i>Gesture to the class and say, <b>How old are you?</b> Repeat 2-3 times.</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say together. <b>I am ... years old.</b> (Everyone says his or her own name.) Say it together with the learners 2-3 times.</i></p> <p><i>Gesture to demonstrate ‘together’ and say, Let’s say together: <b>I am ... years old. How old are you?</b> Say it together with the learners 2-3 times.</i></p> <p><i>Invite a learner to the front and say, <b>I am ... years old. How old are you?</b> Help the learner to answer, <b>I am ... years old.</b></i></p> <p><i>Invite two learners to the front. Help one learner to say, <b>I am ... years old. How old are you?</b> Help the other learner to answer, <b>My name is ...</b></i></p> <p><i>Have the learners switch roles.</i></p>	
	<p><i>Point to the class and say, Now it is your turn. Play a “Chain Game”. One learner starts and says, <b>I am ... years old. How old are you?</b> to his or her neighbour, then the neighbour answers and asks the same question of the next learner. They continue down the line, each learner answering and asking the question of the next learner.</i></p>	

**ACTIVITY 2.7.2**

**SAYING A DIALOGUE (EXPANDED)**

**(14 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.



*Use Pictures 1-3 on page 5 in the learner's book. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*

<b>Lucy:</b>	Hello, John.
<b>John:</b>	Hello, Lucy.
<b>Lucy:</b>	Where do you live?
<b>John:</b>	I live at Kapuko Village.
<b>Lucy:</b>	How old are you?
<b>John:</b>	I am seven years old.



*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role. Invite two learners to the front. Help them to say and act out the dialogue, one as Lucy, the other as John. Have them switch roles and repeat.*

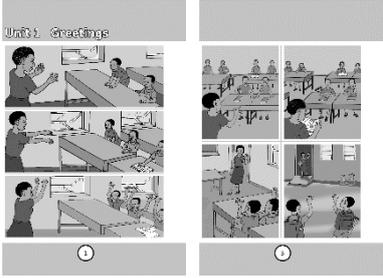


*Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue to each other. Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.*

**CONCLUSION**

**(2 Minutes)**

*Play Mrs. Phiri Says or another game with the commands **Come here, go back, clap your hands, be in pairs, be quiet, look, listen.***

<b>UNIT 2</b>	<b>Lesson 8</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• give commands</li> <li>• respond appropriately to commands</li> <li>• discuss a picture using known vocabulary</li> <li>• demonstrate listening comprehension of a story by pointing to pictures</li> <li>• identify sounds</li> </ul> <p><b>Resources:</b> <i>Learner's book, objects making various sounds, such as pieces of scrap paper, a book, a bell, a whistle, a bottle, a broom, a stick, and scissors</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>Teacher, Children, In the Class.</i>	

<b>ACTIVITY 2.8.1</b>	<b>GIVING AND RESPONDING TO COMMANDS</b>	<b>(8 Minutes)</b>
Now we will learn some commands. I will say and do the commands. We will say and do the commands together. Then you will say and do the commands on your own.		
	<p>Say, <b>Come here!</b> Demonstrate the action. Say, <b>Go back!</b> Demonstrate the action. Repeat 2-3 times.</p> <p>Do the same with the following commands: <b>clap your hands and be in pairs.</b></p> <p>Revise: <b>put your hands up, put your hands down, come in, and go out.</b></p>	
	<p>Gesture to demonstrate 'together' and say, Let's do it together. Repeat with the learners 2-3 times saying the commands and doing the actions together: <b>Come here, go back, clap your hands, be in pairs, put your hands up, put your hands down, come in, go out.</b></p> <p>Invite two learners to the front. Help them to take turns in giving and responding to each of the commands.</p>	
	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say and do the commands. The learners take turns to give and and respond to each of the commands.</p> <p>Ask some pairs to show the class what they were doing.</p> <p>Show the learners the pictures on page 1 in the learner's book. Let the learners point to the pictures and say the vocabulary words. If they answer in their home language, affirm their answer and help them to say it in English.</p>	

<b>ACTIVITY 2.8.2</b>	<b>LISTENING TO A STORY</b>	<b>(12 Minutes)</b>
Now I will read a story and you will listen. Then we will check our understanding.		
	<p>Use the pictures on page 6 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned.</p> <p>Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.</p>	

The Children in the Class	
 <b>Picture 1</b>	The Teacher says to Lucy, “Come here.” The Teacher asks Lucy, “How old are you?” Lucy says, “I am seven years old.”
<b>Picture 2</b>	The Teacher asks Lucy, “Where do you live?” Lucy says, “I live at Chimimba village.”
<b>Picture 3</b>	The Teacher says to the children, “Clap your hands for Lucy!” The children clap their hands for Lucy.

Now we will check our understanding by pointing to the right picture for each sentence. Listen. ‘Lucy says, “I am seven years old.”’ *Gesture among the three pictures with a questioning facial expression as if to ask “Where do we see ‘Lucy says, “I am seven years old.””?* Pause, then point to Picture 1 and say, ‘Lucy says, “I am seven years old.”’

 *Gesture to demonstrate ‘together’ and say, Let’s do it together. Listen. ‘Lucy says, “I am seven years old.”’ The learners point to Picture 1 with you. ‘The children clap their hands for Lucy.’ The learners point to Picture 3 with you..*  
‘The teacher says to Lucy, “Come here.”’ *The learners point to Picture 1 with you*

 *Point to the class and say, Now it is your turn. Say each of the following lines one at a time, and let the learners point to the corresponding picture on their own.*

1. The teacher asks Lucy, “How old are you?” (*Picture 1*)
2. Lucy says, “I live at Chimimba village.” (*Picture 2*)
3. The teacher asks Lucy, “Where do you live?” (*Picture 2*)
4. The teacher says to the children, “Clap your hands for Lucy!” (*Picture 3*)

**ACTIVITY 2.8.3**

**PHONOLOGICAL AWARENESS:  
IDENTIFYING SOUNDS**

**(6 Minutes)**

Now we will play a game with sounds. *Repeat the Identifying Sounds activity from 2.4.4.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song Bye! Bye! Bye!*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

1. *For each of the Success Criteria for today’s lessons, approximately how many or what percentage of learners have achieved them?*
2. *Which Success Criteria do the learners appear to be struggling with the most?*
3. *What will you do to address their difficulties?*

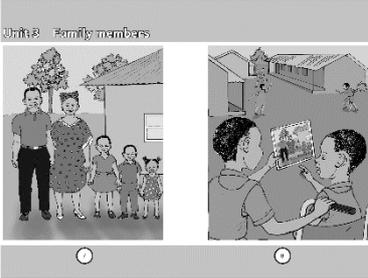
**UNIT 2** **Lessons 9 and 10**

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

**★ Teacher Tip**

*When planning for a review lesson, consider how learners who have mastered the Success Criteria can help those learners who are struggling. For example, assign learners to groups with some members who have mastered the material and some who have not yet mastered it. If this is the first time you have tried this strategy, remember to state your expectations for behaviour clearly prior to beginning your review activities. For example, explain to the learners (in their home language if necessary): All learners benefit when we review. Some of you will have an opportunity to share your learning. Some of you will have an opportunity to strengthen your learning. I will be watching for all learners to speak to each other with kindness and respect as you make sure every member of your group gets a chance to practice. Provide positive reinforcement to learners participating appropriately.*

<b>Success Criteria:</b>	<b>Lessons:</b>
<i>Greet others informally with hello</i>	1, 3
<i>Ask for personal information using “Where do you live?”</i>	1, 3
<i>Give personal information using “I live at ....”</i>	1, 3
<i>Give and ask for personal information in a dialogue</i>	1, 3, 5, 7
<i>Give commands</i>	2, 4, 6, 8
<i>Respond appropriately to commands</i>	2, 4, 6, 8
<i>Bid farewell informally with bye-bye</i>	2, 4
<i>Sing a song in English</i>	2, 4
<i>Ask for personal information using “How old are you?”</i>	5, 7
<i>Give personal information using “I am ... years old.”</i>	5, 7
<i>Discuss a picture using known vocabulary</i>	6, 8
<i>Demonstrate listening comprehension of a story by pointing to pictures</i>	6, 8
<i>Identify sounds</i>	4, 8

<b>UNIT 3</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (family terms)</li> <li>• identify family members using “This is my...”</li> <li>• ask for information using “Who is this?”</li> <li>• identify family members in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

**★ Teacher Tip**

*When you prepare for a lesson in advance, you will improve your ability to fit all of the content and activities within a 30-minute period.*

**INTRODUCTION** **(2 Minutes)**

*Sing the song **Good Morning to You.***

<b>ACTIVITY 3.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Point to the woman in the picture on page 7 in the learner’s book and say, <b>mother.</b> Repeat 2-3 times.</i></p> <p><i>Do the same with <b>father, sister and brother.</b></i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say it together.</i></p> <p><i>Point to each person in the picture in random order and say the words together with the learners 2-3 times.</i></p>	
	<p><i>Point to the class and say, Now it is your turn.</i></p> <p><i>Point to each person in the picture in random order and let the learners say the words on their own.</i></p>	

<b>ACTIVITY 3.1.2</b>	<b>IDENTIFYING FAMILY MEMBERS</b>	<b>(8 Minutes)</b>
<p>Now we will ask and answer <b>Who is this?</b> I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.</p>		
	<p><i>Point to the woman in the picture on page 7 in the learner’s book and ask, <b>Who is this?</b> Answer, <b>This is my mother.</b> Repeat 2-3 times.</i></p> <p><i>Do the same for <b>father, sister, brother.</b></i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say together: <b>Who is this?</b> Say it together with the learners 2-3 times.</i></p> <p><i>Let’s say together: <b>This is my mother.</b> Say it together with the learners 2-3 times.</i></p> <p><i>Repeat for <b>father, sister, brother,</b> pointing to each person in the picture in random order, asking and answering with the learners.</i></p>	



Point to the class and say, Now it is your turn. Point to each person in the picture in random order, asking, **Who is this?**  
 Let the learners answer on their own as a whole class, in groups, and as individuals: **This is my ....**  
 Invite individuals to ask the question of the rest of the class.

**ACTIVITY 3.1.3** **SAYING A DIALOGUE** **(10 Minutes)**

Now we will say a dialogue. I will say the dialogue. Then we will say the dialogue together.



Use the picture on page 8 in the learner's book. Identify the characters as Alice (on the right) and Lucy (on the left). Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.

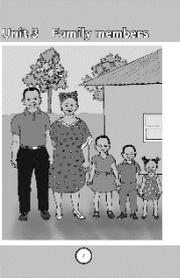
<b>Alice:</b>	Good morning, Lucy.
<b>Lucy:</b>	Good morning, Alice.
<b>Alice:</b>	Who is this?
<b>Lucy:</b>	This is my father.



Listen. Pointing to Alice in Picture 1, say and act out the 1<sup>st</sup> line of the dialogue by yourself. Now together. The learners say and act out the 1<sup>st</sup> line with you.  
 Listen. Pointing in turn to each character speaking, say and act out the 1<sup>st</sup> and 2<sup>nd</sup> lines by yourself. Now together. The learners say and act out the 1<sup>st</sup> and 2<sup>nd</sup> lines with you.  
 Listen. Pointing in turn to each character speaking, say and act out the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> lines by yourself. Now together. The learners say and act out the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> lines with you.  
 Listen. Pointing in turn to each character speaking, say and act out the whole dialogue by yourself. Now together. The learners say and act out the whole dialogue with you.  
 Divide the class into two groups. Assign one group to be Alice and one to be Lucy. Let each group say and act out their assigned part together with you. Have them switch roles and repeat.

**CONCLUSION** **(2 Minutes)**

Play Mrs. Phiri Says or another game with **Come here, go back, clap your hands, be in pairs, be quiet, look, listen, put your hands up, put your hands down, come in, and go out.**

<b>UNIT 3</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (family terms)</li> <li>• ask for information using “How many...?”</li> <li>• count to five</li> <li>• sing a song in English</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Do a brief revision of the phonological awareness activity from 2.4.4: Identifying Sounds.</i></p>	

<b>ACTIVITY 3.2.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Point to the woman in the picture on page 7 in the learner’s book and say, <b>mother</b></i>  <i>Repeat 2-3 times. Do the same with <b>father, sister and brother.</b></i>  <i>New words! Add <b>people and house.</b></i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say it together.</i>  <i>Point to each person (or the house) in the picture in random order and say the words together with the learners 2-3 times.</i></p>	
	<p><i>Point to the class and say, Now it is your turn.</i>  <i>Point to each person (or the house) in the picture in random order and let the learners say the words on their own.</i></p>	

<b>ACTIVITY 3.2.2</b>	<b>COUNTING TO FIVE</b>	<b>(8 Minutes)</b>
<p>Now we will count people. I will count people. We will count people together. Then you will count people on your own.</p>		
	<p><i>Show the learners the picture on page 7 in the learner’s book and ask, <b>How many people?</b> Repeat 2-3 times.</i>  <i>Pointing to each person in the picture one at a time, count and answer, <b>One, two, three, four, five. Five people.</b> Repeat 2-3 times</i></p>	
	<p><i>Referring to page 7 in the learner’s book, ask with the learners, <b>How many people?</b> Say it together with the learners 2-3 times.</i>  <i>Pointing to each person in the picture one at a time, count and answer with the learners, <b>One, two, three, four, five. Five people.</b> Say it together with the learners 2-3 times.</i>  <i>Divide the class into two groups. The first group asks the question with you, and the second group counts and answers with you. Then the groups switch roles.</i></p>	

	<p>Point to the class and say, Now it is your turn.</p> <p>Divide the class into two groups. The first group asks the question as a group on their own, and the second group counts and answers as a group on their own. Then the groups switch roles.</p>
---	--

**ACTIVITY 3.2.3**      **SINGING A SONG**      **(10 Minutes)**

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

	<p>Using the picture on page 7 in the learner's book and using accompanying gestures, sing:</p> <p><b>How Many People Live in Your House?</b></p> <p>How many people live in your house?          One, my father. Two, my mother.          Three, my brother. Four, my sister.          There is one more now.          Who is that one?          Five. It's me.</p> <p>Repeat 2-3 times.</p>
---	---

	<p>Gesture to demonstrate 'together' and say, Let's sing the song together. Sing the song with the learners.</p>
---	--

	<p>Point to the class and say, Now it is your turn. Sing the song on your own. The learners sing the song on their own.</p>
---	---

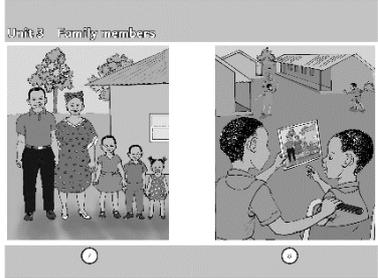
**CONCLUSION**      **(2 Minutes)**

Sing the song *I Like School*.

**TEACHER REFLECTION**

Write your observations in the notebook where you write your lesson evaluation:

1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

<b>UNIT 3</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (family terms)</li> <li>• identify family members using “This is my...”</li> <li>• ask for information using “Who is this?”</li> <li>• identify family members in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <b>What is Your Name?</b>	

<b>★ Teacher Tip</b>
<p><i>The lyrics for each song are given in the Appendix. The songs are listed there in alphabetical order. If you are not familiar with the tune, you may make up your own tune. Whenever you introduce a new song to the learners, sing it to them first. Invite them to join in when they can. Always use gestures to accompany the lyrics to help the learners catch the meaning. Encourage the learners to use the gestures too when they sing.</i></p>

<b>ACTIVITY 3.3.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<p><i>Point to the woman in the picture on page 7 in the learner’s book and say, <b>mother.</b> Repeat 2-3 times.</i></p> <p><i>Do the same with <b>father, sister, brother, house, and people</b></i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say it together.</i></p> <p><i>Point to each person in the picture in random order and say the words together with the learners 2-3 times.</i></p>	
	<p><i>Point to the class and say, Now it is your turn.</i></p> <p><i>Point to each person in the picture in random order and let the learners say the words on their own.</i></p>	

<b>ACTIVITY 3.3.2</b>	<b>IDENTIFYING FAMILY MEMBERS</b>	<b>(8 Minutes)</b>
Now we will ask and answer <b>Who is this?</b> I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.		
	<p><i>Point to the woman in the picture on page 7 in the learner’s book and ask, <b>Who is this?</b> Answer, <b>This is my mother.</b> Repeat 2-3 times.</i></p> <p><i>Do the same for <b>father, sister, brother.</b></i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say together: <b>Who is this?</b> Say it together with the learners 2-3 times.</i></p> <p><i>Let’s say together: <b>This is my mother.</b> Say it together with the learners 2-3 times.</i></p>	

	<p>Repeat for <b>father, sister, brother</b>, pointing to each person in the picture in random order, asking and answering with the learners.</p> <p>Invite two learners to the front. Help one learner to ask, <b>Who is this?</b> Help the other learner to answer, <b>This is my ....</b></p> <p>Have the learners switch roles.</p>
	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Ask <b>Who is this?</b> of each other.</p> <p>Pointing to the people on page 7, the learners ask and answer each other in pairs: <b>Who is this? -This is my ....</b></p> <p>Ask some pairs to show the class what they were doing.</p>

**ACTIVITY 3.3.3**      **SAYING A DIALOGUE**      **(12 Minutes)**

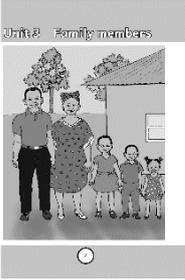
Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.

	<p>Use the picture on page 8 in the learner's book. Identify the characters as Alice (on the right) and Lucy (on the left). Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.</p> <table border="1" data-bbox="327 1003 805 1171"> <tr> <td><b>Alice:</b></td> <td>Good morning, Lucy.</td> </tr> <tr> <td><b>Lucy:</b></td> <td>Good morning, Alice.</td> </tr> <tr> <td><b>Alice:</b></td> <td>Who is this?</td> </tr> <tr> <td><b>Lucy:</b></td> <td>This is my father.</td> </tr> </table>	<b>Alice:</b>	Good morning, Lucy.	<b>Lucy:</b>	Good morning, Alice.	<b>Alice:</b>	Who is this?	<b>Lucy:</b>	This is my father.
<b>Alice:</b>	Good morning, Lucy.								
<b>Lucy:</b>	Good morning, Alice.								
<b>Alice:</b>	Who is this?								
<b>Lucy:</b>	This is my father.								

	<p>Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.</p> <p>Invite two learners to the front. Help them to say and act out the dialogue, one as Alice, the other as Lucy. Have them switch roles and repeat.</p>
	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue with each other.</p> <p>Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.</p>

**CONCLUSION**      **(2 Minutes)**

Play Mrs. Phiri Says or another game with the commands **stand up, sit down, be quiet, look, listen, come in, go out, put your hands up, put your hands down, come here, go back, clap your hands, be in pairs**

<b>UNIT 3</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• ask for information using “How many...?”</li> <li>• count to five</li> <li>• sing a song in English</li> <li>• identify a sequence of sounds</li> </ul> <p><b>Resources:</b> <i>Objects making various sounds for Activity 3.4.3, such as pieces of scrap paper, a book, a bell, a whistle, a bottle, a broom, a stick, and scissors</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>What is Your Name?</i>	

<b>ACTIVITY 3.4.1</b>	<b>COUNTING TO FIVE</b>	<b>(8 Minutes)</b>
Now we will count people. I will count people. We will count people together. Then you will count people on your own.		
	<p>Show the learners the picture on page 7 in the learner’s book and ask, <b>How many people?</b> Repeat 2-3 times.</p> <p>Pointing to each person in the picture one at a time, count and answer, <b>One, two, three, four, five. Five people.</b> Repeat 2-3 times</p>	
	<p>Referring to page 7 in the learner’s book, ask with the learners, <b>How many people?</b> Say it together with the learners 2-3 times.</p> <p>Pointing to each person in the picture one at a time, count and answer with the learners, <b>One, two, three, four, five. Five people.</b> Say it together with the learners 2-3 times.</p> <p>Divide the class into two groups. The first group asks the question with you, and the second group counts and answers with you. Then the groups switch roles.</p>	
	<p>Point to the class and say, Now it is your turn.</p> <p>Divide the class into two groups. The first group asks the question as a group on their own, and the second group counts and answers as a group on their own. Then the groups switch roles.</p>	

<b>ACTIVITY 3.4.2</b>	<b>SINGING A SONG</b>	<b>(8 Minutes)</b>
Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.		
	<p>Using the picture on page 7 in the learner’s book and gestures, sing:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>How Many People Live in Your House?</b></p> <p>How many people live in your house?</p> <p>One, my father. Two, my mother.</p> <p>Three, my brother. Four, my sister.</p> <p>There is one more now.</p> <p>Who is that one?</p> <p>Five. It’s me.</p> </div>	

	<i>Gesture to demonstrate 'together' and say, Let's sing the song together. Sing the song with the learners.</i>
	<i>Point to the class and say, Now it is your turn. Sing the song on your own. The learners sing the song on their own.</i>

**ACTIVITY 3.4.3** **PHONOLOGICAL AWARENESS: IDENTIFYING A SEQUENCE OF SOUNDS** **(10 Minutes)**

Now we will play a game with sounds. *Have the learners close their eyes and sit very, very quietly, listening attentively. This activity is similar to Activity 2.4.4, this time make a sequence of two sounds in a row, first one sound, then the next. Repeat the same sequence. Then have the learners open their eyes and tell you what they think the sounds were in order. (At this point they will not have the vocabulary to tell you in English. Allow them to use a familiar language.) Have them close their eyes again and repeat with a new sequence of sounds. You may increase the number of sounds in the sequence if they are ready for more. Choose from the list of sounds below or any other of your choosing. Note: This game prepares the learners' ears to listen closely to sounds in words (phonological awareness).*

banging on the wall or table	drumming with fingers	blowing into an empty bottle	crumpling papers	writing on the chalkboard
stomping feet	ringing a bell	pouring a liquid	scratching	tearing paper
blowing a whistle	dropping something on the floor	sweeping the floor with a broom	sliding a table or chair across the floor	tapping a stick on the chalkboard
clapping hands	sneezing	laughing	shutting a book	whistling
coughing	knocking on a desk or door	cutting paper with scissors	snapping fingers	

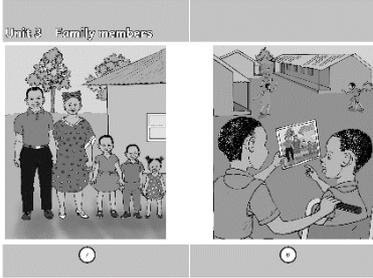
**CONCLUSION** **(2 Minutes)**

*Sing the song **Show Me** using family terms.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

- 1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?*
- 2. Which Success Criteria do the learners appear to be struggling with the most?*
- 3. What will you do to address their difficulties?*

<b>UNIT 3</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (family terms)</li> <li>• identify family members using “This is my...”</li> <li>• ask for information using “Who is this?”</li> <li>• identify family members in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>How Many People Live in Your House?</i>	

<b>ACTIVITY 3.5.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<p>Point to the woman in the picture on page 7 in the learner’s book and say, <b>mother</b></p> <p>Repeat 2-3 times. Do the same with <b>father, sister, brother, people, and house</b>. New words! Add <b>family and friend</b>. (Note: You can refer to Alice on page 8 to show <b>friend</b>.)</p>	
	<p>Gesture to demonstrate ‘together’ and say, Let’s say it together.</p> <p>Point to each person in the picture in random order and say the words together with the learners 2-3 times.</p>	
	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Say the words to each other.</p> <p>Let the learners point to the people in the picture in random order and say the words on their own in pairs.</p>	

<b>ACTIVITY 3.5.2</b>	<b>IDENTIFYING FAMILY MEMBERS</b>	<b>(8 Minutes)</b>
Now we will ask and answer <b>Who is this?</b> I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.		
	<p>Point to the woman in the picture on page 7 in the learner’s book and ask, <b>Who is this?</b> Answer, <b>This is my mother</b>. Repeat 2-3 times.</p> <p>Do the same for <b>father, sister, brother, and family</b>.</p>	
	<p>Gesture to demonstrate ‘together’ and say, Let’s say together: <b>Who is this?</b> Say it together with the learners 2-3 times.</p> <p>Let’s say together: <b>This is my mother</b>. Say it together with the learners 2-3 times.</p> <p>Repeat for <b>father, sister, brother, and family</b> pointing to each person in the picture in random order, asking and answering with the learners.</p> <p>Invite two learners to the front. Help one learner to ask, <b>Who is this?</b> Help the other learner to answer, <b>This is my ....</b></p> <p>Have the learners switch roles.</p>	



Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Ask **Who is this?** of each other.  
 Pointing to the people on page 7, the learners ask and answer each other in pairs: **Who is this? -This is my ....**  
 Ask some pairs to show the class what they were doing.

**ACTIVITY 3.5.3**

**SAYING A DIALOGUE (EXPANDED)**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.

Use the picture on page 8 in the learner's book. Review with the learners the original dialogue from Lessons 1 and 3:

<b>Alice:</b>	Good morning, Lucy.
<b>Lucy:</b>	Good morning, Alice.
<b>Alice:</b>	Who is this?
<b>Lucy:</b>	This is my father.



Explain that today you all are going to change the dialogue a little. Tell the learners to listen closely for the parts that change. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line. This time point to the mother in Lucy's photograph and emphasize the changes (marked here in bold):

<b>Alice:</b>	Good morning, Lucy.
<b>Lucy:</b>	Good morning, Alice.
<b>Alice:</b>	Who is this?
<b>Lucy:</b>	This is my <b>mother</b> .

Let the learners identify which parts have changed.



Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.

Invite two learners to the front. Help them to say and act out the dialogue, one as Alice, the other as Lucy. Have them switch roles and repeat.



Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue with each other.

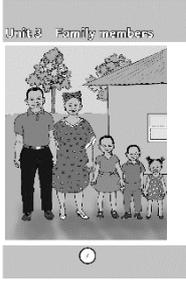
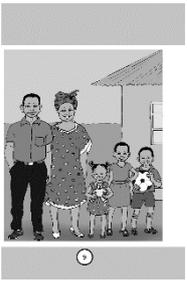
Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback.

Ask some pairs to show the class what they were doing.

**CONCLUSION**

**(2 Minutes)**

Play Mrs. Phiri Says or another game with the commands **stand up, sit down, be quiet, look, listen, come in, go out, put your hands up, put your hands down, come here, go back, clap your hands, be in pairs**

<b>UNIT 3</b>	<b>Lesson 6</b>
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p style="font-size: 8px; margin-top: 5px;">Unit 3 Family members</p> </div> <div style="text-align: center;">  </div> </div>	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>ask for information using “How Many...?”</i></li> <li>• <i>count to five</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(6 Minutes)</b>
<p><i>Do a brief revision of the phonological awareness activity from 3.4.3: Identifying Sounds in a Sequence.</i></p>	

<b>ACTIVITY 3.6.1</b>	<b>COUNTING TO FIVE</b>	<b>(8 Minutes)</b>
<p>Now we will count people. I will count people. We will count people together. Then you will count people on your own.</p>		
	<p>Show the learners the picture on page 7 in the learner’s book and ask, <b>How many people?</b> Repeat 2-3 times.</p> <p>Pointing to each person in the picture one at a time, count and answer, <b>One, two, three, four, five. Five people.</b> Repeat 2-3 times</p>	
	<p>Referring to page 7 in the learner’s book, ask with the learners, <b>How many people?</b> Say it together with the learners 2-3 times.</p> <p>Pointing to each person in the picture one at a time, count and answer with the learners, <b>One, two, three, four, five. Five people.</b> Say it together with the learners 2-3 times.</p> <p>Invite two learners to the front. Help one learner to ask, <b>How many people?</b> Help the other learner to answer <b>One, two, three, four, five. Five people.</b> Then have the learners switch roles.</p>	
	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, <b>Be in pairs.</b> Ask and answer each other.</p> <p>Referring to the picture on page 7 in the learner’s book, the learners take turns asking the question and counting and answering in pairs.</p> <p>Ask some pairs to show the class what they were doing.</p>	

<b>★ Teacher Tip</b>
<p><i>When you are checking for individual understanding during the You Do, you can ensure learners are paying attention by saying, “(Name), I’m going to call on you next! Will you be ready?”</i></p>

**ACTIVITY 3.6.2**

**LISTENING TO A STORY**

**(14 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.



*Use the picture on page 9 in the learner's book. Lead the learners to discuss the picture using all the vocabulary they have previously learned.*

*Read the story aloud 2-3 times, slowly and with expression, pointing to the picture and gesturing to aid comprehension.*

**Lucy's family**

My name is Lucy. I am seven years old. I live at Chimimba village. I live with my family: my father, my mother, Chikondi, and Lexa. Chikondi is my brother. Lexa is my sister. Five people live in my house. Father, mother, brother, sister, and me.

Now we will check our understanding by answering some questions. Listen. How old is Lucy? *Pause, then answer, Lucy is seven years old. Repeat 1-2 times.*

Listen. Where does Lucy live? *Pause, then answer, Lucy lives at Chimimba village. Repeat 1-2 times.*

Listen. Who is Lucy's brother? *Pause, then answer, Chikondi is Lucy's brother. Repeat 1-2 times.*



*Gesture to demonstrate 'together' and say, Let's do it together.*

*Ask each question then answer them in complete sentences together with the learners.*



*Point to the class and say, Now it is your turn. Repeat the same questions in random order. Let the learners answer on their own as a whole class, in groups, and as individuals.*

*Invite individuals to ask the questions to the whole class.*

**CONCLUSION**

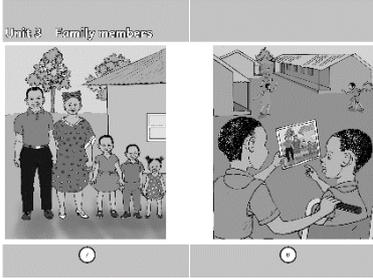
**(2 Minutes)**

*Sing the song **I Like School**.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

- 1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?*
- 2. Which Success Criteria do the learners appear to be struggling with the most?*
- 3. What will you do to address their difficulties?*

<b>UNIT 3</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (family terms)</li> <li>• identify family members using “This is my...”</li> <li>• ask for information using “Who is this?”</li> <li>• identify family members in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>How Many People Live in Your House?</i>	

<b>ACTIVITY 3.7.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<i>Point to the woman in the picture on page 7 in the learner’s book and say, <b>mother.</b> Repeat 2-3 times.</i>	
<i>Do the same with <b>father, sister, brother, people, house, family, and friend.</b></i>		
	<i>Gesture to demonstrate ‘together’ and say, Let’s say it together.</i>	
<i>Point to each person in the picture in random order and say the words together with the learners 2-3 times.</i>		
	<i>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Say the words to each other.</i>	
<i>Let the learners point to the people in the picture in random order and say the words on their own in pairs.</i>		

<b>ACTIVITY 3.7.2</b>	<b>IDENTIFYING FAMILY MEMBERS</b>	<b>(8 Minutes)</b>
Now we will ask and answer <b>Who is this?</b> I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.		
	<i>Point to the woman in the picture on page 7 in the learner’s book and ask, <b>Who is this?</b> Answer, <b>This is my mother.</b> Repeat 2-3 times.</i>	
<i>Do the same for <b>father, sister, brother, and family.</b></i>		
	<i>Gesture to demonstrate ‘together’ and say, Let’s say together: <b>Who is this?</b> Say it together with the learners 2-3 times.</i>	
<i>Let’s say together: <b>This is my mother.</b> Say it together with the learners 2-3 times.</i>		
<i>Repeat for <b>father, sister, brother, and family</b> pointing the people in the picture in random order, asking and answering with the learners.</i>		
<i>Invite two learners to the front. Help one learner to ask, <b>Who is this?</b> Help the other learner to answer, <b>This is my ....</b></i>		
<i>Have the learners switch roles.</i>		

 Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Ask **Who is this?** of each other.  
 Pointing to the people in the picture on page 7 in random order, the learners ask and answer each other in pairs: **Who is this? -This is my ....**  
 Ask some pairs to show the class what they were doing.

**ACTIVITY 3.7.3** SAYING A DIALOGUE (EXPANDED) (12 Minutes)

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.

 Use the picture on page 8 in the learner's book. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.

<b>Alice:</b>	Good morning, Lucy.
<b>Lucy:</b>	Good morning, Alice.
<b>Alice:</b>	Who is this?
<b>Lucy:</b>	This is my mother.

 Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.  
 Invite two learners to the front. Help them to say and act out the dialogue, one as Alice, the other as Lucy. Have them switch roles and repeat.

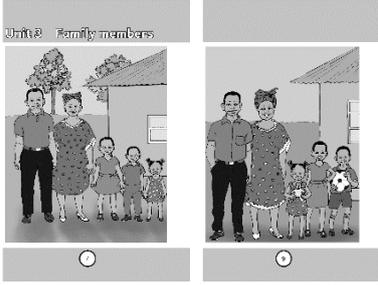
 Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue with each other.  
 Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback.  
 Ask some pairs to show the class what they were doing.  
 If time permits, continue substituting **mother** with **brother, sister, and family**.

★ **Teacher Tip**

When you check for understanding and find that learners have not attained the success criteria, make a note in your planning book so that you will remember to revisit the topic during your review.

**CONCLUSION** (2 Minutes)

Play Mrs. Phiri Says or another game with the commands **stand up, sit down, be quiet, look, listen, come in, go out, put your hands up, put your hands down, come here, go back, clap your hands, be in pairs**.

<b>UNIT 3</b>	<b>Lesson 8</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>ask for information using “How Many...?”</i></li> <li>• <i>count to five</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> <li>• <i>identify sounds in a sequence</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, objects making various sounds as for Activity 3.4.3, such as pieces of scrap paper, a book, a bell, a whistle, a bottle, a broom, a stick, and scissors</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Teacher, Children, In the Class.</b></i>	

<b>ACTIVITY 3.8.1</b>	<b>COUNTING TO FIVE</b>	<b>(8 Minutes)</b>
-----------------------	-------------------------	--------------------

Now we will count people. I will count people. We will count people together. Then you will count people on your own.

	<p><i>Show the learners the picture on page 7 in the learner’s book and ask, <b>How many people?</b> Repeat 2-3 times.</i></p> <p><i>Pointing to each person in the picture one at a time, count and answer, <b>One, two, three, four, five. Five people.</b> Repeat 2-3 times</i></p>
	<p><i>Referring to page 7 in the learner’s book, ask with the learners, <b>How many people?</b> Say it together with the learners 2-3 times.</i></p> <p><i>Pointing to each person in the picture one at a time, count and answer with the learners, <b>One, two, three, four, five. Five people.</b> Say it together with the learners 2-3 times.</i></p> <p><i>Invite two learners to the front. Help one learner to ask, <b>How many people?</b> Help the other learner to answer <b>One, two, three, four, five. Five people.</b> Then have the learners switch roles.</i></p>
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, <b>Be in pairs.</b> Ask and answer each other.</i></p> <p><i>Referring to the picture on page 7 in the learner’s book, the learners take turns asking the question and counting and answering in pairs.</i></p> <p><i>Ask some pairs to show the class what they were doing.</i></p>

<b>ACTIVITY 3.8.2</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
-----------------------	-----------------------------	---------------------

Now I will read a story and you will listen. Then we will check our understanding.

	<p><i>Use the picture on page 9 in the learner’s book. Lead the learners to discuss the picture using all the vocabulary they have previously learned.</i></p>
---	--

	<p><i>Read the story aloud 2-3 times, slowly and with expression, pointing to the picture and gesturing to aid comprehension.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Lucy's family</b></p> <p>My name is Lucy. I am seven years old. I live at Chimimba village. I live with my family: my father, my mother, Chikondi, and Lexa. Chikondi is my brother. Lexa is my sister. Five people live in my house. Father, mother, brother, sister, and me.</p> </div> <p>Now we will check our understanding by answering some questions. Listen. How old is Lucy? <i>Pause, then answer, Lucy is seven years old. Repeat 1-2 times.</i> Listen. Where does Lucy live? <i>Pause, then answer, Lucy lives at Chimimba village. Repeat 1-2 times.</i></p>
	<p><i>Gesture to demonstrate 'together' and say, Let's do it together. Ask each question then answer them in complete sentences together with the learners. Help the learners to answer these additional questions:</i></p> <ol style="list-style-type: none"> <li>1. Who is Lucy's brother? <i>(Chikondi is Lucy's brother.)</i></li> <li>2. Who is Lucy's sister? <i>(Lexa is Lucy's sister.)</i></li> <li>3. How many people live in Lucy's house? <i>(Five people.)</i></li> </ol>
	<p><i>Point to the class and say, Now it is your turn. Repeat the questions in random order. Let the learners answer on their own as a whole class, in groups, and as individuals. Invite individuals to ask the questions to the whole class.</i></p>

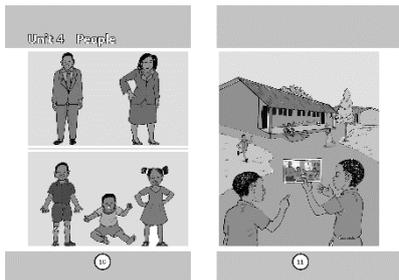
<b>ACTIVITY 3.8.3</b>	<b>PHONOLOGICAL AWARENESS: IDENTIFYING SOUNDS</b>	<b>(8 Minutes)</b>
<i>Now we will play a game with sounds. Repeat the activity Identifying Sounds in a Sequence from 3.4.3.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Bye! Bye! Bye!</b></i>	

<b>TEACHER REFLECTION</b>
<p><i>Write your observations in the notebook where you write your lesson evaluation:</i></p> <ol style="list-style-type: none"> <li>1. <i>For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?</i></li> <li>2. <i>Which Success Criteria do the learners appear to be struggling with the most?</i></li> <li>3. <i>What will you do to address their difficulties?</i></li> </ol>

<b>UNIT 3</b>	<b>Lessons 9 and 10</b>
<p><i>In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.</i></p>	

<b>Success Criteria:</b>	<b>Lessons:</b>
<i>Say new words (family terms)</i>	1, 2, 3, 5, 7
<i>Identify family members using “This is my...”</i>	1, 3, 5, 7
<i>Ask for information using “Who is this?”</i>	1, 3, 5, 7
<i>Identify family members in a dialogue</i>	1, 3, 5, 7
<i>Ask for information using “How many...?”</i>	2, 4, 6, 8
<i>Count to five</i>	2, 4, 6, 8
<i>Sing a song in English</i>	2, 4
<i>Discuss a picture using known vocabulary</i>	6, 8
<i>Answer questions about a story they have listened to</i>	6, 8
<i>Identify a sequence of sounds</i>	4, 8

<b>UNIT 4</b>	<b>Lesson 1</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  </div> <div style="width: 50%;"> <p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (people terms)</li> <li>• ask for information using “What is her name?”</li> <li>• introduce a female using “Her name is...”</li> <li>• identify people in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p> </div> </div>
---------------	-----------------	--

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>What is Your Name?</i>	

<b>★ Teacher Tip</b>
<i>Prior to beginning an activity, clearly communicate your expectations for learner participation. For example, remind them to listen quietly when others are speaking and raise their hands when they want to respond. Ask them to repeat your expectations back to you.</i>

<b>ACTIVITY 4.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<i>Point to the woman in the picture on page 10 in the learner’s book and say, <b>man</b> Repeat 2-3 times.</i>	
<i>Do the same with <b>woman, boy, girl, and baby.</b></i>		
	<i>Gesture to demonstrate ‘together’ and say, Let’s say it together. Point to each person in the picture in random order and say the words together with the learners 2-3 times.</i>	
	<i>Point to the class and say, Now it is your turn. Point to each person in the picture in random order and let the learners say the words on their own.</i>	

<b>ACTIVITY 4.1.2</b>	<b>ASKING ABOUT AND INTRODUCING FEMALES</b>	<b>(8 Minutes)</b>
Now we will ask and answer, <b>What is her name?</b> I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.		
	<i>Point to the woman in the picture on page 10 in the learner’s book and ask, <b>What is her name?</b> Answer, <b>Her name is Mrs. ...</b> (use any common name). Repeat 2-3 times.</i>	
<i>Repeat for the girl, pointing to each female in the picture in random order, asking and answering the question.</i>		
	<i>Gesture to demonstrate ‘together’ and say, Let’s say together: <b>What is her name?</b> Say it together with the learners 2-3 times.</i>	

	<p>Let's say together: <b>Her name is Mrs. ....</b> Say it together with the learners 2-3 times. Repeat for the girl, pointing to each female in the picture in random order, asking and answering with the learners.</p>
	<p>Point to the class and say, Now it is your turn. Point to each female in the picture in random order, asking, <b>What is her name?</b> The learners answer as a whole class, in groups, and as individuals: <b>Her name is ....</b> Invite individuals to point and ask the question of the rest of the class.</p>

**ACTIVITY 4.1.3 SAYING A DIALOGUE (10 Minutes)**

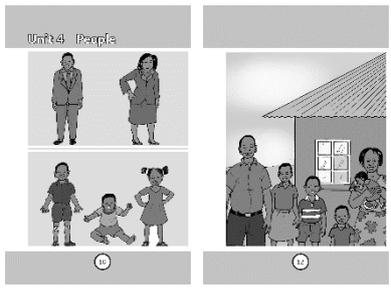
Now we will say a dialogue. I will say the dialogue. Then we will say the dialogue together.

	<p>Use the picture on page 11 in the learner's book. Identify the characters as John (on the right) and Fred (on the left). Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.</p> <table border="1" data-bbox="338 952 842 1124"> <tr> <td><b>Fred:</b></td> <td>John, who is this woman?</td> </tr> <tr> <td><b>John:</b></td> <td>This is my mother.</td> </tr> <tr> <td><b>Fred:</b></td> <td>What is her name?</td> </tr> <tr> <td><b>John:</b></td> <td>Her name is Mrs. Phiri.</td> </tr> </table>	<b>Fred:</b>	John, who is this woman?	<b>John:</b>	This is my mother.	<b>Fred:</b>	What is her name?	<b>John:</b>	Her name is Mrs. Phiri.
<b>Fred:</b>	John, who is this woman?								
<b>John:</b>	This is my mother.								
<b>Fred:</b>	What is her name?								
<b>John:</b>	Her name is Mrs. Phiri.								

Listen. Pointing to Fred in Picture 1, say and act out the 1<sup>st</sup> line of the dialogue by yourself. Now together. The learners say and act out the 1<sup>st</sup> line with you.  
Listen. Pointing in turn to each character speaking, say and act out the 1<sup>st</sup> and 2<sup>nd</sup> lines by yourself. Now together. The learners say and act out the 1<sup>st</sup> and 2<sup>nd</sup> lines with you.  
Listen. Pointing in turn to each character speaking, say and act out the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> lines by yourself. Now together. The learners say and act out the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> lines with you.  
Listen. Pointing in turn to each character speaking, say and act out the whole dialogue by yourself. Now together. The learners say and act out the whole dialogue with you.  
Divide the class into two groups. Assign one group to be Fred and one to be John. Let each group say and act out their assigned part together with you. Have them switch roles and repeat.

**CONCLUSION (2 Minutes)**

Sing the song **I Like School.**

<b>UNIT 4</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (people terms)</li> <li>• ask for information using “What is his name?”</li> <li>• introduce a male using “His name is...”</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Do a brief revision of the phonological awareness activity from 3.4.3: Identifying Sounds in a Sequence.</i></p>	

<b>ACTIVITY 4.2.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Point to the woman in the picture on page 10 in the learner’s book and say, <b>man</b></i>  <i>Repeat 2-3 times.</i>  <i>Do the same with <b>woman, boy, girl, and baby.</b></i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say it together.</i>  <i>Point to each person in the picture in random order and say the words together with the learners 2-3 times.</i></p>	
	<p><i>Point to the class and say, Now it is your turn.</i>  <i>Point to each person in the picture in random order and let the learners say the words on their own.</i></p>	

<b>ACTIVITY 4.2.2</b>	<b>ASKING ABOUT AND INTRODUCING MALES</b>	<b>(8 Minutes)</b>
<p>Now we will ask and answer, <b>What is his name?</b> I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.</p>		
	<p><i>Point to the woman in the picture on page 10 in the learner’s book and ask, <b>What is his name?</b> Answer, <b>His name is Mr. ...</b> (use any common name).</i>  <i>Repeat 2-3 times.</i>  <i>Repeat for the boy and the baby, pointing to each male in the picture in random order, asking and answering the question.</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say together: <b>What is his name?</b> Say it together with the learners 2-3 times.</i>  <i>Let’s say together: <b>His name is Mr. ....</b> Say it together with the learners 2-3 times.</i>  <i>Repeat for the boy and the baby, pointing to each male in the picture in random order, asking and answering with the learners.</i></p>	



Point to the class and say, Now it is your turn. Point to each male in the picture in random order and ask, **What is his name?**

The learners answer as a whole class, in groups, and as individuals: **His name is ....**

Invite individuals to point and ask the question of the rest of the class.

**ACTIVITY 4.2.3****LISTENING TO A STORY****(12 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.



Use the picture on page 12 in the learner's book. Lead the learners to discuss the picture using all the vocabulary they have previously learned.

Read the story aloud 2-3 times, slowly and with expression, pointing to the picture and gesturing to aid comprehension.

**John's family**

Look at John. John is a boy. John lives with his father, mother, brother, and sisters. Look at mother. Mother is a woman. Her name is Mrs. Phiri. Look at father. Father is a man. His name is Mr. Phiri. Look at sister. Sister is a girl. Her name is Tadala. Look at brother. Brother is a boy. His name is Frank. Look at baby. Baby is a girl. Her name is Yankho.

Now we will check our understanding by pointing to the picture and asking and answering questions.

Show me John's mother. *Pause, then point to John's mother.*

Ask, What is her name? Answer, Her name is Mrs. Phiri. Repeat 1-2 times.

Show me John's sister. *Pause, then point to John's (elder) sister.*

Ask, What is her name? Answer, Her name is Tadala. Repeat 1-2 times.



*Gesture to demonstrate 'together' and say, Let's do it together.*

Show me John's mother. *Pause, then point with the learners to John's mother.*

Ask with the learners, What is her name? Answer with the learners, Her name is Mrs. Phiri. Repeat 1-2 times.

Do the same with **John's sister**, and **John's baby sister**.



Point to the class and say, Now it is your turn. Repeat the same questions in random order. Let the learners answer on their own as a whole class, in groups, and as individuals.

Invite individuals to ask the questions to the whole class.

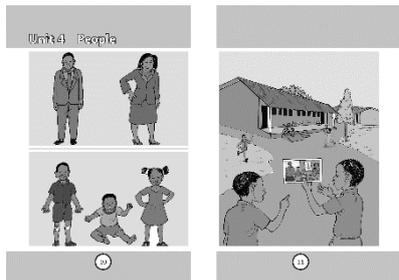
**CONCLUSION****(2 Minutes)**

Sing the song **Show Me** with people terms.

**TEACHER REFLECTION**

Write your observations in the notebook where you write your lesson evaluation:

1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

<b>UNIT 4</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (people terms)</li> <li>• ask for information using “What is her name?”</li> <li>• introduce a female using “Her name is...”</li> <li>• identify people in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>What is His Name?</i>	

<b>★ Teacher Tip</b>
<i>When you ask learners to find a specific page in the Learner’s Book, ask those learners who are first to find the page to assist those around them. This will save you from moving around the room to make sure each learner is on the right page.</i>

<b>ACTIVITY 4.3.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<i>Point to the woman in the picture on page 10 in the learner’s book and say, <b>man</b>. Repeat 2-3 times.</i>	
	<i>Do the same with <b>woman, boy, girl, and baby</b>.</i>	
	<i>Gesture to demonstrate ‘together’ and say, Let’s say it together. Point to each person in the picture in random order and say the words together with the learners 2-3 times.</i>	
	<i>Point to the class and say, Now it is your turn. Point to each person in the picture in random order and let the learners say the words on their own.</i>	

<b>ACTIVITY 4.3.2</b>	<b>ASKING ABOUT AND INTRODUCING FEMALES</b>	<b>(8 Minutes)</b>
Now we will ask and answer, <b>What is her name?</b> I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.		
	<i>Point to the woman in the picture on page 10 in the learner’s book and ask, <b>What is her name?</b> Answer, <b>Her name is Mrs. ...</b> (use any common name). Repeat 2-3 times.</i>	
	<i>Repeat for the girl, pointing to each female in the picture in random order, asking and answering the question.</i>	
	<i>Gesture to demonstrate ‘together’ and say, Let’s say together: <b>What is her name?</b> Say it together with the learners 2-3 times.</i>	
	<i>Let’s say together: <b>Her name is Mrs. ....</b> Say it together with the learners 2-3 times.</i>	

	<p>Repeat for the girl, pointing to each female in the picture in random order, asking and answering with the learners.</p> <p>Invite two learners to the front. Help one learner to ask, <b>What is her name?</b> Help the other learner to answer, <b>Her name is ....</b> Have the learners switch roles.</p>
	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Ask each other, <b>What is her name?</b></p> <p>Referring to page 10 in the learner's book, the learners take turns asking and answering the question about the females in the picture.</p> <p>Ask some pairs to show the class what they were doing.</p>

**ACTIVITY 4.3.3 SAYING A DIALOGUE (12 Minutes)**

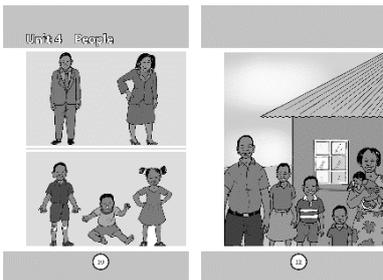
Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.

	<p>Use the picture on page 11 in the learner's book. Identify the characters as Fred (on the right) and John (on the left). Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.</p> <table border="1" data-bbox="327 996 842 1176"> <tr> <td><b>Fred:</b></td> <td>John, who is this woman?</td> </tr> <tr> <td><b>John:</b></td> <td>This is my mother.</td> </tr> <tr> <td><b>Fred:</b></td> <td>What is her name?</td> </tr> <tr> <td><b>John:</b></td> <td>Her name is Mrs. Phiri.</td> </tr> </table>	<b>Fred:</b>	John, who is this woman?	<b>John:</b>	This is my mother.	<b>Fred:</b>	What is her name?	<b>John:</b>	Her name is Mrs. Phiri.
<b>Fred:</b>	John, who is this woman?								
<b>John:</b>	This is my mother.								
<b>Fred:</b>	What is her name?								
<b>John:</b>	Her name is Mrs. Phiri.								

	<p>Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.</p> <p>Invite two learners to the front. Help them to say and act out the dialogue, one as Fred, the other as John. Have them switch roles and repeat.</p>
	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue with each other.</p> <p>Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.</p>

**CONCLUSION (2 Minutes)**

Play Mrs. Phiri Says or another game with the commands **stand up, sit down, be quiet, look, listen, come in, go out, put your hands up, put your hands down, come here, go back, clap your hands, be in pairs**

<b>UNIT 4</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>ask for information using “What is his name?”</i></li> <li>• <i>introduce a male using “His name is...”</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> <li>• <i>follow a sound pattern</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>What is Her Name?</i>	

<b>ACTIVITY 4.4.1</b>	<b>ASKING ABOUT AND INTRODUCING MALES</b>	<b>(8 Minutes)</b>
Now we will ask and answer, <b>What is his name?</b> I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.		
	<p>Point to the woman in the picture on page 10 in the learner’s book and ask, <b>What is his name?</b> Answer, <b>His name is Mr. ...</b> (use any common name). Repeat 2-3 times. Repeat for the boy and the baby, pointing to each male in the picture in random order, asking and answering the question.</p>	
	<p>Gesture to demonstrate ‘together’ and say, Let’s say together: <b>What is his name?</b> Say it together with the learners 2-3 times. Let’s say together: <b>His name is Mr. ....</b> Say it together with the learners 2-3 times. Repeat for the boy and the baby, pointing to each male in the picture in random order, asking and answering with the learners.</p>	
	<p>Point to the class and say, Now it is your turn. Point to each male in the picture in random order, asking, <b>What is his name?</b> The learners answer as a whole class, in groups, and as individuals: <b>His name is ....</b> Invite individuals to point and ask the question of the rest of the class.</p>	

<b>ACTIVITY 4.4.2</b>	<b>LISTENING TO A STORY</b>	<b>(12 Minutes)</b>
Now I will read a story and you will listen. Then we will check our understanding.		
	<p>Use the picture on page 12 in the learner’s book. Lead the learners to discuss the picture using all the vocabulary they have previously learned. Read the story aloud 2-3 times, slowly and with expression, pointing to the picture and gesturing to aid comprehension.</p>	

	<p><b>John's family</b></p> <p>Look at John. John is a boy. John lives with his father, mother, brother, and sisters. Look at mother. Mother is a woman. Her name is Mrs. Phiri. Look at father. Father is a man. His name is Mr. Phiri. Look at sister. Sister is a girl. Her name is Tadala. Look at brother. Brother is a boy. His name is Frank. Look at baby. Baby is a girl. Her name is Yankho.</p> <p>Now we will check our understanding by pointing to the picture and asking and answering questions.</p> <p>Show me John's father. <i>Pause, then point to John's father.</i></p> <p>Ask, What is his name? Answer, His name is Mr. Phiri. Repeat 1-2 times.</p> <p>Show me John's brother. <i>Pause, then point to John's brother.</i></p> <p>Ask, What is his name? Answer, His name is Frank. Repeat 1-2 times.</p>
	<p><i>Gesture to demonstrate 'together' and say, Let's do it together.</i></p> <p>Show me John's father. <i>Pause, then point with the learners to John's father.</i></p> <p>Ask with the learners, What is his name? Answer with the learners, His name is Mr. Phiri. Repeat 1-2 times.</p> <p>Do the same with <b>John's brother</b>.</p> <p>Invite two learners to the front. Help one learner to point to John's father and ask, <b>What is his name?</b> Help the other learner to answer, <b>His name is Mr. Phiri.</b> Then have the learners switch roles.</p>
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Ask and answer each other.</i></p> <p><i>Referring to page 12 in the learner's book, the learners take turns pointing and asking and answering <b>What is his name?</b> of any male in the picture.</i></p> <p><i>Ask some pairs to show the class what they were doing.</i></p>

**ACTIVITY 4.4.3 PHONOLOGICAL AWARENESS: FOLLOWING A SOUND PATTERN (6 Minutes)**

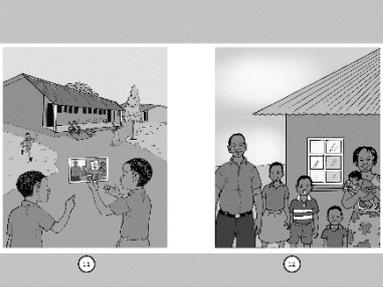
Now we will play a game with sounds.

*Have the learners sit quietly and listen attentively. Make a short, rhythmic sequence of around four to seven sounds using only your body or objects available to all the students (such as a desk or pencil). For example, using the sound of clapping your hands, snapping your fingers, and stomping your foot, you could make a sequence of: CLAP, CLAP, STOMP, STOMP, SNAP / CLAP, CLAP, STOMP, STOMP, SNAP. As another example, you could knock your knuckles on a desk then tap your thigh with your hand in a pattern of KNOCK, TAP, KNOCK, KNOCK / KNOCK, TAP, KNOCK, KNOCK. Repeat the exact same pattern several times while the learners just listen. Then have the learners do the sound pattern with you several times, then on their own. Repeat with a new pattern.*

*Note: This game prepares the learners' ears to listen closely to sounds in words (phonological awareness).*

**CONCLUSION (2 Minutes)**

*Sing the song **Bye! Bye! Bye!**.*

<b>UNIT 4</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>ask for information using “What is his/her name?”</i></li> <li>• <i>introduce people using “His/Her name is...”</i></li> <li>• <i>identify people in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>How Many People Live in Your House?</b></i>	

<b>ACTIVITY 4.5.1</b>	<b>ASKING ABOUT AND INTRODUCING PEOPLE</b>	<b>(12 Minutes)</b>
<p>Yesterday we learned to ask and answer <b>What is his name?</b> and <b>What is her name?</b> Again today I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.</p>		
	<p><i>Point to Mr. Phiri in the picture on page 12 in the learner’s book and ask, <b>What is his name?</b> Answer, <b>His name is Mr. Phiri.</b></i></p> <p><i>Point to Mrs. Phiri in the picture and ask, <b>What is her name?</b> Answer, <b>Her name is Mrs. Phiri.</b></i></p> <p><i>Point to John in the picture and ask, <b>What is his name?</b> Answer, <b>His name is John.</b></i></p>	
	<p><i>Pointing to Mr. Phiri, ask with the learners, <b>What is his name?</b> Answer with the learners, <b>His name is Mr. Phiri.</b></i></p> <p><i>Repeat for all the other family members in the pictures (Mrs. Phiri, John, Tadala, Frank, and Yankho) asking and answering with the learners.</i></p> <p><i>Invite two learners to the front. Help one learner to point at any person in the picture and ask, <b>What is his (her) name?</b> Help the other learner to answer, <b>His (her) name is ....</b></i></p> <p><i>Have the learners switch roles.</i></p>	
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Ask <b>What is his name?</b> or <b>What is her name?</b></i></p> <p><i>Pointing to the people on page 12, the learners ask and answer each other in pairs.</i></p> <p><i>Ask some pairs to show the class what they were doing.</i></p>	

<b>★ Teacher Tip</b>
<i>When you are checking for understanding, ask learners to signal a correct response with thumbs-up. Those learners who hesitate and look to their classmates for a clue are in need of your attention.</i>

**ACTIVITY 4.5.2**

**SAYING A DIALOGUE (EXPANDED)**

**(14 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.

*Use the picture on page 11 in the learner’s book. Review with the learners the original dialogue from Lessons 1 and 3:*

<b>Fred:</b>	John, who is this woman?
<b>John:</b>	This is my mother.
<b>Fred:</b>	What is her name?
<b>John:</b>	Her name is Mrs. Phiri.



*Explain that today you all are going to change the dialogue a little. Tell the learners to listen closely for the parts that change. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line. This time point to the man in John’s photograph and emphasize the changes (marked here in bold):*

<b>Fred:</b>	John, who is <b>this man</b> ?
<b>John:</b>	This is my <b>father</b> .
<b>Fred:</b>	What is <b>his</b> name?
<b>John:</b>	<b>His</b> name is <b>Mr. Phiri</b> .

*Let the learners identify which parts have changed.*



*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.*

*Invite two learners to the front. Help them to say and act out the dialogue, one as Fred, the other as John. Have them switch roles and repeat.*



*Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Say the dialogue with each other.*

*Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback.*

*Ask some pairs to show the class what they were doing.*

*If time permits, substitute **this man** with the other member’s of the family and their names.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **I Like School**.*

<b>UNIT 4</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>ask for information using “What is his/her name?”</i></li> <li>• <i>introduce people using “His/Her name is...”</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(4 Minutes)</b>
<p><i>Do a brief revision of the phonological awareness activity from 4.4.3: Following a Sound Pattern.</i></p>	

<b>ACTIVITY 4.6.1</b>	<b>ASKING ABOUT AND INTRODUCING PEOPLE</b>	<b>(10 Minutes)</b>
<p>Yesterday we learned to ask and answer <b>What is his name?</b> and <b>What is her name?</b> Again today I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.</p>		
	<p><i>Point to Mr. Phiri in the picture on page 12 in the learner’s book and ask, <b>What is his name?</b> Answer, <b>His name is Mr. Phiri.</b></i></p> <p><i>Point to Mrs. Phiri in the picture and ask, <b>What is her name?</b> Answer, <b>Her name is Mrs. Phiri.</b></i></p> <p><i>Point to John in the picture and ask, <b>What is his name?</b> Answer, <b>His name is John.</b></i></p>	
	<p><i>Pointing to Mr. Phiri, ask with the learners, <b>What is his name?</b> Answer with the learners, <b>His name is Mr. Phiri.</b></i></p> <p><i>Repeat for all the other family members in the pictures (Mrs. Phiri, John, Tadala, Frank, and Yankho) asking and answering with the learners.</i></p> <p><i>Invite two learners to the front. Help one learner to point at any person in the picture and ask, <b>What is his (her) name?</b> Help the other learner to answer, <b>His (her) name is ....</b></i></p> <p><i>Have the learners switch roles.</i></p>	
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Ask <b>What is his name?</b> or <b>What is her name?</b></i></p> <p><i>Pointing to the people on page 12, the learners ask and answer each other in pairs.</i></p> <p><i>Ask some pairs to show the class what they were doing.</i></p>	

**ACTIVITY 4.6.2**

**LISTENING TO A STORY**

**(14 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.



*Use the picture on page 12 in the learner's book. Lead the learners to discuss the picture using all the vocabulary they have previously learned.*

*Read the story aloud 2-3 times, slowly and with expression, pointing to the picture and gesturing to aid comprehension.*

**John's family**

Look at John. John is a boy. John lives with his father, mother, brother, and sister. Look at Father. Father is a man. His name is Mr. Phiri. Look at mother. Mother is a woman. Her name is Mrs. Phiri. Look at sister. Sister is a girl. Her name is Tadala. Look at brother. Brother is a boy. His name is Frank. Look at baby. Baby is a girl. Her name is Yankho.

Tadala is 11 years old. John is 7 years old. Frank is 3 years old. Yankho is a baby. They all live with Mother and Father in one house.

Now we will check our understanding by answering some questions. Listen. How old is John? *Pause, then answer, John is seven years old. Repeat 1-2 times.* Listen. How old is Tadala? *Pause, then answer, Tadala is eleven years old. Repeat 1-2 times.*



*Gesture to demonstrate 'together' and say, Let's do it together.*

*Ask each question then answer them in complete sentences together with the learners.*

*Help the learners to answer these additional questions:*

1. *Who is John's sister? (Tadala is John's sister.)*
2. *Is Tadala a boy or a girl? (Tadala is a girl.)*
3. *How many people live in John's house?*



*Repeat the same questions in random order. Let the learners answer on their own as a whole class, in groups, and as individuals.*

*Invite individuals to ask the questions to the whole class.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Show Me** with people terms.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

1. *For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?*
2. *Which Success Criteria do the learners appear to be struggling with the most?*
3. *What will you do to address their difficulties?*

<b>UNIT 4</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>ask for information using “What is his/her name?”</i></li> <li>• <i>introduce people using “His/Her name is...”</i></li> <li>• <i>identify people in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>What is His/Her Name?</b></i>	

<b>ACTIVITY 4.7.1</b>	<b>ASKING ABOUT AND INTRODUCING PEOPLE</b>	<b>(12 Minutes)</b>
<p>Today we will introduce each other saying <b>His name is...</b> or <b>Her name is</b>. First I will do it. We will do it together. Then you will do it on your own.</p>		
	<p><i>Invite one girl and one boy to come to the front of the class. Ask the girl, <b>What is your name?</b> (She responds, <b>My name is....</b>)</i></p> <p><i>Turn to the class and say, <b>This is my friend. Her name is....</b> (Fill in her name).</i></p> <p><i>Ask the boy, <b>What is your name?</b> (He responds, <b>My name is....</b>).</i></p> <p><i>Turn to the class and say, <b>This is my friend. His name is....</b> (Fill in his name).</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say it together.</i></p> <p><i>Gesture to the girl and say, <b>This is my friend. Her name is....</b> Say it together with the learners 2-3 times.</i></p> <p><i>Gesture to the boy and say, <b>This is my friend. His name is....</b> Say it together with the learners 2-3 times.</i></p> <p><i>Invite another pair of learners to the front. Help one learner to ask the girl, <b>What is your name?</b> (She responds ...). Help the learner to say, <b>This is my friend. Her name is ....</b> (Fill in her name).</i></p> <p><i>Help another learner to ask the boy, <b>What is your name?</b> (He responds ...).</i></p> <p><i>Help the learner to say, <b>This is my friend. His name is....</b> (Fill in his name).</i></p> <p><i>Repeat with one more pair of learners.</i></p>	
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Ask your friend <b>What is your name?</b></i></p> <p><i>After the learners ask each other their names, call on individuals to introduce their partner to the class using, <b>This is my friend. His/Her name is...</b></i></p>	

<b>★ Teacher Tip</b>
<i>If you notice learners in the back of the class are not paying attention or participating, walk to the back and teach from there for a while.</i>

**ACTIVITY 4.7.2**

**SAYING A DIALOGUE (EXPANDED)**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.



*Use the picture on page 11 in the learner's book. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*

<b>Fred:</b>	John, who is this man?
<b>John:</b>	This is my father.
<b>Fred:</b>	What is his name?
<b>John:</b>	His name is Mr. Phiri.



*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role. Invite two learners to the front. Help them to say and act out the dialogue, one as Fred, the other as John. Have them switch roles and repeat.*



*Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue with each other. Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing. If time permits, continue substituting **this man** with other members of the family (boy/brother, girl/sister, etc.). Draw the learners' attention to using the correct form his or her to match the person.*

**CONCLUSION**

**(2 Minutes)**

*Play Mrs. Phiri Says or another game with the commands **stand up, sit down, be quiet, look, listen, come in, go out, put your hands up, put your hands down, come here, go back, clap your hands, be in pairs.***

<b>UNIT 4</b>	<b>Lesson 8</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>ask for information using “What is his/her name?”</i></li> <li>• <i>introduce people using “His/Her name is...”</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> <li>• <i>identify sounds in a sequence</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Sing the song <b>Teacher, Children, In the Class.</b></i></p>	

<b>ACTIVITY 4.8.1</b>	<b>ASKING ABOUT AND INTRODUCING PEOPLE</b>	<b>(8 Minutes)</b>
<p>Today we will introduce each other saying <b>His name is...</b> or <b>Her name is.</b> First I will do it. We will do it together. Then you will do it on your own.</p>		
	<p><i>Invite one girl and one boy to come to the front of the class. Ask the girl, <b>What is your name?</b> (She responds, <b>My name is....</b>)</i></p> <p><i>Turn to the class and say, <b>This is my friend. Her name is....</b> (Fill in her name).</i></p> <p><i>Ask the boy, What is your name? (He responds, <b>My name is....</b>).</i></p> <p><i>Turn to the class and say, <b>This is my friend. His name is....</b> (Fill in his name).</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say it together.</i></p> <p><i>Gesture to the girl and say, <b>This is my friend. Her name is....</b> Say it together with the learners 2-3 times.</i></p> <p><i>Gesture to the boy and say, <b>This is my friend. His name is....</b> Say it together with the learners 2-3 times.</i></p> <p><i>Invite another pair of learners to the front. Help one learner to ask the girl, <b>What is your name?</b> (She responds ...). Help the learner to say, <b>This is my friend. Her name is ....</b> (Fill in her name).</i></p> <p><i>Help another learner to ask the boy, <b>What is your name?</b> (He responds ...).</i></p> <p><i>Help the learner to say, <b>This is my friend. His name is....</b> (Fill in his name).</i></p>	
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Ask your friend <b>What is your name?</b></i></p> <p><i>After the learners ask each other their names, call on individuals to introduce their partner to the class using, <b>This is my friend. His/Her name is...</b></i></p>	

<b>ACTIVITY 4.8.2</b>	<b>LISTENING TO A STORY</b>	<b>(12 Minutes)</b>
<p>Now I will read a story and you will listen. Then we will check our understanding.</p>		
	<p><i>Use the picture on page 12 in the learner’s book. Lead the learners to discuss the picture using all the vocabulary they have previously learned.</i></p> <p><i>Read the story aloud 2-3 times, slowly and with expression, pointing to the picture and gesturing to aid comprehension.</i></p>	

**John’s family**

Look at John. John is a boy. John lives with his father, mother, brother, and sister. Look at Father. Father is a man. His name is Mr. Phiri. Look at mother. Mother is a woman. Her name is Mrs. Phiri. Look at sister. Sister is a girl. Her name is Tadala. Look at brother. Brother is a boy. His name is Frank. Look at baby. Baby is a girl. Her name is Yankho.

Tadala is 11 years old. John is 7 years old. Frank is 3 years old. Yankho is a baby. They all live with Mother and Father in one house.

Now we will check our understanding by answering some questions. Listen. How old is John? *Pause, then answer, John is seven years old. Repeat 1-2 times.* Listen. How old is Tadala? *Pause, then answer, Tadala is eleven years old. Repeat 1-2 times.*



*Gesture to demonstrate ‘together’ and say, Let’s do it together. Ask each question then answer them in complete sentences together with the learners. Choose from these additional questions. Help the learners to answer them in complete sentences.*

1. Who is John’s {sister / brother / mother / father /baby sister}?
2. Is {Tadala / John / Frank / Yankho} a boy or a girl?
3. Is {Mr. Phiri / Mrs. Phiri} a man or a woman?
4. How old is {John / Tadala / Frank}?
5. How many people live in John’s house?



*Point to the class and say, Now it is your turn. Continue asking similar questions in random order. Let the learners answer on their own as a whole class, in groups, and as individuals. Invite individuals to ask the questions to the whole class.*

**ACTIVITY 4.8.3**

**PHONOLOGICAL AWARENESS:  
IDENTIFYING SOUNDS**

**(6 Minutes)**

Now we will play a game with sounds. *Repeat the activity Following a Sound Pattern from 4.4.3.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Bye! Bye! Bye!***

**TEACHER REFLECTION**

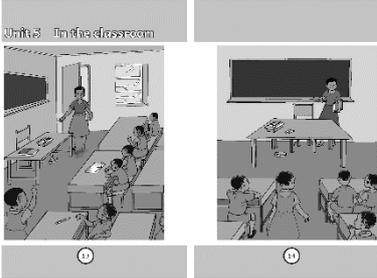
*Write your observations in the notebook where you write your lesson evaluation:*

1. For each of the Success Criteria for today’s lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

<b>UNIT 4</b>	<b>Lessons 9 and 10</b>
---------------	-------------------------

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

Success Criteria:	Lessons:
<i>Say new words (people terms)</i>	1, 2, 3
<i>Ask for information using “What is her name?”</i>	1, 3, 5, 6, 7, 8
<i>Introduce a female using “Her name is...”</i>	1, 3, 5, 6, 7, 8
<i>Identify people in a dialogue</i>	1, 3, 5, 7
<i>Ask for information using “What is his name?”</i>	2, 4, 5, 6, 7, 8
<i>Introduce a male using “His name is...”</i>	2, 4, 5, 6, 7, 8
<i>Discuss a picture using known vocabulary</i>	2, 4, 6, 8
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Follow a sound pattern</i>	4, 8

<b>UNIT 5</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (classroom terms)</li> <li>• ask for information using “Where is...?”</li> <li>• give information using on</li> <li>• talk about the location of an object in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, chalkboard, chalk, duster, table</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <b>What is Your Name?</b>	

<b>ACTIVITY 5.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<p><i>Point to the chalkboard in the picture on page 13 in the learner’s book or in your classroom and say, <b>chalkboard</b>. Repeat 2-3 times. Do the same with <b>chalk</b> and <b>duster</b>.</i></p> <p><i>Mime the action of writing on the chalkboard and say, <b>write</b>. Mime the action of cleaning it with a duster and say, <b>clean</b>. Repeat both 2-3 times.</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say it together.</i></p> <p><i>As you point to each object in the picture (or in your classroom) in random order, say together with the learners, <b>chalkboard, chalk, duster</b>. Repeat 2-3 times.</i></p> <p><i>As you mime the actions, say together with the learners, <b>write, clean</b>. Repeat 2-3 times.</i></p>	
	<p><i>Point to the class and say, Now it is your turn.</i></p> <p><i>As you point to each object or mime each action in random order, let the learners say the words on their own.</i></p>	

<b>ACTIVITY 5.1.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
Now we will answer, <b>Where is ...?</b> I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.		
	<p><i>Point to the table in the picture on page 13 or in your classroom and say, <b>table</b>. Repeat 2-3 times.</i></p> <p><i>Point to the chalk in the picture on page 13 or put chalk on a table in your classroom and ask, <b>Where is the chalk?</b> Answer, <b>The chalk is on the table</b>. Repeat 2-3 times.</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say together.</i></p> <p><i>Pointing to the chalk, ask together with the learners, <b>Where is the chalk?</b> Repeat 2-3 times. Answer together with the learners, <b>The chalk is on the table</b>. Repeat 2-3 times.</i></p>	



Point to the class and say, Now it is your turn. Pointing to the chalk, ask **Where is the chalk?**  
 The learners answer as a whole class, in groups, and as individuals: **The chalk is on the table.**  
 Invite individuals to point and ask the question of the rest of the class.

**ACTIVITY 5.1.3**
**SAYING A DIALOGUE**
**(10 Minutes)**

Now we will say a dialogue. I will say the dialogue. Then we will say the dialogue together.



Use the picture on page 14 in the learner’s book. Identify the characters as Lucy and the Teacher. Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.

<b>Teacher:</b>	Lucy, come here and write on the chalkboard.
<b>Lucy:</b>	Yes, Teacher. Where is the chalk?
<b>Teacher:</b>	The chalk is on the table.
<b>Lucy:</b>	Thank you.



Listen. Pointing to the Teacher in the picture, say and act out the 1<sup>st</sup> line of the dialogue by yourself. Now together. The learners say and act out the 1<sup>st</sup> line with you.

Listen. Pointing in turn to each character speaking, say and act out the 1<sup>st</sup> and 2<sup>nd</sup> lines by yourself. Now together. The learners say and act out the 1<sup>st</sup> and 2<sup>nd</sup> lines with you.

Listen. Pointing in turn to each character speaking, say and act out the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> lines by yourself. Now together. The learners say and act out the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> lines with you.

Listen. Pointing in turn to each character speaking, say and act out the whole dialogue by yourself. Now together. The learners say and act out the whole dialogue with you.

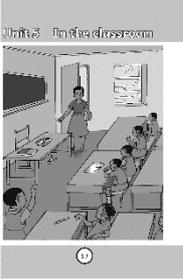
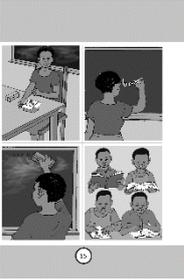
Divide the class into two groups. Assign one group to be Lucy and one to be the Teacher. Let each group say and act out their assigned part together with you. Have them switch roles and repeat.

**CONCLUSION**
**(2 Minutes)**

Sing the song **Open, Shut Them.**

**★ Teacher Tip**

Encourage learners to sing the songs and practice the dialogues with each other as they walk to and from school.

<b>UNIT 5</b>	<b>Lesson 2</b>
 	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (classroom terms)</i></li> <li>• <i>give information using “There is...”</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>demonstrate listening comprehension of a story by pointing to pictures</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, chalkboard, chalk, duster, table, chair</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Do a brief revision of the phonological awareness activity from 4.4.3: Identifying Sounds in a Sequence.</i></p>	

<b>ACTIVITY 5.2.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Point to the chalkboard in the picture on page 13 in the learner’s book or in your classroom and say, <b>chalkboard</b>. Repeat 2-3 times. Do the same with <b>chalk, duster, and table</b>.</i></p> <p><i>New word! Add <b>chair</b>.</i></p> <p><i>Mime the action of writing on the chalkboard and say, <b>write</b>. Mime the action of cleaning it with a duster and say, <b>clean</b>. Repeat both 2-3 times.</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say it together. As you point to each object in the picture (or in your classroom) in random order, say together with the learners, <b>chalkboard, chalk, duster, table, chair</b>. Repeat 2-3 times.</i></p> <p><i>As you mime the actions, say together with the learners, <b>write, clean</b>. Repeat 2-3 times.</i></p>	
	<p><i>Point to the class and say, Now it is your turn. As you point to each object or mime each action in random order, let the learners say the words on their own.</i></p>	

<b>ACTIVITY 5.2.2</b>	<b>GIVING INFORMATION WITH “THERE IS”</b>	<b>(8 Minutes)</b>
<p>Now we will answer, What is in the classroom? I will ask and answer. We will answer together. Then you will answer on your own.</p>		
	<p><i>Point to the picture on page 13 and ask, What is in the classroom? Point to the chalkboard and answer, <b>There is a chalkboard</b>. Repeat 2-3 times.</i></p> <p><i>Ask again, What is in the classroom? Point to the table and answer, <b>There is a table</b>. Repeat 2-3 times.</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say together. Ask, What is in the classroom? Point to the chalkboard and say together with the learners, <b>There is a chalkboard</b>. Repeat 2-3 times.</i></p>	

	<p>Ask again, What is in the classroom? <i>Point to the table and answer, <b>There is a table.</b></i>  <i>Repeat for <b>chalk, duster, chair,</b> pointing to each object in the picture or in your classroom.</i></p>
	<p><i>Point to the class and say, Now it is your turn.</i>  <i>Point to each object in random order, asking, What is in the classroom? The learners answer as a whole class, in groups, and as individuals: <b>There is a ....</b></i>  <i>Invite individuals to point and ask the question of the rest of the class.</i></p>

**ACTIVITY 5.2.3**

**LISTENING TO A STORY**

**(12 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.

	<p><i>Use Pictures 1-3 on page 15 in the learner’s book. Lead the learners to discuss the picture using all the vocabulary they have previously learned.</i>  <i>Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.</i></p> <table border="1" data-bbox="328 824 1383 1070"> <thead> <tr> <th colspan="2" data-bbox="335 833 1377 869"><b>In the Classroom</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="335 869 456 945"><i>Picture 1</i></td> <td data-bbox="462 869 1377 945">In the classroom there is a chair. The teacher sits on the chair. There is a table. The teacher puts the chalk and duster on the table.</td> </tr> <tr> <td data-bbox="335 945 456 1021"><i>Picture 2</i></td> <td data-bbox="462 945 1377 1021">There is a chalkboard. The teacher writes on the chalkboard with the chalk.</td> </tr> <tr> <td data-bbox="335 1021 456 1070"><i>Picture 3</i></td> <td data-bbox="462 1021 1377 1070">There is a duster. The teacher cleans the chalkboard with a duster.</td> </tr> </tbody> </table>	<b>In the Classroom</b>		<i>Picture 1</i>	In the classroom there is a chair. The teacher sits on the chair. There is a table. The teacher puts the chalk and duster on the table.	<i>Picture 2</i>	There is a chalkboard. The teacher writes on the chalkboard with the chalk.	<i>Picture 3</i>	There is a duster. The teacher cleans the chalkboard with a duster.
<b>In the Classroom</b>									
<i>Picture 1</i>	In the classroom there is a chair. The teacher sits on the chair. There is a table. The teacher puts the chalk and duster on the table.								
<i>Picture 2</i>	There is a chalkboard. The teacher writes on the chalkboard with the chalk.								
<i>Picture 3</i>	There is a duster. The teacher cleans the chalkboard with a duster.								
	<p><i>Now we will check our understanding by pointing to the right picture.</i>  <i>Show me: ‘The teacher writes on the chalkboard with the chalk.’ <i>Pause, then point to Picture 2. Repeat 1-2 times.</i></i>  <i>Show me: ‘The teacher puts the chalk and duster on the table.’ <i>Pause, then point to Picture 1. Repeat 1-2 times.</i></i></p>								
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s do it together. Repeat the sentences one at a time. The learners point to the corresponding picture with you.</i>  <i>Add: Show me: ‘The teacher cleans the chalkboard with a duster.’ The learners point to Picture 3 with you.</i>  <i>Repeat all the sentences in random order. The learners point to the corresponding pictures with you.</i></p>								
	<p><i>Point to the class and say, Now it is your turn.</i>  <i>Repeat the sentences in random order. The learners point to the corresponding pictures on their own as a whole class, in groups, and as individuals.</i></p>								

**CONCLUSION**

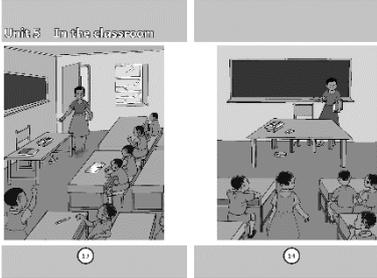
**(2 Minutes)**

*Sing the song **Show Me** with classroom terms.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

- 1. For each of the Success Criteria for today’s lessons, approximately how many or what percentage of learners have achieved them?*
- 2. Which Success Criteria do the learners appear to be struggling with the most?*
- 3. What will you do to address their difficulties?*

<b>UNIT 5</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (classroom terms)</li> <li>• ask for information using “Where is ...?”</li> <li>• give information using on</li> <li>• talk about the location of an object in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, chalkboard, chalk, duster, table, chair, book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>What is His/Her Name?</b></i>	

<b>ACTIVITY 5.3.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Point to the chalkboard in the picture on page 13 in the learner’s book or in your classroom and say, <b>chalkboard</b>. Repeat 2-3 times. Do the same with <b>chalk, duster, table and chair</b>.</i></p> <p><i>New word! Add <b>book</b>.</i></p> <p><i>Mime the action of writing on the chalkboard and say, <b>write</b>. Mime the action of cleaning it with a duster and say, <b>clean</b>. Repeat both 2-3 times.</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say it together.</i></p> <p><i>As you point to each object in the picture (or in your classroom) in random order, say together with the learners, <b>chalkboard, chalk, duster, table, chair, book</b>. Repeat 2-3 times.</i></p> <p><i>As you mime the actions, say together with the learners, <b>write, clean</b>. Repeat 2-3 times.</i></p>	
	<p><i>Point to the class and say, Now it is your turn.</i></p> <p><i>As you point to each object or mime each action in random order, let the learners say the words on their own.</i></p>	

<b>ACTIVITY 5.3.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<p>Now we will answer, <b>Where is ...?</b> I will ask and answer. We will answer together. Then you will answer on your own.</p>		
	<p><i>Point to the chalk in the picture on page 13 or place your chalk on a table in your classroom and ask, <b>Where is the chalk?</b> Answer, <b>The chalk is on the table</b>. Repeat 2-3 times.</i></p> <p><i>Point to the book in the picture on page 13 or place a book on a table in your classroom and ask, <b>Where is the book?</b> Answer, <b>The book is on the table</b>. Repeat 2-3 times.</i></p> <p><i>Place your chalk on a chair in your classroom and ask, <b>Where is the chalk?</b> Answer, <b>The chalk is on the chair</b>. Repeat 2-3 times.</i></p>	

	Place a book on a chair in your classroom and ask, <b>Where is the book?</b> Answer, <b>The book is on the chair.</b>
	<p>Gesture to demonstrate 'together' and say, Let's say together. Pointing to the chalk, ask together with the learners, <b>Where is the chalk?</b> Repeat 2-3 times. Answer together with the learners, <b>The chalk is on the table.</b> Repeat 2-3 times.</p> <p>Repeat, alternating between placing the chalk or the book on the table or the chair. Together with the learners, ask, <b>Where is the ...?</b> Then together with the learners, answer, <b>The ... is on the ....</b> accordingly.</p>
	<p>Point to the class and say, Now it is your turn. Repeat, alternating between placing the chalk and the book on the table and the chair, in random order. Let the learners ask, <b>Where is the ...?</b> And answer, <b>The ... is on the ....</b> accordingly, on their own as a whole class, in groups, and as individuals. Invite individuals to place the objects and ask the question of the rest of the class.</p>

**ACTIVITY 5.3.3**

**SAYING A DIALOGUE**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.

	<p>Use the picture on page 14 in the learner's book. Identify the characters as Lucy (on the right) and The Teacher (on the left). Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.</p> <table border="1" data-bbox="327 1153 1157 1332"> <tr> <td><b>Teacher:</b></td> <td>Lucy, come here and write on the chalkboard.</td> </tr> <tr> <td><b>Lucy:</b></td> <td>Yes, Teacher. Where is the chalk?</td> </tr> <tr> <td><b>Teacher:</b></td> <td>The chalk is on the table.</td> </tr> <tr> <td><b>Lucy:</b></td> <td>Thank you.</td> </tr> </table>	<b>Teacher:</b>	Lucy, come here and write on the chalkboard.	<b>Lucy:</b>	Yes, Teacher. Where is the chalk?	<b>Teacher:</b>	The chalk is on the table.	<b>Lucy:</b>	Thank you.
<b>Teacher:</b>	Lucy, come here and write on the chalkboard.								
<b>Lucy:</b>	Yes, Teacher. Where is the chalk?								
<b>Teacher:</b>	The chalk is on the table.								
<b>Lucy:</b>	Thank you.								
	<p>Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role. Invite two learners to the front. Help them to say and act out the dialogue, one as Lucy, the other as the Teacher. Have them switch roles and repeat.</p>								
	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue with each other. Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.</p>								

**CONCLUSION**

**(2 Minutes)**

Play Mrs. Phiri Says or another game with the commands **stand up, sit down, be quiet, look, listen, come in, go out, put your hands up, put your hands down, come here, go back, clap your hands, be in pairs, write, clean**

<b>UNIT 5</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>give information using “There is...”</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>demonstrate listening comprehension of a story by pointing to pictures</i></li> <li>• <i>follow a vocal sound pattern</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, chalkboard, chalk, duster, table, chair, book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>How Many People Live in Your House?</b></i>	

<b>ACTIVITY 5.4.1</b>	<b>GIVING INFORMATION WITH “THERE IS”</b>	<b>(8 Minutes)</b>
Now we will answer, What is in the classroom? I will ask and answer. We will answer together. Then you will answer on your own.		
	<p><i>Point to the picture on page 13 or in your own classroom and ask, What is in the classroom? Point to the chalkboard and answer, <b>There is a chalkboard.</b> Repeat 2-3 times.</i></p> <p><i>Ask again, What is in the classroom? Point to the table and answer, <b>There is a table.</b> Repeat 2-3 times.</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say together. Ask, What is in the classroom? Point to the chalkboard and say together with the learners, <b>There is a chalkboard.</b> Repeat 2-3 times.</i></p> <p><i>Ask again, What is in the classroom? Point to the table and answer, <b>There is a table.</b></i></p> <p><i>Repeat for <b>chalk, duster, chair, and book</b>, pointing to each object in the picture or in your classroom.</i></p>	
	<p><i>Point to the class and say, Now it is your turn.</i></p> <p><i>Point to each object in random order, asking, What is in the classroom? The learners answer as a whole class, in groups, and as individuals: <b>There is a ....</b></i></p> <p><i>Invite individuals to point and ask the question of the rest of the class.</i></p>	

<b>★ Teacher Tip</b>
<i>When you call on a classmate to assist a learner who has given an incorrect response, be sure to return to the first learner to make sure that she or he now knows the correct response.</i>

<b>ACTIVITY 5.4.2</b>	<b>LISTENING TO A STORY</b>	<b>(12 Minutes)</b>
Now I will read a story and you will listen. Then we will check our understanding.		
	<p><i>Use Pictures 1-3 on page 15 in the learner’s book. Lead the learners to discuss the picture using all the vocabulary they have previously learned.</i></p>	

*Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

In the Classroom	
<i>Picture 1</i>	In the classroom there is a chair. The teacher sits on the chair. There is a table. The teacher puts the chalk and duster on the table.
<i>Picture 2</i>	There is a chalkboard. The teacher writes on the chalkboard with the chalk.
<i>Picture 3</i>	There is a duster. The teacher cleans the chalkboard with a duster.

 Now we will check our understanding by pointing to the right picture. Show me: ‘The teacher sits on the chair.’ *Pause, then point to Picture 1. Repeat 1-2 times.* Show me: ‘The teacher cleans the chalkboard with a duster.’ *Pause, then point to Picture 3. Repeat 1-2 times.*

 *Gesture to demonstrate ‘together’ and say, Let’s do it together. Repeat the sentences one at a time. The learners point to the corresponding picture with you. Add: Show me: ‘The teacher writes on the chalkboard with the chalk.’ The learners point to Picture 2 with you. Show me: ‘The teacher puts the chalk and duster on the table.’ The learners point to Picture 1 with you. Repeat all the sentences in random order. The learners point to the corresponding pictures with you.*

 *Point to the class and say, Now it is your turn. Repeat the sentences in random order. The learners point to the corresponding pictures on their own as a whole class, in groups, and as individuals.*

**ACTIVITY 5.4.3**

**PHONOLOGICAL AWARENESS: FOLLOWING A VOCAL SOUND PATTERN (6 Minutes)**

Now we will play a game with sounds. *Have the learners sit quietly and listen attentively. Make a short, rhythmic sequence of around four to seven sounds using only your voice. You may make individual letter sounds or other non-speech sounds like clicking your tongue, blowing air through your lips, etc. For example, you could make a sequence of: /mmmm/, /mmmm/, CLICK, CLICK, /sssss/, Then repeat it: /mmmm/, /mmmm/, CLICK, CLICK, /sssss/. Repeat the exact same pattern several times while the learners just listen. Then have the learners do the sound pattern with you several times, then on their own. Repeat with a new pattern. Note: This game prepares the learners’ ears to listen closely to sounds in words (phonological awareness).*

**CONCLUSION**

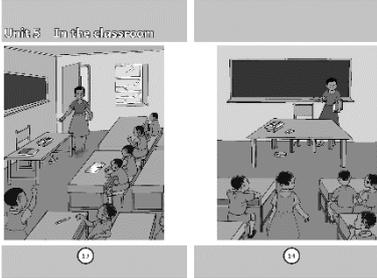
**(2 Minutes)**

*Sing the song I Like School.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

- 1. For each of the Success Criteria for today’s lessons, approximately how many or what percentage of learners have achieved them?*
- 2. Which Success Criteria do the learners appear to be struggling with the most?*
- 3. What will you do to address their difficulties?*

<b>UNIT 5</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (classroom terms)</li> <li>• ask for information using “Where is ...?”</li> <li>• give information using on and under</li> <li>• talk about the location of an object in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, chalkboard, chalk, duster, table, chair, book, exercise book, pencil, desk</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>Good Morning to You</i> .	

<b>ACTIVITY 5.5.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<p>Point to the chalkboard in the picture on page 13 in the learner’s book or in your classroom and say, <b>chalkboard</b>. Repeat 2-3 times. Do the same with <b>chalk, duster, table, chair and book</b>. New words! Add <b>exercise book, pencil and desk</b>.</p> <p>Mime the action of writing on the chalkboard and say, <b>write</b>. Mime the action of cleaning it with a duster and say, <b>clean</b>. Repeat both 2-3 times.</p>	
	<p>Gesture to demonstrate ‘together’ and say, Let’s say it together.</p> <p>As you point to each object in the picture (or in your classroom) in random order, say together with the learners, <b>chalkboard, chalk, duster, table, chair, book, exercise book, pencil and desk</b>. Repeat 2-3 times.</p> <p>As you mime the actions, say together with the learners, <b>write, clean</b>. Repeat 2-3 times.</p>	
	<p>Point to the class and say, Now it is your turn.</p> <p>As you point to each object or mime each action in random order, let the learners say the words on their own.</p>	

<b>ACTIVITY 5.5.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
Now we will answer, <b>Where is ...?</b> I will ask and answer. We will answer together. Then you will answer on your own.		
	<p>Point to the chalk in the picture on page 13 or put chalk on a table in your classroom and ask, <b>Where is the chalk?</b> Answer, <b>The chalk is on the table</b>. Repeat 2-3 times.</p> <p>Point to the duster in the picture on page 13 or put a duster under a table in your classroom and ask, <b>Where is the duster?</b> Answer, <b>The duster is under the table</b>. (Emphasize the word ‘under.’) Repeat 2-3 times.</p>	
	<p>Gesture to demonstrate ‘together’ and say, Let’s say it together.</p> <p>Pointing to the chalk, ask together with the learners, <b>Where is the chalk?</b> Repeat 2-3 times. Answer together with the learners, <b>The chalk is on the table</b>. Repeat 2-3 times.</p>	

	<p>Repeat with <b>duster</b> and <b>under the table</b>. Repeat, alternating between placing the chalk, duster, book, or pencil on or under the table in your classroom. Together with the learners, ask, <b>Where is the ...?</b> Then together with the learners, answer, <b>The ... is ... the table...</b> accordingly.</p>
	<p>Point to the class and say, Now it is your turn. Repeat, alternating between placing the chalk, duster, book, or pencil on or under the table, in random order. Let the learners ask, <b>Where is the ...?</b> And answer, <b>The ... is ... the table...</b> accordingly, on their own as a whole class, in groups, and as individuals. Invite individuals to place the objects and ask the question of the rest of the class.</p>

**ACTIVITY 5.5.3**      **SAYING A DIALOGUE (EXPANDED)**      **(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.

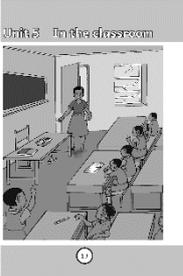
	<p>Use the picture on page 14 in the learner's book. Review with the learners the original dialogue from Lessons 1 and 3:</p> <table border="1" data-bbox="327 795 1133 963"> <tr> <td><b>Teacher:</b></td> <td>Lucy, come here and write on the chalkboard.</td> </tr> <tr> <td><b>Lucy:</b></td> <td>Yes, Teacher. Where is the chalk?</td> </tr> <tr> <td><b>Teacher:</b></td> <td>The chalk is on the table.</td> </tr> <tr> <td><b>Lucy:</b></td> <td>Thank you.</td> </tr> </table> <p>Explain that today you all are going to change the dialogue a little. Tell the learners to listen closely for the parts that change. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line. This time point to the man in <i>The Teacher's</i> photograph and emphasize the changes (marked here in bold):</p> <table border="1" data-bbox="327 1265 1133 1433"> <tr> <td><b>Teacher:</b></td> <td>Lucy, come here and <b>clean</b> the chalkboard.</td> </tr> <tr> <td><b>Lucy:</b></td> <td>Yes, Teacher. Where is the <b>duster</b>?</td> </tr> <tr> <td><b>Teacher:</b></td> <td>The <b>duster</b> is <b>under</b> the table.</td> </tr> <tr> <td><b>Lucy:</b></td> <td>Thank you.</td> </tr> </table> <p>Let the learners identify which parts have changed.</p>	<b>Teacher:</b>	Lucy, come here and write on the chalkboard.	<b>Lucy:</b>	Yes, Teacher. Where is the chalk?	<b>Teacher:</b>	The chalk is on the table.	<b>Lucy:</b>	Thank you.	<b>Teacher:</b>	Lucy, come here and <b>clean</b> the chalkboard.	<b>Lucy:</b>	Yes, Teacher. Where is the <b>duster</b> ?	<b>Teacher:</b>	The <b>duster</b> is <b>under</b> the table.	<b>Lucy:</b>	Thank you.
<b>Teacher:</b>	Lucy, come here and write on the chalkboard.																
<b>Lucy:</b>	Yes, Teacher. Where is the chalk?																
<b>Teacher:</b>	The chalk is on the table.																
<b>Lucy:</b>	Thank you.																
<b>Teacher:</b>	Lucy, come here and <b>clean</b> the chalkboard.																
<b>Lucy:</b>	Yes, Teacher. Where is the <b>duster</b> ?																
<b>Teacher:</b>	The <b>duster</b> is <b>under</b> the table.																
<b>Lucy:</b>	Thank you.																

	<p>Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role. Invite two learners to the front. Help them to say and act out the dialogue, one as Lucy, the other as <i>The Teacher</i>. Have them switch roles and repeat.</p>
---	---

	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue with each other. Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.</p>
---	--

**CONCLUSION**      **(2 Minutes)**

Sing the song *Open, Shut Them*.

<b>UNIT 5</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>give information using “There is...”</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>demonstrate listening comprehension of a story by pointing to pictures</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, chalkboard, chalk, duster, table, chair, book, exercise book, pencil, desk</i></p>

<b>INTRODUCTION</b>	<b>(4 Minutes)</b>
<p><i>Do a brief revision of the phonological awareness activity from 5.4.3: Following a Vocal Sound Pattern.</i></p>	

<b>ACTIVITY 5.6.1</b>	<b>GIVING INFORMATION WITH “THERE IS”</b>	<b>(10 Minutes)</b>
<p>Now we will answer, What is in the classroom? I will ask and answer. We will answer together. Then you will answer on your own.</p>		
	<p><i>Point to the picture on page 13 or in your own classroom and ask, What is in the classroom? Point to the chalkboard and answer, <b>There is a chalkboard.</b> Repeat 2-3 times.</i></p> <p><i>Ask again, What is in the classroom? Point to the table and answer, <b>There is a table.</b> Repeat 2-3 times.</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say together. Ask, What is in the classroom? Point to the chalkboard and say together with the learners, <b>There is a chalkboard.</b> Repeat 2-3 times.</i></p> <p><i>Ask again, What is in the classroom? Point to the table and answer, <b>There is a table.</b></i></p> <p><i>Repeat for <b>chalk, duster, chair, book, exercise book, pencil, and desk</b>, pointing to each object in the picture or in your classroom.</i></p>	
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Look at page 13. Tell each other what is in the classroom. The learners point to objects in the picture and say, <b>There is a ....</b></i></p> <p><i>Ask some pairs to show the class what they were doing.</i></p>	

<b>★ Teacher Tip</b>
<p><i>Remember that English often sounds like a confusing stream of nonsense sounds to a new learner’s ear. By using exaggerated facial expressions and vocal intonations when you speak, and acting out the actions as you mention them, you will help your learners make sense of the language. Realia, like the real-life examples of the objects you are talking about, also give the learners a concrete understanding.</i></p>

**ACTIVITY 5.6.2**

**LISTENING TO A STORY**

**(14 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.

*Use Pictures 1-4 on page 15 in the learner’s book. Lead the learners to discuss the picture using all the vocabulary they have previously learned. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

In the Classroom	
<i>Picture 1</i>	In the classroom there is a chair. The teacher sits on the chair. There is a table. The teacher puts the chalk and duster on the table.
<i>Picture 2</i>	There is a chalkboard. The teacher writes on the chalkboard with the chalk.
<i>Picture 3</i>	There is a duster. The teacher cleans the chalkboard with a duster.
<i>Picture 4</i>	The children sit at their desks. They look at their books. They write in their exercise books with their pencils.

*Now we will check our understanding by pointing to the right picture. Show me: ‘The children sit at their desks.’ Pause, then point to Picture 4. Repeat 1-2 times. Show me: ‘The teacher writes on the chalkboard with the chalk.’ Pause, then point to Picture 2. Repeat 1-2 times.*

*Gesture to demonstrate ‘together’ and say, Let’s do it together. Repeat the sentences one at a time. The learners point to the corresponding picture with you. Add each of the following: Show me: ‘The children write in their exercise books with their pencils.’ (Picture 4) Show me: ‘The teacher puts the chalk and duster on the table.’ (Picture 1) Show me: ‘The teacher cleans the chalkboard with a duster.’ (Picture 3) Show me: ‘The teacher sits on the chair.’ (Picture 1) Repeat all the sentences in random order. The learners point to the corresponding pictures with you.*

*Point to the class and say, Now it is your turn. Repeat the sentences in random order. The learners point to the corresponding pictures on their own as a whole class, in groups, and as individuals.*

**CONCLUSION**

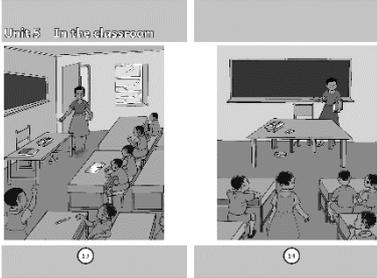
**(2 Minutes)**

*Sing the song Show Me with classroom terms.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

- 1. For each of the Success Criteria for today’s lessons, approximately how many or what percentage of learners have achieved them?*
- 2. Which Success Criteria do the learners appear to be struggling with the most?*
- 3. What will you do to address their difficulties?*

<b>UNIT 5</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• ask for information using “Where is ...?”</li> <li>• give information using on and under</li> <li>• talk about the location of an object in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, chalkboard, chalk, duster, table, chair, book, exercise book, pencil, desk</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>What is Her/His Name?</i>	

<b>ACTIVITY 5.7.1</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(12 Minutes)</b>
Now we will answer, <b>Where is ...?</b> I will ask and answer. We will answer together. Then you will answer on your own.		
	<p>Point to the chalk in the picture on page 13 or put chalk on a table in your classroom and ask, <b>Where is the chalk?</b> Answer, <b>The chalk is on the table.</b> Repeat 2-3 times.</p> <p>Point to the duster in the picture on page 13 or put a duster under a table in your classroom and ask, <b>Where is the duster?</b> Answer, <b>The duster is under the table.</b> (Emphasize the word ‘under.’) Repeat 2-3 times.</p> <p>Now vary the position of objects, e.g. place your chalk on a desk or chair or book, ask, <b>Where is the chalk?</b> And answer, <b>The chalk is on the desk (/chair/book).</b> Repeat 2-3 times. Give one more example using <b>under</b>.</p>	
	<p>Gesture to demonstrate ‘together’ and say, Let’s say it together. Pointing to the chalk, ask together with the learners, <b>Where is the chalk?</b> Repeat 2-3 times. Answer together with the learners, <b>The chalk is on the table.</b> Repeat 2-3 times. Do the same for <b>duster</b> and <b>under the table</b>.</p> <p>Using the objects chalk, duster, table, chair book, exercise book, and pencil, randomly place one object on or under another. Together with the learners, ask, <b>Where is the ...?</b> Then together with the learners, answer, <b>The ... is on/under the ....</b> accordingly. Repeat with different objects/placements.</p>	
	<p>Point to the class and say, Now it is your turn. Using the objects chalk, duster, table, chair book, exercise book, and pencil, randomly place one object on or under another. Ask, Where is the ...? Let the learners answer, <b>The ... is on/under the ....</b> accordingly, on their own as a whole class, in groups, and as individuals. Repeat with different objects/placements.</p> <p>Invite individuals to place objects and ask the question of the rest of the class.</p>	

**ACTIVITY 5.7.2**

**SAYING A DIALOGUE (EXPANDED)**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.



*Use the picture on page 14 in the learner's book. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line. This time point to the man in The Teacher's photograph and emphasize the changes (marked here in bold):*

<b>Teacher:</b>	Lucy, come here and <b>clean</b> the chalkboard.
<b>Lucy:</b>	Yes, Teacher. Where is the <b>duster</b> ?
<b>Teacher:</b>	The <b>duster</b> is <b>under</b> the table.
<b>Lucy:</b>	Thank you.



*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role. Invite two learners to the front. Help them to say and act out the dialogue, one as Lucy, the other as the Teacher. Have them switch roles and repeat.*

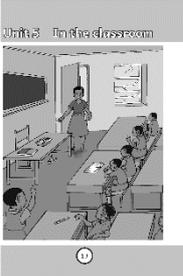
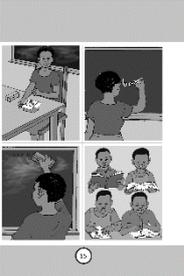


*Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue with each other. Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.*

**CONCLUSION**

**(4 Minutes)**

*Play Mrs. Phiri Says or another game with the commands **stand up, sit down, be quiet, look, listen, come in, go out, put your hands up, put your hands down, come here, go back, clap your hands, be in pairs, write, clean.***

<b>UNIT 5</b>	<b>Lesson 8</b>
 	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>give information using “There is...”</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>demonstrate listening comprehension of a story by pointing to pictures</i></li> <li>• <i>follow a vocal sound pattern</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, chalkboard, chalk, duster, table, chair, book, exercise book, pencil, desk</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Teacher, Children, In the Class.</b></i>	

<b>ACTIVITY 5.8.1</b>	<b>GIVING INFORMATION WITH “THERE IS”</b>	<b>(8 Minutes)</b>
Now we will answer, What is in the classroom? I will ask and answer. We will answer together. Then you will answer on your own.		
	<p><i>Point to the picture on page 13 or in your own classroom and ask, What is in the classroom? Point to the chalkboard and answer, <b>There is a chalkboard.</b> Repeat 2-3 times.</i></p> <p><i>Ask again, What is in the classroom? Point to the table and answer, <b>There is a table.</b> Repeat 2-3 times.</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say together. Ask, What is in the classroom? Point to the chalkboard and say together with the learners, <b>There is a chalkboard.</b> Repeat 2-3 times.</i></p> <p><i>Ask again, What is in the classroom? Point to the table and answer, <b>There is a table.</b></i></p> <p><i>Repeat for <b>chalk, duster, chair, book, exercise book, pencil, and desk</b>, pointing to each object in the picture or in your classroom.</i></p>	
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Look at page 13. Tell each other what is in the classroom. The learners point to objects in the picture and say, <b>There is a ....</b></i></p> <p><i>Ask some pairs to show the class what they were doing.</i></p>	

<b>ACTIVITY 5.8.2</b>	<b>LISTENING TO A STORY</b>	<b>(12 Minutes)</b>
Now I will read a story and you will listen. Then we will check our understanding.		
	<p><i>Use Pictures 1-4 on page 15 in the learner’s book. Lead the learners to discuss the picture using all the vocabulary they have previously learned.</i></p> <p><i>Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.</i></p>	

<b>In the Classroom</b>	
	<p><b>Picture 1</b> In the classroom there is a chair. The teacher sits on the chair. There is a table. The teacher puts the chalk and duster on the table.</p> <p><b>Picture 2</b> There is a chalkboard. The teacher writes on the chalkboard with the chalk.</p> <p><b>Picture 3</b> There is a duster. The teacher cleans the chalkboard with a duster.</p> <p><b>Picture 4</b> The children sit at their desks. They look at their books. They write in their exercise books with their pencils.</p>
	<p>Now we will check our understanding by pointing to the right picture.            Show me: ‘The children look at their books.’ <i>Pause, then point to Picture 4. Repeat 1-2 times.</i>            Show me: ‘The teacher sits on the chair.’ <i>Pause, then point to Picture 1. Repeat 1-2 times.</i></p>
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s do it together. Repeat the sentences one at a time. The learners point to the corresponding picture with you. Add each of the following: Show me: ‘The teacher cleans the chalkboard with a duster.’ (Picture 3)</i>            Show me: ‘The teacher puts the chalk and duster on the table.’ (Picture 1)            Show me: ‘The children write in their exercise books with their pencils.’ (Picture 4)            Show me: ‘The teacher writes on the chalkboard with the chalk.’ (Picture 2)  <i>Repeat all the sentences in random order. The learners point to the corresponding pictures with you.</i></p>
	<p><i>Point to the class and say, Now it is your turn. Repeat the sentences in random order. The learners point to the corresponding pictures on their own as a whole class, in groups, and as individuals.</i></p>

**ACTIVITY 5.8.3**

**PHONOLOGICAL AWARENESS:  
IDENTIFYING SOUNDS**

**(6 Minutes)**

Now we will play a game with sounds. *Repeat the activity Following a Vocal Sound Pattern from 5.4.3.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Bye! Bye! Bye!***

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

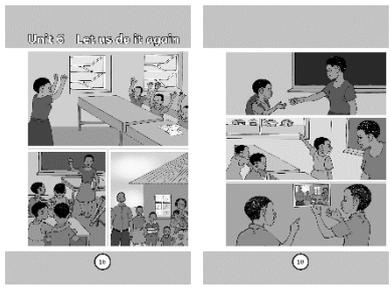
- 1. For each of the Success Criteria for today’s lessons, approximately how many or what percentage of learners have achieved them?*
- 2. Which Success Criteria do the learners appear to be struggling with the most?*
- 3. What will you do to address their difficulties?*

## UNIT 5

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

<b>Success Criteria:</b>	<b>Lessons:</b>
<i>Say new words (classroom terms)</i>	1, 2, 3, 5
<i>Ask for information using "Where is ...?"</i>	1, 3, 5, 7
<i>Give information using on</i>	1, 3, 5, 7
<i>Give information using under</i>	5, 7
<i>Talk about the location of an object in a dialogue</i>	1, 3, 5, 7
<i>Give information using "There is..."</i>	2, 4, 6, 8
<i>Discuss a picture using known vocabulary</i>	2, 4, 6, 8
<i>Demonstrate listening comprehension of a story by pointing to pictures</i>	2, 4, 6, 8
<i>Follow a vocal sound pattern</i>	4, 8

<b>UNIT 6</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• give commands</li> <li>• respond appropriately to commands</li> <li>• use greetings and introductions in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Sing the song <b>Good Morning to You.</b></i></p>	

<b>ACTIVITY 6.1.1</b>	<b>GIVING AND RESPONDING TO COMMANDS (12 Minutes)</b>
<p>Today we will give and respond to commands. I will give and respond to commands. We will give and respond to commands together. You will give and respond to commands on your own.</p>	
	<p>Say, <b>Stand up!</b> <i>Demonstrate the action.</i>                  Say, <b>Sit down!</b> <i>Demonstrate the action.</i>                  Repeat 2-3 times.                  Do the same with the following commands: <b>put your hands up, put your hands down, look, listen, be in pairs, clap your hands, write, clean (the chalkboard)</b></p>
	<p><i>Gesture to demonstrate 'together' and say, Let's do it together.</i>                  Repeat with the learners 2-3 times saying the commands and doing the actions together: <b>put your hands up, put your hands down, look, listen, be in pairs, clap your hands, write, clean (the chalkboard)</b>                  Invite two learners to the front. Help them to take turns in giving and responding to each of the commands.</p>
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say and do the commands. The learners take turns giving and responding to each of the commands.</i>                  Ask some pairs to show the class what they were doing.</p>

<b>ACTIVITY 6.1.2</b>	<b>SAYING A DIALOGUE</b>	<b>(14 Minutes)</b>
<p>Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.</p>		
	<p><i>Use Pictures 1-2 on page 18 in the learner's book. Identify the characters as Lucy and the Teacher. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.</i></p>	

	<b>Teacher:</b> Good morning. How are you?
	<b>Lucy:</b> I am fine, thank you.
	<b>Teacher:</b> What is your name?
	<b>Lucy:</b> My name is Lucy.
	<b>Teacher:</b> How old are you?
	<b>Lucy:</b> I am seven years old.
	<b>Teacher:</b> Where do you live?
	<b>Lucy:</b> I live at Kapuko Village.

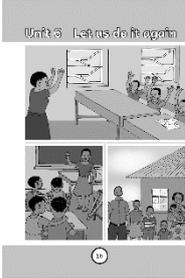
  

	<p><i>Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.</i></p> <p><i>Invite two learners to the front. Help them to say and act out the dialogue, one as Lucy, the other as the Teacher. Have them switch roles and repeat.</i></p>
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue to each other.</i></p> <p><i>Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback.</i></p> <p><i>Ask some pairs to show the class what they were doing.</i></p>

**CONCLUSION**

**(2 Minutes)**

*Sing the song **What is Your Name?***

<b>UNIT 6</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>identify family members</i></li> <li>• <i>ask for information using “Who is this?”</i></li> <li>• <i>ask for information using “How many...?”</i></li> <li>• <i>count to five</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, five books, five pencils</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>How Many How Many People Live in Your House?</i>	

<b>ACTIVITY 6.2.1</b>	<b>IDENTIFYING FAMILY MEMBERS</b>	<b>(14 Minutes)</b>
Now we will ask and answer <b>Who is this?</b> I will ask and answer. We will ask and answer together. Then you will ask and answer on your own.		
	<p>Point to the woman in Picture 3 on page 16 in the learner’s book and ask, <b>Who is this?</b> Answer, <b>This is my mother.</b> Repeat 2-3 times.</p> <p>Do the same for <b>father, sister, brother, baby, and family.</b></p>	
	<p>Gesture to demonstrate ‘together’ and say, Let’s say together: <b>Who is this?</b> Say it together with the learners 2-3 times.</p> <p>Let’s say together: <b>This is my mother.</b> Say it together with the learners 2-3 times.</p> <p>Repeat for <b>father, sister, brother, baby, and family</b> pointing the people in the picture in random order, asking and answering with the learners.</p> <p>Invite two learners to the front. Help one learner to ask, <b>Who is this?</b> Help the other learner to answer, <b>This is my ....</b></p> <p>Have the learners switch roles.</p>	
	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Ask <b>Who is this?</b> of each other.</p> <p>Pointing to the people in the picture on page 7 in random order, the learners ask and answer each other in pairs: <b>Who is this? -This is my ....</b></p> <p>Ask some pairs to show the class what they were doing.</p>	

<b>ACTIVITY 6.2.2</b>	<b>COUNTING TO FIVE</b>	<b>(12 Minutes)</b>
Now we will count people. I will count people. We will count people together. Then you will count people on your own.		
	<p>Invite five learners to the front. Ask, <b>How many people?</b> Repeat 2-3 times.</p> <p>Pointing to each learner one at a time, count and answer, <b>One, two, three, four, five. Five people.</b> Repeat 2-3 times.</p> <p>Have two of the learners step aside. Ask again, <b>How many people?</b> Count and answer, <b>One, two, three. Three people.</b> Repeat 2-3 times.</p>	

	<p>Have one of the learners return to the group in the front (so that now there are four.) Ask again, <b>How many people?</b> Count and answer, <b>One, two, three, four. Four people.</b> Repeat 2-3 times.</p>
	<p>Gesture to demonstrate 'together' and say, Let's say together. Alternate the number of learners in the front from two to five learners. Ask with the learners, <b>How many people?</b> Count together with the learners. <b>One, two, .... .. people.</b> Repeat with another number of learners.</p>
	<p>Point to the class and say, Now it is your turn. Alternate the group of learners in the front from two to five learners. Ask with the learners, <b>How many people?</b> Count together with the learners. <b>One, two, .... .. people.</b> Repeat with another number of learners. Repeat the whole activity using up to five <b>pencils</b> or <b>books</b>, asking <b>How many pencils?</b> Or <b>How many books?</b></p>

**CONCLUSION**

(2 Minutes)

Sing the song **Show Me** with family terms.

<b>UNIT 6</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• ask for personal information using “What is your name?”</li> <li>• introduce people using “His/Her name is...”</li> <li>• identify people in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>What is His/Her Name?</i>	

<b>ACTIVITY 6.3.1</b>	<b>INTRODUCING PEOPLE</b>	<b>(12 Minutes)</b>
Today we will introduce each other saying <b>His name is...</b> or <b>Her name is</b> . First I will do it. We will do it together. Then you will do it on your own.		
	<p>Invite one girl and one boy to come to the front of the class. Ask the girl, <b>What is your name?</b> (She responds, <b>My name is....</b>)</p> <p>Turn to the class and say, <b>This is my friend. Her name is....</b>(fill in her name).</p> <p>Ask the boy, What is your name? (He responds, <b>My name is....</b>).</p> <p>Turn to the class and say, <b>This is my friend. His name is....</b>(fill in his name).</p>	
	<p>Gesture to demonstrate ‘together’ and say, Let’s say it together.</p> <p>Gesture to the girl and say, <b>This is my friend. Her name is....</b> Say it together with the learners 2-3 times.</p> <p>Gesture to the boy and say, <b>This is my friend. His name is....</b> Say it together with the learners 2-3 times.</p> <p>Invite another pair of learners to the front. Help one learner to ask the girl, <b>What is your name?</b> (She responds ...). Help the learner to say, <b>This is my friend. Her name is ....</b>(fill in her name).</p> <p>Help another learner to ask the boy, <b>What is your name?</b>(He responds, ...).</p> <p>Help the learner to say, <b>This is my friend. His name is....</b>(fill in his name).</p>	
	<p>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Ask your friend <b>What is your name?</b></p> <p>After the learners ask each other their names, call on individuals to introduce their partner to the class using, <b>This is my friend. His/Her name is...</b></p>	

**ACTIVITY 6.3.2**

**SAYING A DIALOGUE**

**(14 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.



*Use Picture 3 on page 18 in the learner’s book. Identify the characters as Fred (on the left) and John (on the right). Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*

<b>Fred:</b>	John, who is this man?
<b>John:</b>	This is my father.
<b>Fred:</b>	What is his name?
<b>John:</b>	His name is Mr. Phiri.
<b>Fred:</b>	And who is this woman?
<b>John:</b>	This is my mother.
<b>Fred:</b>	What is her name?
<b>John:</b>	Her name is Mrs. Phiri.



*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role. Draw the learners’ attention to using the correct form ‘his’ or ‘her’ to match the person. Invite two learners to the front. Help them to say and act out the dialogue, one as Fred, the other as John. Have them switch roles and repeat.*

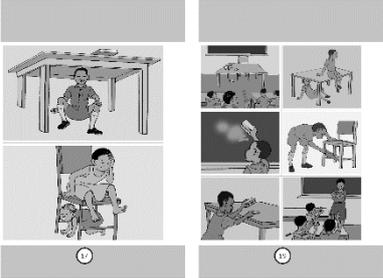


*Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Say the dialogue with each other. Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.*

**CONCLUSION**

**(2 Minutes)**

*Play Mrs. Phiri Says or another game with the commands **stand up, sit down, be quiet, look, listen, come in, go out, put your hands up, put your hands down, come here, go back, clap your hands, be in pairs, write, clean***

<b>UNIT 6</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>give information using “There is...”</i></li> <li>• <i>ask for information using “Where is...?”</i></li> <li>• <i>give information using on and under</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, chalkboard, chalk, duster, table, chair, book, exercise book, pencil, desk</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p style="text-align: center;"><i>Sing the song <b>Teacher, Children, in the Class</b></i></p>	

<b>ACTIVITY 6.4.1</b>	<b>GIVING INFORMATION WITH “THERE IS”</b>	<b>(12 Minutes)</b>
<p>Now we will answer, What is in the classroom? I will ask and answer. We will answer together. Then you will answer on your own.</p>		
	<p><i>Use the pictures on page 19 in the learner’s book or the objects in your own classroom and ask, What is in the classroom? Point to the chalkboard and answer, <b>There is a chalkboard.</b> Repeat 2-3 times.</i></p> <p><i>Ask again, What is in the classroom? Point to the table and answer, <b>There is a table.</b> Repeat 2-3 times.</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say it together. Ask, What is in the classroom? Point to the chalkboard and say together with the learners, <b>There is a chalkboard.</b></i></p> <p><i>Ask again, What is in the classroom? Point to the table and answer, <b>There is a table.</b></i></p> <p><i>Repeat for <b>chalk, duster, chair, book, exercise book, pencil, desk, teacher, boy, and girl,</b> pointing to each object or person in the pictures or in your own classroom.</i></p>	
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Look at page 19. Tell each other what is in the classroom. The learners point to objects in the picture and say, <b>There is a ....</b></i></p> <p><i>Ask some pairs to show the class what they were doing.</i></p>	

<b>ACTIVITY 6.4.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(14 Minutes)</b>
<p>Now we will answer, <b>Where is ...?</b> I will ask and answer. We will answer together. Then you will answer on your own.</p>		
	<p><i>Point to the book in Picture 1 on page 17 and ask, <b>Where is the book?</b> Answer, <b>The book is on the table.</b> Repeat 2-3 times.</i></p> <p><i>Point to the boy in Picture 1 and ask, <b>Where is the boy?</b> Answer, <b>The boy is under the table.</b> (Emphasize the word ‘under.’) Repeat 2-3 times.</i></p>	



*Gesture to demonstrate 'together' and say, Let's say it together.  
Point to the book in Picture 1 and ask together with the learners, **Where is the book?** Answer together with the learners, **The book is on the table.** Repeat 2-3 times.*

*Point to the boy in Picture 1 and ask together with the learners, **Where is the boy?** Answer together with the learners, **The boy is under the table.** (Emphasize the word 'under.') Repeat 2-3 times.*

*Point to the girl in Picture 2. Help the learners to ask, **Where is the girl?** Help the learners to answer, **The girl is on the chair.** Repeat 2-3 times.*

*Point to the baby in Picture 2. Help the learners to ask, **Where is the baby?** Help the learners to answer, **The baby is under the chair.** Repeat 2-3 times.*

*Invite two learners to the front. Help one learner to point to the book in Picture 1 and ask, **Where is the book?** Help the other learner to answer, **The book is on the table.** The learners switch roles and ask about the girl in Picture 2.*



*Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Look at page 17. Ask each other Where is...?*

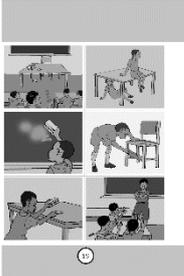
*One learner asks, **Where is the...?** The other learner points to the object in the pictures and answers, **The... is (on or under) the ....** Then they switch roles.*

*Ask some pairs to show the class what they were doing.*

## CONCLUSION

(2 Minutes)

*Sing the song **I Like School.***

<b>UNIT 6</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>ask for information using “Where is...?”</i></li> <li>• <i>give information using on and under</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>demonstrate understanding of a story by pointing to pictures</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, chalkboard, chalk, duster, table, chair, book, exercise book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me</b> using classroom terms.</i>	

<b>ACTIVITY 6.5.1</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(12 Minutes)</b>
Now we will answer, <b>Where is ...?</b> I will ask and answer. We will answer together. Then you will answer on your own.		
	<p><i>Point to the chalk in Picture 1 on page 19 and ask, <b>Where is the chalk?</b> Answer, <b>The chalk is on the table.</b> Repeat 2-3 times.</i></p> <p><i>Point to the boy in Picture 2 and ask, <b>Where is the boy?</b> Answer, <b>The boy is on the table.</b> Repeat 2-3 times.</i></p>	
	<p><i>Gesture to demonstrate ‘together’ and say, Let’s say it together.</i></p> <p><i>Point to the chalk in Picture 1 and ask together with the learners, <b>Where is the chalk?</b> Answer together with the learners, <b>The chalk is on the table.</b> Repeat 2-3 times.</i></p> <p><i>Point to the boy in Picture 2 and ask together with the learners, <b>Where is the boy?</b> Answer together with the learners, <b>The boy is on the table.</b> Repeat 2-3 times.</i></p> <p><i>Point to the girl in Picture 2. Help the learners to ask, <b>Where is the girl?</b> Help the learners to answer, <b>The girl is under the table.</b> Repeat 2-3 times.</i></p> <p><i>Point to the book in Picture 4. Help the learners to ask, <b>Where is the book?</b> Help the learners to answer, <b>The book is under the chair.</b> Repeat 2-3 times.</i></p> <p><i>Invite two learners to the front. Help one learner to point to the chalk in Picture 1 and ask, <b>Where is the chalk?</b> Help the other learner to answer, <b>The chalk is on the table.</b> The learners switch roles and ask about the girl in Picture 2.</i></p>	
	<p><i>Point to the class and say, Now it is your turn. Gesture to demonstrate ‘be in pairs’ and say, Be in pairs. Look at page 19. Ask each other Where is...?</i></p> <p><i>One learner asks, <b>Where is the...?</b> The other learner points to the object in the pictures and answers, <b>The... is (on or under) the ....</b> Then they switch roles.</i></p> <p><i>Ask some pairs to show the class what they were doing.</i></p>	

<b>ACTIVITY 6.5.2</b>	<b>LISTENING TO A STORY</b>	<b>(12 Minutes)</b>
Now I will read a story and you will listen. Then we will check our understanding.		
	<p><i>Use the pictures on page 19 in the learner’s book. Lead the learners to discuss the picture using all the vocabulary they have previously learned.</i></p>	

*Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

<b>In the Classroom</b>	
<i>Picture 1</i>	The teacher and children are in the classroom. The children sit at their desks. The teacher stands up. The teacher says, “Lucy, clean the chalkboard.” Lucy says, “Yes, Teacher. Where is the duster?” The teacher says, “The duster is under the table.”
<i>Picture 3</i>	Lucy cleans the chalkboard with the duster.
<i>Picture 5</i>	Lucy puts the duster and the chalk on the table.
<i>Picture 6</i>	The teacher says, “Thank you, Lucy.” The teacher and children clap for Lucy.

 Now we will check our understanding by pointing to the right picture.  
 Show me: ‘The children sit at their desks.’ *Pause, then point to Picture 1. Repeat 1-2 times.*  
 Show me: ‘Lucy cleans the chalkboard with the duster.’ *Pause, then point to Picture 3. Repeat 1-2 times.*

 *Gesture to demonstrate ‘together’ and say, Let’s do it together. Repeat the sentences one at a time. The learners point to the corresponding picture with you. Add: Show me: ‘The teacher and children clap for Lucy.’ The learners point to Picture 6 with you.*  
 Show me: ‘The duster is under the table.’ *The learners point to Picture 1 with you.*  
 Show me: ‘Lucy puts the duster and the chalk on the table.’ *The learners point to Picture 5 with you.*  
*Repeat all the sentences in random order. The learners point to the corresponding pictures with you.*

 *Point to the class and say, Now it is your turn. Repeat the sentences in random order. The learners point to the corresponding pictures on their own as a whole class, in groups, and as individuals.*

**CONCLUSION** **(2 Minutes)**

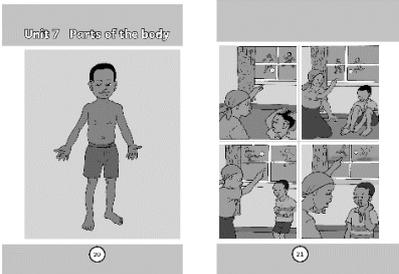
*Play Mrs. Phiri Says or another game with the commands **stand up, sit down, be quiet, look, listen, come in, go out, put your hands up, put your hands down, come here, go back, clap your hands, be in pairs, write, clean***

**UNIT 6** **LESSONS 6 - 10**

*In Lessons 6 through 10, assess all learners on what they have learned in the past 5 weeks. Follow the success criteria below when assessing learners.*

**Resources:** *Learner’s book, visual aids, and realia.*

										Learner’s Name	Performance Ratings 1 = Excellent 2 = Good 3 = Average 4 = Needs Support
										<b>Success Criteria</b>	
											<i>Greet others formally and informally</i>
											<i>Bid farewell formally and informally</i>
											<i>Give commands</i>
											<i>Respond appropriately to commands</i>
											<i>Give personal information (e.g. “My name is...”, “I live at...”, “I am ... years old.”)</i>
											<i>Ask for personal information (e.g. “What is your name?”, “Where do you live?”, “How old are you?”)</i>
											<i>Name family terms (e.g. mother, father, sister, etc.)</i>
											<i>Identify family members using “This is my...”</i>
											<i>Ask for information using “Who is this?”</i>
											<i>Ask for information using “How many...?”</i>
											<i>Count to five</i>
											<i>Name people terms (e.g. man, woman, boy, etc.)</i>
											<i>Introduce people using “Her/his name is...”</i>
											<i>Ask for information using “What is her/his name?”</i>
											<i>Name classroom objects (e.g. chalkboard, chalk, book, etc.)</i>
											<i>Give information about location using on and under</i>
											<i>Ask for information using “Where is ...?”</i>
											<i>Discuss a picture using known vocabulary</i>
											<i>Demonstrate listening comprehension by pointing to pictures</i>
											<i>Demonstrate listening comprehension by answering questions</i>

<b>UNIT 7</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (parts of the body)</i></li> <li>• <i>identify parts of the body with “This is my...”</i></li> <li>• <i>use ‘My ... hurts’ in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Good Morning to You.</b></i>	

<b>★ Teacher Tip</b>
<i>When teaching new vocabulary words it is important to mix up the order of the new words in each step of the activity. Varying the order of the words allows learners to learn to identify a word by its sound and its meaning rather than by memorizing the order of presentation.</i>

<b>ACTIVITY 7.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<i>Touch your head and say, <b>head.</b> Repeat 2-3 times. Do the same with <b>nose, mouth, chin.</b></i>	
	<i>Let’s say it together. Touch each body part one at a time in random order. The learners touch their same body part and say the word together with you 2-3 times.</i>	
	<i>Now it is your turn. Touch each body part one at a time in random order. Let the learners touch and name the part on their own as the whole class, in groups, and as individuals. Let the learners point to the picture on page 20 and say the parts of the body.</i>	

<b>ACTIVITY 7.1.2</b>	<b>IDENTIFYING PARTS OF THE BODY</b>	<b>(8 Minutes)</b>
Now we will name the parts of the body. I will name the parts of the body. We will name the parts of the body together. Then you will name the parts of the body on your own		
	<i>Touch your head and ask, <b>What is this?</b> Answer, <b>This is my head.</b> Repeat 2-3 times. Do the same with <b>nose, mouth, chin.</b></i>	
	<i>Let’s say it together. Touch your head. The learners touch their head and ask together with you , <b>What is this?</b> Repeat 2-3 times. Answer together with the learners, <b>This is my head.</b> Repeat 2-3 times. Do the same with <b>nose, mouth, and chin,</b> repeating in random order.</i>	



Now it is your turn. *Touch your head silently. Let the learners touch their heads and ask, **What is this?** The learners answer as a whole class, in groups, and as individuals: **This is my head.** Do the same with **nose, mouth, and chin**, repeating in random order.*

*Invite individuals to touch their head, nose, mouth or chin, and ask the question of the rest of the class.*

**ACTIVITY 7.1.3**

**SAYING A DIALOGUE**

**(10 Minutes)**

Now we will say a dialogue. I will say the dialogue. Then we will say the dialogue together.



*Use Picture 1 on page 21 in the learner's book. Identify the characters as John and Mother. Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*

<b>Mother:</b>	John, go out and play football.
<b>John:</b>	No, Mother. My head hurts.
<b>Mother:</b>	Oh no! Come here and sit down.
<b>John:</b>	Thank you, Mother.



*Listen. Pointing to Mother in the picture, say and act out the 1<sup>st</sup> line of the dialogue by yourself. Now together. The learners say and act out the 1<sup>st</sup> line with you.*

*Listen. Pointing in turn to each character speaking, say and act out the 1<sup>st</sup> and 2<sup>nd</sup> lines by yourself. Now together. The learners say and act out the 1<sup>st</sup> and 2<sup>nd</sup> lines with you.*

*Listen. Pointing in turn to each character speaking, say and act out the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> lines by yourself. Now together. The learners say and act out the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> lines with you.*

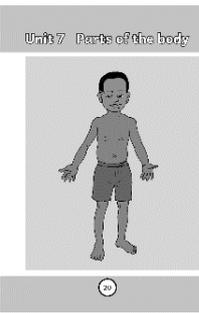
*Listen. Pointing in turn to each character speaking, say and act out the whole dialogue by yourself. Now together. The learners say and act out the whole dialogue with you.*

*Divide the class into two groups. Assign one group to be John and one to be Mother. Let each group say and act out their assigned part together with you. Have them switch roles and repeat.*

**CONCLUSION**

**(2 Minutes)**

*Play Mrs. Phiri Says or another game with **touch your head, nose, mouth or chin.***

<b>UNIT 7</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (parts of the body)</i></li> <li>• <i>identify parts of the body with “These are my...”</i></li> <li>• <i>sing a song about parts of the body</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, chalkboard, chalk, duster, table, chair</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Do a brief revision of the phonological awareness activity from 5.4.3: Following a Vocal Sound Pattern.</i></p>	

<b>ACTIVITY 7.2.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<p>Now we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Touch your eyes and say, <b>eyes</b>. Repeat 2-3 times.</i></p> <p><i>Do the same with <b>ears, hands, legs</b>.</i></p>	
	<p><i>Let’s say it together. Touch each body part one at a time in random order. The learners touch their same body part and say the word together with you 2-3 times.</i></p>	
	<p><i>Now it is your turn. Touch each body part one at a time in random order. Let the learners touch and name the part on their own as the whole class, in groups, and as individuals.</i></p> <p><i>Let the learners point to the picture at page 20 and say the parts of the body.</i></p>	

<b>ACTIVITY 7.2.2</b>	<b>IDENTIFYING PARTS OF THE BODY</b>	<b>(8 Minutes)</b>
<p>Now we will answer, What is in the classroom? I will ask and answer. We will answer together. Then you will answer on your own.</p>		
	<p><i>Touch your eyes and ask, <b>What are these?</b> Answer, <b>These are my eyes</b>. Repeat 2-3 times. Do the same with <b>ears, hands, legs</b>.</i></p>	
	<p><i>Let’s say it together. Touch your eyes. The learners touch their eyes and ask together with you, <b>What are these?</b> Repeat 2-3 times.</i></p> <p><i>Answer together with the learners, <b>These are my eyes</b>. Repeat 2-3 times.</i></p> <p><i>Do the same with <b>ears, hands, and legs</b>, repeating in random order.</i></p>	
	<p><i>Now it is your turn. Touch your eyes silently. Let the learners touch their eyes and ask, <b>What are these?</b> The learners answer as a whole class, in groups, and as individuals: <b>These are my eyes</b>. Do the same with <b>ears, hands, and legs</b>, repeating in random order.</i></p> <p><i>Invite individuals to touch their eyes, ears, hands, or legs and ask the question of the rest of the class.</i></p>	

**ACTIVITY 7.2.3**

**SINGING A SONG**

**(10 Minutes)**

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

*Sing:*



**This is my Head**

This is my head  
 This is my nose  
 This is my mouth, and  
 This is my chin.

These are my eyes  
 These are my ears  
 These are my hands, and  
 These are my legs.

*Touch the different parts of the body as you mention them. Repeat 2-3 times.*



*Sing the song with the learners. Everyone should touch his or her own part of the body when mentioning that part in the song.*



*Let the learners sing the song on their own as a whole class and in groups. Everyone should touch his or her own part of the body when mentioning that part in the song.*

**CONCLUSION**

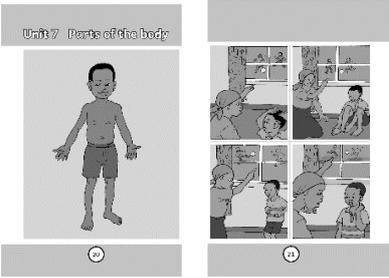
**(2 Minutes)**

*Sing the song **Show Me** with body parts.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

- 1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?*
- 2. Which Success Criteria do the learners appear to be struggling with the most?*
- 3. What will you do to address their difficulties?*

<b>UNIT 7</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (parts of the body)</i></li> <li>• <i>identify parts of the body with “This is my...”</i></li> <li>• <i>use ‘My ... hurts’ in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>This is My Head.</b></i>	

<b>ACTIVITY 7.3.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Touch your head and say, <b>head.</b> Repeat 2-3 times.</i></p> <p><i>Do the same with <b>nose, mouth, chin.</b></i></p> <p><i>New words! Add <b>neck, stomach, and foot.</b></i></p>	
	<p><i>Let’s say it together. Touch each body part one at a time in random order. The learners touch their same body part and say the word together with you 2-3 times.</i></p>	
	<p><i>Now it is your turn. Touch each body part one at a time in random order. Let the learners touch and name the part on their own as the whole class, in groups, and as individuals.</i></p> <p><i>Let the learners point to the picture at page 20 and say the parts of the body.</i></p>	

<b>ACTIVITY 7.3.2</b>	<b>IDENTIFYING PARTS OF THE BODY</b>	<b>(8 Minutes)</b>
<p>Now we will name the parts of the body. I will name the parts of the body. We will name the parts of the body together. Then you will name the parts of the body on your own</p>		
	<p><i>Touch your head and ask, <b>What is this?</b> Answer, <b>This is my head.</b> Repeat 2-3 times. Do the same with <b>nose, mouth, chin.</b></i></p> <p><i>New words! Add <b>neck, stomach, and foot.</b></i></p>	
	<p><i>Let’s say it together. Touch your head. The learners touch their head and ask together with you , <b>What is this?</b> Repeat 2-3 times.</i></p> <p><i>Answer together with the learners, <b>This is my head.</b> Repeat 2-3 times.</i></p> <p><i>Do the same with <b>nose, mouth, chin, neck, stomach, and foot,</b> repeating in random order.</i></p>	
	<p><i>Now it is your turn. Touch your head silently. Let the learners touch their heads and ask, <b>What is this?</b> The learners answer as a whole class, in groups, and as individuals: <b>This is my head.</b> Do the same with <b>nose, mouth, chin, neck, stomach, and foot,</b> repeating in random order.</i></p> <p><i>Invite individuals to touch their head, nose, mouth, chin, neck, stomach, or foot, and ask the question of the rest of the class.</i></p>	

**ACTIVITY 7.3.3**

**SAYING A DIALOGUE**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.



*Use Picture 1 on page 21 in the learner's book. Identify the characters as John and Mother. Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*

<b>Mother:</b>	John, go out and play football.
<b>John:</b>	No, Mother. My head hurts.
<b>Mother:</b>	Oh no! Come here and sit down.
<b>John:</b>	Thank you, Mother.



*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.*

*Invite two learners to the front. Help them to say and act out the dialogue, one as John, the other as Mother. Have them switch roles and repeat.*



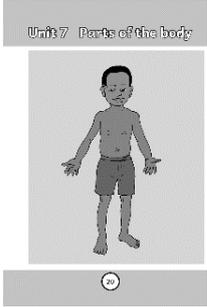
*Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue with each other.*

*Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.*

**CONCLUSION**

**(2 Minutes)**

*Play Mrs. Phiri Says or another game with touch your nose, mouth, chin, neck, stomach, or foot.*

<b>UNIT 7</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (parts of the body)</i></li> <li>• <i>identify parts of the body</i></li> <li>• <i>sing a song about parts of the body</i></li> <li>• <i>match sounds with animals</i></li> </ul> <p><b>Resources:</b> <i>Learner's book; pictures of common animals, such as a dog, cat, goat, chicken, cow, etc.</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Open, Shut Them.</b></i>	

<b>ACTIVITY 7.4.1</b>	<b>SAYING NEW WORDS</b>	<b>(7 Minutes)</b>
Now we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<i>Touch your eyes and say, <b>eyes.</b> Repeat 2-3 times.</i>	
	<i>Do the same with <b>ears, hands, legs.</b></i>	
	<i>New words! Add <b>fingers and toes.</b></i>	
	<i>Let's say it together. Touch each body part one at a time in random order. The learners touch their same body part and say the word together with you 2-3 times.</i>	
	<i>Now it is your turn. Touch each body part one at a time in random order. Let the learners touch and name the part on their own as the whole class, in groups, and as individuals.</i>	
	<i>Let the learners point to the picture at page 20 and say the parts of the body.</i>	

<b>ACTIVITY 7.4.2</b>	<b>IDENTIFYING PARTS OF THE BODY</b>	<b>(7 Minutes)</b>
Now we will name the parts of the body. I will name the parts of the body. We will name the parts of the body together. Then you will name the parts of the body on your own		
	<i>Touch your eyes and ask, <b>What are these?</b> Answer, <b>These are my eyes.</b> Repeat 2-3 times. Do the same with <b>ears, hands, legs, fingers, and toes.</b></i>	
	<i>Let's say it together. Touch your eyes. The learners touch their eyes and ask together with you, <b>What are these?</b> Repeat 2-3 times.</i>	
	<i>Answer together with the learners, <b>These are my eyes.</b> Repeat 2-3 times.</i>	
	<i>Do the same with <b>ears, hands, legs, fingers, and toes,</b> repeating in random order.</i>	
	<i>Now it is your turn. Touch your eyes silently. Let the learners touch their eyes and ask, <b>What are these?</b> The learners answer as a whole class, in groups, and as individuals: <b>These are my eyes.</b> Do the same with <b>ears, hands, legs, fingers, and toes,</b> repeating in random order.</i>	
	<i>Invite individuals to touch their eyes, ears, hands, legs, fingers, or toes, and ask the question of the rest of the class.</i>	

**ACTIVITY 7.4.3**

**SINGING A SONG**

**(6 Minutes)**

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

*Sing:*



**This is my Head**

This is my head  
This is my nose  
This is my mouth, and  
This is my chin.

These are my eyes  
These are my ears  
These are my hands, and  
These are my legs.

*Touch the different parts of the body as you mention them. Repeat 2-3 times.*



*Sing the song with the learners. Everyone touches his or her own part of the body when mentioning that part in the song.*



*Let the learners sing the song on their own as a whole class and in groups. Everyone touches his or her own part of the body when mentioning that part in the song.*

**ACTIVITY 7.4.4**

**PHONOLOGICAL AWARENESS: MATCHING SOUNDS WITH ANIMALS**

**(6 Minutes)**

Now we will play a game with sounds.

*Display pictures or models of domestic animals such as a dog, cat, cow, and goat. Bark like a dog and let learners identify the animal that produces the sound by pointing at the picture or model. Do the same with other domestic animals.*

*Note: This game prepares the learners' ears to listen closely to sounds and discriminate differences among them (phonological awareness).*

**CONCLUSION**

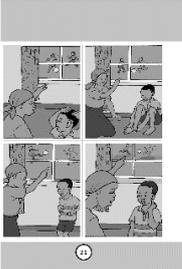
**(2 Minutes)**

*Sing the song **Show Me** with body parts.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

- 1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?*
- 2. Which Success Criteria do the learners appear to be struggling with the most?*
- 3. What will you do to address their difficulties?*

UNIT 7	Lesson 5
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>express feelings of pain</i></li> <li>• <i>use ‘My ... hurts’ in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, pictures of common animals, such as a dog, cat, goat, chicken, cow, etc.</i></p>

<b>INTRODUCTION</b>	(2 Minutes)
Sing the song <i>This is My Head</i> .	

<b>ACTIVITY 7.5.1</b>	<b>EXPRESSING FEELINGS OF PAIN</b>	(10 Minutes)
Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	Say, <b>head</b> . Then with an appropriate expression, touch your head and say with a pained expression, <b>My head hurts</b> . Repeat 2-3 times. Do the same with <b>foot</b> , <b>stomach</b> and <b>neck</b> .	
	Let’s say it together. Touch your head with a pained expression. The learners touch their heads and say together with you, <b>My head hurts</b> . Repeat 2-3 times. Do the same with <b>foot</b> , <b>stomach</b> , and <b>neck</b> . Invite two learners to come to the front. Guide the first learner to touch his or her head. Help the second learner to say, <b>My head hurts</b> . Repeat with another pair of learners and another part of the body.	
	Now it is your turn. Be in pairs. One learner touches a part of his or her own body one at a time in random order and the other learner responds, <b>My ... hurts</b> . Then they switch roles. Invite some pairs to show what they were doing.	

<b>ACTIVITY 7.5.2</b>	<b>SAYING A DIALOGUE (EXPANDED)</b>	(16 Minutes)
Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.		
	Use Picture 1 on page 21 in the learner’s book. Review with the learners the original dialogue from Lessons 1 and 3:	
	<b>Mother:</b>	John, go out and play football.
	<b>John:</b>	No, Mother. My head hurts.
	<b>Mother:</b>	Oh no! Come here and sit down.
	<b>John:</b>	Thank you, Mother.



Explain that today you all are going to change the dialogue a little. Tell the learners to listen closely for the parts that change. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line. This time use Picture 2 and emphasize the changes (marked here in bold):

<b>Mother:</b>	John, go out and play football.
<b>John:</b>	No, Mother. My <b>foot</b> hurts.
<b>Mother:</b>	Oh no! Come here and sit down.
<b>John:</b>	Thank you, Mother.

Let the learners identify which parts have changed.



Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.

Invite two learners to the front. Help them to say and act out the dialogue, one as John, the other as Mother. Have them switch roles and repeat.



Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue with each other.

Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback.

Ask some pairs to show the class what they were doing.

As time permits, continue substituting **foot** with **stomach** (Picture 3) and **neck** (Picture 4).

**CONCLUSION**

(2 Minutes)

Play Mrs. Phiri Says or another game with **stand up, sit down, put your hands up, put your hands down, clap your hands, and touch your (body part).**

<b>UNIT 7</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (action verbs)</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>demonstrate listening comprehension by pointing to pictures</i></li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(4 Minutes)</b>
<p><i>Do a brief revision of the phonological awareness activity from 7.4.4: Matching Animal Sounds.</i></p>	

<b>ACTIVITY 7.6.1</b>	<b>SAYING NEW WORDS</b>	<b>(10 Minutes)</b>
<p>Now we will learn some new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Demonstrate running and say, <b>run</b>. Repeat 2-3 times. Do the same with <b>kick, jump, catch</b>. Use the pictures on page 22 of the learner's book to teach these words: <b>ball and goalkeeper</b>.</i></p>	
	<p><i>Let's say it together. Demonstrate running. The learners also demonstrate running and say together with you, <b>run</b>. Repeat 2-3 times. Do the same with <b>kick, jump, catch, ball, and goalkeeper</b>, repeating in random order.</i></p>	
	<p><i>Now it's your turn. Demonstrate the actions (or point to the word in the pictures) silently. The learners demonstrate the same actions and say the words on their own as the whole class, in groups, or as individuals. Invite individuals to demonstrate the actions to cue the rest of the class.</i></p>	

<b>★ Teacher Tip</b>
<p><i>Remember that when the learners do not have a large vocabulary in English, you can help them understand a story much better if you read it with a lot of expressive emotion in your voice and demonstrate all the actions as you mention them. This helps them to follow the story and to connect the English words to their meanings. Do not hesitate to play the role of an actor on stage in a theatre when teaching the dialogues and reading the stories. Doing so will keep the learners' attention!</i></p>

<b>ACTIVITY 7.6.2</b>	<b>LISTENING TO A STORY</b>	<b>(14 Minutes)</b>
<p>Now I will read a story and you will listen. Then we will check our understanding.</p>		
	<p><i>Use the pictures on page 22 in the learner's book. Lead the learners to discuss the picture using all the vocabulary they have previously learned. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.</i></p>	

	<b>Alice and Lucy Play with a Ball</b>	
	<i>Picture 1</i>	Alice and Lucy are friends. They play with a ball.
	<i>Picture 2</i>	Alice is a goalkeeper. She puts her hands up ready to catch the ball.
	<i>Picture 3</i>	Lucy jumps! She hits the ball with her head.
	<i>Picture 4</i>	Lucy runs with the ball. She kicks the ball with her foot.
	<i>Picture 5</i>	Alice catches the ball with her hands. The people clap their hands for Alice.

Now we will check our understanding by pointing to the right picture.  
 Show me: ‘Lucy jumps!’ *Pause, then point to Picture 3. Repeat 1-2 times.*  
 Show me: ‘Alice puts her hands up ready to catch the ball.’ *Pause, then point to Picture 2. Repeat 1-2 times.*

---

Let’s do it together. *Repeat the sentences one at a time. The learners point to the corresponding picture with you.*  

 Add: Show me: ‘Lucy kicks the ball with her foot.’ (*Picture 4*)  
 Show me: ‘Alice catches the ball with her hands.’ (*Picture 5*)  
 Show me: ‘Lucy hits the ball with her head.’ (*Picture 3*)  
*Repeat all the sentences in random order. The learners point to the corresponding pictures with you.*

---


*Point to the class and say, Now it is your turn.*  
*Repeat the sentences in random order. The learners point to the corresponding pictures on their own as a whole class, in groups, and as individuals.*  
*Because this story has a lot of actions, have the learners to act it out with you as you read it a third time.*

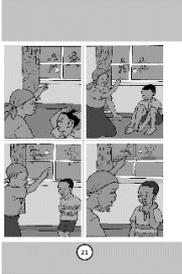
**CONCLUSION** (2 Minutes)

Sing the song *How Many People Live in Your House?*

**TEACHER REFLECTION**

Write your observations in the notebook where you write your lesson evaluation:

1. For each of the Success Criteria for today’s lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

<b>UNIT 7</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>express feelings of pain</i></li> <li>• <i>use 'My ... hurts' in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Sing the song <b>This is My Head.</b></i></p>	

<b>ACTIVITY 7.7.1</b>	<b>EXPRESSING FEELINGS OF PAIN</b>	<b>(10 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p>Say, <b>head</b>. Then with an appropriate expression, touch your head and say with a pained expression, <b>My head hurts</b>. Repeat 2-3 times. Do the same with <b>foot, stomach and neck</b>.</p>	
	<p>Let's say it together. Touch your head with a pained expression. The learners touch their heads and say together with you, <b>My head hurts</b>. Repeat 2-3 times. Do the same with <b>foot, stomach, and neck</b>.                  Invite two learners to come to the front. Guide the first learner to touch his or her head. Help the second learner to say, <b>My head hurts</b>.                  Repeat with another pair of learners and another part of the body.</p>	
	<p>Now it is your turn. Be in pairs. One learner touches a part of his or her own body one at a time in random order and the other learner responds, <b>My ... hurts</b>. Then they switch roles.                  Invite some pairs to show what they were doing.</p>	

<b>ACTIVITY 7.7.2</b>	<b>SAYING A DIALOGUE (EXPANDED)</b>	<b>(14 Minutes)</b>								
<p>Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.</p>										
	<p>Use Picture 2 on page 21 in the learner's book. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.</p>									
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;"><b>Mother:</b></td> <td style="padding: 5px;">John, go out and play football.</td> </tr> <tr> <td style="padding: 5px;"><b>John:</b></td> <td style="padding: 5px;">No, Mother. My <b>foot</b> hurts.</td> </tr> <tr> <td style="padding: 5px;"><b>Mother:</b></td> <td style="padding: 5px;">Oh no! Come here and sit down.</td> </tr> <tr> <td style="padding: 5px;"><b>John:</b></td> <td style="padding: 5px;">Thank you, Mother.</td> </tr> </table>		<b>Mother:</b>	John, go out and play football.	<b>John:</b>	No, Mother. My <b>foot</b> hurts.	<b>Mother:</b>	Oh no! Come here and sit down.	<b>John:</b>	Thank you, Mother.
<b>Mother:</b>	John, go out and play football.									
<b>John:</b>	No, Mother. My <b>foot</b> hurts.									
<b>Mother:</b>	Oh no! Come here and sit down.									
<b>John:</b>	Thank you, Mother.									



Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.

Invite two learners to the front. Help them to say and act out the dialogue, one as John, the other as Mother. Have them switch roles and repeat.



Point to the class and say, Now it is your turn. Gesture to demonstrate 'be in pairs' and say, Be in pairs. Say the dialogue with each other.

Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback.

Ask some pairs to show the class what they were doing.

As time permits, continue substituting **foot** with **stomach** (Picture 3) and **neck** (Picture 4).

## CONCLUSION

(4 Minutes)

Play Mrs. Phiri Says or another game with **stand up, sit down, put your hands up, put your hands down, clap your hands, and touch your (body part)**.

<b>UNIT 7</b>	<b>Lesson 8</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (action verbs)</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> <li>• <i>match sounds to animals</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book; pictures of common animals, such as a dog, cat, goat, chicken, cow, etc.</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Teacher, Children, in the Class.</b></i>	

<b>ACTIVITY 7.8.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
Now we will learn some new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<i>Demonstrate running and say, <b>run.</b> Repeat 2-3 times. Do the same with <b>kick, jump, catch.</b> Use the pictures on page 22 of the learner’s book to teach these words: <b>ball and goalkeeper.</b></i>	
	<i>Let’s say it together. Demonstrate running. The learners also demonstrate running and say together with you, <b>run.</b> Repeat 2-3 times. Do the same with <b>kick, jump, catch, ball, and goalkeeper,</b> repeating in random order.</i>	
	<i>Now it’s your turn. Demonstrate the actions (or point to the word in the pictures) silently. The learners demonstrate the same actions and say the words on their own as the whole class, in groups, or as individuals. Invite individuals to demonstrate the actions to cue the rest of the class.</i>	

<b>ACTIVITY 7.8.2</b>	<b>LISTENING TO A STORY</b>	<b>(12 Minutes)</b>												
Now I will read a story and you will listen. Then we will check our understanding.														
	<p><i>Use the pictures on page 22 in the learner’s book. Lead the learners to discuss the picture using all the vocabulary they have previously learned. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: left; padding: 5px;"><b>Alice and Lucy Play with a Ball</b></th> </tr> <tr> <td style="width: 15%; padding: 5px;"><i>Picture 1</i></td> <td style="padding: 5px;">Alice and Lucy are friends. They play with a ball.</td> </tr> <tr> <td style="padding: 5px;"><i>Picture 2</i></td> <td style="padding: 5px;">Alice is a goalkeeper. She puts her hands up ready to catch the ball.</td> </tr> <tr> <td style="padding: 5px;"><i>Picture 3</i></td> <td style="padding: 5px;">Lucy jumps! She hits the ball with her head.</td> </tr> <tr> <td style="padding: 5px;"><i>Picture 4</i></td> <td style="padding: 5px;">Lucy runs with the ball. She kicks the ball with her foot.</td> </tr> <tr> <td style="padding: 5px;"><i>Picture 5</i></td> <td style="padding: 5px;">Alice catches the ball with her hands. The people clap their hands for Alice.</td> </tr> </table>		<b>Alice and Lucy Play with a Ball</b>		<i>Picture 1</i>	Alice and Lucy are friends. They play with a ball.	<i>Picture 2</i>	Alice is a goalkeeper. She puts her hands up ready to catch the ball.	<i>Picture 3</i>	Lucy jumps! She hits the ball with her head.	<i>Picture 4</i>	Lucy runs with the ball. She kicks the ball with her foot.	<i>Picture 5</i>	Alice catches the ball with her hands. The people clap their hands for Alice.
<b>Alice and Lucy Play with a Ball</b>														
<i>Picture 1</i>	Alice and Lucy are friends. They play with a ball.													
<i>Picture 2</i>	Alice is a goalkeeper. She puts her hands up ready to catch the ball.													
<i>Picture 3</i>	Lucy jumps! She hits the ball with her head.													
<i>Picture 4</i>	Lucy runs with the ball. She kicks the ball with her foot.													
<i>Picture 5</i>	Alice catches the ball with her hands. The people clap their hands for Alice.													

	<p>Now we will check our understanding by answering questions. <i>Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.</i></p> <ol style="list-style-type: none"> <li>1. Who plays with a ball? (<i>Alice and Lucy play with a ball.</i>)</li> <li>2. Who hits the ball with her head? (<i>Lucy hits the ball with her head.</i>)</li> </ol>
	<p>Let's do it together. <i>Repeat the questions one at a time. Help the learners to answer them together with you in complete sentences.</i>  <i>Add the following questions:</i></p> <ol style="list-style-type: none"> <li>3. Who kicks the ball with her foot? (<i>Lucy kicks the ball with her foot.</i>)</li> <li>4. Who catches the ball with her hands? (<i>Alice catches the ball with her hands.</i>)</li> </ol>
	<p>Now it is your turn. <i>Repeat the questions in random order. Let the learners answer them in complete sentences on their own as a whole class, in groups, and as individuals.</i></p>

<p><b>ACTIVITY 7.8.3</b></p>	<p><b>PHONOLOGICAL AWARENESS: MATCHING ANIMAL SOUNDS</b></p>	<p><b>(6 Minutes)</b></p>
<p>Now we will play a game with sounds. <i>Repeat the activity Matching Animal Sounds from 7.4.4.</i></p>		

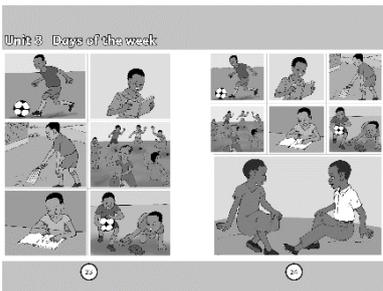
<p><b>CONCLUSION</b></p>	<p><b>(2 Minutes)</b></p>
<p><i>Sing the song <b>Bye! Bye! Bye!</b></i></p>	

<p><b>TEACHER REFLECTION</b></p>
<p><i>Write your observations in the notebook where you write your lesson evaluation:</i></p> <ol style="list-style-type: none"> <li>1. <i>For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?</i></li> <li>2. <i>Which Success Criteria do the learners appear to be struggling with the most?</i></li> <li>3. <i>What will you do to address their difficulties?</i></li> </ol>

<b>UNIT 7</b>	<b>Lessons 9 and 10</b>
---------------	-------------------------

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

Success Criteria:	Lessons:
<i>Say new words (parts of the body)</i>	1, 2, 3, 4
<i>Identify parts of the body with “This is my...”</i>	1, 3, 5, 7
<i>Identify parts of the body with “These are my...”</i>	2, 4
<i>Use ‘My ... hurts’ in a dialogue</i>	1, 3, 5, 7
<i>Sing a song about parts of the body</i>	2, 4
<i>Express feelings of pain</i>	5, 7
<i>Say new words (action verbs)</i>	6, 8
<i>Discuss a picture using known vocabulary</i>	6, 8
<i>Demonstrate listening comprehension of a story by pointing to pictures</i>	6
<i>Answer questions about a story they have listened to</i>	8
<i>Match sounds with animals</i>	4, 8

<b>UNIT 8</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (days of the week)</i></li> <li>• <i>ask for information using “What do you do...?”</i></li> <li>• <i>give information about their daily habits</i></li> <li>• <i>use the simple present tense in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, a ball, a book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>This is My Head.</b></i>	

<b>ACTIVITY 8.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to teach <b>Monday, Tuesday, Wednesday, and Thursday.</b> Note: Since days of the week are difficult to convey with visual aids, you may need to link the new vocabulary to the equivalent terms in the learners’ home language.</i>		

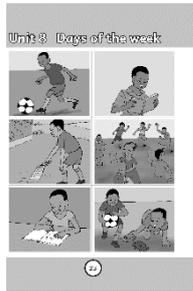
<b>ACTIVITY 8.1.2</b>	<b>TALKING ABOUT DAILY HABITS</b>	<b>(8 Minutes)</b>
<i>Use Pictures 1-2 on page 23 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer, <b>What do you do on Monday? On Monday, I play football.</b> Repeat with: <b>What do you do on Tuesday? On Tuesday, I read my book.</b></i>		

<b>ACTIVITY 8.1.3</b>	<b>SAYING A DIALOGUE</b>	<b>(10 Minutes)</b>
<i>Use Picture 7 on page 24 in the learner’s book to identify the characters as Lucy and John and to indicate who is speaking for each line. Use Pictures 1-2 to indicate the actions when mentioned. First, model saying and acting out the dialogue expressively 2-3 times.</i>		
<b>Lucy:</b>	John, what do you do on Monday?	
<b>John:</b>	On Monday, I play football. What do you do on Tuesday, Lucy?	
<b>Lucy:</b>	On Tuesday I read my book.	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me</b> with parts of the body.</i>	

## UNIT 8

## Lesson 2



**Success Criteria:** *Learners must be able to*

- *say new words (days of the week)*
- *ask for information using “What do you do...?”*
- *give information about their daily habits*
- *sing a song about the days of the week*

**Resources:** *Learner’s book, a ball, a book, a broom*

## INTRODUCTION

(2 Minutes)

*Review the phonological awareness activity from 7.4.4: Matching Animal Sounds.*

## ACTIVITY 8.2.1

## SAYING NEW WORDS

(8 Minutes)

*Follow the I Do – We Do – You Do approach to review **Monday, Tuesday, Wednesday, and Thursday.** Add **Friday, Saturday, and Sunday.** Note: Since days of the week are difficult to convey with visual aids, you may need to link the new vocabulary to the equivalent terms in the learners’ home language.*

## ACTIVITY 8.2.2

## TALKING ABOUT DAILY HABITS

(8 Minutes)

*Use Pictures 1-2 on page 23 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering:*

**What do you do on Monday? –On Monday, I play football.**

**What do you do on Tuesday? –On Tuesday, I read my book.**

## ACTIVITY 8.2.3

## SINGING A SONG

(10 Minutes)

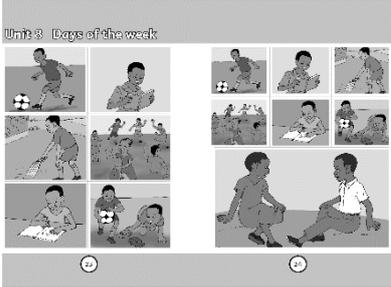
*Follow the I Do – We Do – You Do approach to teach the learners to sing **Seven Days Make a Week.** Lyrics: Seven days make a week / Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*

## CONCLUSION

(2 Minutes)

*Play Mrs. Phiri Says or another game with **touch your (body part), play football, read a book.***

**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving the success criteria, answering the questions on page ix.*

<b>UNIT 8</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (days of the week)</li> <li>• ask for information using “What do you do...?”</li> <li>• give information about their daily habits</li> <li>• use the simple present tense in a dialogue</li> </ul> <p><b>Resources:</b> Learner’s book, a ball, a book, a broom</p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Seven Days Make a Week</b>.</i>	

<b>ACTIVITY 8.3.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to review <b>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday</b>.</i>		

<b>ACTIVITY 8.3.2</b>	<b>TALKING ABOUT DAILY HABITS</b>	<b>(8 Minutes)</b>
<i>Use Pictures 1-3 on page 23 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering:</i>		
<b>What do you do on Monday? –On Monday I play football.</b>		
<b>What do you do on Tuesday? –On Tuesday I read my book.</b>		
<i>New! Add: What do you do on Wednesday? –On Wednesday I sweep the floor. (Picture 3)</i>		

<b>ACTIVITY 8.3.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<i>Use Picture 7 on page 24 in the learner’s book, to identify the characters as Lucy and John and to indicate who is speaking for each line. Use pictures 1-2 to indicate the actions when mentioned. First, model saying and acting out the dialogue expressively 2-3 times.</i>		
<b>Lucy:</b>	John, what do you do on Monday?	
<b>John:</b>	On Monday, I play football. What do you do on Tuesday, Lucy?	
<b>Lucy:</b>	On Tuesday I read my book.	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Play Mrs. Phiri Says or another game with <b>play football, read my book, sweep the floor, sing and dance</b>.</i>	

## UNIT 8

## Lesson 4



**Success Criteria:** *Learners must be able to*

- *say new words (days of the week)*
- *ask for information using “What do you do...?”*
- *give information about their daily habits*
- *sing a song about the days of the week*
- *discriminate rhyming words*

**Resources:** *Learner’s book*

## INTRODUCTION

(2 Minutes)

*Sing the song **What is Your Name?***

## ACTIVITY 8.4.1

## SAYING NEW WORDS

(6 Minutes)

*Follow the I Do – We Do – You Do approach to review **Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday.***

## ACTIVITY 8.4.2

## TALKING ABOUT DAILY HABITS

(8 Minutes)

*Use Pictures 1-4 on page 23 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering:*

**What do you do on Monday? –On Monday I play football.**

**What do you do on Tuesday? –On Tuesday I read my book.**

**What do you do on Wednesday? –On Wednesday I sweep the floor.**

*New! Add: **What do you do on Thursday? –On Thursday I sing and dance. (Picture 4)***

## ACTIVITY 8.4.3

## SINGING A SONG

(5 Minutes)

*Sing again the song **Seven Days Make a Week** (see Activity 8.2.3).*

## ACTIVITY 8.4.4

PHONOLOGICAL AWARENESS:  
DISCRIMINATING RHYMING WORDS

(7 Minutes)

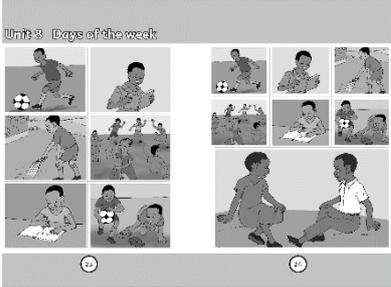
*Follow the I Do – We Do – You Do approach to play Thumbs Up Thumbs Down for pairs of words that rhyme (thumbs up) or don’t rhyme (thumbs down). You may need to use the learners’ home language to explain the concept of rhyming. Alternate in random order between rhyming and non-rhyming pairs. Rhyming: mother-brother, day-play, book-look, nose-toes, foot-put, two-you, game-name, stand-hand, bye-my; Non-rhyming: sweep-ball, desk-catch, girl-clap, head-run, kick-house, man-leg, dance-write, clean-floor, fine-neck*

## CONCLUSION

(2 Minutes)

*Sing the song **What is His/Her Name?***

**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving the success criteria, answering the questions on page ix.*

<b>UNIT 8</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (days of the week)</li> <li>• ask for information using “What do you do...?”</li> <li>• give information about their daily habits</li> <li>• use the simple present tense in a dialogue</li> </ul> <p><b>Resources:</b> Learner’s book, a ball, a book, a broom, paper with a hand-drawn picture, a pencil</p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Seven Days Make a Week.</b></i>	

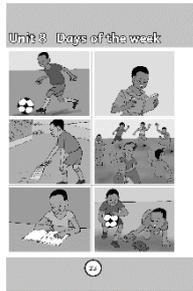
<b>ACTIVITY 8.5.1</b>	<b>TALKING ABOUT DAILY HABITS</b>	<b>(10 Minutes)</b>
<p><i>Use Pictures 1-5 on page 23 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering:</i></p> <p><b>What do you do on Monday? –On Monday I play football.</b></p> <p><b>What do you do on Tuesday? –On Tuesday I read my book.</b></p> <p><b>What do you do on Wednesday? –On Wednesday I sweep the floor.</b></p> <p><b>What do you do on Thursday? –On Thursday I sing and dance.</b></p> <p><i>New! Add: What do you do on Friday? –On Friday I draw pictures. (Picture 5)</i></p>		

<b>ACTIVITY 8.5.2</b>	<b>SAYING A DIALOGUE (EXPANDED)</b>	<b>(16 Minutes)</b>						
<p><i>Use Picture 7 on page 24 in the learner’s book. First, review with the learners the original dialogue from Lessons 1 and 3 (see Activity 8.3.3). Then explain that today you all are going to change the dialogue a little. Tell the learners to listen closely for the parts that change. Model saying and acting out the new dialogue 2-3 times. Use pictures 3-4 to indicate the actions when mentioned. Emphasize the changes (marked here in bold):</i></p>								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;"><b>Lucy:</b></td> <td style="padding: 5px;">John, what do you do on <b>Wednesday?</b></td> </tr> <tr> <td style="padding: 5px;"><b>John:</b></td> <td style="padding: 5px;">On <b>Wednesday</b>, I <b>sweep the floor.</b> What do you do on <b>Thursday</b>, Lucy?</td> </tr> <tr> <td style="padding: 5px;"><b>Lucy:</b></td> <td style="padding: 5px;">On <b>Thursday</b> I <b>sing and dance.</b></td> </tr> </table>			<b>Lucy:</b>	John, what do you do on <b>Wednesday?</b>	<b>John:</b>	On <b>Wednesday</b> , I <b>sweep the floor.</b> What do you do on <b>Thursday</b> , Lucy?	<b>Lucy:</b>	On <b>Thursday</b> I <b>sing and dance.</b>
<b>Lucy:</b>	John, what do you do on <b>Wednesday?</b>							
<b>John:</b>	On <b>Wednesday</b> , I <b>sweep the floor.</b> What do you do on <b>Thursday</b> , Lucy?							
<b>Lucy:</b>	On <b>Thursday</b> I <b>sing and dance.</b>							
<p><i>Let the learners identify which parts have changed. Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.</i></p>								

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Play Mrs. Phiri Says or another game with <b>play football, read my book, sweep the floor, sing and dance, draw pictures</b></i>	

## UNIT 8

## Lesson 6



**Success Criteria:** *Learners must be able to:*

- ask for information using “What do you do...?”
- give information about their daily habits
- sing a song in English about the days of the week
- sing a song in English using the simple present tense
- discriminate rhyming words

**Resources:** *Learner’s book, a ball, a book, a broom, paper with a hand-drawn picture, a pencil*

## INTRODUCTION

(4 Minutes)

*Review the phonological awareness activity from 8.4.4: Rhyming Words.*

## ACTIVITY 8.6.1

## SAYING NEW WORDS

(10 Minutes)

*Use Pictures 1-5 on page 23 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering:*

**What do you do on Monday? –On Monday I play football.**

**What do you do on Tuesday? –On Tuesday I read my book.**

**What do you do on Wednesday? –On Wednesday I sweep the floor.**

**What do you do on Thursday? –On Thursday I sing and dance.**

**What do you do on Friday? –On Friday I draw pictures.**

## ACTIVITY 8.6.2

## SINGING A SONG

(4 Minutes)

*Sing again Seven Days Make a Week (see Activity 8.2.3).*

## ACTIVITY 8.6.3

## SINGING A SONG

(10 Minutes)

*Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to sing **This is the Way**.*

*Lyrics: This is the way I play football, play football, play football, / This is the way I play football, on Monday in the morning // This is the way I read my book, read my book, read my book, / This is the way I read my book, on Tuesday in the morning.*

*Add additional verses for additional days of the week and their actions.*

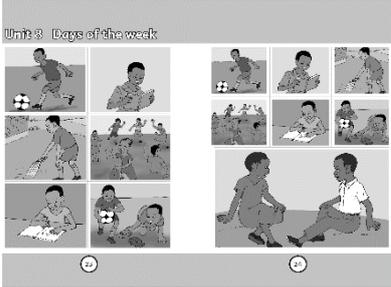
## CONCLUSION

(2 Minutes)

*Sing the song **Show Me** with action verbs.*

**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving the success criteria, answering the questions on page ix.*

**UNIT 8**
**Lesson 7**



**Success Criteria:** Learners must be able to

- ask for information using “What do you do...?”
- give information about their daily habits
- use the simple present tense in a dialogue

**Resources:** Learner’s book, a ball, a book, a broom, paper with a hand-drawn picture, a pencil

**INTRODUCTION** (2 Minutes)

Sing the song *This is the Way*

**ACTIVITY 8.7.1 TALKING ABOUT DAILY HABITS** (10 Minutes)

Use Pictures 1-6 on page 23 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering:

**What do you do on Monday? –On Monday I play football.**  
**What do you do on Tuesday? –On Tuesday I read my book.**  
**What do you do on Wednesday? –On Wednesday I sweep the floor.**  
**What do you do on Thursday? –On Thursday I sing and dance.**  
**What do you do on Friday? –On Friday I draw pictures.**  
*New! Add What do you do on Saturday? –On Saturday I play with my brother. (Picture 6)*

**ACTIVITY 8.7.2 SAYING A DIALOGUE (EXPANDED)** (16 Minutes)

Use Picture 7 on page 24 in the learner’s book to indicate who is speaking for each line. Use pictures 3-4 to indicate the actions when mentioned. First, model saying and acting out the dialogue expressively 2-3 times.

<b>Lucy:</b>	John, what do you do on Wednesday?
<b>John:</b>	On Wednesday, I sweep the floor. What do you do on Thursday, Lucy?
<b>Lucy:</b>	On Thursday I sing and dance.

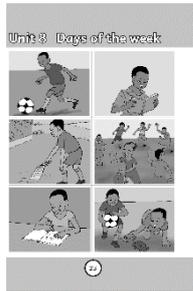
Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role. As time permits, you may have the learners combine the original dialogue from Lesson 1 with this one, or add actions for Friday and Saturday.

**CONCLUSION** (2 Minutes)

Play Mrs. Phiri Says or another game with *play football, read my book, sweep the floor, sing and dance, draw pictures, play with my brother.*

## UNIT 8

## Lesson 8



**Success Criteria:** *Learners must be able to:*

- *ask for information using “What do you do...?”*
- *give information about their daily habits*
- *sing a song about the days of the week*
- *sing a song using the simple present tense*
- *discriminate rhyming words*

**Resources:** *Learner’s book, a ball, a book, a broom, paper with a hand-drawn picture, a pencil*

## INTRODUCTION

(2 Minutes)

*Sing the song **Teacher, Children, in the Class.***

## ACTIVITY 8.8.1

## SAYING NEW WORDS

(10 Minutes)

*Use Pictures 1-6 on page 23 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering:*

**What do you do on Monday? –On Monday I play football.**

**What do you do on Tuesday? –On Tuesday I read my book.**

**What do you do on Wednesday? –On Wednesday I sweep the floor.**

**What do you do on Thursday? –On Thursday I sing and dance.**

**What do you do on Friday? –On Friday I draw pictures.**

**What do you do on Saturday? –On Saturday I play with my brother.**

## ACTIVITY 8.8.2

## SINGING A SONG

(5 Minutes)

*Sing again the song **Seven Days Make a Week** (see Activity 8.2.3).*

## ACTIVITY 8.8.3

## SINGING A SONG

(5 Minutes)

*Sing again the song **This is the Way** (see Activity 8.6.3).*

## ACTIVITY 8.8.4

PHONOLOGICAL AWARENESS:  
DISCRIMINATING RHYMING WORDS

(6 Minutes)

*Repeat the activity **Discriminating Rhyming Words** from 8.4.4.*

## CONCLUSION

(2 Minutes)

*Sing the song **Bye! Bye! Bye!***

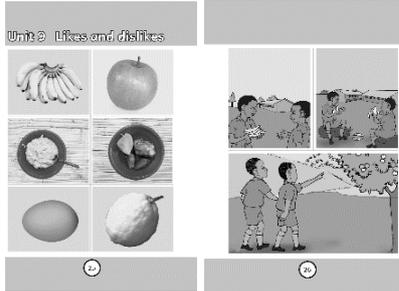
**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving the success criteria, answering the questions on page ix.*

## UNIT 8

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

<b>Success Criteria:</b>	<b>Lessons:</b>
<i>Say new words (days of the week)</i>	1, 2, 3, 4, 5
<i>Ask for information using "What do you do...?"</i>	1, 2, 3, 4, 5, 6, 7, 8
<i>Give information about their daily habits</i>	1, 2, 3, 4, 5, 6, 7, 8
<i>Use the simple present tense in a dialogue</i>	1, 3, 5, 7
<i>Sing a song about the days of the week</i>	2, 4, 6, 8
<i>Sing a song using the simple present tense</i>	6, 8
<i>Discriminate rhyming words</i>	4, 8

<b>UNIT 9</b>	<b>Lesson 1</b>
 <p>Unit 9 Likes and dislikes</p>	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (food terms)</li> <li>• express likes with food</li> <li>• express likes in a dialogue</li> </ul> <p><b>Resources:</b> Learner's book, bananas, apples</p>

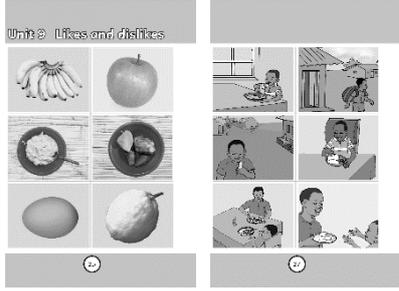
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Ask the learners to name any foods that they eat at home.	

<b>ACTIVITY 9.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
Use Pictures 1-2 on page 25 in the learner's book or the actual foods. Follow the I Do – We Do – You Do approach to teach <b>banana, bananas, apple, and apples</b> .		

<b>ACTIVITY 9.1.2</b>	<b>EXPRESSING LIKES WITH FOOD</b>	<b>(8 Minutes)</b>
Use Pictures 1-2 on page 25 in the learner's book or the actual foods. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer, <b>What do you like to eat? –I like to eat bananas. Repeat with: What do you like to eat? –I like to eat apples.</b>		

<b>ACTIVITY 9.1.3</b>	<b>SAYING A DIALOGUE</b>	<b>(10 Minutes)</b>								
Use Pictures 1-2 on page 26 in the learner's book. Identify the characters as Fred and John. First, model saying and acting out the dialogue expressively 2-3 times.										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;"><b>Fred:</b></td> <td style="padding: 5px;">What do you like to eat?</td> </tr> <tr> <td style="padding: 5px;"><b>John:</b></td> <td style="padding: 5px;">I like to eat bananas.</td> </tr> <tr> <td style="padding: 5px;"><b>Fred:</b></td> <td style="padding: 5px;">Oh! I like to eat bananas, too.</td> </tr> <tr> <td style="padding: 5px;"><b>John:</b></td> <td style="padding: 5px;">Let us eat bananas together.</td> </tr> </table>			<b>Fred:</b>	What do you like to eat?	<b>John:</b>	I like to eat bananas.	<b>Fred:</b>	Oh! I like to eat bananas, too.	<b>John:</b>	Let us eat bananas together.
<b>Fred:</b>	What do you like to eat?									
<b>John:</b>	I like to eat bananas.									
<b>Fred:</b>	Oh! I like to eat bananas, too.									
<b>John:</b>	Let us eat bananas together.									
Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.										

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
Play Mrs. Phiri Says or another game to revise any of the following: <b>play football, read my book, sweep the floor, sing and dance, draw pictures, eat</b>	

<b>UNIT 9</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (food terms)</li> <li>• say when they eat meals</li> <li>• discuss a picture using known vocabulary</li> <li>• demonstrate listening comprehension of a story they have heard by pointing to pictures</li> </ul> <p><b>Resources:</b> <i>Learner's book, porridge, nsima, potatoes, beans</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Review the phonological awareness activity from 8.4.4: Discriminating Rhyming Words.</i></p>	

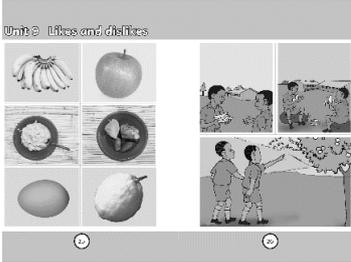
<b>ACTIVITY 9.2.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<p><i>Use the pictures on page 25 in the learner's book or the actual foods. Follow the I Do – We Do – You Do approach to teach <b>porridge, potato, potatoes, nsima, and beans.</b></i></p>		

<b>ACTIVITY 9.2.2</b>	<b>TALKING ABOUT MEAL TIMES</b>	<b>(8 Minutes)</b>
<p><i>Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach: <b>In the morning, I eat breakfast. / In the afternoon, I eat lunch.</b></i></p>		

<b>ACTIVITY 9.2.3</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>										
<p><i>Use Pictures 1-4 on page 27 in the learner's book. Lead the learners to discuss the picture using the vocabulary they have previously learned. Read the story aloud twice expressively.</i></p>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: left;"><b>John Likes to Eat</b></th> </tr> <tr> <td style="width: 20px; text-align: center;"><b>1</b></td> <td>In the morning, John likes to eat porridge for breakfast.</td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td>John eats his porridge and goes to school.</td> </tr> <tr> <td style="text-align: center;"><b>3</b></td> <td>At school, the teacher says, “Go for break!” John likes to eat potatoes for break.</td> </tr> <tr> <td style="text-align: center;"><b>4</b></td> <td>After school, John goes home. In the afternoon, John likes to eat nsima and beans for lunch. After lunch, he plays football.</td> </tr> </table>			<b>John Likes to Eat</b>		<b>1</b>	In the morning, John likes to eat porridge for breakfast.	<b>2</b>	John eats his porridge and goes to school.	<b>3</b>	At school, the teacher says, “Go for break!” John likes to eat potatoes for break.	<b>4</b>	After school, John goes home. In the afternoon, John likes to eat nsima and beans for lunch. After lunch, he plays football.
<b>John Likes to Eat</b>												
<b>1</b>	In the morning, John likes to eat porridge for breakfast.											
<b>2</b>	John eats his porridge and goes to school.											
<b>3</b>	At school, the teacher says, “Go for break!” John likes to eat potatoes for break.											
<b>4</b>	After school, John goes home. In the afternoon, John likes to eat nsima and beans for lunch. After lunch, he plays football.											
<p><i>Follow the I Do – We Do – You Do approach to help the learners to point to the right picture for each of these sentences: 1. John likes to eat nsima and beans for lunch. (Picture 4); 2. John likes to eat porridge for breakfast. (Picture 1); 3. John likes to eat potatoes for break. (Picture 3); 4. John goes to school. (Picture 2)</i></p>												

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<p><i>Sing the song <b>Seven Days Make a Week.</b></i></p>	

<p><b>TEACHER REFLECTION:</b> <i>Write down your observations about your learners' progress so far in achieving today's success criteria, answering the questions on page ix.</i></p>
---

<b>UNIT 9</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• identify foods using “This is...”</li> <li>• express likes with foods</li> <li>• express likes in a dialogue</li> </ul> <p><b>Resources:</b> Learner’s book, bananas, apples</p>

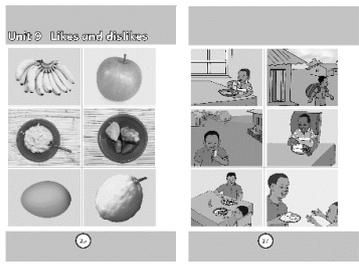
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Ask the learners to name the foods they like to eat.	

<b>ACTIVITY 9.3.1</b>	<b>IDENTIFYING FOODS</b>	<b>(8 Minutes)</b>
Use Pictures 1-2 on page 23 in the learner’s book or the actual foods. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer, <b>What is this? –This is a banana. / What is this? –This is an apple.</b>		

<b>ACTIVITY 9.3.2</b>	<b>EXPRESSING LIKES WITH FOOD</b>	<b>(8 Minutes)</b>
Use Pictures 1-2 on page 25 in the learner’s book or the actual foods. Follow the I Do – We Do – You Do approach to review asking and answering: <b>What do you like to eat? –I like to eat bananas.</b> <b>What do you like to eat? –I like to eat apples.</b>		

<b>ACTIVITY 9.3.3</b>	<b>SAYING A DIALOGUE</b>	<b>(10 Minutes)</b>
Use Pictures 1-2 on page 26 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times.		
<b>Fred:</b>	What do you like to eat?	
<b>John:</b>	I like to eat bananas.	
<b>Fred:</b>	Oh! I like to eat bananas, too.	
<b>John:</b>	Let us eat bananas together.	
Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
Play Mrs. Phiri Says or another game to revise any of the following: <b>play football, read my book, sweep the floor, sing and dance, draw pictures, eat</b>	

<b>UNIT 9</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• identify foods using “This is...”</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story that they have listened to</li> <li>• count syllables</li> </ul> <p><b>Resources:</b> Learner’s book, porridge, nsima, potatoes, beans</p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>This is the Way</i> .	

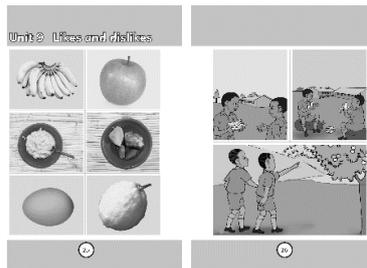
<b>ACTIVITY 9.4.1</b>	<b>IDENTIFYING FOODS</b>	<b>(8 Minutes)</b>
Use Pictures 3-4 on page 25 in the learner’s book or the actual foods. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer, <b>What is this? –This is porridge.</b> Repeat with: <b>What is this? –This is nsima.</b>		

<b>ACTIVITY 9.4.2</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
Use Pictures 1-4 on page 27 in the learner’s book. Lead the learners to discuss the picture using the vocabulary they have previously learned. Read the story aloud twice expressively.		
<b>John Likes to Eat</b>		
<b>1</b>	In the morning, John likes to eat porridge for breakfast.	
<b>2</b>	John eats his porridge and goes to school.	
<b>3</b>	At school, the teacher says, “Go for break!” John likes to eat potatoes for break.	
<b>4</b>	After school, John goes home. In the afternoon, John likes to eat nsima and beans for lunch. After lunch, he plays football.	
Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What does John like to eat for breakfast? ( <i>John likes to eat porridge for breakfast.</i> ); 2. What does John like to eat for break? ( <i>John likes to eat potatoes for break.</i> ); 3. What does John like to eat for lunch? ( <i>John likes to eat nsima and beans for lunch.</i> )		

<b>ACTIVITY 9.4.3</b>	<b>PHONOLOGICAL AWARENESS: SYLLABLE COUNTING</b>	<b>(8 Minutes)</b>
Follow the I Do – We Do – You Do approach to teach the learners to count syllables in English words. Say each word, then say it one syllable at a time, counting out the syllables with your fingers, as in: Banana. Ba – na – na. Banana has 3 parts. Use these additional words: ap – ple (2); por – ridge (2); po – ta – to (3); beans (1); break – fast (2); lunch (1); morn – ing (2); af – ter – noon (3)		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
Sing the song <i>Every Day We Eat Porridge</i>	

<b>TEACHER REFLECTION:</b> Write down your observations about your learners’ progress so far in achieving the success criteria, answering the questions on page ix.
---

<b>UNIT 9</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (food terms)</li> <li>• express dislikes with foods</li> <li>• express dislikes in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book, lemons, pepper, rice, meat, eggs</i></p>

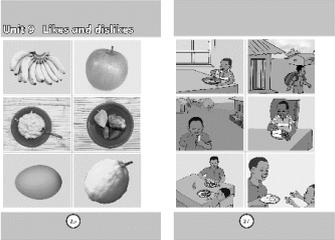
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Ask the learners to name the foods they do <b>not</b> like to eat.</i>	

<b>ACTIVITY 9.5.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<i>Use the pictures on page 25 in the learner's book or the actual foods. Follow the I Do – We Do – You Do approach to teach <b>lemon(s), pepper, rice, meat, and egg(s).</b></i>		

<b>ACTIVITY 9.5.2</b>	<b>EXPRESSING DISLIKES WITH FOOD</b>	<b>(8 Minutes)</b>
<i>Use the pictures on page 25 in the learner's book or the actual foods. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer, <b>What do you not like to eat? –I do not like to eat lemons. Repeat with: What do you not like to eat? –I do not like to eat pepper.</b></i>		

<b>ACTIVITY 9.5.2</b>	<b>SAYING A DIALOGUE (EXPANDED)</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1-2 on page 26 in the learner's book. First, review with the learners the original dialogue from Lessons 1 and 3 (see Activity 9.3.3). Explain that today you all are going to change the dialogue a little. Tell the learners to listen closely for the parts that change. Use Picture 3. Model saying and acting out the new dialogue expressively 2-3 times. Emphasize the changes (marked here in bold):</i>		
<b>Fred:</b>	What do you <b>not</b> like to eat?	
<b>John:</b>	I <b>do not</b> like to eat <b>lemons</b> .	
<b>Fred:</b>	Oh! I <b>do not</b> like to eat <b>lemons</b> either.	
<b>John:</b>	Let us <b>not</b> eat lemons together.	
<i>Let the learners identify which parts have changed. Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me...</b> using the foods they have learned.</i>	

<b>UNIT 9</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>identify foods using “This is...”</i></li> <li>• <i>say when they eat meals</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story that they have listened to</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, porridge, nsima, rice, meat</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Review the phonological awareness activity from 9.4.3: Counting Syllables</i>	

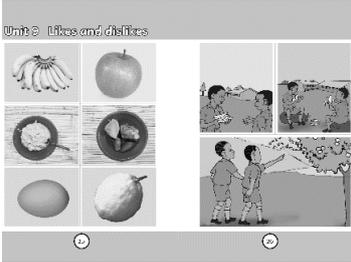
<b>ACTIVITY 9.6.1</b>	<b>IDENTIFYING FOODS</b>	<b>(8 Minutes)</b>
<i>Use Pictures 3-5 on page 25 in the learner’s book or the actual foods. Follow the I Do – We Do – You Do approach to review asking and answering, <b>What is this? –This is porridge. / ... –This is nsima. New! Add: What is this? –This is rice. / ... –This is meat.</b></i>		

<b>ACTIVITY 9.6.2</b>	<b>TALKING ABOUT MEAL TIMES</b>	<b>(6 Minutes)</b>
<i>Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review: <b>In the morning, I eat breakfast. / In the afternoon, I eat lunch. New! Add: In the evening, I eat supper.</b></i>		

<b>ACTIVITY 9.6.3</b>	<b>LISTENING TO A STORY</b>	<b>(12 Minutes)</b>
<i>Use Pictures 1-6 on page 27 in the learner’s book. Lead the learners to discuss the picture using the vocabulary they have previously learned. Read the story aloud twice expressively.</i>		
<b>John Likes to Eat</b>		
<b>1</b>	In the morning, John likes to eat porridge for breakfast.	
<b>2</b>	John eats his porridge and goes to school.	
<b>3</b>	At school, the teacher says, “Go for break!” John likes to eat potatoes for break.	
<b>4</b>	After school, John goes home. In the afternoon, John likes to eat nsima and beans for lunch. After lunch, he plays football.	
<b>5</b>	In the evening, John likes to eat rice and meat for supper. Today he does not eat supper. He says to Father, “I do not like to eat meat with pepper!”	
<b>6</b>	Father cooks some eggs for John.	
<i>Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What does John like to eat for breakfast? (John likes to eat porridge for breakfast.); 2. What does John like to eat for break? (John likes to eat potatoes for break.); 3. What does John like to eat for lunch? (John likes to eat nsima and beans for lunch.); 4. What does John like to eat for supper? (John likes to eat rice and meat for supper. OR John likes to eat eggs for supper.)</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Every Day We Eat Porridge.</b></i>	

<b>TEACHER REFLECTION:</b> <i>Write down your observations about your learners’ progress so far in achieving the success criteria, answering the questions on page ix.</i>
--

<p><b>UNIT 9</b></p> <div style="text-align: right; padding-right: 10px;"><b>Lesson 7</b></div> 	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (food terms)</li> <li>• express dislikes with foods</li> <li>• express dislikes in a dialogue</li> </ul> <p><b>Resources:</b> Learner's book, lemons, pepper, rice, meat, eggs</p>
---	--

**INTRODUCTION** **(2 Minutes)**

Ask the learners to name the foods they do **not** like to eat.

**ACTIVITY 9.7.1** **SAYING NEW WORDS** **(8 Minutes)**

Use the pictures on page 25 in the learner's book or the actual foods. Follow the I Do – We Do – You Do approach to review **banana(s), apple(s), porridge, potato(es), nsima, beans, lemon(s), pepper, rice, meat, and egg(s).**

**ACTIVITY 9.7.2** **EXPRESSING DISLIKES WITH FOOD** **(8 Minutes)**

Use the pictures on page 25 in the learner's book or the actual foods. Follow the I Do – We Do – You Do approach to review asking and answering:

**What do you *not* like to eat? –I do not like to eat lemons.**

**What do you *not* like to eat? –I do not like to eat pepper.**

**ACTIVITY 9.7.2** **SAYING A DIALOGUE (EXPANDED)** **(10 Minutes)**

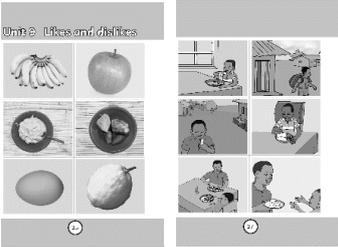
Use Picture 3 on page 26 in the learner's book. First, model saying and acting out the new dialogue expressively 2-3 times.

<b>Fred:</b>	What do you <i>not</i> like to eat?
<b>John:</b>	I do not like to eat lemons.
<b>Fred:</b>	Oh! I do not like to eat lemons either.
<b>John:</b>	Let us not eat lemons together.

Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.

**CONCLUSION** **(2 Minutes)**

Sing the song **Show Me...** using the foods they have learned.

<b>UNIT 9</b>	<b>Lesson 8</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• identify foods using “This is...”</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story that they have listened to</li> <li>• count syllables</li> </ul> <p><b>Resources:</b> <i>Learner’s book, bananas, apples, porridge, nsima, lemons, rice, meat, eggs</i></p>

**INTRODUCTION** **(2 Minutes)**  
 Sing the song *This is the Way*.

**ACTIVITY 9.8.1 IDENTIFYING FOODS** **(8 Minutes)**  
 Use the pictures on page 25 in the learner’s book or the actual foods. Follow the *I Do – We Do – You Do* approach to review asking and answering: **What is this? –This is a banana.** Alternate between these words in random order: **a banana, an apple, porridge, a potato, nsima, a lemon, pepper, rice, meat, and an egg.**

**ACTIVITY 9.8.2 LISTENING TO A STORY** **(12 Minutes)**  
 Use Pictures 1-6 on page 27 in the learner’s book. Lead the learners to discuss the picture using the vocabulary they have previously learned. Read the story aloud twice expressively.

<b>John Likes to Eat</b>	
<b>1</b>	In the morning, John likes to eat porridge for breakfast.
<b>2</b>	John eats his porridge and goes to school.
<b>3</b>	At school, the teacher says, “Go for break!” John likes to eat potatoes for break.
<b>4</b>	After school, John goes home. In the afternoon, John likes to eat nsima and beans for lunch. After lunch, he plays football.
<b>5</b>	In the evening, John likes to eat rice and meat for supper. Today he does not eat supper. He says to Father, “I do not like to eat meat with pepper!”
<b>6</b>	Father cooks some eggs for John.

Follow the *I Do – We Do – You Do* approach to help the learners to answer these questions in complete sentences: 1. What does John like to eat for breakfast? (*John likes to eat porridge for breakfast.*); 2. What does John like to eat for break? (*John likes to eat potatoes for break.*); 3. What does John like to eat for lunch? (*John likes to eat nsima and beans for lunch.*); 4. What does John like to eat for supper? (*John likes to eat rice and meat for supper. OR John likes to eat eggs for supper.*)

**ACTIVITY 9.8.3 PHONOLOGICAL AWARENESS: COUNTING SYLLABLES** **(6 Minutes)**  
 Repeat the activity *Counting Syllables* from 9.4.3.

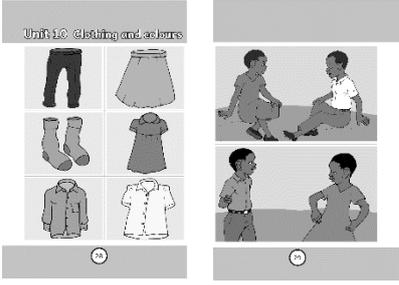
**CONCLUSION** **(2 Minutes)**  
 Sing the song *Every Day We Eat Porridge*.

**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving the success criteria, answering the questions on page ix.*

<b>UNIT 9</b>	<b>Lessons 9 and 10</b>
---------------	-------------------------

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

Success Criteria:	Lessons:
<i>Say new words (food terms)</i>	1, 2, 5, 7
<i>Express likes with food</i>	1, 3
<i>Express dislikes with food</i>	5, 7
<i>Express likes in a dialogue</i>	1, 3
<i>Express dislikes in a dialogue</i>	5, 7
<i>Say when they eat meals</i>	2, 6
<i>Identify foods using “This is...”</i>	3, 4, 6, 8
<i>Demonstrate listening comprehension of a story they have heard by pointing to pictures</i>	2
<i>Answer questions about a story that they have listened to</i>	4, 6, 8
<i>Count syllables</i>	4, 8

<b>UNIT 10</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• identify colours</li> <li>• express likes with clothing</li> <li>• express likes in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book, any objects coloured black, grey, red, and white; a pair of trousers, a shirt</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Seven Days Make a Week.</b></i>	

<b>ACTIVITY 10.1.1</b>	<b>IDENTIFYING COLOURS</b>	<b>(8 Minutes)</b>
<i>Use the pictures on pages 28-29 in the learner's book or any objects coloured black, grey, red, and white. Follow the I Do – We Do – You Do approach to point to the first picture/object and teach the learners to ask and answer, <b>What colour is this? –It is black.</b> Repeat with <b>grey, red, and white.</b></i>		

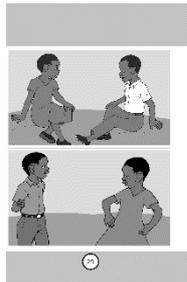
<b>ACTIVITY 10.1.2</b>	<b>EXPRESSING LIKES WITH CLOTHING</b>	<b>(8 Minutes)</b>
<i>Use the pictures on pages 28-29 in the learner's book or the actual clothing. Follow the I Do – We Do – You Do approach to teach <b>trousers</b> and <b>shirt</b>. Then teach the learners to ask and answer, <b>What do you like to wear? –I like to wear trousers.</b> Repeat with ... <b>–I like to wear a shirt.</b></i>		

<b>ACTIVITY 10.1.3</b>	<b>SAYING A DIALOGUE</b>	<b>(10 Minutes)</b>
<i>Use Picture 1 on page 29 in the learner's book. Identify the characters as <b>Lucy</b> and <b>John</b>. First, model saying and acting out the dialogue expressively 2-3 times.</i>		
<b>Lucy:</b>	What do you like to wear on Sunday?	
<b>John:</b>	I like to wear grey trousers and a white shirt.	
<b>Lucy:</b>	Oh! I do not like white. I like red.	
<b>John:</b>	Yes, I like red too.	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>This is the Way.</b></i>	

## UNIT 10

## Lesson 2



**Success Criteria:** Learners must be able to

- identify colours
- express likes with clothing
- sing a song about colours

**Resources:** Learner's book, any objects coloured black, grey, red, white, blue, green, and yellow; a pair of trousers, a shirt

## INTRODUCTION

(2 Minutes)

Review the phonological awareness activity from 9.4.3: Syllable Counting

## ACTIVITY 10.2.1

## IDENTIFYING COLOURS

(8 Minutes)

Use the pictures on pages 28-29 in the learner's book or any objects coloured black, grey, red, white, blue, green, and yellow. Follow the I Do – We Do – You Do approach to review asking and answering, **What colour is this? –It is black / –...grey. / –...red. / –...white.** New! Add blue, green, and yellow.

## ACTIVITY 10.2.2

## EXPRESSING LIKES WITH CLOTHING

(8 Minutes)

Use the pictures on pages 28-29 in the learner's book or the actual clothing. Follow the I Do – We Do – You Do approach to review asking and answering, **What do you like to wear? –I like to wear trousers. / –I like to wear a shirt.**

## ACTIVITY 10.2.3

## SINGING A SONG

(10 Minutes)

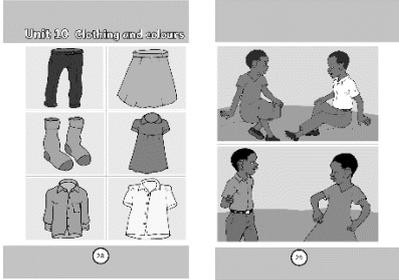
Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to sing **Yellow, Green, Black, White, Red, Blue**. As you mention each colour, point to an object of that colour. Lyrics: Yellow, green, black / White, red, blue / Yellow, green, black (x2) / Green, black (x3) / Yellow, green, black / Green, black

## CONCLUSION

(2 Minutes)

Sing the song **Show Me...** using colours.

**TEACHER REFLECTION:** Write down your observations about your learners' progress so far in achieving today's success criteria, answering the questions on page ix.

<b>UNIT 10</b>	<b>Lesson 3</b>	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 30%;">  </div> <div style="width: 30%;"> <p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (clothing)</li> <li>• express likes with clothing</li> <li>• express likes in a dialogue</li> </ul> <p><b>Resources:</b> Learner's book, any objects coloured black, grey, red, white, blue, green, and yellow; a pair of trousers, a shirt, a skirt, a dress, a blouse, and socks</p> </div> </div>
----------------	-----------------	---

**INTRODUCTION** (2 Minutes)

Sing the song *Yellow, Green, Black, White, Red, Blue*.

**ACTIVITY 10.3.1 SAYING NEW WORDS** (8 Minutes)

Use the pictures on page 28 in the learner's book or the actual clothes. Follow the *I Do – We Do – You Do* approach to review **trousers** and **shirt**. New! Add: **skirt, dress, blouse, and socks**.

**ACTIVITY 10.3.2 EXPRESSING LIKES WITH CLOTHING** (8 Minutes)

Use the pictures on pages 28-29 in the learner's book or the actual clothing. Follow the *I Do – We Do – You Do* approach to review asking and answering, **What do you like to wear? –I like to wear trousers. / –...a shirt. New! Add: –I like to wear a skirt. / –...a dress / –...a blouse / –...socks.**

**ACTIVITY 10.3.3 SAYING A DIALOGUE** (10 Minutes)

Use Picture 1 on page 29 in the learner's book. Identify the characters as Lucy and John. First, model saying and acting out the dialogue expressively 2-3 times.

<b>Lucy:</b>	What do you like to wear on Sunday?
<b>John:</b>	I like to wear grey trousers and a white shirt.
<b>Lucy:</b>	Oh! I do not like white. I like red.
<b>John:</b>	Yes, I like red too.

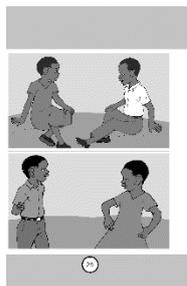
Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.

**CONCLUSION** (2 Minutes)

Sing the song *Show Me... using clothing*.

## UNIT 10

## Lesson 4



**Success Criteria:** Learners must be able to

- identify colours
- express likes with clothing
- sing a song about colours
- find words that rhyme

**Resources:** Learner's book, any objects coloured black, grey, red, white, blue, green, and yellow; trousers, a shirt, a skirt, a dress, a blouse, and socks; a ball

## INTRODUCTION

(2 Minutes)

Ask the learners to name their favourite colour.

## ACTIVITY 10.4.1

## IDENTIFYING COLOURS

(6 Minutes)

Use the pictures on pages 28-29 in the learner's book or any objects coloured black, grey, red, white, blue, green, and yellow. Follow the I Do – We Do – You Do approach to review asking and answering, **What colour is this? –It is black / –...grey. / –...red. / –...white. / –...blue / –...green / –...yellow.**

## ACTIVITY 10.4.2

## EXPRESSING LIKES WITH CLOTHING

(8 Minutes)

Use the pictures on pages 28-29 in the learner's book or the actual clothing. Follow the I Do – We Do – You Do approach to review asking and answering, **What do you like to wear? –I like to wear trousers. / –...a shirt. / –...a skirt. / –...a dress / –...a blouse / –...socks.**

## ACTIVITY 10.4.3

## SINGING A SONG

(5 Minutes)

Sing again the song **Yellow, Green, Black, White, Red, Blue** (see Activity 10.2.3).

## ACTIVITY 10.4.4

## PHONOLOGICAL AWARENESS: FINDING WORDS THAT RHYME

(7 Minutes)

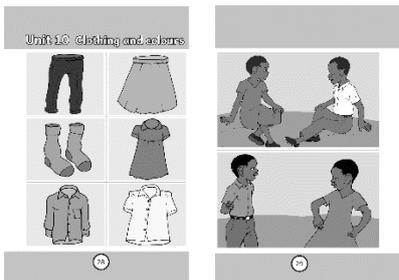
Now we will play a game with rhyming words. *You may need to use the learners' home language to remind the learners of the concept of rhyming. Use page 28 in the learner's book. Follow the I Do – We Do – You Do approach. Say, I see a word that rhymes with house. What is it? Point to the picture of the blouse and say, Blouse. Blouse rhymes with house. Continue with dirt (answers: shirt and skirt), press (answer: dress), locks (answer: socks). Repeat with: I see a colour that rhymes with bed. ... (answer: red). Continue with glue (answer: blue), tray (answer: grey), queen (answer: green).*

## CONCLUSION

(2 Minutes)

Play a game. Use any kind of ball. First toss it to a learner and let him or her say his or her favourite colour. The learners toss it to one other, each saying their favourite colour.

**TEACHER REFLECTION:** Write down your observations about your learners' progress so far in achieving the success criteria, answering the questions on page ix.

<b>UNIT 10</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• saying new words (clothing)</li> <li>• express likes with clothing</li> <li>• express likes in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, any objects coloured black, grey, red, and white; a pair of black trousers, a blue shirt, a skirt, a dress, a blouse, socks, shoes, and a suit</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Yellow, Green, Black, White, Red, Blue</b></i>	

<b>ACTIVITY 10.5.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<i>Use the pictures on pages 28-30 in the learner’s book or the actual clothes. Follow the I Do – We Do – You Do approach to review <b>trousers, shirt, skirt, dress, blouse, and socks.</b> New! Add: <b>shoes, suit, and wedding.</b></i>		

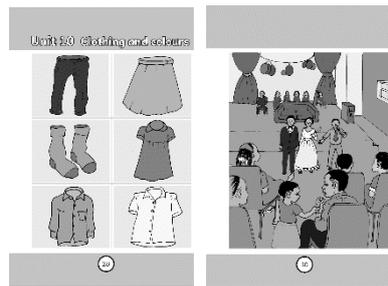
<b>ACTIVITY 10.5.2</b>	<b>EXPRESSING LIKES WITH CLOTHING</b>	<b>(8 Minutes)</b>
<i>Use the pictures on pages 28-29 in the learner’s book or the actual clothing. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer, What do you like to wear? –I like to wear <b>black</b> trousers. Repeat with: –...a <b>blue</b> shirt.</i>		

<b>ACTIVITY 10.5.2</b>	<b>SAYING A DIALOGUE (EXPANDED)</b>	<b>(8 Minutes)</b>
<i>Use Picture 1 on page 29 in the learner’s book. First, review with the learners the original dialogue from Lessons 1 and 3 (see Activity 10.3.3). Explain that today you all are going to change the dialogue a little. Have the learners look at Picture 2 and tell you what is different. Tell the learners to listen closely for the parts that change. Model saying and acting out the new dialogue expressively 2-3 times. Emphasize the changes (marked here in bold):</i>		
<b>Lucy:</b>	What do you like to wear on <b>Saturday</b> ?	
<b>John:</b>	I like to wear grey trousers and a <b>blue</b> shirt.	
<b>Lucy:</b>	Oh! I do not like <b>blue</b> . I like red.	
<b>John:</b>	Yes, I like red too.	
<i>Let the learners identify which parts have changed. Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me ...</b> using colours.</i>	

## UNIT 10

## Lesson 6



**Success Criteria:** Learners must be able to

- sort objects by colour
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** Learner's book, many simple objects coloured black, grey, red, white, blue, green, and yellow, such as leaves, rocks, buttons, thread, exercise books, chalk, clothing, fruits, etc.

## INTRODUCTION

(4 Minutes)

Review the activity from 10.4.3: Finding Words that Rhyme

## ACTIVITY 10.6.1

## SORTING OBJECTS BY COLOUR

(12 Minutes)

Show the learners many objects of different colours mixed together. Say, I will sort objects by colour. Then I will name the colour. Pick out all the white objects and put them together in a separate group. Say, These are white. Put all the objects back together again and repeat with a different colour.

Invite some learners to the front to pick out objects of a different colour with you, with input from the whole class. When done, say with the learners, These are [colour]. Repeat with different individuals and objects of a different colour.

Divide the class into groups. Give each group some objects of different colours to sort. Call out one colour at a time and have the groups pick out all the objects of that colour.

## ACTIVITY 10.6.2

## LISTENING TO A STORY

(12 Minutes)

Use the picture on page 30 in the learner's book. Lead the learners to discuss the picture using the vocabulary they have previously learned. Read the story aloud twice expressively.

**Lucy Goes to a Wedding**

Lucy and Father are at a wedding. Lucy wears a green skirt and a red blouse. Her father wears black trousers and a blue shirt. At the wedding, the man wears a black suit. The woman wears a white dress. Lucy likes the white dress. Lucy says, "Father, buy me a white dress like that." Father says, "No, this is a wedding dress. You like red. I will buy you a red dress."

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. Where are Lucy and Father? (*Lucy and Father are at a wedding.*); 2. What colour is Lucy's skirt? (*Lucy's skirt is green.*); 3. What colour is Father's shirt? (*Father's shirt is blue.*); 4. What colour is the woman's dress? (*The woman's dress is white.*); 5. What does Lucy like? (*Lucy likes the white dress. OR Lucy likes red*)

## CONCLUSION

(2 Minutes)

Sing the song *Every Day We Eat Porridge*.

**TEACHER REFLECTION:** Write down your observations about your learners' progress so far in achieving the success criteria, answering the questions on page ix.

**UNIT 10**
**Lesson 7**

**Success Criteria:** Learners must be able to

- say new words (clothing)
- express likes with clothing
- express likes in a dialogue

**Resources:** Learner’s book, a pair of black trousers, a blue shirt, a skirt, a dress, a blouse, socks, shoes, and a suit

**INTRODUCTION** (2 Minutes)

Sing the song *Yellow, Green, Black, White, Red, Blue*.

**ACTIVITY 10.7.1 SAYING NEW WORDS** (8 Minutes)

Use the pictures on pages 28-30 in the learner’s book or the actual clothes. Follow the *I Do – We Do – You Do* approach to review **trousers, shirt, skirt, dress, blouse, socks, shoes, suit, and wedding**.

**ACTIVITY 10.7.2 EXPRESSING LIKES WITH CLOTHING** (8 Minutes)

Use the pictures on pages 28-29 in the learner’s book or the actual clothing. Follow the *I Do – We Do – You Do* approach to review asking and answering, What do you like to wear? –I like to wear **black** trousers. / –...a **blue** shirt. *New! Add:* –...a **green** skirt. / –...a **red** dress. / –...a **yellow** blouse.

**ACTIVITY 10.7.2 SAYING A DIALOGUE (EXPANDED)** (10 Minutes)

Use Picture 2 on page 29 in the learner’s book. First, model saying and acting out the new dialogue expressively 2-3 times.

<b>Lucy:</b>	What do you like to wear on Saturday?
<b>John:</b>	I like to wear grey trousers and a blue shirt.
<b>Lucy:</b>	Oh! I do not like blue. I like red.
<b>John:</b>	Yes, I like red too.

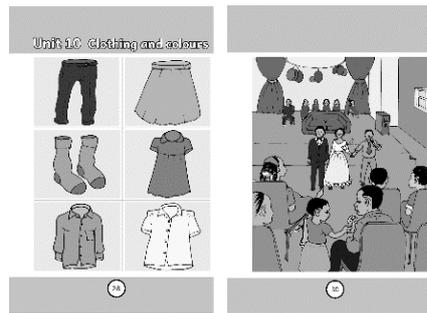
Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.

**CONCLUSION** (2 Minutes)

Sing the song *Show Me ... using clothing*.

## UNIT 10

## Lesson 8



**Success Criteria:** Learners must be able to

- sort objects by colour
- discuss a picture using known vocabulary
- answer questions about a story they have listened to
- find words that rhyme

**Resources:** Learner's book, many simple objects coloured black, grey, red, white, blue, green, and yellow, such as leaves, rocks, buttons, thread, exercise books, chalk, clothing, fruits, etc.

## INTRODUCTION

(2 Minutes)

Sing the song *This is My Head*.

## ACTIVITY 10.8.1

## SORTING OBJECTS BY COLOUR

(8 Minutes)

Repeat Activity 10.6.1.

## ACTIVITY 10.8.2

## LISTENING TO A STORY

(12 Minutes)

Use the picture on page 30 in the learner's book. Lead the learners to discuss the picture using the vocabulary they have previously learned. Read the story aloud twice expressively.

**Lucy Goes to a Wedding**

Lucy and Father are at a wedding. Lucy wears a green skirt and a red blouse. Her father wears black trousers and a blue shirt. At the wedding, the man wears a black suit. The woman wears a white dress. Lucy likes the white dress. Lucy says, "Father, buy me a white dress like that." Father says, "No, this is a wedding dress. You like red. I will buy you a red dress."

Follow the *I Do – We Do – You Do* approach to help the learners to answer these questions in complete sentences: 1. Where are Lucy and Father? (*Lucy and Father are at a wedding.*); 2. What colour is Lucy's blouse? (*Lucy's blouse is red.*); 3. What colour are Father's trousers? (*Father's trousers are black.*); 4. What colour is the man's suit? (*The man's suit is black.*); 5. What will Father buy for Lucy? (*Father will buy Lucy a red dress.*)

## ACTIVITY 10.8.3

## PHONOLOGICAL AWARENESS: FINDING WORDS THAT RHYME

(6 Minutes)

Repeat the activity *Finding Words that Rhyme* from 10.4.4.

## CONCLUSION

(2 Minutes)

Sing the song *How Many People Live in Your House?*

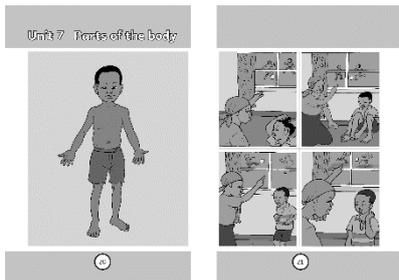
**TEACHER REFLECTION:** Write down your observations about your learners' progress so far in achieving the success criteria, answering the questions on page ix.

## UNIT 10

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

<b>Success Criteria:</b>	<b>Lessons:</b>
<i>Identify colours</i>	1, 2, 4
<i>Say new words (clothing)</i>	3, 5, 7
<i>Express likes with clothing</i>	1, 2, 3, 4, 5, 7
<i>Express likes in a dialogue</i>	1, 3, 5, 7
<i>Sing a song about colours</i>	2, 4
<i>Sort objects by colour</i>	6, 8
<i>Answer questions about a story that they have listened to</i>	6, 8
<i>Find words that rhyme</i>	4, 8

<b>UNIT 11</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• identify parts of the body</li> <li>• use ‘My ... hurts’ in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

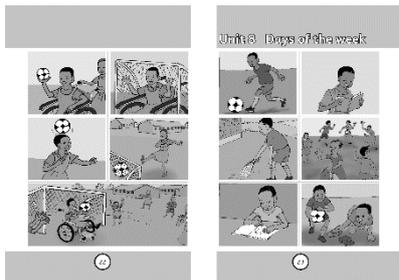
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me...</b> with body parts.</i>	

<b>ACTIVITY 11.1.1</b>	<b>IDENTIFYING PARTS OF THE BODY I</b>	<b>(8 Minutes)</b>
<i>Use page 20 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>head, nose, mouth, chin, neck, stomach, and foot</b>, asking and answering What is this? –This is my....</i>		

<b>ACTIVITY 11.1.2</b>	<b>IDENTIFYING PARTS OF THE BODY II</b>	<b>(8 Minutes)</b>
<i>Use page 20 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>eyes, ears, hands, legs, fingers, and toes</b>, asking and answering What are these? –These are my....</i>		

<b>ACTIVITY 11.1.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<i>Use Picture 1 on page 21 in the learner’s book. Identify the characters as John and Mother. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<b>Mother:</b>	John, go out and play football.	
<b>John:</b>	No, Mother. My head hurts.	
<b>Mother:</b>	Oh no! Come here and sit down.	
<b>John:</b>	Thank you, Mother.	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>This is my Head.</b></i>	

<b>UNIT 11</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (action verbs)</i></li> <li>• <i>give information about their daily habits</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, ball, book, broom</i></p>

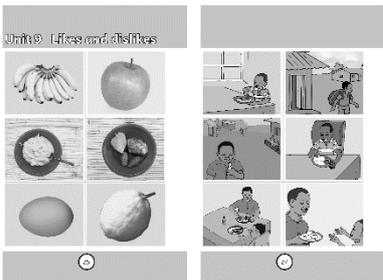
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Seven Days Make a Week</b></i>	

<b>ACTIVITY 11.2.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
<i>Use realia and demonstrations. Follow the I Do – We Do – You Do approach to review <b>put your hands up, clap, run, jump, kick the ball, catch the ball.</b></i>		

<b>ACTIVITY 11.2.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(10 Minutes)</b>
<i>Use the pictures on page 23 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review: <b>What do you do on Monday? – On Monday, I play football. / ...on Tuesday? –On Tuesday I read my book. / ...on Wednesday? –On Wednesday I sweep the floor. / ...on Thursday? –On Thursday I sing and dance. / ...on Friday? –On Friday I draw pictures.</b></i>		

<b>ACTIVITY 11.2.3</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
<i>Use the pictures on page 22 in the learner’s book. Lead the learners to discuss the picture using all the vocabulary they have previously learned. Read the story aloud twice expressively.</i>		
<b>Alice and Lucy Play with a Ball</b>		
<b>Picture 1</b>	Alice and Lucy are friends. They play with a ball.	
<b>Picture 2</b>	Alice is a goalkeeper. She puts her hands up ready to catch the ball.	
<b>Picture 3</b>	Lucy jumps! She hits the ball with her head.	
<b>Picture 4</b>	Lucy runs with the ball. She kicks the ball with her foot.	
<b>Picture 5</b>	Alice catches the ball with her hands. The people clap their hands for Alice.	
<i>Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. (Picture 2) What does Alice do here? (Alice puts her hands up.); 2. (Picture 3) What does Lucy do here? (Lucy hits the ball with her head.); 3. (Picture 4) What does Lucy do here? (Lucy kicks the ball with her foot.); 4. (Picture 5) What does Alice do here? (Alice catches the ball with her hands.)</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>This is the Way.</b></i>	

<b>UNIT 11</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (foods)</li> <li>• express likes with food</li> <li>• answer questions about a story they listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book, bananas, apples, porridge, nsima, potatoes, beans, lemons, pepper, rice, meat, eggs</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me...</b> with foods.</i>	

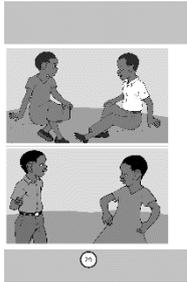
<b>ACTIVITY 11.3.1</b>	<b>EXPRESSING LIKES WITH FOOD</b>	<b>(12 Minutes)</b>
<i>Use the pictures on page 25 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>bananas, apples, porridge, nsima, potatoes, beans, lemons, pepper, rice, meat, and eggs</b>, asking and answering, <b>What do you like to eat? -I like to eat ....</b></i>		

<b>ACTIVITY 11.3.2</b>	<b>LISTENING TO A STORY</b>	<b>(14Minutes)</b>
<i>Use the pictures on page 27 in the learner’s book. Lead the learners to discuss the picture using all the vocabulary they have previously learned. Read the story aloud twice expressively.</i>		
<b>John Likes to Eat</b>		
1	In the morning, John likes to eat porridge for breakfast.	
2	John eats his porridge and goes to school.	
3	At school, the teacher says, “Go for break!” John likes to eat potatoes for break.	
4	After school, John goes home. In the afternoon, John likes to eat nsima and beans for lunch. After lunch, he plays football.	
5	In the evening, John likes to eat rice and meat for supper. Today he does not eat supper. He says to Father, “I do not like to eat meat with pepper!”	
6	Father cooks some eggs for John.	
<i>Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What does John like to eat for breakfast? (John likes to eat porridge for breakfast.); 2. What does John like to eat for break? (John likes to eat potatoes for break.); 3. What does John like to eat for lunch? (John likes to eat nsima and beans for lunch.); 4. What does John like to eat for supper? (John likes to eat rice and meat for supper. OR John likes to eat eggs for supper.)</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Play Mrs. Phiri Says or another game with the commands <b>put your hands up, put your hands down, clap, run, jump, kick the ball, catch the ball, read, sweep the floor, sing, dance, draw pictures</b></i>	

## UNIT 11

## Lesson 4



**Success Criteria:** Learners must be able to

- identify colours
- say new words (clothing)
- express likes with clothing

**Resources:** Learner's book, any objects coloured black, grey, red, white, blue, green, and yellow; trousers, a shirt, a skirt, a dress, a blouse, socks, and shoes

## INTRODUCTION

(2 Minutes)

Sing the song *Show Me* using colours.

## ACTIVITY 11.4.1

## IDENTIFYING COLOURS

(10 Minutes)

Use the pictures on pages 28-29 in the learner's book or any objects coloured black, grey, red, white, blue, green, and yellow. Follow the *I Do – We Do – You Do* approach to review **black, grey, red, white, blue, green, and yellow**, asking and answering *What colour is this? –It is ....*

## ACTIVITY 11.4.2

## SAYING NEW WORDS

(6 Minutes)

Use the pictures on page 28-29 in the learner's book or the actual clothing. Follow the *I Do – We Do – You Do* approach to review **trousers, shirt, skirt, dress, blouse, socks, and shoes**.

## ACTIVITY 11.4.3

## EXPRESSING LIKES WITH CLOTHING

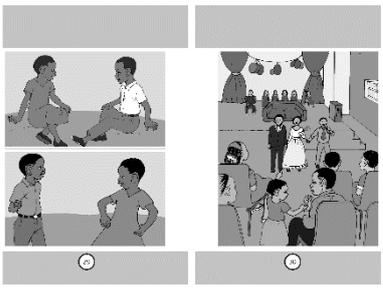
(10 Minutes)

Use the pictures on page 28-29 in the learner's book or the actual clothing. Follow the *I Do – We Do – You Do* approach to review **I like to wear black trousers. / I like to wear a red dress. / I like to wear a blue shirt. / etc.**

## CONCLUSION

(2 Minutes)

Sing the song *Show Me* using clothing.

<b>UNIT 11</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>express likes in a dialogue</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they listened to</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

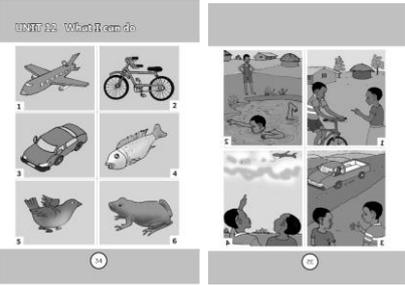
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Yellow, Green, Black, White, Red, Blue.</b></i>	

<b>ACTIVITY 11.5.1</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<i>Use Picture 1 on page 29 in the learner’s book.. Identify the characters as Lucy and John. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<b>Lucy:</b>	What do you like to wear on Sunday?	
<b>John:</b>	I like to wear grey trousers and a white shirt.	
<b>Lucy:</b>	Oh! I do not like blue. I like red.	
<b>John:</b>	Yes, I like red too.	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>ACTIVITY 11.5.2</b>	<b>LISTENING TO A STORY</b>	<b>(14 Minutes)</b>
<i>Use the picture on page 30 in the learner’s book. Lead the learners to discuss the picture using all the vocabulary they have previously learned. Read the story aloud twice expressively.</i>		
<b>Lucy Goes to a Wedding</b>		
Lucy and Father are at a wedding. Lucy wears a green skirt and a red blouse. Her father wears black trousers and a blue shirt. At the wedding, the man wears a black suit. The woman wears a white dress. Lucy likes the white dress. Lucy says, “Father, buy me a white dress like that.” Father says, “No, this is a wedding dress. You like red. I will buy you a red dress.”		
<i>Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. Where are Lucy and Father? (Lucy and Father are at a wedding.); 2. What colour is Lucy’s skirt? (Lucy’s skirt is green.); 3. What colour are Father’s shirt? (Father’s shirt is blue.); 4. What colour is the woman’s dress? (The woman’s dress is white.); 5. What colour is the man’s suit? (The man’s suit is black.); 6. What will Father buy for Lucy? (Father will buy Lucy a red dress.)</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

UNIT 11										LESSONS 6 - 10		
<p><i>In Lessons 6 through 10, assess all learners on what they have learned in the past 5 weeks. Follow the success criteria below when assessing learners.</i></p>										<p><b>Resources:</b> <i>Learner’s book, visual aids, and realia.</i></p>		
										Learner Name	1 = Excellent 2 = Good 3 = Average 4 = Needs Support	Performance Ratings
										Success Criteria		
											Name parts of the body	
											Identify parts of the body with “This is my...” and “These are my...”	
											Use “My...hurts” in a dialogue	
											Name action verbs (e.g. run, jump, sing, dance)	
											Name the days of the week	
											Ask for information about daily habits using “What do you do on...?”	
											Give information about their daily habits using the simple present tense (e.g. On Monday I play football.)	
											Identify foods using “This is...”	
											Express their likes and dislikes with food.	
											Say when they eat each meal.	
											Identify colours.	
											Name articles of clothing.	
											Express their likes with clothing.	
											Discuss a picture using known vocabulary	
											Demonstrate listening comprehension of a story by pointing to pictures	
											Demonstrate listening comprehension by answering questions	

<b>UNIT 12</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (more action verbs)</i></li> <li>• <i>express ability</i></li> <li>• <i>express ability in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Yellow, Green, Black, White, Red, Blue.</b></i>	

<b>ACTIVITY 12.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<i>Use the pictures on page 34-35 in the learner's book, visual aids, realia, and demonstrations. Teach <b>ride a bicycle</b> and <b>swim</b>.</i>	
	<i>Let's say it together. <b>Point to each picture or demonstrate each action one at a time in random order. Say the words and do the actions together with the learners.</b></i>	
	<i>Now it is your turn. <b>Point to each picture or demonstrate each action one at a time in random order. Let the learners say the words and do the actions on their own as the whole class, in groups, and as individuals.</b></i>	

<b>ACTIVITY 12.1.2</b>	<b>EXPRESSING ABILITY</b>	<b>(8 Minutes)</b>
Now we will say what we can do. I will say what I can do. We will say what we can do together. Then you will say what you can do on your own.		
	<i>Use the pictures on page 34-35 in the learner's book, visual aids, realia, and demonstrations. Ask, <b>Can you ride a bicycle?</b> Nod your head yes, and answer, <b>Yes, I can ride a bicycle.</b> Repeat 2-3 times. <i>Do the same with <b>swim</b>.</i> <i>Note: You may need to explain the concept of 'can' (ability) briefly in the learners' home language.</i></i>	
	<i>Let's say it together. <b>Ask and answer the questions together with the learners.</b></i>	
	<i>Now it is your turn. <b>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</b></i>	

**ACTIVITY 12.1.3**

**SAYING A DIALOGUE**

**(10 Minutes)**

Now we will say a dialogue. I will say the dialogue. Then we will say the dialogue together.



*Use Pictures 1-2 on page 35 in the learner's book. Identify the characters as Lucy and John. Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*

<i>Picture 1</i>	<b>Lucy:</b>	John, can you ride a bicycle?
	<b>John:</b>	Yes, I can ride a bicycle.
<i>Picture 2</i>	<b>Lucy:</b>	And can you swim?
	<b>John:</b>	Yes, I can swim.



*Listen. Pointing to Lucy in the picture, say and act out the 1<sup>st</sup> line of the dialogue by yourself. Now together. The learners say and act out the 1<sup>st</sup> line with you.*

*Listen. Pointing in turn to each character speaking, say and act out the 1<sup>st</sup> and 2<sup>nd</sup> lines by yourself. Now together. The learners say and act out the 1<sup>st</sup> and 2<sup>nd</sup> lines with you.*

*Listen. Pointing in turn to each character speaking, say and act out the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> lines by yourself. Now together. The learners say and act out the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> lines with you.*

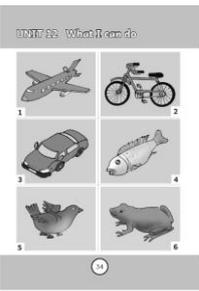
*Listen. Pointing in turn to each character speaking, say and act out the whole dialogue by yourself. Now together. The learners say and act out the whole dialogue with you.*

*Divide the class into two groups. Assign one group to be Lucy and one to be John. Let each group say and act out their assigned part together with you. Have them switch roles and repeat.*

**CONCLUSION**

**(2 Minutes)**

*Play Mrs. Phiri Says or another game to revise any of the following: **ride a bicycle, swim, run, jump, kick the ball, catch the ball, read a book, sweep the floor, sing and dance, draw pictures***

<b>UNIT 12</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• recite a poem</li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(4 Minutes)</b>
<p><i>Do a brief revision of the phonological awareness activity from 10.4.4: Finding Words that Rhyme. You may use objects around the classroom, like talk (answer: chalk), look (answer: book), tinsel (answer: pencil), cable (answer: table), hair (answer: chair), etc.</i></p>	

<b>ACTIVITY 12.2.1</b>	<b>SAYING NEW WORDS</b>	<b>(12 Minutes)</b>
<p>Now we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Use the pictures on page 34 in the learner's book, visual aids, realia, and demonstrations. Teach a <b>bird</b>, a <b>fish</b>, a <b>frog</b>, <b>the sky</b>, <b>the water</b>, and <b>the ground</b>, asking and answering <b>What is this? -This is ...</b></i></p>	
	<p><i>Let's say it together. Point to each picture one at a time in random order, asking and answering <b>What is this? -This is... together with the learners.</b></i></p>	
	<p><i>Now it is your turn. Point to each picture one at a time in random order, asking <b>What is this?</b>. Let the learners point to the picture answer on their own with <b>This is...</b> as the whole class, in groups, and as individuals. Then let the learners ask and answer one another in pairs.</i></p>	

<b>ACTIVITY 12.2.2</b>	<b>RECITING A POEM</b>	<b>(12 Minutes)</b>				
<p>Now we will learn a poem. I will say the poem. We will say the poem together. Then you will say the poem on your own.</p>						
<p><i>Recite the poem. Demonstrate each action as you mention it.</i></p>						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>Fly Like a Bird (Poem)</b></td> </tr> <tr> <td style="padding: 5px;">Fly, fly, fly like a bird. Fly like a bird in the sky.</td> </tr> <tr> <td style="padding: 5px;">Swim, swim, swim like a fish, Swim like a fish in the water.</td> </tr> <tr> <td style="padding: 5px;">Jump, jump, jump like a frog, Jump like a frog on the ground.</td> </tr> </table>		<b>Fly Like a Bird (Poem)</b>	Fly, fly, fly like a bird. Fly like a bird in the sky.	Swim, swim, swim like a fish, Swim like a fish in the water.	Jump, jump, jump like a frog, Jump like a frog on the ground.
<b>Fly Like a Bird (Poem)</b>						
Fly, fly, fly like a bird. Fly like a bird in the sky.						
Swim, swim, swim like a fish, Swim like a fish in the water.						
Jump, jump, jump like a frog, Jump like a frog on the ground.						
<p><i>Repeat 2-3 times.</i></p>						



Let's say it together. *Recite the poem one stanza at a time together with the learners, doing each action together as you mention it.*



Now it is your turn. *The learners recite the poem and do the actions on their own.*

**CONCLUSION****(2 Minutes)**

*Sing the song **I Can Jump**.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

- 1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?*
- 2. Which Success Criteria do the learners appear to be struggling with the most?*
- 3. What will you do to address their difficulties?*

<b>UNIT 12</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (more action verbs)</i></li> <li>• <i>express ability</i></li> <li>• <i>express ability in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Recite the poem <b>Fly Like a Bird</b>.</i></p>	

<b>ACTIVITY 12.3.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Use the pictures on page 34-35 in the learner's book, visual aids, realia, and demonstrations. Review <b>ride a bicycle</b> and <b>swim</b>.</i></p>	
	<p><i>Let's say it together. Point to each picture or demonstrate each action one at a time in random order. Say the words and do the actions together with the learners.</i></p>	
	<p><i>Now it is your turn. Point to each picture or demonstrate each action one at a time in random order. Let the learners say the words and do the actions on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 12.3.2</b>	<b>EXPRESSING ABILITY</b>	<b>(8 Minutes)</b>
<p>Now we will say what we can do. I will say what I can do. We will say what we can do together. Then you will say what you can do on your own.</p>		
	<p><i>Use the pictures on page 34-35 in the learner's book, visual aids, realia, and demonstrations. Ask, <b>Can you ride a bicycle?</b> Nod your head yes, and answer, <b>Yes, I can ride a bicycle.</b> Repeat 2-3 times. Do the same with <b>swim</b>.</i></p>	
	<p><i>Let's say it together. Ask and answer the questions together with the learners.</i></p>	
	<p><i>Now it is your turn. Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

**ACTIVITY 12.3.3**

**SAYING A DIALOGUE**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.



*Use Pictures 1-2 on page 35 in the learner's book. Identify the characters as Lucy and John. Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*

<i>Picture 1</i>	<b>Lucy:</b>	John, can you ride a bicycle?
	<b>John:</b>	Yes, I can ride a bicycle.
<i>Picture 2</i>	<b>Lucy:</b>	And can you swim?
	<b>John:</b>	Yes, I can swim.



*Let's say it together. Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role. Invite two learners to the front. Help them to say and act out the dialogue, one as Lucy, the other as John. Have them switch roles and repeat.*

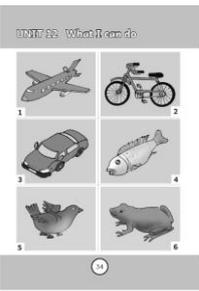


*Now it is your turn. Be in pairs. Say the dialogue with each other. Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **This is the Way** (with any action words they have previously learned.)*

<b>UNIT 12</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words</i></li> <li>• <i>recite a poem</i></li> <li>• <i>blend onsets and rhymes</i></li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

<b>ACTIVITY 12.4.1</b>	<b>SAYING NEW WORDS</b>	<b>(10 Minutes)</b>
Now we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<i>Use the pictures on page 34 in the learner's book, visual aids, realia, and demonstrations. Review <b>a bird, a fish, a frog, the sky, the water, and the ground</b>, asking and answering <b>What is this? –This is ...</b></i>	
	<i>Let's say it together. Point to each picture one at a time in random order, asking and answering <b>What is this? -This is... together with the learners.</b></i>	
	<i>Now it is your turn. Point to each picture one at a time in random order, asking <b>What is this?</b>. Let the learners point to the picture answer on their own with <b>This is...</b> as the whole class, in groups, and as individuals. Then let the learners ask and answer one another in pairs.</i>	

<b>ACTIVITY 12.4.2</b>	<b>RECITING A POEM</b>	<b>(8 Minutes)</b>				
Now we will say the poem again. I will say the poem. We will say the poem together. Then you will say the poem on your own.						
	<i>Recite the poem. Demonstrate each action as you mention it.</i>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>Fly Like a Bird (Poem)</b></td> </tr> <tr> <td style="padding: 5px;">Fly, fly, fly like a bird. Fly like a bird in the sky.</td> </tr> <tr> <td style="padding: 5px;">Swim, swim, swim like a fish, Swim like a fish in the water.</td> </tr> <tr> <td style="padding: 5px;">Jump, jump, jump like a frog, Jump like a frog on the ground.</td> </tr> </table>			<b>Fly Like a Bird (Poem)</b>	Fly, fly, fly like a bird. Fly like a bird in the sky.	Swim, swim, swim like a fish, Swim like a fish in the water.	Jump, jump, jump like a frog, Jump like a frog on the ground.
<b>Fly Like a Bird (Poem)</b>						
Fly, fly, fly like a bird. Fly like a bird in the sky.						
Swim, swim, swim like a fish, Swim like a fish in the water.						
Jump, jump, jump like a frog, Jump like a frog on the ground.						
<i>Repeat 2-3 times.</i>						

	Let's say it together. <i>Recite the poem one stanza at a time together with the learners, doing each action together as you mention it.</i>
	Now it is your turn. <i>The learners recite the poem and do the actions on their own.</i>

**ACTIVITY 12.4.3****PHONOLOGICAL AWARENESS: BLENDING ONSETS AND RIMES****(8 Minutes)**

Now we are going to put some words together. I will do it. We will do it together. Then you will do it on your own.

	Say, /b/ ... /ird/ ... bird. <i>Repeat.</i> Say, /f/ ... /ish/ ... fish. <i>Repeat.</i> Say, /fr/ ... /og/... frog. <i>Repeat.</i>
	Let's do it together. Say, /b/ ... /ird/ ... <i>Answer together with the learners: bird. Repeat. Do the same for <b>fish</b> and <b>frog</b>. Add:</i> /sk/ ... /y/ ... <i>Answer together with the learners: sky.</i> /gr/ ... /ound/ ... <i>Answer together with the learners: ground.</i>
	Now it is your turn. <i>Say the first sound in each word (the onset) by itself, then the rest of the word (the rime). Let the learners blend the two to say the word on their own as the whole class, in groups, and as individuals.</i>

**CONCLUSION****(2 Minutes)**

*Sing the song **I Can Jump**.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

- 1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?*
- 2. Which Success Criteria do the learners appear to be struggling with the most?*
- 3. What will you do to address their difficulties?*

<b>UNIT 12</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (more action verbs)</li> <li>• express inability</li> <li>• express inability in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Recite the poem <b>Fly Like a Bird</b>.</i></p>	

<b>ACTIVITY 12.5.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Use the pictures on page 34-35 in the learner's book, visual aids, realia, and demonstrations. Review <b>ride a bicycle</b> and <b>swim</b>. New! Add <b>drive a car</b> and <b>fly an aeroplane</b>.</i></p>	
	<p><i>Let's say it together. Point to each picture or demonstrate each action one at a time in random order. Say the words and do the actions together with the learners.</i></p>	
	<p><i>Now it is your turn. Point to each picture or demonstrate each action one at a time in random order. Let the learners say the words and do the actions on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 12.5.2</b>	<b>EXPRESSING INABILITY</b>	<b>(8 Minutes)</b>
<p>Now we will say what we can do. I will say what I can do. We will say what we can do together. Then you will say what you can do on your own.</p>		
	<p><i>Use the pictures on page 34-35 in the learner's book, visual aids, realia, and demonstrations. Ask, <b>Can you drive a car?</b> Shake your head no and answer, <b>No, I cannot drive a car.</b> Repeat 2-3 times.</i></p> <p><i>Do the same with <b>fly an aeroplane</b>.</i></p> <p><i>Note: You may need to explain the concept of 'cannot' (inability) briefly in the learners' home language.</i></p>	
	<p><i>Let's say it together. Ask and answer the questions together with the learners.</i></p>	
	<p><i>Now it is your turn. Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 12.5.2</b>	<b>SAYING A DIALOGUE (EXPANDED)</b>	<b>(12 Minutes)</b>
<p>Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.</p>		

Use Pictures 1-2 on page 35 in the learner’s book. Review with the learners the original dialogue from Lessons 1 and 3:

<b>Picture 1</b>	<b>Lucy:</b>	John, can you ride a bicycle?
	<b>John:</b>	Yes, I can ride a bicycle.
<b>Picture 2</b>	<b>Lucy:</b>	And can you swim?
	<b>John:</b>	Yes, I can swim.



Explain that today you all are going to change the dialogue a little. Have the learners look at Pictures 3-4 and tell you what they see. Tell the learners to listen closely for the parts that change. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line. Emphasize the changes (marked here in bold):

<b>Picture 3</b>	<b>Lucy:</b>	John, can you <b>drive a car</b> ?
	<b>John:</b>	<b>No, I cannot drive a car.</b>
<b>Picture 4</b>	<b>Lucy:</b>	And can you <b>fly an aeroplane</b> ?
	<b>John:</b>	<b>No, I cannot fly an aeroplane.</b>

Let the learners identify which parts have changed.



Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.

**CONCLUSION**

(2 Minutes)

Play Mrs. Phiri Says or another game to revise any of the following: **drive a car, fly an aeroplane, ride a bicycle, swim, run, jump, kick the ball, catch the ball, read a book, sweep the floor, sing and dance, draw pictures**

**UNIT 12**
**Lesson 6**

**Success Criteria:** *Learners must be able to*

- *express ability and inability*
- *discuss a picture using known vocabulary*
- *answer questions about a story they listened to*

**Resources:** *Learner's book*

**INTRODUCTION** (4 Minutes)

*Do a brief revision of the phonological awareness activity from 12.4.4: Blending Onsets and Rimes.*

**ACTIVITY 12.6.1** **EXPRESSING ABILITY AND INABILITY** (10 Minutes)

Now we will say what we can and cannot do. I will say what I can and cannot do. We will say what we can and cannot do together. Then you will say what you can and cannot do on your own.

*Use the pictures on page 34-35 in the learner's book, visual aids, realia, and demonstrations. Ask, **Can you ride a bicycle?** Nod your head yes, and answer, **Yes, I can ride a bicycle.** Repeat 2-3 times.*

*Ask, **Can you drive a car?** Shake your head no and answer, **No, I cannot drive a car.** Repeat 2-3 times.*

*Let's say it together. Ask and answer the questions together with the learners. Add questions for **swim** and **fly an aeroplane**. Use 'Yes, I can...' for **ride a bicycle** and **swim**; use 'No, I cannot...' for **drive a car** and **fly an aeroplane**.*

*Now it is your turn. Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.*

**ACTIVITY 12.6.2** **LISTENING TO A STORY** (14 Minutes)

Now I will read a story and you will listen. Then we will check our understanding.

*Use the pictures on page 36 in the learner's book. Lead the learners to discuss the picture using all the vocabulary they have previously learned. Identify the characters as Fred (left) and John (right). Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

<b>John and Fred Can</b>	
<i>Picture 1</i>	John has a bicycle. He likes his bicycle. He can ride his bicycle after school. Fred cannot ride a bicycle.
<i>Picture 2</i>	Fred likes to swim. Fred can swim like a fish. He can swim like a fish in the water. John cannot swim.
<i>Picture 1</i>	John is happy to ride his bicycle.
<i>Picture 2</i>	Fred is also happy to swim in the water.

	<p>Now we will check our understanding by answering questions. <i>Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.</i></p> <ol style="list-style-type: none"> <li>1. Can John ride a bicycle? (<i>Yes, John can ride a bicycle.</i>)</li> <li>2. Can Fred ride a bicycle? (<i>No, Fred cannot ride a bicycle.</i>)</li> </ol>
	<p>Let's do it together. <i>Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:</i></p> <ol style="list-style-type: none"> <li>3. Can Fred swim? (<i>Yes, Fred can swim.</i>)</li> <li>4. Can John swim? (<i>No, John cannot swim.</i>)</li> </ol>
	<p>Now it is your turn. <i>Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>

<p><b>CONCLUSION</b></p>	<p><b>(2 Minutes)</b></p>
<p><i>Sing the song <b>I Can Jump</b>.</i></p>	

<p><b>TEACHER REFLECTION</b></p>
<p><i>Write your observations in the notebook where you write your lesson evaluation:</i></p> <ol style="list-style-type: none"> <li>1. <i>For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?</i></li> <li>2. <i>Which Success Criteria do the learners appear to be struggling with the most?</i></li> <li>3. <i>What will you do to address their difficulties?</i></li> </ol>

<b>UNIT 12</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>express ability and inability</i></li> <li>• <i>express ability and inability in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Recite the poem <b>Fly Like a Bird</b>.</i>	

<b>ACTIVITY 12.7.1</b>	<b>EXPRESSING ABILITY AND INABILITY</b>	<b>(10 Minutes)</b>
<p>Now we will say what we can and cannot do. I will say what I can and cannot do. We will say what we can and cannot do together. Then you will say what you can and cannot do on your own.</p>		
	<p><i>Use the pictures on page 34-35 in the learner's book, visual aids, realia, and demonstrations. Review: <b>Can you ride a bicycle? -Yes, I can ride a bicycle. / Can you drive a car? -No, I cannot drive a car.</b></i></p> <p><i>With accompanying actions, add: <b>Can you fly like a bird in the sky? –No, I cannot fly like a bird in the sky. / Can you swim like a fish in the water? – Yes, I can swim like a fish in the water.</b></i></p>	
	<p>Let's say it together. <i>Ask and answer the questions together with the learners. Add: <b>Can you jump like a frog on the ground? –Yes, I can jump like a frog on the ground.</b></i></p>	
	<p>Now it is your turn. <i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 12.7.2</b>	<b>SAYING A DIALOGUE (EXPANDED)</b>	<b>(16 Minutes)</b>
<p>Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.</p>		
	<p><i>Use Pictures 1-4 on page 35 in the learner's book. Model saying and acting out the combined dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.</i></p>	

<i>Picture 1</i>	<b>Lucy:</b>	John, can you ride a bicycle?
	<b>John:</b>	Yes, I can ride a bicycle.
<i>Picture 2</i>	<b>Lucy:</b>	Can you swim?
	<b>John:</b>	Yes, I can swim.
<i>Picture 3</i>	<b>Lucy:</b>	Can you drive a car?
	<b>John:</b>	No, I cannot drive a car.
<i>Picture 4</i>	<b>Lucy:</b>	Can you fly an aeroplane?
	<b>John:</b>	No, I cannot fly an aeroplane.



Let's say it together. *Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role. Note: Because the dialogue is long, encourage the learners to follow along with a finger on the pictures.*

*Invite two learners to the front. Help them to say and act out the dialogue, one as Lucy, the other as John. Have them switch roles and repeat.*



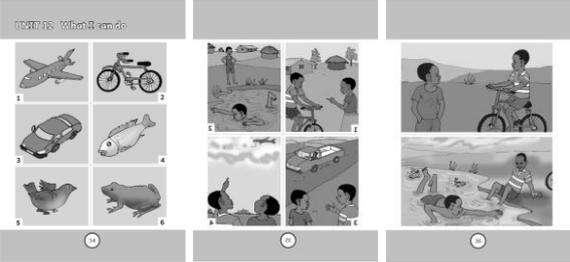
Now it is your turn. Be in pairs. Say the dialogue with each other.

*Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.*

**CONCLUSION**

**(4 Minutes)**

*Sing the song **This is the Way** (with any action words they have previously learned.)*

<b>UNIT 12</b>	<b>Lesson 8</b>	
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>express ability and inability</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> <li>• <i>blend onsets and rimes</i></li> </ul>	<p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

<b>ACTIVITY 12.8.1</b>	<b>EXPRESSING ABILITY AND INABILITY</b>	<b>(10 Minutes)</b>
<p>Now we will say what we can and cannot do. I will say what I can and cannot do. We will say what we can and cannot do together. Then you will say what you can and cannot do on your own.</p>		
	<p><i>Use the pictures on page 34-35 in the learner's book, visual aids, realia, and demonstrations. Review: <b>Can you ride a bicycle? -Yes, I can ride a bicycle. / Can you drive a car? -No, I cannot drive a car.</b></i></p>	
	<p>Let's say it together. <i>Ask and answer the questions together with the learners. Add questions for <b>swim</b> and <b>fly an aeroplane</b>.</i></p> <p><i>Help the learners to ask and answer questions for other actions that they can and cannot do, e.g. <b>jump, sing, dance, draw pictures, fly in the sky, etc.</b>. The learners respond appropriately according to their individual abilities.</i></p>	
	<p>Now it is your turn. <i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 12.8.2</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
<p>Now I will read a story and you will listen. Then we will check our understanding.</p>		
	<p><i>Use the pictures on page 36 in the learner's book. Lead the learners to discuss the picture using all the vocabulary they have previously learned.</i></p> <p><i>Identify the characters as Fred (left) and John (right). Read the story aloud twice, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.</i></p>	

	<b>John and Fred Can</b>	
	<i>Picture 1</i>	John has a bicycle. He likes his bicycle. He can ride his bicycle after school. Fred cannot ride a bicycle.
	<i>Picture 2</i>	Fred likes to swim. Fred can swim like a fish. He can swim like a fish in the water. John cannot swim.
	<i>Picture 1</i>	John is happy to ride his bicycle.
	<i>Picture 2</i>	Fred is also happy to swim in the water.
<p>Now we will check our understanding by answering questions. <i>Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.</i></p> <ol style="list-style-type: none"> <li>1. Can John ride a bicycle? (<i>Yes, John can ride a bicycle.</i>)</li> <li>2. Can Fred ride a bicycle? (<i>No, Fred cannot ride a bicycle.</i>)</li> </ol>		
	<p>Let's do it together. <i>Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:</i></p>	
	<ol style="list-style-type: none"> <li>3. Can Fred swim? (<i>Yes, Fred can swim.</i>)</li> <li>4. Can John swim? (<i>No, John cannot swim.</i>)</li> <li>5. Why is John happy? (<i>John is happy to ride his bicycle.</i>)</li> <li>6. Why is Fred happy? (<i>Fred is happy to swim in the water.</i>)</li> </ol>	
	<p>Now it is your turn. <i>Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	
		

**ACTIVITY 12.8.3**

**PHONOLOGICAL AWARENESS: BLENDING ONSETS AND RIMES**

**(6 Minutes)**

Now we are going to put some words together. I will do it. We will do it together. Then you will do it on your own.

	<p>Say, /j/ ... /ump/ ... jump. <i>Repeat.</i></p> <p>Say, /r/ ... /ide/ ... ride. <i>Repeat.</i></p> <p>Say, /sw/ ... /im/... swim. <i>Repeat.</i></p>
	<p>Let's do it together. Say, /j/ ... /ump/ ... <i>Answer together with the learners:</i> jump. <i>Repeat. Do the same for ride and swim.</i> Add:</p> <p>/fl/ ... /y/ ... <i>Answer together with the learners:</i> fly.</p> <p>/dr/ ... /ive/ ... <i>Answer together with the learners:</i> drive.</p>
	<p>Now it is your turn. <i>Say the first sound in each word (the onset) by itself, then the rest of the word (the rime). Let the learners blend the two to say the word on their own as the whole class, in groups, and as individuals.</i></p>

**CONCLUSION**

**(2 Minutes)**

*Sing the song **I Can Jump**.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

## UNIT 12

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

<b>Success Criteria:</b>	<b>Lessons:</b>
<i>Say new words (action verbs)</i>	1, 3
<i>Express ability</i>	1, 3, 6, 7, 8
<i>Express ability in a dialogue</i>	1, 3, 7
<i>Express inability</i>	5, 6, 7, 8
<i>Express inability in a dialogue</i>	5, 7
<i>Say new words (bird, fish, frog, sky, water, ground)</i>	2,
<i>Recite a poem</i>	2, 4
<i>Identify known vocabulary in a picture</i>	6, 8
<i>Answer questions about a story they listened to</i>	6, 8
<i>Blend onsets and rimes</i>	4, 8

<b>UNIT 13</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words</i></li> <li>• <i>ask for information using “Do you...?”</i></li> <li>• <i>talk about daily hygiene</i></li> <li>• <i>use “Yes, I do” in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, comb, toothbrush</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>This is my Head.</b></i>	

<b>ACTIVITY 13.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<p>Now we will say some new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Use the picture on page 38 in the learner’s book, visual aids, realia, and demonstrations. Teach to <b>comb, a comb, hair, to brush, a toothbrush, and teeth.</b></i></p>	
	<p><i>Point to each picture or do each action one at a time in random order and let the learners say the word with you. Repeat 2-3 times with the whole class, groups, or individuals.</i></p>	
	<p><i>Point to each picture or do each action one at a time in random order and let the learners say the word on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 13.1.2</b>	<b>TALKING ABOUT DAILY HYGIENE</b>	<b>(8 Minutes)</b>
<p>Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.</p>		
	<p><i>Use page 38 in the learner’s book, visual aids, realia, and demonstrations. Ask, <b>Do you comb your hair every morning? Answer, Yes, I do.</b></i>  <i>Repeat with <b>Do you brush your teeth every morning? Answer, Yes, I do.</b></i></p>	
	<p><i>Ask and answer the questions together with the learners.</i></p>	
	<p><i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

**ACTIVITY 13.1.3**

**SAYING A DIALOGUE**

**(10 Minutes)**

Now we will say a dialogue. I will say the dialogue. Then we will say the dialogue together.



*Use Pictures 1-2 on page 38 in the learner's book. Identify the characters as Tamara (left) and Ali (right). Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line.*

<i>Picture 1</i>	<b>Tamara:</b>	Ali, do you comb your hair every morning?
	<b>Ali:</b>	Yes, I do. I comb my hair with a comb.
<i>Picture 2</i>	<b>Tamara:</b>	Do you brush your teeth every morning?
	<b>Ali:</b>	Yes I do. I brush my teeth with a toothbrush.



*Say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **This is the Way** (with we comb our hair / brush our teeth).*

<p><b>UNIT 13</b></p> <p style="text-align: right;"><b>Lesson 2</b></p>	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words</i></li> <li>• <i>Ask for information using “How do you...?”</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, comb, toothbrush, soap</i></p>
---	--

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Every Day We Eat Porridge.</b></i>	

<b>ACTIVITY 13.2.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Use the pictures on pages 37-38 in the learner’s book, visual aids, realia, and demonstrations. Review <b>comb, a comb, hair, brush, a toothbrush, and teeth.</b> New! Add <b>wash, face, and soap.</b></i></p>	
	<p><i>Point to each picture or do each action one at a time in random order and let the learners say the word with you. Repeat 2-3 times with the whole class, groups, or individuals.</i></p>	
	<p><i>Point to each picture or do each action one at a time in random order and let the learners say the word on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 13.2.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<p>Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.</p>		
	<p><i>Use pages 37-38 in the learner’s book, visual aids, realia, and demonstrations. Ask, <b>How do you comb your hair?</b> Answer, <b>I comb my hair with a comb.</b> Repeat with <b>How do you brush your teeth?</b> Answer <b>I brush my teeth with a toothbrush.</b></i></p>	
	<p><i>Ask and answer the questions together with the learners.</i></p>	
	<p><i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

**ACTIVITY 13.2.3**

**LISTENING TO A STORY**

**(10 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.



*Use the Pictures 1-5 on page 39 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Identify the character in the story as Tamara. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

**Tamara in the Morning**

<i>Picture 1</i>	Tamara wakes up early in the morning.
<i>Picture 2</i>	She takes a bath. She washes her face with soap.
<i>Picture 3</i>	She brushes her teeth with a toothbrush.
<i>Picture 4</i>	She combs her hair with a comb.
<i>Picture 5</i>	She puts on her school uniform. Her blouse is red and her dress is blue. She eats porridge for breakfast.

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

- (Picture 3) How does Tamara brush her teeth? (Tamara brushes her teeth with a toothbrush.)*
- (Picture 4) How does Tamara comb her hair? (Tamara combs her hair with a comb.)*



*Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:*

- (Picture 5) What colour is Tamara's dress? (Tamara's dress is blue.)*



*Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **I Can Jump**.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

- For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?*
- Which Success Criteria do the learners appear to be struggling with the most?*
- What will you do to address their difficulties?*

<b>UNIT 13</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter a</li> <li>• identify the sound /a/ at the beginning of words</li> <li>• use “Yes, I Do” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, apple, axe, picture of an ant</i></p>

**INTRODUCTION** (2 Minutes)

Recite the poem *Fly Like a Bird*.

**ACTIVITY 13.3.1 NAMING OBJECTS THAT BEGIN WITH A** (6 Minutes)

Now we will name objects. I will name objects. We will name objects together. Then you will name objects on your own.

	Use the picture at the top of page 40 in the learner’s book, visual aids, realia, and demonstrations. Teach or review <b>apple, axe, and ant</b> , asking and answering, What is this? –It is an...
	Point to each picture/object one at a time in random order and ask, What is this? The learners point and answer with you, It is an.... Repeat 2-3 times with the whole class, groups, and individuals.
	Point to each picture/object one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals.

**ACTIVITY 13.3.2 IDENTIFYING THE INITIAL LETTER SOUND /A/ IN WORDS** (8 Minutes)

Now we will say the new letter sound. Then I will say some words. If the word begins with /a/, we will put our thumbs up. If it does not begin with /a/, we will put our thumbs down.

	<p>Say the sound /a/ 2-3 times.</p> <p>Say a word that begins with /a/ such as <b>apple</b>. Point your thumb up and say, My thumb is up because <b>apple</b> begins with /a/. Note: Like all the vowels in English, the letter <b>a</b> makes different sounds in different words (e.g. <b>at</b> vs. <b>ate</b>). For this activity we will just focus on /a/ as in the words given here (i.e. the “short a” or /æ/ in IPA<sup>1</sup>). Later the learners will learn the other sounds that the letter <b>a</b> makes in English.</p> <p>Say another word that does not begin with /a/ such as <b>comb</b>. Point your thumb down and say, My thumb is down because <b>comb</b> does not begin with /a/.</p> <p>Do the same with <b>axe</b> and <b>hair</b>.</p>
--	---

<sup>1</sup> IPA: International Phonetic Alphabet

	<p>Say the sound /a/ 2-3 times together with the learners.                  Say additional words that do and do not begin with the sound /a/, such as <b>apple, banana, add, eat, after, soap, actor, teeth, and ask</b>. Point your thumbs up or down accordingly together with the learners.</p>
	<p>Say additional words that do and do not begin with the sound /a/. The learners point their thumbs up or down accordingly on their own.                  Let the learners mention any other English words they know that begin with the sound /a/.</p>

**ACTIVITY 13.3.3 SAYING A DIALOGUE (12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.

	<p>Use Pictures 1-2 on page 38 in the learner's book. Identify the characters as Tamara and Ali. Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line.</p> <table border="1" data-bbox="327 896 1241 1070"> <tr> <td data-bbox="327 896 470 940"><i>Picture 1</i></td> <td data-bbox="470 896 614 940"><b>Tamara:</b></td> <td data-bbox="614 896 1241 940">Ali, do you comb your hair every morning?</td> </tr> <tr> <td data-bbox="327 940 470 985"></td> <td data-bbox="470 940 614 985"><b>Ali:</b></td> <td data-bbox="614 940 1241 985">Yes, I do. I comb my hair with a comb.</td> </tr> <tr> <td data-bbox="327 985 470 1030"><i>Picture 2</i></td> <td data-bbox="470 985 614 1030"><b>Tamara:</b></td> <td data-bbox="614 985 1241 1030">Do you brush your teeth every morning?</td> </tr> <tr> <td data-bbox="327 1030 470 1070"></td> <td data-bbox="470 1030 614 1070"><b>Ali:</b></td> <td data-bbox="614 1030 1241 1070">Yes I do. I brush my teeth with a toothbrush.</td> </tr> </table>	<i>Picture 1</i>	<b>Tamara:</b>	Ali, do you comb your hair every morning?		<b>Ali:</b>	Yes, I do. I comb my hair with a comb.	<i>Picture 2</i>	<b>Tamara:</b>	Do you brush your teeth every morning?		<b>Ali:</b>	Yes I do. I brush my teeth with a toothbrush.
<i>Picture 1</i>	<b>Tamara:</b>	Ali, do you comb your hair every morning?											
	<b>Ali:</b>	Yes, I do. I comb my hair with a comb.											
<i>Picture 2</i>	<b>Tamara:</b>	Do you brush your teeth every morning?											
	<b>Ali:</b>	Yes I do. I brush my teeth with a toothbrush.											

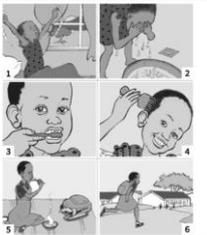
 Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.

 Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.

**CONCLUSION (2 Minutes)**

Sing the song **Show Me A**.

**UNIT 13**
**Lesson 4**



**Aa** 

**Bb** 

**Success Criteria:** *Learners must be able to*

- *identify the small and capital letters a and A*
- *write the small and capital letters a and A*
- *discuss a picture using known vocabulary*
- *answer questions about a story they have listened to*

**Resources:** *Learner’s book, letter cards with the small and capital letters a and A*

**INTRODUCTION**
**(2 Minutes)**

*Sing any familiar song.*

**ACTIVITY 13.4.1**
**LISTENING TO A STORY**
**(10 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.

*Use the Pictures 1-5 on page 39 in the learner’s book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Identify the character in the story as Tamara. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

<b>Tamara in the Morning</b>	
<i>Picture 1</i>	Tamara wakes up early in the morning.
<i>Picture 2</i>	She takes a bath. She washes her face with soap.
<i>Picture 3</i>	She brushes her teeth with a toothbrush.
<i>Picture 4</i>	She also combs her hair with a comb.
<i>Picture 5</i>	She puts on her school uniform. Her blouse is red and her dress is blue. She eats porridge for breakfast.

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

1. *(Picture 3) How does Tamara brush her teeth? (Tamara brushes her teeth with a toothbrush.)*
2. *(Picture 4) How does Tamara comb her hair? (Tamara combs her hair with a comb.)*

*Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:*

3. *(Picture 5) What colour is Tamara’s blouse? Tamara’s blouse is red.)*
4. *(Picture 5) What does Tamara eat for breakfast? (Tamar eats porridge for breakfast.)*

*Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.*

**ACTIVITY 13.4.2****IDENTIFYING THE LETTER A****(6 Minutes)**

Now we will name the new letter. I will name the letter. We will name the letter together. Then you will name the letter on your own.



Show the learners the **apple** on page 40 in the learner's book and say, This is an apple. Apple begins with /a/. Show the letter card with small letter **a** and say, This is the letter **a**. The letter **a** says /a/.

Repeat 2 to 3 times. Do the same with capital letter **A**.

Discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Explain that in English the letter **a** makes different sounds in different words but that today you all are only going to focus on the (short) /a/ sound as in the words apple, axe, and ant. Later they will learn its other sounds.



Show the letter card with the small letter and say the letter name and sound together with the learners 2 to 3 times. Repeat with the capital letter.



Show the letter card with small letter and let the learners say the letter name and sound on their own as a whole class, in groups, and as individuals. Sing the song **Show Me A** together.

**ACTIVITY 13.4.3****WRITING THE LETTER A****(10 Minutes)**

Now we will write the new letter. I will write the letter. We will write the letter together. Then you will write the letter on your own.



Draw four lines on the chalkboard. Model writing the small letter **a**. Repeat with the capital letter **A**.



Write the small letter on the board while the learners write at the same time in the air, on the ground, or in their exercise books. Repeat with the capital letter.



The learners write the small letter and capital letter on their own in their exercise books. Go around the room, checking their work, and giving feedback.

**CONCLUSION****(2 Minutes)**

Sing the song **Write A in the Air**.

**TEACHER REFLECTION**

Write your observations in the notebook where you write your lesson evaluation:

1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

<p><b>UNIT 13</b></p> <p style="text-align: right;"><b>Lesson 5</b></p>	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• Ask for information using “Do you...?”</li> <li>• talk about daily hygiene</li> <li>• use “No, I do not” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, comb, toothbrush, soap</i></p>
---	--

UNIT 13 Personal hygiene

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Play Thumbs Up Thumbs Down with words that do and do not begin with /a/.</i></p>	

<b>ACTIVITY 13.5.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Use the pictures on page 37-38 in the learner’s book, visual aids, realia, and demonstrations. Review <b>comb, a comb, hair, brush, a toothbrush, teeth, wash, and face.</b> New! Add <b>cut and scissors.</b></i></p>	
	<p><i>Point to each picture or do each action one at a time in random order and let the learners say the word with you. Repeat 2-3 times with the whole class, groups, or individuals.</i></p>	
	<p><i>Point to each picture or do each action one at a time in random order and let the learners say the word on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 13.5.2</b>	<b>TALKING ABOUT DAILY HYGIENE</b>	<b>(8 Minutes)</b>
<p>Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.</p>		
	<p><i>Use page 38 in the learner’s book, visual aids, realia, and demonstrations.</i></p> <p><b>Review: Do you comb your hair every morning? –Yes, I do.</b></p> <p><b>Do you brush your teeth every morning? –Yes, I do.</b></p> <p><b>Add: Do you wash your face every morning? –Yes, I do.</b></p> <p><b>Do you cut your hair every morning? –No, I do not.</b></p>	
	<p><i>Ask and answer the questions together with the learners.</i></p>	
	<p><i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

**ACTIVITY 13.5.3**

**SAYING A DIALOGUE**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. Then we will say the dialogue together.

*Use Pictures 1-2 on page 38 in the learner's book. Review with the learners the original dialogue from Lesson 1:*

<i>Picture 1</i>	<b>Tamara:</b>	Ali, do you comb your hair every morning?
	<b>Ali:</b>	Yes, I do. I comb my hair with a comb.
<i>Picture 2</i>	<b>Tamara:</b>	Do you brush your teeth every morning?
	<b>Ali:</b>	Yes I do. I brush my teeth with a toothbrush.



*Explain that today you all are going to change the dialogue a little. Ask the learners to look closely at Pictures 3-4 and say what they see. Tell the learners to listen closely for the parts that change. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line.*

<i>Picture 3</i>	<b>Ali:</b>	Tamara, do you cut your hair with soap?
	<b>Tamara:</b>	No, I do not! I cut my hair with scissors.
<i>Picture 4</i>	<b>Ali:</b>	Do you wash your face with scissors?
	<b>Tamara:</b>	No, I do not! I wash my face with soap.

*Let the learners identify which parts have changed.*

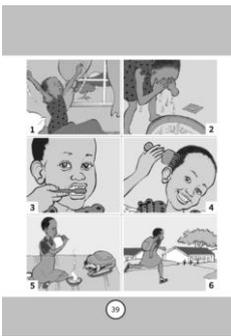


*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **This is the Way**.*

<b>UNIT 13</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• ask for information using “How do you...?”</li> <li>• talk about daily hygiene</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner book, comb, toothbrush, soap</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>Yellow, Gree, Black, White, Red, Blue.</i>	

<b>ACTIVITY 13.6.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
Now we will say some new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<i>Use the pictures on page 37-38 in the learner’s book, visual aids, realia, and demonstrations. Review <b>comb, a comb, hair, brush, a toothbrush, teeth, wash, face, and soap.</b></i>	
	<i>Point to each picture or do each action one at a time in random order and let the learners say the word with you. Repeat 2-3 times with the whole class, groups, or individuals.</i>	
	<i>Point to each picture or do each action one at a time in random order and let the learners say the word on their own as the whole class, in groups, and as individuals.</i>	

<b>ACTIVITY 13.6.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.		
	<i>Use pages 37-38 in the learner’s book, visual aids, realia, and demonstrations. Review: <b>How do you comb your hair? –I comb my hair with a comb. How do you brush your teeth? –I brush my teeth with a toothbrush. Add: How do you wash your face? –I wash my face with soap.</b></i>	
	<i>Ask and answer the questions together with the learners.</i>	
	<i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i>	

**ACTIVITY 13.6.3**

**LISTENING TO A STORY**

**(10 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.

*Use the Pictures 1-6 on page 39 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*



**Tamara in the Morning**

<b>Picture 1</b>	Tamara wakes up early in the morning.
<b>Picture 2</b>	She takes a bath. She washes her face with soap.
<b>Picture 3</b>	She brushes her teeth with a toothbrush.
<b>Picture 4</b>	She also combs her hair with a comb.
<b>Picture 5</b>	She puts on her school uniform. Her blouse is red and her dress is blue. She eats porridge for breakfast. She puts a banana in her bag to eat at break time.
<b>Picture 6</b>	Then she runs to school.

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

- (Picture 3) How does Tamara brush her teeth? (Tamara brushes her teeth with a toothbrush.)*
- (Picture 4) How does Tamara comb her hair? (Tamara combs her hair with a comb.)*



*Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:*

- (Picture 2) How does Tamara wash her face? (Tamara washes her face with soap.)*
- (Picture 5) What does Tamara eat for breakfast? (Tamara eats porridge for breakfast.)*
- (Picture 6) Where does Tamara run? (Tamara runs to school.)*



*Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Every Day We Eat Porridge.***

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

- For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?*
- Which Success Criteria do the learners appear to be struggling with the most?*
- What will you do to address their difficulties?*

<b>UNIT 13</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter <b>b</b></li> <li>• identify the sound /b/ at the beginning of words</li> <li>• use “No, I do not” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, bottle, book, ball</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Play Thumbs Up Thumbs Down with words that do and do not begin with /a/.</i></p>	

<b>ACTIVITY 13.7.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH B</b>	<b>(6 Minutes)</b>
<p>Now we will name objects. I will name objects. We will name objects together. Then you will name objects on your own.</p>		
	<p><i>Use the picture at the bottom of page 76 in the learner’s book, visual aids, realia, and demonstrations. Teach or review <b>bottle, book, and ball</b>, asking and answering, What is this? –It is a...</i></p>	
	<p><i>Point to each picture/object one at a time in random order and ask, What is this? The learners point and answer with you, It is a.... Repeat 2-3 times with the whole class, groups, and individuals.</i></p>	
	<p><i>Point to each picture/object one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 13.7.2</b>	<b>IDENTIFYING THE INITIAL LETTER SOUND /B/ IN WORDS</b>	<b>(8 Minutes)</b>
<p>Now we will say the new letter sound. Then I will say some words. If the word begins with /b/, we will put our thumbs up. If it does not begin with /b/, we will put our thumbs down.</p>		
	<p><i>Say the sound /b/ 2-3 times.</i>  <i>Say a word that begins with /b/ such as <b>bottle</b>. Point your thumb up and say, My thumb is up because <b>bottle</b> begins with /b/.</i>  <i>Say another word that does not begin with /b/ such as <b>apple</b>. Point your thumb down and say, My thumb is down because <b>apple</b> does not begin with /b/.</i>  <i>Do the same with <b>book</b> and <b>pencil</b>.</i></p>	
	<p><i>Say the sound /b/ 2-3 times together with the learners.</i>  <i>Say these additional words that do and do not begin with the sound /b/: <b>bottle, mango, book, duster, ball, morning, boy, girl, and brush</b>. Point your thumb up or down accordingly together with the learners.</i></p>	

 Say additional words that do and do not begin with the sound /b/. The learners point their thumbs up or down accordingly on their own.  
Let the learners mention any other English words they know that begin with the sound /b/.

**ACTIVITY 13.7.3** SAYING A DIALOGUE (12 Minutes)

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.

 Use Pictures 3-4 on page 38 in the learner's book. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.

Picture 3	<b>Ali:</b>	Tamara, do you cut your hair with soap?
	<b>Tamara:</b>	No, I do not! I cut my hair with scissors.
Picture 4	<b>Ali:</b>	Do you wash your face with scissors?
	<b>Tamara:</b>	No, I do not! I wash my face with soap.

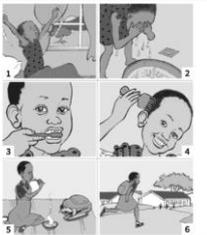
 Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.

 Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.

**CONCLUSION** (2 Minutes)

Sing the song *Show Me B*.

**UNIT 13**
**Lesson 8**



**Aa** 

**Bb** 

**Success Criteria:** *Learners must be able to*

- *identify the small and capital letter B*
- *write the small and capital letter B*
- *discuss a picture using known vocabulary*
- *answer questions about a story they have listened to*

**Resources:** *Learner's book, bottle, letter cards with the small and capital letters b and B*

**INTRODUCTION**
**(2 Minutes)**

*Sing any familiar song.*

**ACTIVITY 13.8.1**
**LISTENING TO A STORY**
**(10 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.

*Use the Pictures 1-6 on page 39 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

<b>Tamara in the Morning</b>	
<i>Picture 1</i>	Tamara wakes up early in the morning.
<i>Picture 2</i>	She washes her face with soap. She takes a bath.
<i>Picture 3</i>	She brushes her teeth with a toothbrush.
<i>Picture 4</i>	She also combs her hair with a comb.
<i>Picture 5</i>	She puts on her school uniform. Her blouse is red and her dress is blue. She eats porridge for breakfast. She puts a banana in her bag to eat at break time.
<i>Picture 6</i>	Then she runs to school.

*Now we will check our understanding by answering questions. Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

1. *(Picture 3) How does Tamara brush her teeth? (Tamara brushes her teeth with a toothbrush.)*
2. *(Picture 4) How does Tamara comb her hair? (Tamara combs her hair with a comb.)*

*Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:*

3. *(Picture 2) How does Tamara wash her face? (Tamara washes her face with soap.);*
4. *(Picture 5) What does Tamara eat for breakfast? (Tamara eats porridge for breakfast.);*
5. *(Picture 6) Where does Tamara run? (Tamara runs to school.)*



Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.

**ACTIVITY 13.8.2****IDENTIFYING THE LETTER B****(6 Minutes)**

Now we will name the new letter. I will name the letter. We will name the letter together. Then you will name the letter on your own.



Show the learners the **bottle** on page 40 in the learner's book and say, This is a bottle. Bottle begins with /b/. Show the letter card with small letter **b** and say, This is the letter **b**. The letter **b** says /b/.

Repeat 2 to 3 times. Do the same with capital letter **B**.

Discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa.



Show the letter card with the small letter and say the letter name and sound together with the learners 2 to 3 times. Repeat with the capital letter.



Show the letter card with small letter and let the learners say the letter name and sound on their own as a whole class, in groups, and as individuals.

Sing the song **Show Me B** together.

**ACTIVITY 13.8.3****WRITING THE LETTER B****(10 Minutes)**

Now we will write the new letter. I will write the letter. We will write the letter together. Then you will write the letter on your own.



Draw four lines on the chalkboard. Model writing the small letter **b**. Repeat with the capital letter **B**.



Write the small letter on the board while the learners write at the same time in the air, on the ground, or in their exercise books. Repeat with the capital letter.



The learners write the small letter and capital letter on their own in their exercise books. Go around the room, checking their work, and giving feedback.

**CONCLUSION****(2 Minutes)**

Sing the song **Write B in the Air**.

**TEACHER REFLECTION**

Write your observations in the notebook where you write your lesson evaluation:

1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

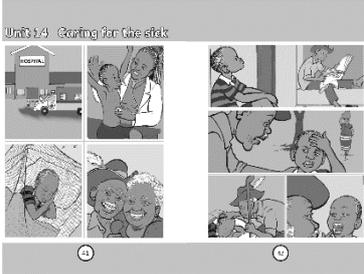
## UNIT 13

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

<b>Success Criteria</b>	<b>Lessons</b>
<i>Say new words</i>	1, 2, 5, 6
<i>Ask for information using "Do you...?"</i>	1, 5
<i>Ask for information using "How do you...?"</i>	2, 6
<i>Talk about daily hygiene</i>	1, 2, 5, 6
<i>Use "Yes, I do" in a dialogue</i>	1, 3
<i>Use "No, I do not" in a dialogue</i>	5, 7
<i>Discuss a picture using known vocabulary</i>	2, 4, 6, 8
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects beginning with the letter a</i>	3
<i>Identify the sound /a/ at the beginning of words</i>	3
<i>Identify the small and capital letters a and A</i>	4
<i>Write the small and capital letters a and A</i>	4
<i>Name objects beginning with the letter b</i>	7
<i>Identify the sound /b/ at the beginning of words</i>	7
<i>Identify the small and capital letters b and B</i>	8
<i>Write the small and capital letters b and B</i>	8

**UNIT 14**
**Lesson 1**



**Success Criteria:** *Learners must be able to*

- *say new words*
- *ask for information using “What is wrong?”*
- *talk about their ill health*
- *ask and answer “What is wrong?” in a dialogue*

**Resources:** *Learner’s book*

**INTRODUCTION** **(2 Minutes)**

*Play Thumbs Up Thumbs Down with words that do and do not begin with /b/.*

**ACTIVITY 14.1.1 SAYING NEW WORDS** **(8 Minutes)**

*Use page 41 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach **sick, headache, hospital, grandfather, and grandmother.***

**ACTIVITY 14.1.2 ASKING FOR AND GIVING INFORMATION** **(8 Minutes)**

*Use page 42 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer: **What is wrong? –I am sick. I have a headache.***

**ACTIVITY 14.1.3 SAYING A DIALOGUE** **(10 Minutes)**

*Use Pictures 1-2 on page 42 in the learner’s book. Identify the characters as Grandfather and Ali. First, model saying and acting out the dialogue expressively 2-3 times:*

<i>Picture 1</i>	<b>Grandfather:</b>	Ali, what is wrong?
<i>Picture 2</i>	<b>Ali:</b>	I am sick. I have a headache.
	<b>Grandfather:</b>	Sorry! Will you go to the hospital?
	<b>Ali:</b>	Yes, Grandmother will take me.

*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION** **(2 Minutes)**

*Sing the song **If You’re Happy and You Know It.***

<b>UNIT 14</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• ask for information using “What is wrong?”</li> <li>• talk about their ill health</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

**INTRODUCTION** **(2 Minutes)**

*Sing the song **This is the Way.***

**ACTIVITY 14.2.1 SAYING NEW WORDS** **(8 Minutes)**

*Use page 41 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **sick, headache, hospital, grandfather, and grandmother.** New! Add **sad.***

**ACTIVITY 14.2.2 ASKING FOR AND GIVING INFORMATION** **(6 Minutes)**

*Use page 42 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **What is wrong? –I am sick. I have a headache.***

**ACTIVITY 14.2.3 LISTENING TO A STORY** **(12 Minutes)**

*Use Pictures 1-4 on page 43 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Identify the characters in the story as Ali, Ali’s friends, the teacher, and Grandmother. Read the story aloud twice expressively.*

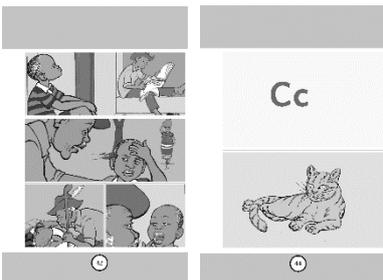
<b>Ali is Sick</b>	
<b>1</b>	Ali is at school. He is sad. He is sick. He has a headache. He does not play with his friends at break.
<b>2</b>	The teacher asks, “Ali, what is wrong?” Ali says, “I am sick. I have a headache.” The teacher says, “Ali, go home.”
<b>3</b>	Ali’s friends take Ali home.
<b>4</b>	At home, Grandmother asks, “What is wrong, Ali?” Ali says, “I am sick. I have a headache.” Grandmother says, “Let’s go to the hospital.”

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. Why is Ali sad? (Ali is sad because he is sick.); 2. What does the teacher say to Ali? (The teacher says, “Ali, go home.”); 3. Where do Ali’s friends take Ali? (Ali’s friends take Ali home.); 4. What does Grandmother say to Ali? (Grandmother says, “What is wrong, Ali?” OR Grandmother says, “Let’s go to the hospital.”)*

**CONCLUSION** **(2 Minutes)**

*Sing the song **If You’re Happy and You Know It.***

**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.*

<b>UNIT 14</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter <i>c</i></li> <li>• identify the sound /k/ at the beginning of words</li> <li>• ask and answer “What is wrong?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, comb, scissors (to demonstrate ‘cut’)</i></p>

**INTRODUCTION** **(2 Minutes)**

*Play Thumbs Up Thumbs Down with words that do and do not begin with /b/.*

**ACTIVITY 14.3.1** **NAMING OBJECTS AND ACTIONS THAT BEGIN WITH C** **(6 Minutes)**

*Use the picture on page 44 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach/review **cat, comb, catch, and cut.***

**ACTIVITY 14.3.2** **IDENTIFYING THE INITIAL LETTER SOUND /K/ IN WORDS** **(8 Minutes)**

*Follow the I Do – We Do – You Do approach to teach the sound /k/ and to play Thumbs Up Thumbs Down for words beginning with *c* and the sound /k/. Use **cat, go, comb, green, catch, cut, teeth, clean, guava, and come.** Note: The letter *c* makes different sounds in different words. For this activity, be sure to only use words that begin with the /k/ sound.*

**ACTIVITY 14.3.3** **SAYING A DIALOGUE** **(12 Minutes)**

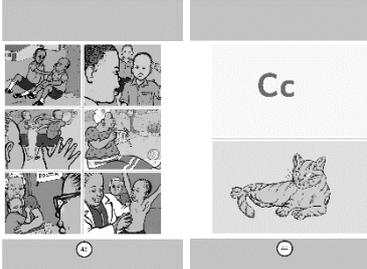
*Use Pictures 1-2 on page 42 in the learner’s book. Identify the characters as Grandfather and Ali. First, model saying and acting out the dialogue expressively 2-3 times:*

<i>Picture 1</i>	<b>Grandfather:</b>	Ali, what is wrong?
<i>Picture 2</i>	<b>Ali:</b>	I am sick. I have a headache.
	<b>Grandfather:</b>	Sorry! Will you go to the hospital?
	<b>Ali:</b>	Yes, Grandmother will take me.

*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.*

**CONCLUSION** **(2 Minutes)**

*Sing the song **Show Me C.***

<b>UNIT 14</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• identify the small and capital letters <i>c</i> and <i>C</i></li> <li>• write the small and capital letters <i>c</i> and <i>C</i></li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book, letter cards with the small and capital letters <i>c</i> and <i>C</i></i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

<b>ACTIVITY 14.4.1</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1-4 on page 43 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Read the story aloud twice expressively.</i>		
<b>Ali is Sick</b>		
<b>1</b>	Ali is at school. He is sad. He is sick. He has a headache. He does not play with his friends at break.	
<b>2</b>	The teacher asks, “Ali, what is wrong?” Ali says, “I am sick. I have a headache.” The teacher says, “Ali, go home.”	
<b>3</b>	Ali’s friends take Ali home.	
<b>4</b>	At home, Grandmother asks, “What is wrong, Ali?” Ali says, “I am sick. I have a headache.” Grandmother says, “Let’s go to the hospital.”	
<i>Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. Why is Ali sad? (Ali is sad because he is sick.); 2. What does the teacher say to Ali? (The teacher says, “Ali, go home.”); 3. Where do Ali’s friends take Ali? (Ali’s friends take Ali home.); 4. What does Grandmother say to Ali? (Grandmother says, “What is wrong, Ali?” OR Grandmother says, “Let’s go to the hospital.”)</i>		

<b>ACTIVITY 14.4.2</b>	<b>IDENTIFYING THE LETTER C</b>	<b>(8 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to show the learners the picture on page 44 and say, This is a cat. Cat begins with /k/. Show the letter card with the small letter <i>c</i> and say, This is the letter <i>c</i>. The letter <i>c</i> says /k/. Do the same with the capital letter <i>C</i>. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Emphasize that in Chichewa the letter <i>c</i> only occurs with the letter <i>h</i> (<i>ch</i>), and together they make the sound /ch/, but in English <i>c</i> can occur with or without <i>h</i>. When it occurs alone, <i>c</i> makes the sound /k/ just like the letter <i>k</i>. (Later they will learn about other sounds that <i>c</i> makes in English.) Finally, sing the song <b>Show Me C</b> together.</i>		

<b>ACTIVITY 14.4.3</b>	<b>WRITING THE LETTER C</b>	<b>(8 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to teach writing the small and capital letters <i>c</i> and <i>C</i>.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Write C in the Air</b>.</i>	

<b>TEACHER REFLECTION:</b> <i>Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.</i>
--

<p><b>UNIT 14</b></p> 	<p style="text-align: right;"><b>Lesson 5</b></p> <p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• ask for information using “What is wrong?”</li> <li>• talk about their ill health</li> <li>• ask and answer “What is wrong?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>
---	--

**INTRODUCTION** (2 Minutes)

*Play Thumbs Up Thumbs Down with words that do and do not begin with /k/ (c).*

**ACTIVITY 14.5.1 SAYING NEW WORDS** (6 Minutes)

*Use page 41 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **sick, headache, hospital, grandfather, grandmother, and sad.** New! Add **malaria and toothache.***

**ACTIVITY 14.5.2 ASKING FOR AND GIVING INFORMATION** (8 Minutes)

*Use page 42 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **What is wrong? –I am sick. I have a headache.** New! Add: **–...I have malaria. and –...I have a toothache.***

**ACTIVITY 14.5.3 SAYING A DIALOGUE** (12 Minutes)

*Use Pictures 1 and 3 on page 42 in the learner’s book. First, review with the learners the original dialogue from Lessons 1 and 3 (see Activity 14.3.3). Next, explain that today you all are going to change the dialogue a little. Have the learners look at Picture 3 and tell you what they see. Tell them to listen closely for the parts that change. Model saying and acting out the dialogue expressively 2-3 times. Emphasize the changes (marked here in bold):*

<i>Picture 1</i>	<b>Grandfather:</b>	Ali, what is wrong?
<i>Picture 3</i>	<b>Ali:</b>	I am sick. I have <b>malaria.</b>
	<b>Grandfather:</b>	Sorry! Will you go to the hospital?
	<b>Ali:</b>	Yes, Grandmother will take me.

*Let the learners identify which parts have changed. Then say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION** (2 Minutes)

*Sing the song **If You’re Happy and You Know It.***

**UNIT 14**
**Lesson 6**

**Success Criteria:** *Learners must be able to*

- say new words
- talk about going places together
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** *Learner’s book, medicine, mosquito net*

**INTRODUCTION** **(2 Minutes)**

*Sing the song **I Can Jump.***

**ACTIVITY 14.6.1 SAYING NEW WORDS** **(8 Minutes)**

*Use page 41 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **sick, headache, hospital, grandfather, grandmother, sad, and malaria.** New! Add **medicine, mosquito net, and doctor.***

**ACTIVITY 14.6.2 ASKING FOR AND GIVING INFORMATION** **(8 Minutes)**

*Use page 42 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **What is wrong? –I am sick. I have a headache.** New! Add: **–...I have malaria. and –...I have a toothache.***

**ACTIVITY 14.6.3 LISTENING TO A STORY** **(10 Minutes)**

*Use Pictures 1-6 on page 43 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Read the story aloud twice expressively.*

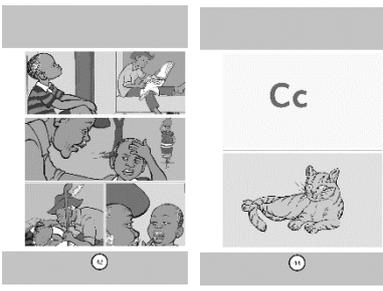
<b>Ali is Sick</b>	
<b>1</b>	Ali is at school. He is sad. He is sick. He has a headache. He does not play with his friends at break.
<b>2</b>	The teacher asks, “Ali, what is wrong?” Ali says, “I am sick. I have a headache.” The teacher says, “Ali, go home.”
<b>3</b>	Ali’s friends take Ali home.
<b>4</b>	At home, Grandmother asks, “What is wrong, Ali?” Ali says, “I am sick. I have a headache.” Grandmother says, “Let’s go to the hospital.”
<b>5</b>	Grandmother takes Ali to the hospital.
<b>6</b>	The doctor says, “Ali, put your hands up.” She checks Ali’s body. She says, “Ali, you have malaria.” The doctor gives Ali some medicine and a mosquito net.

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. Why is Ali sad? (Ali is sad because he is sick.); 2. Where does Grandmother take Ali? (Grandmother takes Ali to the hospital.); 3. What does the doctor say to Ali? (The doctor says, “Ali, put your hands up.” OR The doctor says “Ali, you have malaria.”)*

**CONCLUSION** **(2 Minutes)**

*Sing the song **If You’re Happy and You Know It.***

**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.*

<b>UNIT 14</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter <i>c</i></li> <li>• identify the sound /k/ at the beginning of words</li> <li>• ask and answer “What is wrong?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, comb, scissors (to demonstrate ‘cut’)</i></p>

**INTRODUCTION** (2 Minutes)

*Play Thumbs Up Thumbs Down with words that do and do not begin with /k/ (c).*

**ACTIVITY 14.7.1 NAMING OBJECTS AND ACTIONS THAT BEGIN WITH C** (6 Minutes)

*Use the picture on page 44 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach/review **cat, comb, catch, and cut.***

**ACTIVITY 14.7.2 IDENTIFYING THE INITIAL LETTER SOUND /K/ IN WORDS** (8 Minutes)

*Follow the I Do – We Do – You Do approach to teach the sound /k/ and to play Thumbs Up Thumbs Down for words beginning with c and the sound /k/. Use **cat, teacher, comb, doctor, catch, sick, cut, teeth, clean, grey, and come.** Note: The letter c makes different sounds in different words. For this activity, be sure to only use words that begin with the /k/ sound.*

**ACTIVITY 14.7.3 SAYING A DIALOGUE** (12 Minutes)

*Use Pictures 1 and 3 on page 42 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times:*

<i>Picture 1</i>	<b>Grandfather:</b>	Ali, what is wrong?
<i>Picture 3</i>	<b>Ali:</b>	I am sick. I have <b>malaria.</b>
	<b>Grandfather:</b>	Sorry! Will you go to the hospital?
	<b>Ali:</b>	Yes, Grandmother will take me.

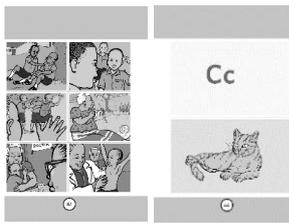
*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role. As time permits, repeat substituting **toothache** for malaria using Picture 4.*

**CONCLUSION** (2 Minutes)

*Sing the song **Show Me C.***

UNIT 14

Lesson 8



**Success Criteria:** Learners must be able to

- identify the small and capital letters c and C
- write the small and capital letters c and C
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** Learner’s book, letter cards with c and C

**INTRODUCTION**

(2 Minutes)

Sing any familiar song.

**ACTIVITY 14.8.1**

**LISTENING TO A STORY**

(12 Minutes)

Use Pictures 1-6 on page 43 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Read the story aloud twice expressively.

Ali is Sick	
1	Ali is at school. He is sad. He is sick. He has a headache. He does not play with his friends at break.
2	The teacher asks, “Ali, what is wrong?” Ali says, “I am sick. I have a headache.” The teacher says, “Ali, go home.”
3	Ali’s friends take Ali home.
4	At home, Grandmother asks, “What is wrong, Ali?” Ali says, “I am sick. I have a headache.” Grandmother says, “Let’s go to the hospital.”
5	Grandmother takes Ali to the hospital.
6	The doctor says, “Ali, put your hands up.” She checks Ali’s body. She says, “Ali, you have malaria.” The doctor gives Ali some medicine and a mosquito net.

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. Why is Ali sad? (Ali is sad because he is sick.); 2. Where does Grandmother take Ali? (Grandmother takes Ali to the hospital.); 3. What does the doctor say to Ali? (The doctor says, “Ali, put your hands up.” OR The doctor says “Ali, you have malaria.”); 4. What does the doctor give Ali? (The doctor gives Ali some medicine and a mosquito net.) Then using the home language if necessary, discuss why the doctor gives Ali a mosquito net and what the learners think will happen next.

**ACTIVITY 14.8.2**

**IDENTIFYING THE LETTER C**

(6 Minutes)

Follow the I Do – We Do – You Do approach to show the learners the picture on page 44 and say, This is a cat. Cat begins with /k/. Show the letter card with the small letter c and say, This is the letter c. The letter c says /k/. Do the same with the capital letter C. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. (See Activity 14.4.1.) Finally, sing the song **Show Me C** together.

**ACTIVITY 14.8.3**

**WRITING THE LETTER C**

(8 Minutes)

Follow the I Do – We Do – You Do approach to teach writing the small and capital letters c and C.

**CONCLUSION**

(2 Minutes)

Sing the song **Write C in the Air**.

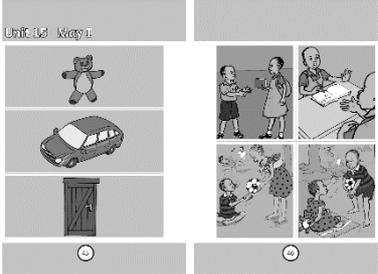
**TEACHER REFLECTION:** Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.

## UNIT 14

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

Success Criteria	Lessons
<i>Say new words</i>	1, 2, 5, 6
<i>Talk about illness</i>	1, 2
<i>Ask and answer "What is wrong?" in a dialogue</i>	1, 3, 5, 7
<i>Talk about going places together</i>	5, 6
<i>Discuss a picture using known vocabulary</i>	2, 4, 6, 8
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects beginning with the letter c</i>	3, 7
<i>Identify the sound /k/ at the beginning of words</i>	3, 7
<i>Identify the small and capital letters c and C</i>	4, 8
<i>Write the small and capital letters c and C</i>	4, 8

<b>UNIT 15</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• make requests using “May I..., please?”</li> <li>• grant requests using, “Yes, you may.”</li> <li>• make and grant requests in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, doll, toy car, book, ball</i></p>

**INTRODUCTION** **(2 Minutes)**

*Play Thumbs Up Thumbs Down with words that do and do not begin with /k/ (c).*

**ACTIVITY 15.1.1 SAYING NEW WORDS** **(8 Minutes)**

*Use page 45 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach **doll, toy car, and borrow**.*

**ACTIVITY 15.1.2 ASKING FOR AND GIVING INFORMATION** **(8 Minutes)**

*Use Picture 1 on page 46 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer: **May I borrow your book? –Yes, you may. Here it is.***

**ACTIVITY 15.1.3 SAYING A DIALOGUE** **(10 Minutes)**

*Use Pictures 1 and 3 on page 46 in the learner’s book. Identify the characters as Ali and Tamara. First, model saying and acting out the dialogue expressively 2-3 times:*

<i>Picture 1</i>	<i>Ali:</i>	Tamara, may I borrow your book, please?
	<i>Tamara:</i>	Yes, you may. Here it is.
<i>Picture 3</i>	<i>Ali:</i>	Thank you. May I borrow your ball, please?
	<i>Tamara:</i>	Yes, you may. Here it is.

*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION** **(2 Minutes)**

*Sing the song **When Standing in the Line**.*

**UNIT 15**
**Lesson 2**

**Success Criteria:** *Learners must be able to*

- say new words
- make requests using “May I..., please?”
- grant requests using, “Yes, you may.”
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** *Learner’s book, doll, toy car*

**INTRODUCTION** **(2 Minutes)**  
*Sing any familiar song.*

**ACTIVITY 15.2.1 SAYING NEW WORDS** **(6 Minutes)**  
*Use page 45 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **doll, toy car, and borrow.** New! Add **want and break (verb).***

**ACTIVITY 15.2.2 ASKING FOR AND GIVING INFORMATION** **(8 Minutes)**  
*Use Picture 1 on page 46 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **May I borrow your book? –Yes, you may. Here it is.** Repeat with new objects such as pencil, exercise book, etc.*

**ACTIVITY 15.2.3 LISTENING TO A STORY** **(12 Minutes)**  
*Use Pictures 1-4 on page 47 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Identify the characters in the story as Ali and Tamara. Read the story aloud twice expressively.*

<b>Tamara and Ali Play Together</b>	
1	Tamara and Ali play together after school. Tamara has a bicycle. Ali has a toy car.
2	Ali says, “May I ride your bicycle, please?”
3	Tamara says “Yes, you may. Here it is.” Ali rides the bicycle.
4	Tamara wants to play with the toy car. Tamara says “May I play with your car, please? Ali says “No, you may not. You can break it.”

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. (Picture 1) What does Tamara have? (Tamara has a bicycle.); 2. (Picture 1) What does Ali have? (Ali has a toy car.); 3. (Picture 2) What does Ali want? (Ali wants the bicycle?”); 4. (Picture 3) What does Ali have now? (Ali has the bicycle and the toy car.); 5. (Picture 4) What does Tamara want? (Tamara wants the toy car.)*

**CONCLUSION** **(2 Minutes)**  
*Sing the song **When Standing in the Line.***

**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.*

<b>UNIT 15</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter <i>d</i></li> <li>• identify the sound /d/ at the beginning of words</li> <li>• make and grant requests in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, doll, duster</i></p>

**INTRODUCTION** **(2 Minutes)**

*Play Thumbs Up Thumbs Down with words that do and do not begin with /k/ (c).*

**ACTIVITY 15.3.1 NAMING OBJECTS THAT BEGIN WITH D** **(6 Minutes)**

*Use the picture on page 48 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach/review **dog, doll, door, and duster.***

**ACTIVITY 15.3.2 IDENTIFYING THE INITIAL LETTER SOUND /D/ IN WORDS** **(8 Minutes)**

*Follow the I Do – We Do – You Do approach to teach the sound /d/ and to play Thumbs Up Thumbs Down for words beginning with d and the sound /d/. Use **dog, bicycle, doll, net, door, table, duster, teeth, dress, brush, and name.***

**ACTIVITY 15.3.3 SAYING A DIALOGUE** **(12 Minutes)**

*Use Pictures 1 and 3 on page 46 in the learner’s book. Identify the characters as Ali and Tamara. First, model saying and acting out the dialogue expressively 2-3 times:*

<i>Picture 1</i>	<b>Ali:</b>	Tamara, may I borrow your book, please?
	<b>Tamara:</b>	Yes, you may. Here it is.
<i>Picture 3</i>	<b>Ali:</b>	Thank you. May I borrow your ball, please?
	<b>Tamara:</b>	Yes, you may. Here it is.

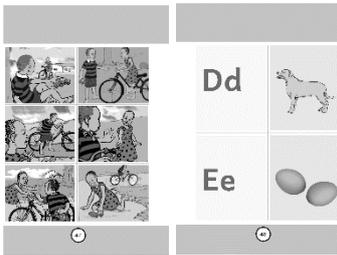
*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.*

**CONCLUSION** **(2 Minutes)**

*Sing the song **Show Me D.***

## UNIT 15

## Lesson 4



**Success Criteria:** Learners must be able to

- identify the small and capital letters *d* and *D*
- write the small and capital letters *d* and *D*
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** Learner's book, letter cards with the small and capital letters *d* and *D*

## INTRODUCTION

(2 Minutes)

Sing any familiar song.

## ACTIVITY 15.4.1 LISTENING TO A STORY

(10 Minutes)

Use Pictures 1-4 on page 47 in the learner's book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Read the story aloud twice expressively.

**Tamara and Ali Play Together**

- |   |   |
|---|---|
| 1 | Tamara and Ali play together after school. Tamara has a bicycle. Ali has a toy car.   |
| 2 | Ali says, "May I ride your bicycle, please?"  |
| 3 | Tamara says "Yes, you may. Here it is." Ali rides the bicycle.  |
| 4 | Tamara wants to play with the toy car. Tamara says "May I play with your car, please? Ali says "No, you may not. You can break it." |

Follow the *I Do – We Do – You Do* approach to help the learners to answer these questions in complete sentences: 1. (Picture 1) What does Tamara have? (Tamara has a bicycle.); 2. (Picture 1) What does Ali have? (Ali has a toy car.); 3. (Picture 2) What does Ali say to Tamara? (Ali says, "May I ride your bicycle, please?"); 4. (Picture 3) What does Tamara say to Ali? (Tamara says, "Yes, you may."); 5. (Picture 4) What does Tamara say to Ali? (Tamara says, "May I play with your toy car, please?")

## ACTIVITY 15.4.2 IDENTIFYING THE LETTER D

(6 Minutes)

Follow the *I Do – We Do – You Do* approach to show the learners the picture on page 48 and say, This is a dog. Dog begins with /d/. Show the letter card with the small letter *d* and say, This is the letter *d*. The letter *d* says /d/. Do the same with the capital letter *D*. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Finally, sing the song **Show Me D** together.

## ACTIVITY 15.4.3 WRITING THE LETTER D

(10 Minutes)

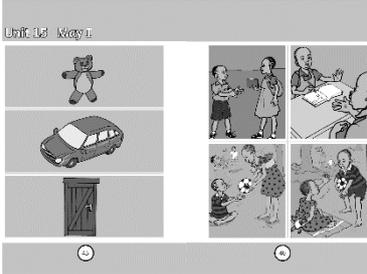
Follow the *I Do – We Do – You Do* approach to teach writing the small and capital letters *d* and *D*.

## CONCLUSION

(2 Minutes)

Sing the song **Write D in the Air**.

**TEACHER REFLECTION:** Write down your observations about your learners' progress so far in achieving today's success criteria, answering the questions on page ix.

<p><b>UNIT 15</b></p> 	<p style="text-align: right;"><b>Lesson 5</b></p> <p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• make requests using “May I..., please?”</li> <li>• refuse requests using, “No, you may not.”</li> <li>• make and refuse requests in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, doll, toy car</i></p>
---	---

**INTRODUCTION** **(2 Minutes)**

*Play Thumbs Up Thumbs Down with words that do and do not begin with /d/.*

**ACTIVITY 15.5.1 SAYING NEW WORDS** **(6 Minutes)**

*Use page 45 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **doll, toy car, want, and break** (verb). **New!** Add **need**.*

**ACTIVITY 15.5.2 ASKING FOR AND GIVING INFORMATION** **(8 Minutes)**

*Use Picture 1 on page 46 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach: **May I borrow your book? –No, you may not. I need it now.** Repeat with new objects such as pencil, exercise book, etc.*

**ACTIVITY 15.5.3 SAYING A DIALOGUE** **(12 Minutes)**

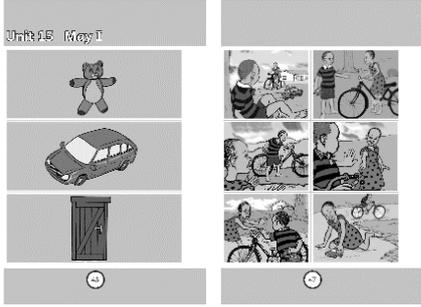
*Use Pictures 1 and 3 on page 46 in the learner’s book. First, review with the learners the original dialogue from Lessons 1 and 3 (see Activity 15.3.3). Next, explain that today you all are going to change the dialogue a little. Have the learners look at Pictures 2 and 4 and tell you what they see. Tell them to listen closely for the parts that change. Use Pictures 2 and 4 Model saying and acting out the dialogue expressively 2-3 times. Emphasize the changes (marked here in bold):*

<i>Picture 2</i>	<b>Ali:</b>	Tamara, may I borrow your <b>pencil</b> , please?
	<b>Tamara:</b>	<b>No, you may not. I need it now.</b>
<i>Picture 4</i>	<b>Ali:</b>	May I borrow your <b>doll</b> , please?
	<b>Tamara:</b>	<b>No, you may not. I need it now.</b>

*Let the learners identify which parts have changed. Then say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION** **(2 Minutes)**

*Sing the song **When Standing in the Line**.*

<b>UNIT 15</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• make requests using “May I..., please?”</li> <li>• refuse requests using, “No, you may not.”</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book, doll, toy car, medicine, mosquito net</i></p>

**INTRODUCTION** **(2 Minutes)**  
*Sing any familiar song.*

**ACTIVITY 15.6.1 SAYING NEW WORDS** **(8 Minutes)**  
*Use page 45 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **doll, toy car, want, break** (verb), and **need**. New! Add **give, take** and **happy**.*

**ACTIVITY 15.6.2 ASKING FOR AND GIVING INFORMATION** **(6 Minutes)**  
*Use Picture 1 on page 46 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach: **May I borrow your book? –No, you may not. I need it now.** Repeat with new objects such as pencil, exercise book, etc.*

**ACTIVITY 15.6.3 LISTENING TO A STORY** **(12 Minutes)**  
*Use Pictures 1-5 on page 47 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Read the story aloud twice expressively.*

<b>Tamara and Ali Play Together</b>	
1	Tamara and Ali play together after school. Tamara has a bicycle. Ali has a toy car.
2	Ali says, “May I ride your bicycle, please?”
3	Tamara says “Yes, you may. Here it is.” Ali rides the bicycle.
4	Tamara wants to play with the toy car. Tamara says “May I play with your car, please? Ali says “No, you may not. You can break it.”
5	Tamara is sad. She says, “Give me back my bicycle.” Ali is sad too.

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. (Picture 3) What does Tamara give to Ali? (Tamara gives Ali the bicycle.); 2. (Picture 4) What does Tamara say to Ali? (Tamara says, “May I play with your toy car, please?”); 3. (Picture 4) What does Ali say to Tamara? (Ali says, “No, you may not.”); 4. (Picture 5) Is Tamara happy? (No, Tamara is sad.); 5. (Picture 5) Is Ali happy? (No, Ali is sad.) Have the learners predict what they think will happen next.*

**CONCLUSION** **(2 Minutes)**  
*Sing the song **When Standing in the Line**.*

**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.*

<b>UNIT 15</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter e</li> <li>• identify the sound /e/ at the beginning of words</li> <li>• make and refuse requests in a dialogue</li> </ul> <p><b>Resources:</b> Learner’s book, egg, envelope, a picture of an elephant</p>

**INTRODUCTION** (2 Minutes)

Play Thumbs Up Thumbs Down with words that do and do not begin with /d/.

**ACTIVITY 15.7.1 NAMING OBJECTS THAT BEGIN WITH E** (6 Minutes)

Use the picture on page 48 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach/review **egg, envelope, and elephant**.

**ACTIVITY 15.7.2 IDENTIFYING THE INITIAL LETTER SOUND /E/ IN WORDS** (8 Minutes)

Follow the I Do – We Do – You Do approach to teach the sound /e/ and to play Thumbs Up Thumbs Down for words that do and do not begin with the sound /e/. Use **egg, apple, envelope, is, elephant, under, exercise, old, empty, on, and every**. Note: In English, the letter e makes different sounds in different words (e.g. egg vs. eat). For this activity we will just focus on /e/ as in the words given here (i.e. the “short e”). Later the learners will learn the other sounds that the letter e makes in English.

**ACTIVITY 15.7.3 SAYING A DIALOGUE** (12 Minutes)

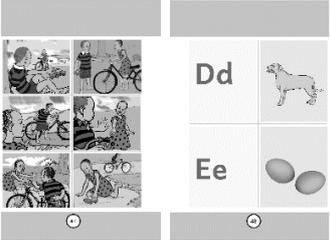
Use Pictures 2 and 4 on page 46 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times:

<i>Picture 2</i>	<b>Ali:</b>	Tamara, may I borrow your <b>pencil</b> , please?
	<b>Tamara:</b>	<b>No, you may not. I need it.</b>
<i>Picture 4</i>	<b>Ali:</b>	May I borrow your <b>doll</b> . please?
	<b>Tamara:</b>	<b>No, you may not. I need it.</b>

Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role. As time permits, the learners may recite the full dialogue using Pictures 1-4.

**CONCLUSION** (2 Minutes)

Sing the song **Show Me E**.

<b>UNIT 15</b>	<b>Lesson 8</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• identify the small and capital letters e and E</li> <li>• write the small and capital letters e and E</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book, letter cards with e and E</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

<b>ACTIVITY 15.8.1</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
------------------------	-----------------------------	---------------------

*Use Pictures 1-6 on page 47 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Read the story aloud twice expressively.*

<b>Tamara and Ali Play Together</b>	
1	Tamara and Ali play together after school. Tamara has a bicycle. Ali has a toy car.
2	Ali says, “May I ride your bicycle, please?”
3	Tamara says “Yes, you may. Here it is.” Ali rides the bicycle.
4	Tamara wants to play with the toy car. Tamara says “May I play with your car, please? Ali says “No, you may not. You can break it.”
5	Tamara is sad. She says, “Give me back my bicycle.” Ali is sad too.
6	Ali says “Tamara, take my car, please.” Now they are both happy. Tamara and Ali play together again.

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. (Picture 5) Is Tamara happy? (No, Tamara is sad.); 2. (Picture 5) Is Ali happy? (No, Ali is sad.); 3. (Picture 6) What does Ali give Tamara? (Ali gives Tamara the toy car.); 4. (Picture 6) Is Tamara happy now? (Yes, Tamara is happy now.); 5. (Picture 6) Why is Tamara happy? (Tamara is happy to play with the toy car.)*

<b>ACTIVITY 15.8.2</b>	<b>IDENTIFYING THE LETTER E</b>	<b>(6 Minutes)</b>
------------------------	---------------------------------	--------------------

*Follow the I Do – We Do – You Do approach to show the learners the picture on page 48 and say, This is an egg. Egg begins with /e/. Show the letter card with the small letter e and say, This is the letter e. The letter e says /e/. Do the same with the capital letter E. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Explain that in English the letter e makes different sounds in different words but that today you all are only going to focus on the (short) /e/ sound as in the words egg, envelope, and elephant. Finally, sing the song Show Me E together.*

<b>ACTIVITY 15.8.3</b>	<b>WRITING THE LETTER E</b>	<b>(10 Minutes)</b>
------------------------	-----------------------------	---------------------

*Follow the I Do – We Do – You Do approach to teach writing the small and capital letters e and E.*

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
-------------------	--------------------

*Sing the song Write E in the Air.*

**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.*

<b>UNIT 15</b>	<b>Lessons 9 and 10</b>
----------------	-------------------------

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

Success Criteria	Lessons
<i>Say new words</i>	1, 2, 5, 6
<i>Make requests using “May I ..., please?”</i>	1, 2, 5, 6
<i>Grant requests using, “Yes, you may.”</i>	1, 2,
<i>Make and grant requests in a dialogue</i>	1, 3
<i>Refuse requests using, “No, you may not.”</i>	5, 6
<i>Make and refuse requests in a dialogue</i>	5, 7
<i>Discuss a picture using known vocabulary</i>	2, 4, 6, 8
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects beginning with the letter d</i>	3
<i>Identify the sound /d/ at the beginning of words</i>	3
<i>Identify the small and capital letters d and D</i>	4
<i>Write the small and capital letters d and D</i>	4
<i>Name objects beginning with the letter e</i>	7
<i>Identify the sound /e/ at the beginning of words</i>	7
<i>Identify the small and capital letters e and E</i>	8
<i>Write the small and capital letters e and E</i>	8

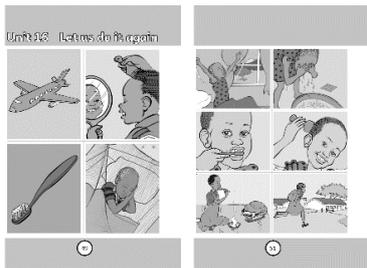
<b>UNIT 16</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (action verbs)</li> <li>• express ability and inability in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(5 Minutes)</b>
<p><i>Recite the poem <b>Fly, Fly, Fly like a Bird</b> with actions.</i></p>	

<b>ACTIVITY 16.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<p><i>Use page 35 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>ride a bicycle, swim, drive a car, and fly an aeroplane.</b></i></p>		

<b>ACTIVITY 16.1.2</b>	<b>SAYING A DIALOGUE</b>	<b>(15 Minutes)</b>				
<p><i>Use Pictures 1-4 on page 35 in the learner's book. Identify the characters as Lucy and John. First, model saying and acting out the dialogue expressively 2-3 times:</i></p>						
<i>Picture 1</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Lucy:</b></td> <td>John, can you ride a bicycle?</td> </tr> <tr> <td><b>John:</b></td> <td>Yes, I can ride a bicycle.</td> </tr> </table>	<b>Lucy:</b>	John, can you ride a bicycle?	<b>John:</b>	Yes, I can ride a bicycle.	
<b>Lucy:</b>	John, can you ride a bicycle?					
<b>John:</b>	Yes, I can ride a bicycle.					
<i>Picture 2</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Lucy:</b></td> <td>And can you swim?</td> </tr> <tr> <td><b>John:</b></td> <td>Yes, I can swim.</td> </tr> </table>	<b>Lucy:</b>	And can you swim?	<b>John:</b>	Yes, I can swim.	
<b>Lucy:</b>	And can you swim?					
<b>John:</b>	Yes, I can swim.					
<i>Picture 3</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Lucy:</b></td> <td>John, can you drive a car?</td> </tr> <tr> <td><b>John:</b></td> <td>No, I cannot drive a car.</td> </tr> </table>	<b>Lucy:</b>	John, can you drive a car?	<b>John:</b>	No, I cannot drive a car.	
<b>Lucy:</b>	John, can you drive a car?					
<b>John:</b>	No, I cannot drive a car.					
<i>Picture 4</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Lucy:</b></td> <td>And can you fly an aeroplane?</td> </tr> <tr> <td><b>John:</b></td> <td>No, I cannot fly an aeroplane.</td> </tr> </table>	<b>Lucy:</b>	And can you fly an aeroplane?	<b>John:</b>	No, I cannot fly an aeroplane.	
<b>Lucy:</b>	And can you fly an aeroplane?					
<b>John:</b>	No, I cannot fly an aeroplane.					
<p><i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i></p>						

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<p><i>Recite the poem <b>Fly, Fly, Fly like a Bird</b> with actions.</i></p>	

<p><b>UNIT 16</b></p> 	<p style="text-align: right;"><b>Lesson 2</b></p> <p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• ask for information using “Do you...?”</li> <li>• talk about daily hygiene</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book, comb, toothbrush, soap</i></p>
---	--

**INTRODUCTION** **(2 Minutes)**  
 Sing the song *This is the Way* (with daily hygiene habits).

**ACTIVITY 16.2.1 SAYING NEW WORDS** **(6 Minutes)**  
 Use the pictures on pages 49 and 51 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **comb** (verb and noun), **hair, brush** (verb), **toothbrush, teeth, wash, face, soap**, asking and answering **What is this? –This is (a)...**

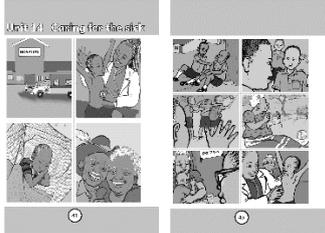
**ACTIVITY 16.2.2 ASKING FOR AND GIVING INFORMATION** **(10 Minutes)**  
 Use the pictures on pages 49-51 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review:  
**Do you comb your hair every morning? –Yes, I do. I comb my hair with a comb. /**  
**Do you brush your teeth every morning? –Yes, I do. I brush my teeth with a toothbrush. /**  
**Do you wash your face every morning? –Yes, I do. I wash my face with soap. / Do you**  
**cut your hair every morning? –No, I do not!**

**ACTIVITY 16.2.3 LISTENING TO A STORY** **(10 Minutes)**  
 Use the Pictures 1-6 on page 51 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Read the story aloud twice expressively.

<b>Tamara in the Morning</b>	
<b>Picture 1</b>	Tamara wakes up early in the morning.
<b>Picture 2</b>	She washes her face with soap. She takes a bath.
<b>Picture 3</b>	She brushes her teeth with a toothbrush.
<b>Picture 4</b>	She also combs her hair with a comb.
<b>Picture 5</b>	She puts on her school uniform. Her blouse is red and her dress is blue. She eats porridge for breakfast. She puts a banana in her bag to eat at break time.
<b>Picture 6</b>	Then she runs to school.

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. How does Tamara brush her teeth? (*Tamara brushes her teeth with a toothbrush.*); 2. How does Tamara comb her hair? (*Tamara combs her hair with a comb.*); 3. How does Tamara wash her face? (*Tamara washes her face with soap.*); 4. What does Tamara eat for breakfast? (*Tamara eats porridge for breakfast.*); 5. Where does Tamara run? (*Tamara runs to school.*)

**CONCLUSION** **(2 Minutes)**  
 Sing the song *This is the Way* (with daily hygiene habits).

<b>UNIT 16</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (caring for the sick)</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they listened to</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, medicine, mosquito net</i></p>

<b>INTRODUCTION</b>	<b>(3 Minutes)</b>
<i>Sing the song <b>When You’re Happy and You Know It.</b></i>	

<b>ACTIVITY 16.3.1</b>	<b>SAYING NEW WORDS</b>	<b>(10 Minutes)</b>
<p><i>Use the pictures on page 41 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>sick, headache, hospital, grandfather, grandmother, sad, malaria, medicine, mosquito net, and doctor, asking and answering What is this? –This is (a)...</b></i></p>		

<b>ACTIVITY 16.3.2</b>	<b>LISTENING TO A STORY</b>	<b>(15 Minutes)</b>
<p><i>Use Pictures 1-6 on page 43 in the learner’s book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Identify the characters in the story as Ali, Grandfather, Grandmother, and the doctor. Read the story aloud twice expressively.</i></p>		

<b>Ali is Sick</b>	
<b>1</b>	Ali is at school. He is sad. He is sick. He has a headache. He does not play with his friends at break.
<b>2</b>	The teacher asks, “Ali, what is wrong?” Ali says, “I am sick. I have a headache.” The teacher says, “Ali, go home.”
<b>3</b>	Ali’s friends take Ali home.
<b>4</b>	At home, Grandmother asks, “What is wrong, Ali?” Ali says, “I am sick. I have a headache.” Grandmother says, “Let’s go to the hospital.”
<b>5</b>	Grandmother takes Ali to the hospital.
<b>6</b>	The doctor says, “Ali, put your hands up.” She checks Ali’s body. She says, “Ali, you have malaria.” The doctor gives Ali some medicine and a mosquito net.

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. Why is Ali sad? (Ali is sad because he is sick.); 2. What does the teacher say to Ali? (The teacher says, “Ali, go home.”); 3. Where do Ali’s friends take Ali? (Ali’s friends take Ali home.); 4. Where does Grandmother take Ali? (Grandmother takes Ali to the hospital.); 5. What does the doctor say to Ali? (The doctor says, “Ali, put your hands up.” OR The doctor says “Ali, you have malaria.”); 6. What does the doctor give Ali? (The doctor gives Ali some medicine and a mosquito net.)*

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>When You’re Happy and You Know It.</b></i>	

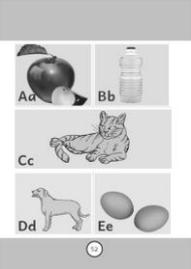
<b>UNIT 16</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• make, grant, and refuse requests using “May I ... please?”, “Yes, you may”, and “No, you may not” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, pencil, doll, ball</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>When Standing in the Line.</b></i>	

<b>ACTIVITY 16.4.1</b>	<b>SAYING NEW WORDS</b>	<b>(10 Minutes)</b>
<i>Use the pictures on page 46 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>book, pencil, doll, ball, borrow, need, and break.</b></i>		

<b>ACTIVITY 16.4.2</b>	<b>SAYING A DIALOGUE</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1-4 on page 46 in the learner’s book. Identify the characters as Tamara and Ali. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<i>Picture 1</i>	<i>Ali:</i>	Tamara, may I borrow your book, please?
	<i>Tamara:</i>	Yes, you may. Here it is.
<i>Picture 2</i>	<i>Ali:</i>	May I borrow your pencil, please?
	<i>Tamara:</i>	No, you may not. I need it.
<i>Picture 3</i>	<i>Ali:</i>	May I borrow your ball please?
	<i>Tamara:</i>	Yes, you may. Here it is.
<i>Picture 4</i>	<i>Ali:</i>	May I borrow your doll, please?
	<i>Tamara:</i>	No, you may not. You can break it.
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>When Standing in the Line.</b></i>	

<b>UNIT 16</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letters a, b, c, d, and e</li> <li>• identify the initial letter sounds /a/, /b/, /k/ (c), /d/, and /e/</li> <li>• identify the letters a, b, c, d, and e</li> <li>• write the letters a, b, c, d, and e</li> </ul> <p><b>Resources:</b> <i>Learner’s book, objects or pictures of objects that begin with the letters a, b, c, d, and e; letter cards for a, b, c, d, and e</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me</b> using the letters a, b, c, d, and e.</i>	

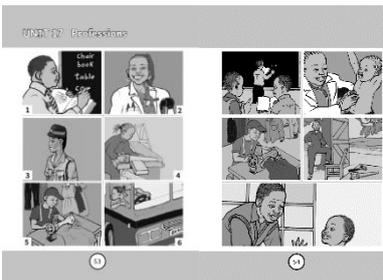
<b>ACTIVITY 16.5.1</b>	<b>NAMING OBJECTS</b>	<b>(6 Minutes)</b>
<i>Use page 52 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>apple, bottle, cat, dog, and egg</b>, asking and answering, What is this? –It is a(n)...</i>		

<b>ACTIVITY 16.5.2</b>	<b>IDENTIFYING INITIAL LETTER SOUNDS AND NAMES</b>	<b>(10 Minutes)</b>
Now we will say what sound and letter some words begin with. I will say some words. Then I will say what sound and letter the word begins with. We will say it together. Then you will say it on your own.		
	<p><i>Use page 52 in the learner’s book. Say, Apple. Apple. Apple begins with the sound /a/. Apple begins with the letter a. (Then point to the letter a in the picture.)</i></p> <p><i>Say again, Bottle. Bottle. Bottle begins with the sound /b/. Bottle begins with the letter b. (Then point to the letter b in the picture.)</i></p>	
	<p>Let’s do it together. Say, Cat. Cat. <i>Say together with the learners, Cat begins with the sound /k/. Cat begins with the letter c. Point together with the learners at the letter c in the learner’s book. Repeat with:</i></p> <p>Dog. Dog. <i>(Dog begins with the sound /d/. Dog begins with the letter d.)</i></p> <p>Egg. Egg. <i>(Egg begins with the sound /e/. Egg begins with the letter e.)</i></p> <p><i>Repeat for all the words in random order.</i></p>	
	<p>Now it’s your turn. <i>Say the following words one at a time. Let the learners say the sound and the letter that each word begins with and point to the correct letter on their own. Use these words: <b>baby, duster, elephant, ant, comb, boy, doll, cut, axe, exercise, dress, ball, catch, envelope, and actor.</b></i></p>	

<b>ACTIVITY 16.5.3</b>	<b>WRITING THE LETTERS</b>	<b>(10 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to review writing the small letters a, b, c, d, and e.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Write ... in the Air</b> with any of the letters for this unit.</i>	

UNIT 16										LESSONS 6 - 10		
<p><i>In Lessons 6 through 10, assess all learners on what they have learned in the past 5 weeks. Follow the success criteria below when assessing learners.</i></p>										<p><b>Resources:</b> <i>Learner’s book, visual aids, and realia.</i></p>		
										Learner Name	1 = Excellent 2 = Good 3 = Average 4 = Needs Support	Performance Ratings
										Success Criteria		
										Say new words (action verbs)		
										Express ability and inability using “I can” and “I cannot”		
										Say new words (daily hygiene)		
										Ask and answer questions about daily hygiene using “Do you...?” and “How do you...?”		
										Say new words (caring for the sick)		
										Ask and answer “What is wrong?”		
										Make requests using “May I, ... please?”		
										Grant and refuse requests using “Yes, you may” and “No, you may not.”		
										Describe a picture using known vocabulary words		
										Demonstrate listening comprehension by answering questions		
										Name objects that begin with the letters a, b, c, d,, and e		
										Identify the initial letter sounds /a/, /b/, /k/ (with c), /d/, and /e/		
										Identify the small and capital letters a, A, b, B, c, C, d, D, and e, E		
										Write the small and capital letters a, A, b, B, c, C, d, D, and e, E		
										Name objects that begin with the letters a, b, c, d,, and e		

<b>UNIT 17</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (professions)</li> <li>• ask for information using “What do ... do?”</li> <li>• give information about people in different professions</li> <li>• talk about professions in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, pictures of teachers, doctors, and police officers</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Play Thumbs Up Thumbs Down with words that do and do not begin with /e/.</i></p>	

<b>ACTIVITY 17.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Use Pictures 1-3 on page 53 in the learner’s book, visual aids, realia, and demonstrations. Teach <b>teacher, doctor</b> and <b>police officer</b>, asking and answering, Who is this? –This is a...</i></p>	
	<p><i>Point to each picture one at a time in random order and ask, Who is this? The learners point to the picture and answer with you, This is a.... Repeat 2-3 times with the whole class, groups, or individuals.</i></p>	
	<p><i>Point to each picture one at a time in random order and ask, Who is this? Let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 17.1.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<p>Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.</p>		
	<p><i>Use page 53 in the learner’s book, visual aids, realia, and demonstrations. Ask, <b>What do teachers do?</b> Answer, <b>They teach children to read and write.</b> Repeat with <b>What do doctors do?</b> –<b>They give medicine to sick people.</b></i></p>	
	<p><i>Ask and answer the questions together with the learners.</i></p>	
	<p><i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

**ACTIVITY 17.1.3**

**SAYING A DIALOGUE**

**(10 Minutes)**

Now we will say a dialogue. I will say the dialogue. Then we will say the dialogue together.



*Use Picture 5 on page 54 in the learner's book to identify the characters as Tamara and Father and to indicate who is speaking for each line. Use Pictures 1-2 to indicate the professions when mentioned. Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*

<b>Tamara:</b>	Father, what do teachers do?
<b>Father:</b>	They teach children to read and write.
<b>Tamara:</b>	I see. And what do doctors do?
<b>Father:</b>	They give medicine to sick people.



*Say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Sing, Sing, Everybody Sing.***

<b>UNIT 17</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (professions)</li> <li>• express wants</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> Learner’s book, pictures of teachers, doctors, police officers, carpenters, tailors, and drivers</p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <b>Teacher, Children, in the Class.</b>	

<b>ACTIVITY 17.2.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
Now we will say some new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	Use Pictures 1-6 on page 53 in the learner’s book, visual aids, realia, and demonstrations. Review <b>teacher, doctor, and police officer</b> , asking and answering, Who is this? –This is a... <i>New! Add <b>carpenter, tailor, and driver.</b></i>	
	Point to each picture one at a time in random order and ask, Who is this? The learners point to the picture and answer with you, This is a.... Repeat 2-3 times with the whole class, groups, or individuals.	
	Point to each picture one at a time in random order and ask, Who is this? Let the learners answer on their own as the whole class, in groups, and as individuals.	

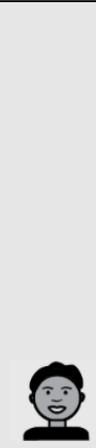
<b>ACTIVITY 17.2.2</b>	<b>EXPRESSING WANTS</b>	<b>(8 Minutes)</b>
Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.		
	Use page 53 in the learner’s book, visual aids, realia, and demonstrations. Teach: <b>I want to be a teacher. And you? / I want to be a doctor. And you?</b>	
	Ask and answer the questions together with the learners. Make new sentences with <b>police officer, carpenter, tailor, and driver.</b>	
	Let the learners answer on their own in a “Chain Game.” Play a “Chain Game”. One learner starts and says, <b>I want to be a ...</b> (filling in his or her choice from the options on page 53), then says <b>And you?</b> to his or her neighbour. The neighbour says what he or she wants to be and asks the same question of the next learner. They continue down the line, each learner answering and asking the question of the next learner.	

**ACTIVITY 17.2.3**

**LISTENING TO A STORY**

**(10 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.



*Use the Pictures 1-2 on page 55 in the learner’s book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Identify the characters in the story as Mr. Banda (the teacher in Picture 1) and Mrs. Banda (the doctor in Picture 2). Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

**Mr. and Mrs. Banda**

**Picture 1** This is Mr. Banda. Mr. Banda is a teacher. He teaches children to read and write. The children in his class like him. Ali says, “I want to be a teacher like Mr. Banda.”

**Picture 2** This is Mrs. Banda. Mrs. Banda is a doctor. She gives medicine to sick people. Tamara says, “I want to be a doctor like Mrs. Banda.” Mr. Banda is happy to teach children to read and write. Mrs. Banda is happy to give medicine to sick people.

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

1. What does Ali want to be? *(Ali wants to be a teacher.)*
2. Mr. Banda is a teacher. What does Mr. Banda do? *(Mr. Banda teaches children to read and write.)*



*Ask and answer the questions together with the learners. Add these questions:*

3. What does Tamara want to be? *(Tamara wants to be a doctor.)*
4. Mrs. Banda is a doctor. What does Mrs. Banda do? *(Mrs. Banda gives medicine to sick people.)*



*Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Sing, Sing, Everybody Sing.***

**TEACHER REFLECTION**

- Write your observations in the notebook where you write your lesson evaluation:*
1. For each of the Success Criteria for today’s lessons, approximately how many or what percentage of learners have achieved them?
  2. Which Success Criteria do the learners appear to be struggling with the most?
  3. What will you do to address their difficulties?

<b>UNIT 17</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter f</li> <li>• identify the sound /f/ at the beginning of words</li> <li>• talk about professions in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book, fish, football</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /e/.</i>	

<b>ACTIVITY 17.3.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH F</b>	<b>(6 Minutes)</b>
Now we will name objects. I will name objects. We will name objects together. Then you will name objects on your own.		
	<i>Use the picture at the top of page 56 in the learner's book, visual aids, realia, and demonstrations. Teach <b>fish, finger, friend</b> and <b>football</b>, asking and answering, What is this? –It is a...</i>	
	<i>Point to each picture/object one at a time in random order and ask, What is this? The learners point and answer with you, It is a.... Repeat 2-3 times with the whole class, groups, and individuals.</i>	
	<i>Point to each picture/object one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals.</i>	

<b>ACTIVITY 17.3.2</b>	<b>IDENTIFYING THE INITIAL LETTER SOUND /F/ IN WORDS</b>	<b>(8 Minutes)</b>
Now we will say the new letter sound. Then I will say some words. If the word begins with /f/, we will put our thumbs up. If it does not begin with /f/, we will put our thumbs down.		
	<i>Say the sound /f/ 2-3 times. Say a word that begins with /f/ such as <b>fish</b>. Point your thumb up and say, My thumb is up because <b>fish</b> begins with /f/. Say another word that does not begin with /f/ such as <b>school</b>. Point your thumb down and say, My thumb is down because <b>school</b> does not begin with /f/. Do the same with <b>finger</b> and <b>head</b>.</i>	
	<i>Say the sound /f/ 2-3 times together with the learners. Say additional words that do and do not begin with the sound /f/, such as <b>fish, pencil, friend, soap, football, chalk, Friday, shirt, and family</b>. Point your thumbs up or down accordingly together with the learners.</i>	
	<i>Say additional words that do and do not begin with the sound /f/. The learners point their thumbs up or down accordingly on their own. Let the learners mention any other English words they know that begin with the sound /f/.</i>	

**ACTIVITY 17.3.3**

**SAYING A DIALOGUE**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.



*Use Picture 5 on page 54 in the learner's book to identify the characters as Tamara and Father and to indicate who is speaking for each line. Use Pictures 1-2 to indicate the professions when mentioned. Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*

<b>Tamara:</b>	Father, what do teachers do?
<b>Father:</b>	They teach children to read and write.
<b>Tamara:</b>	I see. And what do doctors do?
<b>Father:</b>	They give medicine to sick people.



*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.*

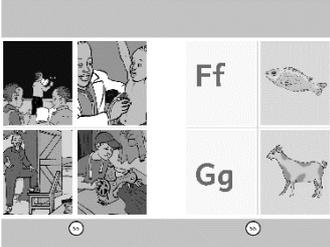


*Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Show Me F.***

<b>UNIT 17</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• identify the small and capital letters f and F</li> <li>• write the small and capital letters f and F</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

<b>ACTIVITY 17.4.1</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
------------------------	-----------------------------	---------------------

Now I will read a story and you will listen. Then we will check our understanding.

	<p><i>Use the Pictures 1-2 on page 55 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Identify the characters in the story as Mr. Banda (the teacher in Picture 1) and Mrs. Banda (the doctor in Picture 2). Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.</i></p>						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="padding: 5px;"><b>Mr. and Mrs. Banda</b></th> </tr> <tr> <td style="width: 20px; text-align: center; vertical-align: top; padding: 5px;"><b>1</b></td> <td style="padding: 5px;">This is Mr. Banda. Mr. Banda is a teacher. He teaches children to read and write. The children in his class like him. Ali says, "I want to be a teacher like Mr. Banda."</td> </tr> <tr> <td style="width: 20px; text-align: center; vertical-align: top; padding: 5px;"><b>2</b></td> <td style="padding: 5px;">This is Mrs. Banda. Mrs. Banda is a doctor. She gives medicine to sick people. Tamara says, "I want to be a doctor like Mrs. Banda." Mr. Banda is happy to teach children to read and write. Mrs. Banda is happy to give medicine to sick people.</td> </tr> </table>	<b>Mr. and Mrs. Banda</b>		<b>1</b>	This is Mr. Banda. Mr. Banda is a teacher. He teaches children to read and write. The children in his class like him. Ali says, "I want to be a teacher like Mr. Banda."	<b>2</b>	This is Mrs. Banda. Mrs. Banda is a doctor. She gives medicine to sick people. Tamara says, "I want to be a doctor like Mrs. Banda." Mr. Banda is happy to teach children to read and write. Mrs. Banda is happy to give medicine to sick people.
<b>Mr. and Mrs. Banda</b>							
<b>1</b>	This is Mr. Banda. Mr. Banda is a teacher. He teaches children to read and write. The children in his class like him. Ali says, "I want to be a teacher like Mr. Banda."						
<b>2</b>	This is Mrs. Banda. Mrs. Banda is a doctor. She gives medicine to sick people. Tamara says, "I want to be a doctor like Mrs. Banda." Mr. Banda is happy to teach children to read and write. Mrs. Banda is happy to give medicine to sick people.						

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

1. What does Ali want to be? *(Ali wants to be a teacher.)*
2. Mr. Banda is a teacher. What does Mr. Banda do? *(Mr. Banda teaches children to read and write.)*

	<p><i>Ask and answer the questions together with the learners. Add these questions:</i></p> <ol style="list-style-type: none"> <li>3. What does Tamara want to be? <i>(Tamara wants to be a doctor.)</i></li> <li>4. Mrs. Banda is a doctor. What does Mrs. Banda do? <i>(Mrs. Banda gives medicine to sick people.)</i></li> </ol>
---	---

	<p><i>Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>
---	--

**ACTIVITY 17.4.2****IDENTIFYING THE LETTER F****(6 Minutes)**

Now we will name the new letter. I will name the letter. We will name the letter together. Then you will name the letter on your own.



Show the learners the **fish** on page 56 in the learner's book and say, This is a fish. Fish begins with /f/. Show the letter card with small letter **f** and say, This is the letter **f**. The letter **f** says /f/.

Repeat 2 to 3 times. Do the same with capital letter **F**.

Discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa.



Show the letter card with the small letter and say the letter name and sound together with the learners 2 to 3 times. Repeat with the capital letter.



Show the letter card with small letter and let the learners say the letter name and sound on their own as a whole class, in groups, and as individuals.

Sing the song **Show Me F** together.

**ACTIVITY 17.4.3****WRITING THE LETTER F****(10 Minutes)**

Now we will write the new letter. I will write the letter. We will write the letter together. Then you will write the letter on your own.



Draw four lines on the chalkboard. Model writing the small letter **f**. Repeat with the capital letter **F**.



Write the small letter on the board while the learners write at the same time in the air, on the ground, or in their exercise books. Repeat with the capital letter.



The learners write the small letter and capital letter on their own in their exercise books. Go around the room, checking their work, and giving feedback.

**CONCLUSION****(2 Minutes)**

Sing the song **Write F in the Air**.

**TEACHER REFLECTION**

Write your observations in the notebook where you write your lesson evaluation:

1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

<b>UNIT 17</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (professions)</li> <li>• ask for information using “What do ... do?”</li> <li>• give information about people in different professions</li> <li>• talk about professions in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, pictures of teachers, doctors, and police officers</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Play Thumbs Up Thumbs Down with words that do and do not begin with /f/.</i></p>	

<b>ACTIVITY 17.5.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Use Pictures 1-6 on page 53 in the learner’s book, pictures, realia, and demonstrations. Review <b>teacher, doctor, police officer, carpenter, tailor, and driver</b>, asking and answering, Who is this? –This is a...</i></p>	
	<p><i>Point to each picture one at a time in random order and ask, Who is this? The learners point to the picture and answer with you, This is a.... Repeat 2-3 times with the whole class, groups, or individuals.</i></p>	
	<p><i>Point to each picture one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals. Then let the learners ask and answer the questions of one other in pairs.</i></p>	

<b>ACTIVITY 17.5.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<p>Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.</p>		
	<p><i>Use page 53 in the learner’s book, pictures, realia, and demonstrations. Review:</i>  <b>What do teachers do? -They teach children to read and write.</b>  <b>What do doctors do? –They give medicine to sick people.</b>  <i>New! Add:</i> <b>What do tailors do? –They make shirts and dresses.</b>  <b>What do carpenters do? -They make tables and chairs.</b></p>	
	<p><i>Ask and answer the questions together with the learners.</i></p>	
	<p><i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

**ACTIVITY 17.5.3**

**SAYING A DIALOGUE**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. Then we will say the dialogue together.

*Use the pictures on page 54 in the learner’s book. Review with the learners the original dialogue from Lessons 1 and 3:*

<b>Tamara:</b>	Father, what do teachers do?
<b>Father:</b>	They teach children to read and write.
<b>Tamara:</b>	I see. And what do doctors do?
<b>Father:</b>	They give medicine to sick people.



*Explain that today you all are going to change the dialogue a little. Tell the learners to listen closely for the parts that change. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line. Emphasize the changes (marked here in bold):*

<b>Tamara:</b>	Father, what do <b>tailors</b> do?
<b>Father:</b>	They <b>make shirts and dresses</b> .
<b>Tamara:</b>	I see. And what do <b>carpenters</b> do?
<b>Father:</b>	They <b>make tables and chairs</b> .
<b>Tamara:</b>	<b>I see. I want to be a tailor.</b>

*Let the learners identify which parts have changed.*

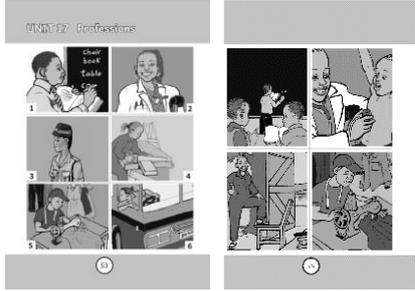


*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Sing, Sing, Everybody Sing**.*

<b>UNIT 17</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (professions)</i></li> <li>• <i>express wants</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> </ul> <p><b>Resources:</b> <i>Learner's book, pictures of teachers, doctors, police officers, carpenters, tailors, and drivers</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>When Standing in the Line.</b></i>	

<b>ACTIVITY 17.6.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
Now we will say some new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<i>Use Pictures 1-6 on page 53 in the learner's book, pictures, realia, and demonstrations. Review <b>teacher, doctor, police officer, carpenter, tailor, and driver</b>, asking and answering, Who is this? –This is a...</i>	
	<i>Point to each picture one at a time in random order and ask, Who is this? The learners point to the picture and answer with you, This is a.... Repeat 2-3 times with the whole class, groups, or individuals.</i>	
	<i>Point to each picture one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals. Then let the learners ask and answer the questions of one other in pairs.</i>	

<b>ACTIVITY 17.6.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.		
	<i>Use page 53 in the learner's book, pictures, realia, and demonstrations. Review:</i> <b>What do teachers do? -They teach children to read and write.</b> <b>What do doctors do? –They give medicine to sick people.</b> <b>What do tailors do? –They make shirts and dresses.</b> <b>What do carpenters do? -They make tables and chairs.</b>	
	<i>Ask and answer the questions together with the learners.</i>	
	<i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals. Then let the learners ask and answer the questions of one other in pairs.</i>	

**ACTIVITY 17.6.3**

**LISTENING TO A STORY**

**(10 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.

*Use the Pictures 1-4 on page 55 in the learner’s book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Identify the characters in the story as Mr. Banda (the teacher in Picture 1), Mrs. Banda (the doctor in Picture 2), Mrs. Tembo (the carpenter in Picture 3), and Mr. Mbewe (the tailor in Picture 4). Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*



**Mr. and Mrs. Banda**

<b>Picture 1</b>	This is Mr. Banda. Mr. Banda is a teacher. He teaches children to read and write. The children in his class like him. Ali says, “I want to be a teacher like Mr. Banda.”
<b>Picture 2</b>	This is Mrs. Banda. Mrs. Banda is a doctor. She gives medicine to sick people. Tamara says, “I want to be a doctor like Mrs. Banda.” Mr. Banda is happy to teach children to read and write. Mrs. Banda is happy to give medicine to sick people.
<b>Picture 3</b>	Mrs. Banda has a friend. Her name is Mrs Tembo. Mrs. Tembo is a carpenter. She makes tables and chairs.
<b>Picture 4</b>	Mr. Banda too has a friend. His name is Mr. Mbewe. Mr. Mbewe is a tailor. He makes shirts and dresses.

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

1. Who is Mrs. Banda’s friend? (*Mrs. Banda’s friend is Mrs. Tembo.*)
2. Mrs. Tembo is a carpenter. What does Mrs. Tembo do? (*Mrs. Tembo makes tables and chairs.*)



- Ask and answer the questions together with the learners. Add these questions:*
3. Who is Mr. Banda’s friend? (*Mrs. Banda’s friend is Mr. Mbewe.*)
  4. Mr. Mbewe is a tailor. What does Mr. Mbewe do? (*Mr. Mbewe makes shirts and dresses.*)



*Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Sing, Sing, Everybody Sing.***

**TEACHER REFLECTION**

- Write your observations in the notebook where you write your lesson evaluation:*
1. For each of the Success Criteria for today’s lessons, approximately how many or what percentage of learners have achieved them?
  2. Which Success Criteria do the learners appear to be struggling with the most?
  3. What will you do to address their difficulties?

<b>UNIT 17</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter g</li> <li>• identify the sound /g/ at the beginning of words</li> <li>• talk about professions in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, guava, a picture of a girl, a green object</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /f/.</i>	

<b>ACTIVITY 17.7.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH G</b>	<b>(6 Minutes)</b>
Now we will name objects. I will name objects. We will name objects together. Then you will name objects on your own.		
	<i>Use the picture at the bottom of page 56 in the learner’s book, visual aids, realia, and demonstrations. Teach <b>goat, guava, girl, and green</b>, asking and answering, What is this? –It is a...</i>	
	<i>Point to each picture/object one at a time in random order and ask, What is this? The learners point and answer with you, It is a.... Repeat 2-3 times with the whole class, groups, and individuals.</i>	
	<i>Point to each picture/object one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals.</i>	

<b>ACTIVITY 17.7.2</b>	<b>IDENTIFYING THE INITIAL LETTER SOUND /G/ IN WORDS</b>	<b>(8 Minutes)</b>
Now we will say the new letter sound. Then I will say some words. If the word begins with /g/, we will put our thumbs up. If it does not begin with /g/, we will put our thumbs down.		
	<i>Say the sound /g/ 2-3 times. Say a word that begins with /g/ such as <b>goat</b>. Point your thumb up and say, My thumb is up because <b>goat</b> begins with /g/. Say another word that does not begin with /g/ such as <b>cat</b>. Point your thumb down and say, My thumb is down because <b>cat</b> does not begin with /g/. Do the same with <b>guava</b> and <b>mango</b>.</i>	
	<i>Say the sound /g/ 2-3 times together with the learners. Say additional words that do and do not begin with the sound /g/, such as <b>girl, jump, green, blue, go, come, grandmother, and market</b>. Point your thumb up or down accordingly together with the learners.</i>	
	<i>Say additional words that do and do not begin with the sound /g/. The learners point their thumbs up or down accordingly on their own. Let the learners mention any other English words they know that begin with the sound /g/.</i>	

**ACTIVITY 17.7.3**

**SAYING A DIALOGUE**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.



*Use Pictures 3-5 on page 54 in the learner's book. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*

<b>Tamara:</b>	Father, what do tailors do?
<b>Father:</b>	They make shirts and dresses.
<b>Tamara:</b>	I see. And what do carpenters do?
<b>Father:</b>	They make tables and chairs.
<b>Tamara:</b>	I see. I want to be a tailor.



*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.*



*Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Show Me G.***

**UNIT 17**
**Lesson 8**

**Success Criteria:** *Learners must be able to*

- identify the small and capital letter G
- write the small and capital letter G
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** *Learner's book*

**INTRODUCTION**
**(2 Minutes)**

*Sing any familiar song.*

**ACTIVITY 17.8.1**
**LISTENING TO A STORY**
**(10 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.

*Use the Pictures 1-4 on page 55 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

<b>Mr. and Mrs. Banda</b>	
<i>Picture 1</i>	This is Mr. Banda. Mr. Banda is a teacher. He teaches children to read and write. The children in his class like him. Ali says, "I want to be a teacher like Mr. Banda."
<i>Picture 2</i>	This is Mrs. Banda. Mrs. Banda is a doctor. She gives medicine to sick people. Tamara says, "I want to be a doctor like Mrs. Banda." Mr. Banda is happy to teach children to read and write. Mrs. Banda is happy to give medicine to sick people.
<i>Picture 3</i>	Mrs. Banda has a friend. Her name is Mrs Tembo. Mrs. Tembo is a carpenter. She makes tables and chairs.
<i>Picture 4</i>	Mr. Banda too has a friend. His name is Mr. Mbewe. Mr. Mbewe is a tailor. He makes shirts and dresses.

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

1. Mr. Banda is a teacher. What does Mr. Banda do? (*Mr. Banda teaches children to read and write.*)
2. Mrs. Banda is a doctor. What does Mrs. Banda do? (*Mrs. Banda gives medicine to sick people.*)

*Ask and answer the questions together with the learners. Add these questions:*

3. Mrs. Tembo is a carpenter. What does Mrs. Tembo do? (*Mrs. Tembo makes tables and chairs.*)
4. Mr. Mbewe is a tailor. What does Mr. Mbewe do? (*Mr. Mbewe makes shirts and dresses.*)



Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.

**ACTIVITY 17.8.2****IDENTIFYING THE LETTER G****(6 Minutes)**

Now we will name the new letter. I will name the letter. We will name the letter together. Then you will name the letter on your own.



Show the learners the **goat** on page 56 in the learner's book and say, This is a fish. Fish begins with /g/. Show the letter card with small letter **g** and say, This is the letter **g**. The letter **g** says /g/.

Repeat 2 to 3 times. Do the same with capital letter **G**.

Discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa.



Show the letter card with the small letter and say the letter name and sound together with the learners 2 to 3 times. Repeat with the capital letter.



Show the letter card with small letter and let the learners say the letter name and sound on their own as a whole class, in groups, and as individuals.

Sing the song **Show Me G** together.

**ACTIVITY 17.8.3****WRITING THE LETTER G****(10 Minutes)**

Now we will write the new letter. I will write the letter. We will write the letter together. Then you will write the letter on your own.



Draw four lines on the chalkboard. Model writing the small letter **g**. Repeat with the capital letter **G**.



Write the small letter on the board while the learners write at the same time in the air, on the ground, or in their exercise books. Repeat with the capital letter.



The learners write the small letter and capital letter on their own in their exercise books. Go around the room, checking their work, and giving feedback.

**CONCLUSION****(2 Minutes)**

Sing the song **Write G in the Air**.

**TEACHER REFLECTION**

Write your observations in the notebook where you write your lesson evaluation:

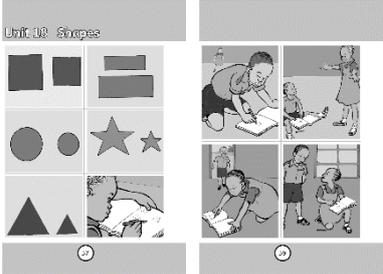
1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

## UNIT 17

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

<b>Success Criteria</b>	<b>Lessons</b>
<i>Say new words (professions)</i>	1, 2, 5, 6
<i>Ask for information using "What do ... do?"</i>	1, 5
<i>Give information about people in different professions</i>	1, 5
<i>Talk about professions in a dialogue</i>	1, 3, 5, 7
<i>Express wants</i>	2, 6
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects beginning with the letter f</i>	3
<i>Identify the sound /f/ at the beginning of words</i>	3
<i>Identify the small and capital letters f and F</i>	4
<i>Write the small and capital letters f and F</i>	4
<i>Name objects beginning with the letter g</i>	7
<i>Identify the sound /g/ at the beginning of words</i>	7
<i>Identify the small and capital letters g and G</i>	8
<i>Write the small and capital letters g and G</i>	8

<b>UNIT 18</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (<i>shapes and sizes</i>)</li> <li>• ask for information using “<i>What are you doing?</i>”</li> <li>• say what they are doing</li> <li>• ask and answer “<i>What are you doing?</i>” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, big and small circles</i></p>

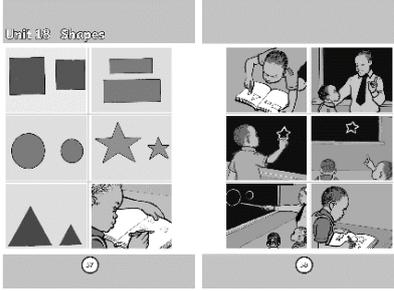
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /g/.</i>	

<b>ACTIVITY 18.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<i>Use page 57 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach <b>big, small, draw, and circle.</b></i>		

<b>ACTIVITY 18.1.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<i>Use page 57 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer: <b>What are you doing? –I am drawing a circle.</b></i>		

<b>ACTIVITY 18.1.3</b>	<b>SAYING A DIALOGUE</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1 and 2 on page 59 in the learner’s book. Identify the characters as Ali and Tamara. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<i>Picture 1</i>	<b>Tamara:</b>	What are you doing? Ali?
	<b>Ali:</b>	I am drawing a circle.
<i>Picture 2</i>	<b>Tamara:</b>	Can you draw a small circle?
	<b>Ali:</b>	Yes, I can. Here it is.
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Draw a Circle in the Air.</b></i>	

<b>UNIT 18</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (shapes and sizes)</li> <li>• ask for information using “What are you doing?”</li> <li>• say what they are doing</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> Learner’s book, big and small circles, rectangles, triangles and stars</p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Sing, Sing, Everybody Sing.</b></i>	

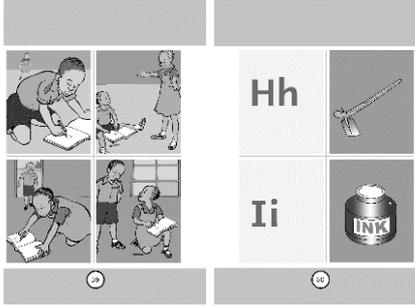
<b>ACTIVITY 18.2.1 SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<i>Use page 57 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>big, small, draw, and circle.</b> New! Add <b>rectangle, triangle, and star.</b></i>	

<b>ACTIVITY 18.2.2 ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<i>Use page 57 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: <b>What are you doing? – I am drawing a circle.</b> New! Repeat with <b>-...rectangle. / -...triangle. / -...star.</b></i>	

<b>ACTIVITY 18.2.3 LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1-4 on page 58 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Read the story aloud twice expressively.</i>	
<b>Tamara and Ali Draw Shapes</b>	
<b>1</b>	Ali is drawing a big rectangle and a small rectangle in his exercise book. He is drawing a big triangle and a small triangle.
<b>2</b>	The teacher says, “Ali, can you draw a big star on the chalkboard?” Ali says, “Yes, I can.”
<b>3</b>	Ali goes to the chalkboard. He draws a small star.
<b>4</b>	The children say, “Look! That is not a big star! That is a small star!”
<i>Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. (Picture 1) What is Ali drawing in his exercise book? (Ali is drawing a big rectangle and a small rectangle. OR Ali is drawing a big triangle and a small triangle.); 2. (Picture 3) What is Ali drawing on the chalkboard? (Ali is drawing a star on the chalkboard.)</i>	

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Draw a Circle in the Air.</b></i>	

<b>TEACHER REFLECTION:</b> Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.
---

<b>UNIT 18</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter h</li> <li>• identify the sound /h/ at the beginning of words</li> <li>• ask and answer “What are you doing?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, hoe, hat, picture of a house</i></p>

**INTRODUCTION** (2 Minutes)

*Play Thumbs Up Thumbs Down with words that do and do not begin with /g/.*

**ACTIVITY 18.3.1 NAMING OBJECTS THAT BEGIN WITH H** (6 Minutes)

*Use the picture on page 60 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach/review **hoe, hat, house, and head.***

**ACTIVITY 18.3.2 IDENTIFYING THE INITIAL LETTER SOUND /H/ IN WORDS** (8 Minutes)

*Follow the I Do – We Do – You Do approach to teach the sound /h/ and to play Thumbs Up Thumbs Down for words beginning with the sound /h/. Use **hoe, fish, hat, egg, house, you, head, kick, hello, finger, and hand.***

**ACTIVITY 18.3.3 SAYING A DIALOGUE** (12 Minutes)

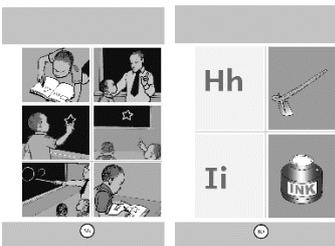
*Use Pictures 1 and 2 on page 59 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times:*

<i>Picture 1</i>	<b>Tamara:</b>	What are you doing?, Ali?
	<b>Ali:</b>	I am drawing a circle.
<i>Picture 2</i>	<b>Tamara:</b>	Can you draw a small circle?
	<b>Ali:</b>	Yes, I can. Here it is.

*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.*

**CONCLUSION** (2 Minutes)

*Sing the song **Show Me H.***

<b>UNIT 18</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• identify the small and capital letters <i>h</i> and <i>H</i></li> <li>• write the small and capital letters <i>h</i> and <i>H</i></li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

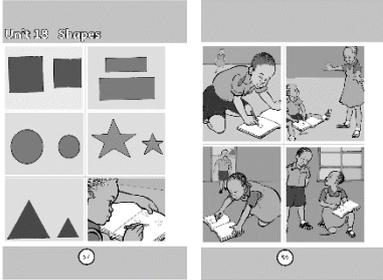
<b>ACTIVITY 18.4.1</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1-4 on page 58 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Read the story aloud twice expressively.</i>		
<b>Tamara and Ali Draw Shapes</b>		
<b>1</b>	Ali is drawing a big rectangle and a small rectangle in his exercise book. He is drawing a big triangle and a small triangle.	
<b>2</b>	The teacher says, “Ali, can you draw a big star on the chalkboard?” Ali says, “Yes, I can.”	
<b>3</b>	Ali goes to the chalkboard. He draws a small star.	
<b>4</b>	The children say, “Look! That is not a big star! That is a small star!”	
<i>Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. (Picture 1) What is Ali drawing in his exercise book? (Ali is drawing a big rectangle and a small rectangle. OR Ali is drawing a big triangle and a small triangle.); 2. (Picture 3) What is Ali drawing on the chalkboard? (Ali is drawing a star on the chalkboard.) Have the learners say what they think will happen next.</i>		

<b>ACTIVITY 18.4.2</b>	<b>IDENTIFYING THE LETTER H</b>	<b>(6 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to show the learners the picture on page 60 and say, This is a hoe. Hoe begins with /h/. Show the letter card with the small letter <b>h</b> and say, This is the letter <b>h</b>. The letter <b>h</b> says /h/. Do the same with the capital letter <b>H</b>. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Finally, sing the song <b>Show Me H</b> together.</i>		

<b>ACTIVITY 18.4.3</b>	<b>WRITING THE LETTER H</b>	<b>(10 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to teach writing the small and capital letters <b>h</b> and <b>H</b>.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Write H in the Air</b>.</i>	

<b>TEACHER REFLECTION:</b> <i>Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.</i>
--

<b>UNIT 18</b>	<b>Lesson 5</b>		<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (<i>shapes and sizes</i>)</li> <li>• ask for information using “<i>What are you doing?</i>”</li> <li>• say what they are doing</li> <li>• ask and answer “<i>What are you doing?</i>” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, big and small circles, rectangles, triangles, stars, and squares</i></p>
----------------	-----------------	---	--

**INTRODUCTION** (2 Minutes)

*Play Thumbs Up Thumbs Down with words that do and do not begin with /h/.*

**ACTIVITY 18.5.1 SAYING NEW WORDS** (6 Minutes)

*Use page 57 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **big, small, draw, circle, rectangle, triangle, and star.** New! Add **square.***

**ACTIVITY 18.5.2 ASKING FOR AND GIVING INFORMATION** (8 Minutes)

*Use page 57 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **What are you doing? –I am drawing a circle. / -...rectangle. / -...triangle. / -...star.** New! Add **-...square.***

**ACTIVITY 18.5.3 SAYING A DIALOGUE** (12 Minutes)

*Use Pictures 1 and 2 on page 59 in the learner’s book. First, review with the learners the original dialogue from Lessons 1 and 3 (see Activity 18.3.3). Next, explain that today you all are going to change the dialogue a little. Have the learners look at Pictures 3 and 4 and tell you what they see. Tell them to listen closely for the parts that change. Use Pictures 3 and 4. Model saying and acting out the dialogue expressively 2-3 times. Emphasize the changes (marked here in bold):*

<i>Picture 3</i>	<i>Ali:</i>	What are you doing?, <b>Tamara?</b>
	<i>Tamara:</i>	I am drawing a <b>square.</b>
<i>Picture 4</i>	<i>Ali:</i>	Can you draw a small <b>square?</b>
	<i>Tamara:</i>	Yes, I can. Here it is.

*Let the learners identify which parts have changed. Then say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION** (2 Minutes)

*Sing the song **Draw a Square in the Air.***

<b>UNIT 18</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (shapes and sizes)</li> <li>• ask for information using “What are you doing?”</li> <li>• say what they are doing</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> Learner’s book, big and small circles, rectangles, triangles, stars, and squares</p>

**INTRODUCTION** **(2 Minutes)**  
 Sing the song *When Standing in the Line*.

**ACTIVITY 18.6.1 SAYING NEW WORDS** **(6 Minutes)**  
 Use page 57 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **big, small, draw, circle, rectangle, triangle, star, and square**.

**ACTIVITY 18.6.2 ASKING FOR AND GIVING INFORMATION** **(8 Minutes)**  
 Use page 57 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **What are you doing? –I am drawing a circle. / -...rectangle. / -...triangle. / -...star. / -...square.**

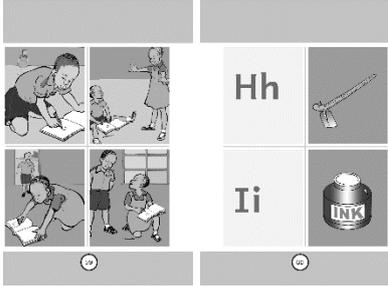
**ACTIVITY 18.6.3 LISTENING TO A STORY** **(12 Minutes)**  
 Use Pictures 1-5 on page 58 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Read the story aloud twice expressively.

<b>Tamara and Ali Draw Shapes</b>	
<b>1</b>	Ali is drawing a big rectangle and a small rectangle in his exercise book. He is drawing a big triangle and a small triangle.
<b>2</b>	The teacher says, “Ali, can you draw a big star on the chalkboard?” Ali says, “Yes, I can.”
<b>3</b>	Ali goes to the chalkboard. He draws a small star.
<b>4</b>	The children say, “Look! That is not a big star! That is a small star!” Ali says, “What is big? What is small?”
<b>5</b>	The teacher draws a big circle and a small circle on the chalkboard. He says, “Look! This is a big circle, and this is a small circle.” Ali says, “Yes, Teacher.”

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. (Picture 1) What is Ali drawing in his exercise book? (Ali is drawing a big rectangle and a small rectangle. OR Ali is drawing a big triangle and a small triangle.); 2. (Picture 3) What is Ali drawing on the chalkboard? (Ali is drawing a star on the chalkboard.); 3. (Picture 5) What is the teacher drawing on the chalkboard? (The teacher is drawing a big circle and a small circle.)

**CONCLUSION** **(2 Minutes)**  
 Sing the song *Draw a Circle/Square/Star in the Air*.

**TEACHER REFLECTION:** Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.

<p><b>UNIT 18</b></p>	<p><b>Lesson 7</b></p>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter <i>i</i></li> <li>• identify the sound /i/ at the beginning of words</li> <li>• ask and answer “What are you doing?” in a dialogue</li> </ul> <p><b>Resources:</b> Learner’s book, ink, a picture of a baby (infant)</p>

**INTRODUCTION** (2 Minutes)

Play *Thumbs Up Thumbs Down* with words that do and do not begin with /h/.

**ACTIVITY 18.7.1 NAMING OBJECTS THAT BEGIN WITH I** (6 Minutes)

Use the picture on page 60 in the learner’s book, visual aids, realia, and demonstrations. Follow the *I Do – We Do – You Do* approach to teach/review **ink, infant, and image**. Note: Explain that *infant* is another word for *baby*, and *image* is another word for *picture*.

**ACTIVITY 18.7.2 IDENTIFYING THE INITIAL LETTER SOUND /I/ IN WORDS** (8 Minutes)

Follow the *I Do – We Do – You Do* approach to teach the sound /i/ and to play *Thumbs Up Thumbs Down* for words beginning with the sound /i/. Use **ink, and, infant, out, image, under, in, open, is, on, it, and up**. Note: In English, the letter *i* makes different sounds in different words (e.g. *in* vs. *ice*). For this activity we will just focus on /i/ as in the words given here (i.e. the “short i” or /ɪ/ in IPA<sup>2</sup>). Later the learners will learn the other sounds that the letter *i* makes in English.

**ACTIVITY 18.7.3 SAYING A DIALOGUE** (12 Minutes)

Use Pictures 3 and 4 on page 59 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times:

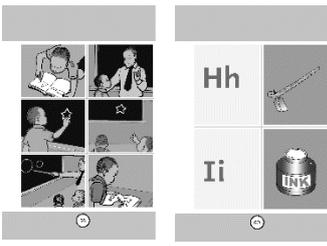
<i>Picture 3</i>	<b>Ali:</b>	What are you doing?, Tamara?
	<b>Tamara:</b>	I am drawing a square.
<i>Picture 4</i>	<b>Ali:</b>	Can you draw a small square?
	<b>Tamara:</b>	Yes, I can. Here it is.

Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role. As time permits, the learners may recite the full dialogue using Pictures 1-4.

**CONCLUSION** (2 Minutes)

Sing the song **Show Me I**.

<sup>2</sup> IPA: International Phonetic Alphabet

<b>UNIT 18</b>	<b>Lesson 8</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• identify the small and capital letters <i>i</i> and <i>I</i></li> <li>• write the small and capital letters <i>i</i> and <i>I</i></li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> Learner’s book, ink</p>

**INTRODUCTION** **(2 Minutes)**

Sing any familiar song.

**ACTIVITY 18.8.1 LISTENING TO A STORY** **(10 Minutes)**

Use Pictures 1-6 on page 58 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.

<b>Tamara and Ali Draw Shapes</b>	
<b>1</b>	Ali is drawing a big rectangle and a small rectangle in his exercise book. He is drawing a big triangle and a small triangle.
<b>2</b>	The teacher says, “Ali, can you draw a big star on the chalkboard?” Ali says, “Yes, I can.”
<b>3</b>	Ali goes to the chalkboard. He draws a small star.
<b>4</b>	The children say, “Look! That is not a big star! That is a small star!” Ali says, “What is big? What is small?”
<b>5</b>	The teacher draws a big circle and a small circle on the chalkboard. He says, “Look! This is a big circle, and this is a small circle.” Ali says, “Yes, Teacher.”
<b>6</b>	Tamara can draw shapes too! Tamara is drawing a small square and a big square in her exercise book. She is also drawing a small star and a big star.

Follow the *I Do – We Do – You Do* approach to help the learners to answer these questions in complete sentences: 1. (Picture 1) What is Ali drawing in his exercise book? (Ali is drawing a big rectangle and a small rectangle. OR Ali is drawing a big triangle and a small triangle.); 2. (Picture 3) What is Ali drawing on the chalkboard? (Ali is drawing a star on the chalkboard.); 3. (Picture 5) What is the teacher drawing on the chalkboard? (The teacher is drawing a big circle and a small circle.); 4. (Picture 6) What is Tamara drawing in her exercise book? (Tamara is drawing a big square and a small square. OR Tamara is drawing a big star and a small star.)

**ACTIVITY 18.8.2 IDENTIFYING THE LETTER I** **(6 Minutes)**

Follow the *I Do – We Do – You Do* approach to show the learners the picture on page 60 and say, This is ink. Ink begins with /i/. Show the letter card with the small letter *i* and say, This is the letter *i*. The letter *i* says /i/. Do the same with the capital letter **I**. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Explain that in English the letter *i* makes different sounds in different words but that today you all are only going to focus on the (short) /i/ sound as in the words *ink*, *infant*, and *image*. Later they will learn its other sounds. Finally, sing the song **Show Me I** together.

**ACTIVITY 18.8.3 WRITING THE LETTER I** **(10 Minutes)**

Follow the *I Do – We Do – You Do* approach to teach writing the small and capital letters *i* and **I**.

**CONCLUSION** **(2 Minutes)**

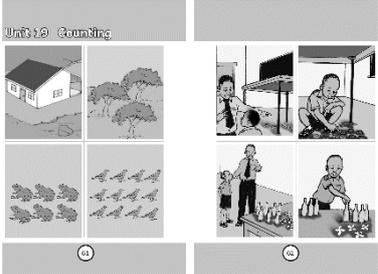
Sing the song **Write I in the Air**.

## UNIT 18

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

<b>Success Criteria</b>	<b>Lessons</b>
<i>Say new words (shapes and sizes)</i>	1, 2, 5, 6
<i>Ask for information using "What are you doing?"</i>	1, 2, 5, 6
<i>Say what they are doing</i>	1, 2, 5, 6
<i>Ask and answer "What are you doing?" in a dialogue</i>	1, 3, 5, 7
<i>Discuss a picture using known vocabulary</i>	2, 4, 6, 8
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects beginning with the letter h</i>	3
<i>Identify the sound /h/ at the beginning of words</i>	3
<i>Identify the small and capital letters h and H</i>	4
<i>Write the small and capital letters h and H</i>	4
<i>Name objects beginning with the letter i</i>	7
<i>Identify the sound /i/ at the beginning of words</i>	7
<i>Identify the small and capital letters i and I</i>	8
<i>Write the small and capital letters i and I</i>	8

<b>UNIT 19</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• ask for information using “How many are there?”</li> <li>• give information about number</li> <li>• ask and answer “How many are there?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, at least ten stones</i></p>

**INTRODUCTION** **(2 Minutes)**

*Play Thumbs Up Thumbs Down with words that do and do not begin with /i/.*

**ACTIVITY 19.1.1 COUNTING TO TEN** **(8 Minutes)**

*Use stones and demonstrations. Follow the I Do – We Do – You Do approach to review counting from one to five and to teach counting from six to ten.*

**ACTIVITY 19.1.2 ASKING FOR AND GIVING INFORMATION** **(8 Minutes)**

*Use stones and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer: **How many stones are there? –There are five stones. One, two, three, four, five.***

**ACTIVITY 19.1.3 SAYING A DIALOGUE** **(10 Minutes)**

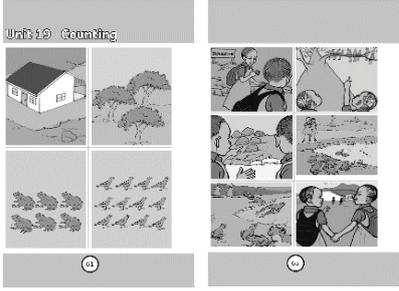
*Use Pictures 1-2 on page 62 in the learner’s book. Identify the characters as the Teacher and Ali. First, model saying and acting out the dialogue expressively 2-3 times:*

<i>Picture 1</i>	<b>Teacher:</b>	How many stones are under the table?
<i>Picture 2</i>	<b>Ali:</b>	There are five stones under the table.
	<b>Teacher:</b>	Can you count them?
	<b>Ali:</b>	Yes, I can. One, two, three, four, five.

*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION** **(2 Minutes)**

*Sing the song **One, Two, How are You?***

<b>UNIT 19</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• ask for information using “How many are there?”</li> <li>• give information about number</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book, bottles, at least ten stones and other small objects</i></p>

**INTRODUCTION** **(2 Minutes)**  
 Sing the song *Draw a Circle/Square/Star in the Air?*

**ACTIVITY 19.2.1 SAYING NEW WORDS** **(6 Minutes)**  
 Use pages 61-62 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach/review *stones, house(s), tree(s), frog(s), bird(s), and bottle(s)*.

**ACTIVITY 19.2.2 ASKING FOR AND GIVING INFORMATION** **(8 Minutes)**  
 Use *stones* and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **How many stones are there? –There are ten stones. One, two, three, four, five, six, seven, eight, nine, ten.** Repeat with a variety of objects and numbers.

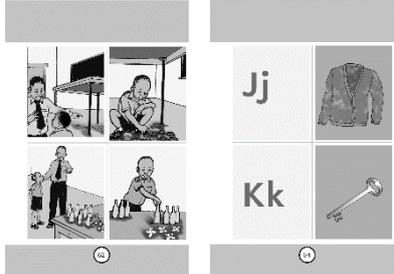
**ACTIVITY 19.2.3 LISTENING TO A STORY** **(12 Minutes)**  
 Use Pictures 1-4 on page 63 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.

<b>Counting on the Way to School</b>	
<b>1</b>	Tamara and Chrissie are going to school.
<b>2</b>	Chrissie sees some birds in the tree. She says, “Tamara, look at the birds in the tree. How many birds are there?” Tamara says, “There are eight birds in the tree.”
<b>3</b>	Tamara sees some stones by the road. She says, “Chrissie, look at the stones. How many stones are there?” Chrissie looks at the stones. She says, “There are six stones.”
<b>4</b>	Chrissie sees some frogs near the water. She says, “Tamara, look at the frogs. How many frogs are there?” Tamara says, “There are six frogs.”

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. (Picture 1) Where are Tamara and Chrissie going? (Tamara and Chrissie are going to school); 2. (Picture 2) How many birds are there in the tree? (There are eight birds in the tree.); 3. (Picture 3) How many stones are there by the road? (There are six stones by the road.); 4. (Picture 4) How many frogs are there by the water? (There are six frogs by the water.)

**CONCLUSION** **(2 Minutes)**  
 Sing the song *One, Two, How are You?*

**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.*

<b>UNIT 19</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter j</li> <li>• identify the sound /j/ at the beginning of words</li> <li>• ask and answer “How many are there?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book,</i></p>

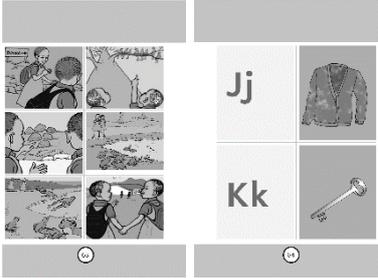
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /i/.</i>	

<b>ACTIVITY 19.3.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH J</b>	<b>(6 Minutes)</b>
<i>Use the picture on page 64 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach/review <b>jacket, jar, and jump.</b></i>		

<b>ACTIVITY 19.3.2</b>	<b>IDENTIFYING THE INITIAL LETTER SOUND /J/ IN WORDS</b>	<b>(8 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to teach the sound /j/ and to play Thumbs Up Thumbs Down for words beginning with the sound /j/. Use <b>jacket, frog, jar, table, jump, bottle, chin, John, joke, chair, and juice.</b></i>		

<b>ACTIVITY 19.3.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<i>Use Pictures 1-2 on page 62 in the learner’s book. Identify the characters as the Teacher and Ali. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<i>Picture 1</i>	<b>Teacher:</b>	How many stones are under the table?
<i>Picture 2</i>	<b>Ali:</b>	There are five stones under the table.
	<b>Teacher:</b>	Can you count them?
	<b>Ali:</b>	Yes, I can. One, two, three, four, five.
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me J.</b></i>	

<b>UNIT 19</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• identify the small and capital letters j and J</li> <li>• write the small and capital letters j and J</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

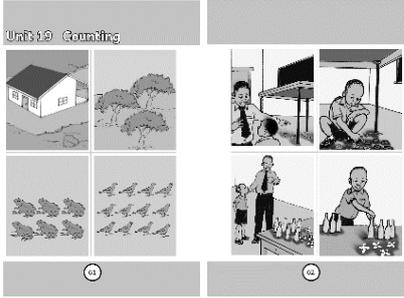
<b>ACTIVITY 19.4.1</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1-4 on page 63 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.</i>		
<b>Counting on the Way to School</b>		
<b>1</b>	Tamara and Chrissie are going to school.	
<b>2</b>	Chrissie sees some birds in the tree. She says, “Tamara, look at the birds in the tree. How many birds are there?” Tamara says, “There are eight birds in the tree.”	
<b>3</b>	Tamara sees some stones by the road. She says, “Chrissie, look at the stones. How many stones are there?” Chrissie looks at the stones. She says, “There are six stones.”	
<b>4</b>	Chrissie sees some frogs near the water. She says, “Tamara, look at the frogs. How many frogs are there?” Tamara says, “There are six frogs.”	
<i>Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. (Picture 1) Where are Tamara and Chrissie going? (Tamara and Chrissie are going to school); 2. (Picture 2) How many birds are there in the tree? (There are eight birds in the tree.); 3. (Picture 3) How many stones are there by the road? (There are six stones by the road.); 4. (Picture 4) How many frogs are there by the water? (There are six frogs by the water.)</i>		

<b>ACTIVITY 19.4.2</b>	<b>IDENTIFYING THE LETTER J</b>	<b>(6 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to show the learners the picture on page 64 and say, This is a jacket. Jacket begins with /j/. Show the letter card with the small letter j and say, This is the letter j. The letter j says /j/. Do the same with the capital letter J. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Finally, sing the song <b>Show Me J</b> together.</i>		

<b>ACTIVITY 19.4.3</b>	<b>WRITING THE LETTER J</b>	<b>(10 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to teach writing the small and capital letters j and J.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Write J in the Air.</b></i>	

<b>TEACHER REFLECTION:</b> <i>Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.</i>
--

<p><b>UNIT 19</b></p> 	<p style="text-align: right;"><b>Lesson 5</b></p> <p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• ask for information using “How many are there?”</li> <li>• give information about number</li> <li>• ask and answer “How many are there?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, bottles, at least ten stones and other small objects</i></p>
---	--

**INTRODUCTION** **(2 Minutes)**

*Play Thumbs Up Thumbs Down with words that do and do not begin with /j/.*

**ACTIVITY 19.5.1 SAYING NEW WORDS** **(6 Minutes)**

*Use **stones** and other small objects and demonstrations. Follow the I Do – We Do – You Do approach to review counting from **one** to **ten**.*

**ACTIVITY 19.5.2 ASKING FOR AND GIVING INFORMATION** **(8 Minutes)**

*Use **stones** and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **How many stones are there? –There are ten stones. One, two, three, ..., nine, ten.** Repeat with a variety of objects and numbers.*

**ACTIVITY 19.5.3 SAYING A DIALOGUE** **(12 Minutes)**

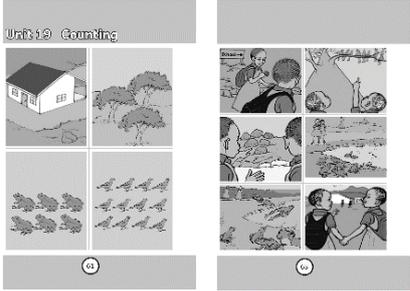
*Use Pictures 1-2 on page 62 in the learner’s book. First, review with the learners the original dialogue from Lessons 1 and 3 (see Activity 19.3.3). Next, explain that today you all are going to change the dialogue a little. Have the learners look at Pictures 3-4 and tell you what they see. Tell them to listen closely for the parts that change. Use Pictures 3 and 4. Model saying and acting out the dialogue expressively 2-3 times. Emphasize the changes (marked here in bold):*

<i>Picture 1</i>	<b>Teacher:</b>	How many <b>bottles</b> are <b>on</b> the table?
<i>Picture 2</i>	<b>Ali:</b>	There are <b>seven bottles on</b> the table.
	<b>Teacher:</b>	Can you count them?
	<b>Ali:</b>	Yes, I can. One, two, three, four, five, <b>six, seven.</b>

*Let the learners identify which parts have changed. Then say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION** **(2 Minutes)**

*Sing the song **One, Two, How are You?***

<b>UNIT 19</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• count to ten</li> <li>• ask for information using “How many are there?”</li> <li>• give information about number</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> Learner’s book, bottles, at least ten stones and other small objects</p>

**INTRODUCTION** **(2 Minutes)**  
 Sing the song *Sing, Sing, Everybody Sing*.

**ACTIVITY 19.6.1 SAYING NEW WORDS** **(6 Minutes)**  
 Use pages 61-62 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach/review *stones, house(s) tree(s), frog(s), bird(s), bottles*.

**ACTIVITY 19.6.2 ASKING FOR AND GIVING INFORMATION** **(8 Minutes)**  
 Use *stones* and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **How many stones are there? –There are ten stones. One, two, three, ..., nine, ten.** Repeat with a variety of objects and numbers.

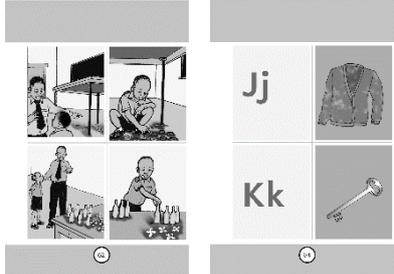
**ACTIVITY 19.6.3 LISTENING TO A STORY** **(12 Minutes)**

Use Pictures 1-6 on page 63 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.

<b>Counting on the Way to School</b>	
<b>1</b>	Tamara and Chrissie are going to school.
<b>2</b>	Chrissie sees some birds in the tree. She says, “Tamara, look at the birds in the tree. How many birds are there?” Tamara says, “There are eight birds in the tree.”
<b>3</b>	Tamara sees some stones by the road. She says, “Chrissie, look at the stones. How many stones are there?” Chrissie looks at the stones. She says, “There are six stones.”
<b>4</b>	Chrissie sees some frogs near the water. She says, “Tamara, look at the frogs. How many frogs are there?” Tamara says, “There are six frogs.”
<b>5</b>	The frogs see Tamara and Chrissie. Two frogs jump into the water.
<b>6</b>	Tamara and Chrissie laugh and go on to school.

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. (Picture 1) Where are Tamara and Chrissie going? (*Tamara and Chrissie are going to school*); 2. (Picture 2) How many birds are there in the tree? (*There are eight birds in the tree.*); 3. (Picture 3) How many stones are there by the road? (*There are six stones by the road.*); 4. (Picture 4) How many frogs are there by the water? (*There are six frogs by the water.*); 5. (Picture 5) Why do the frogs jump into the water? (*The frogs jump into the water because they see Tamara and Chrissie.*); 6. (Picture 5) How many frogs are there now? (*There are four frogs.*)

**CONCLUSION** **(2 Minutes)**  
 Sing the song *One, Two, How are You?*

<b>UNIT 19</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter k</li> <li>• identify the sound /k/ at the beginning of words</li> <li>• ask and answer “How many are there?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, key, kettle</i></p>

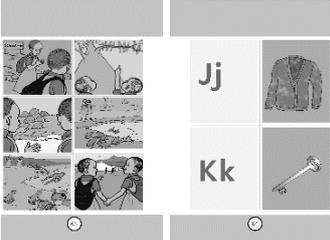
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /j/.</i>	

<b>ACTIVITY 19.7.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH K</b>	<b>(6 Minutes)</b>
<i>Use the picture on page 64 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach/review <b>key, kitchen, kettle, and kick.</b></i>		

<b>ACTIVITY 19.7.2</b>	<b>IDENTIFYING THE INITIAL LETTER SOUND /K/ IN WORDS</b>	<b>(8 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to teach the sound /k/ and to play Thumbs Up Thumbs Down for words beginning with the sound /k/. Use <b>key, two, kitchen, chalk, kettle, go, kick, grey, and circle.</b></i>		

<b>ACTIVITY 19.7.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<i>Use Pictures 3-4 on page 62 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<b>Picture 1</b>	<b>Teacher:</b>	How many bottles are on the table?
<b>Picture 2</b>	<b>Ali:</b>	There are seven bottles on the table.
	<b>Teacher:</b>	Can you count them?
	<b>Ali:</b>	Yes, I can. One, two, three, four, five, six, seven.
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role. As time permits, the learners may recite the full dialogue using Pictures 1-4.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me K.</b></i>	

<b>UNIT 19</b>	<b>Lesson 8</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• identify the small and capital letters k and K</li> <li>• write the small and capital letters k and K</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book, letter cards with the small and capital letters k and K</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

<b>ACTIVITY 19.8.1</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
------------------------	-----------------------------	---------------------

*Use Pictures 1-6 on page 63 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.*

<b>Counting on the Way to School</b>	
<b>1</b>	Tamara and Chrissie are going to school.
<b>2</b>	Chrissie sees some birds in the tree. She says, “Tamara, look at the birds in the tree. How many birds are there?” Tamara says, “There are eight birds in the tree.”
<b>3</b>	Tamara sees some stones by the road. She says, “Chrissie, look at the stones. How many stones are there?” Chrissie looks at the stones. She says, “There are six stones.”
<b>4</b>	Chrissie sees some frogs near the water. She says, “Tamara, look at the frogs. How many frogs are there?” Tamara says, “There are six frogs.”
<b>5</b>	The frogs see Tamara and Chrissie. Two frogs jump into the water.
<b>6</b>	Tamara and Chrissie laugh and go on to school.

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. (Picture 1) Where are Tamara and Chrissie going? (Tamara and Chrissie are going to school); 2. (Picture 2) How many birds are there in the tree? (There are eight birds in the tree.); 3. (Picture 3) How many stones are there by the road? (There are six stones by the road.); 4. (Picture 4) How many frogs are there by the water? (There are six frogs by the water.); 5. (Picture 5) Why do the frogs jump into the water? (The frogs jump into the water because they see Tamara and Chrissie.); 6. (Picture 5) How many frogs are there now? (There are four frogs.)*

<b>ACTIVITY 19.8.2</b>	<b>IDENTIFYING THE LETTER K</b>	<b>(6 Minutes)</b>
------------------------	---------------------------------	--------------------

*Follow the I Do – We Do – You Do approach to show the learners the picture on page 64 and say, This is a key. Key begins with /k/. Show the letter card with the small letter k and say, This is the letter k. The letter k says /k/. Do the same with the capital letter K. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Finally, sing the song **Show Me K** together.*

<b>ACTIVITY 19.8.3</b>	<b>WRITING THE LETTER K</b>	<b>(10 Minutes)</b>
------------------------	-----------------------------	---------------------

*Follow the I Do – We Do – You Do approach to teach writing the small and capital letters k and K.*

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
-------------------	--------------------

*Sing the song **Write K in the Air**.*

**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.*

## UNIT 19

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

<b>Success Criteria</b>	<b>Lessons</b>
<i>Count to ten</i>	1, 5
<i>Say new words</i>	2, 6
<i>Ask for information using "How many are there?"</i>	1, 2, 5, 6
<i>Give information about number</i>	1, 2, 5, 6
<i>Ask and answer "How many are there?" in a dialogue</i>	1, 3, 5, 7
<i>Discuss a picture using known vocabulary</i>	2, 4, 6, 8
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects beginning with the letter j</i>	3
<i>Identify the sound /j/ at the beginning of words</i>	3
<i>Identify the small and capital letters j and J</i>	4
<i>Write the small and capital letters j and J</i>	4
<i>Name objects beginning with the letter k</i>	7
<i>Identify the sound /k/ at the beginning of words</i>	7
<i>Identify the small and capital letters k and K</i>	8
<i>Write the small and capital letters k and K</i>	8

<b>UNIT 20</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (<i>weather</i>)</li> <li>• ask about intention using “<i>Why are you ...ing?</i>”</li> <li>• express intention using “<i>I want to...</i>”</li> <li>• ask and answer “<i>Why are you ...ing?</i>” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, a sweater</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /k/.</i>	

<b>ACTIVITY 20.1.1</b>	<b>COUNTING TO TEN</b>	<b>(8 Minutes)</b>
<i>Use page 65 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach <b>weather, cool, sweater, and warm.</b></i>		

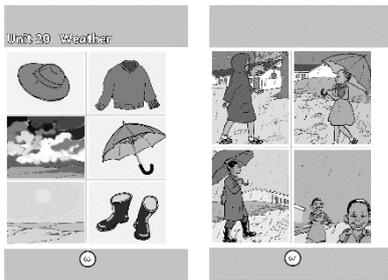
<b>ACTIVITY 20.1.2</b>	<b>ASKING FOR AND EXPRESSING INTENTION</b>	<b>(8 Minutes)</b>
<i>Use page 65 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer: <b>Why are you wearing a sweater? –I want to keep warm.</b></i>		

<b>ACTIVITY 20.1.3</b>	<b>SAYING A DIALOGUE</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1-2 on page 66 in the learner’s book. Identify the characters as the Teacher and Ali. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<i>Picture 1</i>	<b>Teacher:</b> Why are you wearing a sweater?	
	<b>Tamara:</b> I want to keep warm.	
	<b>Teacher:</b> How is the weather today?	
<i>Picture 2</i>	<b>Tamara:</b> It is cool. All the children are wearing sweaters!	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>One, Two, How are You?</b></i>	

## UNIT 20

## Lesson 2



**Success Criteria:** Learners must be able to

- say new words (weather)
- ask about intention using “Why are you ...ing?”
- express intention using “I want to...”
- recite a poem

**Resources:** Learner’s book, sweater, gum boots

## INTRODUCTION

(2 Minutes)

Sing the song *Draw a Circle/Square/Star in the Air*.

## ACTIVITY 20.2.1 SAYING NEW WORDS

(8 Minutes)

Use page 65 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **weather, cool, sweater, and warm**. New! Add **rain gum boots, and dry**.

## ACTIVITY 20.2.2 ASKING FOR AND GIVING INFORMATION

(8 Minutes)

Use page 65 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **Why are you wearing a sweater? –I want to keep warm. New! Add: Why are you wearing gum boots? –I want to keep dry.**

## ACTIVITY 20.2.3 RECITING A POEM

(10 Minutes)

Read the poem aloud twice expressively.

**Rain, Rain, Go Away**

Rain, rain, go away. Come again on Saturday.

I want to go to school and read. / Rain, rain, go away.

Rain, rain, go away. Come again on Saturday.

Teacher wants to teach the children. Rain, rain, go away.

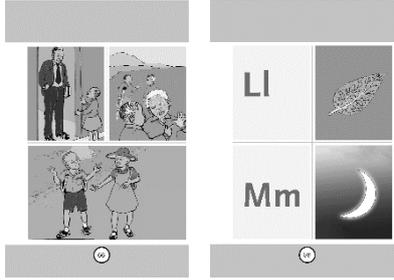
Follow the I Do – We Do – You Do approach to help the learners to recite the poem.

## CONCLUSION

(2 Minutes)

Sing the song *Sing, Sing, Everybody Sing*.

**TEACHER REFLECTION:** Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.

<b>UNIT 20</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter l</li> <li>• identify the sound /l/ at the beginning of words</li> <li>• ask and answer “Why are you ...ing?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, leaf, lemon</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /k/.</i>	

<b>ACTIVITY 20.3.1</b>	<b>NAMING OBJECTS AND ACTIONS THAT BEGIN WITH L</b>	<b>(6 Minutes)</b>
<i>Use the picture on page 68 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach/review leaf, lemon, leg, and look.</i>		

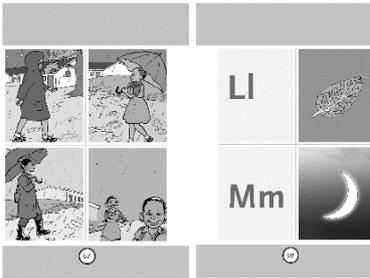
<b>ACTIVITY 20.3.2</b>	<b>IDENTIFYING THE INITIAL LETTER SOUND /L/ IN WORDS</b>	<b>(8 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to teach the sound /l/ and to play Thumbs Up Thumbs Down for words beginning with the sound /l/. Use leaf, yellow, leg, lemon, hoe, look, weather, Lucy, warm, live, you, and like.</i>		

<b>ACTIVITY 20.3.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<i>Use Pictures 1-2 on page 66 in the learner’s book. Identify the characters as the Teacher and Ali. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<i>Picture 1</i>	<b>Teacher:</b> Why are you wearing a sweater?	
	<b>Tamara:</b> I want to keep warm.	
	<b>Teacher:</b> How is the weather today?	
<i>Picture 2</i>	<b>Tamara:</b> It is cool. All the children are wearing sweaters!	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song Show Me L.</i>	

## UNIT 20

## Lesson 4



**Success Criteria:** Learners must be able to

- identify the small and capital letters *l* and *L*
- write the small and capital letters *l* and *L*
- recite a poem

**Resources:** Learner's book, letter cards with the small and capital letters *l* and *L*

## INTRODUCTION

(2 Minutes)

Sing any familiar song.

## ACTIVITY 20.4.1 RECITING A POEM

(10 Minutes)

Read the poem aloud twice expressively.

**Rain, Rain, Go Away**

Rain, rain, go away. Come again on Saturday.  
I want to go to school and read. / Rain, rain, go away.  
Rain, rain, go away. Come again on Saturday.  
Teacher wants to teach the children. Rain, rain, go away.

Follow the *I Do – We Do – You Do* approach to help the learners to recite the poem.

## ACTIVITY 20.4.2 IDENTIFYING THE LETTER L

(6 Minutes)

Follow the *I Do – We Do – You Do* approach to show the learners the picture on page 68 and say, This is a leaf. Leaf begins with /l/. Show the letter card with the small letter *l* and say, This is the letter *l*. The letter *l* says /l/. Do the same with the capital letter *L*. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Finally, sing the song **Show Me L** together.

## ACTIVITY 20.4.3 WRITING THE LETTER L

(10 Minutes)

Follow the *I Do – We Do – You Do* approach to teach writing the small and capital letters *l* and *L*.

## CONCLUSION

(2 Minutes)

Sing the song **Write L in the Air**.

**TEACHER REFLECTION:** Write down your observations about your learners' progress so far in achieving today's success criteria, answering the questions on page ix.

<p><b>UNIT 20</b></p> 	<p style="text-align: right;"><b>Lesson 5</b></p> <p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (weather)</li> <li>• ask about intention using “Why are you ...ing?”</li> <li>• express intention using “I want to...”</li> <li>• ask and answer “Why are you ...ing?” and “How is the weather?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, sweater, gum boots, hat</i></p>
---	--

**INTRODUCTION** (2 Minutes)

*Play Thumbs Up Thumbs Down with words that do and do not begin with /l/.*

**ACTIVITY 20.5.1 SAYING NEW WORDS** (6 Minutes)

*Use page 65 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **weather, cool, sweater, warm, rain, gum boots, and dry.** New! Add **hat.***

**ACTIVITY 20.5.2 ASKING FOR AND GIVING INFORMATION** (8 Minutes)

*Use page 65 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering:*

**Why are you wearing a sweater? –I want to keep warm.**

**Why are you wearing gum boots? –I want to keep dry.**

*New! Add: **Why are you wearing a hat? –I want to keep cool.***

**ACTIVITY 20.5.3 SAYING A DIALOGUE** (12 Minutes)

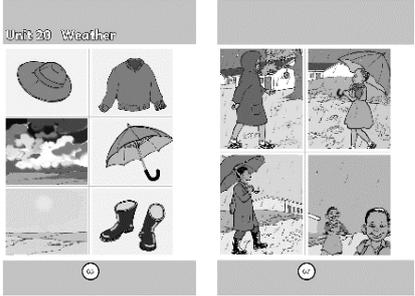
*Use Pictures 1-2 on page 66 in the learner’s book. First, review with the learners the original dialogue from Lessons 1 and 3 (see Activity 20.3.3). Next, explain that today you all are going to change the dialogue a little. Have the learners look at Picture 3 and tell you what they see. Tell them to listen closely for the parts that change. Use Picture 3. Model saying and acting out the dialogue expressively 2-3 times. Emphasize the changes (marked here in bold):*

<b>Ali:</b>	Why are you wearing a <b>hat</b> ?
<b>Tamara:</b>	I want to keep <b>cool</b> .
<b>Ali:</b>	How is the weather today?
<b>Tamara:</b>	It is <b>warm</b> .

*Let the learners identify which parts have changed. Then say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION** (2 Minutes)

*Recite the poem **Rain, Rain, Go Away.***

<b>UNIT 20</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (weather)</li> <li>• ask about intention using “Why are you ...ing?”</li> <li>• express intention using “I want to...”</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> Learner’s book, sweater, gum boots, hat, umbrella, raincoat</p>

**INTRODUCTION** (2 Minutes)

Recite the poem *Rain, Rain, Go Away*.

**ACTIVITY 20.6.1 SAYING NEW WORDS** (8 Minutes)

Use pages 65 and 67 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review *weather, cool, sweater, warm, rain, gum boots, dry, and hat*. New! Add: *carry, umbrella, and raincoat*.

**ACTIVITY 20.6.2 ASKING FOR AND GIVING INFORMATION** (8 Minutes)

Use page 65 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering:

**Why are you wearing gum boots? –I want to keep dry.**  
 New! Add: **Why are you carrying an umbrella? –I want to keep dry.**

**ACTIVITY 20.6.3 LISTENING TO A STORY** (10 Minutes)

Use Pictures 1-3 on page 67 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.

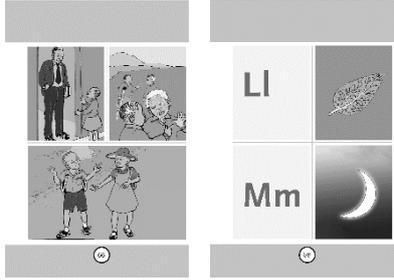
A Rainy Day	
<b>1</b>	It is a rainy day. Ali is going to school. He is wearing a blue raincoat. He is wearing a raincoat to keep dry.
<b>2</b>	Tamara is going to school. She is carrying a green umbrella. She is carrying an umbrella to keep dry.
<b>3</b>	The teacher, Mr. Banda, is going to school. He is wearing a red raincoat and black gum boots. He is also carrying a red umbrella.

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. (Picture 1) What is Ali wearing? (Ali is wearing a blue raincoat.); 2. (Picture 2) What is Tamara carrying? (Tamara is carrying a green umbrella.); 3. (Picture 3) What is Mr. Banda wearing? (Mr. Banda is wearing a red raincoat and black gum boots.); 4. (Picture 3) What is Mr. Banda carrying? (Mr. Banda is carrying a red umbrella.)

**CONCLUSION** (2 Minutes)

Sing any familiar song.

**TEACHER REFLECTION:** Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.

<b>UNIT 20</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter <i>m</i></li> <li>• identify the sound /m/ at the beginning of words</li> <li>• ask and answer “Why are you ...ing?” and “How is the weather?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, mango</i></p>

**INTRODUCTION** **(2 Minutes)**

*Play Thumbs Up Thumbs Down with words that do and do not begin with /l/.*

**ACTIVITY 20.7.1 NAMING OBJECTS THAT BEGIN WITH M** **(6 Minutes)**

*Use the picture on page 68 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach/review moon, mango, and mouth.*

**ACTIVITY 20.7.2 IDENTIFYING THE INITIAL LETTER SOUND /M/ IN WORDS** **(8 Minutes)**

*Follow the I Do – We Do – You Do approach to teach the sound /m/ and to play Thumbs Up Thumbs Down for words beginning with the sound /m/. Use moon, boots, mouth, blue, Monday, dry, meat, green, malaria, brother, and mother.*

**ACTIVITY 20.7.3 SAYING A DIALOGUE** **(12 Minutes)**

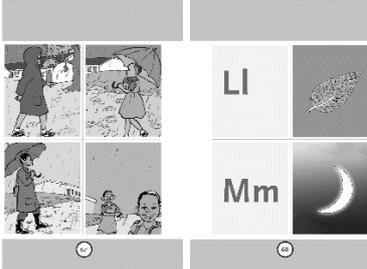
*Use Picture 3 on page 66 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times:*

<b>Ali:</b>	Why are you wearing a <b>hat</b> ?
<b>Tamara:</b>	I want to keep <b>cool</b> .
<b>Ali:</b>	How is the weather today?
<b>Tamara:</b>	It is <b>warm</b> .

*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role. As time permits, the learners may recite the full dialogue using Pictures 1-3.*

**CONCLUSION** **(2 Minutes)**

*Sing the song Show Me M.*

<b>UNIT 20</b>	<b>Lesson 8</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• identify the small and capital letters <i>m</i> and <i>M</i></li> <li>• write the small and capital letters <i>m</i> and <i>M</i></li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book, letter cards with the small and capital letters <i>m</i> and <i>M</i></i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Recite the poem <b>Rain, Rain, Go Away.</b></i>	

<b>ACTIVITY 20.8.1</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1-4 on page 67 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.</i>		
<b>A Rainy Day</b>		
<b>1</b>	It is a rainy day. Ali is going to school. He is wearing a blue raincoat. He is wearing a raincoat to keep dry.	
<b>2</b>	Tamara is going to school. She is carrying a green umbrella. She is carrying an umbrella to keep dry.	
<b>3</b>	The teacher, Mr. Banda, is going to school. He is wearing a red raincoat and black gum boots. He is also carrying a red umbrella.	
<b>4</b>	Many boys and girls are going to school. They are not wearing raincoats. They are not carrying umbrellas. They will not keep dry in the rain.	
<i>Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. (Picture 3) What is Mr. Banda wearing? (Mr. Banda is wearing a red raincoat and black gum boots.); 2. (Picture 3) What is Mr. Banda carrying? (Mr. Banda is carrying a red umbrella.); 3. (Picture 4) Are the children wearing raincoats? (No, the children are not wearing raincoats.); 4. (Picture 4) Are the children carrying umbrellas? (No, the children are not carrying umbrellas.); 5. Will the children keep dry in the rain? (No, the children will not keep dry in the rain.)</i>		

<b>ACTIVITY 20.8.2</b>	<b>IDENTIFYING THE LETTER M</b>	<b>(6 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to show the learners the picture on page 68 and say, This is a moon. Moon begins with /m/. Show the letter card with the small letter <b>m</b> and say, This is the letter <b>m</b>. The letter <b>m</b> says /m/. Do the same with the capital letter <b>M</b>. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Finally, sing the song <b>Show Me M</b> together.</i>		

<b>ACTIVITY 20.8.3</b>	<b>WRITING THE LETTER M</b>	<b>(10 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to teach writing the small and capital letters <b>m</b> and <b>M</b>.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Write M in the Air.</b></i>	

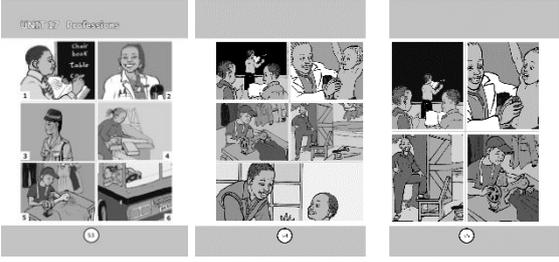
<b>TEACHER REFLECTION:</b> <i>Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.</i>
--

## UNIT 20

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

Success Criteria	Lessons
<i>Say new words (weather)</i>	1, 2, 5, 6
<i>Ask about intention using “Why are you ...ing?”</i>	1, 2, 5, 6
<i>Express intention using “I want to...”</i>	1, 2, 5, 6
<i>Ask and answer “Why are you ...ing?” in a dialogue</i>	1, 3, 5, 7
<i>Discuss a picture using known vocabulary</i>	2, 4, 6, 8
<i>Recite a poem</i>	2, 4
<i>Answer questions about a story they have listened to</i>	6, 8
<i>Name objects beginning with the letter l</i>	3
<i>Identify the sound /l/ at the beginning of words</i>	3
<i>Identify the small and capital letters l and L</i>	4
<i>Write the small and capital letters l and L</i>	4
<i>Name objects beginning with the letter m</i>	7
<i>Identify the sound /m/ at the beginning of words</i>	7
<i>Identify the small and capital letters m and M</i>	8
<i>Write the small and capital letters m and M</i>	8

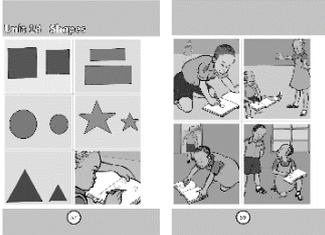
<p><b>UNIT 21</b></p>	<p><b>Lesson 1</b></p>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (professions)</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner's book, medicine, shirt, dress</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Sing, Sing, Everybody Sing.</b></i>	

<b>ACTIVITY 21.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(10 Minutes)</b>
<i>Use the pictures on pages 53-54 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>teacher, children, read, write, doctor, medicine, sick people, police officer, carpenter, tables, chairs, tailor, shirts, dresses, and driver.</b></i>		

<b>ACTIVITY 21.1.2</b>	<b>LISTENING TO A STORY</b>	<b>(16 Minutes)</b>
<i>Use the Pictures 1-4 on page 55 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Read the story aloud twice expressively.</i>		
<b>Mr. and Mrs. Banda</b>		
<b>1</b>	This is Mr. Banda. Mr. Banda is a teacher. He teaches children to read and write. The children in his class like him. Ali says, "I want to be a teacher like Mr. Banda."	
<b>2</b>	This is Mrs. Banda. Mrs. Banda is a doctor. She gives medicine to sick people. Tamara says, "I want to be a doctor like Mrs. Banda." Mr. Banda is happy to teach children to read and write. Mrs. Banda is happy to give medicine to sick people.	
<b>3</b>	Mrs. Banda has a friend. Her name is Mrs Tembo. Mrs. Tembo is a carpenter. She makes tables and chairs.	
<b>4</b>	Mr. Banda too has a friend. His name is Mr. Mbewe. Mr. Mbewe is a tailor. He makes shirts and dresses.	
<i>Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What is Mr. Banda? (Mr. Banda is a teacher.); 2. What does Mr. Banda do? (Mr. Banda teaches children to read and write.); 3. What is Mrs. Banda? (Mrs. Banda is a doctor.); 4. What does Mrs. Banda do? (Mrs. Banda gives medicine to sick people.); 5. What is Mrs. Tembo? (Mrs. Tembo is a carpenter.); 6. What does Mrs. Tembo do? (Mrs. Tembo makes tables and chairs.); 7. What is Mr. Mbewe? (Mr. Mbewe is a tailor. ); 8. What does Mr. Mbewe do? (Mr. Mbewe makes shirts and dresses.)</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me...</b> using professions.</i>	

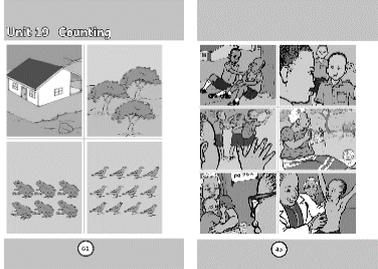
<b>UNIT 21</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (<i>shapes</i>)</li> <li>• talk about shapes in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Draw a Circle/Square/Star in the Air.</b></i>	

<b>ACTIVITY 21.2.1</b>	<b>SAYING NEW WORDS</b>	<b>(10 Minutes)</b>
<i>Use the pictures on pages 57 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>big, small, square, rectangle, circle, star, triangle, and draw.</b></i>		

<b>ACTIVITY 21.2.2</b>	<b>SAYING A DIALOGUE</b>	<b>(16 Minutes)</b>
<i>Use Pictures 1-4 on page 59 in the learner's book. Identify the characters as Tamara and Ali. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<b>Picture 1</b>	<b>Tamara:</b> What are you doing?, Ali?	<b>Ali:</b> I am drawing a circle.
<b>Picture 2</b>	<b>Tamara:</b> Can you draw a small circle?	<b>Ali:</b> Yes, I can. Here it is.
<b>Picture 3</b>	<b>Ali:</b> What are you doing?, Tamara?	<b>Tamara:</b> I am drawing a square.
<b>Picture 4</b>	<b>Ali:</b> Can you draw a small square?	<b>Tamara:</b> Yes, I can. Here it is.
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me...</b> using shapes.</i>	

<b>UNIT 21</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• counting from one to ten</li> <li>• asking and answering “How many are there?”</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book, at least ten stones</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>One, Two, How Are You?</b></i>	

<b>ACTIVITY 21.3.1</b>	<b>SAYING NEW WORDS</b>	<b>(10 Minutes)</b>
<i>Use the pictures on pages 57 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>counting from one to ten, birds, stones, and frogs</b>, asking and answering: <b>How many ... are there? –There are ....</b></i>		

<b>ACTIVITY 21.3.2</b>	<b>LISTENING TO A STORY</b>	<b>(16 Minutes)</b>
<i>Use Pictures 1-6 on page 63 in the learner’s book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Read the story aloud twice expressively.</i>		

<b>Counting on the Way to School</b>	
<b>1</b>	Tamara and Chrissie are going to school.
<b>2</b>	Chrissie sees some birds in the tree. She says, “Tamara, look at the birds in the tree. How many birds are there?” Tamara says, “There are eight birds in the tree.”
<b>3</b>	Tamara sees some stones by the road. She says, “Chrissie, look at the stones. How many stones are there?” Chrissie looks at the stones. She says, “There are six stones.”
<b>4</b>	Chrissie sees some frogs near the water. She says, “Tamara, look at the frogs. How many frogs are there?” Tamara says, “There are six frogs.”
<b>5</b>	The frogs see Tamara and Chrissie. Two frogs jump into the water.
<b>6</b>	Tamara and Chrissie laugh and go on to school.

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. Where are Tamara and Chrissie going? (Tamara and Chrissie are going to school); 2. How many birds are there in the tree? (There are eight birds in the tree.); 3. How many stones are there by the road? (There are six stones by the road.); 4. How many frogs are there by the water? (There are six frogs by the water.); 5. Why do the frogs jump into the water? (The frogs jump into the water because they see Tamara and Chrissie.); 6. How many frogs are there now? (There are four frogs.)*

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>One, Two, How Are You?</b></i>	

**UNIT 21**
**Lesson 4**

**Success Criteria:** *Learners must be able to*

- *say new words (weather)*
- *ask about intention using “Why are you ...ing?”*
- *express intention using “I want to...”*
- *talk about the weather in a dialogue*

**Resources:** *Learner’s book, sweater, gum boots, hat, umbrella, and raincoat.*

**INTRODUCTION** **(6 Minutes)**

*Recite the poem **Rain, Rain, Go Away.***

**ACTIVITY 21.4.1 SAYING NEW WORDS** **(10 Minutes)**

*Use the pictures on pages 65-67 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **sweater, warm, hat, cool, raincoat, gum boots, dry, carry, and umbrella**, asking and answering:*

**Why are you wearing a sweater? –I want to keep warm.**

**Why are you wearing a hat? –I want to keep cool.**

**Why are you wearing gum boots (or a rain coat)? –I want to keep dry.**

**Why are you carrying an umbrella? –I want to keep dry.**

**ACTIVITY 21.4.2 SAYING A DIALOGUE** **(12 Minutes)**

*Use Pictures 1-2 on page 66 in the learner’s book. Identify the characters as Tamara and the teacher. First, model saying and acting out the dialogue expressively 2-3 times:*

<b>Picture 1</b>	<b>Teacher:</b>	Why are you wearing a sweater?
	<b>Tamara:</b>	I want to keep warm.
	<b>Teacher:</b>	How is the weather today?
<b>Picture 2</b>	<b>Tamara:</b>	It is cool. All the children are wearing sweaters!

*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.*

**CONCLUSION** **(2 Minutes)**

*Recite the poem **Rain, Rain, Go Away.***

<b>UNIT 21</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letters f, g, h, i, j, k, l, and m</li> <li>• identify the initial letter sounds /f/, /g/, /h/, /i/, /j/, /k/, /l/, and /m/</li> <li>• identify the letters f, g, h, i, j, k, l, and m</li> <li>• write the letters f, g, h, i, j, k, l, and m</li> </ul> <p><b>Resources:</b> <i>Learner’s book, letter cards for f, F, g, G, h, H, i, I, j, J, k, K, l, L, m, and M</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me</b> using the letters f, g, h, i, j, k, l, and m.</i>	

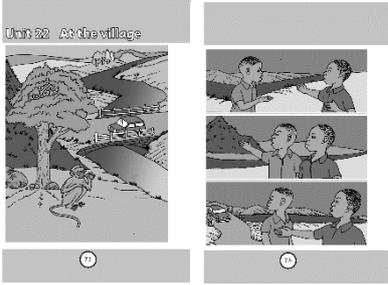
<b>ACTIVITY 21.5.1</b>	<b>NAMING OBJECTS</b>	<b>(6 Minutes)</b>
<i>Use page 72 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>fish, goat, hoe, ink, jacket, key, leaf, and moon</b>, asking and answering, What is this? –It is (a)...</i>		

<b>ACTIVITY 21.5.2</b>	<b>IDENTIFYING INITIAL LETTER SOUNDS AND NAMES</b>	<b>(10 Minutes)</b>
Now we will say what sound and letter some words begin with. I will say some words. Then I will say what sound and letter the word begins with. We will say it together. Then you will say it on your own.		
	<p><i>Use page 72 in the learner’s book. Say, Fish. Fish. Fish begins with the sound /f/. Fish begins with the letter f. (Then point to the letter f in the picture.)</i></p> <p><i>Say again, Goat. Goat. Goat begins with the sound /g/. Goat begins with the letter g. (Then point to the letter g in the picture.)</i></p>	
	<p>Let’s do it together. Say, Hoe. Hoe. <i>Say together with the learners, Hoe begins with the sound /h/. Hoe begins with the letter h. Point together with the learners at the letter h in the learner’s book. Repeat with:</i></p> <p><i>Ink. Ink. (Ink begins with the sound /i/. Ink begins with the letter i.)</i></p> <p><i>Jacket. Jacket. (Jacket begins with the sound /j/. Jacket begins with the letter j.)</i></p> <p><i>Key. Key. (Key begins with the sound /k/. Key begins with the letter k.)</i></p> <p><i>Leaf. Leaf. (Leaf begins with the sound /l/. Leaf begins with the letter l.)</i></p> <p><i>Moon. Moon. (Moon begins with the sound /m/. Moon begins with the letter m.)</i></p> <p><i>Repeat for all the words in random order.</i></p>	
	<p>Now it’s your turn. <i>Say the following words one at a time. Let the learners say the sound and the letter that each word begins with and point to the correct letter on their own. Use these words: <b>girl, jump, house, image, mouth, finger, kick, leg, green, head, John, look, kitchen, infant, friend, and mother</b></i></p>	

<b>ACTIVITY 21.5.3</b>	<b>WRITING THE LETTERS</b>	<b>(10 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to review writing the letters f, g, h, i, j, k, l, and m.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Write ... in the Air</b> with any of the letters for this unit.</i>	

UNIT 21										LESSONS 6 - 10		
<p><i>In Lessons 6 through 10, assess all learners on what they have learned in the past 5 weeks. Follow the success criteria below when assessing learners.</i></p>										<p><b>Resources:</b> <i>Learner’s book, visual aids, and realia.</i></p>		
										Learner Name	1 = Excellent 2 = Good 3 = Average 4 = Needs Support	Performance Ratings
Success Criteria												
											<i>Say new words (professions)</i>	
											<i>Ask and answer “What do ... do?”</i>	
											<i>Say new words (shapes and sizes)</i>	
											<i>Ask and answer “What are you doing?”</i>	
											<i>Count to ten</i>	
											<i>Ask and answer questions “How many are there?”</i>	
											<i>Say new words (weather)</i>	
											<i>Ask about intention using “Why are you ...ing?”</i>	
											<i>Express intention using “I want to...”</i>	
											<i>Describe a picture using known vocabulary words</i>	
											<i>Demonstrate listening comprehension by answering questions</i>	
											<i>Name objects that begin with the letters f, g, h, i, j, k, l, and m</i>	
											<i>Identify the initial letter sounds /f/, /g/, /h/, /i/, /j/, /k/ (with k), /l/, and /m/</i>	
											<i>Identify the small and capital letters f, F, g, G, h, H, i, I, j, J, k, K, l, L, m, and M</i>	
											<i>Write the small and capital letters f, F, g, G, h, H, i, I, j, J, k, K, l, L, m, and M</i>	
											<i>Name objects that begin with the letters f, g, h, i, j, k, l, and m</i>	

<b>UNIT 22</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (geographical features)</i></li> <li>• <i>ask for information using “Where are you going?” and “Why...?”</i></li> <li>• <i>give information about where they are going and why</i></li> <li>• <i>talk about going places in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, pictures of a river, mountain, bridge, firewood</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Play Thumbs Up Thumbs Down with words that do and do not begin with /m/.</i></p>	

<b>ACTIVITY 22.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Use the picture on page 73 in the learner’s book, visual aids, realia, and demonstrations. Teach <b>river, mountain, bridge, and firewood</b>, asking and answering, What is this? –It is (a)...</i></p>	
	<p><i>Point to each picture one at a time in random order and ask, What is this? The learners point to the picture and answer with you, It is (a).... Repeat 2-3 times with the whole class, groups, or individuals.</i></p>	
	<p><i>Point to each picture one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 22.1.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<p>Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.</p>		
	<p><i>Use page 73 in the learner’s book, visual aids, realia, and demonstrations. Point to the river and ask, <b>Where are you going?</b> Answer, <b>I am going to the river.</b> Repeat with <b>Why are you going there?</b> Answer, <b>I am going to swim.</b></i></p>	
	<p><i>Ask and answer the questions together with the learners.</i></p>	
	<p><i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

**ACTIVITY 22.1.3**

**SAYING A DIALOGUE**

**(10 Minutes)**

Now we will say a dialogue. I will say the dialogue. Then we will say the dialogue together.



*Use Picture 1 on page 75 in the learner's book. Identify the characters as Mphatso (on the left) and James (on the right). Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*

<b>Mphatso:</b>	Hello, James. Where are you going?
<b>James:</b>	Hello, Mphatso. I am going to the river.
<b>Mphatso:</b>	Why are you going there?
<b>James:</b>	I am going to swim.

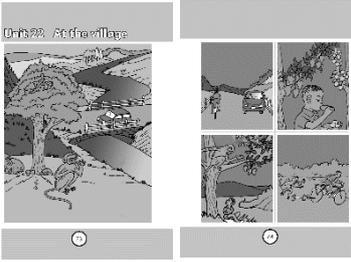


*Say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Are You Sleeping, Brother John?***

<b>UNIT 22</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words</i></li> <li>• <i>ask for information using “Where are you going?” and “Why...?”</i></li> <li>• <i>give information about where they are going and why</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> </ul>
<p><b>Resources:</b> <i>Learner’s book, mangoes, guavas, pictures of a river, bridge, mountain, firewood</i></p>	

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Recite the poem <b>Rain, Rain, Go Away</b>.</i></p>	

<b>ACTIVITY 22.2.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<p>Now we will say some new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Use the pictures on pages 73-74 in the learner’s book, visual aids, realia, and demonstrations. Review <b>mountain, river, bridge, and firewood</b>, asking and answering, What is this? –It is (a)... <b>New! Add fruit, mango, and guava.</b></i></p>	
	<p><i>Point to each picture one at a time in random order and ask, What is this? The learners point to the picture and answer with you, It is (a).... Repeat 2-3 times with the whole class, groups, or individuals.</i></p>	
	<p><i>Point to each picture one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 22.2.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<p>Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.</p>		
	<p><i>Use page 73 in the learner’s book, visual aids, realia, and demonstrations. Point to the river and review:</i></p> <p><b>Where are you going? -I am going to the river.</b></p> <p><b>Why are you going there? -I am going to swim.</b></p> <p><i>New! Point to the mountain and add: <b>Where are you going? –I am going to the mountain.</b></i></p> <p><b>Why are you going there? –I am going to get firewood.</b></p>	
	<p><i>Ask and answer the questions together with the learners.</i></p>	
	<p><i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

**ACTIVITY 22.2.3**

**LISTENING TO A STORY**

**(10 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.



*Use the Pictures 1-2 on page 74 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Identify the character in the story as Mphatso. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

**Mphatso Goes to the Mountain**

- |          |  |
|----------|--|
| <b>1</b> | Mphatso comes home from school. He is hungry. He wants to eat fruits on the mountain. Now he is going to the mountain. He is riding his bicycle on the road. He is crossing the bridge at the river. |
| <b>2</b> | Mphatso arrives on the mountain. He sees a mango tree. He sees a guava tree. He is eating two mangoes and three guavas.  |

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

1. Where is Mphatso going? (*Mphatso is going to the mountain.*)
2. Why is Mphatso going to the mountain? (*Mphatso is going to get fruits. OR Mphatso wants to eat fruits.*)



*Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:*

3. What is Mphatso riding? (*Mphatso is riding his bicycle.*)
4. What is Mphatso eating? (*Mphatso is eating two mangoes and three guavas.*)



*Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.*

**CONCLUSION**

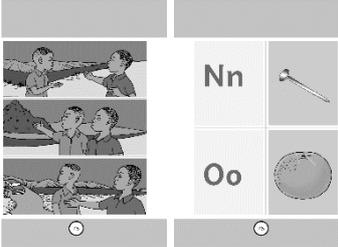
**(2 Minutes)**

*Sing the song **Are You Sleeping, Brother John?***

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

1. *For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?*
2. *Which Success Criteria do the learners appear to be struggling with the most?*
3. *What will you do to address their difficulties?*

<b>UNIT 22</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter n</li> <li>• identify the sound /n/ at the beginning of words</li> <li>• talk about going places in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, nail, needle, net</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Play Thumbs Up Thumbs Down with words that do and do not begin with /n/.</i></p>	

<b>ACTIVITY 22.3.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH N</b>	<b>(6 Minutes)</b>
<p>Now we will name objects. I will name objects. We will name objects together. Then you will name objects on your own.</p>		
	<p><i>Use the picture at the top of page 76 in the learner’s book, visual aids, realia, and demonstrations. Teach or review <b>nail, needle, net, nose and neck</b>, asking and answering, What is this? –It is a...</i></p>	
	<p><i>Point to each picture/object one at a time in random order and ask, What is this? The learners point and answer with you, It is a.... Repeat 2-3 times with the whole class, groups, and individuals.</i></p>	
	<p><i>Point to each picture/object one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 22.3.2</b>	<b>IDENTIFYING THE INITIAL LETTER SOUND /N/ IN WORDS</b>	<b>(8 Minutes)</b>
<p>Now we will say the new letter sound. Then I will say some words. If the word begins with /n/, we will put our thumbs up. If it does not begin with /n/, we will put our thumbs down.</p>		
	<p><i>Say the sound /n/ 2-3 times.</i>  <i>Say a word that begins with /n/ such as <b>nail</b>. Point your thumb up and say, My thumb is up because <b>nail</b> begins with /n/.</i>  <i>Say another word that does not begin with /n/ such as <b>mango</b>. Point your thumb down and say, My thumb is down because <b>mango</b> does not begin with /n/.</i>  <i>Do the same with <b>neck</b> and <b>chin</b>.</i></p>	
	<p><i>Say the sound /n/ 2-3 times together with the learners.</i>  <i>Say additional words that do and do not begin with the sound /n/, such as <b>nail, mountain, needle, bridge, net, duster, nose, guava, and neck</b>. Point your thumbs up or down accordingly together with the learners.</i></p>	
	<p><i>Say additional words that do and do not begin with the sound /n/. The learners point their thumbs up or down accordingly on their own.</i>  <i>Let the learners mention any other English words they know that begin with the sound /n/.</i></p>	

**ACTIVITY 22.3.3**

**SAYING A DIALOGUE**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.



*Use Picture 1 on page 75 in the learner's book. Identify the characters as Mphatso (on the left) and James (on the right). Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*

<b>Mphatso:</b>	Hello, James. Where are you going?
<b>James:</b>	Hello, Mphatso. I am going to the river.
<b>Mphatso:</b>	Why are you going there?
<b>James:</b>	I am going to swim.



*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.*

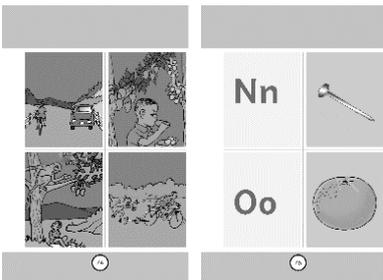


*Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Show Me N.***

<b>UNIT 22</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• identify the small and capital letters n and N</li> <li>• write the small and capital letters n and N</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

<b>ACTIVITY 22.4.1</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
------------------------	-----------------------------	---------------------

Now I will read a story and you will listen. Then we will check our understanding.

*Use the Pictures 1-2 on page 74 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Identify the character in the story as Mphatso. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

	<p><b>Mphatso Goes to the Mountain</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;"><b>1</b></td> <td>Mphatso comes home from school. He is hungry. He wants to eat fruits on the mountain. Now he is going to the mountain. He is riding his bicycle on the road. He is crossing the bridge at the river.</td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td>Mphatso arrives on the mountain. He sees a mango tree. He sees a guava tree. He is eating two mangoes and three guavas.</td> </tr> </table>	<b>1</b>	Mphatso comes home from school. He is hungry. He wants to eat fruits on the mountain. Now he is going to the mountain. He is riding his bicycle on the road. He is crossing the bridge at the river.	<b>2</b>	Mphatso arrives on the mountain. He sees a mango tree. He sees a guava tree. He is eating two mangoes and three guavas.
<b>1</b>	Mphatso comes home from school. He is hungry. He wants to eat fruits on the mountain. Now he is going to the mountain. He is riding his bicycle on the road. He is crossing the bridge at the river.				
<b>2</b>	Mphatso arrives on the mountain. He sees a mango tree. He sees a guava tree. He is eating two mangoes and three guavas.				

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

1. Where is Mphatso going? (*Mphatso is going to the mountain.*)
2. Why is Mphatso going to the mountain? (*Mphatso is going to get fruits. OR Mphatso wants to eat fruits.*)

	<p><i>Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:</i></p> <ol style="list-style-type: none"> <li>3. What is Mphatso riding? (<i>Mphatso is riding his bicycle.</i>)</li> <li>4. What is Mphatso eating? (<i>Mphatso is eating two mangoes and three guavas.</i>)</li> </ol>
---	--

	<p><i>Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>
---	--

**ACTIVITY 22.4.2****IDENTIFYING THE LETTER N****(6 Minutes)**

Now we will name the new letter. I will name the letter. We will name the letter together. Then you will name the letter on your own.



Show the learners the **nail** on page 76 in the learner's book and say, This is a nail. Nail begins with /n/. Show the letter card with small letter **n** and say, This is the letter **n**. The letter **n** says /n/.

Repeat 2 to 3 times. Do the same with capital letter **N**.

Discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa.



Show the letter card with the small letter and say the letter name and sound together with the learners 2 to 3 times. Repeat with the capital letter.



Show the letter card with small letter and let the learners say the letter name and sound on their own as a whole class, in groups, and as individuals.

Sing the song **Show Me N** together.

**ACTIVITY 22.4.3****WRITING THE LETTER N****(10 Minutes)**

Now we will write the new letter. I will write the letter. We will write the letter together. Then you will write the letter on your own.



Draw four lines on the chalkboard. Model writing the small letter **n**. Repeat with the capital letter **N**.



Write the small letter on the board while the learners write at the same time in the air, on the ground, or in their exercise books. Repeat with the capital letter.



The learners write the small letter and capital letter on their own in their exercise books. Go around the room, checking their work, and giving feedback.

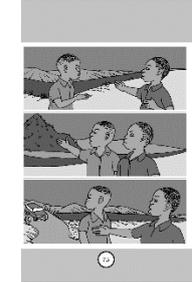
**CONCLUSION****(2 Minutes)**

Sing the song **Write N in the Air**.

**TEACHER REFLECTION**

Write your observations in the notebook where you write your lesson evaluation:

1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

<b>UNIT 22</b>	<b>Lesson 5</b>
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Unit 22 At the village</p> </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• ask for information using “Where are you going?” and “Why...?”</li> <li>• give information about where they are going and why</li> <li>• talk about going places in a dialogue</li> </ul>
<p><b>Resources:</b> <i>Learner’s book, mangoes, guavas, pictures of a river, bridge, mountain, firewood, road, and monkey</i></p>	

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Play Thumbs Up Thumbs Down with words that do and do not begin with /n/.</i></p>	

<b>ACTIVITY 22.5.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Use the pictures on pages 73-74 in the learner’s book, visual aids, realia, and demonstrations. Review <b>mountain, river, bridge, firewood, fruit, mango, and guava</b>, asking and answering, What is this? –It is (a)...</i></p>	
	<p><i>Point to each picture one at a time in random order and ask, What is this? The learners point to the picture and answer with you, It is (a).... Repeat 2-3 times with the whole class, groups, or individuals.</i></p>	
	<p><i>Point to each picture one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 22.5.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<p>Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.</p>		
	<p><i>Use page 73 in the learner’s book, visual aids, realia, and demonstrations. Point to the places in the picture and review:</i></p> <p><b>Where are you going? –I am going to the river.</b></p> <p><b>Why are you going there? –I am going to swim.</b></p> <p><b>Where are you going? -I am going to the mountain.</b></p> <p><b>Why are you going there? -I am going to get firewood.</b></p>	
	<p><i>Ask and answer the questions together with the learners.</i></p>	
	<p><i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

**ACTIVITY 22.5.3**

**SAYING A DIALOGUE**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. Then we will say the dialogue together.

*Use Picture 1 on page 75 in the learner's book. Review with the learners the original dialogue from Lessons 1 and 3:*

<b>Mphatso:</b>	Hello, James. Where are you going?
<b>James:</b>	Hello, Mphatso. I am going to the river.
<b>Mphatso:</b>	Why are you going there?
<b>James:</b>	I am going to swim.



*Explain that today you all are going to change the dialogue a little. Use Picture 2. Ask the learners to look closely at Picture 1 and Picture 2 and talk about any differences. Tell the learners to listen closely for the parts that change. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line. Emphasize the changes (marked here in bold):*

<b>Mphatso:</b>	Hello, James. Where are you going?
<b>James:</b>	Hello, Mphatso. I am going to the river.
<b>Mphatso:</b>	Why are you going there?
<b>James:</b>	I am going to swim. And you? <b>Where are you going?</b>
<b>Mphatso:</b>	<b>Me, I am going to the mountain.</b>
<b>James:</b>	<b>Why are you going there?</b>
<b>Mphatso:</b>	<b>I am going to get firewood.</b>

*Let the learners identify which parts have changed.*

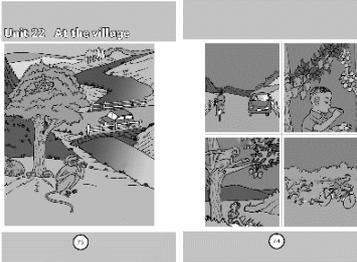


*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Are You Sleeping, Brother John?***

<b>UNIT 22</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words</i></li> <li>• <i>ask for information using “Where are you going?” and “Why...?”</i></li> <li>• <i>give information about where they are going and why</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> </ul> <p><b>Resources:</b> <i>Learner book, mangoes, guavas, pictures of a river, bridge, mountain, firewood, road, and monkey</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>One, Two, How are You?</b></i>	

<b>ACTIVITY 22.6.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
Now we will say some new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<i>Use the pictures on pages 73-74 in the learner’s book, visual aids, realia, and demonstrations. Review <b>mountain, river, bridge, firewood, fruit, mango, and guava</b>, asking and answering, What is this? –It is (a)... <b>New words! Add <i>monkey, afraid, and road.</i></b></i>	
	<i>Point to each picture one at a time in random order and ask, What is this? The learners point to the picture and answer with you, It is (a).... Repeat 2-3 times with the whole class, groups, or individuals.</i>	
	<i>Point to each picture one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals. Then let the learners ask and answer the questions of one other in pairs.</i>	

<b>ACTIVITY 22.6.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.		
	<i>Use page 73 in the learner’s book, visual aids, realia, and demonstrations. Review: <b>Where are you going? –I am going to the river.</b> <b>Why are you going there? –I am going to swim.</b> <b>Where are you going? -I am going to the mountain.</b> <b>Why are you going there? -I am going to get firewood.</b></i>	
	<i>Ask and answer the questions together with the learners.</i>	
	<i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals. Then let the learners ask and answer the questions of one other in pairs.</i>	

**ACTIVITY 22.6.3**

**LISTENING TO A STORY**

**(10 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.

*Use the Pictures 1-4 on page 74 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*



**Mphatso Goes to the Mountain**

- |          |  |
|----------|--|
| <b>1</b> | Mphatso comes home from school. He is hungry. He wants to eat fruits at the mountain. Now he is going to the mountain. He is riding his bicycle on the road. He is crossing the bridge at the river. |
| <b>2</b> | Mphatso arrives on the mountain. He sees a mango tree. He sees a guava tree. He is eating two mangoes and three guavas.  |
| <b>3</b> | Oh no! Mphatso sees a big monkey in the mango tree. The monkey likes mangoes and guavas. The monkey wants Mphatso's fruits.  |
| <b>4</b> | Mphatso is afraid. Mphatso is riding his bicycle fast on the road. He is going home now.   |

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

1. What does Mphatso see in the mango tree? (*Mphatso sees a big monkey in the mango tree.*)
2. What does the monkey want? (*The monkey wants Mphatso's fruits.*)



*Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add:*

3. Where is Mphatso going now? (*Mphatso is going home now.*)



*Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.*

**CONCLUSION**

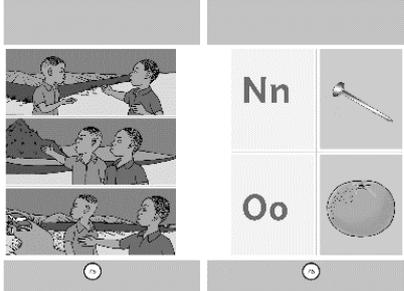
**(2 Minutes)**

*Sing the song **Are You Sleeping, Brother John?***

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

<b>UNIT 22</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter o</li> <li>• identify the sound /o/ at the beginning of words</li> <li>• talk about going places in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, a picture or drawing of an octopus</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Play Thumbs Up Thumbs Down with words that do and do not begin with /n/.</i></p>	

<b>ACTIVITY 22.7.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH O</b>	<b>(6 Minutes)</b>
<p>Now we will name objects. I will name objects. We will name objects together. Then you will name objects on your own.</p>		
	<p><i>Use the picture at the bottom of page 76 in the learner’s book, visual aids, realia, and demonstrations. Teach <b>orange, octopus, on</b> and <b>off</b>.</i></p>	
	<p><i>Point to each picture/object or do a demonstration one at a time in random order and ask, What is this? The learners point and answer with you, It is (an).... Repeat 2-3 times with the whole class, groups, and individuals.</i></p>	
	<p><i>Point to each picture/object one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 22.7.2</b>	<b>IDENTIFYING THE INITIAL LETTER SOUND /O/ IN WORDS</b>	<b>(8 Minutes)</b>
<p>Now we will say the new letter sound. Then I will say some words. If the word begins with /o/, we will put our thumbs up. If it does not begin with /o/, we will put our thumbs down.</p>		
	<p><i>Say /o/ 2-3 times. Say a word that begins with /o/ such as <b>orange</b>. Point your thumb up and say, My thumb is up because <b>orange</b> begins with /o/. Note: In English, the letter o makes different sounds in different words (e.g. <b>off</b> vs. <b>over</b>). For this activity we will just focus on /o/ as in the words given here. Later the learners will learn the other sounds that the letter o makes in English. Say another word that does not begin with /o/ such as <b>apple</b>. Point your thumb down and say, My thumb is down because <b>apple</b> does not begin with /o/. Do the same with <b>on</b> and <b>under</b>.</i></p>	

	<p>Say the sound /o/ 2-3 times together with the learners.                  Say these additional words that do and do not begin with the sound /o/: <b>octopus, exercise, offer, is, opposite, eat, odd, any, and object.</b> Point your thumb up or down accordingly together with the learners.</p>
	<p>Say these words that do and do not begin with the sound /o/: <b>office, umbrella, option, it, oxygen, and, often, eight, and off.</b> The learners point their thumbs up or down accordingly on their own.                  Let the learners mention any other English words they know that begin with the sound /o/.</p>

**ACTIVITY 22.7.3 SAYING A DIALOGUE (12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.

	<p>Use Pictures 1-2 on page 75 in the learner's book. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.</p> <table border="1" data-bbox="327 913 1228 1220"> <tr> <td><b>Mphatso:</b></td> <td>Hello, James. Where are you going?</td> </tr> <tr> <td><b>James:</b></td> <td>Hello, Mphatso. I am going to the river.</td> </tr> <tr> <td><b>Mphatso:</b></td> <td>Why are you going there?</td> </tr> <tr> <td><b>James:</b></td> <td>I am going to swim. And you? Where are you going?</td> </tr> <tr> <td><b>Mphatso:</b></td> <td>Me, I am going to the mountain.</td> </tr> <tr> <td><b>James:</b></td> <td>Why are you going there?</td> </tr> <tr> <td><b>Mphatso:</b></td> <td>I am going to get firewood.</td> </tr> </table>	<b>Mphatso:</b>	Hello, James. Where are you going?	<b>James:</b>	Hello, Mphatso. I am going to the river.	<b>Mphatso:</b>	Why are you going there?	<b>James:</b>	I am going to swim. And you? Where are you going?	<b>Mphatso:</b>	Me, I am going to the mountain.	<b>James:</b>	Why are you going there?	<b>Mphatso:</b>	I am going to get firewood.
<b>Mphatso:</b>	Hello, James. Where are you going?														
<b>James:</b>	Hello, Mphatso. I am going to the river.														
<b>Mphatso:</b>	Why are you going there?														
<b>James:</b>	I am going to swim. And you? Where are you going?														
<b>Mphatso:</b>	Me, I am going to the mountain.														
<b>James:</b>	Why are you going there?														
<b>Mphatso:</b>	I am going to get firewood.														

 Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.

 Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.

**CONCLUSION (2 Minutes)**

Sing the song **Show Me O.**

**UNIT 22**
**Lesson 8**



**Nn** 

**Oo** 

**Success Criteria:** Learners must be able to

- identify the small and capital letter O
- write the small and capital letter O
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** Learner's book

**INTRODUCTION**
**(2 Minutes)**

Sing any familiar song.

**ACTIVITY 22.8.1**
**LISTENING TO A STORY**
**(10 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.

*Use the Pictures 1-4 on page 74 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

**Mphatso Goes to the Mountain**

1	Mphatso comes home from school. He is hungry. He wants to eat fruits at the mountain. Now he is going to the mountain. He is riding his bicycle on the road. He is crossing the bridge at the river.
2	Mphatso arrives on the mountain. He sees a mango tree. He sees a guava tree. He is eating two mangoes and three guavas.
3	Oh no! Mphatso sees a big monkey in the mango tree. The monkey likes mangoes and guavas. The monkey wants Mphatso's fruits.
4	Mphatso is afraid. Mphatso is riding his bicycle fast on the road. He is going home now.

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

1. What does Mphatso see in the mango tree? (*Mphatso sees a big monkey in the mango tree.*)
2. What does the monkey want? (*The monkey wants Mphatso's fruits.*)



Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:

3. Where is Mphatso going now? (*Mphatso is going home now.*)
4. How does Mphatso feel? (*Mphatso is afraid.*)

*Then using the home language if necessary, discuss what the learners would do if they were Mphatso, and what they think will happen next.*

 Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.

**ACTIVITY 22.8.2 IDENTIFYING THE LETTER O (6 Minutes)**

Now we will name the new letter. I will name the letter. We will name the letter together. Then you will name the letter on your own.

 Show the learners the **orange** on page 76 in the learner's book and say, This is an orange. Orange begins with /o/. Show the letter card with small letter **o** and say, This is the letter **o**. The letter **o** says /o/. (Note that you should pronounce the short /o/ sound as at the beginning of the words **on** and **off**.) Repeat 2 to 3 times. Do the same with capital letter **O**. Discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Explain to the learners that in English the letter **o** makes different sounds in different words but that today you all are only going to focus on the (short) /o/ sound as in the words orange, octopus, on and off. Later they will learn its other sounds.

 Show the letter card with the small letter and say the letter name and sound together with the learners 2 to 3 times. Repeat with the capital letter.

 Show the letter card with small letter and let the learners say the letter name and sound on their own as a whole class, in groups, and as individuals. Sing the song **Show Me O** together.

**ACTIVITY 22.8.3 WRITING THE LETTER O (10 Minutes)**

Now we will write the new letter. I will write the letter. We will write the letter together. Then you will write the letter on your own.

 Draw four lines on the chalkboard. Model writing the small letter **o**. Repeat with the capital letter **O**.

 Write the small letter on the board while the learners write at the same time in the air, on the ground, or in their exercise books. Repeat with the capital letter.

 The learners write the small letter and capital letter on their own in their exercise books. Go around the room, checking their work, and giving feedback.

**CONCLUSION (2 Minutes)**

Sing the song **Write O in the Air**.

**TEACHER REFLECTION**

Write your observations in the notebook where you write your lesson evaluation:

1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

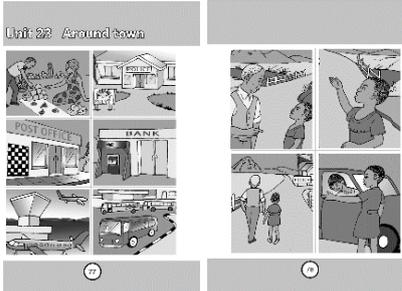
## UNIT 22

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

<b>Success Criteria</b>	<b>Lessons</b>
<i>Say new words</i>	1, 2, 5, 6
<i>Ask for information using “Where are you going?” and “Why?”</i>	1, 2, 5, 6
<i>Give information about where they are going and why</i>	1, 2, 5, 6
<i>Talk about going places in a dialogue</i>	1, 3, 5, 7
<i>Discuss a picture using known vocabulary</i>	2, 4, 6, 8
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects beginning with the letter n</i>	3
<i>Identify the sound /n/ at the beginning of words</i>	3
<i>Identify the small and capital letters n and N</i>	4
<i>Write the small and capital letters n and N</i>	4
<i>Name objects beginning with the letter o</i>	7
<i>Identify the sound /o/ at the beginning of words</i>	7
<i>Identify the small and capital letters o and O</i>	8
<i>Write the small and capital letters o and O</i>	8

**UNIT 23**
**Lesson 1**



**Success Criteria:** *Learners must be able to*

- say new words (places in town)
- ask where a place is located
- say where a place is located
- use ‘Where is...?’, ‘It is ...’, and ‘How do I get there?’ in a dialogue

**Resources:** *Learner’s book, pictures of a market and police station*

**INTRODUCTION** **(2 Minutes)**

*Play Thumbs Up Thumbs Down with words that do and do not begin with /o/.*

**ACTIVITY 23.1.1 SAYING NEW WORDS** **(8 Minutes)**

*Use pages 77-78 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach **market**, and **police station**, asking and answering, What is this? –It is a....*

**ACTIVITY 23.1.2 ASKING FOR AND GIVING INFORMATION** **(8 Minutes)**

*Use pages 77-78 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer: Where is the market? –It is **behind** the police station. Repeat with: Where is the police station? –It is **across** the bridge.*

**ACTIVITY 23.1.3 SAYING A DIALOGUE** **(10 Minutes)**

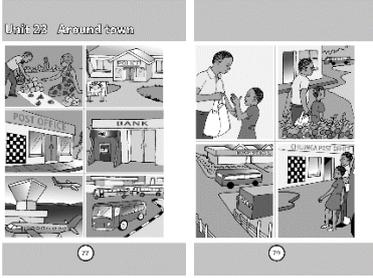
*Use Pictures 1-3 on page 78 in the learner’s book. Identify the characters as an Old Man and Yankho. First, model saying and acting out the dialogue expressively 2-3 times:*

<b>Old Man:</b>	Pardon me, where is the market?
<b>Yankho:</b>	It is behind the police station.
<b>Old Man:</b>	How do I get there?
<b>Yankho:</b>	Go across the bridge and turn right.
<b>Old Man:</b>	Can you take me there?
<b>Yankho:</b>	Yes, let us go together.

*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION** **(2 Minutes)**

*Sing the song **Cats Sleep Anywhere**.*

<b>UNIT 23</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (places in town)</li> <li>• ask where a place is located</li> <li>• say where a place is located</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book, pictures of a market, police station, bridge, post office, and bus depot</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Are You Sleeping, Brother John?</b></i>	

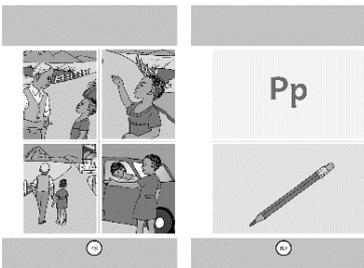
<b>ACTIVITY 23.2.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<i>Use page 77 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>market</b> and <b>police station</b>, asking and answering, What is this? –It is a... New! Add <b>post office</b> and <b>bus depot</b>.</i>		

<b>ACTIVITY 23.2.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<i>Use page 77 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: Where is the market? –It is <b>behind</b> the police station. / Where is the police station? –It is <b>across</b> the bridge. New! Add: Where is the post office? –It is <b>between</b> the market and the police station.</i>		

<b>ACTIVITY 23.2.3</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1-2 on page 79 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Identify the characters in the story as Father and Yankho. Read the story aloud twice expressively.</i>		
<b>Father and Yankho Go to the Post Office</b>		
<b>1</b>	Father wants to go to Chilunga post office. Father asks Yankho to go with him. Yankho is happy to go with father to the post office. Yankho asks, “Father, how do we get to Chilunga post office? The post office is across the bridge.” Father says, “Let us go to the bus depot.”	
<b>2</b>	Yankho and father walk to the bus depot. They walk along a road between a house and a garden. The bus depot is behind the house.	
<i>Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. Where does Father want to go? (Father wants to go to the Chilunga post office.); 2. Where is the Chilunga post office? (The Chilunga post office is across the bridge.)</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Cats Sleep Anywhere</b>.</i>	

<b>TEACHER REFLECTION:</b> <i>Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.</i>
--

<b>UNIT 23</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter p</li> <li>• identify the sound /p/ at the beginning of words</li> <li>• use ‘Where is...?’, ‘It is ...’, and ‘How do I get there?’ in a dialogue</li> </ul> <p><b>Resources:</b> Learner’s book, pencil, paper, picture of a post office, police station</p>

**INTRODUCTION** (2 Minutes)

Play *Thumbs Up Thumbs Down* with words that do and do not begin with /o/.

**ACTIVITY 23.3.1 NAMING OBJECTS THAT BEGIN WITH P** (6 Minutes)

Use pictures in the learner’s book, visual aids, realia, and demonstrations. Follow the *I Do – We Do – You Do* approach to teach/review **pencil, paper, post office, and police station**, asking and answering, What is this? –It is a...

**ACTIVITY 23.3.2 IDENTIFYING THE INITIAL LETTER SOUND /P/ IN WORDS** (8 Minutes)

Follow the *I Do – We Do – You Do* approach to teach the sound /p/ and to play *Thumbs Up Thumbs Down* for words beginning with /p/. Use **pencil, hammer, paper, book, post office, bank, police station, and market**.

**ACTIVITY 23.3.3 SAYING A DIALOGUE** (12 Minutes)

Use Pictures 1-3 on page 78 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times.

<b>Old Man:</b>	Pardon me, where is the market?
<b>Yankho:</b>	It is behind the police station.
<b>Old Man:</b>	How do I get there?
<b>Yankho:</b>	Go across the bridge and turn right.
<b>Old Man:</b>	Can you take me there?
<b>Yankho:</b>	Yes, let us go together

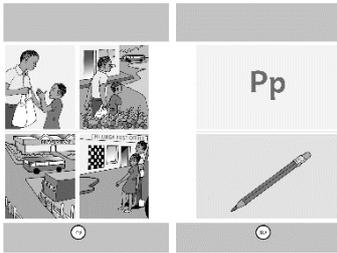
Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.

**CONCLUSION** (2 Minutes)

Sing the song *Show Me P*.

## UNIT 23

## Lesson 4



**Success Criteria:** Learners must be able to

- identify the small and capital letters p and P
- write the small and capital letters p and P
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** Learner's book, pencil

## INTRODUCTION

(2 Minutes)

Sing any familiar song.

## ACTIVITY 23.4.1

## LISTENING TO A STORY

(10 Minutes)

Use Pictures 1-2 on page 79 in the learner's book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Read the story aloud twice expressively.

**Father and Yankho Go to the Post Office**

- 1 Father wants to go to Chilunga post office. Father asks Yankho to go with him. Yankho is happy to go with father to the post office. Yankho asks, "Father, how do we get to Chilunga post office? The post office is across the bridge." Father says, "Let us go to the bus depot."
- 2 Yankho and father walk to the bus depot. They walk along a road between a house and a garden. The bus depot is behind the house.

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. Where does Father want to go? (Father wants to go to the Chilunga post office.); 2. Where is the Chilunga post office? (The Chilunga post office is across the river.); 3. Where is the bus depot? (The bus depot is behind the house.)

## ACTIVITY 23.4.2

## IDENTIFYING THE LETTER P

(6 Minutes)

Follow the I Do – We Do – You Do approach to show the learners a **pencil** and say, This is a pencil. Pencil begins with /p/. Show the letter card with the small letter **p** and say, This is the letter **p**. The letter **p** says /p/. Do the same with the capital letter **P**. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Note: Both Chichewa and English use the letter **p**. Chichewa uses **p** for the unaspirated sound /p/, and **ph** for the aspirated sound /p<sup>h</sup>/. In English, the aspirated /p<sup>h</sup>/ and the unaspirated /p/ are both written as **p**, as in **peak** (aspirated) and **speak** (unaspirated). Finally, sing the song **Show Me P** together.

## ACTIVITY 23.4.3

## WRITING THE LETTER P

(10 Minutes)

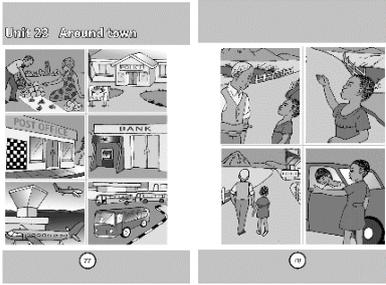
Follow the I Do – We Do – You Do approach to teach writing the small and capital letters **p** and **P**.

## CONCLUSION

(2 Minutes)

Sing the song **Write P in the Air**.

**TEACHER REFLECTION:** Write down your observations about your learners' progress so far in achieving today's success criteria, answering the questions on page ix.

<b>UNIT 23</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (places in town)</li> <li>• ask where a place is located</li> <li>• say where a place is located</li> <li>• use 'Where is...?', 'It is ...', and 'How do I get there?' in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book, pictures of a market, police station, post office, bus depot, and garden</i></p>

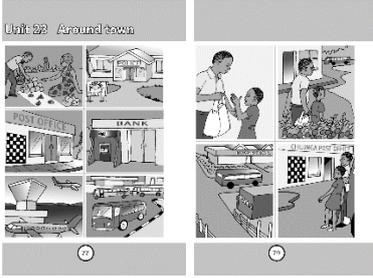
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /p/.</i>	

<b>ACTIVITY 23.5.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<i>Use pages 77-78 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>market, police station, post office, and bus depot</b>, asking and answering, What is this? –It is a.... New! Add <b>garden</b>.</i>		

<b>ACTIVITY 23.5.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<i>Use pages 77-78 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: Where is the market? – It is <b>behind</b> the police station. / Where is the police station? –It is <b>across</b> the bridge. / Where is the post office? –It is <b>between</b> the market the police station.</i>		

<b>ACTIVITY 23.5.3</b>	<b>SAYING A DIALOGUE</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1-3 on page 78 in the learner's book. First, review with the learners the original dialogue from Lessons 1 and 3 (see Activity 9.3.3). Next, explain that today you all are going to change the dialogue a little. Tell the learners to listen closely for the parts that change. Model saying and acting out the dialogue expressively 2-3 times. Emphasize the changes (marked here in bold):</i>		
<b>Old Man:</b>	Pardon me, where is the <b>post office</b> ?	
<b>Yankho:</b>	It is <b>between the market and the police station</b> .	
<b>Old Man:</b>	How do I get there?	
<b>Yankho:</b>	Go <b>across the bridge</b> and turn right.	
<b>Old Man:</b>	Can you take me there?	
<b>Yankho:</b>	Yes, let us go together.	
<i>Let the learners identify which parts have changed. Then say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Cats Sleep Anywhere</b>.</i>	

<b>UNIT 23</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (places in town)</li> <li>• ask where a place is located</li> <li>• say where a place is located</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> Learner’s book, pictures of a market, police station, post office, bus depot, garden, bank, and airport</p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Recite the poem <b>Rain, Rain, Go Away.</b></i>	

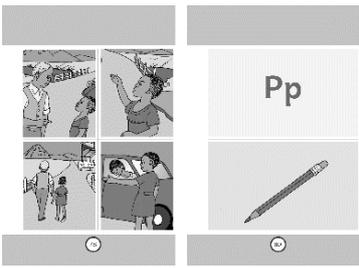
<b>ACTIVITY 23.6.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<i>Use pages 77-78 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>market, police station, post office, bus depot, and garden,</b> asking and answering, What is this? –It is a.... New! Add <b>bank and airport.</b></i>		

<b>ACTIVITY 23.6.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<i>Use pages 77-78 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review: Where is the market? –It is <b>behind</b> the police station. / Where is the police station? –It is <b>across</b> the bridge. / Where is the post office? –It is <b>between</b> the market and the police station. New! Add: Where is the garden? –It is <b>in front of</b> the house.</i>		

<b>ACTIVITY 23.6.3</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1-4 on page 79 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Read the story aloud twice expressively.</i>		
<b>Father and Yankho Go to the Post Office</b>		
<b>1</b>	Father wants to go to Chilunga post office. Father asks Yankho to go with him. Yankho is happy to go with father to the post office. Yankho asks, “Father, how do we get to Chilunga post office? The post office is across the bridge.” Father says, “Let us go to the bus depot.”	
<b>2</b>	Yankho and father walk to the bus depot. They walk along a road between a house and a garden. The bus depot is behind the house.	
<b>3</b>	They get on a bus. The bus goes across the bridge. It turns right. It goes between a hospital and a bank.	
<b>4</b>	The bus stops in front of the post office. Chilunga post office is behind the airport.	
<i>Follow the I Do – We Do – You Do approach to help the learners to ask and answer these questions in complete sentences: 1. Where does Father want to go? (Father wants to go to the Chilunga post office.); 2. Where does the bus go? (The bus goes across the bridge / between a hospital and a bank.); 3. Where does the bus stop? (The bus stops in front of the post office.)</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Cats Sleep Anywhere.</b></i>	

<b>TEACHER REFLECTION:</b> Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.
---

<b>UNIT 23</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter p</li> <li>• identify the sound /p/ at the beginning of words</li> <li>• use ‘Where is...?’, ‘It is ...’, and ‘How do I get there?’ in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, pencil, paper</i></p>

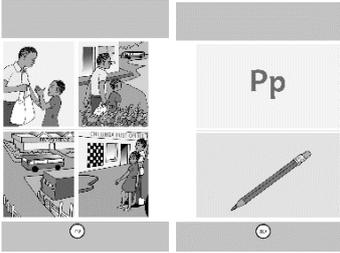
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Play Thumbs Up Thumbs Down with words that do and do not begin with /p/.</i></p>	

<b>ACTIVITY 23.7.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH P</b>	<b>(6 Minutes)</b>
<p><i>Use pictures in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach/review <b>pencil, paper, post office, and police station</b>, asking and answering, What is this? –It is a....</i></p>		

<b>ACTIVITY 23.7.2</b>	<b>IDENTIFYING THE INITIAL LETTER SOUND /P/ IN WORDS</b>	<b>(8 Minutes)</b>
<p><i>Follow the I Do – We Do – You Do approach to teach the sound /p/ and to play Thumbs Up Thumbs Down for words beginning with /p/. Use <b>pencil, hammer, paper, book, post office, bank, police station, and market</b>.</i></p>		

<b>ACTIVITY 23.7.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<p><i>Use pictures 1-3 on page 78 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times:</i></p>		
<b>Old Man:</b>	Pardon me, where is the <b>post office</b> ?	
<b>Yankho:</b>	It is <b>between the market and the police station</b> .	
<b>Old Man:</b>	How do I get there?	
<b>Yankho:</b>	Go across the bridge and turn right.	
<b>Old Man:</b>	Can you take me there?	
<b>Yankho:</b>	Yes, let us go together.	
<p><i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i></p>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<p><i>Sing the song <b>Show Me P</b>.</i></p>	

<b>UNIT 23</b>	<b>Lesson 8</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• identify the small and capital letters p and P</li> <li>• write the small and capital letters p and P</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> Learner’s book, pencil</p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

<b>ACTIVITY 23.8.1 LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
---	---------------------

*Use Pictures 1-4 on page 79 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Read the story aloud twice expressively.*

<b>Father and Yankho Go to the Post Office</b>	
<b>1</b>	Father wants to go to Chilunga post office. Father asks Yankho to go with him. Yankho is happy to go with father to the post office. Yankho asks, “Father, how do we get to Chilunga post office? The post office is across the bridge.” Father says, “Let us go to the bus depot.”
<b>2</b>	Yankho and father walk to the bus depot. They walk along a road between a house and a garden. The bus depot is behind the house.
<b>3</b>	They get on a bus. The bus goes across the bridge. It turns right. It goes between a hospital and a bank.
<b>4</b>	The bus stops in front of the post office. Chilunga post office is behind the airport.

*Follow the I Do – We Do – You Do approach to help the learners to ask and answer these questions in complete sentences: 1. Where does Father want to go? (Father wants to go to the Chilunga post office.); 2. Where is the Chilunga post office? (The Chilunga post office is across the river.); 3. Where is the bus depot? (The bus depot is behind the house.); 4. Where does the bus go? (The bus goes across the bridge / between a hospital and a bank.); 5. Where does the bus stop? (The bus stops in front of the post office.) Then using the home language if necessary, discuss why Father wants to go to the post office and what the learners think will happen next.*

<b>ACTIVITY 23.8.2 IDENTIFYING THE LETTER P</b>	<b>(6 Minutes)</b>
---	--------------------

*Following the I Do – We Do – You Do approach, show the learners a pencil and say, This is a pencil. Pencil begins with /p/. Show the letter card with the small letter p and say, This is the letter p. The letter p says /p/. Do the same with the capital letter P. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Finally, sing the song **Show Me P** together.*

<b>ACTIVITY 23.8.3 WRITING THE LETTER P</b>	<b>(10 Minutes)</b>
---	---------------------

*Follow the I Do – We Do – You Do approach to teach writing the small and capital letters p and P.*

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
-------------------	--------------------

*Sing the song **Write P in the Air**.*

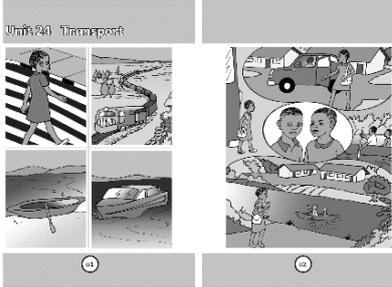
**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.*

## UNIT 23

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

<b>Success Criteria</b>	<b>Lessons</b>
<i>Say new words (places in town)</i>	1, 2, 5, 6
<i>Ask where a place is located</i>	1, 2, 5, 6
<i>Answer where a place is located</i>	1, 2, 5, 6
<i>Use 'Where is...?', 'It is ...', and 'How do I get there?' in a dialogue</i>	1, 3, 5, 7
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects beginning with the letter p</i>	3, 7
<i>Identify the sound /p/ at the beginning of words</i>	3, 7
<i>Identify the small and capital letter P</i>	4, 8
<i>Write the small and capital letter P</i>	4, 8

<b>UNIT 24</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (transportation)</li> <li>• ask for information about means of transportation</li> <li>• give information about means of transportation</li> <li>• talk about transportation in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, pictures of a road, train, boat, car, school, and a person walking</i></p>

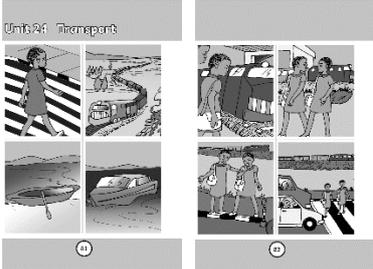
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /p/.</i>	

<b>ACTIVITY 24.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<i>Use page 81 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach (to) <b>cross the road, train, boat, and car</b>, asking and answering, What is she doing? –She is crossing the road (Picture 1) and What is this? –It is a.... (Pictures 2-4).</i>		

<b>ACTIVITY 24.1.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<i>Use page 81 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer: <b>How do you go to school? –I go to school on foot. / –I go to school by car.</b></i>		

<b>ACTIVITY 24.1.3</b>	<b>SAYING A DIALOGUE</b>	<b>(10 Minutes)</b>
<i>Use the pictures on page 82 in the learner’s book. Identify the characters as Yankho (right) and Mphatso (left). First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<b>Mphatso:</b>	Hello, Yankho. How do you go to school?	
<b>Yankho:</b>	Hello, Mphatso. I go to school by car.	
<b>Mphatso:</b>	Do you go to school by car every day?	
<b>Yankho:</b>	No, on Friday I go on foot.	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>The Wheels on the Bus</b>.</i>	

<b>UNIT 24</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (transportation)</li> <li>• ask for information about means of transportation</li> <li>• give information about means of transportation</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book, pictures of a road, train, boat, car, school, and a person walking</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Cats Sleep Anywhere.</b></i>	

<b>ACTIVITY 24.2.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<i>Use page 81 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review (to) <b>cross the road, train, boat, and car</b>, asking and answering, What is she doing? –She is crossing the road. and What is this? –It is a....</i>		

<b>ACTIVITY 24.2.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<i>Use page 81 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: <b>How do you go to school? –I go to school on foot. / –... by car. New! Add: –... by train.</b></i>		

<b>ACTIVITY 24.2.3</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1-3 on page 83 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Identify the characters in the story as Yankho and Jane. Read the story aloud twice expressively.</i>		
<b>Yankho and Jane Walk to School</b>		
<b>1</b>	Every morning Yankho goes to school with Jane on foot. They pass near the train station. They see a train at the train station.	
<b>2</b>	They cross the railway line. Yankho says, “One day I want to go to the village by train.”	
<b>3</b>	Yankho and Jane arrive at the big road. There are many cars. The cars are going fast. The cars do not stop for the girls. Yankho and Jane cannot cross the road.	

*Using the I Do – We Do – You Do approach, help the learners to answer these questions in complete sentences: 1. How do Yankho and Jane go to school? (Yankho and Jane go to school on foot.); 2. How does Yankho want to go to the village one day? (Yankho wants to go to the village by train.); 3. Why cannot Yankho and Jane cross the road? (Yankho and Jane cannot cross the road because there are many cars. / ... because the cars do not stop for them.)*

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>The Wheels on the Bus.</b></i>	

<b>TEACHER REFLECTION:</b> <i>Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.</i>
--

<b>UNIT 24</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter q</li> <li>• identify the sound /kw/ at the beginning of words</li> <li>• talk about transportation in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

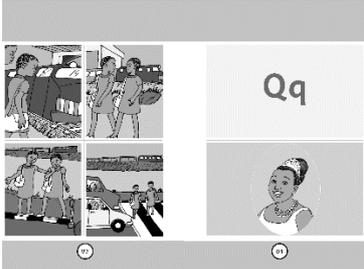
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /p/.</i>	

<b>ACTIVITY 24.3.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH Q</b>	<b>(6 Minutes)</b>
<i>Use the picture on page 84 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach <b>queen, quiet, and question.</b></i>		

<b>ACTIVITY 24.3.2</b>	<b>IDENTIFYING THE INITIAL LETTER SOUND FOR /KW/ (QU) IN WORDS</b>	<b>(8 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to play Thumbs Up Thumbs Down for words beginning with /kw/ (qu). Note: In English, q is almost always followed by u, and together qu make the sound /kw/. Use <b>queen, train, quiet, car, question, quick, chin, crossing, and quilt.</b></i>		

<b>ACTIVITY 24.3.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<i>Use the pictures on page 82 in the learner's book. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<b>Mphatso:</b>	Hello, Yankho. How do you go to school?	
<b>Yankho:</b>	Hello, Mphatso. I go to school by car.	
<b>Mphatso:</b>	Do you go to school by car every day?	
<b>Yankho:</b>	No, on Friday I go on foot.	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me Q.</b></i>	

<b>UNIT 24</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• identify the small and capital letters q and Q</li> <li>• write the small and capital letters q and Q</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

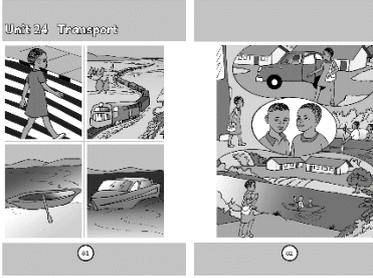
<b>ACTIVITY 24.4.1</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1-3 on page 83 in the learner's book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Read the story aloud twice expressively.</i>		
<b>Yankho and Jane Walk to School</b>		
<b>1</b>	Every morning Yankho goes to school with Jane on foot. They pass near the train station. They see a train at the train station.	
<b>2</b>	They cross the railway line. Yankho says, "One day I want to go to the village by train."	
<b>3</b>	Yankho and Jane arrive at the big road. There are many cars. The cars are going fast. The cars do not stop for the girls. Yankho and Jane cannot cross the road.	
<i>Using the I Do – We Do – You Do approach, help the learners to answer these questions in complete sentences: 1. How do Yankho and Jane go to school? (Yankho and Jane go to school on foot.); 2. How does Yankho want to go to the village one day? (Yankho wants to go to the village by train.); 3. Why cannot Yankho and Jane cross the road? (Yankho and Jane cannot cross the road because there are many cars. / ... because the cars do not stop for them.)</i>		

<b>ACTIVITY 24.4.2</b>	<b>IDENTIFYING THE LETTER Q</b>	<b>(6 Minutes)</b>
<i>Use the picture on page 84 in the learner's book. Follow the I Do – We Do – You Do approach to say, This is a queen. Queen begins with /kw/. Show the letter card with the small letter q and say, This is the letter q. The letter q and u together say /kw/. Do the same with the capital letter Q. Next, discuss (in Chichewa) how the letter q does not exist in Chichewa but the sound /kw/ does. Ask them how they spell the sound /kw/ in Chichewa (=kw). Emphasize that the sound /kw/ exists in both languages, but it is spelled kw in Chichewa and qu in English. You can use the pairs queen-kwina and question-kwera as examples. Finally, sing the song <b>Show Me Q.</b> together.</i>		

<b>ACTIVITY 24.4.3</b>	<b>WRITING THE LETTER Q</b>	<b>(10 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to teach writing the small and capital letters q and Q.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Write Q in the Air.</b></i>	

<b>TEACHER REFLECTION:</b> <i>Write down your observations about your learners' progress so far in achieving today's success criteria, answering the questions on page ix.</i>
--

<b>UNIT 24</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (transportation)</li> <li>• ask for information about means of transportation</li> <li>• give information about means of transportation</li> <li>• talk about transportation in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, pictures of a road, train, boat, car, school, and a person walking</i></p>

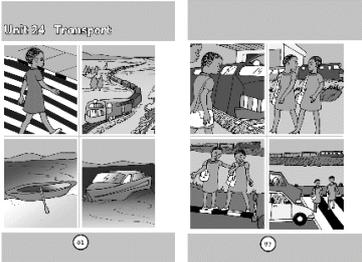
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /kw/ (qu).</i>	

<b>ACTIVITY 24.5.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
<i>Use page 81 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review (to) <b>cross the road, train, boat, and car</b>, asking and answering, What is she doing? –She is crossing the road. and What is this? –It is a.....</i>		

<b>ACTIVITY 24.5.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<i>Use page 81 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: <b>How do you go to school?</b> –<b>I go to school on foot. / –... by car. / –... by train.</b> New! Add: <b>...by boat.</b></i>		

<b>ACTIVITY 24.5.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<i>Use the pictures on page 82 in the learner’s book. First, review with the learners the original dialogue from Lessons 1 and 3 (see Activity 24.3.3). Next, explain that today you all are going to change the dialogue a little. Have the learners look at the bottom picture and tell you what they see. Tell them to listen closely for the parts that change. Model saying and acting out the dialogue expressively 2-3 times. Emphasize the changes (marked here in bold):</i>		
<b>Mphatso:</b>	Hello, Yankho. How do you go to school?	
<b>Yankho:</b>	Hello, Mphatso. I go to school by car.	
<b>Mphatso:</b>	Do you go to school by car every day?	
<b>Yankho:</b>	No, on Friday I go on foot.	
<b>Mphatso:</b>	<b>Oh! How do you cross the river?</b>	
<b>Yankho:</b>	<b>I cross the river by boat.</b>	
<i>Let the learners identify which parts have changed. Then say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>The Wheels on the Bus.</b></i>	

<b>UNIT 24</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (transportation)</li> <li>• ask for information about means of transportation</li> <li>• give information about means of transportation</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> Learner's book, pictures of a road, train, boat, car, school, and a person walking</p>

**INTRODUCTION** (2 Minutes)  
 Sing the song *Are You Sleeping, Brother John?*

**ACTIVITY 24.6.1 SAYING NEW WORDS** (6 Minutes)  
 Use page 81 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review (to) **cross the road, train, boat, and car**, asking and answering, What is she doing? –She is crossing the road. and What is this? –It is a..... New! Add **crossing** (noun).

**ACTIVITY 24.6.2 ASKING FOR AND GIVING INFORMATION** (8 Minutes)  
 Use page 81 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **How do you go to school? –I go to school on foot. / ... by car. / ...by boat.**

**ACTIVITY 24.6.3 LISTENING TO A STORY** (12 Minutes)  
 Use Pictures 1-4 on page 83 in the learner's book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Have them look at Picture 4 and predict what will happen. Read the story aloud twice expressively.

<b>Yankho and Jane Walk to School</b>	
<b>1</b>	Every morning Yankho goes to school with Jane on foot. They pass near the train station. They see a train at the train station.
<b>2</b>	They cross the railway line. Yankho says, "One day I want to go to the village by train."
<b>3</b>	Yankho and Jane arrive at the big road. There are many cars. The cars are going fast. The cars do not stop for the girls. Yankho and Jane cannot cross the road.
<b>4</b>	Jane says, "Let us run and cross the road." Yankho says, "No! We should cross the road at the crossing." Yankho and Jane walk to the crossing. The cars stop for them. They cross the road to the school.

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. (Picture 3) Why cannot Yankho and Jane cross the road? (Yankho and Jane cannot cross the road because there are many cars. / ... because the cars do not stop for them.); 2. (Picture 4) Where do Yankho and Jane cross the road? (Yankho and Jane cross the road at the crossing.)

**CONCLUSION** (2 Minutes)  
 Sing the song *The Wheels on the Bus*.

**TEACHER REFLECTION:** Write down your observations about your learners' progress so far in achieving today's success criteria, answering the questions on page ix.

<b>UNIT 24</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter q</li> <li>• identify the sound /kw/ at the beginning of words</li> <li>• talk about transportation in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book, a picture of a queen</i></p>

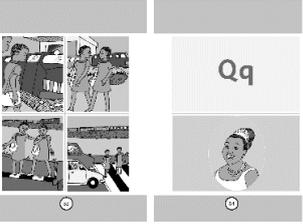
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /kw/ (qu).</i>	

<b>ACTIVITY 24.7.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH Q</b>	<b>(6 Minutes)</b>
<i>Use the picture on page 84 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>queen, quiet, and question.</b></i>		

<b>ACTIVITY 24.7.2</b>	<b>IDENTIFYING THE INITIAL LETTER SOUND /Q/ IN WORDS</b>	<b>(8 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to play Thumbs Up Thumbs Down for words beginning with the letter q and the sound /kw/. Use <b>queen, train, quiet, car, question, quick, chin, crossing, and quilt.</b></i>		

<b>ACTIVITY 24.7.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<i>Use the pictures on page 82 in the learner's book. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<b>Mphatso:</b>	Hello, Yankho. How do you go to school?	
<b>Yankho:</b>	Hello, Mphatso. I go to school by car.	
<b>Mphatso:</b>	Do you go to school by car every day?	
<b>Yankho:</b>	No, on Friday I go on foot.	
<b>Mphatso:</b>	Oh! How do you cross the river?	
<b>Yankho:</b>	I cross the river by boat.	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me Q.</b></i>	

<b>UNIT 24</b>	<b>Lesson 8</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• identify the small and capital letter q and Q</li> <li>• write the small and capital letter q and Q</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> Learner's book</p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

<b>ACTIVITY 24.8.1</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
------------------------	-----------------------------	---------------------

*Use Pictures 1-4 on page 83 in the learner's book. Lead the learners to discuss the pictures using the vocabulary they have previously learned. Read the story aloud twice expressively.*

<b>Yankho and Jane Walk to School</b>	
<b>1</b>	Every morning Yankho goes to school with Jane on foot. They pass near the train station. They see a train at the train station.
<b>2</b>	They cross the railway line. Yankho says, "One day I want to go to the village by train."
<b>3</b>	Yankho and Jane arrive at the big road. There are many cars. The cars are going fast. The cars do not stop for the girls. Yankho and Jane cannot cross the road.
<b>4</b>	Jane says, "Let us run and cross the road." Yankho says, "No! We should cross the road at the crossing." Yankho and Jane walk to the crossing. The cars stop for them. They cross the road to the school.

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. How do Yankho and Jane go to school? (Yankho and Jane go to school on foot.); 2. How does Yankho want to go to the village one day? (Yankho wants to go to the village by train.); 3. (Picture 3) Why cannot Yankho and Jane cross the road? (Yankho and Jane ... because there are many cars. / ... because the cars do not stop for them.); 4. (Picture 4) Where do Yankho and Jane cross the road? (Yankho and Jane cross the road at the crossing.) Then using the home language if necessary, discuss how to cross a busy road safely.*

<b>ACTIVITY 24.8.2</b>	<b>IDENTIFYING THE LETTER Q</b>	<b>(6 Minutes)</b>
------------------------	---------------------------------	--------------------

*Use the picture on page 84 in the learner's book. Follow the I Do – We Do – You Do approach to say, This is a queen. Queen begins with /kw/. Show the letter card with the small letter q and say, This is the letter q. The letter q and u together say /kw/. Do the same with the capital letter Q. Next, discuss again (in Chichewa) how the letter q does not exist in Chichewa but the sound /kw/ does. Ask them how they spell the sound /kw/ in Chichewa (=kw). Emphasize that the sound /kw/ exists in both languages but is spelled kw in Chichewa and qu in English. Finally, sing the song **Show Me Q**. together.*

<b>ACTIVITY 24.8.3</b>	<b>WRITING THE LETTER Q</b>	<b>(10 Minutes)</b>
------------------------	-----------------------------	---------------------

*Follow the I Do – We Do – You Do approach to teach writing the small and capital letters q and Q.*

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
-------------------	--------------------

*Sing the song **Write Q in the Air**.*

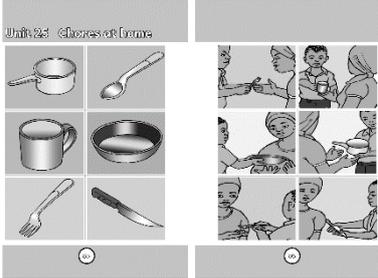
**TEACHER REFLECTION:** *Write down your observations about your learners' progress so far in achieving today's success criteria, answering the questions on page ix.*

## UNIT 24

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

<b>Success Criteria</b>	<b>Lessons</b>
<i>Say new words (transportation)</i>	1, 2, 5, 6
<i>Ask for information about means of transportation</i>	1, 2, 5, 6
<i>Give information about means of transportation</i>	1, 2, 5, 6
<i>Talk about transportation in a dialogue</i>	1, 3, 5, 7
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects beginning with the letter q</i>	3, 7
<i>Identify the sound /kw/ at the beginning of words</i>	3, 7
<i>Identify the small and capital letters q and Q</i>	4, 8
<i>Write the small and capital letters q and Q</i>	4, 8

<b>UNIT 25</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (kitchenware)</li> <li>• make requests</li> <li>• grant requests</li> <li>• make and grant requests in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book, a pot, spoon, cup, plate, fork</i></p>

**INTRODUCTION** **(2 Minutes)**

*Play Thumbs Up Thumbs Down with words that do and do not begin with /kw/ (qu).*

**ACTIVITY 25.1.1 SAYING NEW WORDS** **(8 Minutes)**

*Use Pictures 1-5 on page 85 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach **pot, spoon, cup, plate, and fork**, asking and answering, What is this? –It is a...*

**ACTIVITY 25.1.2 MAKING AND GRANTING REQUESTS** **(8 Minutes)**

*Use page 85 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer: **May I have a pot, please? –Yes, here it is. Repeat with: May I have a spoon, please? –Yes, here it is.***

**ACTIVITY 25.1.3 SAYING A DIALOGUE** **(10 Minutes)**

*Use Pictures 1-2 on page 86 in the learner's book. Identify the characters as Mother and Mphatso. First, model saying and acting out the dialogue expressively 2-3 times:*

<b>Mother:</b>	Mphatso, may I have a fork, please?
<b>Mphatso:</b>	Yes, Mother. Here is a fork.
<b>Mother:</b>	Thank you. May I have a cup, please?
<b>Mphatso:</b>	Yes, Mother. Here is a cup.

*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION** **(2 Minutes)**

*Sing the song **There's a Green Girl in the Ring.***

## UNIT 25

## Lesson 2



**Success Criteria:** Learners must be able to

- say new words (*kitchenware*)
- make and grant requests
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** Learner's book, a pot, spoon, cup, plate, fork

## INTRODUCTION

(2 Minutes)

Sing the song *The Wheels on the Bus*.

## ACTIVITY 25.2.1 SAYING NEW WORDS

(8 Minutes)

Use Pictures 1-5 on page 85 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **pot, spoon, cup, plate, and fork**, asking and answering, What is this? –It is a... New! Add **kitchen**.

## ACTIVITY 25.2.2 MAKING AND GRANTING REQUESTS

(8 Minutes)

Use page 85 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **May I have a pot, please? –Yes, here it is. / May I have a spoon, please? –Yes, here it is.**

## ACTIVITY 25.2.3 LISTENING TO A STORY

(10 Minutes)

Use page 87 in the learner's book. Lead the learners to discuss the picture using the vocabulary they have previously learned. Identify the characters in the story as Mother and Mphatso. Read the story aloud twice expressively.

**Mother and Mphatso Clean Plates**

Mother and Mphatso are in the kitchen. Mother is cleaning the plates, pots, cups, and spoons after supper. Mphatso asks, "May I help you clean the plates, mother?" Mother says, "Yes, please." Mphatso sits down in front of the water. He asks Mother, "May I have the soap, please?" Mother gives Mphatso the soap. She says, "Here is the soap." Mphatso asks Mother, "May I have the pot, please?" Mother gives Mphatso the pot. She says "Yes, here is the pot."

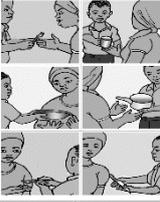
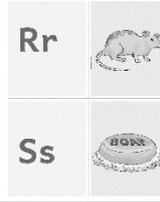
Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. Where are Mother and Mphatso? (*Mother and Mphatso are in the kitchen.*); 2. What is Mother cleaning? (*Mother is cleaning the plates, pots, cups, and spoons.*); 3. What does Mother give Mphatso? (*Mother gives Mphatso the soap / the pot.*)

## CONCLUSION

(2 Minutes)

Sing the song *There's a Green Girl in the Ring*.

**TEACHER REFLECTION:** Write down your observations about your learners' progress so far in achieving today's success criteria, answering the questions on page ix.

<b>UNIT 25</b>		<b>Lesson 3</b>
		<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter <i>r</i></li> <li>• identify the sound /r/ at the beginning of words</li> <li>• make and grant requests in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book, any objects or pictures of objects that start with the letter <i>r</i></i></p>

**INTRODUCTION** (2 Minutes)

*Play Thumbs Up Thumbs Down with words that do and do not begin with /kw/ (qu).*

**ACTIVITY 25.3.1 NAMING OBJECTS THAT BEGIN WITH R** (6 Minutes)

*Use the picture on page 88 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach/review **rat, red, run, and read.***

**ACTIVITY 25.3.2 IDENTIFYING THE INITIAL LETTER SOUND /R/ IN WORDS** (8 Minutes)

*Follow the I Do – We Do – You Do approach to play Thumbs Up Thumbs Down for words beginning with /r/. Use **rat, you, rice, woman, red, yellow, like, read, lemon, and river.***

**ACTIVITY 25.3.3 SAYING A DIALOGUE** (12 Minutes)

*Use the pictures on page 86 in the learner's book. First, model saying and acting out the dialogue expressively 2-3 times:*

<b>Mother:</b>	Mphatso, may I have a fork, please?
<b>Mphatso:</b>	Yes, Mother. Here is a fork.
<b>Mother:</b>	Thank you. May I have a cup, please?
<b>Mphatso:</b>	Yes, Mother. Here is a cup.

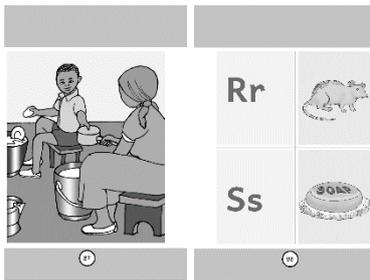
*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.*

**CONCLUSION** (2 Minutes)

*Sing the song **Show Me R.***

## UNIT 25

## Lesson 4



**Success Criteria:** Learners must be able to

- identify the small and capital letters *r* and *R*
- write the small and capital letters *r* and *R*
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** Learner's book

## INTRODUCTION

(2 Minutes)

Sing any familiar song.

## ACTIVITY 25.4.1 LISTENING TO A STORY

(8 Minutes)

Use page 87 in the learner's book. Lead the learners to discuss the picture using the vocabulary they have previously learned. Read the story aloud twice expressively.

**Mother and Mphatso Clean Plates**

Mother and Mphatso are in the kitchen. Mother is cleaning the plates, pots, cups, and spoons after supper. Mphatso asks, "May I help you clean the plates, mother?" Mother says, "Yes, please." Mphatso sits down in front of the water. He asks Mother, "May I have the soap, please?" Mother gives Mphatso the soap. She says, "Here is the soap." Mphatso asks Mother, "May I have the pot, please?" Mother gives Mphatso the pot. She says "Yes, here is the pot."

Follow the *I Do – We Do – You Do* approach to help the learners to answer these questions in complete sentences: 1. Where are Mother and Mphatso? (*Mother and Mphatso are in the kitchen.*); 2. What is Mother cleaning? (*Mother is cleaning the plates, pots, cups, and spoons.*); 3. What does Mother give Mphatso? (*Mother gives Mphatso the soap / the pot.*)

## ACTIVITY 25.4.2 IDENTIFYING THE LETTER R

(8 Minutes)

Use the picture at the top of page 88 in the learner's book. Follow the *I Do – We Do – You Do* approach to say, This is a rat. Rat begins with /r/. Show the letter card with the small letter *r* and say, This is the letter *r*. The letter *r* says /r/. Do the same with the capital letter *R*. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the letter and its sound in Chichewa. Emphasize that in English the letters *r* and *l* make distinct sounds and both can occur at the beginning of words, in the middle, or at the end, while in Chichewa, *r* only appears in the middle. To help them hear the difference, play *Thumbs Up Thumbs Down* for /r/ in these pairs: light-right, wrong-long, fly-fry, arrive-alive, lead-read, and pray-play. Finally, sing the song *Show Me R* together.

## ACTIVITY 25.4.3 WRITING THE LETTER R

(10 Minutes)

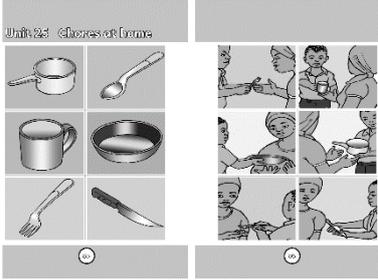
Follow the *I Do – We Do – You Do* approach to teach writing the small and capital letters *r* and *R*.

## CONCLUSION

(2 Minutes)

Sing the song *Write R in the Air*.

**TEACHER REFLECTION:** Write down your observations about your learners' progress so far in achieving today's success criteria, answering the questions on page ix.

<b>UNIT 25</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (transportation)</li> <li>• make requests</li> <li>• grant requests</li> <li>• make and grant requests in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book, a pot, spoon, cup, plate, fork, knife</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Play Thumbs Up Thumbs Down for /r/ in these pairs: red-led, glass-grass, rain-lane, flee-free, and rise-lies.</i></p>	

<b>ACTIVITY 25.5.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
<p><i>Use the pictures on page 85 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>pot, spoon, cup, plate, fork, and kitchen</b>, asking and answering, What is this? –It is a... New! Add <b>knife</b>.</i></p>		

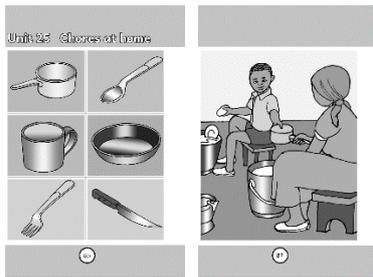
<b>ACTIVITY 25.5.2</b>	<b>MAKING AND GRANTING REQUESTS</b>	<b>(8 Minutes)</b>
<p><i>Use page 85 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: <b>May I have a pot / spoon, please? –Yes, here it is.</b> New! Add <b>May I have a cup / plate, please? –Yes, here it is.</b></i></p>		

<b>ACTIVITY 25.5.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>								
<p><i>Use Pictures 1-4 on page 86 in the learner's book. First, review with the learners the original dialogue from Lessons 1 and 3 (see Activity 25.3.3). Next, explain that today you all are going to change the dialogue a little. Have the learners look at Pictures 3-4 and tell you what they see. Tell them to listen closely for the parts that change. Model saying and acting out the dialogue expressively 2-3 times. Emphasize the changes (marked here in bold):</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="padding: 5px;"><b>Mother:</b></td> <td style="padding: 5px;">Mphatso, may I have a <b>plate</b>, please?</td> </tr> <tr> <td style="padding: 5px;"><b>Mphatso:</b></td> <td style="padding: 5px;">Yes, Mother. Here is a <b>plate</b>.</td> </tr> <tr> <td style="padding: 5px;"><b>Mother:</b></td> <td style="padding: 5px;">Thank you. May I have a <b>pot</b>, please?</td> </tr> <tr> <td style="padding: 5px;"><b>Mphatso:</b></td> <td style="padding: 5px;">Yes, Mother. Here is a <b>pot</b>.</td> </tr> </table> <p><i>Let the learners identify which parts have changed. Then say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.</i></p>			<b>Mother:</b>	Mphatso, may I have a <b>plate</b> , please?	<b>Mphatso:</b>	Yes, Mother. Here is a <b>plate</b> .	<b>Mother:</b>	Thank you. May I have a <b>pot</b> , please?	<b>Mphatso:</b>	Yes, Mother. Here is a <b>pot</b> .
<b>Mother:</b>	Mphatso, may I have a <b>plate</b> , please?									
<b>Mphatso:</b>	Yes, Mother. Here is a <b>plate</b> .									
<b>Mother:</b>	Thank you. May I have a <b>pot</b> , please?									
<b>Mphatso:</b>	Yes, Mother. Here is a <b>pot</b> .									

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<p><i>Sing the song <b>There's a Green Girl in the Ring</b>.</i></p>	

## UNIT 25

## Lesson 6



**Success Criteria:** Learners must be able to

- say new words (kitchenware)
- make and grant requests
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** Learner's book, a pot, spoon, cup, plate, fork, knife

## INTRODUCTION

(2 Minutes)

Sing the song *Cats Sleep Anywhere*.

## ACTIVITY 25.6.1 SAYING NEW WORDS

(6 Minutes)

Use the pictures on page 85 in the learner's book, visual aids, realia, and demonstrations. Follow the *I Do – We Do – You Do* approach to review **pot, spoon, cup, plate, fork, knife, and kitchen**, asking and answering, What is this? –It is a....

## ACTIVITY 25.6.2 MAKING AND GRANTING REQUESTS

(8 Minutes)

Use page 85 in the learner's book, visual aids, realia, and demonstrations. Follow the *I Do – We Do – You Do* approach to review asking and answering: **May I have a pot / spoon / cup / plate, please? –Yes, here it is. New! Add May I have a fork / knife, please? –Yes, here it is.**

## ACTIVITY 25.6.3 LISTENING TO A STORY

(12 Minutes)

Use page 87 in the learner's book. Lead the learners to discuss the picture using the vocabulary they have previously learned. Read the story aloud twice expressively.

**Mother and Mphatso Clean Plates**

Mother and Mphatso are in the kitchen. Mother is cleaning the plates, pots, cups, and spoons after supper. Mphatso asks, "May I help you clean the plates, mother?" Mother says, "Yes, please." Mphatso sits down in front of the water. He asks Mother, "May I have the soap, please?" Mother gives Mphatso the soap. She says, "Here is the soap." Mphatso asks Mother, "May I have the pot, please?" Mother gives Mphatso the pot. She says "Yes, here is the pot." Mphatso cleans the pot with the soap and water. Mphatso is happy to help Mother. Mother is happy too. Mphatso is a good boy.

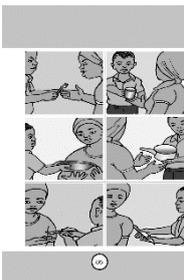
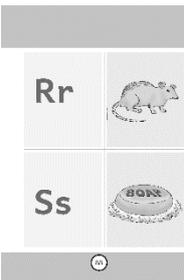
Follow the *I Do – We Do – You Do* approach to help the learners to answer these questions in complete sentences: 1. Where are Mother and Mphatso? (*Mother and Mphatso are in the kitchen.*); 2. What is Mother doing? (*Mother is cleaning the plates, pots, cups, and spoons.*); 3. What does Mother give Mphatso? (*Mother gives Mphatso the soap / the pot.*); 4. What does Mphatso do? (*Mphatso cleans the pot with the soap and water.*); 5. Why is Mphatso happy? (*Mphatso is happy to help Mother.*)

## CONCLUSION

(2 Minutes)

Sing the song *There's a Green Girl in the Ring*.

**TEACHER REFLECTION:** Write down your observations about your learners' progress so far in achieving today's success criteria, answering the questions on page ix.

<b>UNIT 25</b>	<b>Lesson 7</b>	
		<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter <i>s</i></li> <li>• identify the sound /s/ at the beginning of words</li> <li>• make and grant requests in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, objects or pictures of any objects that start with the letter <i>s</i></i></p>

**INTRODUCTION** **(2 Minutes)**

Play *Thumbs Up Thumbs Down* for /r/ in these pairs: read-lead, glass-grass, right-light, fly-fry, and rode-load.

**ACTIVITY 25.7.1 NAMING OBJECTS THAT BEGIN WITH S** **(6 Minutes)**

Use the picture on page 88 in the learner’s book, visual aids, realia, and demonstrations. Follow the *I Do – We Do – You Do* approach to review *soap, sister, sit down, and sing*.

**ACTIVITY 25.7.2 IDENTIFYING THE INITIAL LETTER SOUND /S/ IN WORDS** **(8 Minutes)**

Follow the *I Do – We Do – You Do* approach to play *Thumbs Up Thumbs Down* for words beginning with the letter *s* and the sound /s/. Use *soap, spoon, father, sister, sit down, chair, table, sing, play, and school*.

**ACTIVITY 25.7.3 SAYING A DIALOGUE** **(12 Minutes)**

Use Picture 3-4 on page 86 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times:

<b>Mother:</b>	Mphatso, may I have a plate, please?
<b>Mphatso:</b>	Yes, Mother. Here is a plate.
<b>Mother:</b>	Thank you. May I have a pot, please?
<b>Mphatso:</b>	Yes, Mother. Here is a pot.

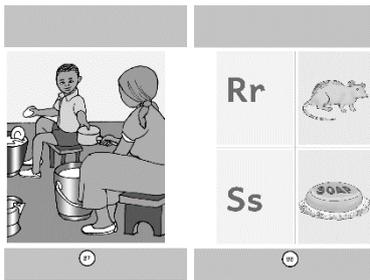
Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role. As time permits, continue by substituting plate and pot with fork and knife (Pictures 5-6).

**CONCLUSION** **(2 Minutes)**

Sing the song *Show Me S*.

## UNIT 25

## Lesson 8



**Success Criteria:** Learners must be able to

- identify the small and capital letter *s* and *S*
- write the small and capital letter *s* and *S*
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** Learner's book

## INTRODUCTION

(2 Minutes)

Sing any familiar song.

## ACTIVITY 25.8.1 LISTENING TO A STORY

(10 Minutes)

Use page 87 in the learner's book. Lead the learners to discuss the picture using the vocabulary they have previously learned. Read the story aloud twice expressively.

**Mother and Mphatso Clean Plates**

Mother and Mphatso are in the kitchen. Mother is cleaning the plates, pots, cups, and spoons after supper. Mphatso asks, "May I help you clean the plates, mother?" Mother says, "Yes, please." Mphatso sits down in front of the water. He asks Mother, "May I have the soap, please?" Mother gives Mphatso the soap. She says, "Here is the soap." Mphatso asks Mother, "May I have the pot, please?" Mother gives Mphatso the pot. She says "Yes, here is the pot." Mphatso cleans the pot with the soap and water. Mphatso is happy to help Mother. Mother is happy too. Mphatso is a good boy.

Follow the *I Do – We Do – You Do* approach to help the learners to answer these questions in complete sentences: 1. Where are Mother and Mphatso? (*Mother and Mphatso are in the kitchen.*); 2. What is Mother doing? (*Mother is cleaning the plates, pots, cups, and spoons.*); 3. What does Mother give Mphatso? (*Mother gives Mphatso the soap / the pot.*); 4. What does Mphatso do? (*Mphatso cleans the pot with the soap and water.*); 5. Why is Mphatso happy? (*Mphatso is happy to help Mother.*) Then using the home language if necessary, discuss why Mother is happy and ways the learners please their own parents at home.

## ACTIVITY 25.8.2 IDENTIFYING THE LETTER S

(6 Minutes)

Use the picture on the bottom of page 88 in the learner's book. Follow the *I Do – We Do – You Do* approach to say, This is soap. Soap begins with /s/. Show the letter card with the small letter *s* and say, This is the letter *s*. The letter *s* says /s/. Do the same with the capital letter *S*. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the letter and its sound in Chichewa. Finally, sing the song **Show Me S** together.

## ACTIVITY 25.8.3 WRITING THE LETTER S

(10 Minutes)

Follow the *I Do – We Do – You Do* approach to teach writing the small and capital letters *s* and *S*.

## CONCLUSION

(2 Minutes)

Sing the song **Write S in the Air**.

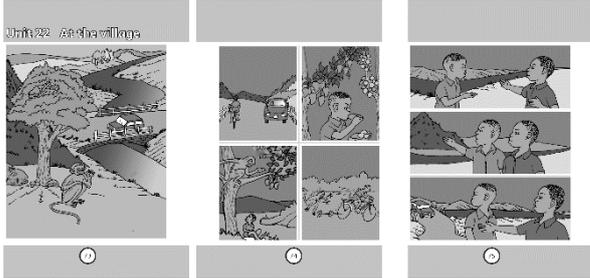
**TEACHER REFLECTION:** Write down your observations about your learners' progress so far in achieving today's success criteria, answering the questions on page ix.

## UNIT 25

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

<b>Success Criteria</b>	<b>Lessons</b>
<i>Say new words (kitchenware)</i>	1, 2, 5, 6
<i>Make requests</i>	1, 2, 5, 6
<i>Grant requests</i>	1, 2, 5, 6
<i>Make and grant requests in a dialogue</i>	1, 3, 5, 7
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects beginning with the letter r</i>	3
<i>Identify the sound /r/ at the beginning of words</i>	3
<i>Identify the small and capital letters r and R</i>	4
<i>Write the small and capital letters r and R</i>	4
<i>Name objects beginning with the letter s</i>	7
<i>Identify the sound /s/ at the beginning of words</i>	7
<i>Identify the small and capital letters s and S</i>	8
<i>Write the small and capital letters s and S</i>	8

<b>UNIT 26</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words again</i></li> <li>• <i>talk about going places in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, mangoes, guavas</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Are You Sleeping, Brother John?</b></i>	

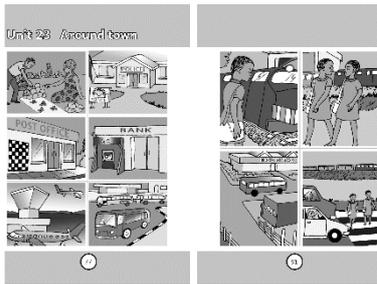
<b>ACTIVITY 26.1.1</b>	<b>SAYING NEW WORDS AGAIN</b>	<b>(12 Minutes)</b>
<i>Use the pictures on pages 73-74 in the learner’s book, visual aids, realia, and demonstrations. Follow the <b>I Do – We Do – You Do</b> approach to review <b>mountain, river, bridge, firewood, fruit, tree, mango, guava, monkey, car, and road</b>, asking and answering, What is this? –It is a...</i>		

<b>ACTIVITY 26.1.2</b>	<b>SAYING A DIALOGUE</b>	<b>(14 Minutes)</b>
<i>Use Pictures 1-2 on page 75 in the learner’s book. Identify the characters as <b>Mphatso</b> (left) and <b>James</b> (right). First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<b>Mphatso:</b>	Hello, James. Where are you going?	
<b>James:</b>	Hello, Mphatso. I am going to the river.	
<b>Mphatso:</b>	Why are you going there?	
<b>James:</b>	I am going to swim. And you? Where are you going?	
<b>Mphatso:</b>	Me, I am going to the mountain.	
<b>James:</b>	Why are you going there?	
<b>Mphatso:</b>	I am going to get firewood.	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Are You Sleeping, Brother John?</b></i>	

## UNIT 26

## Lesson 2



**Success Criteria:** Learners must be able to

- say new words again (places)
- ask about the location of a place
- give the location of a place
- match sentences they hear to a corresponding picture

**Resources:** Learner's book, pictures or drawings of the following: market, police station, post office, hospital, bank, bus depot, airport, bus, train, river, or bridge

## INTRODUCTION

(2 Minutes)

Sing the song *Cats Sleep Anywhere*.

## ACTIVITY 26.2.1

## SAYING NEW WORDS AGAIN

(6 Minutes)

Use page 77 of the learners' book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **market, police station, post office, bank, airport, and bus depot**, asking and answering, What is this? –It is a(n)...

## ACTIVITY 26.2.2

## TALKING ABOUT LOCATIONS

(12 Minutes)

Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **behind, in front of, between, and across**, asking and answering Where is the...? –It is ... For example: Where is the police station? –It is **across** the river. / Where is the post office? –It is **between** the market and the police station. / Where is the bus? –It is in **front** of the bus depot.

*Note:* You may want to invite 4-6 learners to the front to each hold a picture, drawing, or other object to symbolize each place. (For example, a kwacha bill could symbolize the bank if you don't have a picture of a bank; a shopping bag could symbolize the market.) Make sure the class knows which place each learner represents. Position the learners "around town" (in front of the classroom) so as to make sentences that answer the question Where is the...? using behind, in front of, between, and across. For example, have the learner with the picture of the market stand behind the learner with the picture of the police station, and ask, Where is the market? Answer, It is behind the police station.

## ACTIVITY 26.2.3

## MATCHING SENTENCES TO PICTURES

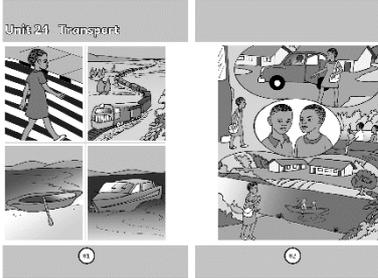
(8 Minutes)

Use the pictures on page 91 in the learner's book. Follow the I Do – We Do – You Do approach to have the learners point to the right picture as you say each sentence: 1. 'The bank is across the road from the hospital. (Picture 3); 2. The train is behind the girls. (Picture 2); 3. The cars stop on the road. (Picture 4); 4. The bus goes between the hospital and the bank. (Picture 3); 5. The train is in front of the girls. (Picture 1); 6. The girls walk across the road on foot. (Picture 4)

## CONCLUSION

(2 Minutes)

Sing the song *Show Me* with places.

<b>UNIT 26</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (transportation)</li> <li>• talk about transportation in a dialogue</li> </ul> <p><b>Resources:</b> Learner's book</p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>The Wheels on the Bus.</b></i>	

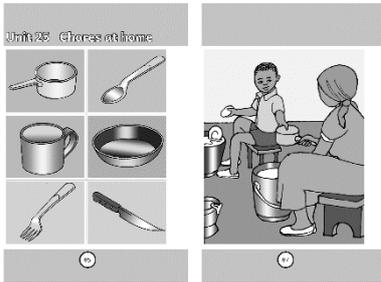
<b>ACTIVITY 26.3.1</b>	<b>(12 Minutes)</b>
<i>Use the pictures on page 81-82 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>to go by car, to go by bus, to go by boat, to go by train, to go on foot, to cross the river / road.</b></i>	

<b>ACTIVITY 26.3.2</b>	<b>SAYING A DIALOGUE</b>	<b>(14 Minutes)</b>
<i>Use the pictures on page 82 in the learner's book. Introduce the characters as Mphatso and Yankho. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<b>Mphatso:</b>	Hello, Yankho. How do you go to school?	
<b>Yankho:</b>	Hello, Mphatso. I go to school by car.	
<b>Mphatso:</b>	Do you go to school by car every day?	
<b>Yankho:</b>	No, on Friday I go on foot.	
<b>Mphatso:</b>	Oh! How do you cross the river?	
<b>Yankho:</b>	I cross the river by boat.	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>This is the Way</b> with actions from this unit.</i>	

## UNIT 26

## Lesson 4



**Success Criteria:** Learners must be able to

- say new words (kitchenware)
- make and grant requests
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** Learner's book, pot, spoon, cup, plate, fork, and knife.

## INTRODUCTION

(2 Minutes)

Sing the song *There's a Green Girl in the Ring*.

## ACTIVITY 26.4.1

## MAKING AND GRANTING REQUESTS

(12 Minutes)

Use page 85 in the learner's book, visual aids, realia, and demonstrations. Follow the *I Do – We Do – You Do* approach to review asking and answering **May I have a ..., please? - Yes, here it is.** Use *pot, spoon, cup, plate, fork, and knife*.

## ACTIVITY 26.4.2

## LISTENING TO A STORY

(14 Minutes)

Use page 87 in the learner's book. Lead the learners to discuss the picture using the vocabulary they have previously learned. Read the story aloud twice expressively.

**Mother and Mphatso Clean Plates**

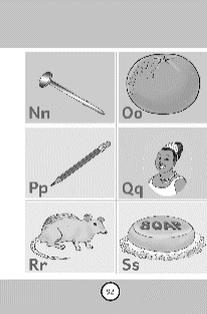
Mother and Mphatso are in the kitchen. Mother is cleaning the plates, pots, cups, and spoons after supper. Mphatso asks, "May I help you clean the plates, mother?" Mother says, "Yes, please." Mphatso sits down in front of the water. He asks Mother, "May I have the soap, please?" Mother gives Mphatso the soap. She says, "Here is the soap." Mphatso asks Mother, "May I have the pot, please?" Mother gives Mphatso the pot. She says "Yes, here is the pot." Mphatso cleans the pot with the soap and water. Mphatso is happy to help Mother. Mother is happy too. Mphatso is a good boy.

Follow the *I Do – We Do – You Do* approach to help the learners to answer these questions in complete sentences: 1. Where are Mother and Mphatso? (*Mother and Mphatso are in the kitchen.*); 2. What is Mother doing? (*Mother is cleaning the plates, pots, cups, and spoons.*); 3. What does Mother give Mphatso? (*Mother gives Mphatso the soap / the pot.*); 4. What does Mphatso do? (*Mphatso cleans the pot with the soap and water.*); 5. Why is Mphatso happy? (*Mphatso is happy to help Mother.*)

## CONCLUSION

(2 Minutes)

Sing the song *Show Me...* using kitchenware.

<b>UNIT 26</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letters n, o, p, q, r, and s</li> <li>• identify the initial letter sounds /n/, /o/, /p/, /kw/ (qu), /r/, and /s/</li> <li>• identify the letters n, o, p, q, r, and s</li> <li>• write the letters n, o, p, q, r, and s</li> </ul> <p><b>Resources:</b> <i>Learner’s book, objects or pictures of objects that begin with the letters n, o, p, q, r, and s</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me</b> using the letters n, o, p, q, r, and s</i>	

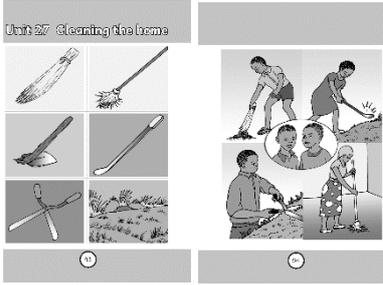
<b>ACTIVITY 26.5.1</b>	<b>NAMING OBJECTS</b>	<b>(4 Minutes)</b>
<i>Use page 92 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>nail, orange, pencil, queen, rat, and soap</b>, asking and answering, What is this? –It is a(n)...</i>		

<b>ACTIVITY 26.5.2</b>	<b>IDENTIFYING INITIAL LETTER SOUNDS AND NAMES</b>	<b>(10 Minutes)</b>
Now we will say what sound and letter some words begin with. I will say some words. Then I will say what sound and letter the word begins with. We will say it together. Then you will say it on your own.		
	<i>Use page 92 in the learner’s book. Say, Nail. Nail. Nail begins with the sound /n/. Nail begins with the letter n. (Then point to the letter n in the picture.) Say again, Pencil. Pencil. Pencil begins with the sound /p/. Pencil begins with the letter p. (Then point to the letter p in the picture.)</i>	
	Let’s do it together. Say, Soap. Soap. <i>Say together with the learners, Soap begins with the sound /s/. Soap begins with the letter s. Point together with the learners at the letter s in the learner’s book. Repeat with:</i> Rat. Rat. (Rat begins with the sound /r/. Rat begins with the letter r.) Queen. Queen. (Queen begins with the sound /kw/. Queen begins with the letter q.) Orange. Orange. (Orange begins with the sound /o/. Orange begins with the letter o.)	
	<i>Say the following words one at a time. Let the learners say the sound and the letter that each word begins with and point to the correct letter on their own. Use these words: <b>nose, quiet, open, rain, paper, sing, old, Sunday, neck, read, quickly, and pepper.</b></i>	

<b>ACTIVITY 26.5.3</b>	<b>WRITING THE LETTERS</b>	<b>(12 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to review writing the letters <b>n, o, p, q, r, and s</b>.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Write ... in the Air</b> with any of the letters for this unit.</i>	

UNIT 26										LESSONS 6 - 10		
<p><i>In Lessons 6 through 10, assess all learners on what they have learned in the past 5 weeks. Follow the success criteria below when assessing learners.</i></p>										<p><b>Resources:</b> <i>Learner's book, visual aids, and realia.</i></p>		
										Learner's Name	1 = Excellent 2 = Good 3 = Average 4 = Needs Support	Performance Ratings
										Success Criteria		
											<i>Name geographical features (e.g. mountain, river)</i>	
											<i>Ask and answer where they are going and why</i>	
											<i>Name places around town (e.g. post office, bank)</i>	
											<i>Ask and answer where something is located</i>	
											<i>Name means of transportation</i>	
											<i>Ask and answer how their means of transportation</i>	
											<i>Name kitchen items</i>	
											<i>Make and grant requests</i>	
											<i>Demonstrate listening comprehension by answering questions</i>	
											<i>Name objects that begin with the letters n, o, p, q, r, and s</i>	
											<i>Identify the initial letter sounds /n/, /o/, /p/, /kw/ (qu), /r/, and /s/</i>	
											<i>Identify the small and capital letters n, N, o, O, p, P, q, Q, r, R, s, S</i>	
											<i>Write the small and capital letters n, N, o, O, p, P, q, Q, r, R, s, S</i>	

<b>UNIT 27</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (cleaning)</li> <li>• ask for information using “What are you doing?”</li> <li>• say what they are doing</li> <li>• talk about cleaning in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, broom, mop, hoe, slasher</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Play Thumbs Up Thumbs Down with words that do and do not begin with /s/.</i></p>	

<b>ACTIVITY 27.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Use the pictures on page 93 in the learner’s book, visual aids, realia, and demonstrations. Teach/review <b>broom, mop, hoe, slasher, and grass</b>, asking and answering, What is this? –This is a...</i></p>	
	<p><i>Point to each picture one at a time in random order and ask, What is this? The learners point to the picture and answer with you, This is a... Repeat 2-3 times with the whole class, groups, or individuals.</i></p>	
	<p><i>Point to each picture one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 27.1.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<p>Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.</p>		
	<p><i>Use page 94 in the learner’s book, visual aids, realia, and demonstrations. Point to the broom, do the action of sweeping, and ask, <b>What are doing?</b> Answer, <b>I am sweeping the floor with a broom.</b> Point to the slasher, do the action of clearing, and repeat with <b>What are doing?</b> Answer, <b>I am clearing grass with a slasher.</b></i></p>	
	<p><i>Ask and answer the questions together with the learners.</i></p>	
	<p><i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

**ACTIVITY 27.1.3**

**SAYING A DIALOGUE**

**(10 Minutes)**

Now we will say a dialogue. I will say the dialogue. Then we will say the dialogue together.



*Use Pictures 1-2 on page 94 in the learner's book. Identify the characters as Yankho and Mphatso. Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*

<b>Picture 1</b>	<b>Yankho:</b>	Hello, Mphatso. What are you doing?
	<b>Mphatso:</b>	Hello, Yankho. I am sweeping the floor with a broom. How about you? What are you doing?
<b>Picture 2</b>	<b>Yankho:</b>	I am clearing the grass with a slasher.

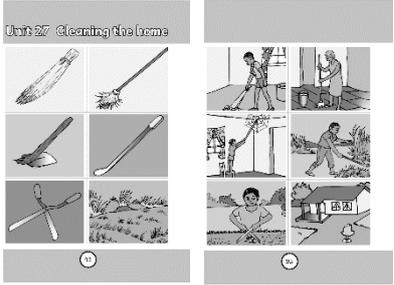


*Say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **This is How I Jump**.*

<b>UNIT 27</b>	<b>Lesson 2</b>
 <p>Unit 27 Cleaning the home</p>	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (cleaning)</li> <li>• ask for information using “What are you doing?”</li> <li>• say what they are doing</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> Learner’s book, broom, mop, hoe, slasher</p>

**INTRODUCTION** (2 Minutes)

Play Mrs. Phiri Says or another game to review action words.

**ACTIVITY 27.2.1 SAYING NEW WORDS** (8 Minutes)

Now we will say some new words. I will say the words. We will say the words together. Then you will say the words on your own.

	Use the pictures on page 93 in the learner’s book, visual aids, realia, and demonstrations. Review <b>broom, mop, hoe, slasher, and grass</b> , asking and answering, What is this? –This is a...
	Point to each picture one at a time in random order and ask, What is this? The learners point to the picture and answer with you, This is a... Repeat 2-3 times with the whole class, groups, or individuals.
	Point to each picture one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals.

**ACTIVITY 27.2.2 ASKING AND GIVING INFORMATION** (8 Minutes)

Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.

	Use page 94 in the learner’s book, visual aids, realia, and demonstrations. Point to each picture, do the action, and review: <b>What are doing? -I am sweeping the floor with a broom.</b> <b>What are doing? -I am clearing grass with a slasher.</b> <i>New! Add: What are doing? –I am mopping the floor with a mop.</i>
	Ask and answer the questions together with the learners.
	Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.

**ACTIVITY 27.2.3**

**LISTENING TO A STORY**

**(10 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.

*Use the Pictures 1-4 on page 95 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*



**Cleaning the Home**

<i>Picture 1</i>	It is Saturday. The whole family is cleaning at home. Mphatso is inside the house. He is sweeping the floor with a broom.
<i>Picture 2</i>	Mother is also inside the house. She is mopping the floor with a mop.
<i>Picture 3</i>	Paul is also in the house. He is standing on a chair. He is cleaning cobwebs.
<i>Picture 4</i>	Father is outside the house. He is clearing grass with a slasher.

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

- (Picture 1) What is Mphatso doing? (Mphatso is sweeping the floor with a broom.)*
- (Picture 2) What is Mother doing? (Mother is mopping the floor with a mop.)*



*Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:*

- (Picture 3) Where is Paul standing? (Paul is standing on a chair.)*
- (Picture 4) What is Father doing? (Father is clearing grass with a slasher.)*



*Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.*

**CONCLUSION**

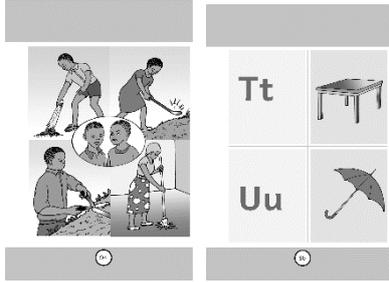
**(2 Minutes)**

*Sing the song **This is How I Jump**.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

- For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?*
- Which Success Criteria do the learners appear to be struggling with the most?*
- What will you do to address their difficulties?*

<b>UNIT 27</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter <i>t</i></li> <li>• identify the sound /t/ at the beginning of words</li> <li>• talk about cleaning in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book, a picture of a tailor,</i></p>

**INTRODUCTION** (2 Minutes)

*Play Thumbs Up Thumbs Down with words that do and do not begin with /s/.*

**ACTIVITY 27.3.1 NAMING OBJECTS THAT BEGIN WITH T** (6 Minutes)

Now we will name objects. I will name objects. We will name objects together. Then you will name objects on your own.

	<i>Use the picture at the top of page 96 in the learner's book, visual aids, realia, and demonstrations. Teach or review <b>table, teeth, tailor, and teacher.</b></i>
	<i>Repeat 2-3 times with the whole class, groups, and individuals.</i>
	<i>Let the learners name the objects on their own as the whole class, in groups, and as individuals.</i>

**ACTIVITY 27.3.2 IDENTIFYING THE INITIAL LETTER SOUND /T/ IN WORDS** (8 Minutes)

Now we will say the new letter sound. Then I will say some words. If the word begins with /t/, we will put our thumbs up. If it does not begin with /t/, we will put our thumbs down.

	<p><i>Say the sound /t/ 2-3 times.</i></p> <p><i>Say a word that begins with /t/ such as <b>table</b>. Point your thumb up and say, My thumb is up because <b>table</b> begins with /t/.</i></p> <p><i>Say another word that does not begin with /t/ such as <b>duster</b>. Point your thumb down and say, My thumb is down because <b>duster</b> does not begin with /t/.</i></p> <p><i>Do the same with <b>teeth</b> and <b>chin</b>.</i></p>
	<p><i>Say the sound /t/ 2-3 times together with the learners.</i></p> <p><i>Say additional words that do and do not begin with the sound /t/, such as <b>table, pencil, tomato, day, tin, clean, trousers, dress, and tailor</b>. Point your thumbs up or down accordingly together with the learners.</i></p>
	<p><i>Say additional words that do and do not begin with the sound /t/. The learners point their thumbs up or down accordingly on their own.</i></p> <p><i>Let the learners mention any other English words they know that begin with the sound /t/.</i></p>

**ACTIVITY 27.3.3**

**SAYING A DIALOGUE**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.



*Use Pictures 1-2 on page 94 in the learner's book. Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*

<b>Yankho:</b>	Hello, Mphatso. What are you doing?
<b>Mphatso:</b>	Hello, Yankho. I am sweeping the floor with a broom. How about you? What are you doing?
<b>Yankho:</b>	I am clearing the grass with a slasher.



*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.*



*Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Show Me T.***

**UNIT 27**
**Lesson 4**

**Success Criteria:** Learners must be able to

- identify the small and capital letters *t* and *T*
- write the small and capital letters *t* and *T*
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** Learner's book, letter cards with the small and capital letters *t* and *T*

**INTRODUCTION**
**(2 Minutes)**

Sing any familiar song.

**ACTIVITY 27.4.1**
**LISTENING TO A STORY**
**(10 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.

*Use the Pictures 1-4 on page 95 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

<b>Cleaning the Home</b>	
<b>Picture 1</b>	It is Saturday. The whole family is cleaning at home. Mphatso is inside the house. He is sweeping the floor with a broom.
<b>Picture 2</b>	Mother is also inside the house. She is mopping the floor with a mop.
<b>Picture 3</b>	Paul is also in the house. He is standing on a chair. He is cleaning cobwebs.
<b>Picture 4</b>	Father is outside the house. He is clearing grass with a slasher.

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

1. (Picture 1) What is Mphatso doing? (*Mphatso is sweeping the floor with a broom.*)
2. (Picture 2) What is Mother doing? (*Mother is mopping the floor with a mop.*)

*Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:*

3. (Picture 3) Where is Paul standing? (*Paul is standing on a chair.*)
4. (Picture 4) What is Father doing? (*Father is clearing grass with a slasher.*)

*Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.*

**ACTIVITY 27.4.2**

**IDENTIFYING THE LETTER T**

**(6 Minutes)**

Now we will name the new letter. I will name the letter. We will name the letter together. Then you will name the letter on your own.



Show the learners the **table** on page 96 in the learner's book and say, This is a table. Table begins with /t/. Show the letter card with small letter **t** and say, This is the letter **t**. The letter **t** says /t/.

Repeat 2 to 3 times. Do the same with capital letter **T**.

Discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Note: Both Chichewa and English use the letter **t**. Chichewa uses **t** for the unaspirated sound /t/, and **th** for the aspirated sound /t<sup>h</sup>/. In English, the aspirated /t<sup>h</sup>/ and the unaspirated /t/ are both written as **t**, as in tick (aspirated) and stick (unaspirated).



Show the letter card with the small letter and say the letter name and sound together with the learners 2 to 3 times. Repeat with the capital letter.



Show the letter card with small letter and let the learners say the letter name and sound on their own as a whole class, in groups, and as individuals. Sing the song **Show Me T** together.

**ACTIVITY 27.4.3**

**WRITING THE LETTER T**

**(10 Minutes)**

Now we will write the new letter. I will write the letter. We will write the letter together. Then you will write the letter on your own.



Draw four lines on the chalkboard. Model writing the small letter **t**. Repeat with the capital letter **T**.



Write the small letter on the board while the learners write at the same time in the air, on the ground, or in their exercise books. Repeat with the capital letter.



The learners write the small letter and capital letter on their own in their exercise books. Go around the room, checking their work, and giving feedback.

**CONCLUSION**

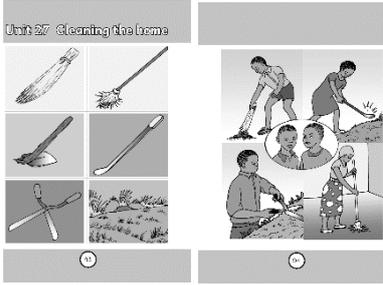
**(2 Minutes)**

Sing the song **Write T in the Air**.

**TEACHER REFLECTION**

Write your observations in the notebook where you write your lesson evaluation:

1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

<b>UNIT 27</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (cleaning)</li> <li>• ask for information using “What are you doing?”</li> <li>• say what they are doing</li> <li>• talk about cleaning in a dialogue</li> </ul> <p><b>Resources:</b> Learner’s book, broom, mop, hoe, slasher, hedge cutter</p>

**INTRODUCTION** (2 Minutes)

Play Thumbs Up Thumbs Down with words that do and do not begin with /t/.

**ACTIVITY 27.5.1 SAYING NEW WORDS** (6 Minutes)

Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.

	Use the pictures on page 93 in the learner’s book, visual aids, realia, and demonstrations. Teach/review <b>broom, mop, hoe, slasher, and grass</b> , asking and answering, What is this? –This is a... <i>New! Add <b>hedge</b> and <b>hedge cutter</b>.</i>
	Point to each picture one at a time in random order and ask, What is this? The learners point to the picture and answer with you, This is a... Repeat 2-3 times with the whole class, groups, or individuals.
	Point to each picture one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals.

**ACTIVITY 27.5.2 ASKING FOR AND GIVING INFORMATION** (8 Minutes)

Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.

	Use page 94 in the learner’s book, visual aids, realia, and demonstrations. Point to each picture, do the action, and review: <b>What are doing? -I am sweeping the floor with a broom.</b> <b>What are doing? -I am clearing grass with a slasher.</b> <b>What are doing? –I am mopping the floor with a mop.</b> <i>New! Add: <b>What are doing? –I am cutting the hedge with a hedge cutter.</b></i>
	Ask and answer the questions together with the learners.
	Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.

**ACTIVITY 27.5.3**

**SAYING A DIALOGUE**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. Then we will say the dialogue together.

*Use Pictures 1-2 on page 94 in the learner's book. Review with the learners the original dialogue from Lessons 1 and 3:*

<b>Picture 1</b>	<b>Yankho:</b>	Hello, Mphatso. What are you doing?
	<b>Mphatso:</b>	Hello, Yankho. I am sweeping the floor with a broom. How about you? What are you doing?
<b>Picture 2</b>	<b>Yankho:</b>	I am clearing the grass with a slasher.



*Explain that today you all are going to change the dialogue a little. Ask the learners to look closely at Pictures 3 and 4 and tell you what they see. Tell the learners to listen closely for the parts that change. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line. Emphasize the changes (marked here in bold):*

<b>Picture 3</b>	<b>Yankho:</b>	What <b>is Father</b> doing?
	<b>Mphatso:</b>	<b>He is cutting the hedge with a hedge cutter.</b> How about <b>Mother</b> ? What <b>is she</b> doing?
<b>Picture 4</b>	<b>Yankho:</b>	<b>She is mopping the floor with a mop.</b>

*Let the learners identify which parts have changed.*

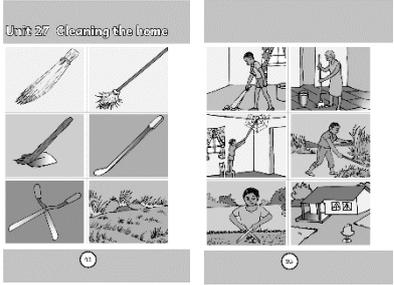


*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **This is How I Jump**.*

<b>UNIT 27</b>	<b>Lesson 6</b>	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  </div> <div style="flex: 2; padding-left: 10px;"> <p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (cleaning)</li> <li>• ask for information using “What are you doing?”</li> <li>• say what they are doing</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> Learner book, broom, mop, hoe, slasher, hedge cutter</p> </div> </div>
----------------	-----------------	--

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>This is the Way</i> using the actions from this unit.	

<b>ACTIVITY 27.6.1</b>	<b>SAYING NEW WORDS</b>	<b>(7 Minutes)</b>
Now we will say some new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<i>Use the pictures on pages 93-94 in the learner’s book, visual aids, realia, and demonstrations. Teach/review <b>broom, mop, hoe, slasher, grass, hedge and hedge cutter</b>, asking and answering, What is this? –This is a...New! Add: <b>cobwebs, inside, and outside.</b></i>	
	<i>Point to each picture one at a time in random order and ask, What is this? The learners point to the picture and answer with you, This is (a)... Repeat 2-3 times with the whole class, groups, or individuals.</i>	
	<i>Point to each picture one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals.</i>	

<b>ACTIVITY 27.6.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(7 Minutes)</b>
Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.		
	<i>Use page 94 in the learner’s book, visual aids, realia, and demonstrations. Point to each picture, do the action, and review:</i> <b>What are doing? –I am sweeping the floor with a broom.</b> <b>What are doing? –I am clearing grass with a slasher.</b> <b>What are doing? –I am mopping the floor with a mop.</b> <b>What are doing? –I am cutting the hedge with a hedge cutter.</b>	
	<i>Ask and answer the questions together with the learners.</i>	
	<i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i>	

**ACTIVITY 27.6.3**

**LISTENING TO A STORY**

**(12 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.

*Use the Pictures 1-6 on page 95 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*



**Cleaning the Home**

<b>Picture 1</b>	It is Saturday. The whole family is cleaning at home. Mphatso is inside the house. He is sweeping the floor with a broom.
<b>Picture 2</b>	Mother is also inside the house. She is mopping the floor with a mop.
<b>Picture 3</b>	Paul is also in the house. He is standing on a chair. He is cleaning cobwebs.
<b>Picture 4</b>	Father is outside the house. He is clearing grass with a slasher.
<b>Picture 5</b>	Amina is also outside. She is cutting the hedge with a hedge cutter.
<b>Picture 6</b>	Now the house is all clean, inside and outside!

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

- (Picture 1) Where is Mphatso? (Mphatso is inside the house.)*
- (Picture 1) What is Mphatso doing? (Mphatso is sweeping the floor with a broom.)*
- (Picture 3) What is Paul doing? (Paul is cleaning cobwebs.)*



*Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:*

- (Picture 4) Where is Father? (Father is outside.)*
- (Picture 4) What is Father doing? (Father is clearing grass with a slasher.)*
- (Picture 5) What is Amina doing? (Amina is cutting the hedge with a hedge cutter.)*



*Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.*

**CONCLUSION**

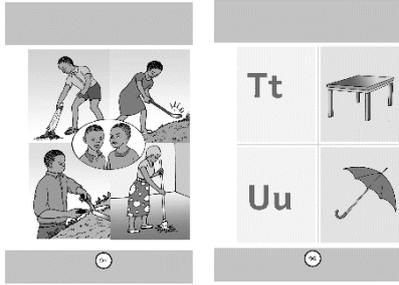
**(2 Minutes)**

*Sing the song **This is How I Jump**.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

- For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?*
- Which Success Criteria do the learners appear to be struggling with the most?*
- What will you do to address their difficulties?*

<b>UNIT 27</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter <i>u</i></li> <li>• identify the sound /u/ at the beginning of words</li> <li>• talk about cleaning in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /t/.</i>	

<b>ACTIVITY 27.7.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH U</b>	<b>(6 Minutes)</b>
Now we will name objects. I will name objects. We will name objects together. Then you will name objects on your own.		
	<i>Use the picture at the bottom of page 96 in the learner's book, visual aids, realia, and demonstrations. Teach or review <b>umbrella, under, and up.</b></i>	
	<i>Repeat 2-3 times with the whole class, groups, and individuals.</i>	
	<i>Point to each picture/object one at a time in random order and ask, What is this? Let the learners answer on their own as the whole class, in groups, and as individuals.</i>	

<b>ACTIVITY 27.7.2</b>	<b>IDENTIFYING THE INITIAL LETTER SOUND /U/ IN WORDS</b>	<b>(8 Minutes)</b>
Now we will say the new letter sound. Then I will say some words. If the word begins with (short) /u/, we will put our thumbs up. If it does not begin with (short) /u/, we will put our thumbs down.		
	<p><i>Say the short sound /u/ 2-3 times.</i></p> <p><i>Say a word that begins with /u/ such as <b>umbrella</b>. Point your thumb up and say, My thumb is up because <b>umbrella</b> begins with /u/. Note: In English the letter <b>u</b> makes different sounds in different words (e.g. <b>us</b> vs. <b>use</b>). For this activity we will just focus on /u/ as in the words given here. Later the learners will learn the other sounds that the letter <b>u</b> makes in English.</i></p> <p><i>Say another word that does not begin with /u/ such as <b>egg</b>. Point your thumb down and say, My thumb is down because <b>egg</b> does not begin with /u/.</i></p> <p><i>Do the same with <b>over</b> and <b>under</b>.</i></p>	
	<p><i>Say the sound /u/ 2-3 times together with the learners.</i></p> <p><i>Say these additional words that do and do not begin with the sound /u/: <b>umbrella, exercise, unlock, in, ugly, eat, undo, axe, open, under, and uncle.</b></i></p> <p><i>Point your thumb up or down accordingly together with the learners.</i></p>	



Say these words that do and do not begin with the sound /u/: **ocean, us, inside, until, uplift, ant, only, understand, elephant, and outside.** The learners point their thumbs up or down accordingly on their own.  
Let the learners mention any other English words they know that begin with the sound /u/.

**ACTIVITY 27.7.3 SAYING A DIALOGUE (12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.



Use Pictures 3-4 on page 94 in the learner's book. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.

<b>Picture 3</b>	<b>Yankho:</b>	What is Father doing?
	<b>Mphatso:</b>	He is cutting the hedge with a hedge cutter. How about Mother? What is she doing?
<b>Picture 4</b>	<b>Yankho:</b>	She is mopping the floor with a mop.



Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.

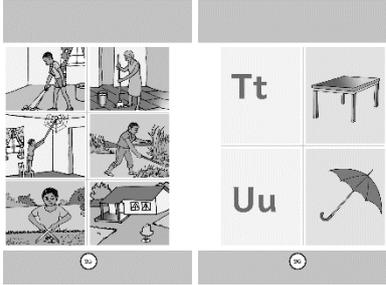


Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.  
As time permits, the learners may do the full dialogue using Pictures 1-4.

**CONCLUSION (2 Minutes)**

Sing the song **Show Me U.**

**UNIT 27**
**Lesson 8**



**Success Criteria:** Learners must be able to

- identify the small and capital letter U
- write the small and capital letter U
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** Learner's book, letter cards with the small and capital letters u and U

**INTRODUCTION** (2 Minutes)

Sing any familiar song.

**ACTIVITY 27.8.1 LISTENING TO A STORY** (10 Minutes)

Now I will read a story and you will listen. Then we will check our understanding.

Use the Pictures 1-6 on page 95 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.

<b>Cleaning the Home</b>	
 <b>Picture 1</b>	It is Saturday. The whole family is cleaning at home. Mphatso is inside the house. He is sweeping the floor with a broom.
<b>Picture 2</b>	Mother is also inside the house. She is mopping the floor with a mop.
<b>Picture 3</b>	Paul is also in the house. He is standing on a chair. He is cleaning cobwebs.
<b>Picture 4</b>	Father is outside the house. He is clearing grass with a slasher.
<b>Picture 5</b>	Amina is also outside. She is cutting the hedge with a hedge cutter.
<b>Picture 6</b>	Now the house is all clean!

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

1. (Picture 2) Where is Mother? (Mother is inside the house.)
2. (Picture 2) What is Mother doing? (Mother is mopping the floor with a mop.)

Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:

3. (Picture 3) What is Paul doing? (Paul is cleaning cobwebs.)
4. (Picture 4) What is Father doing? (Father is clearing grass with a slasher.)
5. (Picture 5) Where is Amina? (Amina is outside.)
6. (Picture 5) What is Amina doing? (Amina is cutting the hedge with a hedge cutter.)

Then, with support from the home language if necessary, discuss what work the learners do to keep their own homes clean on the inside and on the outside.



Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.

**ACTIVITY 27.8.2****IDENTIFYING THE LETTER U****(6 Minutes)**

Now we will name the new letter. I will name the letter. We will name the letter together. Then you will name the letter on your own.



Show the learners the **umbrella** on page 96 in the learner's book and say, This is an umbrella. Umbrella begins with /u/. Show the letter card with small letter **u** and say, This is the letter **u**. The letter **u** says /u/.

Repeat 2 to 3 times. Do the same with capital letter **U**.

Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Explain to the learners that in English the letter **u** makes different sounds in different words but that today you all are only going to focus on the /u/ sound like in umbrella. Later they will learn its other sounds.



Show the letter card with the small letter and say the letter name and sound together with the learners 2 to 3 times. Repeat with the capital letter.



Show the letter card with small letter and let the learners say the letter name and sound on their own as a whole class, in groups, and as individuals.

Sing the song **Show Me U** together.

**ACTIVITY 27.8.3****WRITING THE LETTER U****(10 Minutes)**

Now we will write the new letter. I will write the letter. We will write the letter together. Then you will write the letter on your own.



Draw four lines on the chalkboard. Model writing the small letter **u**. Repeat with the capital letter **U**.



Write the small letter on the board while the learners write at the same time in the air, on the ground, or in their exercise books. Repeat with the capital letter.



The learners write the small letter and capital letter on their own in their exercise books. Go around the room, checking their work, and giving feedback.

**CONCLUSION****(2 Minutes)**

Sing the song **Write U in the Air**.

**TEACHER REFLECTION**

Write your observations in the notebook where you write your lesson evaluation:

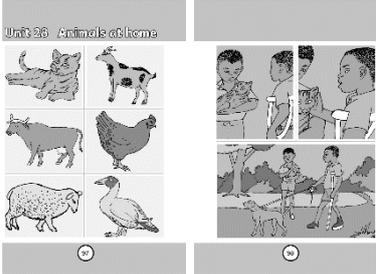
1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

## UNIT 27

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

<b>Success Criteria</b>	<b>Lessons</b>
<i>Say new words (cleaning)</i>	1, 2, 5, 6
<i>Ask for information using "What are you doing?"</i>	1, 2, 5, 6
<i>Say what they are doing</i>	1, 2, 5, 6
<i>Talk about cleaning in a dialogue</i>	1, 3, 5, 7
<i>Discuss a picture using known vocabulary</i>	2, 4, 6, 8
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects beginning with the letter t</i>	3
<i>Identify the sound /t/ at the beginning of words</i>	3
<i>Identify the small and capital letters t and T</i>	4
<i>Write the small and capital letters t and T</i>	4
<i>Name objects beginning with the letter u</i>	7
<i>Identify the sound /u/ at the beginning of words</i>	7
<i>Identify the small and capital letters u and U</i>	8
<i>Write the small and capital letters u and U</i>	8

<b>UNIT 28</b>	<b>Lesson 1</b>
 <p>Unit 28 Animals at home</p>	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (domestic animals)</li> <li>• ask for information using “Do you have...?”</li> <li>• say what they do and do not have</li> <li>• ask and answer “Do you have...?” in a dialogue</li> </ul> <p><b>Resources:</b> Learner’s book, milk, egg</p>

**INTRODUCTION** (2 Minutes)

Play *Thumbs Up Thumbs Down* with words that do and do not begin with /w/.

**ACTIVITY 28.1.1 SAYING NEW WORDS** (8 Minutes)

Use pages 97 and 99 in the learner’s book, visual aids, realia, and demonstrations. Follow the *I Do – We Do – You Do* approach to teach **cat, goat, cow, milk, chicken, and egg**.

**ACTIVITY 28.1.2 ASKING FOR AND GIVING INFORMATION** (8 Minutes)

Use page 97 in the learner’s book, visual aids, realia, and demonstrations. Follow the *I Do – We Do – You Do* approach to teach the learners to ask and answer: **Do you have a cat? –Yes, I have a cat. Repeat with: Do you have a goat? –No, I do not have a goat.**

**ACTIVITY 28.1.3 SAYING A DIALOGUE** (10 Minutes)

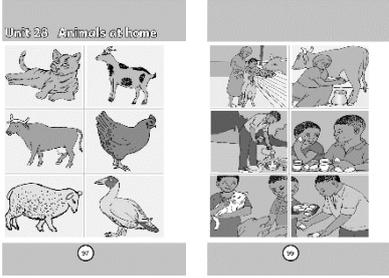
Use Pictures 1-2 on page 98 in the learner’s book. Identify the characters as Mphatso (left) and John (right). First, model saying and acting out the dialogue expressively 2-3 times:

<b>Picture 1</b>	<b>Mphatso:</b>	John, come and see my cat.
	<b>John:</b>	Oh! Do you have a cat?
	<b>Mphatso:</b>	Yes, I have. Its name is Sikubi.
<b>Picture 2</b>	<b>John:</b>	I like your cat, Mphatso.

Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.

**CONCLUSION** (2 Minutes)

Sing the song **Mr. Phiri Has a Farm**.

<b>UNIT 28</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (domestic animals)</i></li> <li>• <i>ask for information using “Do you have...?”</i></li> <li>• <i>say what they do and do not have</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, milk, egg</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>This is How I Jump.</b></i>	

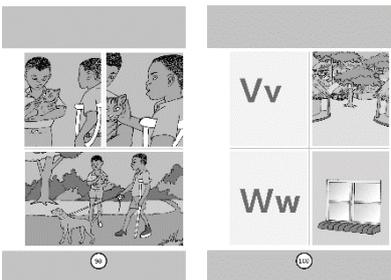
<b>ACTIVITY 28.2.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<i>Use pages 97-99 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>cat, goat, cow, milk, chicken, and egg.</b> New! Add <b>duck and dog.</b></i>		

<b>ACTIVITY 28.2.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<i>Use page 97 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: <b>Do you have a cat? –Yes, I have a cat. / Do you have a goat? –No, I do not have a goat.</b> Repeat with other animals.</i>		

<b>ACTIVITY 28.2.3</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1-4 on page 99 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.</i>		
<b>Mr. and Mrs. Phiri and their Farm</b>		
<b>1</b>	Mr. and Mrs. Phiri are farmers. They have cows, goats, chickens, and ducks. They also have a cat and a dog. Every morning they give grass to the cows and goats.	
<b>2</b>	Mrs. Phiri milks the cows.	
<b>3</b>	Mr. Phiri gives water to the chickens and ducks. He collects eggs from the chickens.	
<b>4</b>	Their children, Mary and Joel, like to eat eggs and drink milk for breakfast.	
<i>Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What animals do Mr. and Mrs. Phiri have? (Mr. and Mrs. Phiri have cows, goats, chickens, ducks, a cat, and a dog.); 2. What does Mrs. Phiri do every morning? (Mrs. Phiri gives grass to the cows and goats. OR Mrs. Phiri milks the cows.); 3. What does Mr. Phiri do every morning? (Mr. Phiri gives water to the chickens and ducks. OR Mr. Phiri collects eggs from the chickens.); 4. What do the children eat for breakfast? (The children eat eggs for breakfast.)</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Mr. Phiri Has a Farm.</b></i>	

<b>TEACHER REFLECTION:</b> <i>Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.</i>
--

<b>UNIT 28</b>	<b>Lesson 3</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  </div> <div style="width: 50%;"> <p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter v</li> <li>• identify the sound /v/ at the beginning of words</li> <li>• ask and answer “Do you have...?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, video, vest, vase</i></p> </div> </div>
----------------	-----------------	--

**INTRODUCTION** **(2 Minutes)**

*Play Thumbs Up Thumbs Down with words that do and do not begin with /v/.*

**ACTIVITY 28.3.1 NAMING OBJECTS THAT BEGIN WITH V** **(6 Minutes)**

*Use the picture on page 100 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach/review **village, video, vest, and vase.***

**ACTIVITY 28.3.2 IDENTIFYING THE INITIAL LETTER SOUND /V/ IN WORDS** **(8 Minutes)**

*Follow the I Do – We Do – You Do approach to teach the sound /v/ and to play Thumbs Up Thumbs Down for words beginning with the sound /v/. Use **village, Yankho, vegetable, bicycle, very, white, view, father, victory, brother, vacation, dance, and valley.***

**ACTIVITY 28.3.3 SAYING A DIALOGUE** **(12 Minutes)**

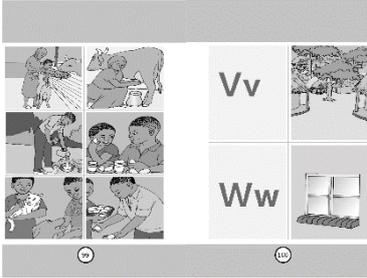
*Use Pictures 1-2 on page 98 in the learner’s book. Identify the characters as Mphatso (left) and John (right). First, model saying and acting out the dialogue expressively 2-3 times:*

<b>Picture 1</b>	<b>Mphatso:</b>	John, come and see my cat.
	<b>John:</b>	Oh! Do you have a cat?
	<b>Mphatso:</b>	Yes, I have. Its name is Sikubi.
<b>Picture 2</b>	<b>John:</b>	I like your cat, Mphatso. It is soft.

*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION** **(2 Minutes)**

*Sing the song **Show Me V.***

<b>UNIT 28</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> <li>• identify the small and capital letters v and V</li> <li>• write the small and capital letters v and V</li> </ul> <p><b>Resources:</b> <i>Learner’s book, letter cards with the small and capital letters v and V</i></p>

**INTRODUCTION** **(2 Minutes)**

*Sing any familiar song.*

**ACTIVITY 28.4.1 LISTENING TO A STORY** **(10 Minutes)**

*Use Pictures 1-4 on page 99 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.*

<b>Mr. and Mrs. Phiri and their Farm</b>	
1	Mr. and Mrs. Phiri are farmers. They have cows, goats, chickens, and ducks. They also have a cat and a dog. Every morning they give grass to the cows and goats.
2	Mrs. Phiri milks the cows.
3	Mr. Phiri gives water to the chickens and ducks. He collects eggs from the chickens.
4	Their children, Mary and Joel, like to eat eggs and drink milk for breakfast.

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What animals do Mr. and Mrs. Phiri have? (Mr. and Mrs. Phiri have cows, goats, chickens, ducks, a cat, and a dog.); 2. What does Mrs. Phiri do every morning? (Mrs. Phiri gives grass to the cows and goats. OR Mrs. Phiri milks the cows.); 3. What does Mr. Phiri do every morning? (Mr. Phiri gives water to the chickens and ducks. OR Mr. Phiri collects eggs from the chickens.); 4. What do the children eat and drink for breakfast? (The children eat eggs and drink mil for breakfast.)*

**ACTIVITY 28.4.2 IDENTIFYING THE LETTER V** **(6 Minutes)**

*Follow the I Do – We Do – You Do approach to show the learners the picture on page 100 and say, This is a village. Village begins with /v/. Show the letter card with the small letter v and say, This is the letter v. The letter v says /v/. Do the same with the capital letter V. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Finally, sing the song **Show Me V** together.*

**ACTIVITY 28.4.3 WRITING THE LETTER V** **(10 Minutes)**

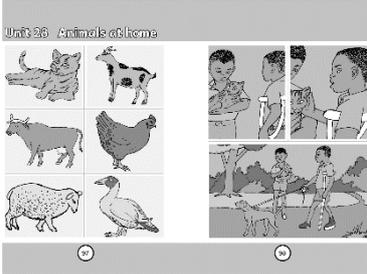
*Follow the I Do – We Do – You Do approach to teach writing the small and capital letters v and V.*

**CONCLUSION** **(2 Minutes)**

*Sing the song **Write V in the Air**.*

**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.*

**UNIT 28**
**Lesson 5**



**Success Criteria:** *Learners must be able to*

- say new words (domestic animals)
- ask for information using “Do you have...?”
- say what they do and do not have
- ask and answer “Do you have...?” in a dialogue

**Resources:** *Learner’s book, milk, egg*

**INTRODUCTION** **(2 Minutes)**

*Play Thumbs Up Thumbs Down with words that do and do not begin with /v/.*

**ACTIVITY 28.5.1 SAYING NEW WORDS** **(6 Minutes)**

*Use page 97-99 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **cat, goat, cow, milk, chicken, egg, duck, and dog.** New! Add **sheep.***

**ACTIVITY 28.5.2 ASKING FOR AND GIVING INFORMATION** **(8 Minutes)**

*Use page 97 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **Do you have a cat? –Yes, I have a cat. / Do you have a goat? –No, I do not have a goat.** Repeat with other animals.*

**ACTIVITY 28.5.3 SAYING A DIALOGUE** **(12 Minutes)**

*Use Pictures 1-2 on page 98 in the learner’s book. First, review with the learners the original dialogue from Lessons 1 and 3 (see Activity 28.3.3). Next, explain that today you all are going to add to the dialogue a little. Have the learners look at Picture 3 and tell you what they see. Tell them to listen closely for the parts that change. Model saying and acting out the dialogue expressively 2-3 times. Emphasize the changes (marked here in bold):*

<b>Picture 1</b>	<b>Mphatso:</b>	John, come and see my cat.
	<b>John:</b>	Oh! Do you have a cat?
	<b>Mphatso:</b>	Yes, I have. Its name is Sikubi.
<b>Picture 2</b>	<b>John:</b>	I like your cat, Mphatso.
	<b>Mphatso:</b>	Thank you, John. How about you? Do you have a cat?
<b>Picture 3</b>	<b>John:</b>	No, I do not have a cat. I have a dog.

*Let the learners identify which parts have changed. Then say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION** **(2 Minutes)**

*Sing the song **Mr. Phiri Has a Farm.***

<b>UNIT 28</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (domestic animals)</li> <li>• ask for information using “Do you have...?”</li> <li>• say what they do and do not have</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book, milk, egg</i></p>

**INTRODUCTION** **(2 Minutes)**  
 Sing the song *There’s a Green Girl in the Ring.*

**ACTIVITY 28.6.1 SAYING NEW WORDS** **(8 Minutes)**  
 Use page 97-99 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review *cat, goat, cow, milk, chicken, egg, duck, dog, and sheep.*

**ACTIVITY 28.6.2 ASKING FOR AND GIVING INFORMATION** **(8 Minutes)**  
 Use page 97 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **Do you have a cat? –Yes, I have a cat. / Do you have a goat? –No, I do not have a goat.** Repeat with other animals.

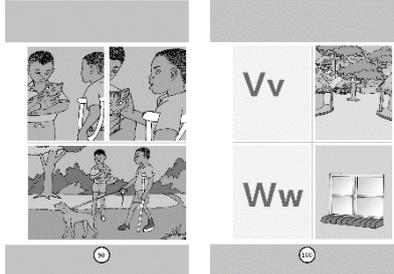
**ACTIVITY 28.6.3 LISTENING TO A STORY** **(10 Minutes)**  
 Use Pictures 1-6 on page 99 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.

<b>Mr. and Mrs. Phiri and their Farm</b>	
1	Mr. and Mrs. Phiri are farmers. They have cows, goats, chickens, and ducks. They also have a cat and a dog. Every morning they give grass to the cows and goats.
2	Mrs. Phiri milks the cows.
3	Mr. Phiri gives water to the chickens and ducks. He collects eggs from the chickens.
4	Their children, Mary and Joel, like to eat eggs and drink milk for breakfast.
5	After school, Mary plays with the cat. She gives milk to the cat. Joel plays with the dog.
6	On Saturday, Joel helps mother to give grass to the goats and cows. Mary helps father to collect eggs from the chickens. Mary and Joel are good children.

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What animals do Mr. and Mrs. Phiri have? (*Mr. and Mrs. Phiri have cows, goats, chickens, ducks, a cat, and a dog.*); 2. What does Mary do after school? (*Mary plays with the cat after school. OR Mary gives milk to the cat after school.*); 3. What does Joel do after school? (*Joel plays with the dog after school.*); 4. What does Joel do on Saturday? (*Joel helps mother to give grass to the goats and cows on Saturday.*); 5. What does Mary do on Saturday? (*Mary helps father to collect eggs from the chickens on Saturday.*)

**CONCLUSION** **(2 Minutes)**  
 Sing the song *Mr. Phiri Has a Farm.*

**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.*

<b>UNIT 28</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• name objects beginning with the letter w</li> <li>• identify the sound /w/ at the beginning of words</li> <li>• ask and answer “Do you have...?” in a dialogue</li> </ul> <p><b>Resources:</b> Learner’s book, water</p>

**INTRODUCTION** (2 Minutes)

Play *Thumbs Up Thumbs Down* with words that do and do not begin with /v/.

**ACTIVITY 28.7.1 NAMING OBJECTS THAT BEGIN WITH W** (6 Minutes)

Use the picture on page 100 in the learner’s book, visual aids, realia, and demonstrations. Follow the *I Do – We Do – You Do* approach to teach/review **window, wall, water, and wash**.

**ACTIVITY 28.7.2 IDENTIFYING THE INITIAL LETTER SOUND /W/ IN WORDS** (8 Minutes)

Follow the *I Do – We Do – You Do* approach to teach the sound /w/ and to play *Thumbs Up Thumbs Down* for words beginning with the sound /w/. Use **window, ball, wait, yes, wake, like, walk, buy, want, leg, and warm**.

**ACTIVITY 28.7.3 SAYING A DIALOGUE** (12 Minutes)

Use Pictures 1-3 on page 98 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times:

<b>Picture 1</b>	<b>Mphatso:</b>	John, come and see my cat.
	<b>John:</b>	Oh! D you have a cat?
	<b>Mphatso:</b>	Yes, I have. Its name is Sikubi.
<b>Picture 2</b>	<b>John:</b>	I like your cat, Mphatso. It is soft.
	<b>Mphatso:</b>	Thank you, John. How about you? Do you have a cat?
<b>Picture 3</b>	<b>John:</b>	No, I do not have a cat. I have a dog.

Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.

**CONCLUSION** (2 Minutes)

Sing the song *Show Me W*.

<b>UNIT 28</b>	<b>Lesson 8</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> <li>• <i>identify the small and capital letters w and W</i></li> <li>• <i>write the small and capital letters w and W</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, letter cards with the small and capital letters w and W</i></p>

**INTRODUCTION** **(2 Minutes)**

*Sing any familiar song.*

**ACTIVITY 28.8.1 LISTENING TO A STORY** **(10 Minutes)**

*Use Pictures 1-6 on page 99 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.*

<b>Mr. and Mrs. Phiri and their Farm</b>	
<b>1</b>	Mr. and Mrs. Phiri are farmers. They have cows, goats, chickens, and ducks. They also have a cat and a dog. Every morning they give grass to the cows and goats.
<b>2</b>	Mrs. Phiri milks the cows.
<b>3</b>	Mr. Phiri gives water to the chickens and ducks. He collects eggs from the chickens.
<b>4</b>	Their children, Mary and Joel, like to eat eggs and drink milk for breakfast.
<b>5</b>	After school, Mary plays with the cat. She gives milk to the cat. Joel plays with the dog.
<b>6</b>	On Saturday, Joel helps mother to give grass to the goats and cows. Mary helps father to collect eggs from the chickens. Mary and Joel are good children.

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What does Mary do after school? (Mary plays with the cat after school. OR Mary gives milk to the cat after school.); 2. What does Joel do after school? (Joel plays with the dog after school.); 3. What does Joel do on Saturday? (Joel helps mother to give grass to the goats and cows on Saturday.); 4. What does Mary do on Saturday? (Mary helps father to collect eggs from the chickens on Saturday.) Then, with support from the home language if necessary, discuss the animals the learners have at home and how they take care of them.*

**ACTIVITY 28.8.2 IDENTIFYING THE LETTER W** **(6 Minutes)**

*Follow the I Do – We Do – You Do approach to show the learners the picture on page 100 and say, This is a window. Window begins with /w/. Show the letter card with the small letter w and say, This is the letter w. The letter w says /w/. Do the same with the capital letter W. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Finally, sing the song **Show Me W** together.*

**ACTIVITY 28.8.3 WRITING THE LETTER W** **(10 Minutes)**

*Follow the I Do – We Do – You Do approach to teach writing the small and capital letters w and W.*

**CONCLUSION** **(2 Minutes)**

*Sing the song **Write W in the Air**.*

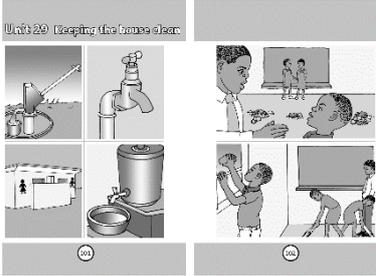
**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.*

## UNIT 28

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

Success Criteria	Lessons
<i>Say new words (domestic animals)</i>	1, 2, 5, 6
<i>Ask for information using "Do you have...?"</i>	1, 2, 5, 6
<i>Say what they do and do not have</i>	1, 2, 5, 6
<i>Ask and answer "Do you have...?" in a dialogue</i>	1, 3, 5, 7
<i>Discuss a picture using known vocabulary</i>	2, 4, 6, 8
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects beginning with the letter v</i>	3
<i>Identify the sound /v/ at the beginning of words</i>	3
<i>Identify the small and capital letters v and V</i>	4
<i>Write the small and capital letters v and V</i>	4
<i>Name objects beginning with the letter w</i>	7
<i>Identify the sound /w/ at the beginning of words</i>	7
<i>Identify the small and capital letters w and W</i>	8
<i>Write the small and capital letters w and W</i>	8

<p><b>UNIT 29</b></p> 	<p style="text-align: right;"><b>Lesson 1</b></p> <p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (cleaning)</li> <li>• ask for information using “Who...?”</li> <li>• talk about cleaning activities</li> <li>• ask and answer “Who...?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, broom, sponge or cloth (for washing a window)</i></p>
---	---

**INTRODUCTION** **(2 Minutes)**

*Play Thumbs Up Thumbs Down with words that do and do not begin with /w/.*

**ACTIVITY 29.1.1 SAYING NEW WORDS** **(8 Minutes)**

*Use pages 101-103 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach or review **clean, dirty, sweep, floor, wash, and window** .*

**ACTIVITY 29.1.2 ASKING FOR AND GIVING INFORMATION** **(8 Minutes)**

*Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer: **Who sweeps the floor on Monday? –The girls sweep the floor on Monday. Repeat with: Who washes the windows on Tuesday? –The boys wash the windows on Tuesday.***

**ACTIVITY 29.1.3 SAYING A DIALOGUE** **(10 Minutes)**

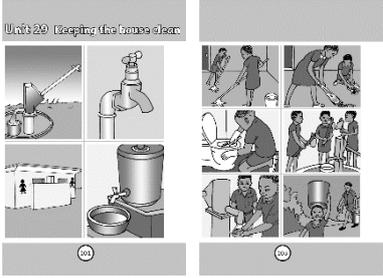
*Use Pictures 1-2 on page 102 in the learner’s book. Identify the characters as Mphatso and the Teacher. First, model saying and acting out the dialogue expressively 2-3 times:*

<i>Picture 1</i>	<b>Teacher:</b>	The classroom is dirty. Who sweeps the floor today?
	<b>Mphatso:</b>	It is Yankho and Jane.
<i>Picture 2</i>	<b>Teacher:</b>	The windows are dirty too. Who washes the windows today?
	<b>Mphatso:</b>	It is I. I will wash them now.

*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION** **(2 Minutes)**

*Sing the song **This is the Way** with the actions from this and the previous unit.*

<b>UNIT 29</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (cleaning)</li> <li>• ask for information using “Who...?”</li> <li>• talk about cleaning activities</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book, soap, water, bucket, rubbish, broom, sponge or cloth (for washing a window), mop</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Mr. Phiri Has a Farm.</b></i>	

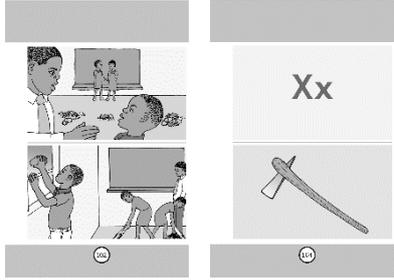
<b>ACTIVITY 29.2.1 SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<i>Use pages 101-103 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>clean, dirty, soap, wash, and window.</b> New! Add <b>water, bucket, rubbish, and throw away.</b></i>	

<b>ACTIVITY 29.2.2 ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<i>Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer: <b>Who mops the floor on Wednesday? –The girls mop the floor on Wednesday. / Who throws away the rubbish on Thursday? –The boys throw away the rubbish on Thursday.</b></i>	

<b>ACTIVITY 29.2.3 LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1-2 on page 103 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.</i>	
<b>Cleaning the School Environment</b>	
<b>1</b>	Every Friday Mphatso and Yankho clean their classroom. They put soap and water in a bucket. They mop the floor with mops.
<b>2</b>	On Monday the girls sweep the floor with brooms. They throw away the rubbish. On Tuesday the boys wash the windows with soap and water.
<i>Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. Who mops the floor? (It is Mphatso and Yankho. OR Mphatso and Yankho mop the floor.); 2. What do they mop the floor with? (They mop the floor with mops / soap and water.); 3. Who sweeps the floor? (The girls sweep the floor.); 4. What do they sweep the floor with? (They sweep the floor with brooms.); 5. What do they do with the rubbish? (They throw away the rubbish.)</i>	

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>This is the Way</b> with the actions from this and the previous unit.</i>	

<b>TEACHER REFLECTION:</b> <i>Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.</i>
--

<b>UNIT 29</b>	<b>Lesson 3</b>		<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects that use the letter <i>x</i></li> <li>• identify the sound /ks/ in words</li> <li>• ask and answer “Who...?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, axe, box, a picture of a taxi</i></p>
----------------	-----------------	---	---

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /w/.</i>	

<b>ACTIVITY 29.3.1</b>	<b>NAMING OBJECTS THAT USE X</b>	<b>(6 Minutes)</b>
<i>Use the picture on page 104 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach <b>axe, box, six, and taxi.</b></i>		

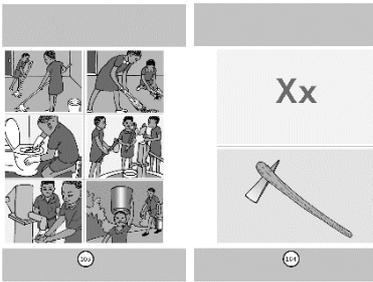
<b>ACTIVITY 29.3.2</b>	<b>IDENTIFYING THE SOUND /KS/ IN WORDS</b>	<b>(8 Minutes)</b>
<p><i>Note: In English the letter x usually makes the sound of /k/ followed by /s/ together, or /ks/, as in the words axe, box, six, and taxi. Sometimes x makes other sounds in other words, but for now we will just focus on the sound /ks/ because it is the most common. Very few words begin with x in English (and when they do, x makes a different sound, as in xylophone.) For now, we will focus on words that contain x in the middle or at the end. Follow the I Do – We Do – You Do approach to teach the sound /ks/. Emphasize that /ks/ is two sounds that they already know (/k/ and /s/), said together. Play Thumbs Up Thumbs Down for words containing the sound /ks/. Tell the learners to listen for /ks/ in the middle or at the end of the words. Use <b>axe, ant, box, over, oxen, Mphatso, Max, father, fox, mop, mix, dance, and exercise.</b></i></p>		

<b>ACTIVITY 29.3.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<i>Use Pictures 1-2 on page 102 in the learner’s book. Identify the characters as Mphatso (left) and John (right). First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<i>Picture 1</i>	<b>Teacher:</b>	The classroom is dirty. Who sweeps the classroom today?
	<b>Mphatso:</b>	It is Yankho and Jane.
<i>Picture 2</i>	<b>Teacher:</b>	The windows are dirty too. Who washes the windows today?
	<b>Mphatso:</b>	It is I. I will clean them now.
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me X.</b></i>	

## UNIT 29

## Lesson 4



**Success Criteria:** Learners must be able to

- discuss a picture using known vocabulary
- answer questions about a story they have listened to
- identify the small and capital letters x and X
- write the small and capital letters x and X

**Resources:** Learner's book, letter cards with the small and capital letters x and X

## INTRODUCTION

(2 Minutes)

Sing any familiar song.

## ACTIVITY 29.4.1 LISTENING TO A STORY

(8 Minutes)

Use Pictures 1-2 on page 103 in the learner's book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.

## Cleaning the School Environment

- |          |  |
|----------|--|
| <b>1</b> | Every Friday Mphatso and Yankho clean their classroom. They put soap and water in a bucket. They mop the floor with mops.                  |
| <b>2</b> | On Monday the girls sweep the floor with brooms. They throw away the rubbish.<br>On Tuesday the boys wash the windows with soap and water. |

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. Who mops the floor? (It is Mphatso and Yankho. OR Mphatso and Yankho mop the floor.); 2. What do they mop the floor with? (They mop the floor with mops / soap and water.); 3. Who sweeps the floor? (The girls sweep the floor.); 4. What do they sweep the floor with? (They sweep the floor with brooms.); 5. What do they do with the rubbish? (They throw away the rubbish.)

## ACTIVITY 29.4.2 IDENTIFYING THE LETTER X

(8 Minutes)

Follow the I Do – We Do – You Do approach to show the learners the picture on page 104 and say, This is an axe. Axe has the sound /ks/. Show the letter card with the small letter x and say, This is the letter x. The letter x says /ks/. Do the same with the capital letter X. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Emphasize that x is unique to English. Chichewa does not use the letter x (except in borrowed words or names). While Chichewa has the sounds /k/ and /s/ separately, and writes them with the letters k and s, Chichewa does not put them together like English does. Finally, sing the song **Show Me X** together.

## ACTIVITY 29.4.3 WRITING THE LETTER X

(10 Minutes)

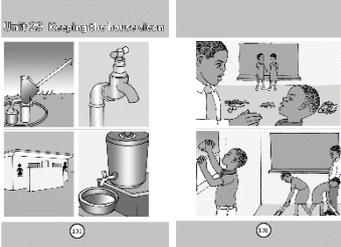
Follow the I Do – We Do – You Do approach to teach writing the small and capital letters x and X.

## CONCLUSION

(2 Minutes)

Sing the song **Write X in the Air**.

**TEACHER REFLECTION:** Write down your observations about your learners' progress so far in achieving today's success criteria, answering the questions on page ix.

<b>UNIT 29</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (cleaning)</li> <li>• ask for information using “Who...?”</li> <li>• talk about cleaning activities</li> <li>• ask and answer “Who...?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, broom, rubbish, toilet brush</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not contain /ks/ (x).</i>	

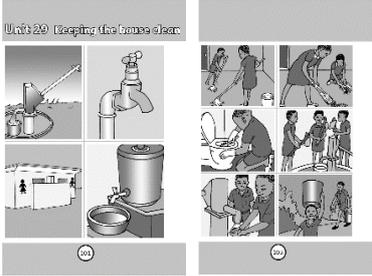
<b>ACTIVITY 29.5.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
<i>Use pages 101-103 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>clean, dirty, wash, window, throw away, and rubbish.</b> New! Add <b>toilets and brush.</b></i>		

<b>ACTIVITY 29.5.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<i>Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: <b>Who sweeps the floor on Monday? –The girls sweep the floor on Monday. / Who washes the windows on Tuesday? –The boys wash the windows on Tuesday. / Who mops the floor on Wednesday? –The girls mop the floor on Wednesday. / Who throws away the rubbish on Thursday? –The boys throws away the rubbish on Thursday.</b> New! Add: <b>Who cleans the toilets on Friday? –Everyone cleans the toilets on Friday.</b></i>		

<b>ACTIVITY 29.5.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<i>Use Pictures 1-2 on page 102 in the learner’s book. First, review with the learners the original dialogue from Lessons 1 and 3 (see Activity 29.3.3). Next, explain that today you all are going to add to the dialogue a little. Tell them to listen closely for the parts that change. Model saying and acting out the dialogue expressively 2-3 times. Emphasize the additions (marked here in bold):</i>		
<b>Picture 1</b>	<b>Teacher:</b>	The classroom is dirty. Who sweeps the classroom today?
	<b>Mphatso:</b>	It is Yankho and Jane.
<b>Picture 2</b>	<b>Teacher:</b>	The windows are dirty too. Who washes the windows today?
	<b>Mphatso:</b>	It is I. I will clean them now.
	<b>Teacher:</b>	<b>Mphatso, please call your friends to come and throw away the rubbish.</b>
	<b>Mphatso:</b>	<b>Yes, Teacher. Then we will mop the floor.</b>

*Let the learners identify which parts have changed. Then say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>This is the Way</b> with the actions from this and the previous unit.</i>	

<b>UNIT 29</b>	<b>Lesson 6</b>
 <p>Unit 29 Keeping the house clean</p>	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (cleaning)</li> <li>• ask for information using “Who...?”</li> <li>• talk about cleaning activities</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> Learner’s book, hoe, toilet brush</p>

**INTRODUCTION** (2 Minutes)

Sing the song *This is How I Jump*.

**ACTIVITY 29.6.1 SAYING NEW WORDS** (8 Minutes)

Use pages 101-103 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review **toilets, brush, grass, and hoe**. New! Add **borehole and tap**.

**ACTIVITY 29.6.2 ASKING FOR AND GIVING INFORMATION** (8 Minutes)

Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **Who throws away the rubbish on Thursday? –The boys throws away the rubbish on Thursday. / Who cleans the toilets on Friday? –Everyone cleans the toilets on Friday.** New! Add: **Who clears the grass on Saturday? –The girls clear the grass on Saturday.**

**ACTIVITY 29.6.3 LISTENING TO A STORY** (10 Minutes)

Use Pictures 1-4 on page 103 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.

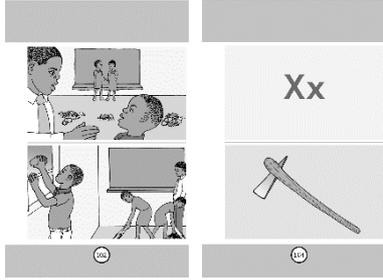
Cleaning the School Environment	
1	Every Friday Mphatso and Yankho clean their classroom. They put soap and water in a bucket. They mop the floor with mops.
2	On Monday the girls sweep the floor with brooms. They throw away the rubbish. On Tuesday the boys wash the windows with soap and water.
3	On Wednesday everyone cleans the toilets with a brush.
4	On Thursday some children clear the grass around the borehole outside. They clear the grass with hoes.

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. Who cleans the toilets? (*Everyone cleans the toilets.*); 2. What do they clean the toilets with? (*They clean the toilets with a brush.*); 3. Who clears the grass around the borehole? (*The girls clear the grass around the borehole.*); 4. What do they clear the grass with? (*They clear the grass with hoes.*) Then, with support from the home language if necessary, discuss how the learners keep their school environment clean.

**CONCLUSION** (2 Minutes)

Sing the song *This is the Way* with the actions from this and the previous unit.

**TEACHER REFLECTION:** Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.

<b>UNIT 29</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects that use the letter <i>x</i></li> <li>• identify the sound /ks/ in words</li> <li>• ask and answer “Who...?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, axe, box, a picture of a taxi</i></p>

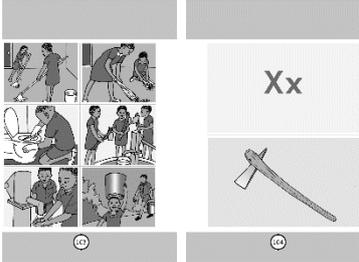
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not contain /ks/ (x).</i>	

<b>ACTIVITY 29.7.1</b>	<b>NAMING OBJECTS THAT USE X</b>	<b>(6 Minutes)</b>
<i>Use the picture on page 104 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>axe, box, six, and taxi.</b></i>		

<b>ACTIVITY 29.7.2</b>	<b>IDENTIFYING THE SOUND /KS/ IN WORDS</b>	<b>(8 Minutes)</b>
<p><i>Note: Remember that in English the letter x most commonly makes the sound of /k/ followed by /s/ together, or /ks/, as in the words above. Very few words begin with x in English (and when they do, x makes a different sound, as in xylophone.) For now, we will focus on words that contain x in the middle or at the end. Follow the I Do – We Do – You Do approach to teach the sound /ks/. Emphasize that /ks/ is two sounds that they already know (/k/ and /s/), said together. Play Thumbs Up Thumbs Down for words containing the sound /ks/. Tell the learners to listen for /ks/ in the middle or at the end of the words. Use <b>axe, fish, fix, rice, relax, chalk, tax, six, seven, boxing, walking, good, and excellent.</b></i></p>		

<b>ACTIVITY 29.7.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<i>Use Pictures 1-2 on page 102 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<b>Picture 1</b>	<b>Teacher:</b> The classroom is dirty. Who sweeps the classroom today?	<b>Mphatso:</b> It is Yankho and Jane.
<b>Picture 2</b>	<b>Teacher:</b> The windows are dirty too. Who washes the windows today?	<b>Mphatso:</b> It is I. I will clean them now.
	<b>Teacher:</b> Mphatso, please call your friends to come and throw away the rubbish.	<b>Mphatso:</b> Yes, Teacher. Then we will mop the floor.
	<b>Mphatso:</b> Yes, Teacher. Then we will mop the floor.	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me X.</b></i>	

<b>UNIT 29</b>	<b>Lesson 8</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> <li>• identify the small and capital letters <i>x</i> and <i>X</i></li> <li>• write the small and capital letters <i>x</i> and <i>X</i></li> </ul> <p><b>Resources:</b> Learner’s book, letter cards with the small and capital letters <i>x</i> and <i>X</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

<b>ACTIVITY 29.8.1</b>	<b>LISTENING TO A STORY</b>	<b>(12 Minutes)</b>
------------------------	-----------------------------	---------------------

*Use Pictures 1-6 on page 103 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.*

<b>Cleaning the School Environment</b>	
<b>1</b>	Every Friday Mphatso and Yankho clean their classroom. They put soap and water in a bucket. They mop the floor with mops.
<b>2</b>	On Monday the girls sweep the floor with brooms. They throw away the rubbish. On Tuesday the boys wash the windows with soap and water.
<b>3</b>	On Wednesday everyone cleans the toilets with a brush.
<b>4</b>	On Thursday some children clear the grass around the borehole outside. They clear the grass with hoes.
<b>5</b>	The children wash their hands with water from the tap. The water is clean because the borehole is clean.
<b>6</b>	Tomorrow is Friday. Tomorrow Yankho and Mphatso will carry water in buckets to clean again! Everyone is happy to keep the school clean.

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What does everyone clean the toilets with? (Everyone cleans the toilets with a brush.); 2. What do the girls clear the grass with? (They clear the grass with hoes.); 3. What do the children wash their hands with? (They wash their hands with water from the tap.); 4. Why is the water from the tap clean? (The water is clean because the borehole is clean.); 5. What do Mphatso and Yankho carry the water in? (They carry the water in buckets.) Then, with support from the home language if necessary, discuss how the learners keep their school clean.*

<b>ACTIVITY 29.8.2</b>	<b>IDENTIFYING THE LETTER X</b>	<b>(6 Minutes)</b>
------------------------	---------------------------------	--------------------

*Follow the I Do – We Do – You Do approach to show the learners the picture on page 104 and say, This is an axe. Axe has the sound /ks/. Show the letter card with the small letter *x* and say, This is the letter *x*. The letter *x* says /ks/. Do the same with the capital letter *X*. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. (See Activity 29.4.2.) Finally, sing the song **Show Me X** together.*

<b>ACTIVITY 29.8.3</b>	<b>WRITING THE LETTER X</b>	<b>(8 Minutes)</b>
------------------------	-----------------------------	--------------------

*Follow the I Do – We Do – You Do approach to teach writing the small and capital letters *x* and *X*.*

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
-------------------	--------------------

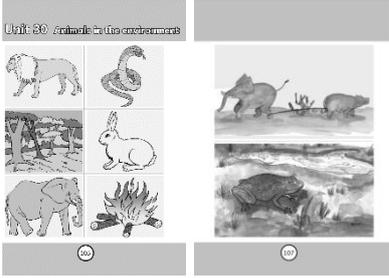
*Sing the song **Write X in the Air**.*

## UNIT 29

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

<b>Success Criteria</b>	<b>Lessons</b>
<i>Say new words (cleaning)</i>	1, 2, 5, 6
<i>Ask for information using "Who...?"</i>	1, 2, 5, 6
<i>Talk about cleaning</i>	1, 2, 5, 6
<i>Ask and answer "Who...?" in a dialogue</i>	1, 3, 5, 7
<i>Discuss a picture using known vocabulary</i>	2, 4, 6, 8
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects that contain the letter x</i>	3, 7
<i>Identify the sound /ks/ in words</i>	3, 7
<i>Identify the small and capital letters x and X</i>	4, 8
<i>Write the small and capital letters x and X</i>	4, 8

<p><b>UNIT 30</b></p> 	<p style="text-align: right;"><b>Lesson 1</b></p> <p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (wild animals)</li> <li>• ask for information using “Can you...?”</li> <li>• express ability and inability with “can” and “cannot”</li> <li>• ask and answer “Can you...?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, broom, sponge or cloth (for washing a window)</i></p>
---	--

**INTRODUCTION** **(2 Minutes)**

*Play Thumbs Up Thumbs Down with words that do and do not contain /ks/ (x).*

**ACTIVITY 30.1.1 SAYING NEW WORDS** **(8 Minutes)**

*Use pages 105 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach forest, animals, lion, snake, hare, and elephant.*

**ACTIVITY 30.1.2 ASKING FOR AND GIVING INFORMATION** **(8 Minutes)**

*Use pages 105 and 107 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach asking and answering: **Can you play with a lion? –No, I cannot. / Can you play with a hare? –Yes I can.** Vary the question between dangerous and non-dangerous animals.*

**ACTIVITY 30.1.3 SAYING A DIALOGUE** **(10 Minutes)**

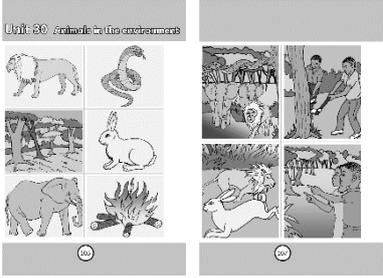
*Use page 107 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times:*

<b>Yankho:</b>	Can you play with an elephant?
<b>Mphatso:</b>	No, I cannot! An elephant is dangerous.
<b>Yankho:</b>	Can you play with a frog?
<b>Mphatso:</b>	Yes, I can. A frog is not dangerous.

*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION** **(2 Minutes)**

*Sing the song **Where are the Lions?***

<b>UNIT 30</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (wild animals)</li> <li>• ask for information using “Can you...?”</li> <li>• express ability and inability with “can” and “cannot”</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

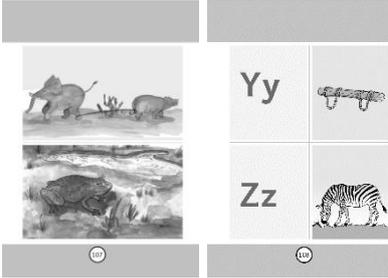
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>This is the Way</i> with the actions from the previous unit.	

<b>ACTIVITY 30.2.1 SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
Use pages 105 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>forest, animal, lion, snake, hare, and elephant</b> . New! Add <b>fire and firewood</b> .	

<b>ACTIVITY 30.2.2 ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
Use pages 105 and 107 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach asking and answering: <b>Can you play with a lion? –No, I cannot. / Can you play with a hare? –Yes I can.</b> Vary the question between dangerous and non-dangerous animals.	

<b>ACTIVITY 30.2.3 LISTENING TO A STORY</b>	<b>(10 Minutes)</b>						
Use Pictures 1-2 on page 108 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="background-color: #e0e0e0; padding: 5px;"><b>In the Forest</b></th> </tr> <tr> <td style="width: 5%; padding: 5px; text-align: center;"><b>1</b></td> <td style="padding: 5px;">In class the children are reading about the big forest. Teacher says many animals live in the forest. Elephants, lions, snakes, and Kalulu the hare live in the forest. Yankho says, “I want to go to the forest. I want to see Kalulu the hare.’ Teacher says, “Be careful in the forest. Some animals are dangerous.”</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><b>2</b></td> <td style="padding: 5px;">Mphatso says, “I go to the forest to get firewood.” Teacher says, ‘Do not cut down all the trees. The animals need the trees. Birds build their nests in the trees. Elephants eat the leaves from the trees.” The children listen to the teacher.</td> </tr> </table>		<b>In the Forest</b>		<b>1</b>	In class the children are reading about the big forest. Teacher says many animals live in the forest. Elephants, lions, snakes, and Kalulu the hare live in the forest. Yankho says, “I want to go to the forest. I want to see Kalulu the hare.’ Teacher says, “Be careful in the forest. Some animals are dangerous.”	<b>2</b>	Mphatso says, “I go to the forest to get firewood.” Teacher says, ‘Do not cut down all the trees. The animals need the trees. Birds build their nests in the trees. Elephants eat the leaves from the trees.” The children listen to the teacher.
<b>In the Forest</b>							
<b>1</b>	In class the children are reading about the big forest. Teacher says many animals live in the forest. Elephants, lions, snakes, and Kalulu the hare live in the forest. Yankho says, “I want to go to the forest. I want to see Kalulu the hare.’ Teacher says, “Be careful in the forest. Some animals are dangerous.”						
<b>2</b>	Mphatso says, “I go to the forest to get firewood.” Teacher says, ‘Do not cut down all the trees. The animals need the trees. Birds build their nests in the trees. Elephants eat the leaves from the trees.” The children listen to the teacher.						
Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What animals live in the forest? ( <i>Elephants, lions, snakes, and Kalulu the hare live in the forest.</i> ); 2. What does Yankho want to see in the forest? ( <i>Yankho wants to see Kalulu the hare.</i> ); 3. Why does Teacher say be careful? ( <i>Teacher says be careful because some animals are dangerous.</i> ); 4. Why does Mphatso go to the forest? ( <i>Mphatso goes to the forest to get firewood.</i> )							

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
Sing the song <i>Where are the Lions?</i>	
<b>TEACHER REFLECTION:</b> Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.	

<b>UNIT 30</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects that use the letter y</li> <li>• identify the sound /y/ in words</li> <li>• ask and answer “Can you...?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, a yellow object</i></p>

**INTRODUCTION** **(2 Minutes)**

*Play Thumbs Up Thumbs Down with words that do and do not contain /ks/ (x).*

**ACTIVITY 30.3.1 NAMING OBJECTS THAT USE Y** **(6 Minutes)**

*Use the picture on page 109 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach yoke, yellow, and you.*

**ACTIVITY 30.3.2 IDENTIFYING THE SOUND /Y/ IN WORDS** **(8 Minutes)**

*Follow the I Do – We Do – You Do approach to teach the sound /y/ and play Thumbs Up Thumbs Down for words containing the sound /y/. Tell the learners to listen for /y/ in the middle or at the end of the words. Use yoke, lion, yellow, water, you, name, year, lorry, yes, goat, yam, read, and young.*

**ACTIVITY 30.3.3 SAYING A DIALOGUE** **(12 Minutes)**

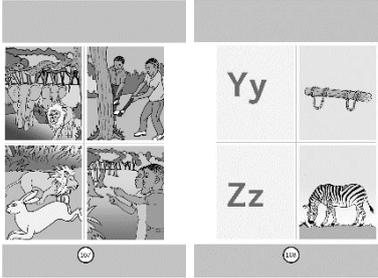
*Use page 107 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times:*

<b>Yankho:</b>	Can you play with an elephant?
<b>Mphatso:</b>	No, I cannot! An elephant is dangerous.
<b>Yankho:</b>	Can you play with a frog?
<b>Mphatso:</b>	Yes, I can. A frog is not dangerous.

*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION** **(2 Minutes)**

*Sing the song Show Me Y.*

<b>UNIT 30</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• identify known vocabulary in a picture</li> <li>• answer questions about a story they have listened to</li> <li>• identify the small and capital letters y and Y</li> <li>• write the small and capital letters y and Y</li> </ul> <p><b>Resources:</b> <i>Learner’s book, letter cards with the small and capital letters y and Y</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

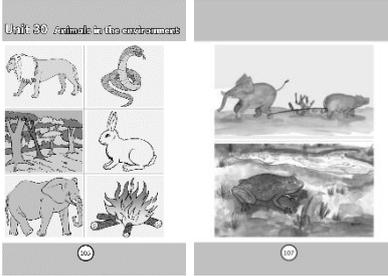
<b>ACTIVITY 30.4.1</b>	<b>LISTENING TO A STORY</b>	<b>(8 Minutes)</b>
<i>Use Pictures 1-2 on page 108 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.</i>		
<b>In the Forest</b>		
<b>1</b>	In class the children are reading about the big forest. Teacher says many animals live in the forest. Elephants, lions, snakes, and Kalulu the hare live in the forest. Yankho says, “I want to go to the forest. I want to see Kalulu the hare.’ Teacher says, “Be careful in the forest. Some animals are dangerous.”	
<b>2</b>	Mphatso says, “I go to the forest to get firewood.” Teacher says, ‘Do not cut down all the trees. The animals need the trees. Birds build their nests in the trees. Elephants eat the leaves from the trees.” The children listen to the teacher.	
<i>Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What animals live in the forest? (Elephants, lions, snakes, and Kalulu the hare live in the forest.); 2. What does Yankho want to see in the forest? (Yankho wants to see Kalulu the hare.); 3. Why does Teacher say be careful? (Teacher says be careful because some animals are dangerous.); 4. Why does Mphatso go to the forest? (Mphatso goes to the forest to get firewood.); 5. Why does Teacher say to not cut down all the trees? (Teacher says to not cut down all the trees because the animals need the trees.)</i>		

<b>ACTIVITY 30.4.2</b>	<b>IDENTIFYING THE LETTER Y</b>	<b>(8 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to show the learners the picture on page 109 and say, This is a yoke. Yoke begins with the sound /y/. Show the letter card with the small letter y and say, This is the letter y. The letter y says /y/. Do the same with the capital letter Y. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Finally, sing the song <b>Show Me Y</b> together.</i>		

<b>ACTIVITY 30.4.3</b>	<b>WRITING THE LETTER Y</b>	<b>(10 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to teach writing the small and capital letters y and Y.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Write Y in the Air.</b></i>	

<b>TEACHER REFLECTION:</b> <i>Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.</i>
--

<b>UNIT 30</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words (wild animals)</li> <li>• ask for information using “Can you...?”</li> <li>• express ability and inability with “can” and “cannot”</li> <li>• ask and answer “Can you...?” in a dialogue</li> </ul> <p><b>Resources:</b> Learner’s book</p>

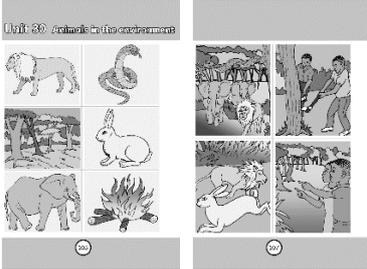
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p>Play <i>Thumbs Up Thumbs Down</i> with words that do and do not begin with /y/.</p>	

<b>ACTIVITY 30.5.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
<p>Use pages 105 in the learner’s book, visual aids, realia, and demonstrations. Follow the <i>I Do – We Do – You Do</i> approach to review <b>forest, animal, lion, snake, hare, elephant, fire and firewood.</b></p>		

<b>ACTIVITY 30.5.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<p>Use pages 105 and 107 in the learner’s book, visual aids, realia, and demonstrations. Follow the <i>I Do – We Do – You Do</i> approach to review asking and answering: <b>Can you play with a lion? –No, I cannot. / Can you play with a hare? –Yes I can.</b> Vary the question between dangerous and non-dangerous animals. Add domestic animals that the learners already know (cat, dog, chicken, goat, cow).</p>		

<b>ACTIVITY 30.5.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<p>Use page 107 in the learner’s book. First, review with the learners the original dialogue from Lessons 1 and 3 (see Activity 30.3.3). Next, explain that today you all are going to add to the dialogue a little. Tell them to listen closely for the parts that change. Model saying and acting out the dialogue expressively 2-3 times. Emphasize the additions (marked here in bold):</p>		
<b>Yankho:</b>	Can you play with an elephant?	
<b>Mphatso:</b>	No, I cannot! An elephant is dangerous.	
<b>Yankho:</b>	Can you play with a frog?	
<b>Mphatso:</b>	Yes, I can. A frog is not dangerous.	
<b>Yankho:</b>	<b>Can you play with Kalulu the hare?</b>	
<b>Mphatso:</b>	<b>Yes, I can – if I can catch him!</b>	
<p>Let the learners identify which parts are new. Then say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.</p>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<p>Sing the song <b><i>Where are the Lions?</i></b></p>	

<p><b>UNIT 30</b></p> 	<p><b>Lesson 6</b></p>
<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (wild animals)</li> <li>• ask for information using “Can you...?”</li> <li>• express ability and inability with “can” and “cannot”</li> <li>• identify known vocabulary in a picture</li> <li>• answer questions about a story they have listened to</li> </ul>	
<p><b>Resources:</b> <i>Learner’s book</i></p>	

**INTRODUCTION** **(2 Minutes)**

Sing the song *Mr. Phiri Has a Farm*.

**ACTIVITY 30.6.1 SAYING NEW WORDS** **(8 Minutes)**

Use pages 105 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review *forest, animal, lion, snake, hare, elephant, fire and firewood*. New! Add *shout*.

**ACTIVITY 30.6.2 ASKING FOR AND GIVING INFORMATION** **(8 Minutes)**

Use pages 105 and 107 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **Can you play with a lion? –No, I cannot. / Can you play with a hare? –Yes I can.** Vary the question between dangerous and non-dangerous animals, including domestic animals.

**ACTIVITY 30.6.3 LISTENING TO A STORY** **(10 Minutes)**

Use Pictures 1-4 on page 108 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.

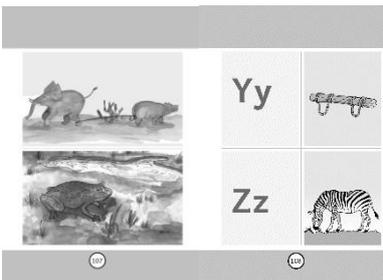
<b>In the Forest</b>	
<b>1</b>	In class the children are reading about the big forest. Teacher says many animals live in the forest. Elephants, lions, snakes, and Kalulu the hare live in the forest. Yankho says, “I want to go to the forest. I want to see Kalulu the hare.” Teacher says, “Be careful in the forest. Some animals are dangerous.”
<b>2</b>	Mphatso says, “I go to the forest to get firewood.” Teacher says, “Do not cut down all the trees. The animals need the trees. Birds build their nests in the trees. Elephants eat the leaves from the trees.” The children listen to the teacher.
<b>3</b>	One day Yankho and Mphatso hear people shouting, ‘Fire! Fire!’ There is fire in the big forest. The animals are running fast.
<b>4</b>	Mphatso say, “Look! I see a lion!” Yankho says, “Look! I see Kalulu the hare!” Fire is dangerous. The animals are running away from the fire.

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What are the people shouting? (*The people are shouting ‘Fire! Fire!’*); 2. What are the animals doing? (*The animals are running away from the fire.*); 3. What animals do Yankho and Mphatso see? (*They see a lion and a hare.*)

**CONCLUSION** **(2 Minutes)**

Sing the song *Where are the Lions?*

**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.*

<b>UNIT 30</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects that use the letter z</li> <li>• identify the sound /z/ in words</li> <li>• ask and answer “Can you...?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, zipper, a picture of a zoo</i></p>

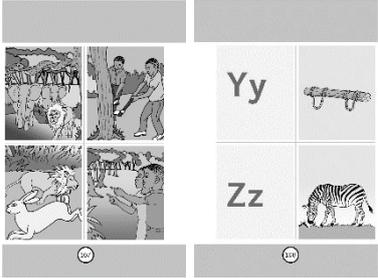
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /y/.</i>	

<b>ACTIVITY 30.7.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH Z</b>	<b>(6 Minutes)</b>
<i>Use the picture on page 109 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review zebra, zoo, and zipper.</i>		

<b>ACTIVITY 30.7.2</b>	<b>IDENTIFYING THE INITIAL LETTER SOUND /Z/ IN WORDS</b>	<b>(8 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to teach the sound /z/ and play Thumbs Up Thumbs Down for words beginning with the sound /z/. Use zebra, seven, zero, forest, zip, down, zoo, they, zone, school, and Zomba.</i>		

<b>ACTIVITY 30.7.3</b>	<b>SAYING A DIaLOGUE</b>	<b>(12 Minutes)</b>
<i>Use page 107 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<b>Yankho:</b>	Can you play with an elephant?	
<b>Mphatso:</b>	No, I cannot! An elephant is dangerous.	
<b>Yankho:</b>	Can you play with a frog?	
<b>Mphatso:</b>	Yes, I can. A frog is not dangerous.	
<b>Yankho:</b>	Can you play with Kalulu the hare?	
<b>Mphatso:</b>	Yes, I can – if I can catch him!	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song Show Me Z.</i>	

<b>UNIT 30</b>	<b>Lesson 8</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>identify known vocabulary in a picture</i></li> <li>• <i>answer questions about a story they have listened to</i></li> <li>• <i>identify the small and capital letters z and Z</i></li> <li>• <i>write the small and capital letters z and Z</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, letter cards with the small and capital letters z and Z</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

<b>ACTIVITY 30.8.1</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
------------------------	-----------------------------	---------------------

*Use Pictures 1-6 on page 108 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.*

<b>In the Forest</b>	
1	In class the children are reading about the big forest. Teacher says many animals live in the forest. Elephants, lions, snakes, and Kalulu the hare live in the forest. Yankho says, “I want to go to the forest. I want to see Kalulu the hare.” Teacher says, “Be careful in the forest. Some animals are dangerous.”
2	Mphatso says, “I go to the forest to get firewood.” Teacher says, “Do not cut down all the trees. The animals need the trees. Birds build their nests in the trees. Elephants eat the leaves from the trees.” The children listen to the teacher.
3	One day Yankho and Mphatso hear people shouting, ‘Fire! Fire!’ There is fire in the big forest. The animals are running fast.
4	Mphatso say, “Look! I see a lion!” Yankho says, “Look! I see Kalulu the hare!” Fire is dangerous. The animals are running away from the fire.

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What are the people shouting? (The people are shouting ‘Fire! Fire!’); 2. Why are the animals running away? (The animals are running away from the fire. OR The animals are running away because the fire is dangerous.); 3. What animals do Yankho and Mphatso see? (They see a lion and a hare.)*

<b>ACTIVITY 30.8.2</b>	<b>IDENTIFYING THE LETTER Z</b>	<b>(8 Minutes)</b>
------------------------	---------------------------------	--------------------

*Follow the I Do – We Do – You Do approach to show the learners the picture on page 109 and say, This is a zebra. Zebra begins with the sound /z/. Show the letter card with the small letter z and say, This is the letter z. The letter z says /z/. Do the same with the capital letter Z. Next, discuss (in Chichewa) how the letter and its sound in English are the same or different as the same letter and its sound in Chichewa. Finally, sing the song **Show Me Z** together.*

<b>ACTIVITY 30.8.3</b>	<b>WRITING THE LETTER Z</b>	<b>(10 Minutes)</b>
------------------------	-----------------------------	---------------------

*Follow the I Do – We Do – You Do approach to teach writing the small and capital letters z and Z.*

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
-------------------	--------------------

*Sing the song **Write Z in the Air**.*

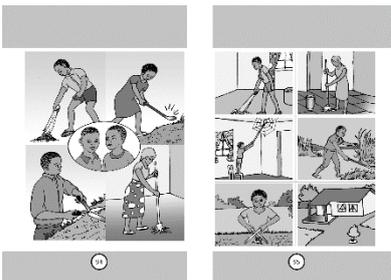
**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.*

## UNIT 30

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

Success Criteria	Lessons
<i>Say new words (wild animals)</i>	1, 2, 5, 6
<i>Ask for information using "Can you...?"</i>	1, 2, 5, 6
<i>Express ability and inability</i>	1, 2, 5, 6
<i>Ask and answer "Can you...?" in a dialogue</i>	1, 3, 5, 7
<i>Identify known vocabulary in a picture</i>	2, 4, 6, 8
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects beginning with the letter y</i>	3
<i>Identify the sound /y/ at the beginning of words</i>	3
<i>Identify the small and capital letters y and Y</i>	4
<i>Write the small and capital letters y and Y</i>	4
<i>Name objects beginning with the letter z</i>	7
<i>Identify the sound /z/ at the beginning of words</i>	7
<i>Identify the small and capital letters z and Z</i>	8
<i>Write the small and capital letters z and Z</i>	8

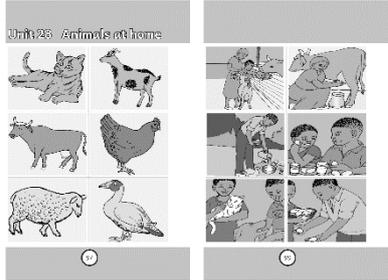
<b>UNIT 31</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• ask for information using “What are you doing?”</li> <li>• say what they are doing</li> <li>• discuss a picture using known vocabulary words</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> Learner’s book, broom, slasher, mop, hedge cutter</p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>This is How I Jump</i> .	

<b>ACTIVITY 31.1.1</b>	<b>SAYING NEW WORDS AGAIN</b>	<b>(12 Minutes)</b>
Use page 94 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review:		
<b>What are doing? -I am sweeping the floor with a broom.</b>		
<b>What are doing? -I am clearing grass with a slasher.</b>		
<b>What are doing? –I am mopping the floor with a mop.</b>		
<b>What are doing? –I am cutting the hedge with a hedge cutter.</b>		

<b>ACTIVITY 31.1.2</b>	<b>LISTENING TO A STORY</b>	<b>(14 Minutes)</b>
Use Pictures 1-6 on page 95 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.		
<b>Cleaning the Home</b>		
<b>1</b>	It is Saturday. The whole family is cleaning at home. Mphatso is inside the house. He is sweeping the floor with a broom.	
<b>2</b>	Mother is also inside the house. She is mopping the floor with a mop.	
<b>3</b>	Paul is also in the house. He is standing on a chair. He is cleaning cobwebs.	
<b>4</b>	Father is outside the house. He is clearing grass with a slasher.	
<b>5</b>	Amina is also outside. She is cutting the hedge with a hedge cutter.	
<b>6</b>	Now the house is all clean!	
Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. (Picture 2) Where is Mother? (Mother is inside the house.); 2. (Picture 2) What is Mother doing? (Mother is mopping the floor with a mop.); 3. (Picture 3) What is Paul doing? (Paul is cleaning cobwebs.); 4. (Picture 4) What is Father doing? (Father is clearing grass with a slasher.); 5. (Picture 5) Where is Amina? (Amina is outside.); 6. (Picture 5) What is Amina doing? (Amina is cutting the hedge with a hedge cutter.) Then, with support from the home language if necessary, discuss what work the learners do to keep their own homes clean on the inside and on the outside.		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
Sing the song <i>This is the Way</i> using the actions from this unit.	

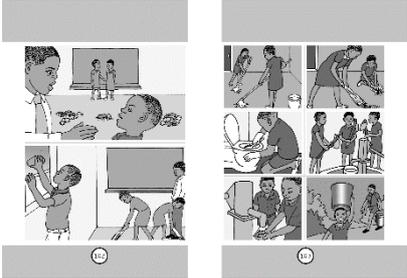
<b>UNIT 31</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words again (domestic animals)</li> <li>• ask and answer “Do you have...?”</li> <li>• discuss a picture using known vocabulary words</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> Learner’s book</p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song Mr. Phiri Has a Farm.</i>	

<b>ACTIVITY 31.2.1</b>	<b>SAYING NEW WORDS AGAIN</b>	<b>(12 Minutes)</b>
<p>Use page 97 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: <b>Do you have a cat? –Yes, I have a cat. / Do you have a goat? –No, I do not have a goat.</b> Repeat with these animals: cow, chicken, duck, dog, and sheep.</p>		

<b>ACTIVITY 31.2.2</b>	<b>LISTENING TO A STORY</b>	<b>(14 Minutes)</b>														
<p>Use Pictures 1-6 on page 99 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.</p>																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: left; padding: 5px;"><b>Mr. and Mrs. Phiri and their Farm</b></th> </tr> <tr> <td style="width: 20px; text-align: center; padding: 5px;">1</td> <td style="padding: 5px;">Mr. and Mrs. Phiri are farmers. They have cows, goats, chickens, and ducks. They also have a cat and a dog. Every morning they give grass to the cows and goats.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">2</td> <td style="padding: 5px;">Mrs. Phiri milks the cows.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">3</td> <td style="padding: 5px;">Mr. Phiri gives water to the chickens and ducks. He collects eggs from the chickens.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">4</td> <td style="padding: 5px;">Their children, Mary and Joel, like to eat eggs and drink milk for breakfast.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">5</td> <td style="padding: 5px;">After school, Mary plays with the cat. She gives milk to the cat. Joel plays with the dog.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">6</td> <td style="padding: 5px;">On Saturday, Joel helps mother to give grass to the goats and cows. Mary helps father to collect eggs from the chickens. Mary and Joel are good children.</td> </tr> </table>			<b>Mr. and Mrs. Phiri and their Farm</b>		1	Mr. and Mrs. Phiri are farmers. They have cows, goats, chickens, and ducks. They also have a cat and a dog. Every morning they give grass to the cows and goats.	2	Mrs. Phiri milks the cows.	3	Mr. Phiri gives water to the chickens and ducks. He collects eggs from the chickens.	4	Their children, Mary and Joel, like to eat eggs and drink milk for breakfast.	5	After school, Mary plays with the cat. She gives milk to the cat. Joel plays with the dog.	6	On Saturday, Joel helps mother to give grass to the goats and cows. Mary helps father to collect eggs from the chickens. Mary and Joel are good children.
<b>Mr. and Mrs. Phiri and their Farm</b>																
1	Mr. and Mrs. Phiri are farmers. They have cows, goats, chickens, and ducks. They also have a cat and a dog. Every morning they give grass to the cows and goats.															
2	Mrs. Phiri milks the cows.															
3	Mr. Phiri gives water to the chickens and ducks. He collects eggs from the chickens.															
4	Their children, Mary and Joel, like to eat eggs and drink milk for breakfast.															
5	After school, Mary plays with the cat. She gives milk to the cat. Joel plays with the dog.															
6	On Saturday, Joel helps mother to give grass to the goats and cows. Mary helps father to collect eggs from the chickens. Mary and Joel are good children.															
<p>Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What animals do Mr. and Mrs. Phiri have? (<i>Mr. and Mrs. Phiri have cows, goats, chickens, ducks, a cat, and a dog.</i>); 2. What does Mary do after school? (<i>Mary plays with the cat after school. OR Mary gives milk to the cat after school.</i>); 3. What does Joel do after school? (<i>Joel plays with the dog after school.</i>); 4. What does Joel do on Saturday? (<i>Joel helps mother to give grass to the goats and cows on Saturday.</i>); 5. What does Mary do on Saturday? (<i>Mary helps father to collect eggs from the chickens on Saturday.</i>)</p>																

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song Mr. Phiri Has a Farm.</i>	

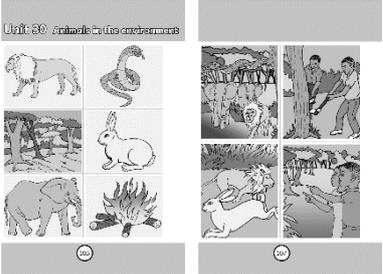
<b>UNIT 31</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words again (cleaning)</li> <li>• ask and answer using “Who...?”</li> <li>• talk about cleaning activities</li> </ul> <p><b>Resources:</b> <i>Learner’s book, broom, mop, toilet brush, slasher</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Seven Days Make a Week.</b></i>	

<b>ACTIVITY 31.3.1</b>	<b>(12 Minutes)</b>
<p><i>Use the pictures on page 103, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering:</i></p> <p><b>Who mops the floor on Friday? –Mphatso and Yankho mop the floor on Friday.</b></p> <p><b>Who sweeps the floor on Monday? –The girls sweep the floor on Monday.</b></p> <p><b>Who cleans the toilets on Wednesday? –Everyone cleans the toilets on Wednesday.</b></p> <p><b>Who clears the grass on Thursday? –The girls clear the grass on Thursday.</b></p>	

<b>ACTIVITY 31.3.2</b>	<b>SAYING A DIaLOGUE</b>	<b>(14 Minutes)</b>
<p><i>Use Pictures 1-2 on page 102 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times:</i></p>		
<b>Picture 1</b>	<b>Teacher:</b> The classroom is dirty. Who sweeps the classroom today?	
	<b>Mphatso:</b> It is Yankho and Jane.	
<b>Picture 2</b>	<b>Teacher:</b> The windows are dirty too. Who washes the windows today?	
	<b>Mphatso:</b> It is I. I will clean them now.	
	<b>Teacher:</b> Mphatso, please call your friends to come and throw away the rubbish.	
	<b>Mphatso:</b> Yes, Teacher. Then we will mop the floor.	
<p><i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i></p>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>This is the Way</b> using the actions from this unit.</i>	

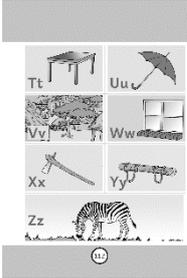
<b>UNIT 31</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• ask for information using “Can you...?”</li> <li>• express ability and inability with “can” and “cannot”</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>Where Are the Lions?</i>	

<b>ACTIVITY 31.4.1</b>	<b>MAKING AND GRANTING REQUESTS</b>	<b>(10 Minutes)</b>
Use pages 105 and 107 in the learner’s book, visual aids, realia, and demonstrations. Follow the <i>I Do – We Do – You Do</i> approach to review asking and answering: <b>Can you play with a lion? –No, I cannot. / Can you play with a hare? –Yes I can.</b> Vary the question between dangerous and non-dangerous animals, including domestic animals.		

<b>ACTIVITY 31.4.2</b>	<b>LISTENING TO A STORY</b>	<b>(16 Minutes)</b>
Use Pictures 1-6 on page 108 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.		
<b>In the Forest</b>		
1	In class the children are reading about the big forest. Teacher says many animals live in the forest. Elephants, lions, snakes, and Kalulu the hare live in the forest. Yankho says, “I want to go to the forest. I want to see Kalulu the hare.’ Teacher says, “Be careful in the forest. Some animals are dangerous.”	
2	Mphatso says, “I go to the forest to get firewood.” Teacher says, “Do not cut down all the trees. The animals need the trees. Birds build their nests in the trees. Elephants eat the leaves from the trees.” The children listen to the teacher.	
3	One day Yankho and Mphatso hear people shouting, ‘Fire! Fire!’ There is fire in the big forest. The animals are running fast.	
4	Mphatso say, “Look! I see a lion!” Yankho says, “Look! I see Kalulu the hare!” Fire is dangerous. The animals are running away from the fire.	
Follow the <i>I Do – We Do – You Do</i> approach to help the learners to answer these questions in complete sentences: : 1. What animals live in the forest? ( <i>Elephants, lions, snakes, and Kalulu the hare live in the forest.</i> ); 2. What does Yankho want to see in the forest? ( <i>Yankho wants to see Kalulu the hare.</i> ); 3. Why does Teacher say be careful? ( <i>Teacher says be careful because some animals are dangerous.</i> ); 4. Why does Mphatso go to the forest? ( <i>Mphatso goes to the forest to get firewood.</i> ); 5. Why does Teacher say to not cut down all the trees? ( <i>Teacher says to not cut down all the trees because the animals need the trees.</i> ) 6. What are the people shouting? ( <i>The people are shouting ‘Fire! Fire!’</i> ); 7. Why are the animals running away? ( <i>The animals are running away from the fire.</i> )		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
Sing the song <i>Where Are the Lions?</i>	

<b>UNIT 31</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letters <i>t, u, v, w, x, y, and z</i></li> <li>• identify the initial letter sounds /t/, /u/, /v/, /w/, /ks/ (x), /y/, and /z/</li> <li>• identify the letters <i>t, u, v, w, x, y, and z</i></li> <li>• write the letters <i>t, u, v, w, x, y, and z</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Sing the song <i>Show Me</i> using the letters <b>t, u, v, w, x, y, and z</b>	

<b>ACTIVITY 31.5.1</b>	<b>NAMING OBJECTS</b>	<b>(4 Minutes)</b>
Use page 113 in the learner’s book, visual aids, realia, and demonstrations. Follow the <i>I Do – We Do – You Do</i> approach to review <b>table, umbrella, village, window, axe, yoke, and zebra</b> , asking and answering, What is this? –It is a(n)...		

<b>ACTIVITY 31.5.2</b>	<b>IDENTIFYING INITIAL LETTER SOUNDS AND NAMES</b>	<b>(10 Minutes)</b>
Now we will say what sound and letter some words begin with. I will say some words. Then I will say what sound and letter the word begins with. We will say it together. Then you will say it on your own.		
	Use page 113 in the learner’s book. Say, Table. Table. Table begins with the sound /t/. Table begins with the letter t. (Then point to the letter t in the picture.) Say again, Umbrella. Umbrella. Umbrella begins with the sound /u/. Umbrella begins with the letter u. (Then point to the letter u in the picture.)	
	Let’s do it together. Say, Village. Village. Say together with the learners, Village begins with the sound /v/. Village begins with the letter v. Point together with the learners at the letter v in the learner’s book. Repeat with: Window. Window. (Window begins with the sound /w/. Window begins with the letter w.) Axe. Axe. (Axe has the sound /ks/. Axe has the letter x.) Yoke. Yoke. (Yoke begins with the sound /y/. Yoke begins with the letter y.) Zebra. Zebra. (Zebra begins with the sound /z/. Zebra begins with the letter z.)	
	Say the following words one at a time. Let the learners say the sound and the letter that each word begins with and point to the correct letter on their own. Use these words: <b>yes, under, zebra, warm, tin, oxen, yam, tomato, mix, ugly, view, zero, valley, teeth, walk, uncle, want, box, yellow, very, zip</b>	

<b>ACTIVITY 31.5.3</b>	<b>WRITING THE LETTERS</b>	<b>(12 Minutes)</b>
Follow the <i>I Do – We Do – You Do</i> approach to review writing the letters <b>t, u, v, w, x, y, and z</b> .		

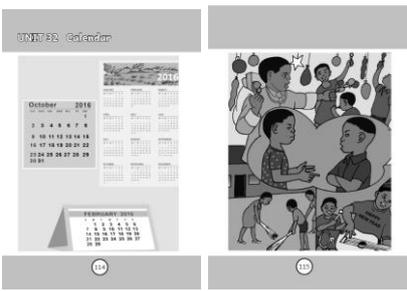
<b>CONCLUSION</b>	<b>(2 Minutes)</b>
Sing the song <i>Write ... in the Air</i> with any of the letters for this unit.	

**UNIT 31** **LESSONS 6 - 10**

*In Lessons 6 through 10, assess all learners on what they have learned in the past 5 weeks. Follow the success criteria below when assessing learners.*

**Resources:** *Learner’s book, visual aids, and realia.*

										Learner’s Name	Performance Ratings			
											1 = Excellent	2 = Good	3 = Average	4 = Needs Support
										Success Criteria				
											<i>Talk about cleaning activities inside and outside</i>			
											<i>Name domestic animals</i>			
											<i>Name wild animals</i>			
											<i>Ask and answer “What are you doing?”</i>			
											<i>Ask and answer “Do you have?”</i>			
											<i>Ask and answer “Who...?”</i>			
											<i>Ask about and express ability and inability with “can” and “cannot”</i>			
											<i>Discuss a picture using known vocabulary words</i>			
											<i>Demonstrate listening comprehension by answering questions</i>			
											<i>Name objects that begin with the letters t, u, v, w, x, y, and z</i>			
											<i>Identify the initial letter sounds /t/, /u/, /v/, /w/, /ks/ (x), /y/, and /z/</i>			
											<i>Identify the small and capital letters t, T, u, U, v, V, w, W, x, X, y, Y, and z, Z</i>			
											<i>Write the small and capital letters t, T, u, U, v, V, w, W, x, X, y, Y, and z, Z</i>			

<b>UNIT 32</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (months and events of the year)</i></li> <li>• <i>ask for information about events of the year</i></li> <li>• <i>give information about events of the year</i></li> <li>• <i>ask and answer “What do we have in ...?” in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, calendar</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not contain /ks/ (x).</i>	

<b>ACTIVITY 32.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Use the pictures on page 114-115 in the learner’s book, visual aids, realia, and demonstrations. Teach <b>calendar, January, September, December, Christmas, and New Year.</b></i></p>	
	<p><i>Repeat 2-3 times with the whole class, groups, or individuals.</i></p>	
	<p><i>Point to each picture one at a time in random order and ask, <b>What is this?</b> or <b>What month is this?</b> Let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 32.1.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<p>Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.</p>		
	<p><i>Use page 115 in the learner’s book, visual aids, realia, and demonstrations. Point to the picture of Christmas, and ask, <b>What do we have in December?</b> Answer, <b>We have Christmas.</b> Point to the picture of the New Year, and ask, <b>What do we have in January?</b> Answer, <b>In January we have New Year.</b></i></p>	
	<p><i>Ask and answer the questions together with the learners.</i></p>	
	<p><i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

**ACTIVITY 32.1.3**

**SAYING A DIALOGUE**

**(10 Minutes)**

Now we will say a dialogue. I will say the dialogue. Then we will say the dialogue together.



*Use the pictures on page 115 in the learner's book. Identify the characters as Yankho and Mphatso. Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*

<b>Yankho:</b>	Hello, Mphatso. When do schools open?
<b>Mphatso:</b>	Hello, Yankho. Schools open in September.
<b>Yankho:</b>	What do we have in December?
<b>Mphatso:</b>	In December we have Christmas.

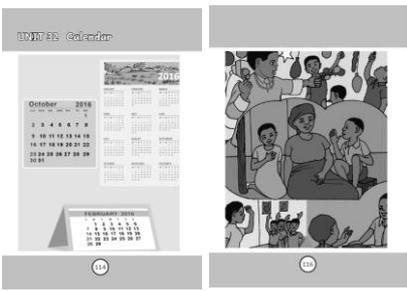


*Say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **We Wish You a Merry Christmas**.*

<b>UNIT 32</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (months and events of the year)</i></li> <li>• <i>ask for information about events of the year</i></li> <li>• <i>give information about events of the year</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> </ul> <p><b>Resources:</b> <i>Learner's book, calendar</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing The Alphabet Song.</i>	

<b>ACTIVITY 32.2.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
Now we will say some new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<i>Use the pictures on page 114-115 in the learner's book, visual aids, realia, and demonstrations. Teach <b>calendar, January, September, December, Christmas, and New Year.</b> New! Add <b>October and November.</b></i>	
	<i>Repeat 2-3 times with the whole class, groups, or individuals.</i>	
	<i>Point to each picture one at a time in random order and ask, <b>What is this?</b> or <b>What month is this?</b> Let the learners answer on their own as the whole class, in groups, and as individuals.</i>	

<b>ACTIVITY 32.2.2</b>	<b>ASKING AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.		
	<i>Use page 115 in the learner's book, visual aids, realia, and demonstrations. Point to the picture of Christmas, and ask, <b>What do we have in December?</b> Answer, <b>We have Christmas.</b> Point to the picture of the New Year, and ask, <b>What do we have in January?</b> Answer, <b>In January we have New Year.</b></i>	
	<i>Ask and answer the questions together with the learners.</i>	
	<i>Ask the questions and let the learners answer on their own as the whole class, in groups, and as individuals.</i>	

**ACTIVITY 32.2.3****LISTENING TO A STORY****(10 Minutes)**

Now I will read a story and you will listen. Then we will check our understanding.

*Use the pictures on page 116 in the learner's book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned.*

*Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

**Events of the Year**

Mphatso and Amina are at home with their mother. Mphatso says, "Mother, I know schools open in September, but when do we close first term?" Mother says, "First term closes in December." Then Mother asks, "What other things do we have in December?" Amina says, "Oh! That is also when we have Christmas!" Mphatso and Amina talk about Christmas. They want to see Father Christmas again. Mphatso says, "I like Father Christmas. He gives us sweets and biscuits."

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

1. When do schools open for first term? (*Schools open in September.*)
2. When does first term close? (*First term closes in December.*)



*Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:*

3. What do the children have in December? (*The children have Christmas in December.*)
4. Why does Mphatso like Father Christmas (*Father Christmas gives them sweets and biscuits.*)



*Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.*

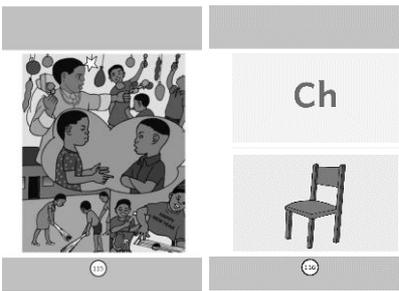
**CONCLUSION****(2 Minutes)**

*Sing the song **We Wish You a Merry Christmas**.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

1. *For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?*
2. *Which Success Criteria do the learners appear to be struggling with the most?*
3. *What will you do to address their difficulties?*

<b>UNIT 32</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letters <i>ch</i></li> <li>• identify the sound /<i>ch</i>/ at the beginning of words</li> <li>• ask and answer “What do we have in ...?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, chalk, a picture of a chicken</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Play Thumbs Up Thumbs Down with words that do and do not contain /ks/ (x).</i></p>	

<b>ACTIVITY 32.3.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH CH</b>	<b>(6 Minutes)</b>
<p>Now we will name objects. I will name objects. We will name objects together. Then you will name objects on your own.</p>		
	<p><i>Use the picture on page 117 in the learner’s book, visual aids, realia, and demonstrations. Teach or review <b>chair, chalk, children, and chicken.</b></i></p>	
	<p><i>Repeat 2-3 times with the whole class, groups, and individuals.</i></p>	
	<p><i>Let the learners name the objects on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 32.3.2</b>	<b>IDENTIFYING THE INITIAL LETTER SOUND /CH/ IN WORDS</b>	<b>(8 Minutes)</b>
<p>Now we will say the new letter sound /<b>ch</b>/. Then I will say some words. If the word begins with /<b>ch</b>/, we will put our thumbs up. If it does not begin with /<b>ch</b>/, we will put our thumbs down.</p>		
	<p><i>Say the sound /<b>ch</b>/ 2-3 times.</i></p> <p><i>Say a word that begins with /<b>ch</b>/ such as <b>chair</b>. Point your thumb up and say, My thumb is up because <b>chair</b> begins with /<b>ch</b>/.</i></p> <p><i>Say another word that does not begin with /<b>ch</b>/ such as <b>table</b>. Point your thumb down and say, My thumb is down because <b>table</b> does not begin with /<b>ch</b>/.</i></p> <p><i>Do the same with <b>head</b> and <b>chin</b>.</i></p>	
	<p><i>Say the sound /<b>ch</b>/ 2-3 times together with the learners.</i></p> <p><i>Say additional words that do and do not begin with the sound /<b>ch</b>/, such as <b>chair, cat, chalkboard, jump, chief, shirt, chest, John, and chocolate</b>. Point your thumbs up or down accordingly together with the learners.</i></p>	
	<p><i>Say additional words that do and do not begin with the sound /<b>ch</b>/. The learners point their thumbs up or down accordingly on their own.</i></p> <p><i>Let the learners mention any other English words they know that begin with the sound /<b>ch</b>/.</i></p>	

**ACTIVITY 32.3.3**

**SAYING A DIALOGUE**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.



*Use Pictures 1-2 on page 115 in the learner's book. Model saying and acting out the dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*

<b>Yankho:</b>	Hello, Mphatso. When do schools open?
<b>Mphatso:</b>	Hello, Yankho. Schools open in September.
<b>Yankho:</b>	What do we have in December?
<b>Mphatso:</b>	In December we have Christmas.



*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.*

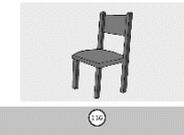


*Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Show Me CH.***

<b>UNIT 32</b>	<b>Lesson 4</b>
  	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> <li>• <i>identify the letters ch</i></li> <li>• <i>write the letters ch</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, letter card with ch</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

<b>ACTIVITY 32.4.1</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
Now I will read a story and you will listen. Then we will check our understanding.		
<p><i>Use the pictures on page 116 in the learner’s book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.</i></p>		
	<p><b>Events of the Year</b></p> <p>Mphatso and Amina are at home with their mother. Mphatso says, “Mother, I know schools open in September, but when do we close first term?” Mother says, “First term closes in December.” Then Mother asks, “What other things do we have in December?” Amina says, “Oh! That is also when we have Christmas!” Mphatso and Amina talk about Christmas. They want to see Father Christmas again. Mphatso says, “I like Father Christmas. He gives us sweets and biscuits.”</p>	
<p>Now we will check our understanding by answering questions. <i>Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.</i></p> <ol style="list-style-type: none"> <li>1. When do schools open for first term? (<i>Schools open in September.</i>)</li> <li>2. When does first term close? (<i>First term closes in December.</i>)</li> </ol>		
	<p><i>Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:</i></p> <ol style="list-style-type: none"> <li>3. What do the children have in December? (<i>The children have Christmas in December.</i>)</li> <li>4. Why does Mphatso like Father Christmas (<i>Father Christmas gives them sweets and biscuits.</i>)</li> </ol>	
	<p><i>Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>	

**ACTIVITY 32.4.2****IDENTIFYING THE LETTERS CH****(8 Minutes)**

Now we will name the new letter. I will name the letter. We will name the letter together. Then you will name the letter on your own.



Show the learners the **chair** on page 117 in the learner's book and say, This is a chair. Chair begins with /**ch**/. Show the letter card with **ch** and say, These are the letters **ch**. The letters **ch** say /**ch**/. Repeat 2 to 3 times.

Discuss (in Chichewa) how the letters **ch** and their sound in English are the same or different as the same letters and their sound in Chichewa. Remind the learners that in English, the letter **c** can occur by itself or together with **h**, but in Chichewa it only occurs together with **h**. Remind them that **c** by itself makes the /**k**/ sound in English, but **c** together with **h** makes the /**ch**/ sound in both English and Chichewa.



Show the letter card with **ch** and say the letter names and sound together with the learners 2 to 3 times.



Show the letter card with **ch** and let the learners say the letter names and sound on their own as a whole class, in groups, and as individuals.  
Sing the song **Show Me CH** together.

**ACTIVITY 32.4.3****WRITING THE LETTERS CH****(8 Minutes)**

Now we will write the new letter. I will write the letter. We will write the letter together. Then you will write the letter on your own.



Draw four lines on the chalkboard. Model writing the small letters **ch**.



Write the letters on the board while the learners write at the same time in the air, on the ground, or in their exercise books.



The learners write the letters on their own in their exercise books. Go around the room, checking their work, and giving feedback.

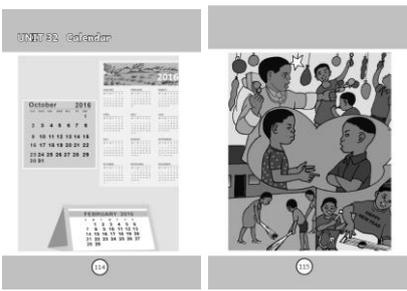
**CONCLUSION****(2 Minutes)**

Sing the song **Write CH in the Air**.

**TEACHER REFLECTION**

Write your observations in the notebook where you write your lesson evaluation:

1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

<b>UNIT 32</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words (months and events of the year)</li> <li>• ask for personal information (birthday)</li> <li>• say when their birthday is</li> <li>• ask and answer “What do we have in ...?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, broom, mop, hoe, slasher, hedge cutter</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Play Thumbs Up Thumbs Down with words that do and do not begin with /ch/.</i></p>	

<b>ACTIVITY 32.5.1</b>	<b>SAYING NEW WORDS</b>	<b>(7 Minutes)</b>
<p>Today we will say new words. I will say the words. We will say the words together. Then you will say the words on your own.</p>		
	<p><i>Use the pictures on page 114-115 in the learner’s book, visual aids, realia, and demonstrations. Teach/review all the months of the year in order: <b>January, February, March, April, May, June, July, August, September, October, November, and December.</b></i></p>	
	<p><i>Recite the months in order with the whole class, groups, or individuals.</i></p>	
	<p><i>Let the learners recite the months in order on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 32.5.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(7 Minutes)</b>
<p>Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.</p>		
	<p><i>Use visual aids, realia, and demonstrations. Ask. <b>When is your birthday?</b> Answer, <b>My birthday is in June.</b> Repeat.</i></p>	
	<p><i>Ask and answer the questions together with the learners. Invite a learner to the front and demonstrate asking and answering, <b>When is your birthday? –My birthday is in June.</b></i></p>	
	<p><i>Be in pairs. Let the learners ask and answer each other on their own in pairs. Ask some pairs to show the class what they were doing.</i></p>	

**ACTIVITY 32.5.3**

**SAYING A DIALOGUE**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. Then we will say the dialogue together.

*Use the pictures on page 115 in the learner's book. Review with the learners the original dialogue from Lessons 1 and 3:*

<b>Yankho:</b>	Hello, Mphatso. When do schools open?
<b>Mphatso:</b>	Hello, Yankho. Schools open in September.
<b>Yankho:</b>	What do we have in December?
<b>Mphatso:</b>	In December we have Christmas.



*Explain that today you all are going to add to the dialogue a little. Ask the learners to look closely at the picture at the bottom right and tell you what they see. Tell the learners to listen closely for the parts that change. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line. Emphasize the additions (marked here in bold):*

<b>Yankho:</b>	Hello, Mphatso. When do schools open?
<b>Mphatso:</b>	Hello, Yankho. Schools open in September.
<b>Yankho:</b>	What do we have in December?
<b>Mphatso:</b>	In December we have Christmas.
<b>Yankho:</b>	What do we have in January?
<b>Mphatso:</b>	In January we have New Year.

*Let the learners identify what was added.*



*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Happy Birthday to You!***

<b>UNIT 32</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>say new words (months and events of the year)</i></li> <li>• <i>ask for personal information (birthday)</i></li> <li>• <i>say when their birthday is</i></li> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> </ul> <p><b>Resources:</b> <i>Learner book, calendar</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing The Alphabet Song.</i>	

<b>ACTIVITY 32.6.1</b>	<b>SAYING NEW WORDS</b>	<b>(7 Minutes)</b>
Now we will say some new words. I will say the words. We will say the words together. Then you will say the words on your own.		
	<i>Use the pictures on page 114-115 in the learner’s book, visual aids, realia, and demonstrations. Teach/review all the months of the year in order: <b>January, February, March, April, May, June, July, August, September, October, November, and December.</b></i>	
	<i>Recite the months in order with the whole class, groups, or individuals.</i>	
	<i>Let the learners recite the months in order on their own as the whole class, in groups, and as individuals.</i>	

<b>ACTIVITY 32.6.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(7 Minutes)</b>
Now we will ask and answer questions. I will ask and answer questions. We will ask and answer questions together. Then you will ask and answer questions on your own.		
	<i>Use visual aids, realia, and demonstrations. Ask, <b>When is your birthday?</b> Answer, <b>My birthday is in ...</b>(say the month of your birthday). Repeat.</i>	
	<i>Ask and answer the questions together with the learners. Invite a learner to the front and demonstrate asking and answering, <b>When is your birthday? –My birthday is in ....</b></i>	
	<i>Be in pairs. Let the learners ask and answer each other on their own in pairs. Ask some pairs to show the class what they were doing.</i>	

<b>ACTIVITY 32.6.3</b>	<b>LISTENING TO A STORY</b>	<b>(12 Minutes)</b>
Now I will read a story and you will listen. Then we will check our understanding.		
	<i>Use the pictures on page 116 in the learner’s book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.</i>	

**Events of the Year**

Mphatso and Amina are at home with their mother. Mphatso says, "Mother, I know schools open in September, but when do we close first term?" Mother says, "First term closes in December." Then Mother asks, "What other things do we have in December?" Amina says, "Oh! That is also when we have Christmas!" Mphatso and Amina talk about Christmas. They want to see Father Christmas again. Mphatso says, "I like Father Christmas. He gives us sweets and biscuits."



Mother says, "Yes, December is nice, but I like October." Amina says, "What do we have in October?" Mother says, "We have Mother's Day in October." Mphatso says, "I will buy you a present in October."

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

1. When do schools open for first term? (*Schools open in September.*)
2. When does first term close? (*First term closes in December.*)

*Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:*

3. What do the children have in December? (*The children have Christmas in December.*)
4. Why does Mphatso like Father Christmas? (*Father Christmas gives them sweets and biscuits.*)
5. What month does Mother like? (*Mother likes October.*)
6. Why does Mother like October? (*Mother likes October because we have Mother's Day in October.*)
7. What will Mphatso do for mother in October? (*Mphatso will buy Mother a present.*)



*Then, with support from the home language if necessary, discuss the learners' favourite holidays.*



*Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.*

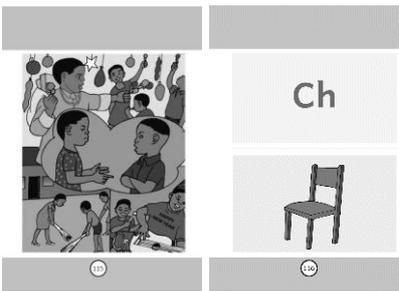
**CONCLUSION****(2 Minutes)**

Sing the song *Happy Birthday to You!*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?
2. Which Success Criteria do the learners appear to be struggling with the most?
3. What will you do to address their difficulties?

<b>UNIT 32</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letters <i>ch</i></li> <li>• identify the sound /<i>ch</i>/ at the beginning of words</li> <li>• ask and answer “What do we have in ...?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, chalk, a picture of a chicken</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Play Thumbs Up Thumbs Down with words that do and do not begin with /ch/.</i></p>	

<b>ACTIVITY 32.7.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH CH</b>	<b>(6 Minutes)</b>
<p>Now we will name objects. I will name objects. We will name objects together. Then you will name objects on your own.</p>		
	<p><i>Use the picture on page 117 in the learner’s book, visual aids, realia, and demonstrations. Teach or review <b>chair, chalk, children, and chicken.</b></i></p>	
	<p><i>Repeat 2-3 times with the whole class, groups, and individuals.</i></p>	
	<p><i>Let the learners name the objects on their own as the whole class, in groups, and as individuals.</i></p>	

<b>ACTIVITY 32.7.2</b>	<b>IDENTIFYING THE INITIAL LETTER SOUND /CH/ IN WORDS</b>	<b>(8 Minutes)</b>
<p>Now we will say the new letter sound /<b>ch</b>/. Then I will say some words. If the word begins with /<b>ch</b>/, we will put our thumbs up. If it does not begin with /<b>ch</b>/, we will put our thumbs down.</p>		
	<p><i>Say the sound /<b>ch</b>/ 2-3 times.</i></p> <p><i>Say a word that begins with /<b>ch</b>/ such as <b>chair</b>. Point your thumb up and say, My thumb is up because <b>chair</b> begins with /<b>ch</b>/.</i></p> <p><i>Say another word that does not begin with /<b>ch</b>/ such as <b>table</b>. Point your thumb down and say, My thumb is down because <b>table</b> does not begin with /<b>ch</b>/.</i></p> <p><i>Do the same with <b>duck</b> and <b>chicken</b>.</i></p>	
	<p><i>Say the sound /<b>ch</b>/ 2-3 times together with the learners.</i></p> <p><i>Say additional words that do and do not begin with the sound /<b>ch</b>/, such as <b>June, cat, chart, she, chin, shoes, choose, James, and chocolate</b>. Point your thumbs up or down accordingly together with the learners.</i></p>	
	<p><i>Say additional words that do and do not begin with the sound /<b>ch</b>/. The learners point their thumbs up or down accordingly on their own.</i></p> <p><i>Let the learners mention any other English words they know that begin with the sound /<b>ch</b>/.</i></p>	

**ACTIVITY 32.7.3**

**SAYING A DIALOGUE**

**(12 Minutes)**

Now we will say a dialogue. I will say the dialogue. We will say the dialogue together. Then you will say the dialogue on your own.

*Use the pictures on page 115 in the learner's book. Model saying and acting out the new dialogue 2-3 times using appropriate facial expressions, vocal intonation, and gestures to aid comprehension. Speak slowly but naturally, enunciating clearly and pausing briefly after each line. Indicate clearly which character is speaking as you say each line.*



<b>Yankho:</b>	Hello, Mphatso. When do schools open?
<b>Mphatso:</b>	Hello, Yankho. Schools open in September.
<b>Yankho:</b>	What do we have in December?
<b>Mphatso:</b>	In December we have Christmas.
<b>Yankho:</b>	What do we have in January?
<b>Mphatso:</b>	In January we have New Year.



*Say and act out the dialogue together with the learners, first as a whole class, then in groups assigned to each role.*

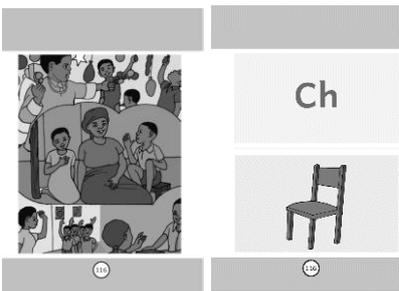


*Let the learners say and act out the dialogue in pairs, taking turns playing each role. Go around the room, listening to them and giving feedback. Ask some pairs to show the class what they were doing.*

**CONCLUSION**

**(2 Minutes)**

*Sing the song **Show Me CH.***

<b>UNIT 32</b>	<b>Lesson 8</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>discuss a picture using known vocabulary</i></li> <li>• <i>answer questions about a story they have listened to</i></li> <li>• <i>identify the letters ch</i></li> <li>• <i>write the letters ch</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, letter card with ch</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

<b>ACTIVITY 32.8.1</b>	<b>LISTENING TO A STORY</b>	<b>(12 Minutes)</b>
------------------------	-----------------------------	---------------------

Now I will read a story and you will listen. Then we will check our understanding.

*Use the pictures on page 116 in the learner’s book. Lead the learners to discuss the pictures using all the vocabulary they have previously learned. Read the story aloud 2-3 times, slowly and with expression, pointing to the pictures and gesturing to aid comprehension.*

	<p><b>Events of the Year</b></p> <p>Mphatso and Amina are at home with their mother. Mphatso says, “Mother, I know schools open in September, but when do we close first term?” Mother says, “First term closes in December.” Then Mother asks, “What other things do we have in December?” Amina says, “Oh! That is also when we have Christmas!” Mphatso and Amina talk about Christmas. They want to see Father Christmas again. Mphatso says, “I like Father Christmas. He gives us sweets and biscuits.”</p> <p>Mother says, “Yes, December is nice, but I like October.” Amina says, “What do we have in October?” Mother says, “We have Mother’s Day in October.” Mphatso says, “I will buy you a present in October.”</p>
---	---

Now we will check our understanding by answering questions. *Model asking and answering these questions in complete sentences. Continue to use the pictures and other means to aid comprehension.*

1. When do schools open for first term? (*Schools open in September.*)
2. When does first term close? (*First term closes in December.*)

	<p><i>Ask and answer the questions together with the learners. Help the learners to answer in complete sentences. Add these questions:</i></p> <ol style="list-style-type: none"> <li>3. What do the children have in December? (<i>The children have Christmas in December.</i>)</li> <li>4. Why does Mphatso like Father Christmas (<i>Father Christmas gives them sweets and biscuits.</i>)</li> <li>5. What month does Mother like? (<i>Mother likes October.</i>)</li> <li>6. Why does Mother like October? (<i>Mother likes October because we have Mother’s Day in October.</i>)</li> </ol>
---	--

	<p>7. What will Mphatso do for mother in October? (<i>Mphatso will buy Mother a present.</i>)  <i>Then, with support from the home language if necessary, discuss the learners' favourite holidays.</i></p>
	<p><i>Ask the questions. Let the learners answer on their own as the whole class, in groups, and as individuals.</i></p>

**ACTIVITY 32.8.2****IDENTIFYING THE LETTER CH****(6 Minutes)**

Now we will name the new letter. I will name the letter. We will name the letter together. Then you will name the letter on your own.

	<p><i>Show the learners the <b>chair</b> on page 117 in the learner's book and say, This is a chair. Chair begins with /ch/. Show the letter card with <b>ch</b> and say, These are the letters <b>ch</b>. The letters <b>ch</b> say /ch/. Repeat 2 to 3 times.</i>  <i>Discuss (in Chichewa) how the letters ch and their sound in English are the same or different as the same letters and their sound in Chichewa. Remind the learners that in English, the letter c can occur by itself or together with h, but in Chichewa it only occurs together with h. Remind them that c by itself makes the /k/ sound in English, but c together with h makes the /ch/ sound in both English and Chichewa.</i></p>
	<p><i>Show the letter card with ch and say the letter names and sound together with the learners 2 to 3 times.</i></p>
	<p><i>Show the letter card with ch and let the learners say the letter names and sound on their own as a whole class, in groups, and as individuals.</i>  <i>Sing the song <b>Show Me CH</b> together.</i></p>

**ACTIVITY 32.8.3****WRITING THE LETTERS CH****(8 Minutes)**

Now we will write the new letter. I will write the letter. We will write the letter together. Then you will write the letter on your own.

	<p><i>Draw four lines on the chalkboard. Model writing the small letters <b>ch</b>.</i></p>
	<p><i>Write the letters on the board while the learners write at the same time in the air, on the ground, or in their exercise books.</i></p>
	<p><i>The learners write the letters on their own in their exercise books. Go around the room, checking their work, and giving feedback.</i></p>

**CONCLUSION****(2 Minutes)**

*Sing the song **Write CH in the Air**.*

**TEACHER REFLECTION**

*Write your observations in the notebook where you write your lesson evaluation:*

- 1. For each of the Success Criteria for today's lessons, approximately how many or what percentage of learners have achieved them?*
- 2. Which Success Criteria do the learners appear to be struggling with the most?*
- 3. What will you do to address their difficulties?*

## UNIT 32

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

<b>Success Criteria</b>	<b>Lessons</b>
<i>Say new words (months and events of the year)</i>	1, 2, 5, 6
<i>Ask for information about events of the year</i>	1, 2
<i>Give information about events of the year</i>	1, 2
<i>Ask and answer "What do we have in ...?" in a dialogue</i>	1, 3, 5, 7
<i>Ask for personal information (birthday)</i>	5, 6
<i>Say when their birthday is</i>	5, 6
<i>Discuss a picture using known vocabulary</i>	2, 4, 6, 8
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects beginning with the letter ch</i>	3, 7
<i>Identify the sound /ch/ at the beginning of words</i>	3, 7
<i>Identify the small letters ch</i>	4, 8
<i>Write the small letters ch</i>	4, 8

<b>UNIT 33</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• ask about future plans using “What will you do...?”</li> <li>• talk about future plans</li> <li>• talk about future plans in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /ch/.</i>	

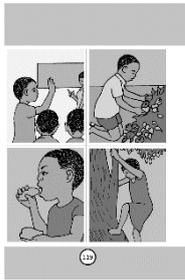
<b>ACTIVITY 33.1.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
<i>Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach or review <b>holiday, tomorrow,</b> and some daily activities (see Activity 33.1.2 below).</i>		

<b>ACTIVITY 33.1.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(10 Minutes)</b>
<i>Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer: <b>What will you do tomorrow? –I will read books.</b> Repeat with a variety of responses using known vocabulary, such as: <b>–I will clean my house. / -I will play football. / -I will come to school. / -I will eat nsima. / etc.</b></i>		

<b>ACTIVITY 33.1.3</b>	<b>SAYING A DIALOGUE</b>	<b>(10 Minutes)</b>
<i>Use the pictures on page 119 in the learner’s book. Identify the characters as Mphatso and Yankho. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<b>Mphatso:</b>	Tomorrow we will go for holiday! What will you do during the holiday?	
<b>Yankho:</b>	I will ride the train to the village. How about you? What will you do during the holiday?	
<b>Mphatso:</b>	I will play with my sister.	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

**UNIT 33** **Lesson 2**



- Success Criteria:** *Learners must be able to*
- say new words
  - ask about future plans using “What will you do...?”
  - talk about future plans
  - discuss a picture using known vocabulary
  - answer questions about a story they have listened to

**Resources:** *Learner’s book, flowers, mangoes*

**INTRODUCTION** **(2 Minutes)**  
*Sing any familiar song.*

**ACTIVITY 33.2.1 SAYING NEW WORDS** **(6 Minutes)**  
*Use page 120 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach **plant flowers, eat mangoes, and laugh.***

**ACTIVITY 33.2.2 ASKING FOR AND GIVING INFORMATION** **(10 Minutes)**  
*Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **What will you do tomorrow? –I will read books. / –I will clean my house. / -I will play football. / -I will come to school. / -I will eat nsima. / etc.***

**ACTIVITY 33.2.3 LISTENING TO A STORY** **(10 Minutes)**  
*Use Pictures 1-3 on page 120 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.*

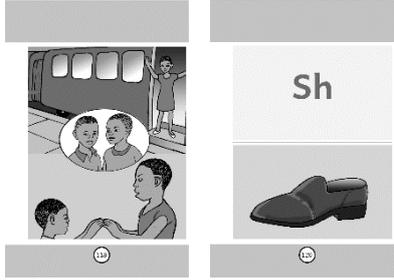
**Last Day in Standard One**

- |          |  |
|----------|--|
| <b>1</b> | It is the last day of school in Standard One. The teacher says, “You will go for a holiday tomorrow. Next year you will be in Standard Two. Tell me what you will do during the holiday.” The children put their hands up. The teacher says, “Mphatso, what will you do during the holiday?” |
| <b>2</b> | Mphatso says, “I will plant flowers at home.” The teacher says, “That is very good, Mphatso.”  |
| <b>3</b> | The teacher says, “Jane, how about you? What will you do during the holiday?” Jane says, “I will eat mangoes during the holiday.” The other children laugh. The teacher says “Thank you, Jane.”  |

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. When will the children go for holiday? (The children will go for holiday tomorrow.); 2. What will Mphatso do during the holiday? (Mphatso will plant flowers during the holiday.); 3. Who will eat mangoes during the holiday? (Jane will eat mangoes during the holiday.); 4. Why do the other children laugh? (The children laugh because Jane says she will eat mangoes.)*

**CONCLUSION** **(2 Minutes)**  
*Sing any familiar song.*

**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.*

<b>UNIT 33</b>	<b>Lesson 3</b>		<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with <i>sh</i></li> <li>• identify the sound /sh/ at the beginning of words</li> <li>• ask and answer “Who...?” in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book, shoe, shirt, shorts</i></p>
----------------	-----------------	---	--

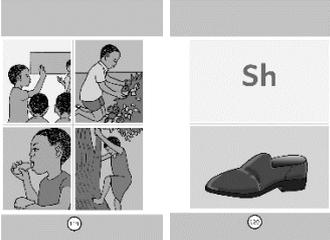
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /ch/.</i>	

<b>ACTIVITY 33.3.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH SH</b>	<b>(6 Minutes)</b>
<i>Use the picture on page 121 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach or review <b>shoe, shirt, and shorts</b>.</i>		

<b>ACTIVITY 33.3.2</b>	<b>IDENTIFYING THE SOUND /SH/ AT THE BEGINNING OF WORDS</b>	<b>(8 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to teach the sound /sh/. Play Thumbs Up Thumbs Down for words beginning with the sound /sh/. Use <b>shoe, chest, shirt, skirt, shorts, socks, shapes, circle, ship, chin, frog, share, and chair</b>.</i>		

<b>ACTIVITY 33.3.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<i>Use the pictures on page 119 in the learner’s book. Identify the characters as Mphatso and Yankho. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<b>Mphatso:</b>	Tomorrow we will go for holiday! What will you do during the holiday?	
<b>Yankho:</b>	I will ride the train to the village. How about you? What will you do during the holiday?	
<b>Mphatso:</b>	I will play with my sister.	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me SH</b>.</i>	

<b>UNIT 33</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> <li>• identify the letters <i>sh</i></li> <li>• write the letters <i>sh</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book, letter card with <i>sh</i></i></p>

**INTRODUCTION** **(2 Minutes)**

*Sing any familiar song.*

**ACTIVITY 33.4.1 LISTENING TO A STORY** **(8 Minutes)**

*Use Pictures 1-3 on page 120 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.*

<b>Last Day in Standard One</b>	
<b>1</b>	It is the last day of school in Standard One. The teacher says, “You will go for a holiday tomorrow. Next year you will be in Standard Two. Tell me what you will do during the holiday.” The children put their hands up. The teacher says, “Mphatso, what will you do during the holiday?”
<b>2</b>	Mphatso says, “I will plant flowers at home.” The teacher says, “That is very good, Mphatso.”
<b>3</b>	The teacher says, “Jane, how about you? What will you do during the holiday?” Jane says, “I will eat mangoes during the holiday.” The other children laugh. The teacher says “Thank you, Jane.”

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. When will the children go for holiday? (The children will go for holiday tomorrow.); 2. What will Mphatso do during the holiday? (Mphatso will plant flowers during the holiday.); 3. Who will eat mangoes during the holiday? (Jane will eat mangoes during the holiday.); 4. Why do the other children laugh? (The children laugh because Jane says she will eat mangoes.)*

**ACTIVITY 33.4.2 IDENTIFYING THE LETTERS SH** **(8 Minutes)**

*Follow the I Do – We Do – You Do approach to show the learners the picture on page 121 and say, This is a shoe. Shoe begins with /sh/. Show the letter card with **sh** and say, These are the letters **sh**. The letters **sh** say /sh/. Next, discuss (in Chichewa) how the letters and their sounds in English are the same or different as the same letters and their sounds in Chichewa. Remind them that in both English and Chichewa, the letter *s* by itself makes the sound /s/ and the letter *h* by itself makes the sound /h/. However, in English, *s* and *h* often come together to make the sound /sh/. *Sh* is very common in English but very rare in Chichewa. Finally, sing the song **Show Me SH** together.*

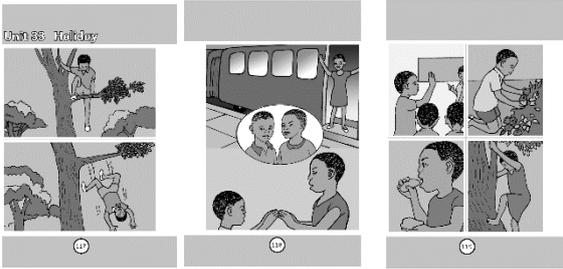
**ACTIVITY 33.4.3 WRITING THE LETTERS SH** **(10 Minutes)**

*Follow the I Do – We Do – You Do approach to teach writing the letters **sh**.*

**CONCLUSION** **(2 Minutes)**

*Sing the song **Write SH in the Air**.*

**TEACHER REFLECTION:** *Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.*

<b>UNIT 33</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> Learners must be able to</p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• ask about future plans using “What will you do...?”</li> <li>• talk about future plans</li> <li>• talk about future plans in a dialogue</li> </ul> <p><b>Resources:</b> Learner’s book</p>

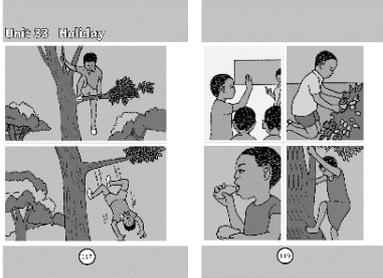
<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
Play <i>Thumbs Up Thumbs Down</i> with words that do and do not begin with /sh/.	

<b>ACTIVITY 33.5.1</b>	<b>SAYING NEW WORDS</b>	<b>(6 Minutes)</b>
Use pages 118 and 120 in the learner’s book, visual aids, realia, and demonstrations. Follow the <i>I Do – We Do – You Do</i> approach to review <b>plant flowers, eat mangoes, and laugh</b> . New! Add <b>climb trees and fall down</b> .		

<b>ACTIVITY 33.5.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
Use visual aids, realia, and demonstrations. Follow the <i>I Do – We Do – You Do</i> approach to review asking and answering: <b>What will you do tomorrow? –I will ....</b> Fill in with new responses using known vocabulary, such as: <b>–...help my mother. / –...clear the grass. / –...play with my doll. / –...go to my village. / –...clean the plates. / etc.</b>		

<b>ACTIVITY 33.5.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
Use the pictures on page 119 in the learner’s book. First, review with the learners the original dialogue from Lessons 1 and 3 (see Activity 33.3.3). Next, explain that today you all are going to add to the dialogue a little. Tell them to listen closely for the parts that change. Model saying and acting out the dialogue expressively 2-3 times. Emphasize the additions (marked here in bold):		
<b>Mphatso:</b>	Tomorrow we will go for holiday! What will you do during the holiday?	
<b>Yankho:</b>	I will ride the train to the village. Then I will <b>climb trees and eat mangoes</b> . How about you? What will you do during the holiday?	
<b>Mphatso:</b>	I will play with my sister. Then we will <b>plant flowers at home</b> .	
Let the learners identify which parts have changed. Then say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
Sing any familiar song.	

<b>UNIT 33</b>	<b>Lesson 6</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• ask about future plans using “What will you do...?”</li> <li>• talk about future plans</li> <li>• discuss a picture using known vocabulary</li> <li>• answer questions about a story they have listened to</li> </ul> <p><b>Resources:</b> <i>Learner’s book, hoe, toilet brush</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

<b>ACTIVITY 33.6.1</b>	<b>SAYING NEW WORDS</b>	<b>(8 Minutes)</b>
<i>Use pages 118 and 120 in the learner’s book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review <b>plant flowers, eat mangoes, laugh, climb trees, and fall down.</b></i>		

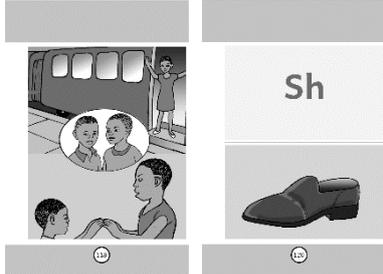
<b>ACTIVITY 33.6.2</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(8 Minutes)</b>
<i>Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: <b>What will you do tomorrow? –I will ....</b> Fill in with new responses using known vocabulary, such as: <b>–...help my mother. / –...clear the grass. / –...play with my doll. / –...go to my village. / –...clean the plates. / etc.</b></i>		

<b>ACTIVITY 33.6.3</b>	<b>LISTENING TO A STORY</b>	<b>(10 Minutes)</b>
<i>Use Pictures 1-4 on page 120 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.</i>		

<b>Last Day in Standard One</b>	
<b>1</b>	It is the last day of school in Standard One. The teacher says, “You will go for a holiday tomorrow. Next year you will be in Standard Two. Tell me what you will do during the holiday.” The children put their hands up. The teacher says, “Mphatso, what will you do during the holiday?”
<b>2</b>	Mphatso says, “I will plant flowers at home.” The teacher says, “That is very good.”
<b>3</b>	The teacher says, “Jane, how about you? What will you do during the holiday?” Jane says, “I will eat mangoes during the holiday.” The other children laugh. The teacher says, “Thank you, Jane.”
<b>4</b>	The teacher says “Yankho, how about you? What will you do during the holiday?” Yankho says, “I will climb trees during the holiday.” The teacher says “No, no, no! Yankho, do not climb trees. You will fall down. Now let us go and begin our holiday.” All the children are happy. They will go for holiday tomorrow.

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What will Yankho do during the holiday? (Yankho will climb trees.); 2. Why does the teacher say, “No, no, no” to Yankho? (Yankho will fall down.) 3. Why does Yankho want to climb trees? (Possible answers: Yankho wants to get fruits. / to play. / etc.). With support in the home language if necessary, discuss whether the learners climb trees, why, and if they should.*

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

<b>UNIT 33</b>	<b>Lesson 7</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects that begin with the letters <i>sh</i></li> <li>• identify the sound /sh/ at the beginning of words</li> <li>• talk about future plans in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book, shoe, shirt, shorts</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Play Thumbs Up Thumbs Down with words that do and do not begin with /sh/.</i>	

<b>ACTIVITY 33.7.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH SH</b>	<b>(6 Minutes)</b>
<i>Use the picture on page 121 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach or review <b>shoe, shirt, and shorts</b>.</i>		

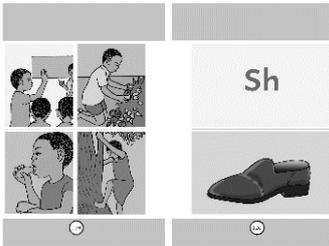
<b>ACTIVITY 33.7.2</b>	<b>IDENTIFYING THE SOUND /SH/ AT THE BEGINNING OF WORDS</b>	<b>(8 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to teach the sound /sh/. Play Thumbs Up Thumbs Down for words beginning with the sound /sh/. Use <b>shoe, chilly, sheep, fine, shine, seven, shower, children, sing, sheet, and cheat</b>.</i>		

<b>ACTIVITY 33.7.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<i>Use Pictures 1-2 on page 119 in the learner's book. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<b>Mphatso:</b>	Tomorrow we will go for holiday! What will you do during the holiday?	
<b>Yankho:</b>	I will ride the train to the village. Then I will <b>climb trees and eat mangoes</b> . How about you? What will you do during the holiday?	
<b>Mphatso:</b>	I will play with my sister. Then we will <b>plant flowers at home</b> .	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me SH</b>.</i>	

## UNIT 33

## Lesson 8



**Success Criteria:** Learners must be able to

- discuss a picture using known vocabulary
- answer questions about a story they have listened to
- identify the letters *sh*
- write the letters *sh*

**Resources:** Learner's book, letter cards with *sh*

## INTRODUCTION

(2 Minutes)

Sing any familiar song.

## ACTIVITY 33.8.1 LISTENING TO A STORY

(12 Minutes)

Use Pictures 1-4 on page 120 in the learner's book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.

**Last Day in Standard One**

- 1 It is the last day of school in Standard One. The teacher says, "You will go for a holiday tomorrow. Next year you will be in Standard Two. Tell me what you will do during the holiday." The children put their hands up. The teacher says, "Mphatso, what will you do during the holiday?"
- 2 Mphatso says, "I will plant flowers at home." The teacher says, "That is very good."
- 3 The teacher says, "Jane, how about you? What will you do during the holiday?" Jane says, "I will eat mangoes during the holiday." The other children laugh. The teacher says "Thank you, Jane."
- 4 The teacher says "Yankho, how about you? What will you do during the holiday?" Yankho says, "I will climb trees during the holiday." The teacher says "No, no, no! Yankho, do not climb trees. You will fall down. Now let us go and begin our holiday." All the children are happy. They will go for holiday tomorrow.

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What will Yankho do during the holiday? (*Yankho will climb trees.*); 2. Why does the teacher say, "No, no, no" to Yankho? (*The teacher says Yankho will fall down.*) 3. Why does Yankho want to climb trees? (*Possible answers: Yankho wants to get fruits. / to play. / etc.*); 4. Why are the children happy? (*They will go for holiday tomorrow.*) With support from the home language if necessary, discuss the learners' own plans for the holidays.

## ACTIVITY 33.8.2 IDENTIFYING THE LETTERS SH

(6 Minutes)

Follow the I Do – We Do – You Do approach to show the learners the picture on page 121 and say, This is a shoe. Shoe begins with /sh/. Show the letter card with **sh** and say, These are the letters **sh**. The letters **sh** say /sh/. Next, discuss (in Chichewa) how the letters and their sounds in English are the same or different as the same letters and their sounds in Chichewa. Finally, sing the song **Show Me SH** together.

## ACTIVITY 33.8.3 WRITING THE LETTERS SH

(8 Minutes)

Follow the I Do – We Do – You Do approach to teach writing the letters *sh*.

## CONCLUSION

(2 Minutes)

Sing the song **Write SH in the Air**.

## UNIT 33

## Lessons 9 and 10

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

Success Criteria	Lessons
<i>Say new words</i>	1, 2, 5, 6
<i>Ask about future plans using "What will you do...?"</i>	1, 2, 5, 6
<i>Talk about future plans</i>	1, 2, 5, 6
<i>Talk about future plans in a dialogue</i>	1, 3, 5, 7
<i>Discuss a picture using known vocabulary</i>	2, 4, 6, 8
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects beginning with the letter sh</i>	3, 7
<i>Identify the sound /sh/ at the beginning of words</i>	3, 7
<i>Identify the letters sh</i>	4, 8
<i>Write the letters sh</i>	4, 8

<b>UNIT 34</b>	<b>Lesson 1</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>ask about future goals using “What do you want to be?”</i></li> <li>• <i>express future goals</i></li> <li>• <i>talk about future goals in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<p><i>Play Thumbs Up Thumbs Down with words that do and do not begin with /sh/.</i></p>	

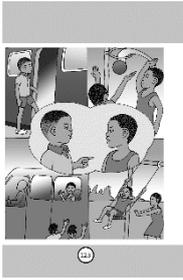
<b>ACTIVITY 34.1.1</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(12 Minutes)</b>
<p><i>Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer: <b>What do you want to be? –I want to be teacher.</b> Repeat with a variety of responses using known vocabulary, such as: <b>–I want to be a teacher. / –...a driver. / –...a farmer. / –...a doctor. / –...a netball player.</b></i></p>		

<b>ACTIVITY 34.1.2</b>	<b>SAYING A DIALOGUE</b>	<b>(14Minutes)</b>								
<p><i>Use Picture 1 on page 123 in the learner’s book. Identify the characters as Mphatso and Yankho. First, model saying and acting out the dialogue expressively 2-3 times:</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Yankho:</b></td> <td>Hello, Mphatso. What do you want to be when you grow up?</td> </tr> <tr> <td><b>Mphatso:</b></td> <td>Hello, Yankho. I want to be a teacher.</td> </tr> <tr> <td><b>Yankho:</b></td> <td>Why do you want to be a teacher?</td> </tr> <tr> <td><b>Mphatso:</b></td> <td>I want to teach children.</td> </tr> </table> <p><i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role.</i></p>			<b>Yankho:</b>	Hello, Mphatso. What do you want to be when you grow up?	<b>Mphatso:</b>	Hello, Yankho. I want to be a teacher.	<b>Yankho:</b>	Why do you want to be a teacher?	<b>Mphatso:</b>	I want to teach children.
<b>Yankho:</b>	Hello, Mphatso. What do you want to be when you grow up?									
<b>Mphatso:</b>	Hello, Yankho. I want to be a teacher.									
<b>Yankho:</b>	Why do you want to be a teacher?									
<b>Mphatso:</b>	I want to teach children.									

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<p><i>Sing any familiar song.</i></p>	

## UNIT 34

## Lesson 2



**Success Criteria:** Learners must be able to

- ask about future goals using “What do you want to be?”
- express future goals
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** Learner’s book

## INTRODUCTION

(2 Minutes)

Sing any familiar song.

## ACTIVITY 34.2.1

## ASKING FOR AND GIVING INFORMATION

(12 Minutes)

Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **What do you want to be? –I want to be teacher.**

Repeat with a variety of responses using known vocabulary, such as: **–I want to be a teacher. / –...a driver. / –...a farmer. / –...a doctor. / –...a netball player.**

Then have the learners say what each profession does, e.g. A teacher teaches children to read and write. / A driver drives a bus. / A farmer plants food and flowers. / A doctor gives medicine to sick people. / etc.

## ACTIVITY 34.2.2

## LISTENING TO A STORY

(14 Minutes)

Use the pictures on page 124 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.

**When I Grow Up**

Mphatso and Yankho are playing on a swing. They are talking about what they want to be when they grow up. Yankho asks Mphatso, “What do you want to be when you grow up?” Mphatso says, “I want to be a teacher. I want to teach children.” Yankho says, “Work hard in school and you can be a teacher.”

Mphatso asks Yankho, “What do you want to be when you grow up?” Yankho says, “I want to be a netball player. I want to play for the National Team, the Queens.” Mphatso says, “Work hard in sports, and you can be a netball player.”

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What does Mphatso want to be when he grows up? (Mphatso wants to be a teacher.); 2. What does Mphatso need to do to be a teacher? (He needs to work hard in school.); 3. What does Yankho want to be when she grows up? (Yankho wants to be a netball player.); 4. What does Yankho need to do to be a netball player? (Yankho needs to work hard in sports.) Then with support from the home language if necessary, discuss what the learners want to be and do when they grow up.

## CONCLUSION

(2 Minutes)

Sing any familiar song.

**TEACHER REFLECTION:** Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.

<b>UNIT 34</b>	<b>Lesson 3</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with <i>th</i></li> <li>• identify the sound /th/ at the beginning of words</li> <li>• talk about future goals in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

**INTRODUCTION** (2 Minutes)

*Play Thumbs Up Thumbs Down with words that do and do not begin with /sh/.*

**ACTIVITY 34.3.1 NAMING OBJECTS THAT BEGIN WITH TH** (6 Minutes)

*Use the picture on page 125 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach or review **thumb, three, and thank you.***

**ACTIVITY 34.3.2 IDENTIFYING THE SOUND /TH/ AT THE BEGINNING OF WORDS** (8 Minutes)

*Follow the I Do – We Do – You Do approach to teach the sound /th/. Note: The letters th make two different sounds in English, a voiceless th as in 'thumb' and a voiced th as in 'them'. For now we will focus on words beginning with the voiceless th. Play Thumbs Up Thumbs Down for words beginning with the voiceless /th/. Use **thumb, shirt, two, three, four, thank, time, think, ship, throw, fat, thin, hungry, and thirsty.***

**ACTIVITY 34.3.3 SAYING A DIALOGUE** (12 Minutes)

*Use Picture 1 on page 123 in the learner's book. Identify the characters as Mphatso and Yankho. First, model saying and acting out the dialogue expressively 2-3 times:*

<b>Yankho:</b>	Hello, Mphatso. What do you want to be when you grow up?
<b>Mphatso:</b>	Hello, Yankho. I want to be a teacher.
<b>Yankho:</b>	Why do you want to be a teacher?
<b>Mphatso:</b>	I want to teach children.

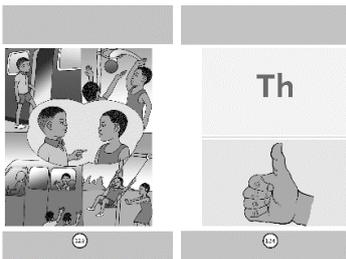
*Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.*

**CONCLUSION** (2 Minutes)

*Sing the song **Show Me TH.***

## UNIT 34

## Lesson 4



**Success Criteria:** Learners must be able to

- discuss a picture using known vocabulary
- answer questions about a story they have listened to
- identify the letters *th*
- write the letters *th*

**Resources:** Learner's book, letter card with *th*

## INTRODUCTION

(2 Minutes)

Sing any familiar song.

## ACTIVITY 34.4.1 LISTENING TO A STORY

(8 Minutes)

Use the pictures on page 123 in the learner's book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.

**When I Grow Up**

Mphatso and Yankho are playing on a swing. They are talking about what they want to do when they grow up. Yankho asks Mphatso, "What do you want to be when you grow up?" Mphatso says, "I want to be a teacher. I want to teach children." Yankho says, "Work hard in school and you can do it."

Mphatso asks Yankho, "What do you want to be when you grow up?" Yankho says, "I want to be a netball player. I want to play for the National Team, the Queens."

Mphatso says, "Work hard in sports, and you can do it."

Follow the *I Do – We Do – You Do* approach to help the learners to answer these questions in complete sentences: 1. What does Mphatso want to be when he grows up? (*Mphatso wants to be a teacher.*); 2. What does Mphatso need to do to be a teacher? (*He needs to work hard in school.*); 3. What does Yankho want to be when she grows up? (*Yankho wants to be a netball player.*); 4. What does Yankho need to do to be a netball player? (*Yankho needs to work hard in sports.*) Then with support from the home language if necessary, discuss what the learners want to be and do when they grow up.

## ACTIVITY 34.4.2 IDENTIFYING THE LETTERS TH

(8 Minutes)

Follow the *I Do – We Do – You Do* approach to show the learners the picture on page 125 and say, This is a thumb. Thumb begins with /th/. Show the letter card with **th** and say, These are the letters **th**. The letters **th** say /th/. Next, discuss (in Chichewa) how the letters and their sounds in English are the same or different as the same letters and their sounds in Chichewa. (Note: Both Chichewa and English use **th**, but they are pronounced differently. The English **th** is a continuous sound (a fricative) made with the tongue between the teeth. The Chichewa **th** is closer to an aspirated English **t**.) Finally, sing the song **Show Me TH** together.

## ACTIVITY 34.4.3 WRITING THE LETTERS TH

(10 Minutes)

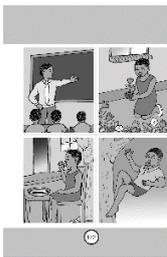
Follow the *I Do – We Do – You Do* approach to teach writing the letters **th**.

## CONCLUSION

(2 Minutes)

Sing the song **Write TH in the Air**.

**TEACHER REFLECTION:** Write down your observations about your learners' progress so far in achieving today's success criteria, answering the questions on page ix.

<b>UNIT 34</b>	<b>Lesson 5</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• <i>ask about future goals using “What do you want to be?”</i></li> <li>• <i>express future goals</i></li> <li>• <i>talk about future goals in a dialogue</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

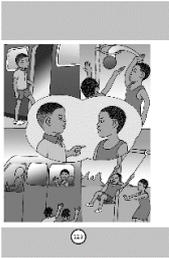
<b>ACTIVITY 34.5.1</b>	<b>ASKING FOR AND GIVING INFORMATION</b>	<b>(12 Minutes)</b>
<p><i>Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer: <b>What do you want to do when you grow up? –I want to travel.</b> Repeat with a variety of responses using known vocabulary, such as: –<b>I want to fly an aeroplane.</b> / –...<b>see an elephant.</b> / –...<b>help my family.</b> / etc.</i></p>		

<b>ACTIVITY 34.5.2</b>	<b>SAYING A DIALOGUE</b>	<b>(14 Minutes)</b>
<p><i>Use Picture 1 on page 123 in the learner’s book. First, review with the learners the original dialogue from Lessons 1 and 3 (see Activity 34.3.3). Next, explain that today you all are going to change the dialogue a little. Have them look at Picture 2 and tell you what they see. Tell them to listen closely for the parts that change. Model saying and acting out the dialogue expressively 2-3 times. Emphasize the additions (marked here in bold):</i></p>		
<b>Mphatso:</b>	Hello, Yankho. What do you want to be when you grow up?	
<b>Yankho:</b>	Hello, Mphatso. I want to be a <b>farmer?</b>	
<b>Mphatso:</b>	Why do you want to be a <b>farmer?</b>	
<b>Yankho:</b>	I want to <b>sell flowers.</b>	
<p><i>Let the learners identify which parts have changed. Then say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i></p>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

## UNIT 34

## Lesson 6



**Success Criteria:** Learners must be able to

- ask about future goals using “What do you want to be?”
- express future goals
- discuss a picture using known vocabulary
- answer questions about a story they have listened to

**Resources:** Learner’s book

## INTRODUCTION

(2 Minutes)

Sing the song ...

## ACTIVITY 34.6.2

## ASKING FOR AND GIVING INFORMATION

(8 Minutes)

Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer: **What do you want to do when you grow up? –I want to travel.** Repeat with a variety of responses using known vocabulary, such as: **–I want to fly an aeroplane. / –...see an elephant. / –...help my family. / etc.**

## ACTIVITY 34.6.3

## LISTENING TO A STORY

(10 Minutes)

Use the pictures on page 124 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.

**When I Grow Up**

Mphatso and Yankho are playing on a swing. They are talking about what they want to do when they grow up. Yankho asks Mphatso, “What do you want to be when you grow up?” Mphatso says, “I want to be a teacher. I want to teach children.” Yankho says, “Work hard in school and you can do it.”

Mphatso asks Yankho, “What do you want to be when you grow up?” Yankho says, “I want to be a netball player. I want to play for the National Team, the Queens.”

Mphatso says, “Work hard in sports, and you can do it.”

Yankho asks Mphatso, “What else do you want to do when you grow up?” Mphatso says, “I want to see new places. I want to travel by train, or by boat, or by aeroplane.”

Yankho says, “Me too, I want to see new places, but I am afraid of trains, and boats, and aeroplanes. I want to go by bus.” Mphatso says, “Yes, you can see many new places by bus, too.”

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What else does Mphatso want to do when he grows up? (*Mphatso wants to see new places.*); 2. How does Mphatso want to travel? (*He wants to go by train, by boat, or by aeroplane.*); 3. How does Yankho want to travel? (*She wants to go by bus.*) Then with support from the home language if necessary, discuss what the learners want to be and do when they grow up.

## CONCLUSION

(2 Minutes)

Sing any familiar song.

**TEACHER REFLECTION:** Write down your observations about your learners’ progress so far in achieving today’s success criteria, answering the questions on page ix.

<b>UNIT 34</b>	<b>Lesson 7</b>
 <div style="display: inline-block; vertical-align: middle; text-align: center; margin-left: 20px;"> <div style="border: 1px solid gray; padding: 10px; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; font-size: 24px; font-weight: bold;">Th</div> <div style="margin-top: 10px;">  </div> </div>	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects that begin with the letters <i>th</i></li> <li>• identify the sound /<i>th</i>/ at the beginning of words</li> <li>• talk about future goals in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner's book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

<b>ACTIVITY 34.7.1</b>	<b>NAMING OBJECTS THAT BEGIN WITH TH</b>	<b>(6 Minutes)</b>
<i>Use the picture on page 125 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach or review <b>thumb, three, and thank you.</b></i>		

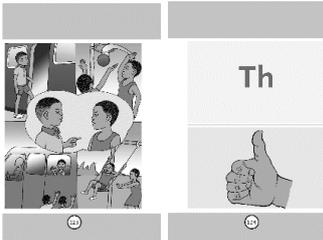
<b>ACTIVITY 34.7.2</b>	<b>IDENTIFYING THE SOUND /TH/ AT THE BEGINNING OF WORDS</b>	<b>(8 Minutes)</b>
<i>Follow the I Do – We Do – You Do approach to teach the sound /<b>th</b>/. Note: The letters <b>th</b> make two different sounds in English, a voiceless <b>th</b> as in 'thumb' and a voiced <b>th</b> as in 'them'. This time we will focus on words beginning with the voiced <b>th</b>. Play Thumbs Up Thumbs Down for words beginning with the voiced /<b>th</b>/. Use <b>they, table, this, door, there, zoo, these, village, the, sick, then, and time.</b></i>		

<b>ACTIVITY 34.7.3</b>	<b>SAYING A DIALOGUE</b>	<b>(12 Minutes)</b>
<i>Use Picture 2 on page 123 in the learner's book. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<b>Mphatso:</b>	Hello, Yankho. What do you want to be when you grow up?	
<b>Yankho:</b>	Hello, Mphatso. I want to be a farmer?	
<b>Mphatso:</b>	Why do you want to be a farmer?	
<b>Yankho:</b>	I want to sell flowers.	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role. As time permits, let the learners substitute <b>farmer</b> and <b>sell flowers</b> with their own personal goals.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me TH.</b></i>	

## UNIT 34

## Lesson 8



**Success Criteria:** Learners must be able to

- discuss a picture using known vocabulary
- answer questions about a story they have listened to
- identify the letters *th*
- write the letters *th*

**Resources:** Learner's book, letter cards with *th*

## INTRODUCTION

(2 Minutes)

Sing any familiar song.

## ACTIVITY 34.8.1 LISTENING TO A STORY

(12 Minutes)

Use the pictures on page 124 in the learner's book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.

**When I Grow Up**

Mphatso and Yankho are playing on a swing. They are talking about what they want to do when they grow up. Yankho asks Mphatso, "What do you want to be when you grow up?" Mphatso says, "I want to be a teacher. I want to teach children." Yankho says, "Work hard in school and you can do it."

Mphatso asks Yankho, "What do you want to be when you grow up?" Yankho says, "I want to be a netball player. I want to play for the National Team, the Queens." Mphatso says, "Work hard in sports, and you can do it."

Yankho asks Mphatso, "What else do you want to do when you grow up?" Mphatso says, "I want to see new places. I want to travel by train, or by boat, or by aeroplane." Yankho says, "Me too, I want to see new places, but I am afraid of trains, and boats, and aeroplanes. I want to go by bus." Mphatso says, "Yes, you can see many new places by bus, too."

Follow the *I Do – We Do – You Do* approach to help the learners to answer these questions in complete sentences: 1. What else does Mphatso want to do when he grows up? (*Mphatso wants to see new places.*); 2. How does Mphatso want to travel? (*He wants to go by train, by boat, or by aeroplane.*); 3. How does Yankho want to travel? (*She wants to go by bus.*) With support from the home language if necessary, discuss what the learners want to be and do when they grow up.

## ACTIVITY 34.8.2 IDENTIFYING THE LETTERS TH

(6 Minutes)

Follow the *I Do – We Do – You Do* approach to show the learners the picture on page 125 and say, This is a thumb. Thumb begins with /th/. Show the letter card with **th** and say, These are the letters **th**. The letters **th** say /th/. Next, discuss (in Chichewa) how the letters and their sounds in English are the same or different as the same letters and their sounds in Chichewa. (See Activity 34.4.2.) Finally, sing the song **Show Me TH** together.

## ACTIVITY 34.8.3 WRITING THE LETTERS TH

(8 Minutes)

Follow the *I Do – We Do – You Do* approach to teach writing the letters **th**.

## CONCLUSION

(2 Minutes)

Sing the song **Write TH in the Air**.

<b>UNIT 34</b>	<b>Lessons 9 and 10</b>
----------------	-------------------------

*In Lessons 9 and 10, use your observations from your Teacher Reflection each day during the week to plan review activities. Identify and focus on the success criteria that the learners continue to struggle with the most. You may re-teach the original lesson or do alternative reinforcement activities described in the front matter. Keep the pace perky with 2-4 different activities per lesson.*

Success Criteria	Lessons
<i>Ask about future goals using “What do you want to be?”</i>	1, 2, 5, 6
<i>Talk about future goals</i>	1, 2, 5, 6
<i>Talk about future goals in a dialogue</i>	1, 3, 5, 7
<i>Discuss a picture using known vocabulary</i>	2, 4, 6, 8
<i>Answer questions about a story they have listened to</i>	2, 4, 6, 8
<i>Name objects beginning with the letter th</i>	3, 7
<i>Identify the sound /th/ at the beginning of words</i>	3, 7
<i>Identify the letters th</i>	4, 8
<i>Write the letters th</i>	4, 8

## UNIT 35

## Lesson 1



**Success Criteria:** Learners must be able to

- say new words (months and events of the year)
- ask for personal information (birthday)
- say when their birthday is
- identify known vocabulary in a picture
- answer questions about a story they have listened to

**Resources:** Learner book, calendar

## INTRODUCTION

(2 Minutes)

Sing the song *Happy Birthday to You*.

## ACTIVITY 35.1.1 SAYING NEW WORDS

(7 Minutes)

Use the pictures on page 114-115 in the learner's book, visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review all the months of the year in order: **January, February, March, April, May, June, July, August, September, October, November, and December.**

## ACTIVITY 35.1.2 ASKING FOR AND GIVING INFORMATION

(7 Minutes)

Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: **When is your birthday? -My birthday is in ...**

## ACTIVITY 35.1.3 LISTENING TO A STORY

(14 Minutes)

Use the pictures on page 116 in the learner's book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.

**Events of the Year**

Mphatso and Amina are at home with their mother. Mphatso says, "Mother, I know schools open in September, but when do we close first term?" Mother says, "First term closes in December." Then Mother asks, "What other things do we have in December?" Amina says, "Oh! That is also when we have Christmas!" Mphatso and Amina talk about Christmas. They want to see Father Christmas again. Mphatso says, "I like Father Christmas. He gives us sweets and biscuits."

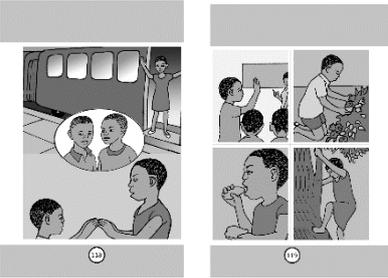
Mother says, "Yes, December is nice, but I like October." Amina says, "What do we have in October?" Mother says, "We have Mother's Day in October." Mphatso says, "I will buy you a present in October."

Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. When do schools open for first term? (*Schools open in September.*); 2. When does first term close? (*First term closes in December.*); 3. What do the children have in December? (*The children have Christmas in December.*); 4. Why does Mphatso like Father Christmas? (*Father Christmas gives them sweets and biscuits.*); 5. What month does Mother like? (*Mother likes October.*); 6. Why does Mother like October? (*Mother likes October because we have Mother's Day in October.*)

## CONCLUSION

(2 Minutes)

Sing the song *We Wish You a Merry Christmas*.

<b>UNIT 35</b>	<b>Lesson 2</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• say new words</li> <li>• ask and answer “What will you do...?”</li> <li>• talk about future plans in a dialogue</li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing any familiar song.</i>	

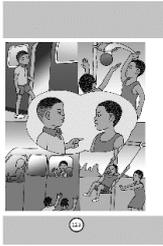
<b>ACTIVITY 35.2.1</b>	<b>SAYING NEW WORDS AGAIN</b>	<b>(12 Minutes)</b>
<i>Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to review asking and answering: <b>What will you do tomorrow? –I will ....</b> Fill in with new responses using known vocabulary, such as: –...<b>help my mother.</b> / –...<b>clear the grass.</b> / –...<b>play with my doll.</b> / –...<b>go to my village.</b> / –...<b>clean the plates.</b> / etc.</i>		

<b>ACTIVITY 35.2.2</b>	<b>LISTENING TO A STORY</b>	<b>(14 Minutes)</b>
<i>Use the pictures on page 119 in the learner’s book. First, model saying and acting out the dialogue expressively 2-3 times:</i>		
<b>Mphatso:</b>	Tomorrow we will go for holiday! What will you do during the holiday?	
<b>Yankho:</b>	I will ride the train to the village. Then I will climb trees and eat mangoes. How about you? What will you do during the holiday?	
<b>Mphatso:</b>	I will play with my sister. Then we will plant flowers at home.	
<i>Next, say and act out the dialogue together with the learners line by line, first as a whole class, then in groups assigned to each role. Finally, let the learners say and act out the dialogue in pairs, taking turns playing each role.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>This is the Way</b> using the actions from this unit.</i>	

## UNIT 35

## Lesson 3



**Success Criteria:** *Learners must be able to*

- *ask about future goals using “What do you want to be?”*
- *express future goals*
- *discuss a picture using known vocabulary*
- *answer questions about a story they have listened to*

**Resources:** *Learner’s book*

## INTRODUCTION

(2 Minutes)

*Sing any familiar song.*

## ACTIVITY 35.3.1

(12 Minutes)

*Use visual aids, realia, and demonstrations. Follow the I Do – We Do – You Do approach to teach the learners to ask and answer: **What do you want to do when you grow up? –I want to travel.** Repeat with a variety of responses using known vocabulary, such as: –**I want to fly an aeroplane.** / –...**see an elephant.** / –...**help my family.** / etc. Have the learners fill in their own future goals.*

## ACTIVITY 35.3.2

## SAYING A DIaLOGUE

(14 Minutes)

*Use the pictures on page 124 in the learner’s book. Lead the learners to discuss the pictures using the vocabulary they have previously learned.. Read the story aloud twice expressively.*

**When I Grow Up**

Mphatso and Yankho are playing on a swing. They are talking about what they want to do when they grow up. Yankho asks Mphatso, “What do you want to be when you grow up?” Mphatso says, “I want to be a teacher. I want to teach children.” Yankho says, “Work hard in school and you can do it.”

Mphatso asks Yankho, “What do you want to be when you grow up?” Yankho says, “I want to be a netball player. I want to play for the National Team, the Queens.”

Mphatso says, “Work hard in sports, and you can do it.”

Yankho asks Mphatso, “What else do you want to do when you grow up?” Mphatso says, “I want to see new places. I want to travel by train, or by boat, or by aeroplane.”

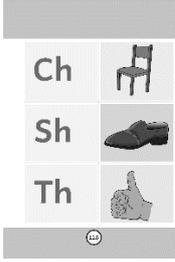
Yankho says, “Me too, I want to see new places, but I am afraid of trains, and boats, and aeroplanes. I want to go by bus.” Mphatso says, “Yes, you can see many new places by bus, too.”

*Follow the I Do – We Do – You Do approach to help the learners to answer these questions in complete sentences: 1. What does Mphatso want to be when he grows up? (Mphatso wants to be a teacher.); 2. What does Mphatso need to do to be a teacher? (He needs to work hard in school.); 3. What does Yankho want to be when she grows up? (Yankho wants to be a netball player.); 4. What does Yankho need to do to be a netball player? (Yankho needs to work hard in sports.) 5. What else does Mphatso want to do when he grows up? (Mphatso wants to see new places.); 6. How does Mphatso want to travel? (He wants to go by train, by boat, or by aeroplane.); 7. How does Yankho want to travel? (She wants to go by bus.)*

## CONCLUSION

(2 Minutes)

*Sing any familiar song.*

<b>UNIT 35</b>	<b>Lesson 4</b>
	<p><b>Success Criteria:</b> <i>Learners must be able to</i></p> <ul style="list-style-type: none"> <li>• name objects beginning with the letters <i>ch</i>, <i>sh</i>, and <i>th</i></li> <li>• identify the initial letter sounds /<i>ch</i>/, /<i>sh</i>/, and /<i>th</i>/</li> <li>• identify the letters <i>ch</i>, <i>sh</i>, and <i>th</i></li> <li>• write the letters <i>ch</i>, <i>sh</i>, and <i>th</i></li> </ul> <p><b>Resources:</b> <i>Learner’s book</i></p>

<b>INTRODUCTION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Show Me</b> using the letters <b>t, u, v, w, x, y, and z.</b></i>	

<b>ACTIVITY 35.5.1</b>	<b>NAMING OBJECTS</b>	<b>(4 Minutes)</b>
<i>Use page 129 in the learner’s book, visual aids, realia, and demonstrations. Follow the <b>I Do – We Do – You Do</b> approach to review <b>chair</b>, <b>shoe</b>, and <b>thumb</b>, asking and answering, What is this? –It is a(n)...</i>		

<b>ACTIVITY 35.5.2</b>	<b>IDENTIFYING INITIAL LETTER SOUNDS AND NAMES</b>	<b>(10 Minutes)</b>
Now we will say what sound and letter some words begin with. I will say some words. Then I will say what sound and letter the word begins with. We will say it together. Then you will say it on your own.		
	<i>Use page 129 in the learner’s book. Say, Chair. Chair. Chair begins with the sound /ch/. Chair begins with the letters ch. (Then point to the letters ch in the picture.)</i>	
	<i>Let’s do it together. Say, Shoe. Shoe. Say together with the learners, Shoe begins with the sound /sh/. Shoe begins with the letters sh. Point together with the learners at the letter sh in the learner’s book. Repeat with: Thumb. Thumb. (Thumb begins with the sound /th/. Thumb begins with the letters th.) Repeat in random order.</i>	
	<i>Say the following words one at a time. Let the learners say the sound and the letter that each word begins with and point to the correct letter on their own. Use these words: <b>think, sheep, chief, shapes, chest, three, shirt, chin, thirsty, thin, chalk, shorts</b></i>	

<b>ACTIVITY 35.5.3</b>	<b>WRITING THE LETTERS</b>	<b>(12 Minutes)</b>
<i>Follow the <b>I Do – We Do – You Do</b> approach to review writing the letters <b>ch</b>, <b>sh</b>, and <b>th</b>.</i>		

<b>CONCLUSION</b>	<b>(2 Minutes)</b>
<i>Sing the song <b>Write ... in the Air</b> with any of the letters for this unit.</i>	

**UNIT 35** **LESSONS 5 - 10**

*In Lessons 5 through 10, assess all learners on what they have learned in the past 5 weeks. Follow the success criteria below when assessing learners.*

**Resources:** *Learner’s book, visual aids, and realia.*

										Learner Name	Performance Ratings  1 = Excellent 2 = Good 3 = Average 4 = Needs Support
										<b>Success Criteria</b>	
											<i>Say new words (months and events of the year)</i>
											<i>Ask for and give information about events of the years</i>
											<i>Ask for and give one’s birthday</i>
											<i>Ask and answer “What do we have in...?”</i>
											<i>Ask and answer “What will you do?”</i>
											<i>Ask and answer “What do you want to be?”</i>
											<i>Talk about future plans and goals</i>
											<i>Discuss a picture using known vocabulary words</i>
											<i>Demonstrate listening comprehension by answering questions</i>
											<i>Name objects that begin with the letters ch, sh, and th</i>
											<i>Identify the initial letter sounds /ch/, /sh/, and /th/</i>
											<i>Identify the letters ch, sh, and th</i>
											<i>Write the letters ch, sh, and th</i>

## REFERENCES

---

- Malawi Institute of Education (2014). *English Teacher's Guide for Standard 1 Volume 1*. Domasi: Malawi Institute of Education.
- Malawi Institute of Education (2014). *English Teacher's Guide for Standard 1 Volume 2*. Domasi: Malawi Institute of Education.
- Malawi Institute of Education (2015). *English Teacher's Guide for Standard 1 Volume 3*. Domasi: Malawi Institute of Education.
- Malawi Institute of Education (2012). *English Learner's Book for Standard 1*. Domasi: Malawi Institute of Education.
- Malawi Institute of Education (2006). *English Teacher's Guide for Standard 1*. Domasi: Malawi Institute of Education.
- Malawi Institute of Education (2006). *English Learner's Book for Standard 1*. Domasi: Malawi Institute of Education.
- Malawi Institute of Education (2004). *Syllabus for Standard 1 English*. Domasi: Malawi Institute of Education.
- Malawi Institute of Education (1996). *TDU Students' Handbook 1, 2, 3, 4, 5*. Domasi: Malawi Institute of Education.
- Levy, E. (2007). Gradual release of responsibility: I do, We do, You do. Retrieved from <http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>
- Ministry of Education, Science, and Technology. (2014). *Malawi National Reading Strategy 2014-2019*. Lilongwe: USAID and Ministry of Education, Science and Technology.
- Ministry of Education, Science, and Technology. (2015). *National Education Standards: Primary and Secondary Education*. Lilongwe: Ministry of Education, Science and Technology.
- Moore, P. & Lyon, A. (2005). *New essentials for teaching reading in pre-K-2: Comprehension, vocabulary, fluency*. Scholastic: New York.
- Fountas, I. C., & Pinnell, G. S. (2006). Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- National Institute of Child Health and Human Development (NICHD) [US]. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: NICHD. <https://www.nichd.nih.gov/publications/pubs/nrp/Pages/smallbook.aspx>

**The Alphabet Song**

A, b, c, d, e, f, g,  
H, i, j, k, l, m, n, o, p,  
Q, r, s  
T, u, v  
W, x, y and z.  
Now I know my abc's,  
Next time won't you sing with me.

**Are You Sleeping, Brother John?**

Are you sleeping, are you sleeping,  
Brother John? Brother John?  
Morning bells are ringing  
Morning bells are ringing  
Ding, ding, dong.  
Ding, ding, dong.

**Bye! Bye! Bye!**

Bye! Bye! Bye! Bye! But not forever.  
Bye! Bye! Bye! Bye! But not forever.  
Bye! Bye! Bye! Bye! But not forever.  
We know that one day  
We shall meet again.

**Cats Sleep Anywhere**

Cats sleep anywhere  
On a table  
On a chair  
In the kitchen  
By the fire  
Under the mat  
On the stair.  
Cats sleep anywhere.

*(Adapted from source: Timve and Tsala)*

**Draw a ... in the Air**

Draw a circle in the air, in the air,  
Draw a circle in the air, in the air,  
Draw a circle in the air, and leave it there,  
Draw a circle in the air, in the air.

*Can substitute with other shapes or letters.*

**Every Day We Eat Porridge**

*(Tune: 'This is the Way')*  
Every day we eat porridge, eat porridge, eat  
porridge

Every day we eat porridge, early in the  
morning.

*Can substitute with other foods.*

**Fly Like a Bird (Poem)**

Fly, fly,  
Fly like a bird.  
Fly like a bird in the sky. //  
Swim, swim,  
Swim like a fish,  
Swim like a fish in the water. //  
Jump, jump,  
Jump like a frog,  
Jump like a frog on the ground. //  
Dance, dance,  
Dance like me.  
Dance like me in the classroom.

**Good Morning, Good Morning, Good Morning**

Good morning, good morning, good morning  
This is a lovely day  
Good morning, good morning, good morning  
We love to dance and play.

*Can substitute the last line with:*

- *We love to learn all day*
- *We love to read all day*

**Good Morning to You**

*(Tune: Happy Birthday)*  
Good morning to you  
Good morning to you  
Good morning, dear children,  
Good morning to you.

**Happy Birthday to You**

Happy birthday to you  
Happy birthday to you  
Happy birthday dear (name),  
Happy birthday to you. //  
How old are you now?  
How old are you now?  
How old are you (name)?  
How old are you now?

**How Many People Live in Your House?**

How many people live in your house?

One, my father. Two, my mother  
 Three, my brother. Four, my sister  
 There is one more now.  
 Who is that one?

*(Source: Livuza, 2006)*

### **I Can Jump**

I can jump, I can jump, how about you?  
 I can jump, I can jump, I can jump too!  
 I can run, I can run, how about you?  
 I can run, I can run, I can run too!

*The first line is sung by one person or group as a question. The second line sung by another person or group as a response. Can substitute with other verbs.*

### **If You're Happy and You Know It**

If you're happy and you know it,  
 clap your hands  
 If you're happy and you know it,  
 clap your hands  
 If you're happy and you know it,  
 and you really want to show it,  
 If you're happy and you know it,  
 clap your hands.

*Can substitute 'clap your hands' with other actions, e.g. stomp your feet, sing and dance, kick the ball, etc.*

### **I Like School**

*(Tune: Are You Sleeping, Brother John?)*

I like school. I like school,  
 School is fun. School is fun.  
 Let us read together,  
 Let us read together,  
 Everyone. Everyone.

### **It's Time for English**

*(Tune: Hey Ho)*

It's time for English,  
 It's time for English,  
 Hey ho, away we go,  
 It's time for English

### **Molly is Wearing a Red Dress**

*(Tune: This is the Way)*

Molly is wearing a red dress, a red dress, a red dress

Molly is wearing a red dress,  
 All day long.

Peter is wearing a blue shirt, a blue shirt, a blue shirt

Peter is wearing a blue shirt,  
 All day long.

*(Source: First steps)*

### **Mr. Phiri Has a Farm**

Mr. Phiri has a farm

E-I-E-I-O

And on that farm he has some cows.

E-I-E-I-O

With a moo moo here

And a moo moo there

Here a moo-moo, there a moo-moo

Everywhere a moo-moo

Mr. Phiri has a farm

E-I-E-I-O

*Substitute other animals and their sounds:*

*sheep: baa baa*

*goat: mee, mee*

*cat: meow, meow*

*duck: quack, quack*

*dog: woof, woof*

*hen: cluck, cluck*

### **Mrs. Phiri Says (Game)**

The leader (usually the teacher) gives a series of commands by 'Mrs. Phiri' and the listeners carry them out. The rule is if 'Mrs. Phiri Says' to do the command, the listeners do it, but only when 'Mrs. Phiri Says.' If the leader does not preface the command with 'Mrs. Phiri Says,' the listeners are to do nothing. Otherwise, they are 'out' and have to sit down.

For example, if the leader says, 'Mrs. Phiri says, 'Touch your nose,' the listeners should touch their noses. However, if the leader only says, 'Touch your nose,' the listeners should do nothing. In that case, anyone who touches his or her nose is 'out' and has to sit down.

To make the game challenging, the leader should give a series of different commands in rapid succession, most prefaced by 'Mrs. Phiri

says, ‘...’ and then suddenly one that is just a simple command (without ‘Mrs. Phiri says’).

**One, Two, How are You?**

One, two, how are you?  
 Three, four, shut the door  
 Five, six, pick up sticks  
 Seven, eight, lay them straight  
 Nine, ten, count them again.

*(Source: Timve and Tsala)*

**One, Two, Three, Four, Five**

One, two, three, four, five  
 Once I caught a fish alive  
 Six, seven, eight, nine, ten  
 Then I let it go again.  
 Why did you let it go?  
 Because it bit my finger so  
 Which finger did it bite?  
 This little finger on my right.

*(Source: Activities with English)*

**Open, Shut Them**

Open, shut them. Open, shut them.  
 Give a little clap (x2)  
 Open, shut them. Open, shut them.  
 Put them in your lap.

*(Source: Activities with English)*

**Rain, Rain, Go Away** (Poem)

Rain, rain, go away,  
 Come again on Saturday.  
 I want to go to school and read.  
 Rain, rain, go away.  
 Rain, rain, go away.  
 Come again on Sunday.  
 Teacher wants to teach the children,  
 Rain, rain, go away.

**Seven Days Make a Week**

Seven days make a week  
 Monday, Tuesday, Wednesday, Thursday,  
 Friday, Saturday, Sunday

**Show Me ...**

Show me **a**, show me **a**  
 Show me **a**, show me **a**

Show me **a**, show me **a**  
 And another **a**.

*Can substitute a with other letters of the alphabet or other things (family members, classroom objects, colours, etc.) for the letter a.*

**Sing, Sing, Everybody Sing**

Sing, sing, everybody sing - on a lovely morning day  
 Teacher is coming to teach English  
 On a lovely morning day.

*Can substitute ‘sing, sing’ with:*

- *clap, clap*
- *sit, sit*
- *run, run, etc.*

**Teacher, Children, In the Class**

*(Tune: London Bridge)*  
 Teacher, children, in the class  
 In the class, in the class  
 Teacher, children, in the class  
 It’s time for English.

**There’s a Green Girl in the Ring**

There’s a green girl in the ring - ta-la-la-la-la  
 There’s a green girl in the ring - ta-la-la-la-la-la  
 There’s a green girl in the ring - ta-la-la-la-la  
 She looks like a sugar in a plum, plum, plum.  
 There’s a blue boy in the ring — ta-la-la-la, ...

*Add verses with colours of clothing that learners are wearing.*

**This is How I Jump**

This is how I jump, jump, jump, jump.  
 This is how I hop, hop, hop, hop.  
 This is how I run, run, run, run.  
 This is how I walk, walk, walk, walk.  
 This is how I clap, clap, clap

*Can substitute with other actions.*

**This is my Head**

This is my head  
 This is my nose  
 This is my mouth, and this is my chin.  
 These are my eyes  
 These are my ears

These are my hands, and these are my legs.

**This is the Way**

This is the way we read a book, read a book,  
read a book

This is the way we read a book

On Monday in the morning.

*Repeat the song with different days and actions.*

*(Source: Activities with English)*

**Up and Down**

Down, down, down we go

Up, up, up we go

Round, round, round we go, and clap your  
hands.

Round, round, round we go

Down, down, down we go

Up, up, up we go, and clap your hands.

**We Wish You a Merry Christmas**

We wish you a merry Christmas

We wish you a merry Christmas

We wish you a merry Christmas

and a happy New Year!

**What is Her/His Name?**

What is her name?

What is her name?

Please tell me/us.

Her name is,

Her name is,

Her name is [...].

*Can substitute 'her name' with 'his name.'*

**What is Your Name?**

What is your name?

What is your name?

Please tell me/us. //

My name is,

My name is,

My name is [...].

**The Wheels on the Bus**

The wheels on the bus go 'round and 'round

'round and 'round, 'round and 'round

The wheels on the bus go 'round and 'round

All through the town.

*Can substitute with :*

*The people on the bus go up and down...*

*The horn on the bus goes beep, beep, beep...*

*The babies on the bus go waa, waa, waa...*

**When Standing in the Line**

*(Tune: The Wheels on the Bus)*

When standing in the line - I read, read, read

Read, read, read

Read, read, read

When standing in the line, I read, read, read

All day long.

*Can substitute 'I read, read, read' with any verb.*

*Can substitute 'When standing in the line' with:*

• *When riding in a bus ...*

• *When caring for my brother ..., etc.*

**Where are the Lions?**

*(Tune: Are you Sleeping, Brother John?)*

Where are the lions? Where are the lions?

Here we are. Here we are.

What are lions doing? What are lions doing?

We are singing. We are singing.

*Can substitute 'singing' with other actions.*

*(Source: J. Chiromo, 2006)*

**Yellow, Green, Black, White, Red, Blue**

Yellow, green, black

White, red, blue

Yellow, green, black

Yellow, green, black

Green, black x3

Yellow, green, black

Green, black