



THE PRESIDENT'S
RECOVERY
PRIORITIES

Education

Ministry of
Education,
Science and
Technology

Lesson plans for

PRIMARY *Language* ARTS

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CLASS

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Foreword

Our country's future lies in the education of our children. The Government of Sierra Leone is committed to doing whatever it takes to secure this future.

As Minister of Education, Science and Technology since 2007, I have worked every day to improve our country's education. We have faced challenges, not least the Ebola epidemic which as we all know hit our sector hard. The Government's response to this crisis – led by our President – showed first-hand how we acted decisively in the face of those challenges, to make things better than they were in the first place.

One great success in our response was the publication of the Accelerated Teaching Syllabi in August 2015. This gave teachers the tools they needed to make up for lost time whilst ensuring pupils received an adequate level of knowledge across each part of the curriculum. The Accelerated Teaching syllabi also provided the pedagogical resource and impetus for the successful national radio and TV teaching programs during the Ebola epidemic.

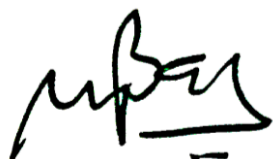
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans – one for each lesson, in each term, in each year for each class. This is a remarkable achievement in a matter of months.

These plans have been written by experienced Sierra Leonean educators together with international experts. They have been reviewed by officials of my Ministry to ensure they meet the specific needs of the Sierra Leonean population. They provide step-by-step guidance for each learning outcome, using a range of recognised techniques to deliver the best teaching.

I call on all teachers and heads of schools across the country to make best use of these materials. We are supporting our teachers through a detailed training programme designed specifically for these new plans. It is really important that these Lesson Plans are used, together with any other materials you may have.

This is just the start of education transformation in Sierra Leone. I am committed to continue to strive for the changes that will make our country stronger.

I want to thank our partners for their continued support. Finally, I also want to thank you – the teachers of our country – for your hard work in securing our future.



Dr. Minkailu Bah

Minister of Education, Science and Technology

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Introduction

to the Lesson Plan Manual

These lesson plans are based on the National Curriculum and meet the requirements established by the Ministry of Education, Science and Technology.

- 1  The lesson plans will not take the whole term, so use spare time to review material or prepare for exams
 - 2  Teachers can use other textbooks alongside or instead of these lesson plans.
 - 3  Read the lesson plan before you start the lesson. Look ahead to the next lesson, and see if you need to tell pupils to bring materials for next time.
 - 4  Make sure you understand the learning outcomes, and have teaching aids and other preparation ready – each lesson plan shows these using the symbols on the right.
 - 5  Quickly review what you taught last time before starting each lesson.
 - 6  Follow the suggested time allocations for each part of the lesson. If time permits, extend practice with additional work.
 - 7  Lesson plans have a mix of activities for the whole class and for individuals or in pairs.
 - 8  Use the board and other visual aids as you teach.
 - 9  Interact with all students in the class – including the quiet ones.
 - 10  Congratulate pupils when they get questions right! Offer solutions when they don't, and thank them for trying.
-  Learning outcomes
 Teaching aids
 Preparation

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| Lesson Title: Responding to Text: Drawing | Theme: Oral Expression | |
| Lesson Number: L-03-001 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of this lesson, pupils will be able to draw a picture in response to a story read aloud.</p> |  <p>Teaching Aids The story 'Joy and the Naughty Monkeys' at the end of the plan.</p> | <p>Preparation</p>  <ol style="list-style-type: none"> 1. Write the story 'Joy and the Naughty Monkeys', at the end of the plan, on the board. 2. Write this sentence on the board: I liked the part of the story when _____. |
|---|---|---|

Opening (3 minutes)

1. **Say:** Today, you will listen to a story. Then you will draw a picture of what you liked about the story. Now, think about a story you have heard or read before. These can be stories in any language.
2. Have 2-3 pupils volunteer to tell the class a story title they know.
3. **Say:** Stories can be about many things. Some are about people. Others are about animals. This story is about both people and animals.

Introduction to the New Material (12 minutes)

1. **Say:** Now, you will listen to a story about Joy and some cheeky monkeys.
2. Tell pupils what 'naughty' means - 'Naughty' describes someone who behaves badly.
3. Read the story to the pupils slowly and with expression.
4. **Say:** I like the story, because Joy is picking mangoes for her friends. That makes me happy. Now think about what you liked about the story. Maybe you liked how the monkeys took Joy's mangoes. Maybe you like Joy because she thinks about her friends.
5. **Ask:** What did you like?
6. Let 3-4 pupils raise their hand to share what they liked.

Guided Practice (5 minutes)

1. Point to the sentence frame on the board. Tell pupils that they will use it to talk to their partner.
2. **Say:** Turn and talk to your partner about what you liked in the story.
3. Give pupils about 2 minutes to talk with their partners.
4. **Say:** Think about what you and your partner talked about.
5. Have 2-3 pairs volunteer to share what they talked about.

Independent Practice (13 minutes)

1. **Say:** Now, you will draw a picture about the story, or what you liked in the story. Give pupils some time to finish the drawings.
2. Move around the class and guide them as they work, if needed.
3. Have pupils explain their drawing to their partners.

Closing (2 minutes)

1. Have 2-3 pupils volunteer to tell the class about their drawings.
2. **Say:** Today you drew a picture of what you liked about a story. This activity can help you understand a story better.
3. **Say:** You may work more on your drawing later when you have time or at home. Please bring your drawings to the next lesson.

[JOY AND THE NAUGHTY MONKEYS] by Nathaniel Pearce (an abridged version)

Joy went to the garden behind the house one afternoon and saw a wonderful sight. There was a tree was full of ripe mangoes.




“Oh this is wonderful; I can give these to my friends, Musu, Doris and Fatmata!” she thought.

Joy ran back to the house for a basket to collect the mangoes in. When Joy returned with the basket, half the mangoes were gone! Where were the mangoes?

Joy quickly picked the mangoes that were left. She dropped each mango into the basket. But when Joy climbed down the tree, the basket was empty.

Then she heard some snoring in the bushes. Behind the mango tree, she saw two kid monkeys with big, fat bellies and mango peels on their chests. The naughty monkeys were sleeping soundly.

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| Lesson Title: Responding to Text: Talking with a Partner | Theme: Oral Expression | |
| Lesson Number: L-03-002 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to discuss a story with questions and comments.</p> |  <p>Teaching Aids 1. The story 'Joy and the Naughty Monkeys' at the end of the plan.</p> |  <p>Preparation 1. Write 'Joy and the Naughty Monkeys', at the end of the plan, on the board. 2. Write the questions at the end of the plan on the board.</p> |
|---|--|---|

Opening (2 minutes)

1. **Say:** Let us think about the story we read yesterday, 'Joy and the Naughty Monkeys'.
2. Pick 3 volunteers to share one detail they remember about the story.
3. **Say:** Today you will answer questions about the story.

Introduction to the New Material (12 minutes)

1. Start reading the story on the board slowly and with expression.
2. Pause after [There was a tree was full of ripe mangoes.] and **ask:** Why was Joy so happy when she saw the tree?
3. **Say:** First, listen to my answer. I think Joy was happy because the tree was full of mangoes. Why do you think Joy was happy?
4. Let 2 pupils volunteer to share their answer.
5. Continue reading the story. Pause after [Musu, Doris and Fatmata!" she thought.]. **Ask:** Why did Joy think about her friends while walking home?
6. **Say:** She was thinking about how she was going to give her friends some of the mangoes. Now you will answer questions about the story the same way I did.

Guided Practice (8 minutes)

1. Continue reading the story out loud and pausing for questions.
2. Pause after [Where were the mangoes?] **Ask:** What do you think happened to the missing fruits on the tree? Let any 2 pupils volunteer to answer. (Answer: Somebody or something had taken them away.)
3. Continue reading the story and pause after [the basket was empty.] **Ask:** Who do you think took mangoes from Joy's basket? Let 2-3 pupils volunteer to share their answer with the class. (Answers: maybe an animal, maybe her friends took them)

Independent Practice (10 minutes)

1. **Say:** Now, get into pairs to ask and answer questions. Decide in your pairs who is number 1 and who is number 2.
2. Continue reading the story aloud until the end.
3. **Ask:** Who took the mangoes from the basket?
4. Tell pupil 1 to turn to pupil 2 and answer. (Answer: the monkeys)

5. **Ask:** How do you know that it was the monkeys who ate the mangoes? Now, pupil 2 will turn to pupil 1 to answer this question. (Answer: I know this because their bellies were full, and they had mango peels near their bodies.)
6. Move around the classroom. Make sure pupils understand the task and are able to do it. Assist pupils who need help.

Closing (3 minutes)

1. **Say:** Today, you learned how to answer questions from a story. Later at home, you can think about other questions, such as, what would happen if the animals were adult monkeys or even snakes? (Pause). That would be a different story.
2. **Say:** Your family would be interested to hear this story. Tell them this story in your own words when you go home. You can tell it in any language.

[QUESTIONS TO WRITE ON THE BOARD]

1. Why was Joy so happy when she saw the tree?
2. Why did Joy think about her friends while walking home?
3. Who do you think took mangoes from Joy's basket?
4. How do you know they took the mangoes?

[JOY AND THE NAUGHTY MONKEYS] by Nathaniel Pearce (an abridged version)

Joy went to the garden behind the house one afternoon and saw a wonderful sight. There was a tree was full of ripe mangoes.




"Oh this is wonderful; I can give these to my friends, Musu, Doris and Fatmata!" she thought.

Joy ran back to the house for a basket to collect the mangoes in. When Joy returned with the basket, half the mangoes were gone! Where were the mangoes?

Joy quickly picked the mangoes that were left. She dropped each mango into the basket. But when Joy climbed down the tree, the basket was empty.

Then she heard some snoring in the bushes. Behind the mango tree, she saw two kid monkeys with big, fat bellies and mango peels on their chests. The naughty monkeys were sleeping soundly.

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| Lesson Title: Sounds and Letters Review: First Letter of Your Name | Theme: Oral Expression | |
| Lesson Number: L-03-003 | Class/Level: Primary 3 | Time: 35 minutes |

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|  | <p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to match initial sounds and letters to their names.</p> |  | <p>Teaching Aids</p> <p>None</p> |  | <p>Preparation</p> <p>If there is no alphabet strip in the classroom write the letters of the alphabet clearly on the board.</p> |
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Opening (2 minutes)

1. Ask pupils to sing the alphabet song along with you.
2. **Say:** Today you will learn to match and sound out the first letters of your names.

Introduction to the New Material (10 minutes)

1. Ask pupils to listen carefully as you name each letter on the board.
2. Read the letters of the alphabet clearly and slowly while pointing to each letter.
3. Make the letter sound of each letter of the alphabet. Tell pupils to repeat each sound after you.
4. Then write your name on the board.
5. **Say:** Watch and listen to how I match the first letter of my name to the letters of the alphabet.
6. Say your name out loud twice, clearly. Then help pupils identify the first sound of the name by repeating the sound of the first letter in your name. [Example: If your name is Marie, make the sound of 'M' twice while pointing to the letter 'M' in the name.]
7. **Say:** Now you will sound out the first letter of the name on the board with me.
8. Let the pupils sound out loud each letter of the name on the board. Let the pupils do it by themselves if they can.

Guided Practice (10 minutes)

1. Write the names of 2 boys and 2 girls on the board. (Examples: Dauda, Joseph, Zainab, Fanta, Gibrilla, Samuel, Marie and Rugiatu.)
2. Let pupils get into pairs.
3. Let them match the first letters of the names of 2 boys and 2 girls to the letters of the alphabet. They can either look at the alphabet on the board or write the alphabet in their exercise books if there is time.
4. Walk around the class. Make sure pupils understand the task and are able to do it.
5. Invite 4 pairs to read out the names and then make the sound of the initial letters of those names.




Independent Practice (10 minutes)

1. **Say:** Now, I will not write any more names on the board. I will only say the names of 2 boys and 2 more girls out loud. Listen to each name very carefully and pay attention to the first sound in the name. You have to write that letter in your exercise book.
2. One-by-one, say 2 boys and 2 girls' names in a clear and loud voice, repeating each name 5-6 times for the pupils. Make sure that they can hear the initial letter of each name clearly. Ask them to write the letter which matches with the first sound.
3. Support pupils who cannot match and sound initial letters of some names if need be.

Closing (3 minutes)

1. **Say:** Now write your name. Tell your partner what sound the first letter of your name makes.
2. Give the pupils 1 minute to do this activity.
3. **Say:** When you go home tonight, try to say the first letters of your parents' names.
4. **Say:** Today you have learnt how to match letters of names to their sounds. This is very important because it will help you read.

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| Lesson Title: Describe Your Best Friend | Theme: Oral Expression | |
| Lesson Number: L-03-005 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to describe their best friends and what they like about them.</p> |  <p>Teaching Aids 1. A picture or a drawing of a boy. 2. A picture or a drawing of a girl.</p> |  <p>Preparation Write these adjectives on the board:</p> <ul style="list-style-type: none"> • short • long • tall • honest • caring |
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Opening (2 minutes)

1. Ask pupils to remember and say some describing words from the previous lesson. (Answers: tall, short, big, small, fair and dark.)
2. **Say:** There are many words used to describe people. Today you will learn to describe your best friend.

Introduction to the New Material (10 minutes)

1. Show the pupils the pictures or drawings of a girl and a boy. Let the pupils observe the pictures for few minutes.
2. **Say:** I will teach you how to describe a friend.
3. Show the pupils the picture of the boy and **Say:** The boy is _____. (Choose tall or short, depending upon the picture.)
4. Describe the girl using an adjective from the board in the same way as the boy.
5. **Say:** Now, let us describe and talk more about the boy and the girl. The boy is 'helpful'. I like the girl because she is 'honest.'
6. Have the pupils repeat the sentences after you.

Guided Practice (10 minutes)

1. Draw the attention of pupils to the board. Read the adjectives with the pupils.
2. **Say:** Look at these words. You can use them to describe your friend. I will give questions to help you. For example, what is the size of your friend? Is she thin? Is he fat? What is the height of your best friend? Is he tall? Is she short?
3. Invite 3-4 pupils to share their answers with the class.
4. **Say:** Now, think about why do you like your best friend? Is he helpful? Is she honest and fair?
5. Have 4 pupils volunteer to share their answer with the class.

Independent Practice (10 minutes)




1. **Say:** You just thought about your best friend. Now it is time to write about them in your exercise books. Use the words on the board to describe your friend with 2 adjectives. If you can write a whole sentence, you can do that as well. Describe your best friend and what you like about him or her.

2. Give pupils a few minutes to work quietly. Walk around the class. Make sure pupils understand the task and are able to do it.

Closing (*3 minutes*)

1. Choose 1 girl and 1 boy to read their words or sentences in class. Praise their work and effort.
2. **Say:** Today you learnt how to describe a friend. Be sure to tell your best friend and family about today's lesson.

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|---|-------------------------------------|-------------------------|
| Lesson Title: Asking Questions About a Story | Theme: Reading and Sentences | |
| Lesson Number: L-03-006 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes At the end of this lesson, pupils will be able to ask simple questions about a story.</p> |  <p>Teaching Aids The story 'The Dog and the Shadow' at the end of the plan.</p> |  <p>Preparation 1. Write these words on the board: bridge, stream, reflection, greedy. 2. Write the questions in the Guided Practice section on the board. 1. Write the story 'The Dog and the Shadow', at the end of the plan, on the board.</p> |
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Opening (3 minutes)

- Say:** Pupils, when we read or listen to something, we can ask questions to understand it better. Questions can help us learn more about people and animals. There are many kinds of questions. We ask questions about food, about time and about what to do. Here are some questions we can ask another person.
- Read the questions and answers below and have pupils repeat them after you.
 - Where do you live? I live at ____.
 - How old are you? I am ____ years old.
 - How many brothers do you have? I have ____ brothers.

Introduction to the New Material (10 minutes)

- Explain the meaning of the new words on the board in easy words that pupils can understand.
Say: A 'bridge' is a road or path that you use to cross over a river. A 'stream' is a very small and narrow river. A 'reflection' is a picture of us in water or in a mirror. 'Greedy' is an adjective. It means wanting more than your share.
- Say:** Now, I will read out this story on the board. You must listen for these words in the story.
- Direct the pupils to the short story on the board. **Say:** This is a story about a dog with a bad habit.
- Read the story loudly and slowly for the children. Read with expression.
- Say:** Now, I will ask some questions about the story and we can answer them together.
- Ask:** Which animal is this story about? (Answer: A dog.) What bad habit does this dog have? (Answer: This dog is greedy.)
- Give the pupils time to read this story again.

Guided Practice (10 minutes)

- Ask pupils to get into pairs. Let each pupil read the first 3 lines of the story to his or her partner.
- Say:** Talk with your partner about what happens in the first 3 lines of the story. Remember to ask questions to each other to understand the story better. Here are some questions you can use.
- Read out the questions from the board for the pupils.
 - Why was the dog carrying the piece of meat in his mouth? (Answer: The dog was carrying the piece of meat in his mouth from one side of the stream to the other.)

- b) Why did the dog use the bridge? (Answer: The dog used the bridge because he had to cross a stream.)
4. Remind pupils of the meaning of the new words in the first three lines of the story (bridge and stream).

Independent Practice (10 minutes)

1. **Say:** Now read the next 3 sentences of the story after me.
2. Read the lines slowly and have pupils repeat them.
3. Tell pupils to ask their partners 1 simple question about the story.
4. **Say:** Answer your partner's questions just as we did together.
5. Invite 2 boys and 2 girls to tell their questions and answers to the class.

Closing (2 minutes)

1. Ask a few volunteers to tell the class what they like about the story.
2. **Say:** Today you learned to ask questions about a story to help you understand it. When you go home, tell the story in your own words to someone in your family.

[STORY THE DOG AND THE SHADOW]

A dog was carrying a piece of meat in his mouth.

The dog used a small bridge.

He crossed a stream.

The dog looked at the water.

He saw another dog with a piece of meat in his mouth.




He did not know it was his own reflection.

The greedy dog opened his mouth to take the meat from the other dog.

But when he opened his mouth, he lost his own piece of meat. It fell in the water.

Now the greedy dog had nothing.

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| Lesson Title: Describing Self with Adjectives | Theme: Oral Expression | |
| Lesson Number: L-03-004 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to use adjectives to describe themselves to a partner.</p> |  <p>Teaching Aids None</p> |  <p>Preparation Write these sentence frames on the board:</p> <ol style="list-style-type: none"> 1. You are ___ in complexion (fair, dark). 2. You have ___ eyes (big, small). 3. You are ____ (tall, short). |
|--|--|--|

Opening (2 minutes)

4. **Say:** Today, you are going to learn to use describing words to talk about yourself to a partner. Now, think about how you would describe yourself to another person. ‘Describe’ means to explain or say different things and details about something or someone. For example, when I think about myself, I say, “I am tall/short. My hair is long/short.”
5. **Ask:** What would you say about yourself? Allow a few pupils to give answers.

Introduction to the New Material (10 minutes)

7. **Say:** The words we use to describe are called ‘adjectives’. Adjectives are words used to describe people, places, things and animals. For example, we can describe a dog as a ‘big’ dog. Here, ‘big’ is an adjective because it tells us something about the dog.
8. **Say:** We can say, the girl is ‘little’. ‘Little’ is the describing word or the adjective. It describes the girl. Now listen carefully while I describe myself with more adjectives.
9. Give a brief description of yourself using the sentence frames. (Example: I am ‘dark’ in complexion. I have ‘big’ eyes.) Point out to pupils the words that are adjectives in your description, such as ‘fair’ and ‘big’.
10. **Say:** It is important to use describing words. It helps you talk about things around you. I have given you some describing words. You are now going to practice how to describe yourself. Are you ready?

Guided Practice (10 minutes)

6. Have pupils read and repeat the sentence frames on the board.
7. Ask pupils to turn to a partner.
8. **Say:** Now you will take turns to describe your partner using adjectives or describing words. You can say things like, “you are tall.” Or, “you are strong.” You may use the sentences on the board to help you.
9. Give pupils time to talk. Guide pupils with the sentence frames on the board if they need help.
10. **Say:** You have used describing words to talk about your partner. Now you will describe yourself.




Independent Practice (10 minutes)

1. **Say:** Open your exercise books. Remember to use the sentences on the board to help you. Now use describing words to write about yourself in your exercise books. You can write 2-3 sentences, more if you want to. After writing, underline the describing words that you have written.
2. Give the pupils time to write. Walk around the class and make sure that pupils are using adjectives and are underlining the right words. After a few minutes, **say:** Share what you have written with your partner.
3. After about 3 minutes, **say:** Reread your sentences. Look at the words that you have underlined. These words describe you. These are called adjectives.

Closing (3 minutes)

1. **Say:** Think about one describing word to describe someone in your family, your mother or father, a sister or brother.
2. Pause while they all think of a word.
3. **Say:** Now turn to a partner and tell your partner about the person.
4. **Say:** You have used adjectives to talk about yourselves, your partners and your families. Good job! You will use adjectives again in the next lesson to describe your best friend. Using adjectives correctly will help you talk about people and things around you.

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|---|---|
| Lesson Title: Following Directions | Theme: Reading and sentences |
| Lesson Number: L-0 3-007 | Class/Level: Primary 3 Time: 35 minutes |

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|  Learning Outcomes: By the end of the lesson, pupils will be able to follow simple directions in a song. |  Teaching Aids: The song 'Crossing the Street' at the end of the plan. |  Preparation: Write the song 'Crossing the Street', at the end of the plan, on the board. |
|---|---|---|

Opening (2 minutes)

1. Ask pupils to sing a familiar song with you.
2. **Say:** Boys and girls, today you will learn a different kind of song. In this song, you will follow directions that I give. Just pay attention, it will be fun.

Introduction to the New Material (15 minutes)

1. Read the words of the song using a pointer. Make sure pupils are attentive.
2. Read the words of the song again. Have pupils repeat each line after you. Explain the meaning of the song in another language if necessary.
3. **Say:** This song is telling you to do something. Let us follow the directions.
4. Sing these lines slowly: When you want to cross the road, look right, look left, and look right again. Show pupils how to look right, look left, and look right again.
5. **Say:** Everyone stand up. We will pretend we are on the road, ready to cross. Be ready to follow the directions of the song.
6. Have pupils sing the line with you: When you want to cross the road, look right, look left, and look right again. Have the pupils look right, look left, and right again.
7. Draw pupils' attention to the directions in the song while singing it with them.

Guided Practice (5 minutes)

1. **Say:** Now we will all sing the whole song together and follow the directions.
2. Sing the whole song, encouraging pupils to follow the directions along with you.
3. Sing the song again making sure that all pupils do the actions and follow directions of the song as well.

Independent Practice (10 minutes)

1. Ask pupils to get into pairs and practice the song with their partner.
2. If time allows, tell pupils to write the song down in their exercise books.

Closing (3 minutes)

1. **Say:** Today you learned a song that gives directions. This will help you whenever you want to cross a street. To follow directions you have to listen carefully, like you did today. Sing the song to your parents when you go home. Maybe your brothers and sisters would like it too.




[SONG CROSSING THE STREET]

When you want to cross the road,
Look right, look left and look right again.

When you want to cross the road,
And the road is wet,
Walk with care to cross the road.

When you want to cross the road,
And the car lights confuse your eyes,
Let an adult hold your hand.

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|---|---|-------------------------|
| Lesson Title: Describing My Family | Theme: Reading and Word Families | |
| Lesson Number: L-03-008 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to use questions to ask about a friend's family and use sentences to describe their own family.</p> |  <p>Teaching Aids The rhyme 'The Cat Family' at the end of the plan.</p> |  <p>Preparation 1. Write the rhyme 'The Cat Family', at the end of the plan, on the board. 2. Write the sentence frames on the board in the Introduction to New Material and Guided Practice sections for frames.</p> |
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Opening (2 minutes)

1. **Say:** Everybody belongs to a family. Some families are large and some are small. Today, you will talk about your families.
2. Ask pupils to turn and talk to their partner or the pupil sitting next to them. Tell them to ask 1 question about their partner's family.

Introduction to the New Material (10 minutes)

1. **Say:** It is not just people who have families. Do you know that animals also have families?
2. Wait for an answer. Let some pupils share which animal families they know about. (Example answers: dogs have puppies, birds have nests, cats have kittens).
3. **Say:** Now listen as I read the rhyme on the board.
4. Read the rhyme twice slowly and clearly.
5. Ask the pupils to read after you. Point to each line as you read.
6. Now ask the pupils these questions that are written on the board.
 - a) How many cats are in the cat family? (Answer: 4)
 - b) Where does the family live? (Answer: In a little blue house.)
 - c) Who eats from the biggest bowl? (Answer: Papa Cat)
 - d) Name the members of the cat family. (Answers: Grumpy, Tabby, Mama Cat and Papa Cat.)

Guided Practice (10 minutes)

1. **Say:** Now we will think about our own families. Think about what we learnt about the cat family in the rhyme. You will think and talk about the same kind of things about your own families.
2. Tell pupils to get into pairs and turn to their partners.
3. Point to the sentence frames on the board.
4. **Say:** Use these sentences to talk to your partner.
5. Read each sentence frame aloud slowly and pause for partners to talk.
 - a) There are _____ (number) people in our family.
 - b) My family lives in_____.
 - c) I have _____ brothers and _____ sisters.

Independent Practice (10 minutes)

1. **Say:** Now you are going to write a few words about your own families. Write 1 or 2 sentences in your exercise books. You can use the sentence frames on the board.
2. As pupils do this exercise, go around the classroom. Make sure pupils understand and are doing the task. Assist pupils who need help.

Closing (3 minutes)

1. **Say:** Turn and tell your partner 1 new thing about someone in your family.
2. Let pupils talk to each other.
3. **Say:** Today you learnt about the families of your partners. Then you talked about your own families. Now you can use more details to describe people in your life.

[RHYME THE CAT FAMILY]

The Cat family lives in a little blue house.

The family has their lunch together

on a small dining table.




Papa Cat eats from the biggest bowl.

Mama Cat, she prepares the meal.

Little Tabby is the first to serve,

Grumpy, the troublesome, the last to finish lunch.

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| Lesson Title: Letter Sounds at the Beginning of Words | Theme: Reading and Sentences | |
| Lesson Number: L-03-009 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to match letters and their sounds at the beginning of words.</p> |  <p>Teaching Aids Flash cards.</p> |  <p>Preparation</p> <ol style="list-style-type: none"> Flash cards with the letters b, m and f. Write the words 'baby', 'box', 'mat', 'mug', 'fun' and 'fan' on the board. If there is no alphabet strip in the class, write the letters of the alphabet on the board. |
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Opening (2 minutes)

- Say:** You have all seen the alphabet here and know some letters from our previous lessons.
- Ask pupils to read the letters of the alphabet with you as you point to each letter.
- Say:** Each letter of the alphabet has a sound. Today you will learn how to match the letters b, m and f with their sounds at the beginning of words. This will help you as you read.

Introduction to the New Material (10 minutes)

- Show pupils the flash card with the letter b.
- Say:** This is letter b and it makes the sound /b/.
- Repeat this for each letter on the flash cards.
- Hold each card up again and name the letter and make its sound. Ask the pupils to do the same with you.
- Ask for volunteers to read the words on the board for the class.
- Say:** The word 'baby' begins with the letter b and its first sound is /b/.
- In the same way, explain the first sounds of the words 'mat' and 'fan'.
- Say:** Now, you will learn to match the letters b, m and f with their sounds in other words.

Guided Practice (5 minutes)

- Say:** Read each word after me.
- Ask pupils to say the first letter in the word 'baby'. Repeat this for the other words 'mat', 'mug', 'box', 'fun' and 'fan'.
- Ask pupils to match the sounds they had just seen on the flash cards with the first letter in each word.

Independent Practice (15 minutes)




- Say:** Now turn to a partner or the pupil sitting next to you and say different words that begin with the letter b. Both partners should get a chance to say one word (Examples: bicycle, bottle, boy).
- Give pupils 1-2 minutes to do this.
- Say:** Now do the same for the letter m which makes the /m/ sound. Let pupils do this with their partners. (Examples: mama, math, me)

4. Repeat the same instructions for f. (Examples: fat, fun, field)
5. Have some pairs share the words out loud with the class. Add the pupils' new words to the b, m and f lists on the board.
6. **Say:** Now open your exercise books. Write the lists for b, m and f in your exercise books.

Closing (3 minutes)

1. Hold up each flash card, one at a time. Ask 3 pupils to name a word that begins with each letter.
2. **Say:** Today you learnt how to match the letters b, m and f with their sounds at the beginning of words. You will do this again with other letters of the alphabet.

| | | |
|--|-------------------------------------|-------------------------|
| Lesson Title: Letter Sounds at the Beginning of Words | Theme: Reading and Sentences | |
| Lesson Number: L-03-009 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to match letters and their sounds at the beginning of words.</p> |  <p>Teaching Aids Flash cards.</p> |  <p>Preparation 1. Flash cards with the letters b, m and f. 2. Write the words 'baby', 'box' 'mat', 'mug', 'fun' and 'fan' on the board. 3. If there is no alphabet strip in the class, write the letters of the alphabet on the board.</p> |
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Opening (2 minutes)

1. **Say:** You have all seen the alphabet here and know some letters from our previous lessons.
2. Ask pupils to read the letters of the alphabet with you as you point to each letter.
3. **Say:** Each letter of the alphabet has a sound. Today you will learn how to match the letters b, m and f with their sounds at the beginning of words. This will help you as you read.

Introduction to the New Material (10 minutes)

1. Show pupils the flash card with the letter b.
2. **Say:** This is letter b and it makes the sound /b/.
3. Repeat this for each letter on the flash cards.
4. Hold each card up again and name the letter and make its sound. Ask the pupils to do the same with you.
5. Ask for volunteers to read the words on the board for the class.
6. **Say:** The word 'baby' begins with the letter b and its first sound is /b/.
7. In the same way, explain the first sounds of the words 'mat' and 'fan'.
8. **Say:** Now, you will learn to match the letters b, m and f with their sounds in other words.

Guided Practice (5 minutes)

1. **Say:** Read each word after me.
2. Ask pupils to say the first letter in the word 'baby'. Repeat this for the other words 'mat', 'mug', 'box', 'fun' and 'fan'.
3. Ask pupils to match the sounds they had just seen on the flash cards with the first letter in each word.

Independent Practice (15 minutes)




1. **Say:** Now turn to a partner or the pupil sitting next to you and say different words that begin with the letter b. Both partners should get a chance to say one word (Examples: bicycle, bottle, boy).
2. Give pupils 1-2 minutes to do this.
3. **Say:** Now do the same for the letter m which makes the /m/ sound. Let pupils do this with their partners. (Examples: mama, math, me)

4. Repeat the same instructions for f. (Examples: fat, fun, field)
5. Have some pairs share the words out loud with the class. Add the pupils' new words to the b, m and f lists on the board.
6. **Say:** Now open your exercise books. Write the lists for b, m and f in your exercise books.

Closing (3 minutes)

1. Hold up each flash card, one at a time. Ask 3 pupils to name a word that begins with each letter.
2. **Say:** Today you learnt how to match the letters b, m and f with their sounds at the beginning of words. You will do this again with other letters of the alphabet.

| | | |
|---|-------------------------------------|-------------------------|
| Lesson Title: Using Complete Sentences | Theme: Reading and Sentences | |
| Lesson Number: L-03-010 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to use short sentences to talk about themselves.</p> |  <p>Teaching Aids None</p> |  <p>Preparation Write these sentence frames on the board:</p> <ol style="list-style-type: none"> 1. My name is _____. 2. I am a _____. 3. I have _____. 4. I like to _____. |
|--|--|---|

Opening (3 minutes)

1. Ask pupils to turn to a partner.
2. **Say:** Tell your partner the names of some people who live near your house.
3. Give pupils a minute to talk to their partner about the people in their community.
4. **Say:** There are many people to talk about. Today you will learn to use short sentences to talk about yourself.

Introduction to the New Material (5 minutes)

1. **Say:** I will teach you how to use sentences to talk about yourself. I will begin by talking about myself.
2. Point to the sentence frames on the board. Tell the pupils you will use them to talk about yourself.
3. **Say:** My name is Mr. Thullah. I am a teacher. Here is another sentence. I have 3 children.
4. Now I will tell you more about myself. I like to help my children with their homework.
5. Now you will use short sentences to talk about yourself.

Guided Practice (10 minutes)

1. Ask pupils to get into pairs for this activity.
2. **Say:** Turn to a partner near you. Each of you will use short sentences to talk about yourself. I will ask questions to help you.
3. Point to 'My name is ____.' **Ask:** What is your name? Use this sentence to tell your partner your answer.
4. Pause while pupils talk.
5. **Say:** Now use the next sentence. 'I am a ____.'
6. Pause so partners can talk to each other. If pupils need help, tell them to tell their partner whether they are a boy or a girl.
7. **Say:** Now use 'I have ____.' You could say, 'I have 2 brothers,' or, 'I have 1 sister.' or, 'I have a pet dog.'
8. Ask partners to think about something they like to do. Wait while pupils think about the question.
9. Point to the last sentence frame. **Say:** Now tell your partner what you like to do. Use the last sentence.




Independent Practice (15 minutes)

1. **Say:** Boys and girls, you can use more and different words to talk about yourself.
2. Tell pupils to open their exercise books.
3. **Say:** Write short sentences about yourself in the exercise books. You can take the help of these sentences on the board to write.
4. Tell pupils they can talk to their partners and help each other out if needed.

Closing (2 minutes)

1. Ask pupils to read a sentence from their exercise book to their partner.
2. **Say:** Pupils, today you learned how to use short sentences to talk about yourself. This will help you talk and write about many things. Thank you for your hard work.

| | | |
|---|-------------------------------|-------------------------|
| Lesson Title: Poem: Agama Lizard | Theme: Reading | |
| Lesson Number: L-03-011 | Class/Level: Primary 3 | Time: 35 minutes |

| | | |
|---|---|--|
|  <p>Learning Outcomes By the end of the lesson, pupils will be able to read an information poem together.</p> |  <p>Teaching Aids The poem 'Agama Lizard' at the end of the plan.</p> |  <p>Preparation 1. Write the poem 'Agama Lizard', at the end of the plan, on the board. 2. Underline the new words in the poem: they, are, sun, run, up, down, lazy. 3. Write the sentences at the end of the plan on the board.</p> |
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Opening (2 minutes)

1. **Ask:** Have you ever seen a lizard in your community or around your house? Do you know what it is called in any other language?
2. Allow pupils to give a response.
3. **Say:** Today you are going to learn how to read a poem that gives information. This one gives us information about a lizard. Are you ready?

Introduction to the New Material (10 minutes)

1. Point to the poem on the board. **Say:** Now listen carefully as I read this poem.
2. Read the poem slowly in a loud and clear voice. Read it again with expression, making sure that you say the underlined words especially loud and clear.
3. **Say:** Now you all of you will read with me. I will put my pointer on the lines as you read along with me.
4. Read the poem with the pupils. As you read, track the poem with the pointer.
5. **Ask:** Can anyone tell me what this poem was about?
6. Have 3 pupils volunteer to share their answers about the poem.
7. **Say:** You have learned to read the poem. Now, you know a little bit about the Agama Lizard you are going to work on your own.

Guided Practice (8 minutes)

1. Tell pupils to get into pairs. Point to the sentence frames that are written on the board.
2. **Say:** Now, you have to fill in these sentences that are on the board. I will read out the first part of the sentences. Then, you have to complete these sentences with your partner. If you need help, you can look at the poem on the board.
3. Read the sentence frames slowly for the pupils, one at a time. Go through each one and pause. Give the pupils at least 1 minute each for every sentence frame.

Independent Practice (13 minutes)

1. Tell pupils to write down the sentence frames with the blanks into their exercise books.
2. **Say:** You just discussed all these sentences with your partner. Now, you will complete these sentences and fill in the blanks by yourselves in the exercise books. For help, you can read the poem on the board or ask me questions.

3. Make sure that pupils understand the task and are doing it.

Closing (2 minutes)

1. **Say:** Today, you learned how to read a poem that gives information. You learnt about a lizard. We are going to read this poem again in another lesson. Reading like this gives you information and helps you to know more about animals in our communities. When you go home today, you can tell your family about the Agama lizard.

[SENTENCES TO WRITE ON THE BOARD]

1. Agama Lizard has a _____ head (Answer: bright).
2. It feeds on _____ (Answer: ants).
3. Its head moves _____ and _____ (Answer: up and down).

[POEM AGAMA LIZARD] from 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RAISES Education Project: NP

Agama Lizard

The Agama lizard

has a bright orange head.

His long blue tail is behind him.

He stands in the sun and waits for ants.

He sends out his sticky tongue.




“Zoop!”

He eats the ant.

His head moves up and down.

We like Agama lizard.

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|---|-------------------------------|-------------------------|
| Lesson Title: Reading Text Aloud | Theme: Reading | |
| Lesson Number: L-03-012 | Class/Level: Primary 3 | Time: 35 minutes |

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|  | <p>Learning Outcomes By the end of the lesson, pupils will be able to read an information poem aloud.</p> |  | <p>Teaching Aids The poem 'Agama Lizard' at the end of the plan.</p> |  | <p>Preparation 1. Write the poem 'Agama Lizard', at the end of the plan, on the board. 2. Underline the words in the poem: sun, run, up and down.</p> |
|---|--|---|---|---|--|

Opening (2 minutes)

1. **Ask:** Remember the poem we read in our last lesson? It was called 'Agama Lizard'.
2. Allow pupils to respond.
3. **Say:** Turn to a partner and tell them any one thing you remember about the Agama Lizard.
4. **Say:** Today we are going to read it for the second time. So you will understand it better.
5. Read the poem aloud with the pupils.

Introduction to the New Material (15 minutes)

1. **Say:** Open your exercise books. Now copy the poem from the board into your exercise books.
2. Give pupils some time to copy the poem.
3. Slowly read the text aloud to the pupils, making brief stops beginning with the title.
4. At each pause, ask a question. For example, after the title, **ask:** What is the name of this lizard? (Answer: Agama Lizard)
5. Ask pupils to continue reading the poem with you slowly. Pause after [He stands in the sun and waits for ants.] **Ask:** Why does the lizard wait for ants? (Answer: because he eats them.)
6. As you continue reading with the pupils, explain the poem line-by-line to help them understand it better.
7. Allow pupils to ask questions if they have any.

Guided Practice (5 minutes)

1. Tell pupils to get into pairs and read the poem aloud with their partner.
2. **Say:** Are you ready? Begin reading the title together.
3. **Say:** Now begin reading the first line. Continue reading together slowly.
4. **Say:** Now ask your partner 1 question about the Agama Lizard. The other partner has to try to answer the question.
5. Move around the classroom. Make sure pupils understand and are doing the task.
6. Invite 2 pairs to share their question and answer with the rest of the class.

Independent Practice (10 minutes)

1. If pupils could not complete copying the poem, give them time to finish it now.
2. Ask pupils to think of an animal in their community that is like an Agama Lizard. (Examples: a small lizard, a snake.)
3. Let pupils share what they know about an animal like the Agama Lizard with their partners.
4. Tell pupils to write the name of this animal in their exercise books.

Closing (3 minutes)

1. **Say:** Today you learned to read and talk about the Agama Lizard poem. Now, ask your partner one thing he or she knows about lizards.
2. Give pupils time 1 minute to talk to their partner.
3. **Say:** You all did a great job!

[POEM AGAMA LIZARD] from 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RAISES Education Project: NP

The Agama lizard

has a bright orange head.

His long blue tail is behind him.

He stands in the sun and waits for ants.

He sends out his sticky tongue.




“Zoop!”

He eats the ant.

His head moves up and down.

We like Agama lizard.

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|--|-------------------------------|-------------------------|
| Lesson Title: Word Family: 'un' | Theme: Reading | |
| Lesson Number: L3-03-013 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning outcomes By the end of the lesson, pupils will be able to create, read and write the word family 'un' (sun, fun, bun, run).</p> |  <p>Teaching Aids The rhyme 'Lazy Lizard' at the end of the plan.</p> |  <p>Preparation 1. Read the Teacher Explanation at the end of the plan. 2. Write the rhyme 'Lazy Lizard', at the end of the plan, on the board.</p> |
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Opening (3 minutes)

1. **Say:** Have you ever seen a lizard?
2. Pause for pupils to give their answers.
3. **Ask:** How do they move? (Example answers: very fast, with their legs, quietly, crawling)
4. **Say:** Yes, you are all right. Lizards often run very fast. Now we will read this short poem called the Lazy Lizard. Look at the board and read with me.
5. Read the poem twice in a loud and a clear voice with the pupils.
6. **Say:** Today you will learn to write new words with letters and sounds. We will make a 'word family' with the letters 'un'. We will write new words like 'run'. This poem has these words.

Introduction to the New Material (12 minutes)

1. **Say:** We all belong to families, people in the same family belong together. We have the same names. We look alike. Just like that, words that end with the same letters belong to the same word family.
2. Underline the 'un' rime in the words 'run' and 'sun' in the poem.
3. Write the 'un' rime in a large font on the board.
4. **Ask:** What sound do these letters make?
5. Let pupils respond. Repeat the sound /un/ with the pupils twice.
6. Write the letters r, s, f and b on the board.
7. **Say:** Help me name and sound out these letters.
8. Say and sound out the letters with pupils. Read the letter name and the sound the letter makes.
9. **Say:** If I put the 'r' in front of /un/, it forms the word 'run'. If I remove the letter 'r' and put the 's', it makes the word 'sun'.
10. Write 'run' and 'sun' on the board and illustrate the first sound and rime. Do the same for the other letters, such as, f and b.
11. **Say:** All of these words belong to the same word family because they end with /un/ and sound the similar.

Guided Practice (5 minutes)

1. **Say:** Now let us read the poem on the board again. This time, look carefully for the words from the word family – run and sun.
2. Read the poem with the pupils. Stress 'run' and 'sun'.
3. **Say:** Now you will work in pairs. Turn to your partner and name words that end with the rime 'un' in English or any other language.

Independent Practice (12 minutes)

1. Ask pupils to turn and talk to their partners about other letters to make the 'un' rime in any language.
2. Tell them to write their new words in their exercise books.
3. Ask 3 pairs to read out their answers to the class.

Closing (3 minutes)

1. **Say:** Let us read the poem together again. Listen for the words 'run' and 'sun'.
2. Name the words with rime 'un' in the poem together with the class.
3. Ask pupils to read the other examples on the board – fun and bun. You can also write other words that pupils may have come up with.
4. **Say:** Great work, girls and boys. Soon, you will learn about more such word families.

[RHYME LAZY LIZARD] Class III Teacher's Guide Using the Reading Supports. RAISES Education Project: NP

Lazy Lizard

In the sun

Lazy Lizard,

Run, run, run.

[EXPLANATION FOR THE TEACHER]

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

For example:

- run
- sun
- fun



These words belong to the same word family.

A rime is the group of letters with the same sound and letters at the end of the words. 'un' is the rime for this word family.

Examples for 'un': run, sun, fun

The onset is the first sound of the word family. Different letters such as 'f', 'sh' or 'm' are joined to the same rime.

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|--|-------------------------------|-------------------------|
| Lesson Title: Word Family: 'un' (Continued) | Theme: Reading | |
| Lesson Number: L-03-014 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning outcomes By the end of lesson, pupils will be able to illustrate a word from the word family and label it.</p> |  <p>Teaching Aids The rhyme 'Lazy Lizard' at the end of the plan.</p> | <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the rhyme 'Lazy Lizard', at the end of the plan, on the board. 2. Write these sentence frames on the board: <ul style="list-style-type: none"> • Sorie can ___ but the girls can ___ faster. • _____ is fun! • I like to ___ when the ___ is shining. |
|---|---|---|

Opening (5 minutes)

1. Tell pupils to read 'Lazy Lizard' rhyme aloud with you.
2. **Say:** Let us read again, starting with only the girls.
3. Repeat with the boys.
4. **Say:** In our last lesson we learnt how to use the rime 'un' to form words.
5. **Ask:** Can you remember and tell me some of these words? (Answers: run, sun, fun, bun)
6. Today you will draw these words and label them with a word or sentence.

Introduction to the New Material (6 minutes)

1. Write the word 'run' on the board.
2. **Say:** You know this word. Say it with me.
3. Explain that to run means to move fast.
4. **Say:** Listen to these example sentences.
5. Read the sentences to pupils. Stress on the words 'run' and 'runs'.
 - a) The lizard runs very fast.
 - b) Joe runs faster than all the boys in this class.
6. **Say:** This word sounds like run. Say it with me: 'fun'.
 - c) Playing with friends is fun.
7. Tell pupils to say 'sun' with you. Give them a sample sentence with 'sun'.
 - d) Today the sun is shining.
8. **Say:** Look at these sentences we just read. You will use these in today's lesson.
9. Tell pupils to read all the sentences again with you.

Guided Practice (5 minutes)

1. Tell pupils to get into pairs and use the words 'run', 'fun' and 'sun' in different sentences with their partners.
2. Move around the room. Make sure pupils understand and are doing the task.

Independent Practice (14 minutes)

1. **Say:** Open your exercise books.
2. Ask pupils to write a sentence for each of the words, 'sun' and 'fun'.
3. **Say:** Now select any one word from this word family: sun, fun, bun, run, and draw a picture about it in your exercise books. Next to the picture, you should write the word too.
4. Move around the class and make sure that pupils understand the task and are able to do it.








Closing (2 minutes)

1. Ask 2 girls and 2 boys to read their sentences to the class and hold up their exercise books to show their drawings.
2. **Say:** Today you learnt more about words in the 'un' word family. You also drew a picture and labelled it. Good work.

[RHYME LAZY LIZARD] Class III Teacher's Guide Using the Reading Supports. RAISES Education
Project: NP

Lazy Lizard
In the sun
Lazy Lizard,
Run, run, run.

| | | |
|--|----------------------------------|-------------------------|
| Lesson Title: Shapes: Identify and Describe | Theme: Reading and Shapes | |
| Lesson Number: L-03-015 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to identify and describe different shapes.</p> |  <p>Teaching Aids None</p> |  <p>Preparation Draw and name these shapes on the board:</p> <ul style="list-style-type: none"> •  Circle •  Square •  Triangle •  Rectangle |
|--|--|--|

Opening (2 minutes)

1. Ask pupils if they know the names of any shapes. Let pupils respond.
2. Point at the different shapes on the board.
3. **Say:** These are shapes you may know. Today you will learn their names and how to describe them.

Introduction to the New Material (13 minutes)

1. Ask pupils to look at the shapes while you name them slowly, one at a time. Point to each shape as you talk about it.
 - a) Point to the shape of the circle on the board for pupils to see. **Say:** A round shape like a ring with no corners is called a circle.
 - b) Point to the shape of the square on the board for pupils to see. **Say:** This is a square. A square has 4 sides. They are all equal. It also has 4 corners.
 - c) Explain to the pupils that the next shape is called a triangle. Tell them it has 3 sides and 3 corners.
 - d) **Say:** Look at the rectangle. It has 4 sides like the square. But 2 of the sides are long and 2 are short. They are not equal like the sides of a square.

Guided Practice (5 minutes)

1. **Say:** Turn to the pupil sitting next to you. With your partner, look around the classroom. Can you find these shapes anywhere in the room? Discuss these objects that you see with your partner.
2. Have 3 pairs volunteer to share which objects they saw in the classroom.
3. **Say:** Now you will practise naming and describing the different shapes in the classroom. Turn to your partner. Explain that each pupil has to name one shape from the board and then describe it.
4. Guide this process by reminding pupils of the number of sides and corners each shape has. Move around the classroom. Make sure pupils understand and are doing the task.




Independent Practice (10 minutes)

1. Ask pupils to open their exercise books.
2. **Say:** Now draw these shapes in your exercise books.
3. After pupils have drawn all 4 shapes, ask them to write the name of each shape next to it.

Closing (5 minutes)

1. **Say:** Let's review what we learned in this lesson.
2. Point to each shape and ask pupils to name the shape.
3. Point to the circle and **ask:** How many sides does the circle have? (Answer: None, it is round.)
4. Ask the same question for the triangle, square, and rectangle.
5. **Say:** Excellent work. Today you have learnt how to identify and describe the circle, the triangle, the square and the rectangle. When you go home, you can name the different shapes you see in your homes or communities. You can also tell your family and friends about these shapes.

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|--|---------------------------------------|-------------------------|
| Lesson Title: Tiny Tale: Forest Animals | Theme: Reading and Preposition | |
| Lesson Number: L-03-016 | Class/Level: Primary 3 | Time: 40 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to discuss a Tiny Tale.</p> |  <p>Teaching Aids None</p> |  <p>Preparation 1. Think of a few animals for the Tiny Tale at the end of the plan. 2. Write the Tiny Tale frame at the end of the plan on the board.</p> |
|---|--|---|

Opening (3 minutes)

1. Tell the pupils to think about an animal they have seen near their house or taken care of, such as a dog or a goat.
2. **Say:** Most animals live with families. Some animals live in the wild, in the bush or the forest. For example, we find monkeys in the forest.
3. **Ask:** What other animals do we find in the forest?
4. Give the pupils time to think and answer.
5. **Say:** In this lesson, we will write a short story about animals in the forest.

Introduction to the New Material (10 minutes)

1. Tell pupils to name more animals that live in the forest. Write their answers on the board. (Examples: antelope, monkey, tiger, rabbit, lion, rat, snake)
2. **Say:** Now we are going to write a short story using some of the animals you named.
3. Point to the title on the board. **Say:** The title of our Tiny Tale is 'In the Forest'. I wrote the first 2 lines of our Tiny Tale. Let us read them together.
4. Read the following title and lines slowly with the pupils:
In the Forest
5. In the forest you will see a deer.
6. In the forest you will see a rabbit.
7. **Say:** Now we will write the rest of the Tiny Tale together. Think about another animal in the forest.
8. **Ask:** What is another animal that lives in the forest? Raise your hands to tell me.
9. Choose 1 answer to write in the next blank. Read the sentence with the pupils.

Guided Practice (10 minutes)

1. Tell pupils to write the title and the first 3 lines of the Tiny Tale in their exercise books. Call the pupils' attention back to the sentence frame.
2. **Say:** Now you will work in pairs. Turn to the pupil sitting next to you. You will use the frame on the board to create more sentences for our Tiny Tale. You have to do it just like we made the sentences about other animals together. You and your partner can decide on a new animal that you think lives in the forest, and then add that sentence to your own Tiny Tale in your exercise books.
3. Move around the classroom to support the pupils.

4. Ask 2 pairs to read out the sentences completed by them. Add their animals to the Tiny Tale frame on the board.

Independent Practice (15 minutes)

1. Ask pupils to continue to work on the Tiny Tale frame by themselves. They should name animals that are not yet in the Tiny Tale. Let them talk with partners for ideas.
2. **Say:** Now let us write the rest of the Tiny Tale together on the board. I will use some of the animals that you wrote in your exercise books here.
3. Invite pupils to come to the board to write or name more animals for the Tiny Tale on the board. Finally, write the final line of the Tiny Tale (see the full Tiny Tale below).
4. Then tell pupils to finish writing the Tiny Tale in their exercise books along with the last line.

Closing (2 minutes)

1. Read the Tiny Tale along with the pupils. Point to each line as you read it.
2. **Say:** We wrote our first Tiny Tale together. Well done!
3. Tell the pupils to read the Tiny Tale they wrote to their friends and to their parents at home.

[TINY TALE FRAME]

In The Forest

In the forest you will see an antelope.

In the forest you will see a rabbit.

In the forest you will see a _____.

In the forest you will see a _____.

In the forest you will see a _____.




In the forest you will see a _____.

In the forest you will see a _____.

In the forest you will see a _____.

You will see all of these animals in the _____. (Do not write this line on the board until the end of Independent Practice.)

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| Lesson Title: Word Family: 'ee' | Theme: Reading and Prepositions | |
| Lesson Number: L-03-017 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to create, read and write a word family with 'ee'.</p> |  <p>Teaching Aids Flash cards.</p> |  <p>Preparation 1. Read the Teacher Explanation at the end of the plan. 2. Flash cards with the letters 's', 'tr', 'b', 'f', 'ee'.</p> |
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Opening (3 minutes)

1. **Say:** A few lessons ago, you had learnt about word families. Do you remember? We talked about how some words end with /un/ and belong to one family. Many of you also came up with some words. Some of these were sun, fun, bun, run. Today you will learn to make a new word family with 'ee'.

Introduction to the New Material (15 minutes)

1. Show pupils the 'ee' flash card. Sound it out loudly for pupils to hear: /ee/.
2. **Say:** Look at the flash cards s, tr, b and f.
3. Sound each of these clearly one at a time, out loud.
4. **Say:** Watch as I put the letter 's' at the beginning of 'ee'.
5. Join the 'ee' card to the 's'. Read the word it forms, 'see'. Say the word 'see' slowly. Ask pupils to repeat it after you.
6. Write the word 'see' on the board.
7. Do the same for the other three letters on the board, tr, b and f. Write the words that you formed on the board: 'tree', 'bee' and 'fee'.
8. Tell pupils the meaning of each word in their first language.
9. Point to these words and read them loudly and slowly.
10. **Say:** Now you read them with me.
11. Read them again with the pupils.
12. **Say:** Now you will make, read and write more words in the word family with 'ee'.

Guided Practice (5 minutes)

11. Ask pupils to turn to their partners or the pupils sitting next to them.
12. Write 'thr', 'fr' and 'fl' on the board.
13. **Say:** Use these groups of letters and 'ee' to make words. The words on the board can help you. You and your partner should discuss these words and write them in your exercise books.
14. Walk around the classroom. Make sure pupils understand and are doing the task.
15. Ask 2 pairs to volunteer to share the words they made. Write them on the board.
16. Have pupils read the words they created together with you.
17. Teach pupils the meanings of the new words three, free and flee.

Independent Practice (10 minutes)

1. Ask pupils to open their exercise books.
2. **Say:** Now write all of our new 'ee' words from the board.

3. Wait for pupils to write. Move around the class to see if pupils are writing them correctly.
4. Ask pupils to turn to a partner and read the words they have made.

Closing (2 minutes)

1. Go over all the words in the word family: see, tree, bee, free, three, fee and flee.
2. **Say:** Today you learnt how to create, read and write words in a word family with 'ee'. This will help you make more words. Good work!

[EXPLANATION FOR THE TEACHER]

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

Here is the 'ee' word family.

- fee
- see
- tree

A rime is the group of letters with the same sound and letters at the end of the words.

Examples for 'ee':

- free
- three
- tree




('ee' is the rime for this word family.)

The onset is the first sound of the word family. Different letters ('f', 'tr', 's') are joined to the same rime.

Sample words from the 'ee' word family:

- see
- bee
- tree
- knee
- free

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|--|--|-------------------------|
| Lesson Title: Word Family: 'ee' | Theme: Reading and Prepositions | |
| Lesson Number: L-03-018 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to write a short sentence and illustrate a word from the word family 'ee'.</p> |  <p>Teaching Aids None</p> |  <p>Preparation 1. Write the word family 'ee' words, at the end of the plan, on the board. 2. Write the sentence frames in the Introduction to New Material and Guided Practice on the board.</p> |
|--|--|---|

Opening (3 minutes)

1. **Say:** Let us think about the word family you learnt about in the previous lesson, 'ee'. Today, you will work with those same words from the 'ee' word family. Today you will write a short sentence about one of the words. Then you will draw a picture of it. This will help you read and use words in sentences correctly.

Introduction to the New Material (10 minutes)

1. **Say:** Today I am going to teach you how to write short sentences using words from the 'ee' word family.
2. Point to the following sentence frames, which are on the board:
 - a) The market women are under the big mango_____.
 - b) I have _____ friends in this class.
 - c) The school _____ is higher this year.
3. Read each sentence slowly twice.
4. Point to the first sentence.
5. **Ask:** What word should I write here in the blank space? (Answer: tree)
6. If pupils do not say words from the 'ee' word family, remind them that these words should end with 'ee'.
7. If no pupils say it, then write the word 'tree' at the end of the sentence.
8. Tell pupils to watch as you draw a picture for your sentence. Quickly draw a picture of a mango tree on the board. **Say:** My word for this sentence is 'tree'. That is why I have drawn a mango tree here.
9. **Say:** Now you will do this with different sentences.

Guided Practice (10 minutes)

1. Ask pupils to get into pairs.
2. Read pupils the next 2 sentences on the board, slowly.
 - a) I have _____ friends in this class.
 - b) The school _____ is taller this year.
3. **Say:** Now use one of the 'ee' words to complete each sentence. Remember, the word must end with the sound /ee/. Discuss which word to use here with your partner and then write the sentence in your exercise books.

4. Give pupils time to complete the exercise. Walk around the classroom. Make sure pupils understand and are doing the task.
5. Have 4 pairs share which words they used to complete the sentences.

Independent Practice (10 minutes)

1. Ask pupils to open their exercise books.
2. **Say:** Now you will write a new sentence on your own. This sentence should also have a word from the 'ee' word family. You can use a word from the board or use a word of your own. But remember, it should end with the sound /ee/.
3. Give pupils 2 minutes to write a sentence in their exercise books.
4. Now draw a picture to go with the word or sentence.
5. Walk around the classroom. Make sure pupils understand and are doing the task.
6. If time allows, ask pupils to write and illustrate a 2nd sentence.




Closing (5 minutes)

1. Review by rereading the words on the board with the pupils.
2. Ask 2 boys and 2 girls to read one of their sentences for the class.
3. **Say:** Class, today you learnt how to write short sentences using a new word. And you drew a picture of a word in the sentence. That's called 'illustrating'. Great work today!

[WORDS TO WRITE ON THE BOARD]

- see
- bee
- tree
- knee
- free
- fee
- three

| | | |
|--|---------------------------------------|-------------------------|
| Lesson Title: Responding to Reading | Theme: Reading and Preposition | |
| Lesson Number: L-03-019 | Class/Level: Primary 3 | Time: 35 minutes |

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|--|---|--|
|  <p>Learning Outcomes By the end of the lesson, pupils will be able to describe an animal they have seen or want to see.</p> |  <p>Teaching Aids Draw or find a picture of a rabbit or similar animal from the bush.</p> |  <p>Preparation 1. Draw a rabbit or a similar animal on the board, or put up a picture of it. 2. Write the description of the rabbit from Introduction to the New Material on the board, and underline the adjectives: bigger, long, small, pointed, round, short, clever, fast.</p> |
|--|---|--|

Opening (5 minutes)

1. Point to the Tiny Tale you wrote together on the board. **Say:** A few lessons ago, we learnt about animals in the forest. Then we wrote a Tiny Tale about it. Open your exercise books to the Tiny Tale.
2. Read the tale together with the pupils.
3. **Say:** Today we will think more about animals. You will learn to describe an animal that you have seen or want to see.

Introduction to the New Material (8 minutes)

1. Show the pupils the drawing or picture of a rabbit and **Say:** This is a rabbit.
2. Describe a rabbit. **Say:** A rabbit is like a rat. It is bigger than rat. It also lives in the bush. A rabbit has long ears and small eyes. It has a pointed mouth and a hunch back, which is a little round. It also has four legs and a short tail. It is a clever animal and moves fast. It hops too. This makes a rabbit hard to catch!
3. **Ask:** Which other animals do you want to see or know more about?
4. Allow pupils to answer. List their answers on the board.

Guided Practice (7 minutes)

1. Ask the pupils to work in pairs and talk to their partner about an animal they have seen before.
2. **Say:** Look at the list of animals that we have on the board. Now, you will use adjectives, the words that describe, to talk about the animals. Remember to use words that help you tell your partner understand more about the animals. Both partners must get a chance to talk.
3. Give pupils time to talk for about 3-4 minutes.
4. Walk around the class. Make sure pupils understand and are doing the task.
5. Have 2 pairs volunteer to share what they discussed about their chosen animals.

Independent Practice (8 minutes)




1. **Say:** Now, choose just one animal that you would like to write about and describe. You will write words about this animal in your exercise books. Remember to use adjectives. You can even write a whole sentence if you want to. You can take some ideas from what is written about the rabbit from the board.

2. Move around the classroom and see that pupils understand the task and are doing it.
3. If time allows, let them draw a picture of the animal.

Closing (7 minutes)

1. Have 4 pupils volunteer to share what they wrote about their animals. Praise their work.
2. **Say:** Good work. If you did not finish writing your words, sentences and drawings, you may finish them for homework.
3. Tell the pupils to tell their parents what they have learnt today.

| | | |
|---|---------------------------------------|-------------------------|
| Lesson Title: Identifying Locations in the Classroom | Theme: Reading and Preposition | |
| Lesson Number: L-03-020 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to use prepositions to tell where objects are in the classroom.</p> |  <p>Teaching Aids Flash cards.</p> |  <p>Preparation 1. Prepare 1 large flash card for each shape: circle, square, rectangle and triangle, at the end of the plan. 2. Write the sentence frames from the Guided Practice section on the board. 3. Write a few prepositions, at the end of the plan, on the board.</p> |
|---|--|--|

Opening (2 minutes)

1. Point to the different shapes in the room and prepositions on the board.
2. **Say:** You learnt the name of these shapes a few lessons ago. Let us review them.
3. Point to each flashcard. Ask pupils to help you name each shape.
4. **Say:** Today you will learn how to use these words on the board to tell where the shapes are located in the classroom.

Introduction to the New Material (15 minutes)

1. **Say:** The words on the board tell the location of something. They tell 'where' something is. They are called prepositions. Listen while I tell you where to find a shape using these words on the board.
2. Put the circle flashcard on a desk or table and **Say:** The circle is 'on' the table.
3. Move the circle under the table and **Say:** Now the circle is 'under' the table.
4. Do this with a few other prepositions and shapes. (Examples: the square is behind the chair, the triangle is between the board and the table.)

Guided Practice (5 minutes)

1. Ask pupils to sit in pairs.
2. Move the different flashcards to different places in the classroom.
3. Point to the sentence frames on the board and **Say:** Now, you and your partner will fill in the blanks in these sentences. You will take the help of these words on the board.
 - a) The circle is _____ the table. (Answer: on)
 - b) The square is _____ the drawer. (Answer: in)
 - c) The rectangle is _____ the door. (Answer: behind)
 - d) The triangle is _____ the chair. (Answer: under)
4. Ask: Where is the square now? (Example answer: It is behind the door.)
5. Repeat this with different shapes and locations or places.
6. Walk around the classroom. Make sure pupils understand and are doing the task.

Independent Practice (10 minutes)

1. Ask pupils to turn to a partner.
2. **Say:** With your partner, use the prepositions on the board to say where one of the shapes is located. Both partners must take a turn.
3. Give pupils 2-4 minutes to do this task.
4. **Say:** Now write these full sentences from the board in your exercise books. Use the prepositions on the board also.
5. Walk around the classroom. Make sure pupils understand and are doing the task.

Closing (3 minutes)

1. **Say:** Now let's review what we have learnt.
2. Ask 1 boy and 1 girl to stand up one at a time and use a preposition to tell where objects are located in the classroom.
3. **Say:** Excellent work, pupils! Today you learnt how to use prepositions to tell where shapes are in the classroom. You can now use these prepositions to talk where things or people are.

[SHAPES TO WRITE ON THE BOARD]



Triangle



Circle



Square



Rectangle

[PREPOSITIONS TO WRITE ON THE BOARD]

on

within

of

outside

in

inside

out

between

behind

beside

off

under

by

at




to

up

with

down

| | | |
|--|--|-------------------------|
| Lesson Title: Story: All in One Day | Theme: Reading and Describing Words | |
| Lesson Number: L-03-021 | Class/Level: Primary 3 | Time: 35 minutes |

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|---|--|---|--|---|--|
|  | <p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to read and discuss 'All in One Day'.</p> |  | <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. The poem 'All in One Day' at the end of the plan. 2. The rhyme 'Lazy Lizard' from lesson 13 (L_03_013) |  | <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the poem 'All in One Day', at the end of the plan on the board. 2. Write these words on the board: afternoon, morning, evening, wake, play, sleep. |
|---|--|---|--|---|--|

Opening (3 minutes)

1. Ask pupils to read aloud the Lazy Lizard poem with you.
2. **Say:** Today we are going to read and discuss a poem about another animal, the cock. 'Discuss' means to talk about something.

Introduction to the New Material (10 minutes)

1. **Say:** Look at the new words on the board.
2. Read the new words slowly for pupils. Explain the meaning of each word. Then read the 'All in One Day' poem slowly to pupils as they listen.
3. **Say:** Now you will read aloud with me. I will point to the words.
4. Point to the words and let pupils read. Encourage them to read at their own speed so that they can try reading all the new words in the poem too.
5. After this, explain the poem to the pupils line by line to help them understand. Translate if needed.
6. Read the list of new words again and ask pupils to read after you.
7. Compare the poem to pupils' community with the following questions. Ask pupils to raise their hands to answer and let 2-3 pupils answer each question:
 - a) Do you see cocks in your neighbourhood?
 - b) When do they crow? (Example answer: in the morning)
 - c) What do people do in the afternoon?
8. **Say:** Now you are now going to talk about the poem with a partner.

Guided Practice (5 minutes)

1. **Say:** Turn to a partner or the pupil sitting next to you. You will talk about what you have read in the poem. I will help you with some questions.
2. **Ask:** What do animals in the neighbourhood do in the morning? Discuss this with your partner.
3. Give pupils 1 minute to talk about this.
4. **Ask:** The day has 3 parts. What do we call them? (Answers: Morning, afternoon and evening.)
5. Give pupils some time to discuss the answer.
6. **Ask:** In the afternoon, women and men work. What do you do? (Example answers: Play, do homework, help parents, care for younger brother or sister)

Independent practice: (15 minutes)

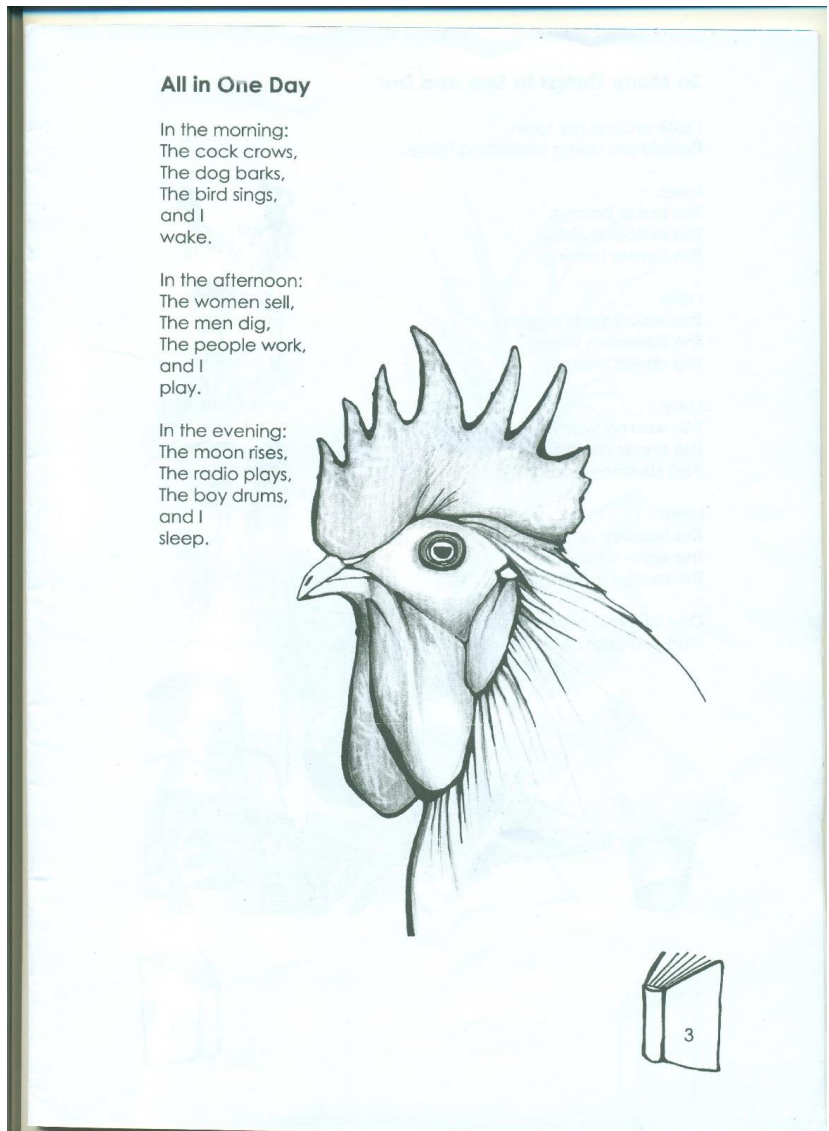
1. **Say:** Now you will write the poem in your exercise book.

2. Give pupils time minutes to write the poem.
3. Tell pupils to read and discuss the poem with their partner.




Closing: (2 minutes)

1. **Say:** Good work! Now you will be able to read this poem anytime you want. Tonight, ask your family what they did today and tell them about your day too.

[*POEM ALL IN ONE DAY*] 1,2,3 *Read and Write with Me! Stories and Poems for Children in Class III.* RAISES Education Project: NP.



| | | |
|---|--|-------------------------|
| Lesson Title: Adjectives: Describing People And Places | Theme: Reading and Describing Words | |
| Lesson Number: L-03-022 | Class/Level: Primary 3 | Time: 35 minutes |

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|  | <p>Learning Outcomes By the end of the lesson, pupils will be able to describe people, places, animals and objects.</p> |  | <p>Teaching Aids None</p> |  | <p>Preparation Write the sentence frames in the Introduction to New Material and Independent Practice on the board.</p> |
|---|--|---|--------------------------------------|---|--|

Opening (5 minutes)

1. **Say:** In our previous lesson, we read a poem that talked about things people do in a day. Can you recall that lesson and what happened in it? Turn to your partner and talk about 1 thing you remember from that poem 'All in One Day'.
2. Give pupils 1 minute to talk.
3. **Say:** Today, you are going to describe places, place where people work.

Introduction to the New Material (10 minutes)

1. **Say:** People work in different places. Some like me, work in schools, some in the market, and others may work in hospitals, or on farms, and so on.
2. Allow pupils give more examples.
3. Name the people who work in those places. (Examples: teachers work in schools, traders sell in markets, farmers work on farms.)
4. **Say:** I will describe a place some of you know, a hospital. Then you will use these sentences on the board to describe a hospital. Listen to me carefully now.
5. Point to the following sentence frames on the board and read them aloud:
 - a) A hospital is where _____ people go. (sick)
 - b) It has _____ buildings. (big, small)
 - c) The hospital has _____ rooms. (many, few)
6. **Say:** You can now describe a hospital, and talk about a hospital using 'adjectives' or describing words. Now you are going to practise with a partner.

Guided Practice (5 minutes)

1. Ask pupils to get into pairs.
2. **Say:** I'm sure you all go to the market. A market is a place where women and men buy and sell goods. Discuss what you see there with your partner. Remember, a market can be big or small, noisy, full, or empty.
3. Give pupils time to talk to their partner.
4. Have 2 pairs volunteer to share what they discussed about a market.
5. **Ask:** What are the buildings at the market made of: bricks, straw or cement?
6. Ask pupils to raise their hands to answer. Let 2-3 pairs answer the question.
7. **Say:** It is important to know how to describe a place. It helps us find a place easily.




Independent Practice (10 minutes)

1. Now look at the board again and open your exercise books. You can use these sentences to write a sentence about a market in your exercise books. You can also write your own sentence, but remember that it must be about the market.
2. Point to the sentences and read them aloud:
 - a) People go to the market to ____ and _____. (buy and sell)
 - b) It has ____ buildings. (big, small)
 - c) The market has ____ traders. (many, a few)
3. Give pupils 7-8 minutes to write.

Closing (5 minutes)

1. Choose 2 boys and 2 girls to share the sentences they wrote with the class.
2. **Say:** Today you learnt to describe a place. Now you can go home and describe the school to your family. Good work!

| | | |
|---|--|-------------------------|
| Lesson Title: Word Family: 'eep' | Theme: Reading and Describing Words | |
| Lesson Number: L-03-023 | Class/Level: Primary 3 | Time: 35 minutes |

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|---|--|---|
|  <p>Learning Outcomes By the end of the lesson, pupils will be able to create, read and write a word family with 'eep'.</p> |  <p>Teaching Aids Flash cards.</p> |  <p>Preparation 1. Read the Teacher Explanation at the end of the plan. 2. Flash cards with the letters: 's', 'd', 'k' and 'w'. 3. Flash card with 'eep'.</p> |
|---|--|---|

Opening (2 minutes)

1. **Say:** Do you remember the lesson where we talked about word families? We all belong to families including me. We said that words also belong to families.
2. Remind pupils of the 'ee' word family lesson with 'see', 'tree' and 'bee'. Write these words on the board as you say them aloud.
3. **Say:** Today you will learn to make, read and write a new word family, the 'eep' family.

Introduction to the New Material (10 minutes)

1. Show pupils the rime card with 'eep'. Sound it out loudly: /eep/.
2. **Say:** It is just like 'ee' but with the 'p' sound at the end.
3. Now show pupils the onset (letter) cards 's', 'd', 'k' and 'w'. Let pupils repeat their sounds after you a few times each.
4. Take out the first onset card and sound the letters on it slowly /s/. Let pupils repeat after you.
5. Join this first onset card 's' to the rime 'eep' and read the word it makes. 'Sleep'.
6. Read the word 'sleep' again. Ask the pupils to read after you.
7. **Say:** Girls and boys, let us do the same with a different letter.
8. Join the 'k' to 'eep' to make the word 'keep'.
9. Read the word 'keep' for the pupils. Ask pupils to read it with you.

Guided Practice (10 minutes)

1. **Say:** Now you will make a new word with the rime 'eep'.
2. Ask pupils to get into pairs.
3. **Say:** Now you and partner will discuss the question I ask and write the answer down in your exercise books. Do what I showed you for these 2 letters ('d' and 'w'). Which word will you get if you get if you put a 'd' in front of 'eep'?
4. Give pupils 1 minute to talk to their partner and write the answer down. Then ask them to make a word with 'w' and 'eep'.
5. Walk around the classroom. Make sure pupils understand and are doing the task. Tell pupils to use the model on the board as a guide.
6. Invite 2 pairs to the board to write down the words they have made.

Independent Practice (10 minutes)

1. **Say:** Now you will work on your own.
2. Write 'sh', 'p' and 'j' and the rime 'eep' on the board.

3. Ask pupils to open their exercise books.
4. **Say:** Write new words for the word family in your exercise books. Use the words on the board to help you. Remember, you have to put these letters in front of 'eep' and make a word.
5. Walk around the classroom. Make sure pupils understand and are doing the task.
6. Teach pupils the meanings of these new words they wrote: sheep, peep and jeep.

Closing (3 minutes)

1. **Say:** Girls and boys, let us read our new words together.
2. Read the words sleep, deep, keep, weep, sheep, peep and jeep. Remind pupils of their meaning, or quiz pupils on the meanings.
3. **Say:** Today you learnt how to read and write words in a word family with the rime 'eep'. Great work!

[EXPLANATION FOR THE TEACHER]

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

Here is the 'eet' word family.

- feet
- sheet
- meet

A rime is the group of letters with the same sound and letters at the end of the words.




The onset is the first sound of the word family. Different letters ('f', 'sh', 'm') are joined to the same rime to make different words.

- feeet,
- sheeet,
- meeet

Sample words from the 'eep' word family:

- deep
- weep
- keep
- sleep
- peep

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|---|--|-------------------------|
| Lesson Title: Word Family: 'eep' continued | Theme: Reading and Describing Words | |
| Lesson Number: L-03-024 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning outcomes By the end of the lesson, pupils will be able to illustrate a word from a word family and label it.</p> |  <p>Teaching Aids None</p> |  <p>Preparation</p> <ol style="list-style-type: none"> Write the 'eep' word family you taught in L_03_023 on the board (sleep, deep, keep, weep). Write these 3 sentence frames on the board: <ul style="list-style-type: none"> My younger brother and I _____ on the same bed. (sleep) The well near our house is not too _____. (deep) Mummy will _____ some food for me to eat after school. (keep) |
|---|--|---|

Opening (3 minutes)

- Tell pupils to read the 'eep' word family on the board together with you, starting with the girls and then the boys.
- Say:** In our last lesson we learnt how to use the rime 'eep' to form words. Read these words again with me.
- Read the words on the board with the pupils again.
- Say:** Today you will draw these words and label them with a word or sentence.

Introduction to the New Material (7 minutes)

- Write the word 'sleep' on the board.
- Say:** You know this word. Say it together with me: 'sleep'. We usually sleep at night in our beds. To sleep means to lie with your eyes closed while your mind and body rest. Now listen carefully as I make sentences with the word 'sleep'.
- Give the example sentences below:
 - I go to sleep at 10 o'clock every evening.
 - My elder brothers sleep in the same room.
- Say:** This word sounds like sleep. Say it with me: 'deep'. Here is an example sentence: The school well is very deep.
- Say:** 'keep'. Tell them the sample sentence with 'keep': I will keep your bags in the drawer until after lunch.
- Say:** Look at the sentence frames on the board. You will use these sentence frames to practise the new words 'sleep', 'deep' and 'keep'.
- Tell pupils to read the sentence frames aloud with you.

Guided Practice (10 minutes)

8. Tell pupils to work with a partner.
9. Ask them to use the words 'sleep', 'deep' and 'keep' in the sentence frames with their partners.
Make sure that both partners in a pair get a chance to make a sentence.
10. While pupils are doing this, draw a picture of a well on the board.
11. Have 3 pairs volunteer to share what sentences they made.
12. Say: All of you made sentences with the word 'deep'. Now I have made a 'deep well' here. I have also made a sentence with the word 'deep': This well is very deep.




Independent Practice (10 minutes)

1. **Say:** Open your exercise books. Write a sentence with 1 of the words from the 'eep' word family. It can be 'weep', 'deep', 'sleep', 'keep', 'jeep', 'sheep' or any other word you know. Then draw a picture of that sentence in your exercise books. You may use the sentence frames on the board to help you.
2. Give pupils at least 7-8 minutes draw a picture and label it.
3. Walk around the classroom and make sure that pupils understand the task and are doing it.

Closing (5 minutes)

1. Ask 2 girls and 2 boys to read their sentences to the class and hold up their exercise books to show their drawings.
2. **Say:** Today you learnt more about the words in the 'eep' word family. You can finish your drawing at home if you still have not finished. Good work!

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|------------------------------------|--|-------------------------|
| Lesson Title: Tracking Poem | Theme: Reading and Describing Words | |
| Lesson Number: L-03-025 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to track words and lines as they read.</p> |  <p>Teaching Aids The poem 'All in One Day' at the end of the plan.</p> |  <p>Preparation 1. Write the poem 'All in One Day', at the end of the plan, on the board. 2. Underline the following words: morning, afternoon, evening, wake, play and sleep.</p> |
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Opening (2 minutes)

1. **Ask:** Who can recall the poem we read a few lessons ago?
2. Choose a few volunteers to answer. Choose girls and boys. (Answers: All in One Day, a poem about morning, afternoon and evening.)
3. **Say:** Great! Today we are going to read the same poem.

Introduction to the New Material (10 minutes)

1. Read the poem and track (follow with your pointer) the words and lines slowly for the pupils.
2. Read again slowly and ask pupils to read line-by-line after you, taking note of the full-stops and commas.
3. **Say:** It is important to follow the lines and words. We track from the left side of the board to the right when we read. When reading from a book, you can use your fingers to track a story or a poem.
4. Show them how to track and read these words more slowly and loudly: morning, afternoon, evening, wake, play and sleep. Have pupils say them after you.
5. **Say:** Tracking each word and each line helps you follow the words and sentences. This helps you understand what you are reading. Now you are going to practise on your own.

Guided Practice (10 minutes)

1. Tell pupils to open their exercise books to the 'All in One Day' poem they wrote in a previous lesson.
2. **Say:** Now you will read and track the words to your partners. Turn to the pupil next to you, they will be your partner. Each partner must get at least 1 turn to read while the other partner listens. Remember to use your finger on the words and sentences as you read.
3. Move around the classroom and make sure that pupils are doing the task and understand it.

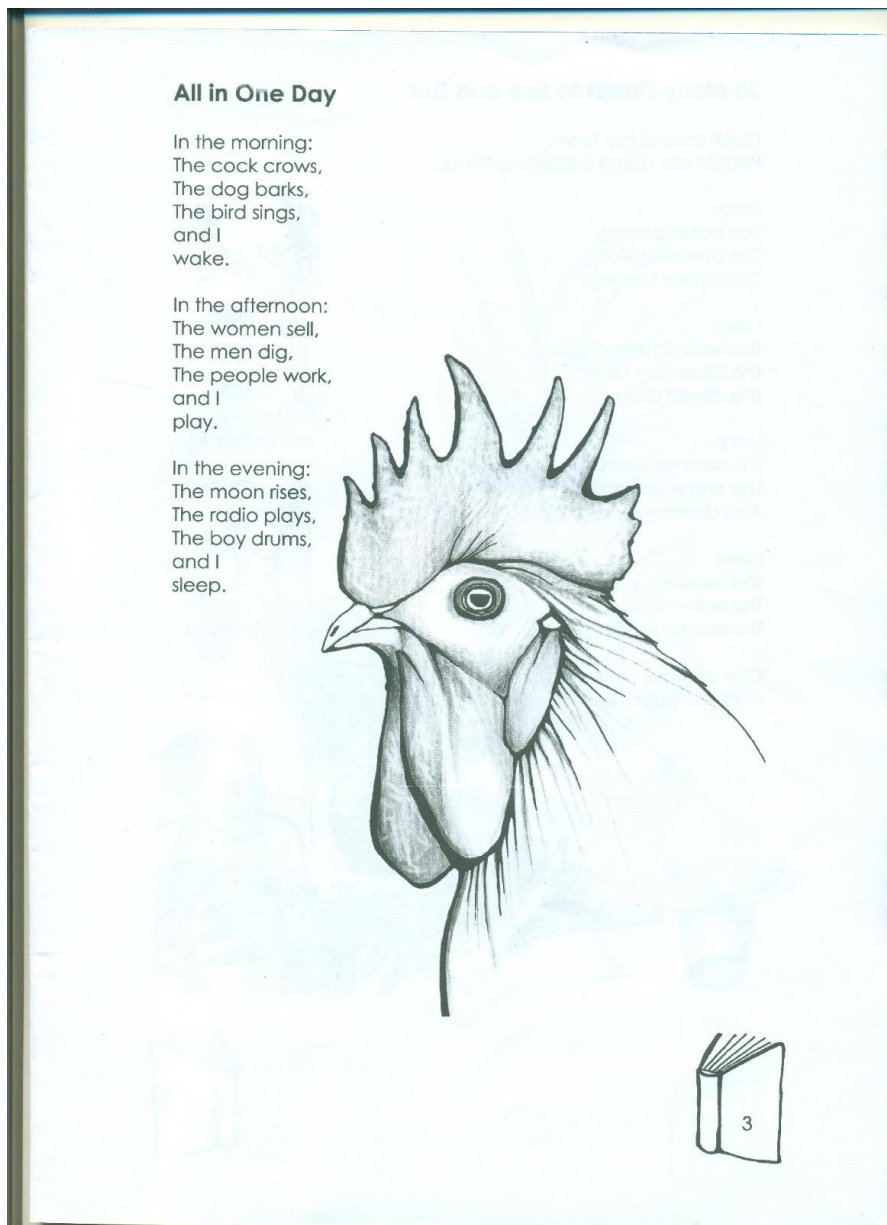
Independent Practice (5 minutes)

1. Read the poem aloud with the class 1 more time. Have them follow along and track in their exercise books.
2. Then ask pupils to read the poem in a softer voice by themselves while tracking.



Closing: (2 minutes)

1. Have 1 pupil volunteer to come to the front of the class and read aloud from his or her exercise book while tracking. Keep the exercise book on the table so that the pupil can stand and track easily. Have other pupils also read from their exercise books along with the volunteer.
2. **Say:** You learnt to follow or track words and lines when you read. Good! You will do this in other lessons, as it helps you with your reading and spellings.

[POEM ALL IN ONE DAY] ¹1, 2, 3 *Read and Write with Me! Stories and Poems for Children in Class III.* RAISES Education Project: NP



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|--|--|-------------------------|
| Lesson Title: Predictions: Titles and Illustrations | Theme: Reading, Writing and Punctuation | |
| Lesson Number: L-03-026 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of this lesson, pupils will be able to predict what the poem 'So Many Things to See and Do' might be about.</p> | <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. The poem 'So Many Things to See and Do' at the end of the plan. 2. A drawing on a big piece of paper of people doing different jobs. |  <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the poem 'So Many Things to See and Do', at the end of the plan, on the board. 2. Underline new words in the text: interesting, baker, builder and weaver. 3. On a big piece of paper draw a baker, a teacher, a writer, and a fisherman. |
|--|--|---|

Opening (3 minutes)

1. Ask pupils to name 3 or 4 different jobs that people in their community do. (Example answers: farmers, teachers, builder)
2. **Say:** Today you will learn more about what work people do. For example, I am a teacher. My friend is a ____. (Name any job here which the children will understand.)

Introduction to the New Material (5 minutes)

1. Point to the new words on the board: interesting, baker, builder and weaver. Explain the words for the pupils.
2. Read the title of the poem aloud for the class.
3. **Ask:** What do you think the poem will be about? (Example answers: different jobs people do, what people see, what some people do)

Guided Practice (12 minutes)

1. **Say:** You all told me about what you think this poem will be about. You can often get clues about a poem from its title. Now let us look at some pictures to guess more about the poem.
2. Tell pupils to look carefully at the drawings you have put up on the board. Tell pupils to get into pairs.
3. **Say:** Turn to your partner and discuss what each person in the drawings is doing and what this poem could be about.
4. Give pupils 5 minutes to do this activity. Have 2 pairs volunteer to share their answers with the class.
5. **Say:** Now that we have made some predictions, let's read the poem. Listen to me read it first.
6. Read the poem aloud for the pupils. Read the text once more with the pupils.

Independent Practice (13 minutes)

1. Ask pupils to get into pairs and turn to their partner. **Say:** Now I will ask you some questions. You have to discuss the answer with your partner and write the answer in your exercise book.

2. Ask pupils the following questions and give them 2 minutes to discuss each answer with their partners:
 - a) What is this poem about? Discuss with your partner. (Answer: about jobs/ about things people do)
 - b) What are the fishermen doing? (They are fishing.)
 - c) Who is writing? (The writer is writing.)
3. Have 2 pairs share their answers with the class for each question.

Closing (2 minutes)

1. **Say:** Think about a job you want to do someday. Turn and talk about that job with your partner.
2. Give pupils 1 minute to talk.
3. **Say:** Today, you can talk to your family and find out more about the different jobs people do in your community.

[POEM SO MANY THINGS TO SEE AND DO] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RAISES Education Project: NP

I look around my town.

I see:

The baker baking.

The builder building.

The fishermen fishing.

I see:




The teacher teaching.

The writer writing.

The reader reading.

Can you guess which one is me?

| | | |
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| Lesson Title: Reading for information | Theme: Punctuation | |
| Lesson Number: L-03-027 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of this lesson, pupils will learn to read and discuss the poem 'So Many Things to See and Do'.</p> |  <p>Teaching Aids 1. The poem 'So Many Things to See and Do' at the end of the plan. 2. Drawings of a baker, teacher, writer and a fisherman from the previous lesson.</p> |  <p>Preparation 1. Write the poem 'So Many Things to See and Do', at the end of the plan, on the board. 2. Display the drawings. 3. Write the questions in the Introduction to New Material on the board.</p> |
|---|--|---|

Opening (2 minutes)

1. **Say:** In our last lesson, we read the poem 'So Many Things to See and Do'. You learnt about the work people do. You also matched the people and activities in the picture. Today we will read and talk more about the poem.

Introduction to the New Material (15 minutes)

1. Read the poem carefully for the pupils. Use the pointer to track as you read.
2. Write the following new words on the board: 'interesting', 'guess', 'baker' and 'weaver'. Remind pupils of the meanings of these words.
3. Read the poem line-by-line. Pause at the end of each line and ask a question. Let pupils raise their hand and have 2 pupils answer each question:
 - a) What does the baker bake? (Answer: The baker bakes bread.)
 - b) What does the builder do? (Answer: The builder builds houses.)
 - c) Where do fishermen work? (Answer: Fishermen work on the sea.)
 - d) Who teaches? (Answer: The teacher teaches.)

Guided Practice (5 minutes)

1. **Say:** Turn and talk to a partner about one activity or job you see people doing. Use the questions on the board to guide your discussion
2. Have 2 pairs volunteer to share what they discussed.

Independent Practice (10 minutes)

1. Ask pupils to choose 1 question from the board.
2. **Say:** Please write this question in your exercise books. Then write an answer for the question.
3. Walk around the classroom. Make sure pupils understand and are doing the task.

Closing (3 minutes)

1. **Say:** Turn and tell a partner 1 job you see someone from your family or neighbourhood doing. Give pupils about 2 minutes to talk.
2. **Say:** Today, we talked about different jobs people in the community do. When you go home today, ask your parents about their work.

[POEM SO MANY THINGS TO SEE AND DO] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RAISES Education Project: NP

I look around my town.

I see:

The baker baking.

The builder building.

The fishermen fishing.

I see:




The teacher teaching.

The writer writing.

The reader reading.

Can you guess which one is me?

| | | |
|---|--|-------------------------|
| Lesson Title: Word Work 1: Changing Verbs to Nouns with 'er' | Theme: Reading, Writing and Punctuation | |
| Lesson Number: L-03-028 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to change verbs to nouns by adding 'r' or 'er_' to the end of the word.</p> |  <p>Teaching Aids None.</p> |  <p>Preparation 1. Write these definitions on the board:</p> <ul style="list-style-type: none"> • <u>Verb</u>: An action or a doing word. • <u>Noun</u>: A thing, person, animal, place, or an idea. <p>2. Write down the table of verbs and nouns at the end of the plan on the board.</p> |
|---|---|---|

Opening (2 minutes)

1. Ask pupils to name a few examples of action words or things we do, such as, jump, play, kick and eat.
2. **Say:** Today you will learn how to change some of these verbs to nouns by adding 'er' or 'r' to the end of the word.

Introduction to the New Material (10 minutes)

1. Read and explain the definitions of verb and noun from the board and give examples.
2. Then give examples with sentences. Write the following sentence on the board:
My son likes to jump outside.
3. Read the sentence to the pupils. Underline 'son' and circle 'jump'.
4. Say: 'son' is a noun, the person, 'jump' is a verb, what he does.
5. Together with the pupils, read the verbs written on the board.
6. Say: Watch how I change a verb to a noun.
7. Add 'r' to the end of the word 'bake'.
8. Say: Do you see? Now the word is 'baker'. A baker is a person or noun. A 'baker' is a person who bakes. By adding an 'r', I have changed the word to someone who does the action 'bake'.
9. Repeat this with the word play. Add 'er' to the word play. Explain that if the verb ends in the letter 'e', they should add the letter 'r'. If it ends in any other letter, they must add 'er'.

Guided Practice (5 minutes)

1. Ask pupils to get into pairs.
2. Read the verbs written on the board. Have pupils read after you.
3. **Say:** Now you will work with your partners to change 'farm' to a noun. Change it to the name of a person who farms.
4. Give pupils 1 minute to do this.
5. **Say:** This time, change the verb 'teach' into a noun. Add 'er' to 'teach' to make the noun.
6. Ask pupils to do this with one more word from the list with their partners.
7. Walk around the classroom. Make sure pupils understand and are doing the work.
8. Have 2 pairs volunteer to share their answers and then write the correct answers, 'farmer' and 'teacher' on the board under the 'Nouns' column.

Independent Practice (15 minutes)

1. **Say:** Now, open your exercise books and do this work by yourself. Add 'er' or 'r' to the other verbs on the list. Remember, the new word you make should have a meaning and be someone, like we just did with farmer, teacher and baker.
2. Give pupils time to do this work in their exercise books. Walk around and support pupils who need help.
3. After about 5 minutes, invite some girls and boys to add their nouns to the table on the board.
4. Let pupils continue working. Fill in any answers that the pupils could not answer.

Closing (3 minutes)

1. Read the whole table line-by-line. First read the verb, and then its noun.
2. Then **Say:** Today you learnt how to change verbs to nouns by adding 'er' to the end of the word.
3. **Say:** Explain how you did this to your parents tonight. You can practise these words or other words right now with a partner.

[TABLE TO WRITE ON THE BOARD]

Verbs

Nouns

bake

play

farm

teach

work

sing

write




read

help

speak

dance

| | | |
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| Lesson Title: Word Work 2: 'er' | Theme: Reading, Writing and Punctuation | |
| Lesson Number: L-03-029 | Class/Level: Primary 3 | Time: 35 minutes |

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|  | <p>Learning Outcomes By the end of the lesson, pupils will be able to illustrate words ending in 'er' and label them.</p> |  | <p>Teaching Aids None</p> |  | <p>Preparation Write the list of nouns ending in 'er', at the end of the plan, on the board.</p> |
|---|--|---|--------------------------------------|---|---|

Opening (2 minutes)

1. Ask pupils to name a few of the words they learnt in the previous lesson.
2. Show pupils the list of 'er' words on the board.
3. **Say:** Now you will learn to illustrate and label these nouns with a word or a sentence about them. To 'illustrate' means 'to draw'.

Introduction to the New Material (10 minutes)

1. Tell pupils to listen carefully while you read the words written on the blackboard ending in 'er'.
2. Let them read the words on their own while you point to each.
3. Remind pupils that these are nouns. They are words that name people, places and objects.
4. Underline the 'er' in each word on the board.
5. Draw a simple picture of 1 of the nouns. (Example: For a reader draw someone reading a book.)
6. **Say:** Now I will label it. Then write the word 'reader' beside the picture.
7. Tell pupils they can also write a sentence if they can. Write a short sentence next to your drawing. (Example: My sister is a reader.)

Guided Practice (10 minutes)

1. **Say:** Now, pupils, open your exercise books.
2. Ask pupils to read the words on the board again silently.
3. Tell pupils to choose 1 word from this list or their work from the previous lesson. Ask them to illustrate this word in their exercise books.
4. Give them about 6-7 minutes to draw. Walk around the class. Make sure pupils understand and are doing the task.
5. Ask pupils to label the picture with a word or short sentence.
6. After most pupils have finished 1 drawing, **Say:** Now underline the 'er' at the end of the word.
7. Choose a few girls and boys to read their sentence or word and show their drawing to their class.

Independent Practice (11 minutes)

1. **Say:** Now, draw a picture of 1 more word. Write the noun or 1 short sentence with the noun next to your drawing.
2. Walk around the room as pupils work individually. Support pupils who cannot work on their own.
3. Pick 3 girls and 3 boys to read their answers to the class.

Closing (2 minutes)

1. **Say:** Read over the work you did in your exercise book.
2. **Say:** Excellent work today. You now have nouns, sentences and drawings in your exercise books.
It is like a dictionary for you.

Nouns ending in 'er'

writer

teacher

speaker

waiter

singer

driver

reader




diver

rider

player

preacher

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| Lesson Title: Reading Aloud with Punctuation Marks: Commas, Full Stops and Question Marks | Theme: Reading, Writing and Punctuation | |
| Lesson Number: L-03-030 | Class/Level: Primary 3 | Time: 35 minutes |

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|  Learning Outcomes By the end of the lesson, pupils will be able to read 'Sara Goes to School', using the commas, full stops and question marks. |  Teaching Aids The poem 'Sara Goes to School', at the end of the plan. |  Preparation Write the poem 'Sara Goes to School', at the end of the plan, on the board. |
|---|---|---|

Opening (3 minutes)

1. Ask pupils to sing the song 'Letters of the Alphabet' or another familiar song with you.
2. **Say:** Today you will learn how to use punctuation marks, commas, full stops and question marks- to read smoothly.

Introduction to the New Material (12 minutes)

1. Read the poem 'Sara Goes to School' clearly and loudly for the pupils. Pause at the punctuation marks. (Commas, full stops and question marks.)
2. **Ask:** Do you hear that I pause at each comma?
3. Point and read a line to show the pauses: Mama says, 'Kadi, take Sara to school.' Pause after 'says' and 'Kadi'.
4. **Say:** You can see the commas in this sentence. It looks like this.
5. Draw a big comma on the board for pupils to see.
6. Tell pupils to listen while you stop at each full stop. Read another line to show this.
7. **Say:** The full stop tells me it is the end of the sentence. When you read, always pause at the commas and stop at the full stops.
8. Draw a full stop on the board to show pupils.
9. Point to the question, 'Where is Class 1?' Read it aloud.
10. **Say:** Notice my voice changes a little with the question mark. It goes up. Read it again.
11. **Say:** You try it now.
12. Point to the line, 'Where is Class 1?' **Say:** Remember to raise your voice at the end. Ready?
13. Now read this question together with the pupils. Have 2 pupils volunteer to read this question aloud by themselves.

Guided Practice (5 minutes)

1. Tell pupils to read the poem again with you. Point to each word. Remind them to pause at the commas and full stops. Do this two times.

Independent Practice (10 minutes)

1. Tell pupils to write the poem 'Sara Goes to School' in their exercise books.
2. Ask pupils to get into pairs and work with a partner to read the poem using the commas, question marks and full stops.

Closing (5 minutes)

1. Read the poem once again line by line with the pupils, using the commas, full stops and question marks.
2. **Say:** Today you learnt how to read a poem pausing at the commas and full stops. Also, always raise your voice with a question mark, like you would when asking a question.

[POEM SARA GOES TO SCHOOL]

Mama says,

'Kadi, take Sara to school.'

Kadi takes

Sara's hand.

When they reach school,

Kadi drops

Sara's hand.

Sara is alone.

She sees the big school.

Where is Class I?

Sara's teacher calls,

'Sara! Come here.




We are starting!'

Sara runs

to her classroom.

She is very happy.

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|---|---------------------------------------|-------------------------|
| Lesson Title: Poem: Fruit Treats | Theme: Reading and Occupations | |
| Lesson Number: L-03-031 | Class/Level: Primary 3 | Time: 35 minutes |

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|  | <p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to read and discuss 'Fruit Treats'.</p> |  | <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. The poem 'Fruit Treats' at the end of the plan. 2. If possible, bring in 1 of each: banana, mango, pineapple. |  | <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the poem 'Fruit Treats', at the end of the plan, on the board. 2. Underline these words: eat, fruit, treat, mango and banana. |
|---|--|---|---|---|---|

Opening (3 minutes)

1. **Say:** I know you all love to eat mangoes and pineapple. Bananas, too. Isn't that so? These foods are called fruit. Fruits grow on trees. There are different kinds of fruits.
2. Ask pupils to name some of the fruits found in their community in English or any other language. Ask pupils to raise their hands to volunteer.
3. **Say:** Class, today you will learn to read and talk about a poem. It is called 'Fruit Treats'.

Introduction to the New Material (10 minutes)

1. **Say:** Look at our new words on the board: eat, fruit, treat, mango and banana.
2. Show pupils the different fruits you have and repeat the words.
3. Tell pupils to read the new words after you and tell them the meaning of each word.
4. Translate the poem into pupils' mother tongue or Krio.
5. **Say:** Listen while I read the poem.
6. Read and point to each line of the poem slowly while pupils listen. Read the poem twice.
7. **Say:** Now you read with me.
8. Track the poem with a pointer as you read with the pupils.
9. Choose a boy and a girl to say the names of the fruits in the poem.
10. Ask 4 pupils to volunteer to talk about the fruit they like. **Ask:** Why do you like it? (Example answer: It is sweet.)
11. **Say:** Let us read the poem one more time together.

Guided Practice (5 minutes)

1. Ask pupils to get into pairs. Tell them to count the number of different fruits in the poem with their partner. (Answer: 12)
2. Let 2 pairs share their answers with the class.
3. **Ask:** In the poem, which fruits are sweet? Find the answer with your partner. (Answer: pineapple and orange)
4. Let 2 pairs share their answers.

Independent Practice (15 minutes)

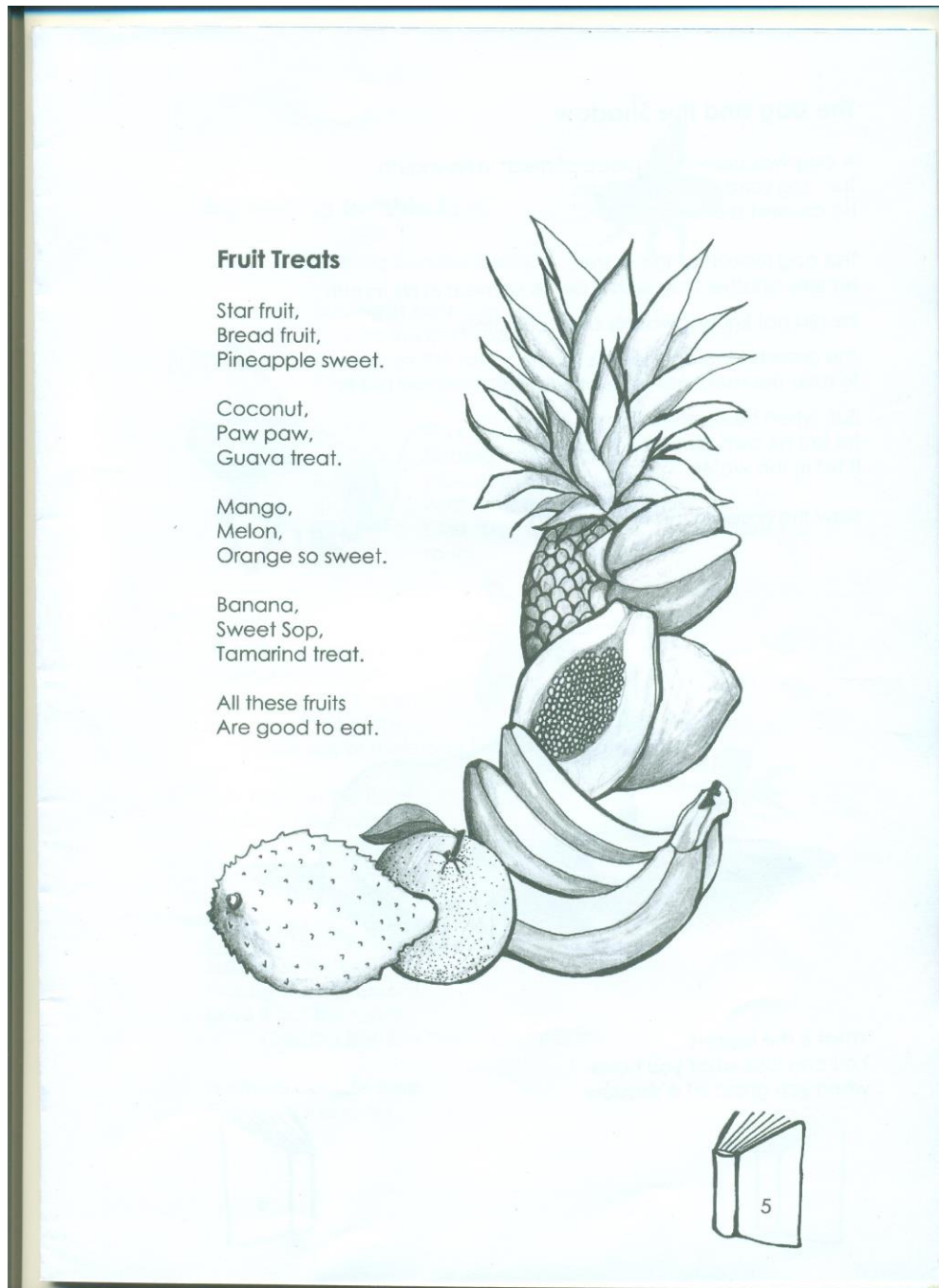
1. Ask pupils to write the poem 'Fruit Treats' in their exercise books.
2. Then ask pupils to read the poem silently and draw a picture of any 1 fruit they would like to.

Closing (2 minutes)




1. **Say:** Today you learnt to read and talk about a poem about fruit. Now you know that fruit is a type of food. It grows on trees.
2. **Say:** We should all eat fruit. Fruit make us grow strong and healthy.
3. Today on your way home from school, look for fruit in the market or on a tree.

[POEM FRUIT TREATS] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III.

RAISES Education Project: NP



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|--|---------------------------------------|-------------------------|
| Lesson Title: Poem Fruit Treats | Theme: Reading and Occupations | |
| Lesson Number: L-03-032 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of this lesson, pupils will be able to categorise or group different foods we eat, such as fruits, grains and animal products.</p> |  <p>Teaching Aids The poem 'Fruit Treats' at the end of the plan.</p> |  <p>Preparation 1. Write the poem 'Fruit Treats', at the end of the plan, on the board. 2. Write these new words on the board: cassava, fish, cocoyam, chicken, rice, vegetable 3. Write 'Animals', 'Vegetables', 'Fruits' and 'Grains' across the top of the board.</p> |
|---|---|--|

Opening (3 minutes)

1. **Say:** Think about our poem 'Fruit Treats' from the previous lesson.
2. Ask a girl and a boy to name one fruit they learnt about in the last lesson. (Answers: Mangoes, pineapples, bananas, oranges)
3. Write fruits the pupils name under 'Fruits' on the board.
4. **Say:** Today you will learn that there are other kinds of foods as well.

Introduction to the New Material (15 minutes)

1. **Ask:** What are some foods you like to eat? What do you call them at home?
2. Call on 3 boys and 3 girls to name some foods they eat.
3. **Say:** Some foods we eat come from animals. We eat chicken and fish. We cook these in our soups.
4. Write 'chicken' and 'fish' under Animals.
5. **Say:** Someone named 'rice'. Rice is a grain. It is an important part of our meals. I will write it here under 'grains'.
6. Write 'rice' under 'Grain'.
7. **Ask:** How many of you like rice? Raise your hands if you like rice.
8. Pause for answers.
9. **Say:** We eat rice with other foods, like vegetables.
10. **Say:** Vegetables are plants that we eat. We use them to make sauces for rice and cassava. Vegetables we eat are cassava, potato leaves, okra and onions.
11. Write these under 'Vegetables'.
12. **Say:** These are the different kinds of foods we have in our meals.

Guided Practice (5 minutes)

1. Point to the board and **Say:** So now you can see, there are foods from animals, from plants and from trees, like fruit.
2. **Ask:** What kind of food do you eat every day? Turn to the pupil next to you and discuss this with your partner. Name the food and also whether it is an animal, a vegetable, a grain or a fruit.
3. Give pupils 1-2 minutes to talk.

4. **Say:** Tell your partner the kind of food you like best. Also tell them whether it is an animal, a vegetable, a fruit or a grain.
5. Have 4 pairs share their answers with the class.

Independent Practice (10 minutes)

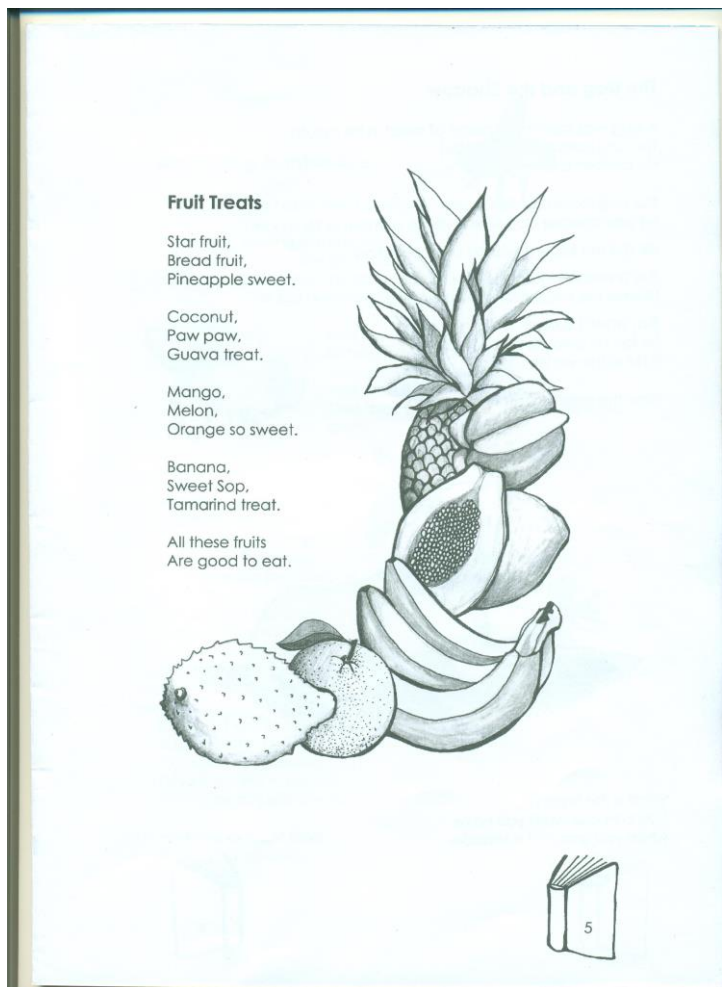
1. Let pupils write the groups of foods from the board in their exercise books.
2. Tell them to add more foods in each category if they want.

Closing (2 minutes)




1. **Say:** Today we learnt about different kinds of foods. Read them with me.
2. Point to the board and read the different foods.
3. **Say:** When you go home, talk to your mother about the different kinds of foods you learnt of.

[*POEM FRUIT TREATS*] 1, 2, 3 *Read and Write with Me! Stories and Poems for Children in Class III.*

RAISES Education Project: NP



| | | |
|---|---------------------------------------|-------------------------|
| Lesson Title: Talk about Parents and Occupations | Theme: Reading and Occupations | |
| Lesson Number: L-03-033 | Class/Level: Primary 3 | Time: 35 minutes |

| | | |
|---|---|---|
|  <p>Learning Outcomes By the end of this lesson, pupils will be able to name and describe different occupations of their parents.</p> |  <p>Teaching Aids Drawings of a driver, a baker, a fisherman, a teacher from L-03-026 and L-03-027.</p> |  <p>Preparation Write the sentence frames in the Independent Practice on the board.</p> |
|---|---|---|

Opening (3 minutes)

1. **Say:** Think about some of our previous lessons where we talked about the jobs in our community.
2. **Ask:** Do you remember?
3. Let pupils answer.
4. **Say:** These jobs are called 'occupations'. There are different occupations in our country.
5. Today you will learn to name and describe different occupations.

Introduction to the New Material (10 minutes)

1. Ask pupils to name the jobs they learnt and know about. (Answers: Driver, baker, farmer, etc.) Put up the drawings/ pictures of the different occupations and jobs.
2. **Say:** I am going to teach you how to name and describe other occupations.
3. **Say:** The job or occupation of a driver is driving. The job or occupation of a baker is baking food.
4. Write 'baker-baking' on the board.
5. **Say:** I am a teacher. My occupation is teaching. Write 'teacher-teaching' on the board.
6. **Say:** My friend is a trader. She sells things at the market.
7. **Ask:** What is your father's occupation?
8. **Say:** Now you will name and practise the different occupations of your parents.

Guided Practice (10 minutes)

1. **Ask:** What job does your father do every day?
2. **Say:** Turn to a partner. Tell your partner about the work your father does. Each partner must take a turn.
3. **Say:** Now discuss what job your mothers do.
4. Give pupils time to talk with their partners.
5. Write a list of the different occupations of pupils' parents on the board.

Independent Practice (10 minutes)




1. **Say:** Every day, we see people go to work. Now think about the work they do. The work could be driving, farming, nursing, cleaning or trading.
2. **Say:** In your exercise books, write the occupation or work your parents do. Use the occupation words on the board. You can also use the sentence frames on the board. Let us read them once together before you begin writing.
3. Read the following sentence frames with the pupils. They must be on the board.

- a) My father's occupation or work is _____.
 - b) My mother's occupation or work is _____.
4. Walk around the classroom. Make sure pupils understand and are doing the work.

Closing (2 minutes)

1. Choose 2 boys and 2 girls to read their sentences to the class.
2. **Say:** Pupils, today you learnt how to name and describe the occupations of your parents. This will help you to choose an occupation someday.

| | | |
|---|---------------------------------------|-------------------------|
| Lesson Title: Word Family: 'eat' | Theme: Reading and Occupations | |
| Lesson Number: L-03-034 | Class/Level: Primary 3 | Time: 35 minutes |

| | | |
|---|--|---|
|  <p>Learning outcomes By the end of the lesson, pupils will be able to create, read and write a word family with 'eat'.</p> |  <p>Teaching Aids None</p> |  <p>Preparation 1. Read the Teacher Explanation at the end of the plan. 2. Prepare flash cards with 'b', 'h' 's' 'm' and 'eat'. 3. Write the words: 'seat', 'eat', 'meat', 'treat', 'beat' and 'neat' on the board.</p> |
|---|--|---|

Opening (3 minutes)

1. **Say:** Think about the last word family we made with 'eep'.
2. Pick 2 girls and 2 boys to give examples of words that end with 'eep'. (Answers: weep, jeep, sleep)
3. **Say:** Today you will learn how to read and write a different word family with 'eat'.

Introduction to the New Material (15 minutes)

1. Remind pupils that words that end with the same letters and sounds are in the same word family.
2. Underline the 'eat' rime in the words 'beat', 'heat' and 'meat' on the board.
3. Write the 'eat' rime on the board for pupils to be able to see easily.
4. **Ask:** What sound do these letters make?
5. Let pupils respond. Repeat the sound /eat/ several times with the pupils.
6. Show the flash cards: 'b', 'h', 's' and 'm'.
7. Name the letters and say their sounds with the pupils.
8. **Say:** If I put the letter 'b' in front of 'eat', we get the word 'beat'.
9. Write 'b' in front of 'eat' and show the pupils.
10. **Say:** Now, look, I am taking away the 'b' and putting 'h', it makes the word 'heat'.
11. Do the same for the letters 'm' and 's'. Write all four words separately on the board as well.
12. **Say:** Remember we can make other words with 'eat'. Point to the rime on the board.

Guided Practice (5 minutes)

1. **Say:** Now we are going to read these words.
2. Ask pupils to make the sounds for the letters 'm' and 's'.
3. Ask a boy and a girl to underline the sounds 'm' and 's' in the words on the board.
4. **Say:** Now say the words 'beat', 'heat', 'seat' and 'meat'.
5. Read and point to each word slowly. Tell pupils the meaning of the words in any language they understand.

Independent Practice (10 minutes)

1. Write 'tr' and 'n' on the board. Ask pupils to make 2 more words with the 'eat' rime using these letters.

2. **Say:** Write the new words in your exercise books.
3. Give pupils time to write. Make sure pupils understand and are doing the task.
4. Ask a boy and a girl to read out their answers to the class.

Closing (2 minutes)

1. **Say:** Read your new words together to the person next to you.
2. Give pupils 1 minute to do this.
3. Ask pupils to read all the words on the board with you.
4. **Say:** Today, you learned about words that end with 'eat'. You will learn many new words this year.

[EXPLANATION FOR THE TEACHER]

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

For example:

- feet
- sheet
- meet

These words belong to the same word family, the 'eet' family.

A rime is the group of letters with the same sound and letters at the end of the words.

Examples for 'eet':

- feet
- sheet
- meet




The onset is the first sound of the word family. Different letters ('f', 'sh', 'm') are joined to the same rime.

- feeet,
- sheeet,
- meeet

Sample words from the 'eat' word family:

- beat
- eat
- seat
- neat
- meat

| | | |
|---|---------------------------------------|-------------------------|
| Lesson Title: Word Family: 'eat' (continued) | Theme: Reading and Occupations | |
| Lesson Number: L-03-035 | Class/Level: Primary 3 | Time: 35 minutes |

| | | |
|--|--|---|
|  <p>Learning outcomes By the end of the lesson, pupils will be to write a short sentence and illustrate a word from the 'eat' word family.</p> |  <p>Teaching Aids None</p> |  <p>Preparation 1. Write these words from the 'eat' word family on the board: beat, heat, neat, meat and seat. 2. Write these 3 sentence frames on the board: • The boy loves to _____ the drum. (beat) • The dog ate the _____. (meat) • I sit in my _____. (seat)</p> |
|--|--|---|

Opening (3 minutes)

1. **Ask:** Do you remember the word family we learnt in the previous lesson?
2. **Say:** Here are the words we made on the board. Read them with me.
3. Point to each word on the board. Read slowly with pupils. Explain the meaning of the words again.
4. **Say:** Today you will write a sentence using one of these words. This will help you read and use words in sentences.

Introduction to the New Material (12 minutes)

1. Ask pupils to look at the sentence frames on the board.
2. Read each sentence slowly 2 times.
3. **Say:** What word can we use to complete the sentences on the board?
4. Point to the first sentence. Write the 'eat' word that fits the sentence. (Answer: beat)
5. **Say:** 'Beat' makes sense here. The boy 'beats' a drum.
6. Then draw a picture of a boy beating a drum. Draw a very simple picture quickly.
7. **Say:** Now you will do this with the other sentence frames.

Guided Practice (5 minutes)

1. Show pupils the other sentence frames on the board.
2. **Say:** Now use a word that ends with 'eat' to complete each sentence.
3. Read the first sentence aloud again.
4. Ask pupils to get into pairs. Then ask them to discuss which words can be used to complete the other 2 sentences with their partners.
5. **Say:** Use a word that ends with 'eat'.
6. Walk around the class. Make sure pupils understand and are doing the task.
7. Have 2 pairs share their answers with the class.

Independent Practice (10 minutes)




1. Ask pupils to write the 3 sentences in their exercise books.

2. **Say:** Now, you finished these sentences by yourselves. Select one sentence and draw the 'eat' word in that sentence.
3. Walk around the classroom. Support pupils who need help.

Closing (5 minutes)

1. Read the words on the board with the pupils again.
2. Ask 1 boy and 1 girl to read one of their sentences for the class.
3. **Say:** Today you learnt how to write a short sentence with a new word. And you drew a picture of the word. We call that illustrating. Great work!

| | | |
|---|--|-------------------------|
| Lesson Title: The Dog and the Shadow | Theme: Reading, Writing and Verbs | |
| Lesson Number: L-03-036 | Class/Level: Primary 3 | Time: 35 minutes |

| | | |
|---|---|--|
|  <p>Learning Outcomes By the end of the lesson, pupils will be able to read and discuss part 1 of a story together.</p> |  <p>Teaching Aids Lines 1-6 of the story 'The Dog and Shadow' at the end of the plan.</p> |  <p>Preparation 1. Write lines 1-6 of 'The Dog and the Shadow', at the end of the plan, on the board. 2. Underline these words in the story: piece, bridge, stream, crossed. 3. Write the sentence frames in the Introduction to the New Material and Guided Practice.</p> |
|---|---|--|

Opening (2 minutes)

1. **Say:** You have read many stories. Think of one you liked.
2. **Ask:** What is the title of that story? What is it called?
3. Pick 2 volunteers to say the title of a story.
4. **Say:** Today you will hear a story called 'The Dog and the Shadow.' Then you will read and talk about it with your partners.

Introduction to the New Material (15 minutes)

1. Tell the story to the pupils in a language they understand.
2. **Say:** Now we will read the story in English.
3. Point to the story. Point out the underlined words: piece, bridge, crossed and stream.
4. **Say:** Pupils, I underlined some important words in the story. I will read them for you.
5. Read the words for the pupils. Explain to the pupils the meaning of the underlined words. (Use the definitions at the end of the plan.)
6. Then read the story aloud to the pupils while pointing to each word as you read.
7. Point to the sentence frames on the board.
8. **Say:** Think about this question. What is the dog carrying in his mouth?
9. Ask any pupil to volunteer to answer. Write the answer.
10. The dog was carrying a _____ in his mouth. (Answer: piece of meat)
11. Read the sentence aloud for pupils.
12. **Say:** Let's work more with the story.

Guided Practice (10 minutes)

1. **Say:** To complete the next 2 sentences, you will work with your partner. Turn to the pupil next to you. Discuss the answers to these 2 sentences with your partner and write them down.
2. Show pupils the next sentence frames on the board. Read them aloud:
 - a) The dog walked on a small _____. (Answer: bridge)
 - b) He crossed a _____. (Answer: stream)
3. Have 2 pairs volunteer to share their answers with the class.

Independent Practice (7 minutes)

1. **Say:** Now you will write the story in your exercise books.
2. Have pupils write Part I of the story. Tell them they will write the 2nd half tomorrow.
3. Move around the room and support pupils.

Closing (1 minute)

1. **Say:** Pupils, today you learnt a new story. Some stories teach us something, like this one. Tomorrow we will talk about that lesson. Good work!

Definition of Words

piece – a small part

cross – to pass, to walk over

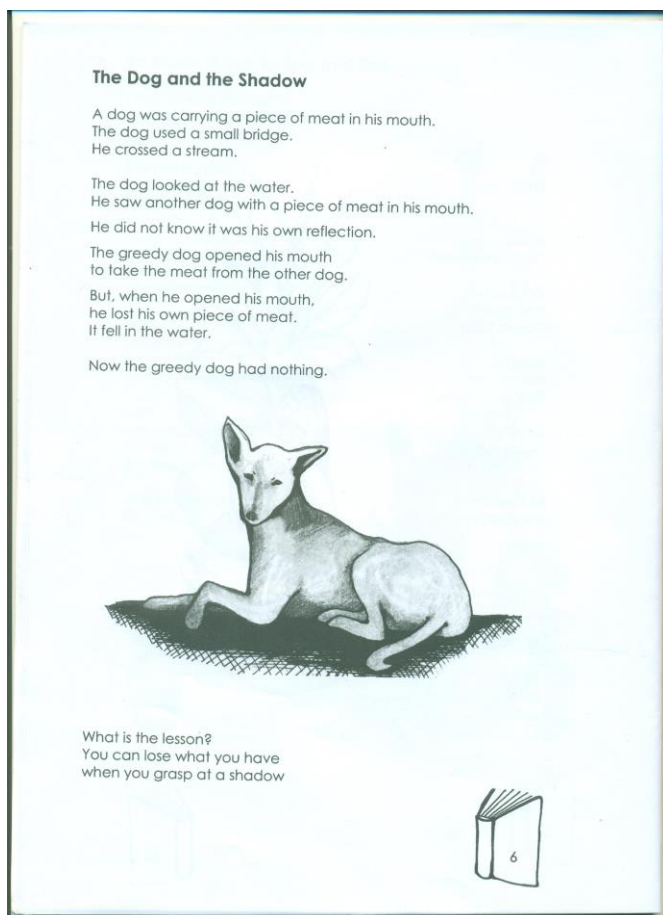
greedy – wanting more than your share of something

bridge – a road across a river




stream – a small river

reflection – an image

[STORY THE DOG AND THE SHADOW] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RAISES Education Project: NP



| | | |
|---|--|-------------------------|
| Lesson Title: Story: Questions and Answers | Theme: Reading, Writing and Verbs | |
| Lesson Number: L-03-037 | Class/Level: Primary 3 | Time: 35 minutes |

| | | |
|---|--|---|
|  <p>Learning Outcomes By the end of the lesson, pupils will be able to ask and answer questions about the story 'The Dog and the Shadow'.</p> |  <p>Teaching Aids The story 'The Dog and the Shadow' at the end of the plan.</p> |  <p>Preparation 1. Write the story 'The Dog and the Shadow', at the end of the plan, on the board. 2. Write the questions and answers in the Introduction to the New Material on the board.</p> |
|---|--|---|

Opening (3 minutes)

1. **Say:** Yesterday we read the first part of a story called 'The Dog and the Shadow'.
2. Tell pupils to think of 1 thing they liked about the story. Ask them to turn to their partner and tell them what they liked about the story.
3. Give pupils 1 minute to talk.
4. **Say:** Today we will ask and answer questions about 'The Dog and the Shadow'.

Introduction to the New Material (15 minutes)

1. **Say:** Take out your exercise books. You can read the first part of the story along with me.
2. Read the first part of 'The Dog and the Shadow' aloud for the class.
3. **Say:** Now we will see what happens to the dog in the second part of the story. Listen while I read it aloud for you.
4. While reading, use the pointer to track each word. After reading, ask pupils to look at the questions on the board.
5. Talk about the questions and answers with the pupils. Have pupils raise their hands to volunteer to answer these questions.
 - a) What did the dog see in the water? (Answer: He saw his reflection. He thought it was another dog with a bone.)
 - b) Why did the dog drop his bone? (Answer: He wanted the other dog's bone.)

Guided Practice (10 minutes)

1. **Ask:** Do you think there is a lesson in this story? What do you think the dog learnt? (Example answers: the dog learnt not to be greedy, to be happy with only his bone)
2. Tell pupils to talk to a partner about what the dog learnt.
3. Have 2 pairs volunteer to share what they discussed.
4. **Say:** So we saw that he wanted more than just his bone. He wanted the other dog's bone, too. He dropped his bone and lost it! The dog was greedy.

Independent Practice (10 minutes)

1. Ask pupils to open their exercise books.
2. **Say:** Now you will write the rest of the story, so you can read it later.
3. Give pupils time to write.

Closing (2 minutes)

1. **Say:** Good work, class. Now you have the whole story to read at home. Remember the lesson.
You can lose what you have if you are greedy.

[STORY THE DOG AND THE SHADOW] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RAISES Education Project: NP

The Dog and the Shadow

A dog was carrying a piece of meat in his mouth.
The dog used a small bridge.
He crossed a stream.

The dog looked at the water.
He saw another dog with a piece of meat in his mouth.
He did not know it was his own reflection.

The greedy dog opened his mouth
to take the meat from the other dog.

But, when he opened his mouth,
he lost his own piece of meat.
It fell in the water.




Now the greedy dog had nothing.



What is the lesson?
You can lose what you have
when you grasp at a shadow



| | | |
|---|--|-------------------------|
| Lesson Title: Word Family: 'oss' | Theme: Reading, Writing and Verbs | |
| Lesson Number: L-03-038 | Class/Level: Primary 3 | Time: 35 minutes |

| | | |
|---|--|--|
|  <p>Learning Outcomes By the end of the lesson, pupils will be able to create, read and write a word family using the rime 'oss'.</p> |  <p>Teaching Aids Flash cards.</p> |  <p>Preparation 1. Read the Teacher Explanation at the end of the plan. 2. Prepare flash cards for the rime 'oss,' and the letters 'b', 't', 'cr', and 'fl'. 3. Write these words on the board: toss, cross, moss, boss, loss.</p> |
|---|--|--|

Opening (2 minutes)

1. **Ask:** Do you remember our last lesson with the word family 'eat'? We learned 'beat' and 'meat'. Do you remember any other words? (Answers: seat, treat, eat)
2. Invite pupils to raise their hands to answer.
3. **Say:** Today you will learn to read and write a new word family that ends with 'oss'.

Introduction to the New Material (10 minutes)

1. Tell pupils that words that end with the same letters belong to the same word family.
2. Underline the 'oss' rime in the words 'boss', 'cross' and 'floss' on the board.
3. Write the 'oss' rime on the board so that pupils can read it easily.
4. **Ask:** What sound do these letters make?
5. Let pupils respond. Repeat the sound 'oss' with the pupils.
6. Show the flash cards 'b', 'cr', 'fl', 'l', 'm' and 't'.
7. Say the name and sound of the letters with the pupils.
8. **Say:** If I put 'b' in front of the rime 'oss', we get the word 'boss'.
9. **Say:** Now watch carefully. When I take away the letter 'b' and put 'cr', it makes the word 'cross'. 'cr' and 'oss' make 'cross'. [Say this twice for students to understand how the sounds are blending.]
10. Tell pupils that all of these words belong to the same word family.

Guided Practice (5 minutes)

1. **Say:** Now you will make a new word with the rime 'oss'.
2. Ask pupils to get into pairs. Then ask pupils to say or read the words on the board.
3. **Say:** With your partners, make a new word. This time, use the letters 'l' and 'fl' in front of 'oss' to make new words.
4. Give pupils 2 minutes to make these words.
5. Have 2 pairs share their answers with the class. Then write these answers on the board.

Independent Practice (15 minutes)

1. Ask pupils to open their exercise books.
2. **Say:** Write new words with 'm', 't' and 'oss' in your exercise books.

3. Walk around the classroom. Make sure pupils understand and are doing the task.
4. Have 4 pupils volunteer to share the new words that they have made with the rest of the class. Write the words on the board. Explain their meaning if needed. (moss is a small green plant that grows in wet areas, toss means to throw gently)

Closing (2 minutes)

1. **Say:** Let us read our new words together: 'boss', 'cross', 'loss', 'moss' and 'toss'.
2. **Say:** Pupils, today you learnt how to read and write words in a word family with the rime 'oss'. Great work! You can think of more such words at home.

[EXPLANATION FOR THE TEACHER]

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

For example:

- feet
- sheet

These words belong to the same word family, the 'eet' family.

A rime is the group of letters with the same sound and letters at the end of the words.

Examples for 'eet':

- feet
- sheet

('eet' is the rime for this word family.)




The onset is the first sound of the word family. Different letters ('f', 'sh', 'm') are joined to the same rime.

- feeet,
- sheeet,
- meeet

Sample words from the 'oss' word family:

- toss
- boss
- floss
- cross
- moss

| | | |
|--|--|-------------------------|
| Lesson Title: Verbs: To Be, To Go | Theme: Reading, Writing and Verbs | |
| Lesson Number: L-03-039 | Class/Level: Primary 3 | Time: 35 minutes |

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|---|--|--|
|  <p>Learning Outcomes By the end of the lesson, pupils will be able to use and write the verbs 'to be' and 'to go'.</p> |  <p>Teaching Aids None</p> |  <p>Preparation 1. Read the Teacher Explanation at the end of the plan. 2. Write the sentences for 'to be', and 'to go' from the Introduction to New Material on the board. 3. Write the sentence frames from the Independent Practice on the board.</p> |
|---|--|--|

Opening (3 minutes)

1. Remind pupils that verbs are words that tell of an action, something we can DO.
2. **Say:** We will do a few actions now. Listen for the verb I say and then do the action.
3. **Say:** Stand.
4. Pause while pupils stand. Then tell pupils to jump and sit. Pause while they do so.
5. **Say:** These are verbs. Today you will learn how to use and write the verb 'to be', and 'to go'.

Introduction to the New Material (10 minutes)

1. **Say:** We use these verbs, 'to be' and 'to go', many times every day. It is important to use them correctly so people understand what you say.
2. **Say:** Look at the sentences on the board. 'To be' does not describe any action. We use it in a different way to other verbs.
3. Read the following sentences with the pupils. Stress the underlined words as you read:
4. The verb 'to be'
 - a) I am in class 3.
 - b) You are my friend.
 - c) He is 10 years old.
 - d) She is hungry.
 - e) You are my friends.
 - f) We are in class.
 - g) They are late.
5. **Say:** 'am', 'is', 'are', are all called 'to be' verbs.
6. Look at the sentences on the board. The verb 'to go' means to move from one place to another.
7. Read the following sentences from the board. Stress the underlined words as you read:
The verb 'to go'
 - a) I go to the field every evening.
 - b) You go to the market on Saturdays.
 - c) He goes to school every day.
 - d) She goes to market every morning.
 - e) It goes into the dustbin every evening.

- f) You go to my house every day.
- g) We go to the stream every morning.
- h) They go to the farm every day.

Guided Practice (5 minutes)

1. Ask pupils to get into pairs and read the sentences again with a partner. Give them a few minutes. Ensure that both partners have a chance to read.
2. **Say:** Now make up your own sentences with 'to be' and 'to go'. Make one sentence with each. Use the sentences on the board for help. Then tell your partner your new sentence.

Independent Practice (10 minutes)

1. Ask pupils to open their exercise books.
2. **Say:** Now look at the sentence frames on the board. Fill in the blank spaces with the right verb.
 - a) I _____ at the field on Saturdays. (Answer: am)
 - b) You _____ to the market every Saturday. (Answer: go)
 - c) He always _____ to the stream with his sister. (Answer: goes)
3. **Say:** Write the sentences in your exercise books.
4. Walk around the classroom. Make sure pupils understand and are doing the task.
5. Have 4 pupils volunteer to share their sentences aloud in the class.
6. If there is enough time, **Say:** Now you make up your own sentence using 'to be' or 'to go'. Write it in your exercise book.

Closing (5 minutes)




1. Choose 2 girls and 2 boys to read 1 of their sentences for the class.
2. **Say:** Today you learnt how to use and write the verbs 'to be' and 'to go' in the present tense. Tomorrow we will use them in the past tense, a time that has already passed, like yesterday.

[EXPLANATION FOR THE TEACHER]

| 'To be' Singular | 'To be' Plural |
|--------------------|----------------|
| I am | You are |
| You are | We are |
| He is She is It is | They are |

| 'To go' Singular | 'To go' Plural |
|------------------|----------------|
| I go | You go |
| You go | We go |
| He goes She goes | They go |
| It goes | |

| | | |
|--|--|-------------------------|
| Lesson Title: Irregular Verbs: 'to be', 'to go' | Theme: Reading, Writing and Verbs | |
| Lesson Number: L-03-040 | Class/Level: Primary 3 | Time: 35 minutes |

| | | |
|---|--|--|
|  <p>Learning Outcomes By the end of the lesson, pupils will be able to use common irregular verbs 'to be' and 'to go' to talk about the past.</p> |  <p>Teaching Aids None</p> |  <p>Preparation 1. Read the Teacher Explanation at the end of the lesson. 2. Write the sentences in the table from the Introduction to New Material on the board. 3. Write the sentences in Independent Practice on the board.</p> |
|---|--|--|

Opening (3 minutes)

- Say:** Let's think about the previous lesson about 'to be' and 'to go.'
- Give an example sentence, such as 'Every day we ____ home after school.' Ask pupils to fill in the blank with the correct word (Answer: go). Do this with another sentence, such as 'On Saturdays my sister ____ to her friend's house.' (Answer: goes)
- Then **Say:** Today you will learn how to use 'to be' and 'to go' to talk and write about the past.

Introduction to the New Material (10 minutes)

- Say:** We use the 'present tense' for things happening now or every day. The 'past tense' is for actions that have already happened. Something that happened earlier, or happened yesterday or many days ago.
- Explain 'to go' and 'to be' change when we talk about the past. Look at the sentences on the board.
- Point to the following table on the board and read the sentences aloud, first reading the present tense and then the past tense form of the same sentence:

| 'to be' Present Tense | 'to be' Past Tense |
|--------------------------|--------------------------------------|
| I am in the house. | I <u>was</u> in the house. |
| You are in school today. | You <u>were</u> in school yesterday. |
| I am in the kitchen. | I <u>was</u> in the kitchen. |

- Say:** Do you see how the verb 'to be' changes in the past tense? This is because we are talking about something that has already happened.
- Read the sentences again and have pupils read after or with you.
- Say:** 'am' changes to 'was' when we talk about yesterday, and 'are' changes to 'were'.
- Point to the following chart on the board and read the sentences aloud:

| 'to go' Present Tense | 'to go' Past Tense |
|-----------------------------------|--|
| I go to the market every morning. | I <u>went</u> to the market yesterday morning. |
| You go to the farm. | You <u>went</u> to the farm. |
| He goes to school every morning. | He <u>went</u> to school yesterday morning. |

- Point to 'I go to the market every morning'. Say: When we talk about the past, (yesterday or last week) 'go' changes to 'went'.

Guided Practice (7 minutes)

- Ask pupils to reread the sentences in the table.
- Say:** Now work with a partner. You can make 1 new sentence with a 'to go' or 'to be' verb. Say a sentence that starts with, 'Yesterday he went...' Give pupils time to discuss.
- Say:** Now say a sentence that starts with, "Last week they went..."
- Walk around the classroom. Help pupils and make sure they are doing the task.
- Have 2 pairs volunteer to share their answers.

Independent Practice (13 minutes)

- Ask pupils to work individually to fill in the correct irregular verb 'to go' in the past tense form.

| Present Tense | Past Tense | |
|---------------|--|----------------|
| I go | I _____ home early because I was sick. | (Answer: went) |
| You go | You _____ to the market yesterday. | (Answer: went) |
| He goes | He _____ to the game after school. | (Answer: went) |
| She goes | She _____ to the clinic last week. | (Answer: went) |
| It goes | It _____ across the road last night. | (Answer: went) |

- Say:** Write the verbs in these sentences in your exercise books.
- Give an example: 'I went to the market yesterday.'
- Walk around the classroom. Make sure pupils understand and are doing the task.

Closing (2 minutes)




- Let 2 pupils volunteer to read their answers for the class.
- Then **Say:** Today you learnt how to use and write irregular verbs 'to be' and 'to go' to talk about the past. You will practice using these verbs a lot this year.

[EXPLANATION FOR THE TEACHER]

| Present Tense to be | Past Tense to be |
|------------------------|---------------------|
| I am | I was |
| You are | You were |
| He is | He was |
| She is | She was |
| It is | It was |

| Present Tense to go | Past Tense to go |
|------------------------|---------------------|
| I go | I went |
| You go | You went |
| He goes | He went |
| She goes | She went |
| Its goes | It went |

| | | |
|---|-----------------------------------|-------------------------|
| Lesson Title: Tiny Tale: A Sweet Drink | Theme: Reading and Writing | |
| Lesson Number: L-03-041 | Class/Level: Primary 3 | Time: 35 minutes |

| | | | | | |
|---|--|---|---|---|---|
|  | <p>Learning Outcomes By the end of the lesson, pupils will be able to co-write and discuss a Tiny Tale.</p> |  | <p>Teaching Aids The Tiny Tale frame at the end of the lesson.</p> |  | <p>Preparation 1. Think of some drinks to use as an example in a Tiny Tale. 2. Look at the Tiny Tale frame at the end of the plan.</p> |
|---|--|---|---|---|---|

Opening (2 minutes)

1. **Say:** I love sweet drinks.
2. Tell the pupils the sweet drink you like to drink. (Example answers: lemonade, orange juice, mango juice)
3. **Say:** I know you love sweet drinks, too.
4. Today we will write a Tiny Tale together about sweet drinks.

Introduction to the New Material (15 minutes)

1. **Ask:** What types of sweet drinks do you like?
2. Allow pupils to think and respond.
3. Pick 2 boys and 2 girls to share you their answers. Write the drinks on the board.
4. **Say:** Let us pick 3 or 4 sweet drinks and write our tiny tale.
5. **Say:** The title of our story will be 'Sweet Drinks'.
6. Write the title on the board.
7. **Say:** I will write the first line and then we can read it together.
8. Write 'I like to drink_____'. Fill in the blank with one of the drinks.
9. Read the line for the pupils.
10. **Say:** You read with me this time.
11. Write the next line, 'I like to drink _____.' Fill in the blank with another sweet drink.

Guided Practice (5 minutes)

1. **Say:** Now you will finish the rest of the Tiny Tale with your partner. Think of other sweet drinks you would like to add to this tale.
2. Give pupils 2 minutes to discuss.
3. Have 4 pairs volunteer to share their answers with the class. Write their answers on the board as part of the Tiny Tale's frame.
4. **Say:** Now you can see you we have completed the Tiny Tale together with the help of your answers.

Independent Practice (10 minutes)

1. **Say:** Now write down this Tiny Tale from the board into your exercise books.
2. Give pupils 5-7 minutes to write the Tiny Tale.
3. **Say:** Now, you can add more sentences with more sweet drinks if you want to. Discuss with the pupil next to you and write.
4. Give pupils 2 minutes for this.

5. Walk around the classroom and support pupils who need help.

Closing (3 minutes)

1. **Say:** Read 'Sweet Drinks' one more time together with me.
2. Read the Tiny Tale aloud, slowly. Encourage pupils to read along.
3. **Say:** Great work. You can read the Tiny Tale with your parents tonight at home.

[SWEET DRINKS]




I like to drink _____.

I like to drink_____.

I like to drink_____.

We all like to drink these drinks.

| | | |
|--|-----------------------------------|-------------------------|
| Lesson Title: Reading and Tracking Text | Theme: Reading and Writing | |
| Lesson Number: L-03-042 | Class/Level: Primary 3 | Time: 35 minutes |

| | | |
|---|--|--|
|  <p>Learning Outcomes By the end of the lesson, pupils will be able to independently track and read the Tiny Tale 'Sweet Drinks'.</p> |  <p>Teaching Aids The Tiny Tale, 'Sweet Drinks' from L-03-041.</p> |  <p>Preparation Write the Tiny Tale 'Sweet Drinks' from L-03-041 on the board.</p> |
|---|--|--|

Opening (3 minutes)

1. **Say:** In our last lesson, we wrote the Tiny Tale 'Sweet Drinks' together. Open your exercise books to the Tiny Tale.
2. **Ask:** What did you like about writing 'Sweet Drinks' together? (Example answer: It was fun. I like drinks.)
3. Have a girl and a boy volunteer to tell what they like about the Tiny Tale.
4. **Say:** Today you will learn to follow the lines and read 'Sweet Drinks'. Following the lines of a poem or story is called 'tracking'.

Introduction to the New Material (10 minutes)

1. Tell the pupils to listen carefully as you read the Tiny Tale. Point to each word and line as you read it aloud slowly.
2. Ask pupils to open their exercise books to the Tiny Tale 'Sweet Drink'. Tell pupils to read along with you. Read it twice.
3. Invite a girl to come to the board and track each line of the poem as the boys read.
4. Invite a boy to do the same while the girls read.
5. **Say:** Let us all read together.

Guided Practice (8 minutes)

1. **Say:** Now you will read and track each line with your partner. Read from your exercise books. Remember to use your fingers to go along every word as you read.
2. Walk around the classroom. Make sure everyone is reading and tracking the lines of the poem.




Independent Practice (10 minutes)

1. **Say:** Now read 'Sweet Drink' on your own. I will be looking to see you follow each line with your finger.
2. After 3 or 4 minutes of silent reading, **Say:** Now read it to your partner.
3. Give pupils time to do this so that each partner in a pair gets a turn.
4. Call the pupils' attention to the board again. **Say:** We will read together again.
5. Have any one pupil volunteer to lead the class in reading 'Sweet Drinks' while he or she tracks it on the board.

Closing (4 minutes)

1. **Say:** Excellent job following each line of our poem 'Sweet Drink'. This is called tracking.
2. **Say:** Tomorrow we will make a list of our favourite drinks. If you can, please bring in an empty drink bottle or juice package to use for our lesson.

| | | |
|---|---|-------------------------|
| Lesson Title: List of Favourite Drinks | Theme: Writing and Word Building | |
| Lesson Number: L-03-043 | Class/Level: Primary 3 | Time: 35 minutes |

| | | |
|--|--|--|
|  <p>Learning Outcomes By the end of the lesson, pupils will be able to write a list of their favourite drinks.</p> |  <p>Teaching Aids 1. Empty soft drinks, juice and water bottles.</p> |  <p>Preparation 1. In the previous lesson, pupils were asked to bring in an empty juice bottles or packets. They will need them. Do not use any material related to wine or alcohol. 2. Write the sentence frame in the Introduction to New Material on the board.</p> |
|--|--|--|

Opening (3 minutes)

1. **Say:** This week we read a Tiny Tale about sweet drinks. Did you enjoy it?
2. Pause to let pupils answer.
3. **Say:** There are a lot of different kinds of drinks. We have a collection here. Thank you for bringing them.
4. **Ask:** What kinds do we have?
5. Let pupils answer. Write the names of the drinks on the board.
6. **Say:** This is a good list. Today you will learn how to write a list of the drinks you like best. They are your favourite drinks.

Introduction to the New Material (15 minutes)

1. Read the list with the pupils.
2. **Say:** Now I will teach you to write a list of your favourite drinks. First, I will think of the drinks I like more than others. Those are my 'favourites'.
3. **Say:** I love to drink coffee. I drink it almost every day.
4. Write 'coffee' on the board.
5. Look at the bottles collected. **Say:** Of these drinks, I really love juice. I will add that to my list.
6. Write juice on your list.
7. Add one more drink to your list of favourite drinks. Show pupils this sentence frame:
8. My favourite drink is _____.
9. **Say:** Now I will use this sentence frame to help me tell you about my favourite drink: My favourite drink is 'coffee'.

Guided Practice (5 minutes)

1. **Say:** Now it is time for you to make a list of your favourite drinks. Are you all ready?
2. Look at the board. Ask them to reread the words on the board quietly.
3. **Say:** Each of you will now name your favourite drinks. Use the sentence frame on the board to help you. Now turn to the person next to you.
4. **Ask:** What drink do you like more than others? Tell your partner your favourite drink.
5. Pause while pupils talk to each other about their favourite drinks.
6. **Say:** Think of another drink you like very much. Maybe you drink it every day. Tell your partner.

7. Give pupils 1-2 minutes to discuss this.
8. **Say:** Now you will write a list of other favourite drinks.




Independent Practice (10 minutes)

1. **Say:** Open your exercise books.
2. Tell pupils to start writing a list of their favourite drinks in their books.
3. **Say:** Use my list as an example of how to make your list. Use your favourite drinks, not mine.
4. Give pupils time to write their lists. Move around the room to support.
5. **Say:** Now you have a list of your favourite drinks. Choose one to use in a sentence.
6. Tell the pupils to write 1 sentence, using the sentence frame, more if there is enough time.
7. Ask a boy and a girl to read the sentences from their exercise books.

Closing (2 minutes)

1. Ask 2 boys and 2 girls to name their favourite drink.
2. **Say:** Today you learnt how to write a list. You will write many lists in your life. Now you know how to do it.

| | | |
|---|-----------------------------------|-------------------------|
| Lesson Title: Retelling The Dog and the Shadow | Theme: Reading and Writing | |
| Lesson Number: L-03-044 | Class/Level: Primary 3 | Time: 35 minutes |

| | | |
|---|---|---|
|  Learning Outcomes By the end of the lesson, pupils will be able to retell the story 'The Dog and the Shadow'. |  Teaching Aids 1. The story 'The Dog and the Shadow' from lesson 36. See L_03_036 (see end of lesson). |  Preparation Write the story 'The Dog and the Shadow', at the end of the lesson, on the board. |
|---|---|---|

Opening (2 minutes)

1. **Ask:** Do you remember the story 'The Dog and the Shadow'? We read it last week. What was the story about?
2. Let a few pupils respond. (Example answers: a dog, a dog sees his reflection, a greedy dog, a dog loses his bone.)
3. Today you will retell the story, the beginning, the middle, and the end.

Introduction to the New Material (10 minutes)

1. Ask pupils to open their exercise books to 'The Dog and His Shadow'.
2. **Say:** First we will read the story again. You read it in your books. I will read it here on the board.
3. Read the story slowly and track each line. Have pupils do the same in their exercise books.
4. **Say:** Retelling a story means telling the important things of the story. First, we say a sentence about the beginning. Then one for the middle. Then we say another one for what happens at the end of the story. Now listen while I retell the beginning of the story.
5. **Say:** In the beginning, the dog is carrying a piece of meat in his mouth.

Guided Practice (8 minutes)

1. **Say:** But something different happens in the middle of the story. Think about the middle of the story. The dog sees himself in the water. What does he think?
2. Tell pupils to turn to a partner.
3. **Say:** Talk to your partner about the middle of the story. (Example answers: The dog thinks another dog has his bone; he wants the other dog's bone, he opens his mouth, he drops the bone.) Remember to tell it in only one sentence.
4. Give pupils 2 minutes to talk about the middle of the story.
5. **Say:** Now think about the ending. Something different happens at the end of the story.
6. Tell pupils to talk to their partner about what happens. (Example answer: He is greedy and loses his bone.)

Independent Practice (13 minutes)

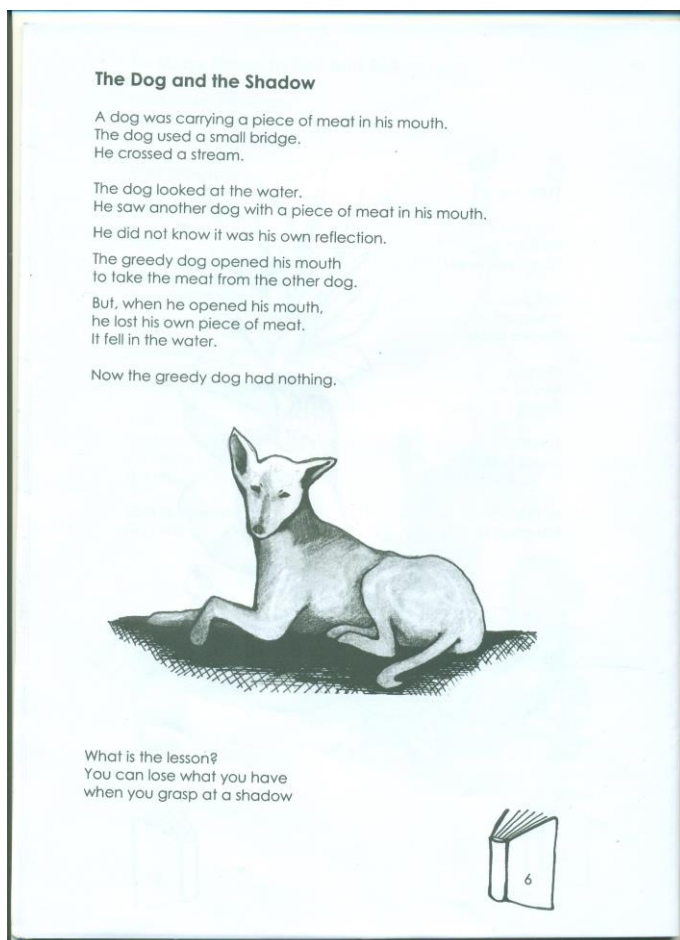
1. **Say:** Work with your partner to retell the beginning, the middle and end of the story. Try to answer in one sentence for each. I will help you with some questions.
2. Ask questions to guide the class, such as:
 - a) Retell the part when the dog walks across the bridge. What does he have in his mouth?
 - b) What happens next?
 - c) What does he see in the water?

- d) What does the dog think?
- e) What happens to his bone?
- 3. Give pupils time to retell the whole story to their partner. Each partner must take a turn.




Closing (2 minutes)

- 1. Tell the pupils that every story should have a beginning, a middle, and an end.
- 2. **Say:** Remember, there is a lesson at the end. Now the dog has nothing. He is greedy. It is better not to be greedy and be happy with what you have. Keep it up the good work!

[STORY THE DOG AND THE SHADOW] Read and Write with Me! Stories and Poems for Children in Class III. RAISES Education Project: NP



| | | |
|---|-----------------------------------|-------------------------|
| Lesson Title: Word Family: 'ink' | Theme: Reading and Writing | |
| Lesson Number: L-03-045 | Class/Level: Primary 3 | Time: 35 minutes |

| | | |
|--|--|---|
|  <p>Learning outcomes By the end of the lesson, pupils will be able to read and write 'ink' words.</p> |  <p>Teaching Aids Flash cards.</p> |  <p>Preparation 1. Read the Teacher Explanation at the end of the plan. 2. Flash cards with the letters 'dr', 'th', 's' and 'l'. 3. Prepare 1 rime card with the letters 'ink'.</p> |
|--|--|---|

Opening (2 minutes)

1. **Ask:** Do you remember the lesson about word families? We all belong to families, including me. We said that words also belong to families.
2. Write the 'oss' words on the board: boss, cross, loss and read them with with pupils.
3. **Say:** Today you will learn to read and write new words family with the rime 'ink'.

Introduction to the New Material (15 minutes)

1. Show pupils the flashcard with the rime 'ink'. Sound it out loudly: /ink/.
2. Tell pupils that the letters on this card ('ink') is a word on its own. Explain that 'ink' is the liquid in pens we use for writing. Then tell pupils that this rime can also join other letters to make new words.
3. Now show pupils the flash cards 'dr', 'th', 's' and 'l' one at a time. Sound them out loudly.
4. Take out the first flash card and sound the letters on it slowly 'dr'. Let pupils repeat after you.
5. Join the letters 'dr' to the rime 'ink', or write them together on the board.
6. **Say:** Now let's read the word it makes together. (Answer: drink)
7. Write the word 'drink' on the board. Point to the letters in it. Read it together with the pupils.
8. **Say:** Let's do the same with a different letters.
9. Join the letters 'th' with 'ink' to make the word 'think'.
10. Read the word 'think' for pupils. Ask pupils to read it with you.

Guided Practice (5 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Now you will make a new word with the rime 'ink'. Put the 's' at the beginning of 'ink'. Tell this word to your partner.
3. Walk around the classroom. Make sure pupils understand and are doing the task.
4. Tell pupils to do the same with 'l'. Remind pupils to use the words on the board as a guide.
5. Have 2 pairs volunteer to share the words they have made.
6. **Say:** Watch me as I write them on the board.
7. Write 'sink' and 'link' on the board.
8. Ask pupils to read the words they have made. Tell pupils the meaning of each word.

Independent Practice (10 minutes)

1. **Say:** Now you will work on your own.

2. Write 'w', 'bl' and 'p' and the rime 'ink' on the board.
3. Ask pupils to open their exercise books.
4. **Say:** Write new words with these letters and 'ink'. Write them in your exercise books. Tell the pupils they have 7 minutes.
5. Move around the class to see if pupils are writing the words correctly.
6. Write the words 'wink', 'blink' and 'pink' on the board.
7. Teach pupils the meanings of these new words.

Closing (3 minutes)

1. **Say:** Let's read our new words together: drink, think, sink, link, wink, blink and pink.
2. Point to each word as you read them and say them slowly and clearly.
3. **Say:** Pupils, today you learnt how to read and write words in a word family with the rime 'ink'.
Good work.

[EXPLANATION FOR THE TEACHER]

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

For example, 'feet', 'sheet' and 'meet'. These words belong to the 'eet' word family.

A rime is the group of letters with the same sound and letters at the end of the words.

Examples for 'eet':

- feet
- sheet
- meet




The onset is the first sound of the word family. Different letters ('f', 'sh', 'm') are joined to the same rime.

- feeet
- sheeet
- meeet

Sample words from: the 'ink' word family:

- drink
- think
- sink
- link
- pink
- wink

| | | |
|---|--|-------------------------|
| Lesson Title: Poem: Big Buzzing Bees | Theme: Reading, Present Tense and Number words. | |
| Lesson Number: L-03-046 | Class/Level: Primary 3 | Time: 35 minutes |

| | | |
|--|--|---|
|  <p>Learning Outcomes By the end of the lesson, pupils will be able to read, track and discuss a poem.</p> |  <p>Teaching Aids 1. The poem 'Big Buzzing Bees' at the end of the plan.</p> |  <p>Preparation 1. Write the poem 'Big Buzzing Bees', at the end of the plan, on the board. 2. Underline the words bees, pick, broom, drive, buzzing.</p> |
|--|--|---|

Opening (2 minutes)

1. Sing a familiar song or poem with the pupils.
2. Ask pupils what they know about bees. (Example answers: they fly, they sting, they make a noise)
3. Tell pupils that a bee is an insect that makes a buzzing sound /bzzzzzzzzz/.
4. **Ask:** Did you know bees can be useful? (Answer: Yes, they make honey for us.)
5. Let 3-4 pupils respond.
6. **Say:** They are also harmful, because they sting. Today you are going to read and discuss the poem 'Big Buzzing Bees'. You will like it.

Introduction to the New Material (10 minutes)

1. **Say:** Look for these new words as we read the new poem. We will talk about them. Bees, pick, broom, drive, and buzzing. Explain the words for the pupils.
2. Point to the words in the poem as you read them. Have pupils repeat after you.
3. Now read and track the lines of the poem from left to right two times. Ask pupils to read after you the second time.
4. Explain the poem to the class, line-by-line.
5. Tell pupils that '3 bees buzzing' means 3 bees are flying and buzzing.
6. **Say:** 'Drive it out with a broom' means someone swats the broom to scare one of them away. Have you ever chased a bee away with a broom?
7. Wait for pupils to respond.
8. Read the poem again. Ask pupils to read along with you.
9. **Say:** You have read the poem with me. Now you are going to practise on your own.

Guided Practice (5 minutes)

1. Tell pupils to get into pairs and turn to their partners.
2. **Say:** Talk about the poem with your partner. You will discuss some questions I ask.
3. **Ask:** What are the bees doing? Now talk about what the bees are doing in the poem. (Answer: The bees are buzzing.)
4. Give pupils 1 minute to discuss the answer.
5. **Ask:** What does the person do to get rid of the bees? (Answer: Drives them away with a broom.)
6. Give pupils 1 minute to discuss the answer.
7. Have 2 pairs volunteer to share their answers with the class.

Independent Practice (15 minutes)

1. Tell pupils to write the poem in their exercise books.
2. **Say:** Now you have the poem in your books. You can read it at home.

Closing (3 minutes)

1. Have pupils read the poem together. Track the lines on the board as you all read.
2. **Say:** You can follow along and read from your exercise books.
3. Then **Say:** You have read, tracked and discussed the poem 'Big Buzzing Bees'. We will read it again in our next lesson. Practice reading it tonight at home.

[*POEM BIG BUZZING BEES*] From 1, 2, 3 *Read and Write with Me! Stories and Poems for Children in Class III*. RAISES Education Project: NP



Three big bees,
Buzzing in the room.
Pick up the big broom
Drive it out the room.
 One big bee buzzes out the room.

Two big bees,
Buzzing in the room.
Pick up the big broom
Drive it out the room.
 One big bee buzzes out the room.

One big bee,
Buzzing in the room.
Pick up the big broom
Drive it out the room.
 One big bee buzzes out the room.

No more bees
Buzzing in the room.

| | | |
|---|--|-------------------------|
| Lesson Title: Big Buzzing Bumble Bee | Theme: Reading, Present Tense, and Number Words | |
| Lesson Number: L-03-047 | Class/Level: Primary 3 | Time: 35 minutes |

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|---|---|---|---|---|
|  | <p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to write a sentence and draw a picture about the poem.</p> |  | <p>Teaching Aids</p> <p>A broom and a picture or drawing of a bee.</p> | <p>Preparation</p> <p>1. Display the picture or drawing. 2. Write the poem 'Big Buzzing Bees', at the end of the plan, on the board.</p> |
|---|---|---|---|---|

Opening (2 minutes)

1. **Say:** Can you recall the poem about bees, 'Big Buzzing Bumble Bee'?
2. Choose a boy and a girl to respond by telling the class something about the poem.
3. **Say:** Today, you will learn to write sentences about the poem. You will also draw a picture.

Introduction to the New Material (10 minutes)

1. **Say:** Open your exercise books to the poem 'Big Buzzing Bumble Bees'. You will read the poem with me. Track each line in your exercise books.
2. Read the poem slowly with the class. Be sure all pupils are following along.
3. **Say:** Listen to my sentence about the poem. 'Bees are tiny.'
4. Tell pupils another short sentence about the poem. (Examples: Bees make a buzzing sound. Bees bother us.)
5. Write 1 of your sentences on the board.
6. **Say:** You will write sentences like this one.

Guided Practice (5 minutes)

1. Ask pupils to get into pairs and talk to their partners about the bees in the poem.
2. Guide them with the following questions:
 - a) Why do we drive bees away with brooms? (Answers: to get rid of them, because they may sting us)
 - b) What sound do bees make? (Answers: /bzzzzz/ a buzzing sound)
3. Now make a sentence about bees with your partner.

Independent Practice (15 minutes)

1. **Say:** Think about what you and your partner talked about. Now you will write a sentence of your own about the poem. You can start with:
 - a) Bees are _____.
 - b) I do not like bees because _____.
 - c) I saw a bee once in _____.
2. Give them time to write. Walk around the classroom. Make sure pupils understand and are doing the task.
3. After 8 minutes, **Say:** Draw a picture of a bee. Or a broom. Or a bee bothering a person.
4. Walk around the classroom to see that every pupil writes and draws.

Closing (3 minutes)

1. Ask 3-4 pupils to stand and show their drawings.
2. **Say:** You can write a sentence and draw a picture about anything you read. All of drew very nice pictures. I will hang them here in the class. Well-done!

[POEM BIG BUZZING BEES] From 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RAISES Education Project: NP




Three big bees,
Buzzing in the room.
Pick up the big broom
Drive it out the room.
 One big bee buzzes out the room.

Two big bees,
Buzzing in the room.
Pick up the big broom
Drive it out the room.
 One big bee buzzes out the room.

One big bee,
Buzzing in the room.
Pick up the big broom
Drive it out the room.
 One big bee buzzes out the room.

No more bees
Buzzing in the room.

| | | |
|---|---|-------------------------|
| Lesson Title: Word Family: 'ick' | Theme: Reading, Present Tense and Number Words | |
| Lesson Number: L-03-048 | Class/Level: Primary 3 | Time: 35 minutes |

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|---|--|---|------------------------------|---|---|
|  | Learning Outcomes By the end of the lesson, pupils will be able to make, read and write 'ick' words. |  | Teaching Aids None |  | Preparation 1. Flash cards with letters 'l', 'p', 'st', 's', 't' and 'w'. 2. Write 'ick' on the board. |
|---|--|---|------------------------------|---|---|

Opening (2 minutes)

1. **Say:** Class, stand and stretch your arms in front, up and down. Now sit again.
2. **Say:** Turn to a partner. Tell him or her one thing you remember about word families (Example answers: 'eep', 'eet', 'ink'.)
3. Give pupils 1 minute to discuss words from word families.
4. **Say:** Today you are going to learn to use 'ick' to read and write words.

Introduction to the New Material (10 minutes)

1. Sound out /ick/. Ask pupils to sound out the rime after you.
2. **Say:** We can put different letters in front of 'ick' to make words.
3. Write 'p' before 'ick' to create the word 'pick'.
4. **Say:** This is the word 'pick'.
5. **Say:** I will write a new word now with 't' and 'ick'.
6. Write 't' in front of 'ick'.
7. **Say:** Read it with me. 'tick.'
8. Tell pupils to repeat after you as you sound out the words slowly and loudly.
9. **Say:** You learnt how words are made using 'ick'. You will use the rime to form words on your own.

Guided Practice (5 minutes)

1. **Say:** Now you try it with a partner. Use the letter 's'. What word can you make with 's' and 'ick'? Tell your partner this word. (Answer: sick)
2. Write 'sick' on the board.
3. **Say:** Here is another one to try. Put the letters 'st' with 'ick'. What word do you get? (Answer: stick)
4. Give pupils 1 minute to discuss the answer.
5. **Say:** I will write 'stick' on the board for you. Good work.

Independent Practice (15 minutes)

1. **Say:** Now you will make 2 more words for the 'ick' word family.
2. Tell pupils to use 'l' and 'w' to make new words. **Say:** Look at these letters 'l' and 'w' on the board. Just like the few words we just made, you have to join them with 'ick' to make words in your exercise books.
3. Walk around the room and support pupils.
4. Write 'lick' and 'wick' on the board after most pupils have made the words.

5. Tell pupils to write all the words from the board in their exercise books. Explain the meaning of these words if required: lick, wick, stick, sick, tick and pick. There are definitions on the next page for each word.

Closing (3 minutes)

1. Ask pupils to read the words from their exercise books. Point to the words on the board. Ask pupils what each word means in their first language.
2. **Say:** You learnt how to make and use words with 'ick'. Great job! This will help you read and write many words.

[EXPLANATION FOR THE TEACHER]

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

For example:

- feet
- sheet
- meet

These words belong to the same word family, the 'eet' family.

A rime is the group of letters with the same sound and letters at the end of the words.

Examples for the 'eet' word family:

- feet
- sheet
- meet




The onset is the first sound of the word family. Different letters ('f', 'sh', 'm') are joined to the same rime.

- feeet,
- sheeet

Sample words from the 'ick' word family:

- sick to be in unwell or not healthy
- lick a stroke of the tongue; animals do this to clean themselves
- tick to strike gently
- stick a long, thin piece of wood
- pick to choose
- wick cotton string used in an oil lamp or candle
- rick a pile of grain or rice

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| Lesson Title: Present Tense: Morning Activities | Theme: Reading, Present Tense and Word Numbers | |
| Lesson Number: L-03-049 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcome: By the end of the lesson, pupils will be able to use the present tense to describe what they do every morning before school.</p> |  <p>Teaching Aids None</p> |  <p>Preparation Write the 3 sentences in the Independent Practice section on the board.</p> |
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Opening (3 minutes)

1. Ask pupils what they do in the morning, afternoon and evening. (Example answers: eat, go to school, sweep, clean, study)
2. Have any 2 girls and 2 boys volunteer to answer.
3. **Say:** We use present tense verbs to talk about the things we do every day.
4. **Say:** Today you will learn to use the present tense to describe what you do every morning before coming to school.

Introduction to the New Material (10 minutes)

1. Tell pupils we use a special verb to talk about things we do every day.
2. **Say:** This is called present tense. I will tell you what I do every morning before coming to school. I will stress the verb for you.
3. Use 3 or 4 sentences to talk about the things you do every morning before coming to school.
Say: I 'wake up' at 6 am every morning. 'Wake up' is the verb. It tells what I DO.
4. **Say:** Here is another sentence. Read the sentence with me if you can.
5. I 'brush' my teeth every morning
6. **Say:** 'Brush' is the verb. The verb tells what I DO.
7. **Say:** I 'eat' breakfast every morning. Turn and tell a partner what the verb in my sentence is. (Answer: Eat)
8. **Say:** Now you will use verbs to tell what you do every day before coming to school.

Guided Practice (5 minutes)

1. Read the sentences on the board slowly. Ask pupils to read after you.
2. Ask pupils to get into pairs.
3. **Say:** Talk about 1 or 2 other things you do every morning before coming to school.
4. Give pupils 1 minute to discuss this with their partners.
5. **Ask:** What are some other things you do every day? (Example answers: get water, make breakfast, help my father)
6. Walk around the classroom. Make sure pupils understand and are doing the task.




Independent Practice (15 minutes)

1. **Say:** Now look at the board. You will use this sentence frame to write your own.
2. Ask pupils to write 2 sentences about things they do every morning before coming to school using this sentence frame. Have pupils read the sentence frame with you:
I _____ every morning.
3. Have pupils use the sentences on the board to write their own sentences in their exercise books.
4. Give pupils time to write. Walk around the class. Support pupils who need help.

Closing (2 minutes)

1. Have 4 pupils volunteer to share their sentences with the class.
2. **Say:** Today we have talked about what we do every day. We have used present tense verbs to do this. Nice work!

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| Lesson Title: Number Words | Theme: Reading, Present Tense and Number words | |
| Lesson Number: L-03-050 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to read and write number words from 0 to 20.</p> |  <p>Teaching Aids The rhyme 'Count and Eat' rhyme at the end of the plan.</p> |  <p>Preparation 1. Write the rhyme 'Count and Eat', at the end of the plan, on the board. 2. Write the numbers 0 to 20 clearly on the board, both numbers and words next to each other.</p> |
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Opening (5 minutes)

1. Sing the Count and Eat rhyme aloud for the pupils.
2. **Say:** This poem is about numbers. Today you will learn how to read and write number words from 0 to 20. This is important because we use numbers daily to count things and objects.

Introduction to the New Material (10 minutes)

1. **Say:** Listen carefully while I read the numbers 0 to 20.
2. Point at each number as you read it.
3. Now, read each number word for the pupils. Ask pupils to read along with you a second time.
4. **Say:** Now you will practice reading and writing these numbers.

Guided Practice (5 minutes)

1. Ask pupils to read the number words from 0 to 20 after you. Do this by pointing at the number words on the board.
2. Point at the number words and ask different pupils to read the numbers.

Independent Practice (15 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Now you will write the number words 0 to 20 in your exercise books. First write the number, and then its spelling.
3. Walk around the classroom. Make sure pupils understand and are doing the task.
4. Ask pupils to write their ages in number words.

Closing (5 minutes)

1. Point to the number words in any order. Ask pupils read aloud each number you point at.
2. **Say:** Today you learnt how to read and write number words from 0 to 20. You will use these words again when you do work in math.

[RHYME COUNT AND EAT]

One, two –

I love Foo Foo.

Three, four –

I love rice more.

Five, six –

Saucy mix.




Seven, eight –

On my plate.

Nine, ten –

Eat again!

| | | |
|---|--|-------------------------|
| Lesson Title: Poem 'Zippy Zippers' | Theme: Reading, Writing and Questions | |
| Lesson Number: L-03-051 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to read a poem with rhythm and clapping.</p> |  <p>Teaching Aids 1. The poem 'Zippy Zippers' at the end of the plan. 2. A piece of clothing with a zipper.</p> |  <p>Preparation Write the poem 'Zippy Zippers', at the end of the plan, on the board.</p> |
|--|---|---|

Opening (2 minutes)

1. Show pupils a piece of clothing with a zipper.
2. **Ask:** Have you ever seen a zipper like this one?
3. **Say:** Men use zippers on their trousers. Women use them on their dresses. Check your clothes. Do you have a zipper today?
4. **Say:** Today you are going to read the poem 'Zippy Zippers'.

Introduction to the New Material (10 minutes)

1. Show the pupils the poem written on the board.
2. **Say:** Look carefully as I read the poem. I will read slowly.
3. Track and read the poem slowly.
4. **Say:** Now, I am going to clap the words in the poem. Listen carefully.
5. Clap the words in the poem slowly.
6. **Say:** Now, we will read this poem once together without clapping.
7. Read the poem once with the pupils using the same rhythm throughout.
8. **Say:** Now, let's clap with the poem. If you are not sure how to do it, follow me.
9. Read and clap the poem together with the pupils. Do this 2 times.
10. Ask the girls to read and clap with the first verse. Then ask the boys to read the second verse.
11. **Say:** We will do more practise as we continue the lesson.

Guided Practice (5 minutes)

1. Tell pupils to work in pairs.
2. **Say:** Now you will read the poem with your partner. Both partners will read the poem together and clap softly. Make sure you are not too noisy!
3. Walk around the classroom and make sure the pupils are all doing the task.

Independent Practice (15 minutes)

1. Tell the pupils to copy the poem in their exercise books.
2. Give pupils time to write the poem.

Closing (3 minutes)




1. **Say:** Now, clap and read the poem with me again.
2. Tell pupils to sing or read the poem for their parents tonight at home.
3. **Say:** Great work!

[POEM ZIPPY ZIPPERS] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III.
RAISES Education Project: NP

Clever little zipper
Joining left to right
Zipping sides together
Holding them real tight.

I'm zipping my trousers
I'm zipping up my skirt
I'm zipping up the zippers
Of the pockets of my shirt.

| | | |
|------------------------------------|--|-------------------------|
| Lesson Title: Reading Words | Theme: Reading, Writing and Questions | |
| Lesson Number: L-03-052 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to identify 2-syllable words from the poem 'Zippy Zippers'.</p> |  <p>Teaching Aids The poem 'Zippy Zippers' at the end of the plan.</p> |  <p>Preparation 1. Write the poem 'Zippy Zippers', at the end of the plan, on the board 2. Underline the 2-syllable words in the poem as shown at the end of the plan.</p> |
|---|--|--|

Opening (3 minutes)

1. **Say:** Today we will work with 'Zippy Zippers' again. Open your exercise books to the poem.
2. Read the poem together with the class.
3. **Say:** Today you will learn to identify 2-syllable words in the poem. We will clap the words, too.

Introduction to the New Material (12 minutes)

1. Read the poem clearly, with stress on 2-syllable words.
2. Tell pupils to follow along in their exercise books while you read the poem.
3. Explain what 2-syllable words are. **Say:** Two syllable words are words with two parts or two sounds. 1 sound makes 1 syllable. So, 2-syllable words sound like they have 2 sounds in them. For example, zip-per. Each part has a vowel. Listen again. The first sound is 'zip' and the second sound is 'per', 'zip' and 'per' makes 'zipper'.
4. **Say:** Clap these words with me, 'zip' (clap) 'per' (clap). Clap on each sound or syllable.
5. Read and clap the 2-syllable words already underlined in the first verse of the poem with the pupils.

Guided Practice (5 minutes)

1. **Say:** Look at the first verse of the poem.
2. Tell pupils to underline the words with 2-syllables in the first verse. Underline the words on the board to assist pupils.
3. **Say:** Read the 2-syllable words from the first verse with me.
4. Read the underlined 2-syllable words making sure that you read them slowly for pupils to hear the 2 separate syllables in the words.

Independent Practice (10 minutes)

1. **Say:** Now look at the second verse.
2. Point to the second verse.
3. Ask pupils to underline words in this verse that have 2 syllables in their exercise books.
4. Tell pupils to turn and talk to their partners about the words they underlined.
5. Ask 2 girls and 2 boys to volunteer to help you underline the words on the board.

Closing (5 minutes)

1. **Say:** Let's read the poem 'Zippy Zippers' again. Clap the syllables with me.

2. Ask pupils to read the 2-syllable words with you. (Answers: clever, little, zipper, joining, holding, trousers, pockets)
3. Then **Say**: Today you learnt how to identify 2-syllable words. Good work!

[POEM ZIPPY ZIPPERS] From 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RAISES Education Project: NP

Clever little zipper

Joining left to right

Zipping sides together

Holding them real tight.




I'm zipping my trousers

I'm zipping up my skirt

I'm zipping up the zippers

Of the pockets of my shirt.

| | | |
|--|--|-------------------------|
| Lesson Title: Answering 'W' Questions | Theme: Reading, Writing and Questions | |
| Lesson Number: L-03-053 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to write simple questions using 'what', 'where' and 'why'.</p> |  <p>Teaching Aids 1. The poem 'Zippy Zippers', at the end of the plan. 2. Flash cards.</p> |  <p>Preparation 1. Write the poem 'Zippy Zippers', at the end of the plan, on the board. 2. Make flash cards with the words and a question mark: What? Where? Why? 3. Write the questions in the Introduction to the New Material on the board.</p> |
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Opening (2 minutes)

1. Ask pupils to read aloud the poem 'Zippy Zippers' together.
2. **Say:** Pupils, today you will learn how to write questions about 'Zippy Zippers' using these question words: what, where, why.

Introduction to the New Material (10 minutes)

1. Show the flash cards to the pupils. Let the pupils read the words together.
2. **Say:** The mark that you see after the word is a question mark. It comes after you ask or write questions.
3. Write a large question mark on the board.
4. Turn around so your back is facing the pupils. Show the pupils how to write the question mark in the air. Do it a few times together with the pupils.
5. **Say:** Now I will teach you how to write simple questions using 'what', 'where' and 'why'.
6. Remind pupils of the meaning of these words in their first language or any language they understand easily.
7. **Say:** Now, think about zippers and where we see them and why we use them.
8. Listen while I read the questions and give a short answer.
 - a) Where do we find zippers? (Example answers: on backpacks and purses; in pants and dresses)
 - b) Why are zippers important? (Answer: They close bags, jackets, pants and dresses.)
 - c) What are zippers? (Answer: They are things used to close clothes and bags.)
9. Explain that our voices go up at the end of questions. The question mark tells us to do that.
10. Tell the pupils to read the questions with you.

Guided Practice (5 minutes)

1. Ask pupils to turn to a partner.
2. **Say:** Now together with your partner, write 'what?' in the air. And do not forget the question mark. Let's do it together.
3. **Say:** Show me the question word 'where?' Write it in the air.
4. Then **Say:** Now think about a question to ask your partner using one of these words.

5. **Ask:** Are you ready? You could ask 'What is your favourite food?' or 'Where do you live?' or 'Why do you like ___?'
6. **Say:** Ask your questions and listen to your partner's answers.

Independent Practice (15 minutes)

1. Tell pupils to open their exercise books.
2. **Say:** Now write a question you asked your partner in your exercise book. Finish it with a question mark.
3. Give pupils 2 minutes to do this.
4. **Say:** Now you will write 3 different questions, one for each question word. Look up at the board. Here are the examples for your help. Your questions can be about anything. They do not have to be about zippers. Take the help of your partner if you want to.
5. **Say:** Start with 'What'. Write a question and put a question mark at the end.
6. Give the pupils 1-2 minutes to write a question.
7. Ask them to write another question with 'Where'.
8. Give them 1-2 minutes to write a question.
9. **Say:** Now write a question using the word 'why'. Use a question mark at the end.
10. Give them 1-2 minutes to write a question.

Closing (3 minutes)

1. Choose 2 boys and 2 girls to read one of their questions.
2. **Say:** Pupils today you learnt how to write simple questions. Remember, we always use the question mark (?) to ask questions with the words 'what', 'where' and 'why'.

[POEM ZIPPY ZIPPERS] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III.

RAISES Education Project: NP

Clever little zipper

Joining left to right

Zipping sides together

Holding them real tight.




I'm zipping my trousers

I'm zipping up my skirt

I'm zipping up the zippers

Of the pockets of my shirt.

| | | |
|--|--|-------------------------|
| Lesson Title: Word Family: 'ip' | Theme: Reading, Writing and Questions | |
| Lesson Number: L-03-054 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning outcomes By the end of the lesson, pupils will be able to read and write the word family with the rime 'ip'.</p> |  <p>Teaching Aids Flash cards.</p> |  <p>Preparation 1. Read the Teacher Explanation at the end of the plan. 2. Flash cards with the letters 'l', 'z', 'ch' and 'sh'. 3. Flash card with the letters 'ip'.</p> |
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Opening (3 minutes)

1. **Ask:** Do you remember the lesson about the 'ick' word family? We said that words belong to families, just like we do.
2. **Ask:** What are some words from the 'ick' family? (Answers: lick, pick, stick)
3. **Say:** Today you will learn to read and write new words family with the rime 'ip'.

Introduction to the New Material (15 minutes)

1. Show pupils the flash card with the rime 'ip'. Sound it out loudly /ip/.
2. Now show pupils the flash cards 'l', 'z', 'ch' and 'sh' one at a time. Sound them out loudly.
3. Show the 'l' flash card and sound out the letter on it slowly /l/. Let pupils repeat after you.
4. **Say:** Watch how I join the 'l' flash card to 'ip'.
5. Write the word 'lip' on the board. Spell and read it together with the pupils.
6. **Say:** Let's do the same with a different letter.
7. Join the letters 'z' with 'ip' to make the word 'zip'.
8. Read the word 'zip' for pupils. Ask pupils to read it with you.

Guided Practice (5 minutes)

1. **Say:** Now you will make a new word with the rime 'ip'.
2. Ask pupils to get into pairs.
3. **Say:** Now do what I showed you for 'cl' and 'sh'. Use 'ip' to make new words.
4. Walk around the classroom. Make sure pupils understand and are doing the task.
5. Tell pupils to use the words on the board as a guide.
6. Ask pupils to read aloud the words they have made and write them on the board.
7. **Say:** Let us read the words you have made.

Independent Practice (10 minutes)

1. Write 'd', 'fl' and 't' and the rime 'ip' on the board.
2. Ask pupils to open their exercise books.
3. **Say:** Write all of the new words in your exercise books.
4. Walk around the classroom. Assist pupils who need help.
5. Explain the meaning of these new words they wrote: lip, zip, clip, ship, dip, flip and tip.

Closing (5 minutes)

1. Ask pupils to read the new words together with you: lip, zip, clip, ship, dip, flip and tip.
2. **Say:** Pupils, today you learnt how to read and write words in a word family with the rime 'ip'. At home, you can discuss more such words with your family.

[EXPLANATION FOR THE TEACHER]

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

For example:

- feet
- sheet
- meet

These words belong to the same word family, the 'eet' family.

A rime is the group of letters with the same sound and letters at the end of the words.

Examples for the 'eet' family:

- feet
- sheet
- meet




The onset is the first sound of the word family. Different letters ('f', 'sh', 'm') are joined to the same rime.

- feeet
- sheeet
- meeet

Sample words from: the 'ip' word family:

- lip
- zip
- clip
- ship
- dip

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| Lesson Title: Responding to a Poem | Theme: Reading, Writing and Questions | |
| Lesson Number: L-03-055 | Class/Level: Primary 3 | Time: 35 minutes |

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|  | <p>Learning Outcomes By the end of the lesson, pupils will be able to illustrate a poem.</p> |  | <p>Teaching Aids The poem 'Big Buzzing Bees' at the end of the plan.</p> |  | <p>Preparation Write the poem 'Big Buzzing Bees', at the end of the plan, on the board.</p> |
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Opening (3 minutes)

1. **Say:** We will learn many poems in school. Today you will illustrate a poem. That means you will draw a picture of a poem.
2. Ask pupils to read the poem 'Zippy Zippers' with you and clap with the syllables.
3. **Say:** You also know the poem, 'Big Buzzing Bees'. Open your exercise books to the poem.

Introduction to the New Material (7 minutes)

1. Show the poem on the board to the pupils. Read the poem together with the pupils.
2. **Say:** Now let's think about how we can illustrate a poem. Remember that 'illustrate' means to draw a picture. Let's think about what we could draw in our pictures.
3. Have 2 boys and 2 girls volunteer to name what could be in the illustration. (Example answers: bees, broom, person, room)
4. **Say:** Yes, we could draw these things, because they are all in the poem.
5. **Ask:** How many bees can we draw? (Answer: 3, 2 or 1)

Guided Practice (5 minutes)

1. Ask pupils to turn to a partner.
2. Tell pupils to read the poem with their partner one more time before drawing.
3. **Say:** Tell your partner what you will draw.
4. Give pupils 1 minute to discuss their idea for drawing with their partners.

Independent Practice (15 minutes)

1. **Say:** Now draw an illustration for the poem in your exercise book.
2. Walk around the classroom. Make sure pupils understand and are doing the task. Ask pupils about their illustrations.

Closing (5 minutes)

1. Tell pupils to show their illustrations to their partners.
2. **Say:** Tell your partner about your illustration. Remember, an illustration is a drawing.
3. Give pupils a few minutes to talk.
4. **Say:** Pupils, today you learnt to illustrate a poem. You put things from the poem into your drawing. This helps you understand the poem better.

[POEM BIG BUZZING BEES]

Three big bumble bees,
Buzzing in the room.
Pick up the big broom
Drive it out the room.

One big bumble bee buzzes out the room.

Two big bumble bees,
Buzzing in the room.
Pick up the big broom,
Drive it out the room.




One big bumble bee buzzes out the room.

One big bumble bee,
Buzzing in the room.
Pick up the big broom,
Drive it out the room.

One big bumble bee buzzes out the room.

No more bumble bees
Buzzing in the room.

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| Lesson Title: Tiny Tale 'Before School' | Theme: Reading and Writing | |
| Lesson Number: L-03-056 | Class/Level: Primary 3 | Time: 35 minutes |

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|  | <p>Learning Outcomes</p> <p>By the end of the lesson, pupils should be able to co-write and discuss a Tiny Tale together.</p> |  | <p>Teaching Aids</p> <p>The Tiny Tale frame at the end of the lesson.</p> |  | <p>Preparation</p> <p>Write the Tiny Tale frame, at the end of the lesson, on the board.</p> |
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Opening (2 minutes)

1. **Say:** Every morning, we all get ready to come to school.
2. Tell pupils how you get ready in the morning. List a few things you do before coming to school.
3. **Say:** Today we are going to write a Tiny Tale together called 'Before School'.

Introduction to the New Material (10 minutes)

1. Look at the Tiny Tale frame on the board. Tell them you will use this to write the Tiny Tale.
2. **Say:** Before I come to school, I have to get ready. I will think of one thing to add to the Tiny Tale.
3. **Say:** Before school, I get dressed for school. Now I will add this to our Tiny Tale.
4. I get dressed before coming to school.
5. Complete another line of the Tiny Tale frame for the pupils.
6. I sweep before coming to school.
7. Read the Tiny Tale lines you wrote. Ask pupils to read along with you a second time.
8. **Say:** Now you will help me write more of our Tiny Tale.

Guided Practice (10 minutes)

1. **Say:** Think about what you do before school.
2. **Ask:** Do you eat something before coming to school?
3. Pause for pupils to respond.
4. **Say:** We can write that in our Tiny Tale. Write the word 'eat' into the frame.
I eat before coming to school.
5. **Say:** Turn to a partner. Tell your partner something you do before school.
6. Give pupils a minute to talk. Let a pupil volunteer to answer for the class. Write their response.
I _____ before coming to school. (Example answers: bathe; brush; exercise; eat)
7. **Say:** Let us write 1 more line for our Tiny Tale. Tell your partner 1 more thing you do before school.
8. Pause while partners talk. Let a pupil volunteer to give a word or a phrase for the Tiny Tale.
I _____ before coming to school.
9. **Say:** I will add the last line. Write:
I do these things before coming to school.

Independent Practice (10 minutes)

1. Tell the pupils to write the Tiny Tale from the board in their exercise books.
2. Walk around the classroom. Support pupils who need help.

Closing (3 minutes)

1. Tell the class to read the Tiny Tale together with you.
2. **Say:** Well done. Tonight, read the Tiny Tale to your family at home.

[BEFORE SCHOOL]

I _____ before coming to school.




I _____ before coming to school.

I _____ before coming to school.

I _____ before coming to school.

I do these things before coming to school.

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| Lesson Title: Reading a Tiny Tale | Theme: Reading and Writing | |
| Lesson Number: L-03-057 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of the lesson, pupils will be able to track and read aloud a Tiny Tale.</p> |  <p>Teaching Aids The Tiny Tale 'Before School' from, L-03-056.</p> |  <p>Preparation Write the Tiny Tale, from L-03-056, on board.</p> |
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Opening (2 minutes)

1. **Say:** Yesterday we wrote a Tiny Tale called 'Before School'.
2. Point to the copy of the Tiny Tale on the board.
3. Ask the pupils to take out their exercise books.
4. **Say:** Turn to the page where you copied the Tiny Tale. Today you are going to learn how to track text. That means to follow line by line. Then we will read our Tiny Tale aloud.

Introduction to the New Material (13 minutes)

1. **Say:** Class, I want you to listen carefully as I read the Tiny Tale we wrote.
2. Track and read 'Before School' slowly for the pupils. Follow each line from left to right.
3. Tell the pupils to read along with you as you track and read it again.
4. **Say:** You follow each line in your exercise book. This is called tracking.
5. Ask them to read in turns, first the girls and then the boys. Track the text on the board as they read.
6. **Say:** Now you will read 'Before School' with a partner.

Guided Practice (8 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Now read 'Before School' with your partner. Help each other follow the lines from left to right.
3. Read the text from the board as pupils read from their books.
4. Have a boy and a girl volunteer to come to help you track the text on the board.




Independent Practice (10 minutes)

1. **Say:** Now read the Tiny Tale on your own. Track each line from left to right. Remember to use your index finger to track.
2. Walk around the classroom. Make sure pupils understand and are doing the task.

Closing (2 minutes)

1. Tell pupils to read with you one more time. Then read the Tiny Tale aloud with the class.
2. **Say:** Tracking helps you follow the text. This will help you to understand what you are reading. When you go home, tell your parents what you have learnt.

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| Lesson Title: Prefix 'un' | Theme: Reading and Writing | |
| Lesson Number: L-03-058 | Class/Level: Primary 3 | Time: 35 minutes |

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|  <p>Learning Outcomes By the end of this lesson, pupils will be able to use 'un' to create new words.</p> |  <p>Teaching Aids Flash card.</p> |  <p>Preparation 1. Flash card for 'un' 2. Write these words on the board: well, able, lock, afraid, lucky, fair, pack.</p> |
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Opening (2 minutes)

1. Ask pupils to open their exercise books to this week's Tiny Tale. Have them read it with you.
2. **Say:** Today you will learn how to make new words with these two letters, 'u' and 'n'.

Introduction to the New Material (15 minutes)

1. Show the flash card with the prefix 'un' to the pupils.
2. **Say:** We can use these 2 letters at the beginning of words to change the meaning.
3. Pause while the class reads the sound of 'un'.
4. **Say:** This 'un' is a prefix. We put these two letters at the beginning of a word to change its meaning. I will show you.
5. Ask pupils if they know the word 'well', for example, 'I am feeling well today.' Write the sentence on the board.
6. **Say:** If I add 'un' to the word well, I make a new word, 'unwell'.
7. Add 'un' to 'well' in the sentence.
8. **Say:** Now the word means 'not' well. If I am unwell, I am sick. The prefix 'un' means 'not'. By adding 'un', I have changed the meaning of the word.
9. **Say:** Think about this sentence: Fatu is able to run very fast. This means Fatu is a fast runner. If we add 'un' to the word able, it becomes: Fatu is unable to run very fast. This means Fatu 'cannot' run fast.

Guided Practice (5 minutes)

1. **Say:** Pupils, now you will add 'un' to words to make new words.
2. Direct the pupils to the words you used as examples. Ask pupils to try one with a partner.
3. **Say:** Use the word 'lock' with your partner. Tell your partner what new word you will get if you add 'un' in the beginning of 'lock'.
4. Give pupils 1 minute to discuss the new word with their partners.
5. Point to the word 'lock' on the board.
6. **Say:** We all know this word means a door or window is shut and cannot be opened. It is locked.
7. Have 2 pairs share the new word they made with 'un' and 'lock'.
8. **Say:** So now, as you saw, this word has a new meaning. Talk to your partner about what it means now. (Answer: It means the door or window can be opened.)
9. Pause while the pupils talk.




Independent Practice (10 minutes)

1. Ask pupils to open their exercise books.
2. **Say:** Look at the other words on the board. Read them with me.
3. **Say:** Write these words in your books. Now add the prefix 'un' to each word.
4. Give pupils time to write new words with 'un'.
5. Walk around the classroom. Make sure pupils understand and are doing the task.
6. Let pupils read their words to a partner.

Closing (3 minutes)

1. Have 5 pupils volunteer to share the new prefix 'un' words they have made.
2. **Say:** Pupils, today you learnt how to use the prefix 'un' to create change the meaning and make a new word. Explain this to your parents tonight. Let them help you make more words.

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|---|--|-------------------------|
| Lesson Title: Word Family: 'ock' | Theme: Reading and Describing Words | |
| Lesson Number: L-03-059 | Class/Level: Primary 3 | Time: 35 minutes |

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|---|--|---|
|  <p>Learning Outcomes By the end of the lesson, pupils will be able to read and write a word family with 'ock'.</p> |  <p>Teaching Aids Flash cards.</p> |  <p>Preparation 1. Read the Teacher Explanation at the end of the plan. 2. Flash cards with: 'l', 'd', 'kn', 's', 'r' and 'm'. 3. Flashcard with 'ock'.</p> |
|---|--|---|

Opening (2 minutes)

1. **Ask:** Do you remember last week's lesson about word families?
2. Remind pupils of the 'ip' word family lesson with 'ship', 'tip', 'lip'.
3. **Say:** Today you will learn to read and write a new word family with 'ock'.

Introduction to the New Material (10 minutes)

1. Show pupils the flash card with 'ock'. Sound it out loudly: /ock/.
2. **Say:** Let us sound it together /ock/. Do it slowly twice.
3. Now show pupils the flash cards 'l', 'd', 'kn', 's', 'r' and 'm'.
4. Write the letters on the board. Let pupils repeat their sounds after you.
5. Take the 'l' flash card and sound the letter on it slowly /l/. Let pupils repeat after you.
6. Join the 'l' flash card to the 'ock'. Read the word it makes, 'lock'.
7. Read the word 'lock' again. Ask the pupils read it.
8. **Say:** Let's do the same with different letters.
9. Join the 'd' with 'ock' to make the word 'dock'.
10. Read the word 'dock' for the pupils. Ask pupils to read it with you.

Guided Practice (10 minutes)

1. **Say:** Now you will make a new word with 'ock'.
2. Ask pupils to get into pairs.
3. **Say:** Put these 2 letters before 'ock' to make new words. The letters are 's' and 'kn'. You can use the words from the board as a guide to help you.
4. Sound out the sounds of 's' and 'kn'. Make sure that pupils understand what the sound of 'kn' is.
5. Walk around the classroom. Make sure pupils understand and are doing the task.
6. Ask 3-4 pupils to volunteer to share the words they made with their partners. Write 'sock' and 'knock' on the board.
7. Ask pupils to read the words they have made.

Independent Practice (10 minutes)

1. **Say:** Now you will work on your own with 'r' and 'm'.
2. Write 'm' and 'r' on the board.
3. **Say:** Use these letters with 'ock' to make 2 new words.
4. Ask pupils to open their exercise books.
5. **Say:** Write all our new words in your exercise books.

7. Walk around the classroom. Support pupils who need help.
8. Teach pupils the meanings of all the new words they wrote.

Closing (3 minutes)

1. **Say:** Let's read our new words together.
2. Ask pupils to read all the new 'ock' words aloud with you: lock, dock, sock, knock, rock, mock.
3. **Say:** Pupils, today you learnt how to read and write words with the rime -ock'. Read them with your parents at home tonight. Great work!

[EXPLANATION FOR THE TEACHER]

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

Here is the 'eet' word family.

- feet
- sheet
- meet

A rime is the group of letters with the same sound and letters at the end of the words.

Examples for the 'eet' family:

- fet
- shet
- met




The onset is the first sound of the word family. Different letters ('f', 'sh', 'm') are joined to the same rime.

- feet,
- sheet,
- meet

Sample words from the 'ock' word family:

- lock
- mock
- dock
- sock
- knock

| | | |
|--|-----------------------------------|-------------------------|
| Lesson Title: Writing: Preparing for School | Theme: Reading and Writing | |
| Lesson Number: L-03-060 | Class/Level: Primary 3 | Time: 35 minutes |

| | | |
|---|---|--|
|  <p>Learning Outcomes By the end of the lesson, pupils will be able to write about getting ready for school in the morning.</p> |  <p>Teaching Aids The Tiny Tale frame at the end of the lesson.</p> |  <p>Preparation Write the Tiny Tale frame, at the end of the lesson, on the board. 1. Write the following sentence frame on the board:</p> <ul style="list-style-type: none"> • I ____ before coming to school. |
|---|---|--|

Opening (3 minutes)

1. Ask pupils to open their exercise books.
2. **Say:** Find the Tiny Tale 'Before School' we wrote together. Let's read it again together.
3. Read aloud as pupils read.
4. **Say:** Today you will learn to write your own sentences about getting ready for school.

Introduction to the New Material (8 minutes)

1. **Say:** We will use the sentence frame on the board:
I ____ before coming to school.
2. **Say:** I 'brush' my teeth before coming to school.
3. Write 'I brush my teeth before coming to school' on the board.
4. Write another sentence. (Example: I help my mother before coming to school.)
5. Read the sentences 2 times aloud for the pupils.
6. **Say:** Now you read the sentences with me.
7. Read the sentences aloud with the pupils.
8. **Say:** Think about what you do before coming to school. Some ideas are in our Tiny Tale.

Guided Practice (5 minutes)

1. Tell pupils to turn and talk to a partner. Tell them to tell their partner a sentence they want to write.
2. **Say:** Use this sentence frame on the board.
3. I ____ before coming to school.
4. **Say:** Remember to look at the Tiny Tale in your exercise book for ideas.
5. Have 1 girl and 1 boy volunteer to say a sentence for the class. (Example answers: I fetch water for the house. I clean the dishes before coming to school.)
6. **Say:** Another example of a sentence could be: 'I pack my school bag before coming to school.'

Independent Practice (15 minutes)

1. Tell pupils to open their exercise books.
2. **Say:** Look at the sentence frame on the board. Fill in the blank spaces with your words.
I ____ before coming to school.
3. Walk around the classroom. Ask pupils about what they do before coming to school. Support pupils who need help.

4. **Say:** Write another sentence if you can.

Closing (5 minutes)

1. **Say:** Turn to your partner and read 1 sentence to him or her.
2. Have 2 boys and 2 girls volunteer to read a sentence for the class.
3. Then **Say:** Today you learnt how to write sentences about getting ready for school in the morning. Well-done, class!

[BEFORE SCHOOL]

I _____ before coming to school.

I _____ before coming to school.

I _____ before coming to school.

I _____ before coming to school.

1. I do these things before coming to school.

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