Asante Twi
Teacher Guide
Basic 1



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Republic of Ghana
Ministry of Education

GHANA GOVERNMENT PROPERTY

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Foreword

The Ministry of Education/Ghana Education Service (MOE/GES) would like to thank the United States Agency for International Development (USAID) Partnership for Education: *Learning* for helping the Government of Ghana to improve the quality of early grade reading instruction in public basic schools. *Learning* supports the MOE/GES to improve learning outcomes in reading for pupils in KG2, B1, and B2 through a systematic phonics-based approach. This is achieved by developing and training teachers in the use of teaching and learning materials for reading instruction in 11 Ghanaian languages (GL) and oral English.

The reading program supported by *Learning* focuses on the teaching of the six most important components of reading instruction: phonological awareness, phonics (letter-sounds), fluency, vocabulary, comprehension and writing. The reading program is framed in the "simple view of reading," which teaches pupils the skills needed to decode and to comprehend written words in order to become independent readers.

The reading program includes daily lessons with step-by-step instructions in a Teacher Guide, accompanied by a Pupil Reader for each pupil in the classroom, which contains exercises, pictures and texts that support the lessons. The Teacher Guide and associated teacher trainings conducted by *Learning* and GES, provide guidance on how to use the Pupil Reader and other learning materials to deliver engaging and effective reading lessons. The lessons are designed to be taught in 30 minutes each day, from Monday to Friday.

The Dagbani Prototype

The reading program has been prototyped in the Dagbani language as a precursor to the larger reading program in all 11 Ghanaian languages. The Teacher Guide and the Pupil Book developed for the Dagbani Prototype for B1, Terms 1 & 2 were piloted from January – July 2017 in 20 schools in the Yendi Municipal. Teachers, Headteachers, Curriculum Leads, Circuit Supervisors and Language Specialists from the Yendi Municipal were trained to strengthen their various roles to improve reading performance. This included trainings in reading pedagogy, classroom management, pupil assessment, and monitoring and supervision. *Learning* conducted base-line and mid-line assessment to track progress; and an end-line assessment will be conducted to find out how well the prototype has impacted the reading performance of the pupils. The mid-line results indicate that pupils who could read a syllable in Dagbani increased by 31% and pupils who could read a word in a decodable text increased by 26% after 8 weeks of prototype lessons.

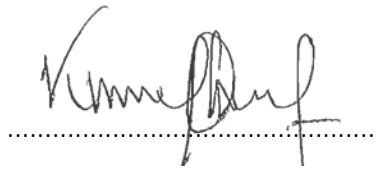
We would like to particularly thank the Northern Regional Director of Education, the Municipal Director of Education and staff, teachers and pupils of the Yendi Municipal Assembly who have worked hard to ensure that the prototype reading program is successful.

Scale-up to the 11 Ghanaian Languages of Instruction

The prototype program was tested and refined; and the lessons learned during prototyping were fed directly into the development of teaching and learning materials for all 11 Ghanaian languages of instruction and English, and the scale-up to over 7,200 schools in 100 targeted districts. In preparation for the nationwide implementation, *Learning* has developed the Teacher Guide for KG2 and a Teacher Guide and Pupil Book for B1 for the 2017-2018 school year. B2 materials have been developed for the 2018 – 2019 school year.

We would like to thank the MOE/GES and national and regional language and pedagogical experts who served as validators to ensure the materials are of high quality and have met the standards set by GES for teaching and learning materials for early grade pupils in Ghana. We appreciate the input and guidance provided by the following persons of the MOE/GES: Mrs. Cynthia Bosumtwi-Sam, the Acting Executive Secretary, National Inspectorate Board; Mrs. Felicia Boakye-Yiadom, Acting Executive Secretary, National Council for Curriculum and Assessment; and Dr. Evelyn Oduro, the Acting Executive Secretary, National Teaching Council.

Finally, we thank the *Learning* staff, consultants from FHI360 and Summer Institute of Linguistics (SIL) Africa, as well as Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT) staff for their expertise in the development and the production of these materials that meet high Ghanaian and international teaching and learning standards. These materials and the trainings in their use will go a long way to support Ghana's goal of improving reading performance and pedagogical excellence in early grade reading in Ghana.



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Prof. Kwasi Opoku-Amankwa
(Director-General, Ghana Education Service)

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Introduction

The *Learning* Teacher Guides are part of the *Learning* Early Grade Reading Program, a complete reading program for Ghanaian pupils in the early grades. This *Learning* Teacher Guide are designed to be used with *Learning* Pupil Books, as well as NALAP Big Books and additional teaching and learning support materials. The Guide consists of daily lesson plans with step-by-step instructions on how to deliver the lessons and how to use the *Learning* Pupil Books. Through daily exposure to the 5+1 components of reading (phonics, phonological awareness, vocabulary, comprehension and fluency + writing), pupils will develop the skills they need to become successful readers and writers.

The Use of Ghanaian Languages

The languages used in the *Learning* Early Grade Reading Program are the 11- approved Ghanaian languages of instruction. Research shows that it is easier for children to learn to read in a language familiar to them. Children learn to read a second language, such as English, when the concepts of reading and writing have been established in the language that the pupil already speaks.

The *Learning* Teacher Guides have been produced in the 11-approved Ghanaian languages of instruction- Akuapem Twi, Asante Twi, Dagaare, Dagbani, Adangme, Eve, Mfantse, Ga, Gonja, Kasem and Nzema.

Time Allocation

The Language Policy makes provision for the use of Ghanaian language as the medium of instruction from Kindergarten 1 and 2 and Basic 1 to 3, while introducing English gradually until Basic 3. From Basic 4, English becomes the medium of instruction.

Accordingly, the *Learning* Early Grade Reading Program materials are designed to be taught for 30 minutes per day and should be implemented during the time slot allocated for local language literacy.

Structure of the Teacher Guide

The B1 *Learning* Teacher Guide contains one hundred and seventy lessons and the teaching skills in each lesson are built upon prior lessons. Therefore, it is critical that the lessons are taught in order.

Lesson Content

The weekly lessons are structured as follows:

- These lessons focus on learning letters, writing letters, using new vocabulary, and oral discussion. There are also read alouds with vocabulary and comprehension activities. On the 10th day of each week, there is a summary lesson and time for reinforcement of skills learned.

Language of Instruction

The official Ghanaian Language of Instruction should be used for teaching the *Learning* Early Grade Reading Program lessons. However, if you have pupils for whom the language of instruction is not their mother tongue, please see Annex II, "Techniques to Support Second Language Learners in the Classroom." As you start using the *Learning* Teacher Guide, you will see that the instructions to the teacher are written in English and the scripts (what the teacher should say to the pupils) are in the Ghanaian Language of Instruction. The purpose of the scripting is to support the use of correct terminology and help present new ideas in child-friendly language.

Instructional Approach

The basic approach used in the B1 *Learning* Teacher Guide is systematic and explicit instruction of reading fundamentals, based on the components of reading instruction plus writing (referred to as the "5 + 1" components). The integration of writing into reading is very important because reading and writing mirror each other (receiving and producing information) and are therefore, best taught together.

Important design features of the *Learning* Teacher Guide include:

a) ***Explicit instruction***: Key concepts are explained directly. To be explicit, we say to pupils what they are learning and why. For example, the teacher would say, "the letter "m" makes the sound "/m/," rather than expecting children to figure it out on their own.

b) ***Structured instruction***: Key concepts are explained in a logical order, from simple to complex, and building on pupils' prior knowledge. For example, building pupils' word reading skills from sounds to letters, to syllables, to words and then sentences.

c) ***Teaching routines***: Activities are repeated regularly across the term. These predictable activities help pupils think about the content (like letters and stories) they are learning, instead of spending mental effort to figure out new instructions and activities during each lesson.

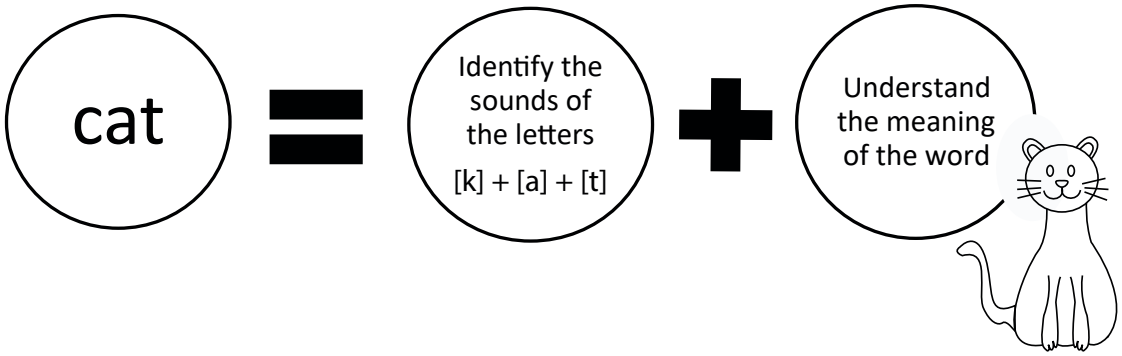
d) ***Teacher modelling***: The teacher regularly demonstrations reading and writing skills. Modelling for pupils as a whole class, small group and one-on-one aids pupils' understanding.

e) ***Pupil practice***: To master reading and writing skills, pupils must try out what the teacher has taught many times over with new material (reading new words, or Answering new story questions, for example). All pupils should have opportunities to practice independently of the teacher each day.

f) ***Continuous Assessment***: To best support pupil learning, the teacher must understand their pupils' strengths and needs. By regularly assessing pupils' reading skills each week, the teacher knows which pupils will require extra help during the lessons and which skills the whole class will need to review.

The Simple View of Reading

The content of *Learning* Teacher Guide lessons can be understood by thinking about the "simple view of reading," which states that effective reading with comprehension requires two main elements: word reading (or decoding) + understanding. For instance, when a pupil sees the word "cat", the pupil must know the sounds of the letters and how to blend the sounds to make a word, as well as the meaning of the word, in order to successfully read it.



Word reading (decoding): To learn to read words, which is called "decoding," pupils learn to recognize letters and their corresponding sounds. For longer words, pupils learn to recognize syllables. Then pupils pronounce the sounds of the letters or syllables together to read words, a process called "blending". To become comfortable, fluent readers, pupils have multiple opportunities to read simple stories using the letters and syllables they have previously learned.

Understanding: Even if a child can pronounce a word from written text, they cannot truly read it if it does not hold meaning for them. They must be able to speak and listen in the language that they are reading and Ask and Answer questions in that language. They also must learn the meaning of words (vocabulary) and learn a variety of ways to think about what they read, such as making connections between what they read and their own experiences.

Classroom Environment

The *Learning* Early Grade Reading Program celebrates diversity and seeks to create a climate that is welcoming and inclusive. Teachers are encouraged to create meaningful connections with every child, recognizing that each child is unique and brings their own rich knowledge and experiences. All children should be given an opportunity to learn according to their needs, no matter their gender identity, language, ethnicity, physical or cognitive abilities, or financial means. Lessons in the *Learning* Early Grade Reading Program promote learning that is active, engaging, and nurturing (warm and affectionate) so that pupils can learn and reach their potential.

Additional Resources

Annex I "Techniques for Teaching *Learning* Lessons" describes key instructional techniques that are integrated into Lesson plans in the *Learning* Teacher Guide. Below is a list of the techniques:

- I do, We do, You do
- Turn and Talk
- Calling on pupils "at random"
- Whole class response

Annex II "Techniques to Support Second Language Learners in the Classroom" gives details on specific ways that teachers can engage and improve instruction for pupils who speak a language other than the Ghanaian Language of Instruction. Below is the list of topics:

- Create links to personal experience and background knowledge.
- Encourage pupils to use their home language (L1).
- Practice and play with the sounds of the target language.
- Enhance meaning with pictures, objects, and actions.
- Give pupils time to process and test out ideas, either by speaking their first language or in their new language, with a partner or small group.

Alphabet and Digraphs serve as a reference for the alphabet for the language. The alphabet includes a complete list of the single letters of the language, both small and capital letters. It also includes common digraphs. Digraphs (two letters together) represent a single sound in this language.

Take home books are supplementary books provided for B1 pupils to be used at home for reinforcement of reading lessons. These books include decodable stories for each week in addition to sound and syllable blending practice. The teacher should encourage pupils to read the books with their families and friends at home and make time for pupils to talk about what they read in the Take Home Books during class. However, pupils should not write in the Pupil Take Home Books

A Glossary of Words and Terminologies relating to the language has been provided as a guide for the teacher.

Sequence of Letters

Lessons	Small letter	Keyword
1-5	Pre-reading	
6-10	Pre-reading	
11-14	a	apan
	aa	abaa
15-20	o	Koko
	oo	fononoo
21-24	ɛ	kɛtɛ
	ɛɛ	kasɛɛ
25-30	e	twene
	ee	asee
31-34	n	nana
35-40	s	sese
41-44	m	moa
45-50	_m	ɛnam
51-54	ɔ	ɔkɔtɔ
55-60	d	dame
61-64	w	wowa
65-70	i	sini
71-74	b	bese
75-80	k	kaba
81-84	y	yam
85-90	f	frankaa

91-94	u	duku
95-100	uu	sukuu
121 130	_n	kankabi
131 - 140	r	radio
141- 150	t	toa
151 - 160	h	hohoro
161-170	ny	nyaadewa

Key Terms

Reading or education terms

Sentence- ɔkasamu

Word – asɛmfua

Syllable – asɛnsini

Sound (as in, sound that an individual letter would make within an orally spoken word) – nnyegyeeɛ

Letter – atwerɛdeɛ

Vowel- ɛnne nnyegyeeɛ

Consonant – anom nnyegyeeɛ

Space – as in the blank space that is between two words- ɛkwan

Read- kenkan

Predict- susu

Response – meaning "Answer", as in, Answer a question – mmuaeɛ

Parts of a book

Cover- nkataho

Title – nwoma edin

Front – nwoma anim

Back – nwoma akyi

Picture – in English, picture can be a photograph or an illustration. However, illustration is not a photo (one is drawn and one is captured from real life). If the word for photo is a different vocabulary word, note it, and use it for stories with photos (such as the water story)- mfonini

Book – are you using a word that accurately describes the pupil book (as opposed to, for example, a children's book). But, like "book" you may choose a familiar word that means either one.- nwoma

Keywords for questions

Who – hwan (singular) / hwannom (plural)

What- ɛdeɛn

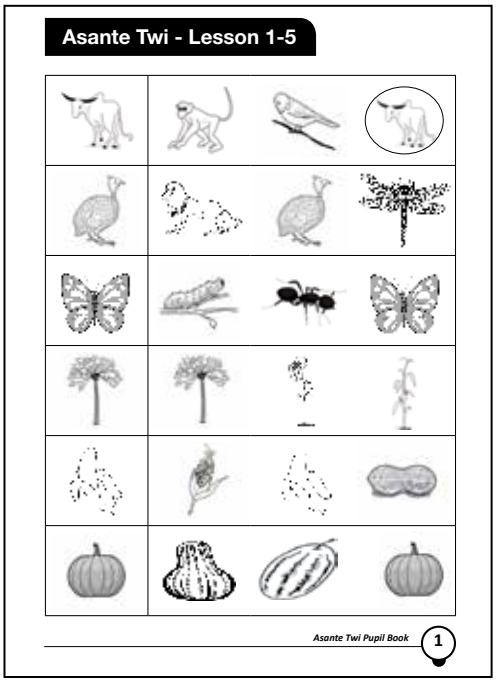
When – ɛberɛ bɛn

Where- ɛhefa

Phrase:

"Put your finger below the word" – under it, not on it (which may lead some kids to cover the word with their finger) – momfa mo nsa nsi asɛmfua no ase

Asante Twi—Lesson 1 Pre-reading



Objectives:

The pupils will be able to:

1. Track objects from left to right with their eyes and with a finger
2. Recognise details in shapes and objects as being similar or different from each other
3. Tell a story using pictures
4. Follow lines with a finger

1. Make Comparisons (15 mins)

Compare illustrations

- Show pupils how to open their Pupil Books to the first page. Hold up the Pupil Book so that pupils can see the page and point to the first illustration.
- Say: Fa wo nsa si mfoni a ɛdi ɛkan no so sɛdeɛ meyɛeɛ no. Aboa yi yɛ aboa bɛn? Aane, ɛyɛ nantwie.
- Point to the next picture in the row, to the right of the bull.
- Say: Momma yɛmfa yɛn nsa nkɔsi mfoni a ɛtɔ so no so. Ɛsɛ deɛ ɛdi ɛkan no anaa? Dabi.
- Point to the next picture in the row.
- Say: Momma yɛmfa yɛn nsa nkɔsi mfoni a ɛtɔ so no so. Ɛsɛ deɛ ɛdi ɛkan no anaa? Dabi
- Point to the final picture in the row.
- Say: Yei sɛ mfoni a ɛdi ɛkan no anaa? Aane.
- Continue this process with the other rows, each time asking the pupils to study the first illustration and find the other illustration in the row that matches.

Compare shapes

- Ask pupils to turn to the next page in the Pupil Book.
- Use the same process as the activity above with the shapes on the next page of the Pupil Book.

2. Story sequence (10 mins)

Tell a story using pictures

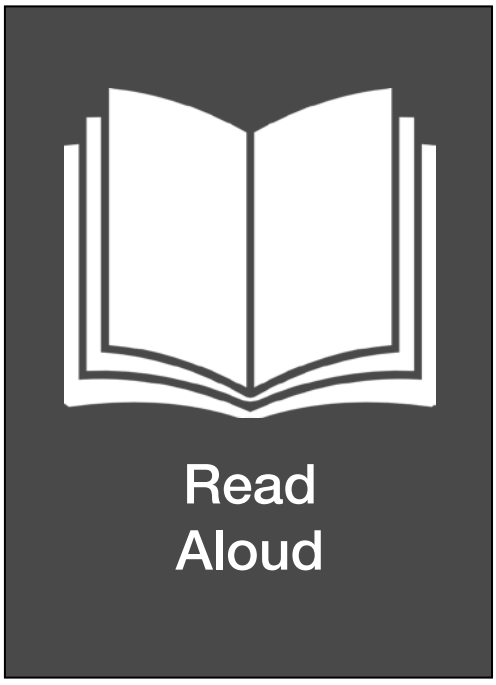
- Show the next page in the Pupil Book.
- Say: Fa wo nsa si mfoni a ɛdi ɛkan no ase. Ɛdeɛn na onipa no reyɛ?
- Call on two pupils to respond.
- Talk with pupils about each picture in the sequence (1, 2, 3, 4, 5, 6). Ask pupils what the people are doing in each picture and ask questions to help them think about the pictures.
- Ask pupils to look at the pictures and describe the story the pictures are telling. Help them see that the woman is preparing banku in picture 5

3. Trace lines (5 mins)

Follow lines with a finger

- Show the next page in the Pupil Book.
- Say: Ɛdeɛn na abarimaa a ɔwɔ mfoni no mu no reyɛ? Momma yɛmmoa no na ɔmmɔ bɔɔlo no nto atena no mu. Moayɛ krado? Fa wo nsateaa kyerɛ bɔɔlo no ɛkwan.
- Show pupils how to trace the line from the ball to the goal with a finger.
- Say: Ɛdeɛn na ɔkwakuo no reyɛ? Wosusu sɛ ɛdeɛn na ɔpɛ?
- Watch as pupils trace the line from the monkey to the banana with a finger.
- Repeat with the remaining image.

Asante Twi—Lesson 2 Pre-reading



Objectives:

The pupils will be able to:

1. Recognise the front cover, back cover, and title of a book
2. Apply new words learned to own life and use new words in conversation
3. Use background knowledge to build meaning
4. Use verbal and nonverbal communication appropriately

1. Parts of a Book (15 mins)

Recognise the basic parts of a book – cover, back, title

Point to the cover and back of a book.

- Say: Yɛbɛkenkan afiri nwoma no anim de akɔ akyire. Nwoma no anim nie.
- Say: Nsɛmfua a ɛwɔ nwoma no anim no ma yɛhunu nwoma no edin. Nwoma no edin ma yɛnya adwene fa deɛ yɛrebɛkenkan no ho.
- Say: Sɛ yɛduru abasɛm no awieeɛ a, yɛbɛhunu nwoma no akyi.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it but do not write it on the board. Ask pupils what they know about each one.

- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

n'ani aha	**hyehyɛ**	**sua**

3. Read aloud (5 mins)

Read the following story aloud

- Use the appropriate big book or supplementary illustrations if available)
- While reading, pause to think aloud and talk to pupils about the story at key moments such as when you come to a vocabulary word the pupils just learned.

Afua sua dodo!

Afua te efie. Ɔnyɛ hwee nti na n'ani aha. Ɔhunuu sɛ Ante Abena rewɔ fufuo. "Ante, mɛtumi abɛboa wo?" "O, dabi, Afua, wosua dodo!" Enti, ɔtoaa so kɔɔ ne ɛkwan. Ɔkɔtoo sɛ ne nua reyɛ ne sakere yie. "Me nua, mɛtumi abɛboa wo?" "Dabi, Afua, wosua dodo!" Enti ɔtoaa so kɔɔ ne ɛkwan. Ɔkɔtoo sɛ ne nuabarima de mmirika di kotɛrɛ akyi. "Me nua, mɛtumi abɛboa wo?"

"O, dabi, Afua, wosua dodo!" Enti, ɔtoaa so kɔɔ ne ɛkwan. Ɔkɔtoo sɛ ne nuabaa reyɛ sukuu adwuma. "Me nuabaa, mɛtumi abɛboa wo?" "O, dabi, Afua wosua dodo!" Enti, ɔkɔɔ ne ɛkwan. Ɛwiee akyire no, ɔkɔɔ ne papa hɔ. Ne papa kaa sɛ, "O, me dɔba Afua, ɛdeɛn nti na wo werɛ aho saa?"

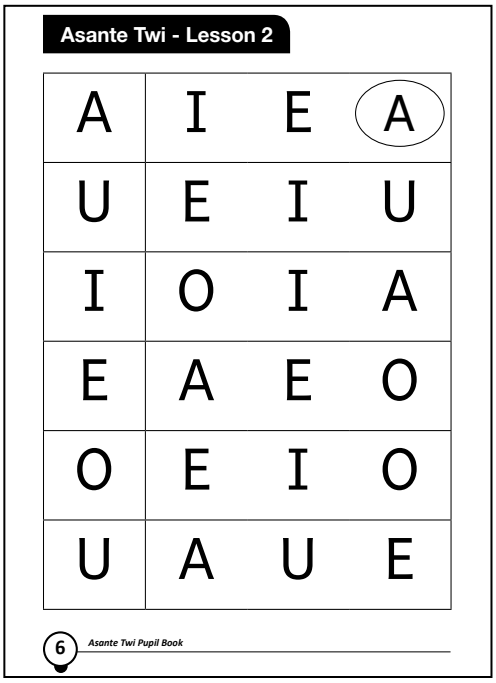
"Mesua dodo sɛ mɛwɔ fufuo. Mesua dodo sɛ mɛyɛ sakere yie. Mesua dodo sɛ mɛpam kotɛrɛ. Mesua dodo sɛ mɛyɛ sukuu adwuma. Ɛdeɛn na mɛtumi ayɛ?" Ne papa kaa sɛ, "O, Afua, mma wo werɛ nho koraa. Wonsua, wo kɛseyɛ ara ne no." "Merehwehwɛ obi a ne nsa susua na wabɛboa me ama mahyehyɛ ankaa wɔ adaka yi mu. Wobɛboa me?" Na ɔboaa no.

4. Rapid review (5 mins)

Review the parts of a book – cover, back, title

- Call on a volunteer pupil to show the class which part of a book you start reading from. Ask what this part of the book is called. (correct response: "Nwoma no anim")
- Say: Ɛhefa na yɛhunu nwoma no edin? (Answer: "Nwoma no anim")
- Call on a volunteer pupil to Answer. Call on a second volunteer pupil to say the title of the story that was just read aloud.
- Say: Sɛ yɛduru nwoma no awieeɛ a, ɛdeɛn na yɛbɛhunu? (Answer:"Nwoma no akyi")
- Call on a volunteer pupil to Answer and point to the back of the book.

Asante Twi—Lesson 3 Pre-reading


Asante Twi - Lesson 2

A	I	E	A
U	E	I	U
I	O	I	A
E	A	E	O
O	E	I	O
U	A	U	E

6 Asante Twi Pupil Book

Objectives:

The pupils will be able to:

1. Track objects from left to right with their eyes and with a finger
2. Recognise details in shapes and objects as being similar or different from each other
3. Tell a story using pictures
4. Follow lines with a finger

1. Make Comparisons (15 mins)

Compare shapes of capital letters

- Hold up the Pupil Book so that pupils can see the page and point to the first capital letter. Do not say the name of the letter – this is NOT an activity for pupils to learn letters. It is an activity for pupils to practice telling the difference between letter shapes.
- Say: Mede me nsa resi atwerɛdeɛ a ɛdi ɛkan no ase. Obiara mfa ne nsa nsi atwerɛdeɛ a ɛdi ɛkan no ase. Yɛrebɛhwehwɛ foforɔ a ɛte sɛ deɛ ɛdi ɛkan no ara.
- Point to the next letter in the row.
- Say: Momma yɛmfa yɛn nsa nkɔsi atwerɛdeɛ a ɛtɔ so no so. Ɛsɛ deɛ ɛdi ɛkan no anaa? Dabi.
- Point to the next letter in the row.
- Say: Momma yɛmfa yɛn nsa nkɔsi atwerɛdeɛ a ɛtɔ so no so. Ɛsɛ deɛ ɛdi ɛkan no anaa? Dabi
- Point to the final letter in the row.
- Say: Yei te sɛ deɛ ɛdi ɛkan no anaa? Aane.
- Continue this process with the other rows, each time asking the pupils to study the first capital letter and find the other one in the row that matches it.

Compare shapes of small letters

- Use the same process as the activity above with the small letters on the next page of the Pupil Book. Do not say the name of the letter – this is NOT an activity for pupils to learn letters. It is an activity for pupils to practice telling the difference between letter shapes.

2. Describe differences (10 mins)

Talk about the differences between objects

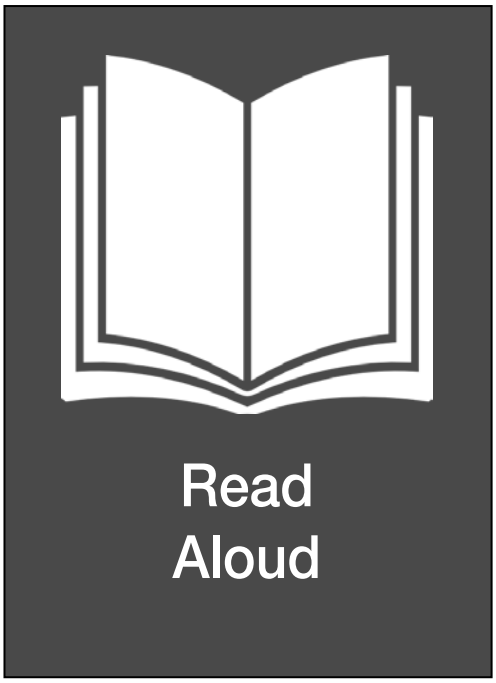
- Hold up the Pupil Book so that pupils can see the four objects in the next activity. Ask pupils to point to the objects in their own books.
- Call on pupils to describe what images go together and why (there is no 1 correct Answer).

3. Trace lines (5 mins)

Follow lines with a finger

- Say: Momma yɛnni saa ntummoa yeinom akyi! Deɛ ɔdi ɛkanno yɛ abɛbɛ. Fa wo nsa si ahyɛaseɛ no so na yɛnni n'ahurihuri no akyi mfa krataa no so.
- Demonstrate following the line on the page as needed.
- Repeat with the remaining images.

Asante Twi—Lesson 4 Pre-reading



Objectives:

The pupils will be able to:

1. Know that words are separated by spaces
2. Use new words correctly in sentences
3. Answer factual questions
4. Use verbal and non-verbal communication appropriately

1. Words are separated by spaces (10 mins)

Describe what a word is, and why there are spaces between them

- Take out the read aloud book from yesterday's lesson. Choose a sentence to write on the board.
- Say: Ɔkasamu yi firi abasɛm a mekenkan kyerɛɛ mo ɛnnora no mu. Yɛrebɛkasa afa akwan a ɛdeda nsɛmfua a ɛwɔ ɔkasamu yi mu ntam. Sɛ mekenkan a, mehwɛ asɛmfua biara mmaako mmaako. Asɛmfua biara wɔ nkyerɛaseɛ.
- Point to a word in the sentence. Read the word and say its meaning.
- Point to the space after the word.
- Say: Ɛkwan no kyerɛ me faako a asɛmfua baako si ne faako a asɛmfua a ɛtoa so no firi aseɛ.
- Point to the following word in the sentence. Read the word and say its meaning.
- Say: Akwan a ɛdeda nsɛmfua ntam no boa ma wokenkan. Wobɛhia sɛ wobɛgya ɛkwan ato nsɛmfua ntam wɔ ɛberɛ a wotwerɛ ɔkasamu ahodoɔ.
- Write another sentence. Choose a volunteer to help demonstrate on the new sentence.
- Say: Wobɛtumi de wo nsa asi asɛmfua bi so? Afei kyerɛ me asɛmfua a ɛtoa so no. Mo! Sɛn na wobɛsi akyerɛ sɛ nsɛmfua yi mu biara nko? (correct response: there is a space between them)
- Pick up the book. Walk around the room. Ask 3 pupils to find a space between two words, and put their fingers on it.

2. Vocabulary – before reading (5 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learned during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

n'ani aha	**hyehyɛ**	**sua**

3. Read aloud (7 mins)

Reread the following story aloud

- Use the appropriate big book or supplementary illustrations if available.
- While reading, pause to think aloud and talk to pupils about the story at key moments or to ask them what they remember from yesterday's reading.

Afua sua dodo!

Afua te efie. Ɔnyɛ hwee nti na n'ani aha. Ɔhunuu sɛ Ante Abena rewɔ fufuo. "Ante, mɛtumi abɛboa wo?" "O, dabi, Afua, wosua dodo!" Enti, ɔtoaa so kɔɔ ne ɛkwan. Ɔkɔtoo sɛ ne nua reyɛ ne sakere yie. "Me nua, mɛtumi abɛboa wo?" "Dabi, Afua, wosua dodo!" Enti ɔtoaa so kɔɔ ne ɛkwan. Ɔkɔtoo sɛ ne nuabarima de mmirika di kotɛrɛ akyi. "Me nua, mɛtumi abɛboa wo?"

"O, dabi, Afua, wosua dodo!" Enti, ɔtoaa so kɔɔ ne ɛkwan. Ɔkɔtoo sɛ ne nuabaa reyɛ sukuu adwuma. "Me nuabaa, mɛtumi abɛboa wo?" "O, dabi, Afua wosua dodo!" Enti, ɔkɔɔ ne ɛkwan. Ɛwiee akyire no, ɔkɔɔ ne papa hɔ. Ne papa kaa sɛ, "O, me dɔba Afua, ɛdeɛn nti na wo werɛ aho saa?"

"Mesua dodo sɛ mɛwɔ fufuo. Mesua dodo sɛ mɛyɛ sakere yie. Mesua dodo sɛ mɛpam kotɛrɛ. Mesua dodo sɛ mɛyɛ sukuu adwuma. Ɛdeɛn na mɛtumi ayɛ?" Ne papa kaa sɛ, "O, Afua, mma wo werɛ nho koraa. Wonsua, wo kɛseyɛ ara ne no." "Merehwehwɛ obi a ne nsa susua na wabɛboa me ama mahyehyɛ ankaa wɔ adaka yi mu. Wobɛboa me?" Na ɔboaa no.

4. Comprehension questions - factual (5 mins)

Teach pupils to use the question word "**who**" ("**Hwan/ Hwannom**")
Tell pupils they will learn key words that will help them respond to questions about a story. Tell them they will learn about the question word "**who**" ("**Hwan/ Hwannom**") today.

Read the question:

Hwan na wote ne nkyɛn? / Hwannom na wote wɔn nkyɛn?

- Call on 2-3 pupils at random to Answer.
- Say: Asɛmfua "hwan" kyerɛ yɛn sɛ yɛmfa onipa baako edin anaa biribi a ɛredi dwuma sɛ onipa na ɛmmua asɛmmisa no. Sɛ mete "hwan" a, menim sɛ mmuaeɛ no bɛyɛ agorɔba bi a ɔwɔ abasɛm no mu edin. Asɛmfua "hwannom" kyerɛ yɛn sɛ yɛmfa nnipa edin anaa nneɛma a ɛredi dwuma sɛ nnipa na ɛmmua asɛmmisa no. Sɛ mete "hwannom" a, menim sɛ mmuaeɛ no bɛyɛ agorɔmma binom a wɔwɔ abasɛm no mu edin.

Read the question:

Hwan na na ɔreyɛ ne sakere yie no?

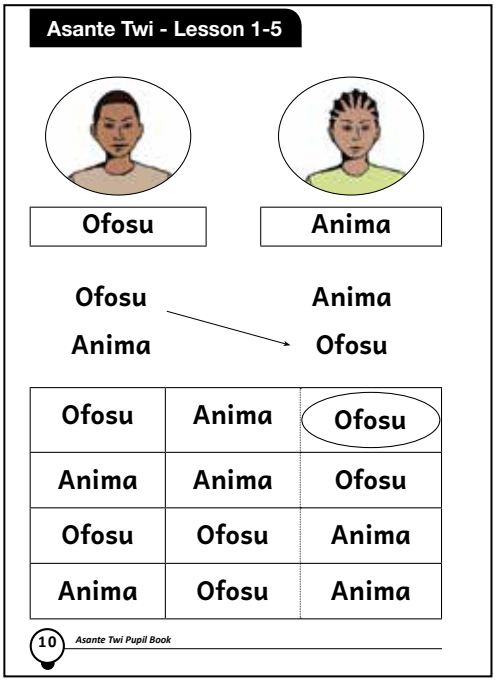
- Say: Momma yɛnnwennwene abasɛm no ho. Akenkan no ka sɛ "Ɔkɔtoo sɛ ne nua reyɛ ne sakere yie". Enti mmuaeɛ a ɛfata yɛn asɛmmisa no ne "ne nua".
- Read the question:
  Hwan na Afua boaa no no? (Answer: Afua boaa ne papa.)
- Ask pupils to turn to a pupil next to them to talk about their Answers to the question. Remind pupils that it is a **"who"** question.
- Call on a pupil to share their answer. Ask the rest of the class if they agree.

5. Rapid review (3 mins)

Evaluate pupils use of the keyword "who" ("hwan / hwannom")

- Say: Asɛmfua bɛn na yɛbɛte wɔ asɛmmisa bi ahyɛaseɛ a ne mmuaeɛ yɛ agorɔba edin?
- Call on a pupil at random who raised their hand. Remind them that the word is "**who**" ("**hwan / hwannom**").

Asante Twi—Lesson 5 Pre-reading



Objectives:

The pupils will be able to:

1. Track objects from left to right with their eyes and with a finger
2. Recognise sight words
3. Read sentences using sight words and pictures
4. Draw simple forms

1. Read sight words (5 mins)

Learn two new sight words

- Point to the pictures of the boy and girl in the Pupil Book.
- Say: Yei yɛ "Ofosu". Yei yɛ "Anima". Yɛrebɛkenkan nsɛm pii afa wɔn ho wɔ saa tɛɛm yi mu.
- Say: Fa wo nsa si asɛmfua "Ofosu" a ɛwɔ abarimaa no mfoni no ase no so. Fa wo nsa si asɛmfua "Anima" a ɛwɔ abaayewa no mfoni no ase no so.
- Point to the following activity in the Pupil Book (matching activity).
- Ask pupils to point to Ofosu on the left side, then point to the matching name on the right side. Repeat with Anima.
- Point to the following activity in the Pupil Book (box with boy and girl names).
- Ask pupils to say the first name in the left column, then point to the matching name in the row.
- Continue in the same way with each row.

2. Read a sentence (10 mins)

Read a sentence using sight words

- Say: Mehunu "Anima" wɔ krataafa yi soro. Afei mehunu asɛmfua foforɔ! Asɛmfua yi ne "hunu". Ɛsiane sɛ yɛnim "Anima" ne saa asɛmfua foforɔ yi nti, yɛbɛtumi akenkan deɛ saa mfoni yeinom reka.
- Point to the first picture sentence on the page in the Pupil Book. Ask pupils to name the picture on the right.
- Read the picture sentence aloud to pupils, showing them how you point to the pictures/word with your finger as you read.
- Continue to the next picture sentence. Ask pupils to point to the boy.
- Point to pictures or words as you read. Ofosu hunu abirekyire.
- Remind pupils that hunu means "to look at" or "to see".
- Make a gesture to demonstrate seeing. Then, ask pupils to read the picture sentence again together.
- Say: Afei, hwan na wohunu no wɔ aseɛ hɔ? Momma yɛmfa yɛn nsa nsisi nsɛmfua no ase na yɛnkenkan ɔkasamu no. Anima hunu ɛpono.
- Say: Hwan na "ɔbɛkenkan" ɔkasamu a ɛdi soɔ no?
- Continue calling on pupils to read the picture sentences until the end of the page.

3. Describe differences (5 mins)

Talk about the differences between objects

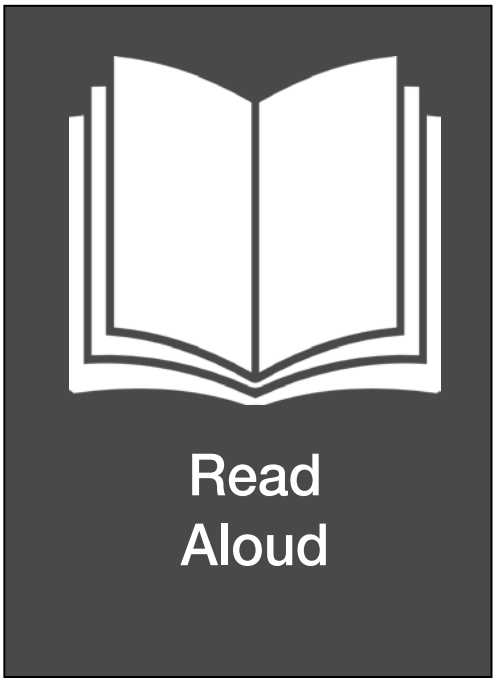
- Point to the next activity in the Pupil Book.
- Say: Momma yɛmfa yɛn nsa nsi mfoni a ɛdi ɛkan no so. Ɛdeɛn na mohunu? Aane, odwan! Aboa bɛn na mohunu sɛ ɔtoa ne so no?
- Point to the next picture in the row.
- Say: Aane, nantwie! Nsonsonoeɛ bɛn na ɛda nantwie ne odwan ntam?
- Continue with other illustrations.

4. Draw shapes (10 mins)

Practice drawing common shapes

- Ask pupils to trace each shape in the Pupil Book with one finger.
- Ask pupils to try to draw 3 of each shape in their exercise books. Depending on their comfort with writing and drawing, different pupils may focus on just one shape or draw many.

Asante Twi—Lesson 6 Pre-reading



Objectives:
The pupils will be able to:
1. Track objects from left to right with their eyes and with a finger
2. Use new words correctly in sentences
3. Use verbal and non-verbal communication appropriately

1. How to read – track with a finger (7 mins)

Teach how to track words with a finger

- Say: Mekenkan a, mehwɛ asɛmfua biara baako baako. Asɛmfua biara wɔ asekyerɛ. Sɛ wobɛte deɛ wokenkan no ase a, ɛhia pa ara sɛ wobɛkenkan asɛmfua biara. Wode wo nsa sisi asɛmfua biara ase ɛberɛ a worekenkan a, ɛboa wo ma wommɔ ntra nsɛmfua no mu bi.
- Write a sentence on the board. Demonstrate how to track with your finger under each word as you read. Be sure to place and pause your finger under the specific word.
- Call on a pupil at random to describe what to do with a finger while reading.
- Call on 2 pupils to demonstrate tracking words of the sentence on the board while you read it aloud.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it but do not write it on the board. Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

dɔkota	**ntontonnan**	**huraeɛ**

3. Read aloud (7 mins)

Read the following story aloud

- Use the appropriate big book or supplementary illustrations if available)
- Partway through the story, pause to show pupils how you track reading with your finger below each word you read as you read it. At the end of the line of text, make a big sweeping motion back to the start of the next line of text. Continue tracking with your finger.
- After demonstrating, complete the read aloud.

Adwoa yare huraeɛ

Adwoa ne ne maame ne ne papa na wɔteɛ. Papa ne maame frɛ Adwoa. Efie hɔ ayɛ dinn. Obiara nkasa. Adwoa wɔ hefa? Adwoa te sɛ ne maame refrɛ no. Adwoa te sɛ ne papa refrɛ no. Adwoa mmua. Ɔda so da kɛtɛ so. Maame ne papa hwɛ wɔn ho wɔn ho anim. Maame de mmirika kɔ Adwoa ɛdan mu. Maame kyea, "Adwoa, maakye! Na wo ho te sɛn?"

Adwoa bua sɛ, "Yaa ɛna! Maame, meyare!" Maame de ne nsa to Adwoa moma so, na ɔka sɛ, "Woanya atiridii! Mɛfrɛ dɔkota!" Papa kɔfrɛ dɔkota wɔ fon so. Dɔkota ba bɛhwɛ Adwoa ka sɛ, "Woanya huraeɛ! Yɛbɛsa wo yareɛ!" Adwoa yam hye no ma ɔbisa sɛ, "Dɔkota, dɔkota! Mɛwu anaa?"

Dɔkota sere ka sɛ, "Dabi, Adwoa! Mɛma wo aduro na woada." Maame ka sɛ, "Dɔkota, meda wo ase!" Dɔkota ka sɛ, "Mma wo werɛ mfiri aduro no." Ɛfiri nnɛ rekɔ, ɛsɛ sɛ Adwoa da ntontonnan a wɔahyɛ no aduro mu!" Maame hwɛ papa ka sɛ, "Ma yɛntɔ ntontonnan no nnɛ! Mepa wo kyɛw, tu mmirika kɔ edwam hɔ! "Adwoa te sɛ wɔrekasa na ɔfa mu da.

4. Vocabulary – after reading (6 mins)

Check for vocabulary understanding

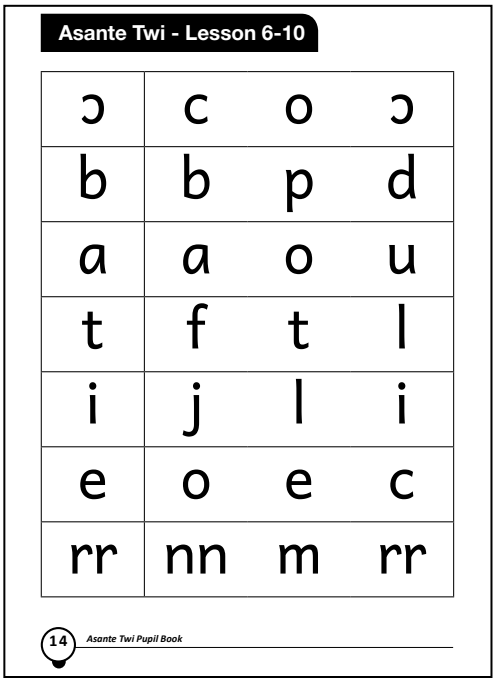
- Ask pupils if they heard the new vocabulary words during the read aloud.
- Call on 3-4 pupils to say what vocabulary word they heard and to say the meaning in their own words.
- Say: Momma yɛmfa nsɛmfua a yɛasua no nyɛ ɔkasamu ahodoɔ foforɔ.
- Give an example by using one of the words in a new sentence – one that is not in the pupil book or read aloud.
- For each other vocabulary word introduced before reading, ask a pupil to use the word in a new sentence. Have pupils act out a word, if appropriate. Congratulate, help, or correct the pupils, depending on the responses.

5. Rapid review (5 mins)

Review tracking words with a finger

- Ask a volunteer pupil to tell you something you should do to be sure you don't skip words while reading. (Answer: track the words with your finger, or follow under the words with your finger, etc.)
- Ask one pupil to demonstrate tracking for the class using the book.

Asante Twi—Lesson 7 Pre-reading


Asante Twi - Lesson 6-10

ɔ	c	o	ɔ
b	b	p	d
a	a	o	u
t	f	t	l
i	j	l	i
e	o	e	c
rr	nn	m	rr

14 Asante Twi Pupil Book

Objectives:

The pupils will be able to:

1. Track objects from left to right with their eyes and with a finger
2. Recognise sight words
3. Read sentences using sight words and pictures
4. Draw simple forms

1. Make comparisons (5 mins)

Compare shapes of letters

- Ask pupils to find the shape that matches the first shape in each row. Monitor, and provide pupils with help as needed.

2. Describe differences (5 mins)

Describe the difference between letter shapes

- Ask pupils to tell you what is different about the two shapes, the i and the j. Do not say the name of the letter – this is NOT an activity for pupils to learn letters, it is an activity for pupils to practice telling the difference between the shapes of the letters.
- Ask pupils to trace the shapes with their fingers.

3. Read a sentence using sight words (10 mins)

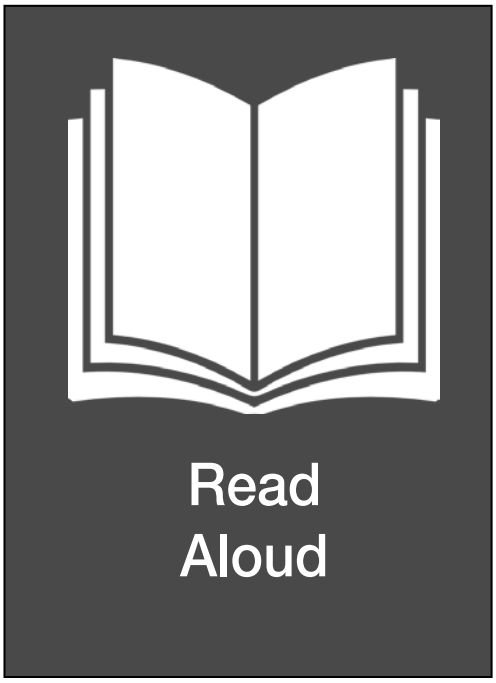
- Ask pupils to try to read the picture sentences using the sight words they learned previously. Monitor and help pupils as needed.
- After giving pupils an opportunity to read the sentences independently, call on a pupil at random to read the first sentence. Ask another pupil to read the second, then continue for each of the sentences. Ensure that pupils know the correct way to read each sentence.

4. Draw shapes (10 mins)

Practice drawing common shapes

- Ask pupils to trace each shape in the Pupil Book with one finger.
- Ask pupils to try to draw 3 of each shape in their exercise books. Depending on their comfort with writing and drawing, different pupils may focus on just one shape or draw many.

Asante Twi—Lesson 8 Pre-reading



Objectives:
The pupils will be able to:
1. Use new words correctly in sentences
2. Answer factual questions
3. Use verbal and nonverbal communication appropriately

1. Vocabulary – before reading (7 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learned during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

dɔkota ntontonnan huraeɛ

2. Read aloud (10 mins)

Reread the following story aloud

- Use the appropriate big book or supplementary illustrations if available.
- While reading, pause to think aloud and talk to pupils about the story at key moments or to ask them what they remember from yesterday's reading.

Adwoa yare huraeɛ

Adwoa ne ne maame ne ne papa na wɔteɛ. Papa ne maame frɛ Adwoa. Efie hɔ ayɛ dinn. Obiara nkasa. Adwoa wɔ hefa? Adwoa te sɛ ne maame refrɛ no. Adwoa te sɛ ne papa refrɛ no. Adwoa mmua. Ɔda so da kɛtɛ so. Maame ne papa hwɛ wɔn ho wɔn ho anim. Maame de mmirika kɔ Adwoa ɛdan mu. Maame kyea, "Adwoa, maakye! Na wo ho te sɛn?"

Adwoa bua sɛ, "Yaa ɛna! Maame, meyare!" Maame de ne nsa to Adwoa moma so, na ɔka sɛ, "Woanya atiridii! Mɛfrɛ dɔkota!" Papa kɔfrɛ dɔkota wɔ fon so. Dɔkota ba bɛhwɛ Adwoa ka sɛ, "Woanya huraeɛ! Yɛbɛsa wo yareɛ!" Adwoa yam hye no ma ɔbisa sɛ, "Dɔkota, dɔkota! Mɛwu anaa?"

Dɔkota sere ka sɛ, "Dabi, Adwoa! Mɛma wo aduro na woada." Maame ka sɛ, "Dɔkota, meda wo ase!" Dɔkota ka sɛ, "Mma wo werɛ mfiri aduro no." Ɛfiri nnɛ rekɔ, ɛsɛ sɛ Adwoa da ntontonnan a wɔahyɛ no aduro mu!" Maame hwɛ papa ka sɛ, "Ma yɛntɔ ntontonnan no nnɛ! Mepa wo kyɛw, tu mmirika kɔ edwam hɔ! "Adwoa te sɛ wɔrekasa na ɔfa mu da.

3. Comprehension questions_ factual (10 mins)

Review the question word "Who" ("Hwan / Hwannom")

- Read the question:

  Hwan na ɔfrɛɛ dɔkota ɛberɛ a na Adwoa yare no? (Answer: Papa na ɔfrɛɛ dɔkota ɛberɛ a na Adwoa yare no.)
- Ask pupils to Answer the question. Give them feedback.
- Ask pupils if they can tell you what the question word "**who**" is asking about. Call on one or two pupils to respond. Let them know if they are correct, or incorrect and why.

  (Response: the question word "**who**" asks us the name of a someone or something alive)

Teach pupils to use the question word "where" "ɛhefa"

- Tell pupils that they will learn a new question word today, "**where**". Tell pupils that they will use it to Answer the next question.
- Read the question:

  Woyare a, ɛhefa na wokɔ?
- Say: Asɛmfua "ɛhefa" kyerɛ yɛn sɛ yɛmfa beaeɛ anaa tebea na ɛmmua asɛmmisa no. Sɛ mete "ɛhefa" a, menim sɛ mmuaeɛ no bɛyɛ beaeɛ.
- Read the question:

  Ɛhefa na na Adwoa wɔ ɛberɛ a maame ne papa refrɛ no no? (Answer: Na Adwoa da ne kɛtɛ so wɔ ne ɛdan mu ɛberɛ a na maame ne papa refrɛ no no.)
- Say: Momma yɛnnwennwene deɛ yɛdii kan kenkaneeɛ no ho. Akenkan no kaa sɛ (Ɔda so da kɛtɛ so.)
- Ask pupils to think about where, or the place, that this happened.
- Call on pupils at random to respond.
- Read the question:

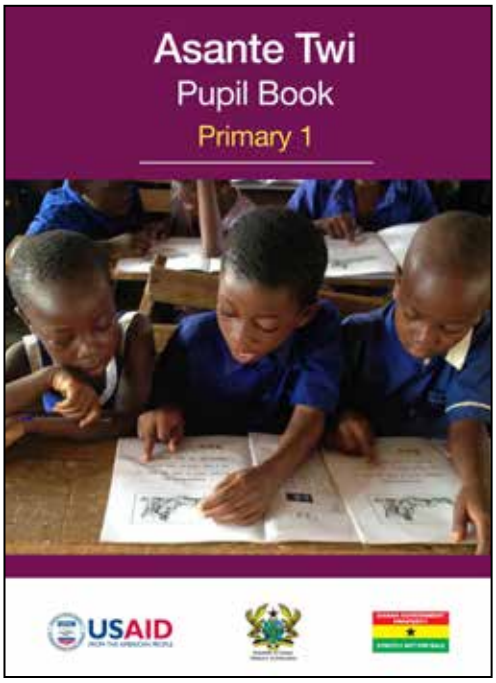
  Ɛhefa na Adwoa papa bɛtɔ ntotonnan no? (Answer: please turn to page 4… Adwoa papa bɛtɔ ntontonnan no wɔ edwam.)
- Turn and Talk: Ask pupils to turn to a pupil next to them to talk about their Answers to the question. Remind pupils that it is a "where" question.
- Call on a pupil to share their answer. Ask the rest of the class if they agree.

4. Rapid review (3 mins)

Evaluate pupils use of the keyword "where" "ɛhefa"

- Say: Asɛmfua bɛn na yɛbɛte wɔ asɛmmisa bi ahyɛaseɛ a ne mmuaeɛ yɛ beaeɛ?
- Call on a pupil at random who raised their hand. Remind them that the word is "**where**" ("**ɛhefa**").

Asante Twi—Lesson 9 Assess & Review



Objectives:
The pupils will be able to:
1. Display mastery of key skills learned over the last four lessons: the parts of a book, spaces between words and tracking a finger under print.

1. Assessment (20 mins)

Special assessment – assess week 1 skills:
1. Know what the "cover" and "back" of the book means
2. Understand that words in print are separated by spaces
3. Know that tracking a finger under a word helps keep track of where you are reading

1. Know what the "cover" and "back" of the book means

- Hand out pupil books
- Tell pupils to hold up their books and point to the "**front**". Give feedback and explain. Give more examples if needed. If you see any pupil struggling, make sure to support them in this skill during the next lessons.
- Tell pupils to hold up their books and point to the "**back**" of the book. Give feedback, and explain and give more examples if needed.

2. Understand that words in print are separated by spaces

- Ask pupils to turn to the first decodable story in their book. Show them the picture for the story, so they can find the story in the book. They will not be able to read this story yet, but that is alright. Do not ask them to read the story.
- Point to the space between the first two words in the story. Ask all pupils to put their finger on that space. Walk around and show them where to put their finger.
- Ask pupils to point to the next space in the story. Walk around to observe and give feedback.
- Ask pupils to raise their hand if they know what that space is for (why it's there).
- Ask a volunteer to Answer. Ask another pupil if the response is correct.
- Say: Ɛkwan no kyerɛ yɛn sɛ yeinom yɛ nsɛmfua ahodoɔ mmienu. Yɛbɛgya ɛkwan ato asɛmfua biara ntam.

3. Know that tracking a finger under a word helps keep track of where you are reading

- Open a big book (any big book) to the first page. Ask pupils to watch and listen. Read the first sentence while **pointing to (tracking) each word** with your finger.
- Ask pupils what you were doing with your finger. Then ask them why you did that. Tell the pupil who responds if they are correct or not. Then repeat or say the correct response. (Possible response: I was tracking a finger under the words as I read them. Tracking with a finger helps you know where you are while reading, so you don't get confused or lost.)

2. Reinforcement Activity (10 mins)

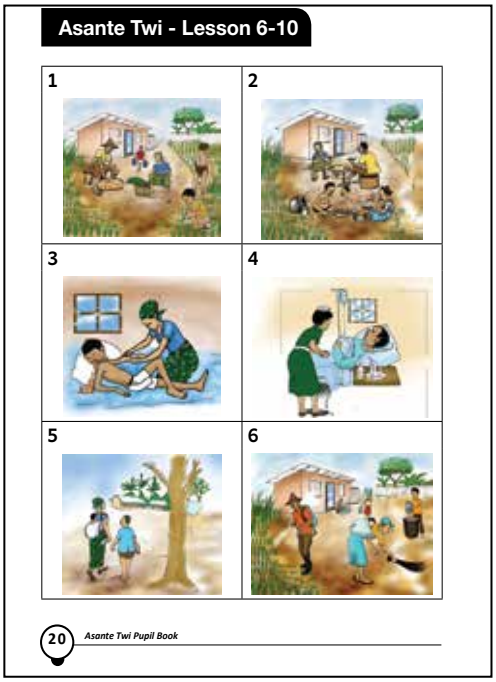
NOTE

- Look at the list of key skills below. Choose one that your pupils need to practice. Ask pupils to turn back to that page in the Pupil Book and repeat that activity.

Key activities from week 1 lessons

1. Draw lines and shapes
2. Read sentences with sight words
3. Choose the letter that matches the first letter in the row
4. Recognize sight words (character names)

Asante Twi—Lesson 10 Pre-reading



Objectives:

The pupils will be able to:

1. Tell a story using pictures
2. Recognise sight words, and read them in a sentence
3. Track words from left to right with their eyes and with a finger

1. Story sequence (10 mins)

Tell a story using pictures

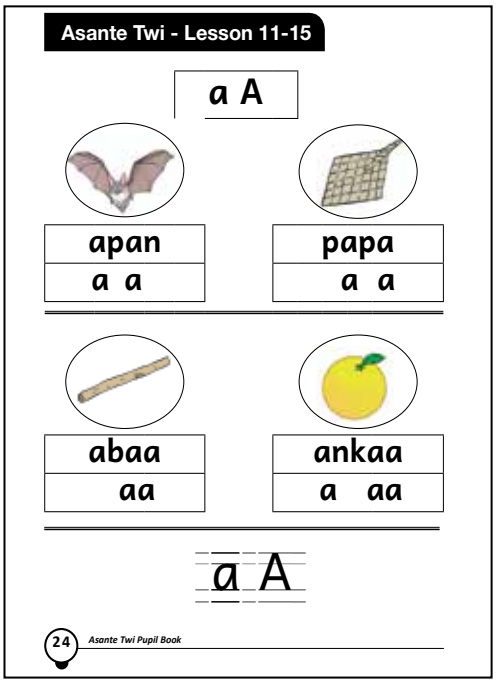
- Point to the picture story in the Pupil Book.
- Say: Fa wo nsa si mfoni a ɛdi ɛkan no ase. Ɛdeɛn na onipa no reyɛ?
- Call on two pupils to respond.
- Talk with pupils about each picture in the sequence (1, 2, 3, 4, 5, 6). Ask pupils what the people are doing in each picture and ask questions to help them think about the pictures.
- Ask pupils to look at the pictures and describe story the pictures are telling.
-

2. Read a sentence using sight words (20 mins)

- Ask pupils to independently read the picture sentences using the sight words they learned yesterday. Walk around the room to monitor and help pupils as needed. Ensure that pupils are reading from left to right and tracking the pictures/words with their finger.

- After giving pupils an opportunity to read the sentences, call on pupils at random to read aloud the first 6 picture sentences.

Asante Twi—Lesson 11 New Letter: a A



Objectives:

The pupils will be able to:

1. Identify and say the target vowel sound and recognize the letter that represents that sound
2. Hear and recognize in writing the difference between the short and long vowel sound
3. Write the letter

1. Letter and keyword (3 mins)

Teach the letter

- Point to the small letter **"a"** on the alphabet poster or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ **"a".** Mo ne me mmom nka **"a".**
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter **"A"** on the alphabet poster or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛno nso ma yɛn nnyegyeeɛ **"a"**. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter **"a"** on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.
- Say: Atwerɛdeɛ yi yɛ ɛnne nnyegyeeɛ a ɛyɛ atwerɛdeɛ sononko koraa. Yɛbɛsua ɛnne nnyegyeeɛ ho adeɛ wɔ nnawɔtwe kakra a ɛdi yɛn anim yi mu. Ɛhia pa ara sɛ yɛhunu ɛnne nnyegyeeɛ ɛfiri sɛ yɛhunu wɔn wɔ asɛmfua biara mu.

2. Teach pupils to hear syllables (8 mins)

Clap two-syllable words

- Say: Yɛbɛtumi akyekyɛ nsɛmfua mu akɔ asɛnsini mu. Asɛnsini biara no, ɛnne nnyegyeeɛ wɔ mu te sɛ deɛ yɛasua seesei yi ara no. **a, gya / a, ta**. Momma yɛnsua ne ka.

- Model by clapping: **gyata, gya / ta**
- Practice together with pupils. **gyata, gya / ta, poma, po / ma**
- Pupils practice alone: **papa, pa / pa, aba, a / ba, nana, na / na**
- Clap words with different numbers of syllables
- Say: Na saa nsɛmfua no wɔ asɛnsini ahodoɔ mmienu, nanso nsɛmfua bɛtumi anya asɛnsini baako, mmiɛnsa anaa deɛ ɛboro saa. Momma yɛmfa nsɛmfua no bi nsɔ yɛn ho nhwɛ. Mɛdi ɛkan aka asɛmfua no. Afei momma yɛmmɔ mu mmɔ yɛn nsam, mprenu.

Words:

- **aso, a / so, ahoma, a / ho / ma, da, / da /, samina, sa / mi / na**

3. Short and long vowel sound (15 mins)

Hear and see the short vowel within a word

- Point to the first picture on the page of the Pupil Book.
- Say: Ɛdeɛn na mohunu?
- Ask one pupil to name what is in the picture. Repeat the correct word. If needed, help pupils understand the word by saying it in another language they know.
- Say: Momma yɛmmɔ yɛn nsam wɔ asɛnsini biara so "a/pan". Mprɛ dodoɔ sɛn na mote "a" wɔ asɛmfua "apan" mu? Momma yɛmmɔ yɛn nsam bio.
- Touch the letter in the Pupil Book. Say the sound. If pupils struggle to hear and say the sound, help them by saying another word with that sound in your language or another language they know.
- Say: Mo ne me mmom nka asɛmfua a ɛdi soɔ no "papa". Mote nnyegyeeɛ "a" wɔ asɛmfua "papa" mu? Mprɛ dodoɔ sɛn na mote?
- Say: Aduru wo so. Ka asɛmfua no. Woreka no, fa wo nsa si atwerɛdeɛ "a" so ɛberɛ a woreka ne nnyegyeeɛ no.

Hear and see the long vowel within a word

- Point to the first picture in the next row on the Pupil Book page.
- Say: Obiara mfa ne nsa nsi mfoni a ɛdi ɛkan wɔ aseɛ hɔ no so. Ɛdeɛn na mohunu? Ɛyɛ "abaa"
- Clap the syllables with the pupils.
- Say: "a" nso bɛtumi anya nnyegyeeɛ tenten. Yei kyerɛ sɛ yɛtwe nnyegyeeɛ no mu ɛberɛ a yɛreka no. Mote nnyegyeeɛ tenten "aa" wɔ asɛmfua "abaa" mu?
- Write the word on the chalk board. Point to the long vowel. Ask pupils to point to the same vowel in their book. Ask pupils how many of the letters of the day they see next to each other. (Answer: two)
- Tell pupils that when they see two "**a**" together, it makes a long sound **/aa/**. The long sound means that you stretch the sound longer when you say it.
- Demonstrate saying the short vowel sound and then the long vowel sound. Ask pupils to repeat. Ensure that they can hear the difference between the short sound and the long (stretched) sound.
- Continue in the same way using the next picture. Look at it, say the word, clap the syllables and listen for the long vowel in the word.

4. Writing - Letters (4 mins)

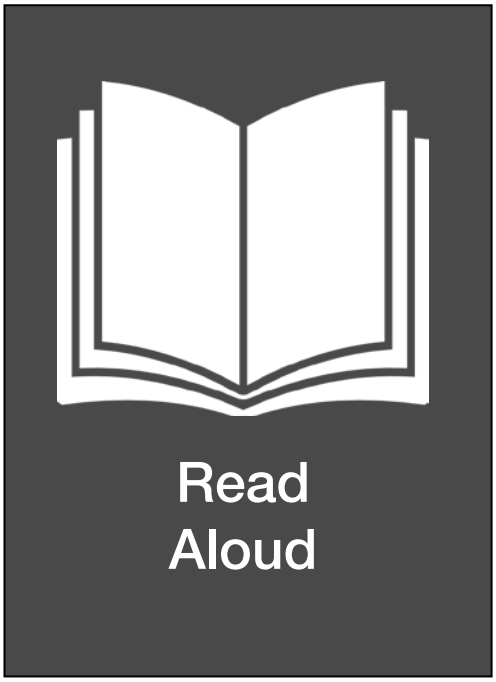
Write the letter and say its sound

- Write the letter "**a**" on the board (1/3 meter tall).
- Air write the letter (use a straight arm), and say its sound as you write. Pupils should then try it two

more times while you watch and provide feedback.

- Demonstrate writing the letter on the chalkboard once more.
- Ask pupils to take out their exercise books and write the letter 5 times.

Asante Twi—Lesson 12 Pre-reading



Objectives:

The pupils will be able to:

1. Use illustrations while reading
2. Use new words correctly in sentences
3. Use verbal and nonverbal communication appropriately

1. How to read – using illustrations (5 mins)

Teach how to think about illustrations while reading

- Say: Sɛ yɛhwɛ mfoni a, ɛma yɛte nsɛm fa nnipa ne mmeaeɛ a wɔwɔ abasɛm no mu ho. Ɛnnɛ mɛkenkan abasɛm bi akyerɛ mo. Ɛberɛ a yɛgu so rekenkan no, yɛbɛgyina na yɛakasa afa mfoni ahodoɔ no ho.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it but do not write it on the board. Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

mfɔtɛɛ	akorɔma	ɔbɔfoɔ

3. Read aloud (Big Book) (15 mins)

Read the following story aloud

- Use the appropriate big book or supplementary illustrations if available.
- During reading, stop to discuss **people** and **places**
- Pause at 2-3 pictures throughout the book while reading. Ask pupils, based on the pictures, **where** they think the story takes place. Ask pupils, based on the pictures, what the characters like to do.

Assure pupil responses are related to the pictures.

- Possible questions (use these, or ask your own questions):
    - Where do you think they are? How do you know? What more can you say about that place?
    - Who do you think this person is? What is he/she doing?
- Talk about how the picture relates to parts of the story you are reading aloud.

Ananse ne n'adwumayɔfoɔ

Tete no, na Ananse te afukɛseɛ bi mu. Da koro bi, na ɛhia sɛ ɔdɔ n'afuo no mu. Na ɔpɛ sɛ nkurɔfoɔ yɔ adwuma no ma no. Ɔkɔɔ Mfɔteɛ hɔ kɔka kyerɛɛ no sɛ, "Ɔkyena, bra bɛboa me na yɛnkɔyɛ adwuma." Mfɔteɛ kaa sɛ, "Sɛ Akokɔ bɛba bi deɛ a, meremma." Ananse kaa sɛ, "Dabi, Akokɔ remma bi." Ananse kɔɔ Akokɔ hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Akokɔ kaa sɛ, "Sɛ Akorɔma bɛba bi a, meremma."

Ananse kaa sɛ, "Oo dabi! Akorɔma remma bi." Ananse kɔɔ Akorɔma hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Akorɔma kaa sɛ, "Sɛ ɔbɔfoɔ bɛba bi a, meremma." Ananse kaa sɛ, "Dabi! Ɔbɔfoɔ remma bi." Ananse kɔɔ Ɔbɔfoɔ hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Ɔbɔfoɔ kaa sɛ, "Sɛ Ɔwɔ bɛba bi a, meremma." Ananse kaa sɛ, "Oo dabi! Ɔwɔ remma bi." Ananse kɔɔ Ɔwɔ hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Ɔwɔ kaa sɛ, "Sɛ Abaa bɛba bi a, meremma." Ananse kaa sɛ, "Oo dabi! Abaa remma bi." Ananse kɔɔ Abaa hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Abaa kaa sɛ, "Sɛ Egya bɛba bi a, ɛnneɛ meremma."

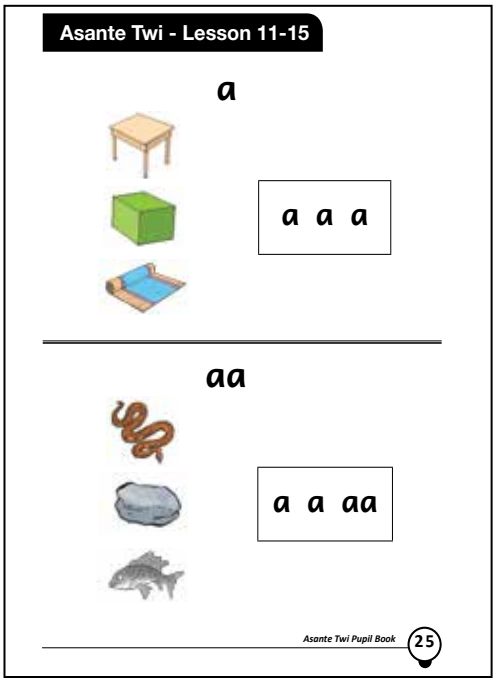
Ananse kaa sɛ, "Oo dabi, Egya remma bi." Ananse kɔɔ Egya hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Egya kaa sɛ, "Sɛ Osuo bɛba bi a, ɛnneɛ meremma." Ananse kaa sɛ, "Oo dabi! Osuo remma bi." Adeɛ kyeeɛ wɔ afuo no mu no, Akokɔ tuu mmirika dii Mfɔteɛ akyi. Akorɔma dwa guu Akokɔ ne ne mma so. Ɔbɔfoɔ de tuo hwɛɛ Akorɔma no so. Ɔwɔ kaa Ɔbɔfoɔ. Abaa kumm Ɔwɔ. Egya hyee Abaa. Osuo dumm Egya. Na Ananse dwane kɔeɛ.

4. Vocabulary – after reading (5 mins)

Check for vocabulary understanding

- Ask pupils if they heard the new vocabulary words during the read aloud.
- Call on 3 pupils at random to say what vocabulary word they heard and to say the meaning in their own words. Ask pupils how the word was used in the story.
- Say: Momma yɛmfa nsɛmfua a yɛasua no nyɛ ɔkasamu ahodoɔ foforɔ.
- Give an example by using one of the words in a new sentence – one that is not in the pupil book or read aloud.
- For each other vocabulary word introduced before reading, ask a pupil to use the word in a new sentence. Have pupils act out a word, if appropriate. Congratulate, help, or correct the pupils, depending on the responses.

Asante Twi—Lesson 13 New Letter: a A



Objectives:

The pupils will be able to:

1. Identify and say the target vowel sound, and recognize the letter that represents that sound
2. Hear and recognize in writing the difference between the short and long vowel sound
3. Write the letter

1. Letter review (5 mins)

Review small and capital letters

- Write the small letter "**a**" and capital letter "**A** " on the blackboard.
- Point to the small letter. Remind pupils that it makes the sound **/a /**.
- Point to the capital letter. Ask pupils to raise their hands if they can say its sound. Call on 2 pupils at random to respond. Provide feedback.

2. Picture and vowel matching (15 mins)

Discuss pictures

- Have pupils point to the first picture in the Pupil Book. (ɛpono). Ask them what they think it is. Ask them what they know about it, or their experiences. *(for example "Have you seen this/it before?" "Where?" "What is it like?").*
- Discuss each picture for 1 minute or less until the end of the page.

  Pictures:
  - didipono
  - adaka
  - Kɛtɛ
  - ɔwɔ
  - ɛboɔ
  - apataa

Hear and see the vowel within a word

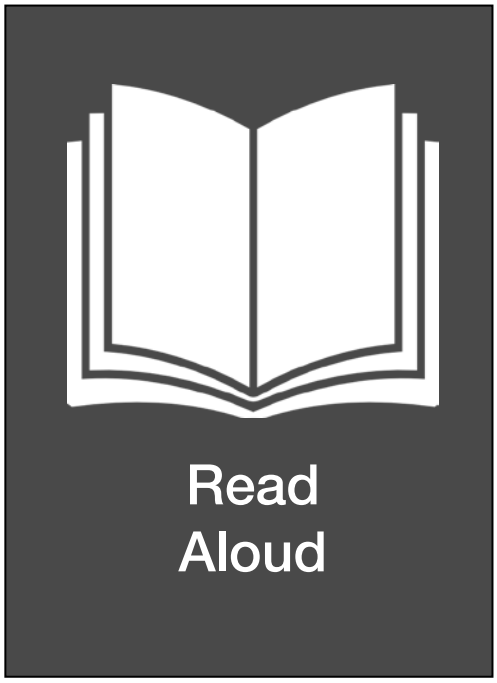
- Say: Obiara mfa ne nsa nsi mfoni a ɛdi ɛkan no so. Ɛyɛ ɛdeɛn? (Confirm that what they say matches the word in the book, or correct their Answer)
- Ask pupils to clap the syllables in the word once.
- Say: Momma yɛmmɔ yɛn nsam wɔ asɛnsini biara so na yɛntie nnyegyeeɛ no /a/. Mote saa nnyegyeeɛ no wɔ asɛmfua no mu?
- Continue clapping the syllables and listening for the vowel sound.
- When you find the picture that has the vowel sound, have pupils connect the picture to the sound by saying the word, touching the picture with one hand, and touching the letter with the other hand.
- For the second set of pictures, focus on the long vowel sound.

3. Sight word review (10 mins)

Review the sight words from last week

- Say: Nnawɔtwe a ɛtwaa mu no/ ɛnnora yɛsuaa abarimaa ne abaayewa bi edin a yɛbɛhunu no mprɛ pii wɔ yɛn adesua ahodoɔ mu. Mokae abaayewa no edin? Ne abarimaa no edin?
- Write the two sight words (Anima, Ofosu) on the board.
- Call on 10 pupils randomly to come to the board, one at a time. Say the names of the boy and girl randomly. See if pupils can point to the correct name when you call it out. If so, congratulate them. If not, help them by having them point at each one, and repeat the correct name with you. Then try again with the same pupil to be sure he or she knows the word.

Asante Twi—Lesson 14 Pre-reading



Objectives:
The pupils will be able to:
1. Use new words correctly in sentences
2. Answer factual questions
3. Use verbal and nonverbal communication appropriately

1. Vocabulary – before reading (7 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learned during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

mfɔtɛɛ	**ɑkorɔmɑ**	**ɔbɔfoɔ**

2. Read aloud (8 mins)

Reread the following story aloud

- Use the appropriate big book or supplementary illustrations if available
- While reading, pause to think aloud and talk to pupils about the story at key moments or to ask them what they remember from yesterday's reading.

Ananse ne n'adwumayɔfoɔ

Tete no, na Ananse te afukɛseɛ bi mu. Da koro bi, na ɛhia sɛ ɔdɔ n'afuo no mu. Na ɔpɛ sɛ nkurɔfoɔ yɔ adwuma no ma no. Ɔkɔɔ Mfɔteɛ hɔ kɔka kyerɛɛ no sɛ, "Ɔkyena, bra bɛboa me na yɛnkɔyɛ adwuma." Mfɔteɛ kaa sɛ, "Sɛ Akokɔ bɛba bi deɛ a, meremma." Ananse kaa sɛ, "Dabi, Akokɔ remma bi." Ananse kɔɔ Akokɔ hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Akokɔ kaa sɛ, "Sɛ Akorɔma bɛba bi a, meremma."

Ananse kaa sɛ, "Oo Dabi! Akorɔma remma bi." Ananse kɔɔ Akorɔma hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Akorɔma kaa sɛ, "Sɛ ɔbɔfoɔ bɛba bi a, meremma." Ananse kaa sɛ, "Dabi! Ɔbɔfoɔ remma bi." Ananse kɔɔ Ɔbɔfoɔ hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Ɔbɔfoɔ kaa sɛ, "Sɛ Ɔwɔ bɛba bi a, meremma." Ananse kaa sɛ, "Oo dabi! Ɔwɔ remma bi." Ananse kɔɔ Ɔwɔ hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Ɔwɔ kaa sɛ, "Sɛ Abaa bɛba bi a, meremma." Ananse kaa sɛ, "Oo dabi! Abaa remma bi." Ananse kɔɔ Abaa hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Abaa kaa sɛ, "Sɛ Egya bɛba bi a, ɛnneɛ meremma."

Ananse kaa sɛ, "Oo dabi, Egya remma bi." Ananse kɔɔ Egya hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Egya kaa sɛ, "Sɛ Osuo bɛba bi a, ɛnneɛ meremma." Ananse kaa sɛ, "Oo dabi! Osuo remma bi." Adeɛ kyeeɛ wɔ afuo no mu no, Akokɔ tuu mmirika dii Mfɔteɛ akyi. Akorɔma dwa guu Akokɔ ne ne mma so. Ɔbɔfoɔ de tuo hwɛɛ Akorɔma no so. Ɔwɔ kaa Ɔbɔfoɔ. Abaa kumm Ɔwɔ. Egya hyee Abaa. Osuo dumm Egya. Na Ananse dwane kɔeɛ.

3. Comprehension questions - factual (12 mins)

Review the question word "where" "Ɛhefa"

- Read the question:

  Ɛhefa na Ananse te? (Answer: Ananse te afuo kɛseɛ bi mu)
- Ask pupils to Answer the question. Give them feedback.
- Say: Motee asɛmmisa asɛmfua sononko a yɛsuaa no nna kakra a atwa mu no?
- Ask pupils if they can tell you what the question word "**where**" is asking about. Call on one or two pupils to respond. Let them know if they are correct, or incorrect and why. (Response: the question word "**where**" asks us about a place)

Teach pupils to use the question word "when" ("Ɛberɛ bɛn")

- Tell pupils that they will learn a new question word today, "**when**". Tell pupils that they will use it to Answer the next question.
- Read the question:

  Ɛberɛ bɛn na mopɛ sɛ modi agorɔ wɔ abɔnten?
- Call on 2 pupils to Answer. Their Answer should be a time (i.e. in the morning, after school, at the weekend)
- Say: Nsɛmfua "ɛberɛ bɛn" kyerɛ yɛn sɛ yɛmfa ɛberɛ na ɛmmua asɛmmisa no. Sɛ mete "ɛberɛ bɛn" a, menim sɛ mmuaeɛ no bɛyɛ ɛberɛ bi. Ɛbɛtumi ayɛ ɛberɛ bi wɔ ɛda no mu (te sɛ, anɔpa), nnawɔtwe no mu da bi (te sɛ, Efiada), anaa afe mu ɛberɛ (te sɛ, osutɔɛberɛ)

Read the question:

Ɛberɛ bɛn na Ananse pɛ sɛ adwumayɔfoɔ no boa no wɔ n'afuom? (Answer: Ananse pɛ sɛ adwumayɔfoɔ no boa no ɔkyena)

- Say: Momma yɛnnwennwene deɛ yɛkenkaneeɛ no ho. Akenkan no kaa sɛ "Ɔkyena, bra bɛboa me na yɛnkɔyɛ adwuma."
- Ask pupils to think about **when**, or the time, that this happened.
- Call on pupils at random to respond.

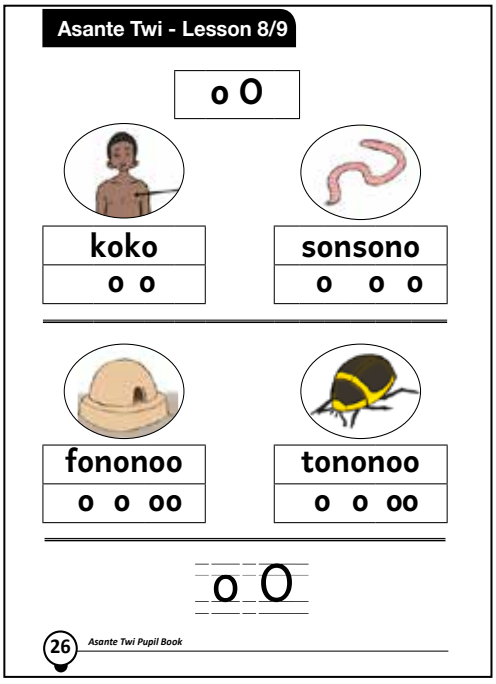
- Read the question:
  Hwan na ɔde etuo hwɛɛ akorɔma so no? (Answer: Ɔbɔfoɔ na ɔde etuo hwɛɛ akorɔma so.)
- Turn and Talk: Ask pupils to turn to a pupil next to them to talk about their Answers to the question.
- Call on a pupil to share their answer. Ask the rest of the class if they agree.

4. Rapid review (3 mins)

Evaluate pupils use of the keyword "when" ("ɛberɛ bɛn")

- Say: Nsɛmfua bɛn na yɛbɛte wɔ asɛmmisa bi ahyɛaseɛ a ɛbisa biribi fa ɛberɛ ho wɔ abasɛm bi mu?
- Call on a pupil at random who raised their hand. Remind them that the word is "**when**" "**Ɛberɛ bɛn**".

Asante Twi—Lesson 15 New Letter: o O



Objectives:

The pupils will be able to:

1. Identify and say the target vowel sound, and recognize the letter that represents that sound
2. Hear and recognize in writing the difference between the short and long vowel sound
3. Write the letter

1. Letter review (3 mins)

Review small and capital letters

- Write the small letter **"a"** and capital letter **"A"** on the blackboard.
- Ask pupils to raise their hands if they know the sound the letter makes. Call on a pupil to say it. Provide feedback.
- Ask pupils to find and point to the letter in their book. Ask the whole class to say the sound.

2. Letter and keyword (3 mins)

Teach the letter

- Point to the small letter **"o"** on the alphabet poster or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ **/o/**. Mo ne me mmom nka **"o"**.
- Ask pupils to say the sound with you (no more than 2 times).

- Point to the capital letter **"O"** on the alphabet poster or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ **/o/**. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter **"o"** on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

3. Short and long vowel sound (10 mins)

Hear and see the short vowel within a word

- Point to the first picture of the Pupil Book.
- Say: Ɛdeɛn na mohunu?
- Ask one pupil to name what is in the picture. Repeat the correct word. If needed, help pupils understand the word by saying it in another language they know.
- Say: Momma yɛmmɔ yɛn nsam wɔ asɛnsini biara so "ko/ko". Mprɛ dodoɔ sɛn na mote "o" wɔ asɛmfua "koko" mu? Momma yɛmmɔ yɛn nsam bio.
- Touch the letter in the Pupil Book. Say the sound. If pupils struggle to hear and say the sound, help them by saying another word with that sound in your language or in another language they know.
- Say: Mo ne me nka asɛmfua a ɛdi soɔ no "sonsono". Mote nnyegyeeɛ **/o/** wɔ asɛmfua "sonsono" mu? Mprɛ dodoɔ sɛn na mote?
- Say: Aduru wo so. Ka asɛmfua no. Woreka no, fa wo nsa si atwerɛdeɛ **"o"** so ɛberɛ a woreka ne nnyegyeeɛ no.

Hear and see the long vowel within a word

- Point to the first picture in the next row on the Pupil Book page.
- Say: Obiara mfa ne nsa nsi mfoni a ɛdi ɛkan wɔ aseɛ hɔ no so. Ɛdeɛn na mohunu? Ɛyɛ "fononoo"
- Clap the syllables with the pupils.
- Say: **"o"** nso bɛtumi anya nnyegyeeɛ tenten. Yei kyerɛ sɛ yɛtwe nnyegyeeɛ no mu ɛberɛ a yɛreka no. Mote nnyegyeeɛ tenten **"oo"** wɔ asɛmfua "fononoo" mu?
- Write the word on the chalk board. Point to the long vowel. Ask pupils to point to the same vowel in their book. Ask pupils how many of the letters of the day they see next to each other. (Answer: two)
- Tell pupils that when they see two **"o"** together, it makes a long sound /oo/. The long sound means that you stretch the sound longer when you say it.
- Demonstrate saying the short vowel sound and then the long vowel sound. Ask pupils to repeat. Ensure that they can hear the difference between the short sound and the long (stretched) sound.
- Continue in the same way using the next picture. Look at it, say the word, clap the syllables and listen for the long vowel in the word.

4. Writing - Letters (4 mins)

Write the letter and say its sound

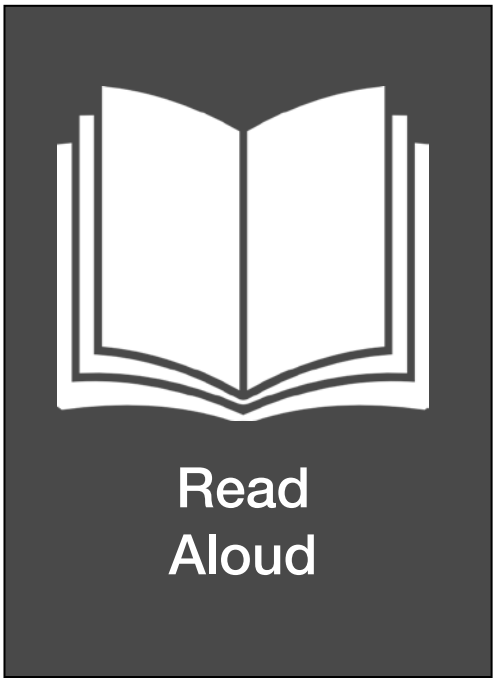
- Write the letter "o" on the board (1/3 meter tall).
- Air write the letter (use a straight arm), and say its sound as you write. Pupils should then try it while you watch, then try it on their own as you give some feedback.
- Demonstrate writing the letter on the chalkboard once more.
- Ask pupils to take out their exercise books and write the letter 5 times.

5. Sight word review (10 mins)

Review the sight words through shared writing

- Say: Nnawɔtwe a ɛtwaa mu no/ ɛnnora yɛsuaa abarimaa ne abaayewa bi edin a yɛbɛhunu no mprɛ pii wɔ yɛn adesua ahodoɔ mu. Mokae abaayewa no edin? Ne abarimaa no edin?
- Write the two sight words (Anima, Ofosu) on the top of the board.
- Ask pupils to think about the story, then think of something that these characters might like to **eat**.
- Call on 6 pupils at random to give you some ideas. Guide pupils to choose a character and say what they like to **eat**.
- Write the sentences on the board. For example, “Anima likes to eat mangoes”. Try to get at least 2 examples for each character.
- Read the sentences back to pupils.
- Call on 6 pupils (at random) to come up to the board. For each sentence, ask them to point to the character name in the sentence. If they are incorrect, try to help them recognize it. For example, point to the correct name at the top of the board, then ask them to try again.

Asante Twi—Lesson 16 Pre-reading



Objectives:
The pupils will be able to:
1. Use illustrations while reading
2. Use new words correctly in sentences
3. Use verbal and nonverbal communication appropriately

1. How to read – using illustrations (5 mins)

- Say: Sɛ yɛhwɛ mfoni a, ɛma yɛte nsɛm fa ɛberɛ ne mmeaeɛ a ɛwɔ abasɛm bi mu ho. Ɛnnɛ mɛkenkan abasɛm bi akyerɛ mo. Ɛberɛ a yɛgu so rekenkan no, yɛbɛgyina na yɛakasa afa mfoni ahodoɔ no ho.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it but do not write it on the board. Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

mpaboa kɔkɔɔ bebree

3. Read aloud (Big Book) (15 mins)

Read the following story aloud

- Use the appropriate big book or supplementary illustrations if available
- During reading, stop to discuss places and times
- Pause at 2-3 pictures throughout the book while reading. Ask pupils, based on the pictures, **where** they think the story takes place. Ask pupils, based on the pictures, **when** they think the story takes place (morning/afternoon/night, rainy season/dry season)? Assure pupil responses are related to the pictures.
- Possible questions (use these, or ask your own questions):
    - Where do you think they are? How do you know? What more can you say about that place?
    - When do think this takes place? Can you look at the picture and take a guess? Why do you think that? Does the time change from the beginning and the end of the story?
- Talk about how the picture relates to parts of the story you are reading aloud.

Nanabaa mpaboa

Nanabaa pɛ sɛ ɔnya mpaboa foforɔ. Nanabaa kɔ sotɔɔ a wɔtɔn mpaboa wɔ mu no mu. Sotɔɔwura no ka sɛ, "Woaba baabi papa. Mɛma wo mpaboa a ɛfata wo." Sotɔɔwura no bisa sɛ, "Wopɛ mpaboa kɔkɔɔ anaa?" Nanabaa bua sɛ, "Dabi! Dabi!"

Sotɔɔwura no bisa sɛ, "Wopɛ mpaboa bruu anaa?" Nanabaa bua sɛ, "Dabi! Dabi!" Sotɔɔwura bisa sɛ, "Wopɛ mpaboa a ɛtare fam?" Nanabaa bua sɛ, "Dabi! Dabi!" Sotɔɔwura no bisa sɛ, "Wopɛ mpaboa tenten?" Nanabaa ka sɛ, "Dabi! Dabi!" Sotɔɔwura no bisa sɛ, "Wopɛ mpaboa a ɛho wɔ nwi?"

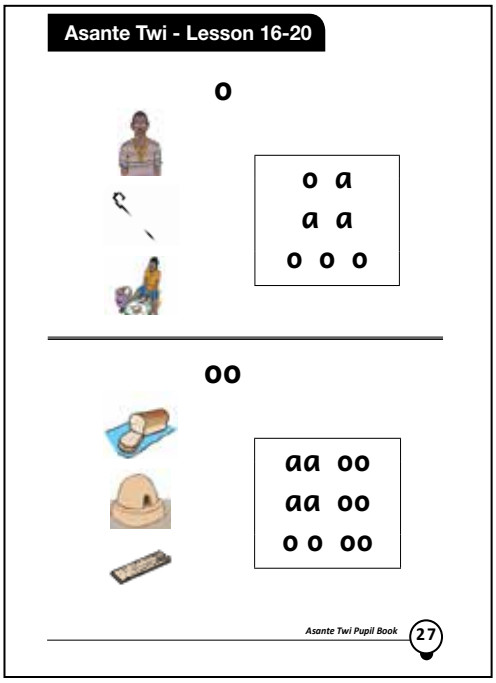
Nanabaa bua sɛ, "Dabi! Dabi!" "Wopɛ kyawkyaw?" Nanabaa bua sɛ, "Dabi! Dabi!" Sotɔɔwura no yiyi mpaboa bebree bɛgu hɔ. Mpaboa bebree gugu sotɔɔ ɛdan no mu. Akyire yi no, Nanabaa nya mpaboa a ɔpɛ. Nanabaa fa mpaboa no hyɛ. Sotɔɔwura no ka sɛ, "O! Nanabaa, yeinom yɛ wo mpaboa dada no ara!"

4. Vocabulary – after reading (5 mins)

Check for vocabulary understanding

- Ask pupils if they heard the new vocabulary words during the read aloud.
- Call on 3-4 pupils at random to say what vocabulary word they heard and to say the meaning in their own words.
- Say: Momma yɛmfa nsɛmfua a yɛasua no nyɛ ɔkasamu ahodoɔ foforɔ.
- Give an example by using one of the words in a new sentence – one that is not in the pupil book or read aloud.
- For each other vocabulary word introduced before reading, ask a pupil to use the word in a new sentence. Have pupils act out a word, if appropriate. Congratulate, help, or correct the pupils, depending on the responses.

Asante Twi—Lesson 17 New Letter: o O



Objectives:

The pupils will be able to:

1. Identify and say the target vowel sound and recognize the letter that represents that sound
2. Hear and recognize in writing the difference between the short and long vowel sound
3. Write the letter

1. Rapid letter review (1 min)

- Write the following on the board: **A, o, O, a**
- Point at random, quickly, to letters pupils have learned. Pupils say the sounds of the letters.

2. Pre-activity vocabulary (19 mins)

Discuss pictures

- Have pupils point to the first picture for this Lesson in the Pupil Book, "papa". Ask them what they think it is. Ask them what they know about it, or their experiences. (for example "Have you seen this/it before?" "Where?" "What is it like?").

Discuss each picture for 1 minute or less until the end of the page.

Pictures:

- papa
- poma
- hohoro
- paanoo
- fononoo
- taaboo

Hear and see the vowel within a word

- Say: Obiara mfa ne nsa nsi mfoni a ɛdi ɛkan no so. Ɛyɛ ɛdeɛn? (Confirm that what they say matches the word in the book, or correct it).
- Ask pupils to clap the syllables in the word once.
- Say: Momma yɛmmɔ yɛn nsam wɔ asɛnsini biara so. Ɛnne nnyegyeeɛ no ne /a /. Afei fa wo nsa si ɛnne nnyegyeeɛ no a woyɛeɛ no ase.
- Demonstrate in a pupil book by touching the first picture and the vowels that match the picture. Walk around the room so pupils can see your finger on the correct picture and vowels.
- Ask pupils to repeat with the next picture. Clap the word with them. Then ask the pupils what vowel sounds they heard. Repeat, or say, the correct Answer for the whole class to hear. Then ask the class to touch the picture and the vowels.
- Once pupils are comfortable with this, clap each word with them. After each word, ask them to find the matching vowels by themselves.
- Check their work as they go.

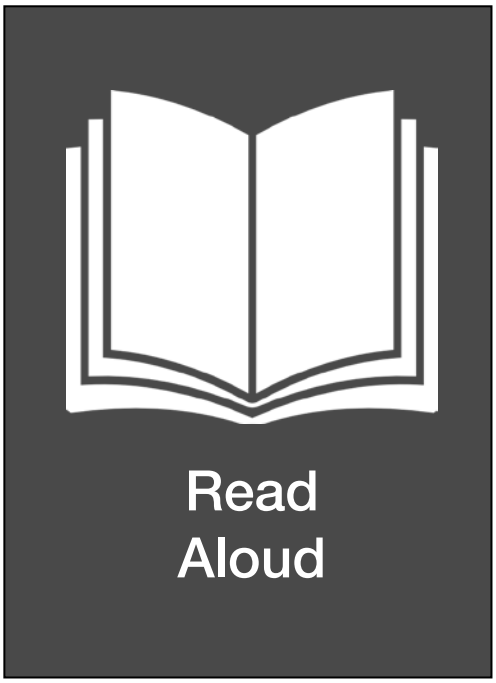
3. Sight word review (10 mins)

Review the sight words through shared writing

- Say: Nnawɔtwe a ɛtwaa mu no/ ɛnnora yɛsuaa abarimaa ne abaayewa bi edin a yɛbɛhunu no mprɛ pii wɔ yɛn adesua ahodoɔ mu. Mokae abaayewa no edin? Ne abarimaa no edin?
- Write the two sight words (Anima, Ofosu) on the top of the board.
- Ask pupils to think about the story, then think of something that these characters might like to **do**.
- Call on 6 pupils at random to give you some ideas. Guide pupils to choose a character name, and say what they like to **do**. Write the sentences on the board. For example, "Ofosu likes to play football". Try to get at least 2-3 examples for each character.
- Read the sentences back to pupils.

  Call on 6 pupils (at random) to come up to the board. For each sentence, ask them to point to the character name in the sentence. If they are incorrect, try to help them recognize it. For example, point to the correct name at the top of the board, then ask them to try again.

Asante Twi—Lesson 18 Pre-reading



Objectives:

The pupils will be able to:

1. Use new words correctly in sentences
2. Answer factual questions
3. Use verbal and nonverbal communication appropriately

1. Vocabulary – before reading (5 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learned during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

mpaboa, kɔkɔɔ, bebree

2. Read aloud (10 mins)

Reread the following story aloud

- Use the appropriate big book or supplementary illustrations if available.
- While reading, pause to think aloud and talk to pupils about the story at key moments or to ask them what they remember from yesterday's reading.

Nanabaa mpaboa

Nanabaa pɛ sɛ ɔnya mpaboa foforɔ. Nanabaa kɔ sotɔɔ a wɔtɔn mpaboa wɔ mu no mu. Sotɔɔwura no ka sɛ, "Woaba baabi papa. Mɛma wo mpaboa a ɛfata wo." Sotɔɔwura no bisa sɛ, "Wopɛ mpaboa kɔkɔɔ anaa?" Nanabaa bua sɛ, "Dabi! Dabi!"

Sotɔɔwura no bisa sɛ, "Wopɛ mpaboa bruu anaa?" Nanabaa bua sɛ, "Dabi! Dabi!" Sotɔɔwura bisa sɛ, "Wopɛ mpaboa a ɛtare fam?" Nanabaa bua sɛ, "Dabi! Dabi!" Sotɔɔwura no bisa sɛ, "Wopɛ mpaboa tenten?" Nanabaa ka sɛ, "Dabi! Dabi!" Sotɔɔwura no bisa sɛ, "Wopɛ mpaboa a ɛho wɔ nwi?"

Nanabaa bua sɛ, "Dabi! Dabi!" "Wopɛ kyawkyaw?" Nanabaa bua sɛ, "Dabi! Dabi!" Sotɔɔwura no yiyi mpaboa bebree bɛgu hɔ. Mpaboa bebree gugu sotɔɔ ɛdan no mu. Akyire yi no, Nanabaa nya mpaboa a ɔpɛ. Nanabaa fa mpaboa no hyɛ. Sotɔɔwura no ka sɛ, "O! Nanabaa, yeinom yɛ wo mpaboa dada no ara!"

3. Comprehension questions_ factual (15 mins)

Review the question word "where" "Ɛhefa", "who" ("Hwan/Hwannom") and "when" "ɛberɛ bɛn"

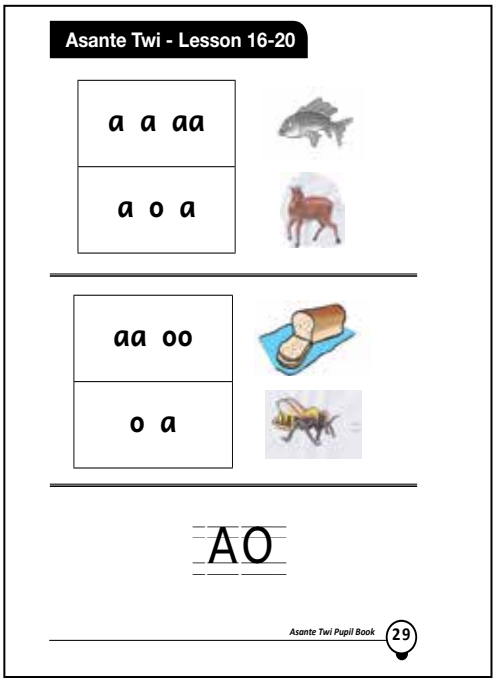
- Ask pupils if they can tell you what the question word "**where**" is asking about. Call on one or two pupils to respond. Let them know if they are correct, or incorrect and why. (Response: the question word "**where**" asks us the name of someone or something alive)
- Read the question:

  Ɛhefa na nanabaa kɔɔ sɛ ɔrekɔtɔ mpaboa foforɔ no? (Answer: Nanabaa kɔɔ sotɔɔ a wɔtɔn mpaboa wɔ mu no mu.)
- Ask pupils to Answer the question. Give them feedback.
- Continue by reviewing what each keyword is asking about, and then ask the question.
- "**Who**" (asks us to Answer with a place or a situation)
- Read the question:

  Hwan na na ɔreboa nanabaa ama wanya mpaboa foforɔ no? (Answer: Sotɔɔwura no na na ɔreboa nanabaa ama wanya mpaboa foforɔ.)
- "**When**" (asks us to Answer with a time or day)
- Read the question:

  Ɛberɛ bɛn na nanabaa nyaa mpaboa a na ɔpɛ no? (Answer: Nanabaa nyaa mpaboa a ɔpɛ ɛberɛ a ɔhunuu ɔno ara ne mpaboa. Other Answers may include: Ɛberɛ a wɔde mpaboa bebree bɛguu hɔ no akyi, ɛberɛ a sotɔɔwura no de mpaboa bebree baeɛ.)

Asante Twi—Lesson 19 Assess & Review



Objectives:
The pupils will be able to:

1. Identify and say the target vowel sound and recognize the letter that represents that sound
2. Hear and recognize in writing the difference between the short and long vowel sound
3. Write the letter

1. Assessment (15 mins)

Special assessment – Assess Week 2 vowels: say the letter sound

- Write the two vowels learned this week on the board.
- Say: Mede me nsa rebɛsi atwerɛdeɛ a ɛdi ɛkan no ase. Afei mɛba mo hɔ na moaka ne nnyegyeeɛ no agu m'asom.

- Walk around, and listen to 5 pupils tell you the sound. If they don't all say the correct sound, tell pupils the sound, and then repeat. Do this up to 2 times.
- Continue with the next vowel.

Special assessment – Assess Week 2 vowels: tell the difference between short and long vowels

- Tell pupils you will say words with short and long vowels. Ask pupils to raise their hands. Pupils should put up 1 finger if it is a short vowel, and put up 2 fingers if it is a long vowel. Demonstrate for the first 2 words. Give pupils feedback to help them hear the vowels better (say the vowel sound with more emphasis to help them hear it).
- Vowel **a:**
    - abaa
    - apataa
    - ata
- Vowel **o:**
    - fonooo
    - to
    - no

2. Pre-activity picture discussion (15 mins)

Hear and see the vowel within a word

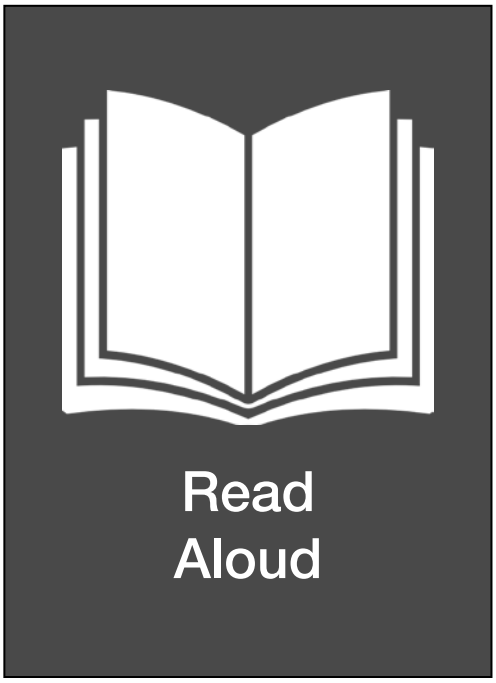
- Have pupils point to the first picture for this Lesson in the Pupil Book. Ask them what they think it is. Ask them what they know about it, or their experiences. For example "***Have you seen this/it before?" "Where?" "What is it like?"***. Discuss each picture on the pages for 1 minute or less. Then continue to review the pictures on the next page.

  Pictures:

- aso
- po
- paapo
- tononoo
- apataa
- adowa
- paanoo
- wowa

Hear and see the vowel within a word

- Say: Obiara mfa ne nsa nsi mfoni a ɛdi ɛkan no so. Ɛyɛ ɛdeɛn? (confirm that what they say matches the word in the book, or correct it).
- Clap the syllables with pupils.
- Say: Momma yɛmmɔ yɛn nsam wɔ asɛnsini biara so na yɛntie ɛnne nnyegyeeɛ ahodoɔ no. Afei, hwehwɛ ɛnne nnyegyeeɛ a wokaeɛ no wɔ nwoma no mu na fa wo nsa sisi ase. Ɛnne nnyegyeeɛ bɛn na wokaa wɔ asɛmfua yi mu?
- Demonstrate in a pupil book by touching the first picture and the vowels that match the picture. Ask pupils to do the same thing.
- Walk around the room to show pupils how you touch the picture and the letters and to check what picture and letters they are touching.
- Continue to clap the words each picture with them. After each word, ask them to find the matching vowels independently. Check their work as they go.
- Continue until both pages for this Lesson in the Pupil Book are done.



Objectives:
The pupils will be able to:
1. Ask and Answer factual questions
2. Use drawing to Answer a question about the story

1. Read aloud (10 mins)

Reread the following story aloud (use the appropriate big book or supplementary illustrations if available)

- While reading, pause to think aloud and talk to pupils about the story at key moments or to ask them what they remember from yesterday's reading.

Nanabaa mpaboa

Nanabaa pɛ sɛ ɔnya mpaboa foforɔ. Nanabaa kɔ sotɔɔ a wɔtɔn mpaboa wɔ mu no mu. Sotɔɔwura no ka sɛ, "Woaba baabi papa. Mɛma wo mpaboa a ɛfata wo." Sotɔɔwura no bisa sɛ, "Wopɛ mpaboa kɔkɔɔ anaa?" Nanabaa bua sɛ, "Dabi! Dabi!"

Sotɔɔwura no bisa sɛ, "Wopɛ mpaboa bruu anaa?" Nanabaa bua sɛ, "Dabi! Dabi!" Sotɔɔwura bisa sɛ, "Wopɛ mpaboa a ɛtare fam?" Nanabaa bua sɛ, "Dabi! Dabi!" Sotɔɔwura no bisa sɛ, "Wopɛ mpaboa tenten?" Nanabaa ka sɛ, "Dabi! Dabi!" Sotɔɔwura no bisa sɛ, "Wopɛ mpaboa a ɛho wɔ nwi?"

Nanabaa bua sɛ, "Dabi! Dabi!" "Wopɛ kyawkyaw?" Nanabaa bua sɛ, "Dabi! Dabi!" Sotɔɔwura no yiyi mpaboa bebree bɛgu hɔ. Mpaboa bebree gugu sotɔɔ ɛdan no mu. Akyire yi no, Nanabaa nya mpaboa a ɔpɛ. Nanabaa fa mpaboa no hyɛ. Sotɔɔwura no ka sɛ, "O! Nanabaa, yeinom yɛ wo mpaboa dada no ara!"

2. Writing – Story response (20 mins)

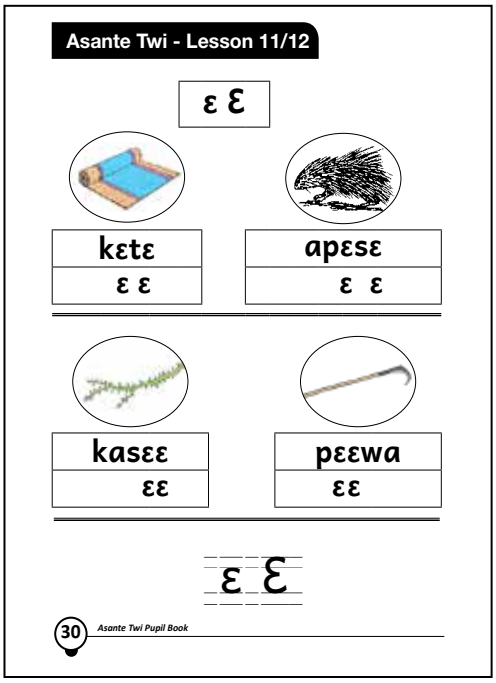
Pupils write or draw a response to the story

- Say: Ɛhefa na wokɔ ɛberɛ a wo mpaboa asɛe? (Possible answers: Sotɔɔ a wɔtɔn mpaboa wɔ mu, mpaboayɛfoɔ nkyɛn, edwam.)
- Ask pupils to think for 10 seconds about their responses.
- Say: Mepɛ sɛ mode mo adwene yɛ mfoni a ɛkyerɛ mo mmuaeɛ wɔ asɛmmisa no ho.

Note

- The first time they try this, they may need a demonstration or a couple of suggestions.
- Ask pupils to take out their exercise books.
- Ask pupils to draw their Answer to the question.

Asante Twi—Lesson 21 New Letter: ɛ Ɛ



Objectives:

The pupils will be able to:

1. Identify and say the target vowel sound, and recognize the letter that represents that sound
2. Hear and recognize in writing the difference between the short and long vowel sound
3. Write the letter

1. Letter review (3 mins)

Review small and capital letters

- Write the small letter **"o"** and capital letter **"O"** on the blackboard.
- Ask pupils to raise their hands if they know the sound the letter makes. Call on a pupil to say it. Provide feedback.
- Ask pupils to find and point to the letter in their book. Ask the whole class to say the sound.

2. Letter and keyword (3 mins)

Teach the letter

- Point to the small letter **"ɛ"** on the alphabet poster or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ **/ɛ/**. Mo ne me mmom nka **/ɛ/**.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter **"Ɛ"** on the alphabet poster or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ**/ɛ/**. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter **"ɛ"** on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

3. Short and long vowel sound (15 mins)

Hear and see the short vowel within a word

- Point to the first picture on this Lesson of the Pupil Book.
- Say: Ɛdeɛn na mohunu?
- Ask one pupil to name what is in the picture. Repeat the correct word. If needed, help pupils understand the word by saying it in another language they know.
- Say: Momma yɛmmɔ yɛn nsam wɔ asɛnsini biara so "kɛ/tɛ". Mprɛ dodoɔ sɛn na mote **"ɛ"** wɔ asɛmfua "kɛtɛ" mu? Momma yɛmmɔ yɛn nsam bio.

- Touch the letter in the Pupil Book. Say the sound. If pupils struggle to hear and say the sound, help them by saying another word with that sound in your language or in another language they know.
- Say: Mo ne me mmom nka asɛmfua a ɛdi soɔ no "apɛsɛ". Mote nnyegyeeɛ **/ɛ/** wɔ asɛmfua "apɛsɛ" mu? Mprɛ dodoɔ sɛn na mote?
- Say: Aduru wo so. Ka asɛmfua no. Woreka no, fa wo nsa si atwerɛdeɛ **"ɛ"** so ɛberɛ a woreka ne nnyegyeeɛ no.

Hear and see the long vowel within a word

- Point to the first picture in the next row on the Pupil Book page.
- Say: Obiara mfa ne nsa nsi mfoni a ɛdi ɛkan wɔ aseɛ hɔ no so. Ɛdeɛn na mohunu? Ɛyɛ "kasɛɛ".
- Clap the syllables with the pupils.
- Say: **"ɛ"** nso bɛtumi anya nnyegyeeɛ tenten. Yei kyerɛ sɛ yɛtwe nnyegyeeɛ no mu ɛberɛ a yɛreka no. Mote nnyegyeeɛ tenten /**ɛɛ/** wɔ asɛmfua "kasɛɛ" mu?
- Write the word on the chalk board. Point to the long vowel. Ask pupils to point to the same vowel in their book. Ask pupils how many of the letters of the day they see next to each other. (Answer: two)
- Tell pupils that when they see two **"ɛ"** together, it makes a long sound **/ɛɛ/.** The long sound means that you stretch the sound longer when you say it.
- Demonstrate saying the short vowel sound and then the long vowel sound. Ask pupils to repeat. Ensure that they can hear the difference between the short sound and the long (stretched) sound.
- Continue in the same way using the next picture. Look at it, say the word, clap the syllables and listen for the long vowel in the word.

4. Writing - Letters (5 mins)

Write the letter and say its sound

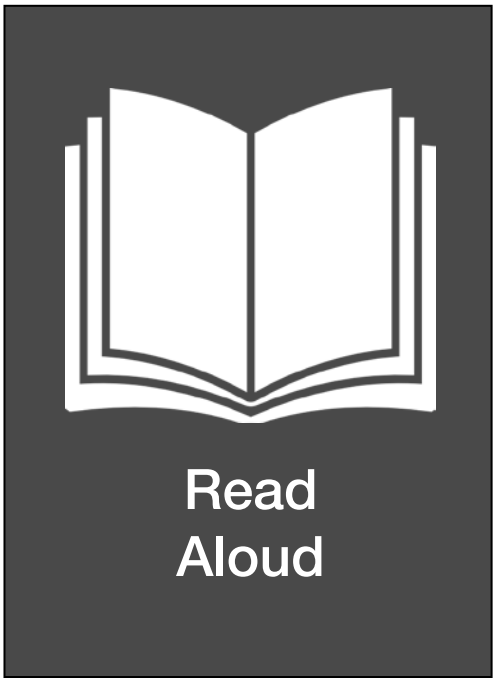
- Write the letter **"ɛ"** on the board (1/3 meter tall).
- Air write the letter (use a straight arm), and say its sound as you write. Pupils should then try it while you watch, then try it on their own as you give some feedback.
- Demonstrate writing the letter on the chalkboard once more.
- Ask pupils to take out their exercise books and write the letter 5 times.

5. Sight word review (4 mins)

Review the sight words from last week

- Say: Nnawɔtwe a ɛtwaa mu no / ɛnnora yesuaa abarimaa ne abaayewa bi edin a yɛbɛhunu no mprɛ pii wɔ adesua ahodoɔ mu. Mokae abaayewa no edin? Ne abarimaa no edin?
- Write the two sight words (Anima, Ofosu) on the board.
- Point to one of the sight word names on the board.
- Call on one pupil randomly and ask them to say something that the boy or girl might see in the classroom. They should say "Anima hunu …" and then name something in the classroom.
- Repeat with 4 more pupils. They should only say one sentence each.

Asante Twi—Lesson 22 Pre-reading



Objectives:
The pupils will be able to:
1. Use illustrations while reading
2. Use new words correctly in sentences
3. Use verbal and nonverbal communication appropriately

1. How to read – using illustrations (5 mins)

Teach how to think about illustrations while reading

- Say: Sɛ yɛhwɛ mfoni a, ɛma yɛte nsɛm fa agorɔmma a wɔwɔ abasɛm no mu ne beaeɛ ne ɛberɛ a abasɛm no kɔ so ho. Ɛberɛ a yɛgu so rekenkan no, yɛbɛgyina na yɛakasa afa mfoni ahodoɔ no ho.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it but do not write it on the board. Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

mprako	sere	ataadeɛ

3. Read aloud (Big Book) (15 mins)

Read the following story aloud (use the appropriate big book or supplementary illustrations if available)

- During reading, stop to discuss **people**, **place**, and **time**
- Pause at 2-3 pictures throughout the book while reading. Ask pupils, based on the picture, **where** they think the story takes place. What **time** do they think it is? What do they think the **character(s)** is/are like? Assure pupil responses are related to the picture.
- Possible questions (use these, or ask your own questions):
  - What time do you think it is? How do you know?
  - Who do you think this person is? What is he/she doing?
- Talk a bit about how the picture relates to parts of the story you are reading aloud.

Abena ne apɔnkye no

Abena ne n'abusuafoɔ na na wɔteɛ. Na wɔwɔ mprako mmienu, nkokɔ mma mmiɛnsa, nantwie ne apɔnkye. Na apɔnkye no agyimi pa ara. Ɔma Abenaa sere. Da bi, Abena hunuu sɛ apɔnkye no reyɛ biribi a ɛnyɛ. Abena de mmirika kɔka kyerɛɛ ne maame. Na ne maame reyɛ adeɛ ntɪ ɔkaa sɛ, "O, Abena gyae anansesɛm a woretoɔ no." Ɔde mmirika kɔka kyerɛɛ ne papa. Na ɔno nso reyɛ adeɛ. Ɔkaa sɛ, "Abena gyae anansesɛm a woretoɔ no."

Ɔde mmirika kɔka kyerɛɛ ne nuabarima panin a na ɔreyɛ adeɛ. Ɔkaa sɛ, "O, Abena, gyae anansesɛm a woretoɔ no." Ɔde mmirika kɔka kyerɛɛ ne nuabaa. Ɔkaa sɛ, "Oh Abena, gyae anansesɛm a woretoɔ no." Ɔde mmirika kɔka kyerɛɛ ne nanabaa. Nanabaa kaa sɛ, "Abena, kɔkyerɛ me." Wɔde mmirika kɔhwɛɛ apɔnkye no. Na apɔnkye no rewe ntoma. Nanabaa teaa mu, "O! ɛdeɛn asɛm nie? Apɔnkye no rewe m'ataadeɛ!"

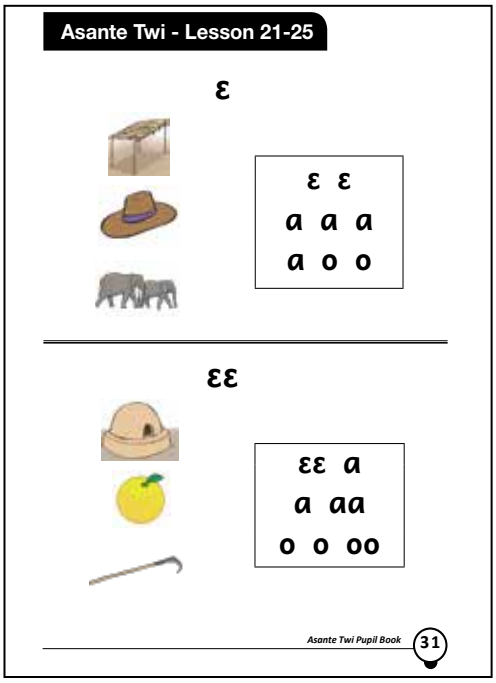
Maame tu mmirika ba. Ɔtea mu bisa sɛ, "M'ataadeɛ no wɔ hefa? Papa tu mmirika ba. Ɔtea mu bisa sɛ, "Me hyɛɛte no wɔ hefa?" Nuabarima tu mmirika ba. Ɔtea mu bisa sɛ, "Me pieto wɔ hefa?" Ne nuabaa tu mmirika ba. Ɔtea mu bisa sɛ, "Me sukuu ataadeɛ no wɔ hefa?" Wɔn nyinaa hwɛɛ apɔnkye no. Apɔnkye no hwɛɛ wɔn na ɔhuriiɛ. Nanabaa faa n'ataadeɛ no. Ɔbamm Abena na ɔkaa sɛ, "Meda wo ase sɛ wokaa deɛ apɔnkye no reyɛ kyerɛɛ me."

4. Vocabulary – after reading (5 mins)

Check for vocabulary understanding

- Ask pupils if they heard the new vocabulary words during the read aloud.
- Call on 3-4 pupils at random to say what vocabulary word they heard and to say the meaning in their own words.
- Say: Momma yɛmfa nsɛmfua a yɛasua no nyɛ ɔkasamu ahodoɔ foforɔ.
- Give an example by using one of the words in a new sentence – one that is not in the pupil book or read aloud.
- For each other vocabulary word introduced before reading, ask a pupil to use the word in a new sentence. Have pupils act out a word, if appropriate. Congratulate, help, or correct the pupils, depending on the responses.

Asante Twi—Lesson 23 New Letter: ɛ Ɛ



Objectives:

The pupils will be able to:

1. Recognize syllables in words
2. Identify and say the target vowel sound and recognise the letter that represents that sound
3. Hear and recognize in writing the difference between the short and long vowel sounds
4. Write the letter

1. Rapid letter review (2 mins)

Review small and capital letters

- Write the following on the board: **"o" "O" "ɛ" "Ɛ"**
- Point at random, quickly, to letters pupils have learned. Pupils say the sounds of the letters.

2. Pre-activity vocabulary (18 mins)

Discuss pictures

- Have pupils point to the first picture for this Lesson in the Pupil Book, "ɛkyɛ". Ask them what they think it is. Ask them what they know about it, or their experiences. *(for example "Have you seen this/it before?" "Where?" "What is it like?").*
- Discuss each picture for 1 minute or less until the end of the pages.

  Pictures:
  - apata
  - ɛkyɛ
  - asono
  - fononoo
  - ankaa
  - pɛɛwa

Hear and see the vowel within a word

- Say: Obiara mfa ne nsa nsi mfoni a ɛdi ɛkan no so. Ɛyɛ ɛdeɛn? (Confirm that what they say matches the word in the book, or correct it).
- Ask pupils to clap the syllables in the word once.
- Say: Momma yɛmmɔ yɛn nsam wɔ asɛnsini biara so. Ɛnne nnyegyeeɛ no ne /a a a/. Afei fa wo nsa si ɛnne nnyegyeeɛ no a woyɛeɛ no ase.
- Demonstrate in a pupil book by touching the first picture and the vowels that match the picture. Walk around the room so pupils can see your finger on the correct picture and vowels.
- Ask pupils to repeat with the next picture. Clap the word with them. Then ask the pupils what

vowel sounds they heard. Repeat, or say, the correct Answer for the whole class to hear. Then ask the class to touch the picture and the vowels.

- Once pupils are comfortable with this, clap each word with them. After each word, ask them to find the matching vowels by themselves.
- Check their work as they go.

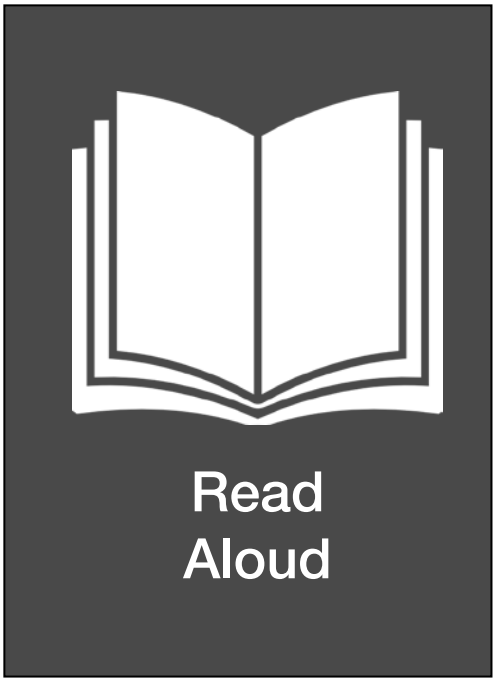
3. Sight word review (10 mins)

Review the sight words through shared writing

- Say: Nnawɔtwe yi mu, yɛakasa afa agorɔmma sononko mmienu bi ho wɔ yɛn nwoma yi mu. Wɔn edin de sɛn?
- Write the two sight words (Anima, Ofosu) on the top of the board.
- Ask pupils to think of a game that these characters might like to **play**.
- Call on 2-3 pupils at random to give you some ideas. Guide pupils to choose a character name, and say what they like to **play**. Write the sentences on the board. For example, "Anima likes to play marbles". Try to get at least 2 examples for each character.

Read the sentences back to pupils.

Asante Twi—Lesson 24 Pre-reading



Objectives:

The pupils will be able to:

1. Use new words correctly in sentences
2. Answer factual questions
3. Use verbal and nonverbal communication appropriately

1. Vocabulary – before reading (5 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learned during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

mprako	sere	atadeɛ

2. Read aloud (10 mins)

Reread the following story aloud

- Use the appropriate big book or supplementary illustrations if available
- While reading, pause to think aloud and talk to pupils about the story at key moments or to ask them what they remember from yesterday's reading.

Abena ne apɔnkye no

Abena ne n'abusuafoɔ na na wɔteɛ. Na wɔwɔ mprako mmienu, nkokɔ mma mmiɛnsa, nantwie ne apɔnkye. Na apɔnkye no agyimi pa ara. Ɔma Abenaa sere. Da bi, Abena hunuu sɛ apɔnkye no reyɛ biribi a ɛnyɛ. Abena de mmirika kɔka kyerɛɛ ne maame. Na ne maame reyɛ adeɛ ntɪ ɔkaa sɛ, "O, Abena gyae anansesɛm a woretoɔ no." Ɔde mmirika kɔka kyerɛɛ ne papa. Na ɔno nso reyɛ adeɛ. Ɔkaa sɛ, "Abena gyae anansesɛm a woretoɔ no."

Ɔde mmirika kɔka kyerɛɛ ne nuabarima panin a na ɔreyɛ adeɛ. Ɔkaa sɛ, "O, Abena, gyae anansesɛm a woretoɔ no." Ɔde mmirika kɔka kyerɛɛ ne nuabaa. Ɔkaa sɛ, "Oh Abena, gyae anansesɛm a woretoɔ no." Ɔde mmirika kɔka kyerɛɛ ne nanabaa. Nanabaa kaa sɛ, "Abena, kɔkyerɛ me." Wɔde mmirika kɔhwɛɛ apɔnkye no. Na apɔnkye no rewe ntoma. Nanabaa teaa mu, "O! ɛdeɛn asɛm nie? Apɔnkye no rewe m'ataadeɛ!"

Maame tu mmirika ba. Ɔtea mu bisa sɛ, "M'ataadeɛ no wɔ hefa? Papa tu mmirika ba. Ɔtea mu bisa sɛ, "Me hyɛɛte no wɔ hefa?" Nuabarima tu mmirika ba. Ɔtea mu bisa sɛ, "Me pieto wɔ hefa?" Ne nuabaa tu mmirika ba. Ɔtea mu bisa sɛ, "Me sukuu ataadeɛ no wɔ hefa?" Wɔn nyinaa hwɛɛ apɔnkye no. Apɔnkye no hwɛɛ wɔn na ɔhuriiɛ. Nanabaa faa n'ataadeɛ no. Ɔbamm Abena na ɔkaa sɛ, "Meda wo ase sɛ wokaa deɛ apɔnkye no reyɛ kyerɛɛ me."

3. Comprehension questions - factual (15 mins)

Review the question word "Where" "ɛhefa"

- Read the first question:
  Ɛhefa na na apɔnkye no reyɛ biribi a na ɛnyɛ no? (Na apɔnkye no reyɛ biribi a ɛnyɛ wɔ abusua efie hɔ.)
- Ask pupils to Answer the question. Give them feedback.
- Ask pupils if they can tell you what the question word **"where"** is asking about. Call on one or two pupils to respond. Let them know if they are correct, or incorrect and why. (Response: the question word "where" asks us about a place)

Teach pupils to use the question word "what" "Ɛdeɛn "

- Read the question:
  Ɛdeɛn aduaba na wopɛ pa ara?
- Call on 2-3 pupils at random to Answer.
- Tell pupils that they will learn a new question word today, "**what**". Tell pupils that they will use it to Answer the next question.
- Say: Asɛmfua "ɛdeɛn" kyerɛ yɛn sɛ yɛmfa edin anaa adwenkyerɛ bi na ɛmmua. Mete "ɛdeɛn" a, menim sɛ mmuaeɛ no bɛyɛ edin anaa adeɛ pɔtee bi.
- Say: Mehunu aboa foforɔ bi na meka sɛ "Ɛdeɛn ne no?" a, mepɛ sɛ mehunu edin a yɛde ma saa aboa no. Mebisa sɛ "Ɛdeɛn na agorɔba no yɛeɛ?" a, mepɛ sɛ mehunu biribi fa deɛ agorɔba no yɛeɛ no ho.

Read the question:

Ɛdeɛn na na Abena maame reyɛ? (Na Abena maame reyɛ adeɛ, na ɔrewɔ fufuo.)

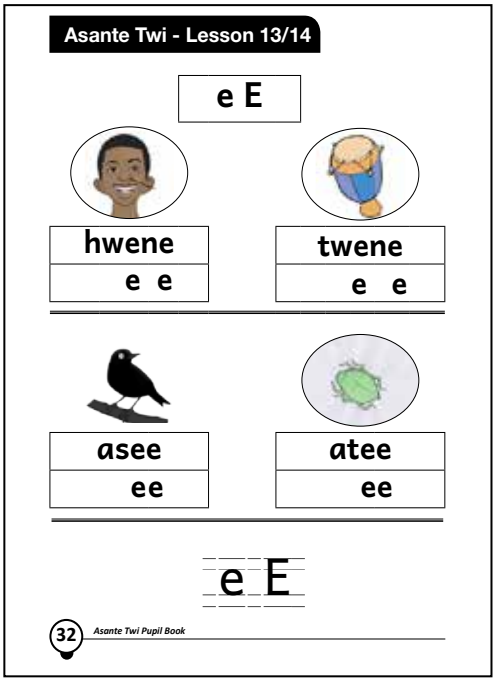
- Say: Momma yɛnnwennwene deɛ yɛkenkaneeɛ no ho. Akenkan no kaa sɛ "Na ne maame reyɛ adeɛ".
- Ask pupils to think about what, or the thing, they are asking about.
- Call on pupils at random to respond.

Read the question:

Ɛdeɛn na apɔnkye no weeɛ? (Apɔnkye no wee ntadeɛ.)

- Turn and Talk: Ask pupils to turn to a pupil next to them to talk about their Answers to the question. Remind pupils that it is a "what" question.
- Call on a pupil to share their answer. Ask the rest of the class if they agree.

Asante Twi—Lesson 25 New Letter: e E



Objectives:

The pupils will be able to:

1. Identify and say the target vowel sound and recognize the letter that represents that sound
2. Hear and recognize in writing the difference between the short and long vowel sound
3. Write the letter

1. Letter review (3 mins)

Review small and capital letters

- Write the small letter **"ɛ"** and capital letter **"Ɛ"** on the blackboard.
- Ask pupils to raise their hands if they know the sound the letter makes. Call on a pupil to say it. Provide feedback.
- Ask pupils to find and point to the letter in their book. Ask the whole class to say the sound.

2. Letter and keyword (3 mins)

Teach the letter

- Point to the small letter **"e"** on the alphabet poster or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ **/e/**. Mo ne me nka **/e/**
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter **"E"** on the alphabet poster or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ **/e/**. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter **"e"** on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

3. Short and long vowel sound (15 mins)

Hear and see the short vowel within a word

- Point to the first picture on the Lesson page of the Pupil Book.
- Say: Ɛdeɛn na mohunu?
- Ask one pupil to name what is in the picture. Repeat the correct word. If needed, help pupils understand the word by saying it in another language they know.
- Say: Momma yɛmmɔ yɛn nsam wɔ asɛnsini biara so "hwe/ne". Mprɛ dodoɔ sɛn na mote **"e"** wɔ asɛmfua "hwene" mu? Momma yɛmmɔ yɛn nsam bio.
- Touch the letter in the Pupil Book.
- Say the sound. If pupils struggle to hear and say the sound, help them by saying another word with that sound in your language or in another language they know.
- Say: Mo ne me mmom nka asɛmfua a ɛdi soɔ no "twene". Mote nnyegyeeɛ **/e/** wɔ asɛmfua "twene" mu? Mprɛ dodoɔ sɛn na mote?
- Say: Aduru wo so. Ka asɛmfua no. Woreka no, fa wo nsa si atwerɛdeɛ **"e"** so ɛberɛ a woreka ne nnyegyeeɛ no.

Hear and see the long vowel within a word

- Point to the first picture in the next row on the Pupil Book page.
- Say: Obiara mfa ne nsa nsi mfoni a ɛdi ɛkan wɔ aseɛ hɔ no so. Ɛdeɛn na mohunu? Ɛyɛ "asee"
- Clap the syllables with the pupils.
- Say: **"e"** nso bɛtumi anya nnyegyeeɛ tenten. Yei kyerɛ sɛ yɛtwe nnyegyeeɛ no mu ɛberɛ a yɛreka no. Mote nnyegyeeɛ tenten **"ee"** wɔ asɛmfua "asee" mu?
- Write the word on the chalk board. Point to the long vowel. Ask pupils to point to the same vowel in their book. Ask pupils how many of the letters of the day they see next to each other. (Answer: two)
- Tell pupils that when they see two **"e"** together, it makes a long sound **/ee/**. The long sound means that you stretch the sound longer when you say it.
- Demonstrate saying the short vowel sound and then the long vowel sound. Ask pupils to repeat. Ensure that they can hear the difference between the short sound and the long (stretched) sound.
- Continue in the same way using the next picture. Look at it, say the word, clap the syllables and listen for the long vowel in the word.

4. Writing _ Letters (5 mins)

Write the letter and say its sound

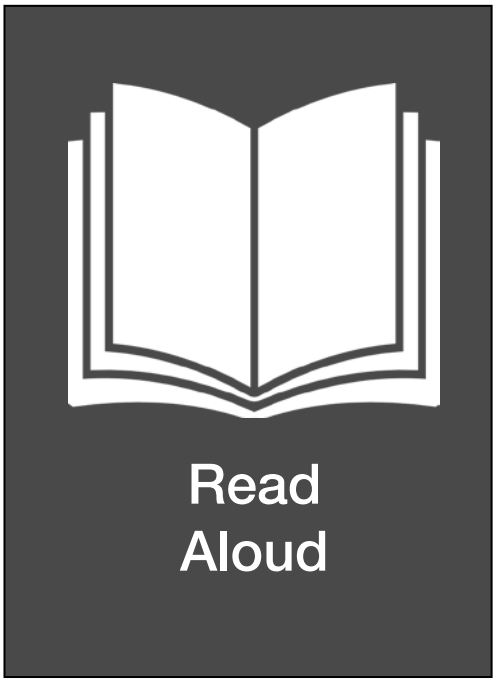
- Write the letter **"e"** on the board (1/3 meter tall).
- Air write the letter (use a straight arm), and say its sound as you write. Pupils should then try it while you watch, then try it on their own as you give some feedback.
- Demonstrate writing the letter on the chalkboard once more.
- Ask pupils to take out their exercise books and write the letter 5 times.

5. Sight word review (4 mins)

Review the sight words from last week

- Say: Mokae edin a yɛde maa abarimaa ne abaayewa a yɛaka wɔn ho asɛm wɔ yɛn nwoma mu no?
- Write the two sight words (Anima, Ofosu) on the board.
- Point to one of the sight word names on the board.
- Call on one pupil randomly and ask them to say something that the boy or girl might see in the community. They should say "Anima hunu …" and then name something in the community.
- Repeat with 4 more pupils. They should only say one sentence each.

Asante Twi—Lesson 26 Pre-reading



Objectives:
The pupils will be able to:

1. Use illustrations while reading
2. Use new words correctly in sentences
3. Use verbal and nonverbal communication appropriately

1. How to read – using illustrations (5 mins)

Teach how to think about illustrations while reading

- Say: Sɛ yɛhwɛ mfoni a, ɛma yɛte nsɛm fa nnipa ne nneɛma a wɔwɔ abasɛm no mu ho. Ɛnnɛ mɛkenkan abasɛm bi akyerɛ mo. Ɛberɛ a yɛgu so rekenkan no, yɛbɛgyina na yɛakasa afa mfoni ahodoɔ no ho.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it but do not write it on the board. Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

3. Read aloud (Big Book) (15 mins)

Read the following story aloud (use the appropriate big book or supplementary illustrations if available)

- During reading, stop to discuss **people** and **things** in the story.
- Pause at 2-3 pictures throughout the book while reading. Ask pupils, based on the picture, **who** they think the character(s) is/are. Also ask questions that use the word "**what**". Assure pupil responses are related to the picture.
- Possible questions (use these, or ask your own questions):
    - Who is going to the _____?
    - What is this thing? What kind of thing (for example, animal, house, etc.) is this?
- Talk a bit about how the picture relates to parts of the story you are reading aloud.

Ɛkɔm nne Adwoa!

Maame ka sɛ, "Ɛberɛ aduru sɛ yɛdi awiaduane." Nanso, ɛkɔm nne Adwoa.Papa frɛ no na ɔka sɛ, "Adwoa, bra na bɛdidi! Ɛyɛ aduane a wopɛ." Nanso, ɛkɔm nne Adwoa.

Maame to dwom fa ɛmo ne adua a Adwoa pɛ yie no ho. Nanso, ɛkɔm nne Adwoa. Papa bam Adwoa na ɔkorɔkorɔ no. Nanso ɛkɔm nne Adwoa. Maame te aduane gu Adwoa prɛte mu.

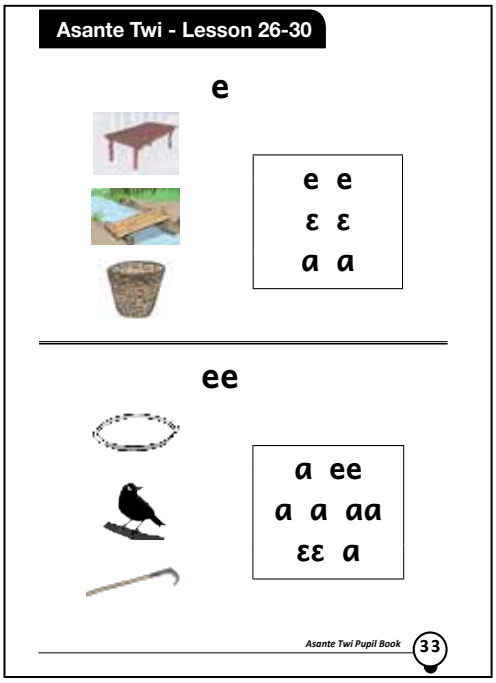
Nanso, ɛkɔm nne Adwoa. Papa twitwa amango ma no. Nanso, ɛkɔm nne Adwoa. Maame ka sɛ, "Nanso aduru ɛberɛ a wodidi." Adwoa ka sɛ, "Maame, wo werɛ afiri, woama me awiaduane dada!"

4. Vocabulary – after reading (5 mins)

Check for vocabulary understanding

- Ask pupils if they heard the new vocabulary words during the read aloud.
- Call on 3-4 pupils at random to say what vocabulary word they heard and to say the meaning in their own words.
- Say: Momma yɛmfa nsɛmfua a yɛasua no nyɛ ɔkasamu ahodoɔ foforɔ.
- Give an example by using one of the words in a new sentence – one that is not in the pupil book or read aloud.
- For each other vocabulary word introduced before reading, ask a pupil to use the word in a new sentence. Have pupils act out a word, if appropriate. Congratulate, help, or correct the pupils, depending on the responses.

Asante Twi—Lesson 27 New Letter: e E



Objectives:

The pupils will be able to:

1. Recognize syllables in words
2. Identify and say the target vowel sound, and recognize the letter that represents that sound
3. Hear and recognize in writing the difference between the short and long vowel sound
4. Write the letter

1. Rapid letter review (2 mins)

Review small and capital letters

- Write the following on the board: **"ɛ" "e" "Ɛ" "E"**
- Point at random, quickly, to letters pupils have learned. Pupils say the sounds of the letters.

2. Teach pupils to hear syllables (8 mins)

Clap words with different numbers of syllables

- Say: Tɛɛm no ahyɛaseɛ no, yɛsuaa sɛ yɛbɛtumi akyekyɛ nsɛmfua mu akɔ asɛnsini ahodoɔ mu. Ɛnne nnyegyeeɛ wɔ asɛnsini dodoɔ no ara mu. Merebɛma mo ɛho nhwɛsoɔ ahodoɔ bi. Afei mobɛsɔ ahwɛ. Momma yɛnyɛ nhwɛ.
- Model by clapping syllables. Read the word once, then clap the syllables: **sakasaka, sa /ka / sa / ka**
- Practice together with pupils. Read the word once, then clap the syllables with pupils. **sakasaka, sa/ ka / sa / ka, sonsono, son / so / no, bɛtɛbɛtɛ, bɛ / tɛ / bɛ / tɛ, tenetene, te / ne / te / ne**
- Pupils practice alone. Read the word once, then ask pupils to clap the syllables independently (without the teacher). **apampaa, a / pam / paa , aserewa, a / se / re/ wa, apɛsɛ, a / pɛ / sɛ**
- Give pupils feedback words they have difficulty with. Help them hear the syllable breaks.

3. Pre-activity vocabulary (15 mins)

Discuss pictures

- Have pupils point to the first picture for this Lesson in the Pupil Book, "apa". Ask them what they think it is. Ask them what they know about it, or their experiences. *(for example "Have you seen this/it before?" "Where?" "What is it like?").*
- Discuss each picture for 1 minute or less until the end of the page.

  Pictures:
  apa
  twene

kɛntɛn
apampaa
asee
pɛɛwa

Hear and see the vowel within a word

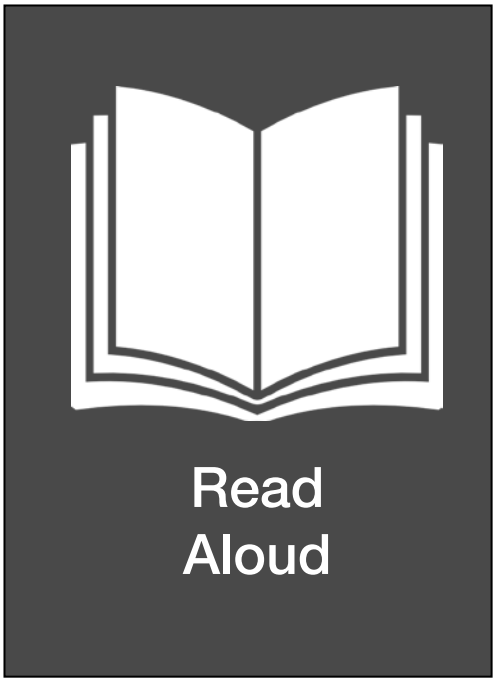
- Say: Obiara mfa ne nsa nsi mfoni a ɛdi ɛkan no so. Ɛyɛ ɛdeɛn? (Confirm that what they say matches the word in the book, or correct it).
- Ask pupils to clap the syllables in the word once.
- Say: Momma yɛmmɔ yɛn nsam wɔ asɛnsini biara so. Ɛnne nnyegyeeɛ no ne /a a/. Afei fa wo nsa si ɛnne nnyegyeeɛ no a woyɛeɛ no so.
- Demonstrate in a pupil book by touching the first picture and the vowels that match the picture. Walk around the room so pupils can see your finger on the correct picture and vowels.
- Ask pupils to repeat with the next picture. Clap the word with them. Then ask the pupils what vowel sounds they heard. Repeat, or say, the correct Answer for the whole class to hear. Then ask the class to touch the picture and the vowels.
- Once pupils are comfortable with this, clap each word with them. After each word, ask them to find the matching vowels by themselves.
- Check their work as they go.

4. Sight word review (5 mins)

Review the sight words through shared writing

- Say: Momma yɛnnwennwene agorɔmma a wɔwɔ yɛn nwoma mu no ho pa ara.
- Write the two sight words (Anima, Ofosu) on the top of the board.
- Ask pupils to think of a place that these characters might like to go.
- Call on 3-4 pupils at random to give you some ideas. Guide pupils to choose a character name, and say where they might like to go. Write the sentences on the board. For example, “Ofosu likes to go to the river to fish”. Try to get at least 2 examples for each character.
- Read the sentences back to pupils.

Asante Twi—Lesson 28 Pre-reading



Objectives:

The pupils will be able to:

1. Use new words correctly in sentences
2. Answer factual questions
3. Use verbal and nonverbal communication appropriately

1. Vocabulary – before reading (5 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learned during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

ɛkɔm *aduane* *adua*

2. Read aloud (10 mins)

Reread the following story aloud

- Use the appropriate big book or supplementary illustrations if available
- While reading, pause to think aloud and talk to pupils about the story at key moments or to ask them what they remember from yesterday's reading.

Ɛkɔm nne Adwoa!

Maame ka sɛ, "Ɛberɛ aduru sɛ yɛdi awiaduane." Nanso, ɛkɔm nne Adwoa.Papa frɛ no na ɔka sɛ, "Adwoa, bra na bɛdidi! Ɛyɛ aduane a wopɛ." Nanso, ɛkɔm nne Adwoa.

Maame to dwom fa ɛmo ne adua a Adwoa pɛ yie no ho. Nanso, ɛkɔm nne Adwoa. Papa bam Adwoa na ɔkorɔkorɔ no. Nanso ɛkɔm nne Adwoa. Maame te aduane gu Adwoa prɛte mu.

Nanso, ɛkɔm nne Adwoa. Papa twitwa amango ma no. Nanso, ɛkɔm nne Adwoa. Maame ka sɛ, "Nanso aduru ɛberɛ a wodidi." Adwoa ka sɛ, "Maame, wo werɛ afiri, woama me awiaduane dada!"

3. Comprehension questions— factual (15 mins)

Review the question word "what" "ɛdeɛn"

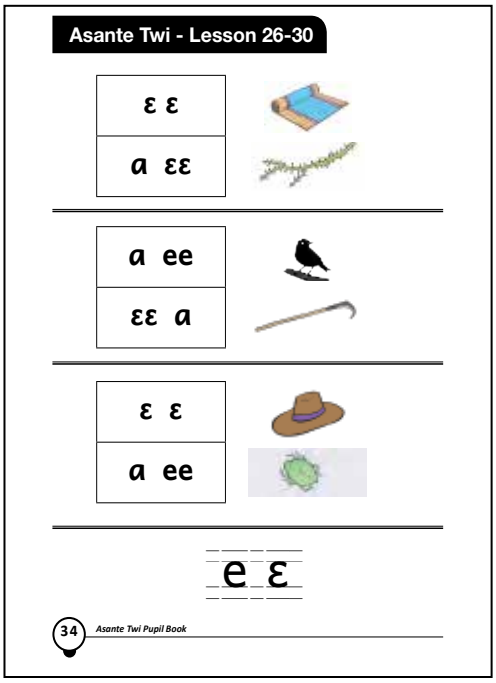
- Read the question:

  Ɛdeɛn na wopɛ ne yɛ ɛberɛ a woapɔn sukuu?
- Call on 2-3 pupils at random to Answer.
- Say: Yɛsuaa sɛ asɛmfua "ɛdeɛn" kyerɛ yɛn sɛ yɛmfa biribi edin na ɛmmua asɛmmisa no.
- Say: Adeɛ foforɔ a ɛdeɛn tumi bisa biribi fa ho ne adwenkyerɛ bi. Mebisa sɛ "Ɛdeɛn na "Adwoa" redwendwene ho?" a, mepɛ sɛ moka adeɛ a modwene sɛ "Adwoa" redwene ho kyerɛ me. Momma yɛmmua saa asɛmmisa no. Afei, momma yɛmmua "ɛdeɛn" ho nsɛmmisa no bi.
- Read the question:

  Ɛdeɛn na Adwoa papa yɛ de korɔkorɔ no sɛ ɔnnidi? (Adwoa papa bam no)
- Call on pupils at random to respond.
- Read the question:

  Ɛdeɛn na Adwoa maame werɛ firiiɛ no? (Adwoa maame werɛ firii sɛ wama Adwoa awiaduane dada.)
- Call on pupils at random to respond.

Asante Twi—Lesson 29 Assess & Review



Objectives:
The pupils will be able to:

1. Identify and say the target vowel sound and recognize the letter that represents that sound
2. Hear and recognize in writing the difference between the short and long vowel sounds
3. Write letters

1. Assessment (15 mins)

Special assessment – Assess Week 3 vowels: say the letter sound

- Write the two vowels learned this week on the board.
- Say: I'm going to point to the first letter. Then I'll come around, and I want you to whisper the sound it makes into my ear.
- Walk around, and listen to 5 pupils tell you the sound. If they don't all say the correct sound, tell pupils the sound, and then repeat. Do this up to 2 times.
- Continue with the next vowel.

Special assessment – Assess Week 3 vowels: tell the difference between short and long vowels

- Tell pupils you will say words with short and long vowels. Ask pupils to raise their hands. Pupils should put up 1 finger if it is a short vowel, and put up 2 fingers if it is a long vowel. Demonstrate for the first 2 words. Give pupils feedback to help them hear the vowels better (say the vowel sound with more emphasis to help them hear it).

Vowel ɛ:

- pɛɛwa
- kɛtɛ
- abɛbɛ

Vowel e:

- sese
- twene
- atee

2. Picture and vowel matching (10 mins)

Picture discussion

- Have pupils point to the first picture for this Lesson in the Pupil Book. Ask them what they think it is. Ask them what they know about it, or their experiences. (for example "Have you seen this/it before?" "Where?" "What is it like?"). Discuss each picture on the page for 1 minute or less. Then continue to review the pictures on the next page.

Pictures:

- kɛtɛ
- kasɛɛ
- asee
- pɛɛwa
- ɛkyɛ
- atee
- fononoo
- pɛtɛ

Hear and see the vowel within a word

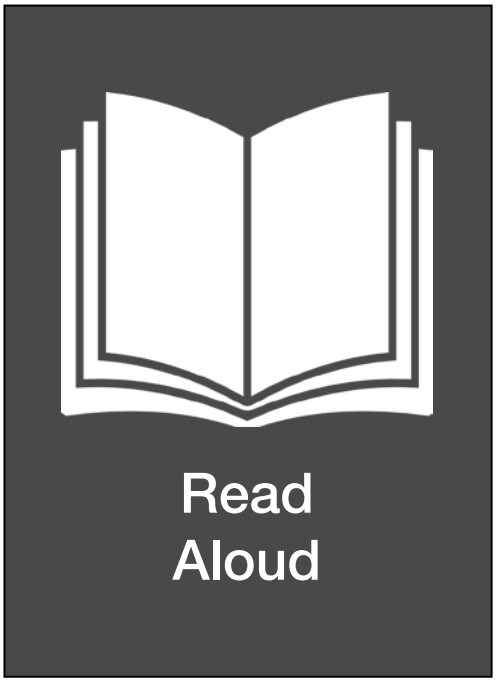
- Say: Obiara mfa ne nsa nsi mfoni a ɛdi ɛkan no so. Ɛyɛ ɛdeɛn? (confirm that what they say matches the word in the book, or correct it).
- Clap the syllables with pupils.
- Say: Momma yɛmmɔ yɛn nsam wɔ asɛnsini biara so na yɛntie ɛnne nnyegyeeɛ a mokaa wɔ mo nwoma no mu na fa wo nsa si aseɛ. Ɛnne nnyegyeeɛ bɛn na wokaa wɔ saa asɛmfua yi mu?
- Demonstrate in a pupil book by touching the first picture and the vowels that match the picture. Ask pupils to do the same thing.
- Walk around the room to show pupils how you touch the picture and the letters, and to check what picture and letters they are touching.
- Continue to clap the words each picture with them. After each word, ask them to find the matching vowels independently. Check their work as they go.
- Continue until both pages for this Lesson in the pupil book are done.

3. Vowel review (5 mins)

- Say: Afei merebɛka ɛnne nnyegyeeɛ bi, wote a, fa wo nsa si ɛnne nnyegyeeɛ korɔ a ɛma wo saa nnyegyeeɛ no ase. Fa wo nsa baako si ɛnne nnyegyeeɛ ketewa no ase na fa wo nsa baako nso si ɛnne nnyegyeeɛ kɛseɛ no ase.
- Say the following short vowel sounds. After each one, ask pupils to touch both the small and capital versions of the vowel. Walk around the room to observe and give feedback.

  a o e ɛ

Asante Twi—Lesson 30 Pre-reading



Objectives:
The pupils will be able to:
1. Ask and Answer factual questions
2. Use drawing to Answer a question about the story

1. Read aloud (10 mins)

Reread the following story aloud (use the appropriate big book or supplementary illustrations if available)

- While reading, pause to think aloud and talk to pupils about the story at key moments or to ask them what they remember from yesterday's reading.

Ɛkɔm nne Adwoa!

Maame ka sɛ, "Ɛberɛ aduru sɛ yɛdi awiaduane." Nanso, ɛkɔm nne Adwoa.Papa frɛ no na ɔka sɛ, "Adwoa, bra na bɛdidi! Ɛyɛ aduane a wopɛ." Nanso, ɛkɔm nne Adwoa.

Maame to dwom fa ɛmo ne adua a Adwoa pɛ yie no ho. Nanso, ɛkɔm nne Adwoa. Papa bam Adwoa na ɔkorɔkorɔ no. Nanso ɛkɔm nne Adwoa. Maame te aduane gu Adwoa prɛte mu.

Nanso, ɛkɔm nne Adwoa. Papa twitwa amango ma no. Nanso, ɛkɔm nne Adwoa. Maame ka sɛ, "Nanso aduru ɛberɛ a wodidi." Adwoa ka sɛ, "Maame, wo werɛ afiri, woama me awiaduane dada!"

2. Writing – Story response (20 mins)

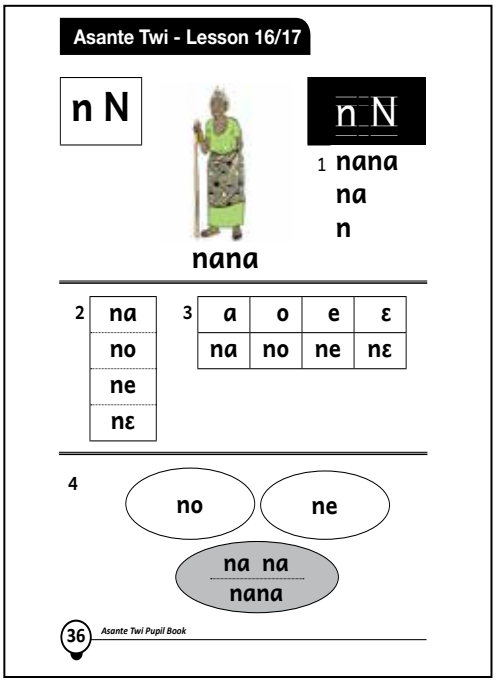
Pupils write or draw a response to the story

- Say: Ɛdeɛn adeɛ na wopɛ ne di pa ara?
- Ask pupils to think for 10 seconds about their responses.
- Say: Mepɛ sɛ wode w'adwene yɛ mfoni a ɛkyerɛ wo mmuaeɛ wɔ asɛmmisa no ho.

Note

Pupils may need a demonstration or a couple suggestions.
- Ask pupils to take out their exercise books.
- Ask pupils to draw their Answer to the question.

Asante Twi—Lesson 31 New Letter: n N



Objectives:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learned.

ɛ, O, E, a, o, Ɛ, e, A

2. Teach the sound (4 mins)

Tongue twister—say the sound

- Say the tongue twister. Pupils repeat.

  nana ne ne nananom nenam
- Ask pupils what sound they hear most. (Answer: **/n/**)

Listening game – first sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

  ɛnam, ɔsebɔ, nana, adowa, nom, nsa, ɛpono, akokɔ

3. Letter and keyword (10 mins)

Teach the letter

- Point to the small letter **"n"** on the alphabet poster or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ /n/. Mo ne me mmom nka **/n/**.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter **"N"** on the alphabet poster or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ /n/. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.

- Point to the small letter /n/ on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no "nana". Mote /n/ wɔ ""nana"" mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne "nana".
- Point to the syllable (under the keyword). Read it and show pupils how the syllable is part of the keyword.
- Point to the letter (under the syllable). Read it and show pupils how the letter is part of the syllable.

4. Read syllables (5 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "**a**" and show the "**n**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond "n")
- Cover the "**n**" and show the "**a**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond "a").
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. **/n/ /a/, "na".**
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

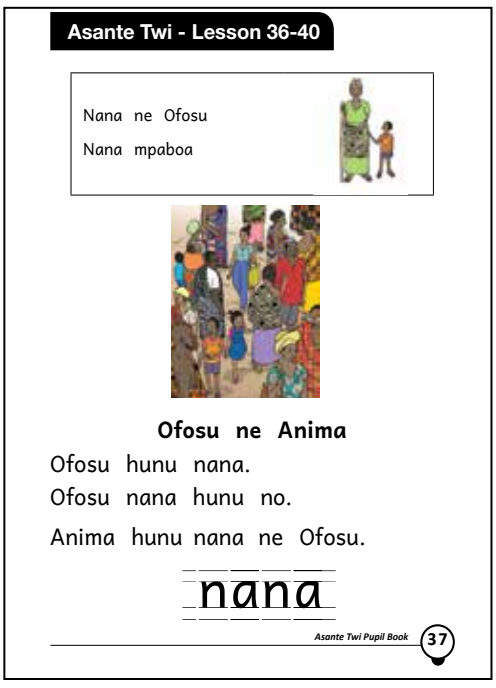
5. Read words (10 mins)

Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi—Lesson 32

Pupil Book Story: First Reading


Asante Twi - Lesson 36-40

Nana ne Ofosu
Nana mpaboa

Ofosu ne Anima

Ofosu hunu nana.
Ofosu nana hunu no.
Anima hunu nana ne Ofosu.

nana

Asante Twi Pupil Book 37

Objectives:

The pupils will be able to:

1. Apply knowledge of new and previously-learned letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

Help pupils find:

My language activity box in the pupil book

- Say: Ɛdeɛn na ɛyɛ pɛ wɔ kasasin biara mu? (Answer : ne)
- Say: Ɛberɛ a worekenkan no, fa wo nsa sisi mfoni a ɛkyerɛ asɛmfua a worekenkan no so.

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.

- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

nɑnɑ	**hunu**

3. Comprehension _ Prediction (5 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ nnyegyeeɛ a yɛasua dada no na wɔde atwerɛ.
- Say: Anima ne Ofosu ne wɔn nanabaa kɔhwɛɛ afahyɛ. Anima ne Ofosu yeraa wɔ nnipa no mu. Kenkan abasɛm no na hwɛ deɛ ɛtoo wɔn.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. Do NOT read it aloud for them. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Prediction check (2 mins)

Check prediction based on picture

- Ask pupils to remember the predictions they made before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

7. Writing – Letters (8 mins)

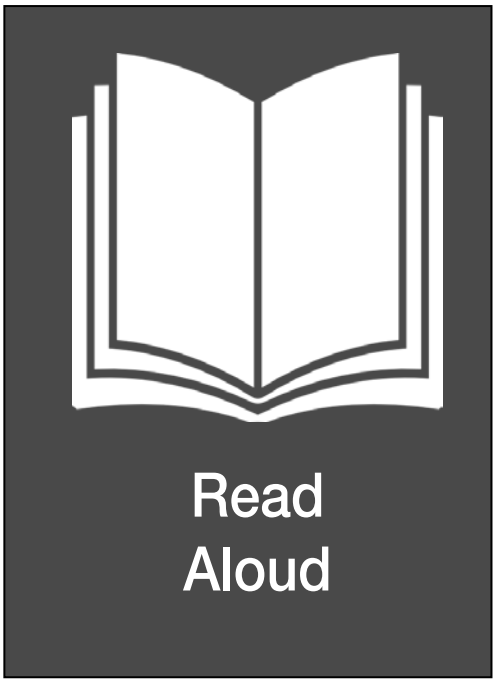
- Ask pupils to locate the letter "**n**" in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter "**n**" on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.

- Ask pupils to take out their exercise books and write the letter **"n"** 5 times.

If some pupils finish early, tell them to draw a picture of something that begins with the sound **/n/.**

Asante Twi—Lesson 33

Teacher Read Aloud: First Reading



Objectives:

The pupils will be able to:

1. Use new words correctly in sentences
2. Make predictions using a title
3. Use verbal and nonverbal communication appropriately

1. Review the sound (2 mins)

Tongue twister—review the sound

- Say the tongue twister. Pupils repeat.

  nana ne ne nananom nenam
- Ask pupils what sound they hear most.
- Ask pupils what letter makes that sound.
- Clap the syllables in the tongue twister for the pupils. Then, ask pupils to clap the syllables in the tongue twister together.

2. Vocabulary – before reading (6 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it. Talk to the pupils about the new words they will hear in the text. Ask pupils what they know about each one.
- Discuss with students the word meaning, using gestures or illustrations to support understanding.

edwam	boɔ	towuro

3. Comprehension _ Prediction (5 mins)

Prediction based on title

- Say: Merebɛkenkan abasɛm bi. Mɛka abasɛm no edin akyerɛ mo. Mepɛ sɛ mode mo adwene susu deɛ abasɛm no fa ho no ho. Edin no ne "Ɔdetɔnfoɔ ketewa no".
- Turn and Talk: Ask pupils to turn a pupil next to them and make a guess (a prediction) about the story.
- Call on 2 pupils at random and ask them for their predictions.

4. Read aloud (9 mins)

Read the following story aloud

- Ask pupils to do a thumbs up if they hear one of the new vocabulary words during the read aloud.
- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments such as when you come to a vocabulary word the pupils just learned or when you hear a syllable the pupils just practiced.

Ɔdetɔnfoɔ ketewa no

Ata adi mfeɛ nsia. Ata pɛ sukuukɔ. Nanso deɛ ɔpɛ pa ara ne edwamkɔ. Yei nyɛ nwanwa koraa. Ata yɛ Owura Mɛnsa babarima baako pɛ. Na Owura Mɛnsa ne sotɔɔ no wura. Enti anɔpa biara Ata kɔ sukuu. Sɛ ɔpɔn sukuu awia biara a, ɔtu mmirika kɔ edwam kɔboa ne papa.

Ata kɔ sukuu a, ɔsua akenkan ne atwerɛ. Ɛnnɛ yi sɛ Ata kɔ edwam a, ɔtumi twerɛ nneɛma no edin. Ɔtumi nso twerɛ nneɛma no boɔ. Ata kɔ sukuu a, ɔsua akontabuo. Sɛ Ata kɔ edwam hɔ a, ɔboa ne papa ma wɔsese nneɛma no boɔ ma adetɔfoɔ no. Ata ani agye.Ɛnnɛ, ɔtumi twerɛ biribiara. Na ɔtumi nso kan biribiara.

Ɛnnɛ, maame bi rebɛtɔ bokiti, samina ne towuro, dadesɛn ne kyɛnsee a wɔkye mu adeɛ, ntere ne nkwanta. Ata kan nneɛma no na ɔtwerɛ ne boɔ. Ata kan, san kan, na ɔka sɛ, “Mennye nni papa!” Papa kan bio. Maame no nso san kan. Afei, wɔn baanu hwɛ Ata ka sɛ, “Mo! Woayɛ adeɛ!” Ata ani agye.

5. Comprehension _ Prediction check (3 mins)

Check predictions based on title

- Remind the class what the volunteer pupil predicted before the read aloud. Ask the pupils if his prediction matched what was in the story.
- Ask the other pupils to think about what they predicted. Call on 2 pupils at random. Ask what they predicted, why, and if what they predicted is what happened in the story.

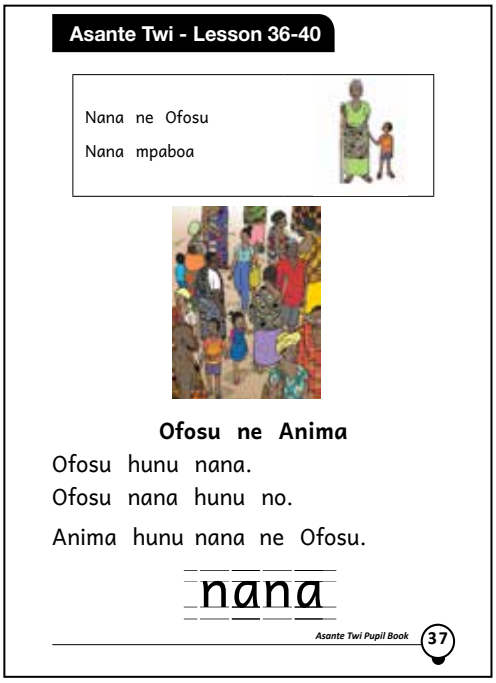
6. Vocabulary _ after reading (5 mins)

Check for vocabulary understanding

- Ask pupils if they heard the new vocabulary words during the read aloud.
- Call on 3-4 pupils to say what vocabulary word they heard and to say the meaning in their own words.
- Say: Momma yɛmfa nsɛmfua a yɛasua no nyɛ ɔkasamu ahodoɔ foforɔ.
- Give an example by using one of the words in a new sentence – one that is not in the pupil book or read aloud.
- For each other vocabulary word introduced before reading, ask a pupil to use the word in a new sentence. Have pupils act out a word, if appropriate. Congratulate, help, or correct the pupils, depending on the responses.
- Remind pupils that they can use these words anytime throughout the day. Encourage pupils to share the words with their families at home.

Asante Twi—Lesson 34

Pupil Book Story: Second Reading


Asante Twi - Lesson 36-40

Nana ne Ofosu
Nana mpaboa

Ofosu ne Anima

Ofosu hunu nana.
Ofosu nana hunu no.
Anima hunu nana ne Ofosu.

nana

Asante Twi Pupil Book 37

Objectives:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual questions
3. Use a drawing to Answer a question about the story

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learned. Pupils say the sounds of the letters.

O, ɛ, A, e, E, a, Ɛ, o

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter "**n**" on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter "**N**" on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ /n/ na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

5. Comprehension – Factual questions (8 mins)

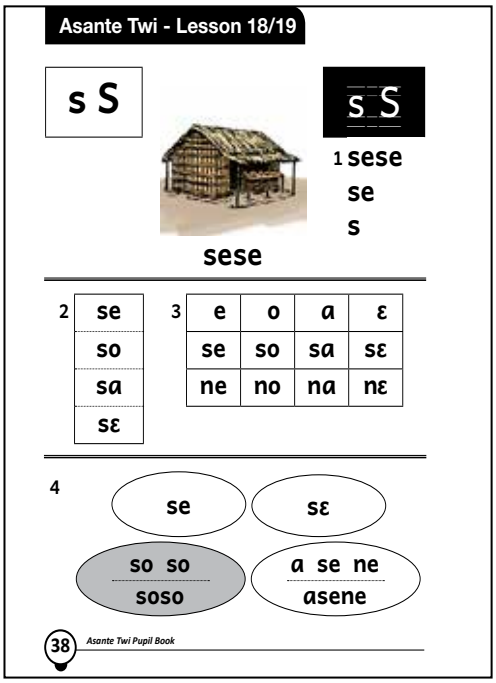
Ask factual questions

- Call on a pupil randomly to answer each of the following questions:
- Question 1: Hwan na Ofosu hunuu no? Kenkan faako a yei wɔ wɔ akenkan no mu kyerɛ me. (Answer: Please refer to sentence 1)
- Question 2: Hwan na Anima hunuu no? Kyerɛ me faako a yei wɔ wɔ akenkan no mu. (Answer: please check from sentence 3)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

6. Writing – Story response (10 mins)

- Pupils write or draw a response to the story
- Ask pupils to take out their exercise books.
- Ask pupils to draw their Answer to the question "Hwan na Anima hunuu no?".

Asante Twi—Lesson 35 New Letter: s S



Objectives:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learned. Pupils say the sounds of the letters.

A, e, a, ɛ, N, o, n, E, O, Ɛ

2. Teach the sound (3 mins)

Tongue twister—say the sound

- Say the tongue twister. Pupils repeat.

  sɛsɛɛ Sɛɛwaa safoa sensɛne soro

- Ask pupils what sound they hear most.

Listening game – first sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

  sakasaka, kɔkɔbo, safoa, bɔtɔ, sekan, poma, sukuu, atere

3. Letter and keyword (5 mins)

Teach the letter

- Point to the small letter **"s"** on the alphabet poster or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ **/s/**. Mo ne me mmom nka **/s/**.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter **"S"** on the alphabet poster or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ **/s/**. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter **"s"** on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

4. Keyword picture study (8 mins)

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no ""sese"". Mote **/s/** wɔ ""sese"" mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne "sese".
- Point to the syllable (under the keyword). Read it and show pupils how the syllable is part of the keyword.
- Point to the letter (under the syllable). Read it and show pupils how the letter is part of the syllable.

4. Read syllables (5 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "**e**" and show the "**s**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**s**/)

- Cover the "**s**" and show the "**e**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**e**/).
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. **/ s / / e /, "se".**
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (8 mins)

Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Afei, monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi—Lesson 36

Pupil Book Story: First Reading


Asante Twi - Lesson 18/19

Anima hunu nsee.
Anima hunu nsee ne ɛsono.
Nana hunu Anima.
Nana hunu Anima ne Ofosu

Anima se

Ofosu hunu Anima se.
Ofosu hunu sɛ Anima se soso.
Anima se soso na asene.

sese

Asante Twi Pupil Book 39

Objectives:

The pupils will be able to:

1. Apply knowledge of new and previously-learned letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Review small and capital letters

Teach a rule of the language

Help pupils find:

My language activity box in the pupil book

- Say: Ɛdeɛn na ɛda nso wɔ kasasin mmienu no mu? (Answer: one phrase has "ne" and one doesn't.)
- Say: Kasasin bɛn na ɛne mfoni no kɔ pɛ?

O, ɛ, A, e, E, a, Ɛ, o

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

asene soso

3. Comprehension - Prediction (5 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ nsɛmfua a yɛasua dada no na wɔde atwerɛ.
- Say: Anima ne Ofosu ntumi nni nkɔmmɔ yie. Kenkan abasɛm no na hunu deɛ nti a.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Prediction check (2 mins)

Check prediction based on picture

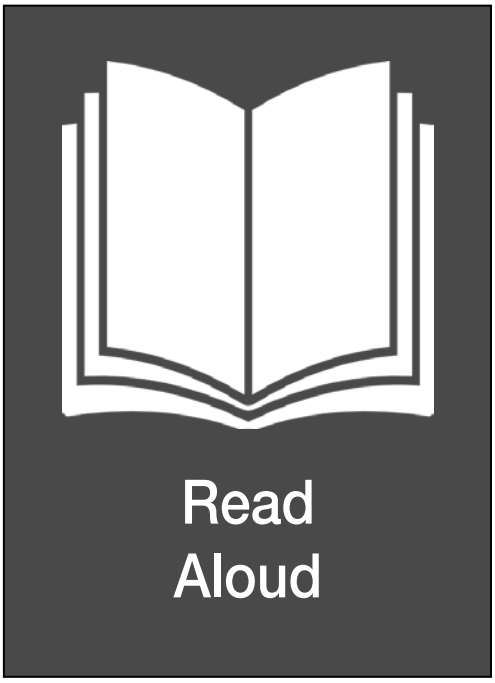
- Ask pupils to remember their predictions from before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

7. Writing – Letters (6 mins)

- Ask pupils to locate the letter **"s"** in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter **"s"** on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter **"s"** 5 times.
- If some pupils finish early, ask them to draw a picture of something that begins with the sound /**s**/.

Asante Twi—Lesson 37

Teacher Read Aloud: Second Reading



Objectives:

The pupils will be able to:

1. Use new words correctly in sentences
2. Answer factual questions about a text
3. Use verbal and nonverbal communication appropriately

1. Review the sound (3 mins)

Tongue twister – Review the sound

- Recite the tongue twister from yesterday.

  sɛsɛɛ Sɛɛwaa safoa sensɛne soro
- Ask pupils what sound they hear most.
- Ask pupils what letter makes that sound.
- Clap the syllables in the tongue twister for the pupils. Then, ask pupils to clap the syllables in the tongue twister together.

2. Vocabulary – Before reading (7 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learned during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

edwam	boɔ	towuro

3. Read aloud (10 mins)

Read the following story aloud again

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments. If pupils struggled with one of the new vocabulary words, pause to discuss its meaning in the story. If pupils are struggling with a new sound learned this week, pause to point out the sound in a few different words.

Ɔdetɔnfoɔ ketewa no

Ata adi mfeɛ nsia. Ata pɛ sukuukɔ. Nanso deɛ ɔpɛ pa ara ne edwamkɔ. Yei nyɛ nwanwa koraa. Ata yɛ Owura Mɛnsa babarima baako pɛ. Na Owura Mɛnsa ne sotɔɔ no wura. Enti anɔpa biara Ata kɔ sukuu. Sɛ ɔpɔn sukuu awia biara a, ɔtu mmirika kɔ edwam kɔboa ne papa.

Ata kɔ sukuu a, ɔsua akenkan ne atwerɛ. Ɛnnɛ yi sɛ Ata kɔ edwam a, ɔtumi twerɛ nneɛma no edin. Ɔtumi nso twerɛ nneɛma no boɔ. Ata kɔ sukuu a, ɔsua akontabuo. Sɛ Ata kɔ edwam hɔ a, ɔboa ne papa ma wɔsese nneɛma no boɔ ma adetɔfoɔ no. Ata ani agye.Ɛnnɛ, ɔtumi twerɛ biribiara. Na ɔtumi nso kan biribiara.

Ɛnnɛ, maame bi rebɛtɔ bokiti, samina ne towuro, dadesɛn ne kyɛnsee a wɔkye mu adeɛ, ntere ne nkwanta. Ata kan nneɛma no na ɔtwerɛ ne boɔ. Ata kan, san kan, na ɔka sɛ, "Mennye nni papa!" Papa kan bio. Maame no nso san kan. Afei, wɔn baanu hwɛ Ata ka sɛ, "Mo! Woayɛ adeɛ!" Ata ani agye.

4. Comprehension – Factual & inferential questions (10 mins)

Ask factual questions

- Call on a pupil randomly to answer each of the following questions:

  Question 1: Ɛdeɛn na Ata yɛ ɛberɛ a wapɔn sukuu? (Answer: Ata boa ne papa wɔ sotɔɔ mu)
  Question 2: Ɛdeɛn na Ata yɛ de boa ne papa wɔ sotɔɔ mu hɔ? (Answer: Ata boa ne papa ma wɔsese nneɛma no boɔ ma adetɔfoɔ no.)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Asante Twi—Lesson 38

Pupil Book Story: Second Reading


Asante Twi - Lesson 18/19

Anima hunu nsee.
Anima hunu nsee ne ɛsono.
Nana hunu Anima.
Nana hunu Anima ne Ofosu

Anima se

Ofosu hunu Anima se.
Ofosu hunu sɛ Anima se soso.
Anima se soso na asene.

sese

Asante Twi Pupil Book 39

Objectives:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual questions
3. Use drawing to Answer a question about the story

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learned. Pupils say the sounds of the letters.

A, e, O, ɛ, N, *a*, o, E, n, Ɛ

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter **"s"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter **"S"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ **"s"** na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

5. Comprehension – Factual questions (8 mins)

Ask factual questions

- Call on a pupil randomly to answer each of the following questions:

  Question 1: Ɛdeɛn na Ofosu hunu? Akenkan no fa hene na wohunu yei? (Answer: please check from sentence 1)

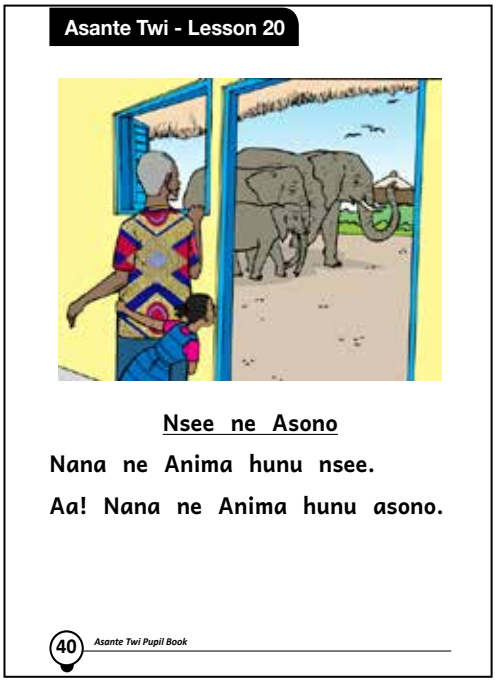
  Question 2: Anima se te sɛn? Kenkan ɔkasamu a ɛkasa fa yei ho no. (Answer: please check from sentence 3)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

6. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to draw their Answer to the question "Anima se te sɛn?".

Asante Twi—Lesson 39 Assess & Review



Objectives:
The pupils will be able to:
1. Read text with fluency

1. Assessment: Before The Lesson

Prepare for the assessment

- Prepare an assessment page in a notebook. List all the pupils in the class in alphabetical order. Then make 3 more columns with the title "letters", "syllables" and "individual score".
- At the beginning of this lesson, help pupils find the decodable story for this lesson. Instruct pupils who are not being assessed to read the story quietly.

2. Reason to Read (2 mins)

Think about why you want to read the story

- Tell pupils that they will be reading a story with a partner while you work with individual pupils.
- Say: Anima ne ne nana dii wɔn anɔpa aduane wieeɛ no, wɔtee nka sɛ asase no rewoso na mmɛn bi nso rebɔ. Wɔde mmirika kɔsɔɔ wɔn ɛdan no mu, nanso na ɛdan no nso rewoso gidigidi. Wɔde wɔn ani kɔtɛɛ wɔn mpoma no mu hwɛɛ deɛ ɛrekɔ so. Kenkan abasɛm no na hwɛ deɛ wɔhunuiɛ.
- Ask pupils to turn to a pupil next to them to begin reading the story in their Pupil Books.
- Tell pupils that they will see a few words in the story missing. With their partners, they should choose which of the two options in parenthesis is the correct choice for the story.

3. Assessment (individual assessment while the rest of the class reads in pairs) (20 mins)

Administer the assessment

- You will assess 10 pupils. While the whole class is reading in pairs, call one pupil to sit with you.
- Open the assessment booklet to the assessment for this week.
- Show the pupil the 5 letters. Mark the number of correct responses (from 1-5).
- Show the pupil the 5 syllables. Mark the number of correct responses (from 1-5).
- Do this for another 9 pupils (to complete all 10). Next week you will assess 10 more pupils starting with the next pupil on the list.

Score the assessment – for each pupil

- Total the correct letters and syllables for each pupil – across the row. This gives a general sense of how the child is learning: 8-10 correct is good. 6-7 is developing. 1-5 may indicate that the child is struggling.

Score the assessment – for class progress

- Total the correct letters and syllables for the 10 pupils by adding each column. A total of 40-50 is good, 30-40 is developing, and less than 30 is a challenge. Consider reinforcement activities for skill areas that are less than 40.

Looking forward

- Next week, continue with the next 10 pupils on the list.
- Continue this way until all pupils are assessed, then start over again from the beginning of the list.

4. Comprehension – Comprehension questions (8 mins)

Ask factual questions

- Thank pupils for staying on task and working well with their partners.
- Call on a pupil randomly to answer each of the following questions:

  Question 1: Ɛdeɛn na ɛdi ɛkan a Nana ne Anima hunu? Kyerɛ me akenkan no fa a yei wɔ. (Answer: please check from sentence 1)

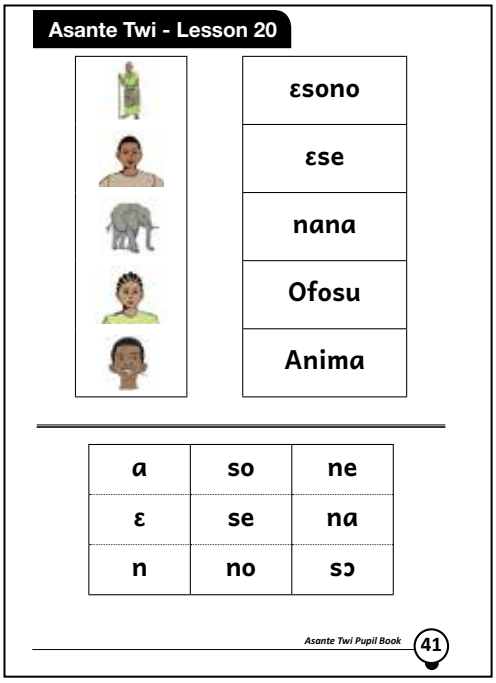
  Question 2: Ɛdeɛn na ɛtɔ so mmienu a Nana ne Anima hunu? Kenkan akenkan no fa a yei wɔ kyerɛ me. (Answer: please check from sentence 2)

- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Lesson Assessment

n	a	s	e	o
sa	no	se	sɛ	na

Asante Twi—Lesson 40 Review & Reinforce



Objectives:
The pupils will be able to:
1. Use letter and sound knowledge to read words
2. Blend syllables to read and write words

1. Reinforcement activities (15 mins)

NOTE
Choose a reinforcement activity from the options below. Base your choice on the skill(s) your pupils found challenging in the assessment. The skill reinforced by the activity is in the activity name: "letter sounds" or "syllable blending".

Letter sounds – Can you think of a word?

Use flashcards. Hold up a letter pupils have learned but need to practice. Ask a pupil to say the letter sound. Repeat the correct letter sound. Ask pupils to think of a word that starts with the sound. Calls on 5-10 pupils to share their words, then move on to the next letter.

Letter sounds – Letter zoom

- Ask pupils to turn to the table of letters at the back of the pupil book. Call a letter sound that pupils have already learned. Ask pupils to look at the letters in the table and quickly tap the letter that makes that sound. Repeat with additional letters that pupils have already learned. **TIP – start saying letter sounds at a speed that gets as many pupils to participate as possible, then gradually start saying letter sounds more quickly.*

Syllable blending – Whisper the syllable

- Use flashcards. Choose 3 consonants and 3 short or long vowels from the flashcards (try to use letters that pupils may struggle with or have forgotten). Hold up a consonant and say its sound.

Hold up a short or long vowel and say its sound (or have pupils say the sound). Ask pupils to turn to a partner and quietly say the syllable made by the who flashcards. When they agree on the syllable, have them raise their hands. Wait until most of the class has raised their hands. Call on a pair at random to say the syllable. If they are correct, give a clap of appreciation. Continue using flashcards to make 5-10 more syllables for pupils to say in pairs.

Syllable blending – Phonics bingo

- Write 10 syllables on the blackboard that pupils have already learned. Read the items aloud once. Ask pupils to choose 3 of them to write in a notebook, paper, slate, or other place. Call one of the syllables at random. The first pupil to hear all 3 of the syllables they wrote down raises their hand. If they can say all 3 correct items, they get a clap of appreciation from the class.

2. Word matching (5 mins)

- Ask pupils to put their fingers under the first word in the word list for the activity in the pupil book. Read the first word.
- Say: Asɛmfua yi ase kyerɛ sɛn?
- Ask for a volunteer to tell say the meaning of the word. Then, ask pupils to point to the picture on the page that matches that word. Ask all pupils to point to the next word in the list and whisper read it to themselves. Call on a pupil at random to read the word for the class. Ask all pupils to point to the picture that matches the word.
- Continue the activity to the end of the word list, helping pupils that get stuck.

3. Word building (10 mins)

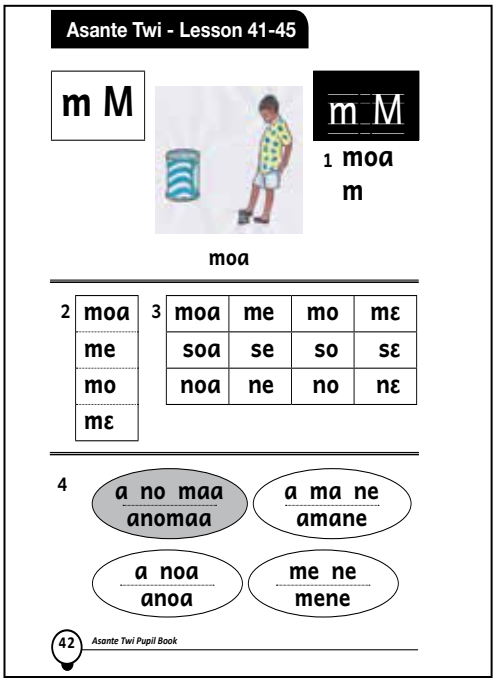
Use syllables to build given words

- Tell pupils they will write words using the syllables in the box.
- Say: Meredwene asɛmfua bi ho. Asɛmfua no ne " "ɛsono"". Momma yɛmmɔ yɛn nsam wɔ so "ɛ/so/no".
- Ask pupils to point to the first syllable in the word on the Lesson 20 page in their Pupil Books. Then, write the syllable on the board.
- Continue asking pupils to point to the syllables in the word until the full word is written on the board.
- Say: Asɛmfua no ne "ɛsono". Afei yɛatwerɛ asɛmfua no nyinaa. Momma yɛmmom nkenkan. (Pupils read the word)
- Say the first word below and clap the syllables with pupils. Give pupils time to find the syllables of the word and point to them in their book, then write them to form the word in their copy books. After all pupils have written the word, say the next word. Continue with the rest of the words.
- Words: **soso, so/so asene, a/se/ne ɛse, ɛ/se**

Use syllables to build new words

- Say: Afei, mepɛ sɛ mobɔ mmɔden yɛ mo ankasa mo nsɛmfua!
- Ask pupils to use any of the syllables in the pupil book to make another word that they know and write it in their copy books.
- When pupils are finished, ask them to turn to a partner to share the word they made.

Asante Twi—Lesson 41 New Letter: m M



Objectives:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learned. Pupils say the sounds of the letters.

N, A, ɛ, E, e, S, Ɛ, o, s, O, a, n

2. Teach the sound (4 mins)

Tongue twister—say the sound

- Say the tongue twister. Pupils repeat.

  Maame Mansa maa Mɛnsa mako
- Ask pupils what sound they hear most.

Listening game – first sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

  no, maame, me, tɔn, kusuu, mako, ano, mo

3. Letter and keyword (10 mins)

Teach the letter

- Point to the small letter **"m"** on the alphabet poster or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ **/m/**. Mo ne me mmom nka **/m/**.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter **"M"** on the alphabet poster or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ **/m/**. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter **"m"** on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no ““moa””. Mote **/m/** wɔ “moa” mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne “moa”.
- Cover the **“o”** and **“a”** and point to the **“m”**
- Point to the letter (under the keyword). Read it and show pupils how the letter is part of the keyword.

4. Read syllables (5 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the**“o”** and **“a”**” and show the “**m**”.
- Say: Nnyegyeeɛ bɛn nie? (pupils respond **/m/**)
- Cover the “**m**” and “**a**” and show the “**o”**.
- Say: Nnyegyeeɛ bɛn nie? (pupils respond **/o/**)
- Cover the “**m**” and “**o**” and show the **/a/**).
- Say: Nnyegyeeɛ bɛn nie? (pupils respond **/a/**)
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. **/m/ /o/ /a/, “moa”.**
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (10 mins)

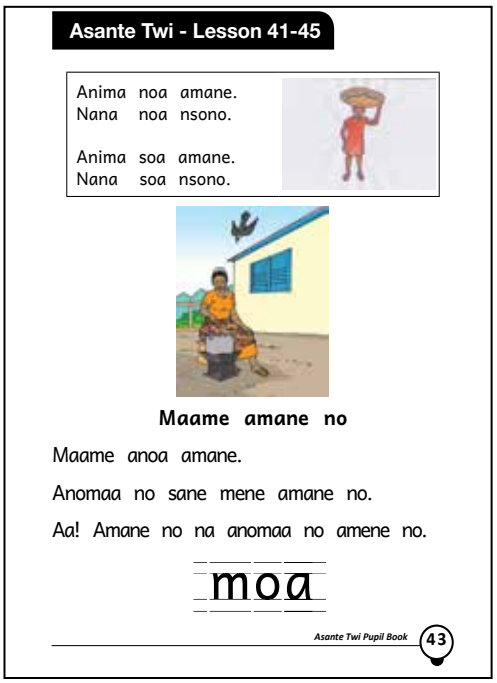
Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.

- Say: Mohunu asɛmfua a saa nnyegyeeɛ **/o/ /a/** wɔ mu wɔ mo nwoma no mu? (Answer: anoa)
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi—Lesson 42

Pupil Book Story: First Reading


Asante Twi - Lesson 41-45

Anima noa amane.
Nana noa nsono.

Anima soa amane.
Nana soa nsono.

Maame amane no

Maame anoa amane.

Anomaa no sane mene amane no.

Aa! Amane no na anomaa no amene no.

moa

Asante Twi Pupil Book 43

Objectives:

The pupils will be able to:

1. Apply knowledge of new and previously-learned letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

Help pupils find:

My language activity box in the pupil book

- Say: Ɛdeɛn na ɛyɛ pɛ wɔ ɔkasamu mmienu mmienu no mu? (Answer: noa, soa)
- Say: Ɔkasamu bɛn na ɛne mfoni no kɔ pɛ?

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

anomaa	***anoa***

3. Comprehension _ Prediction (5 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?

- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ nsɛmfua a yɛasua dada no na wɔde atwerɛ.
- Say: Anima ne Ofosu maame renoa biribi wɔ dadesɛn mu. Anomaa bi nenam wiem rehwɛ deɛ maame reyɛ no. Kenkan abasɛm no na hwɛ deɛ ɛbɛsi.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan.

5. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Prediction check (2 mins)

Check prediction based on picture

- Ask pupils to remember their predictions from before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

7. Writing – Letters (6 mins)

- Ask pupils to locate the letter "**m**" in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter "**m**" on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter "**m**" 5 times.
- If some pupils finish early, tell them to draw a picture of something that begins with the sound /**m**/.

Asante Twi—Lesson 43

Teacher Read Aloud: First Reading



Objectives:

The pupils will be able to:

1. Separate syllables in spoken words
2. Use new words correctly in sentences
3. Make predictions using a title
4. Use verbal and nonverbal communication appropriately

1. Review the sound (2 mins)

Tongue twister – review the sound

- Recite the tongue twister from yesterday. Clap the syllables with the pupils.

  Maame Mansa maa Mɛnsa mako
- Ask pupils what sound they hear most.
- Ask pupils what letter makes that sound.
- Clap the syllables in the tongue twister for the pupils. Then, ask pupils to clap the syllables in the tongue twister together.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it. Talk to the pupils about the new words they will hear in the text. Ask pupils what they know about each one.
- Discuss with students the word meaning, using gestures or illustrations to support understanding.

ɑgodie	**kwɑeɛ**	**bosome**

3. Comprehension - Prediction (5 mins)

Prediction based on title

- Say: Merebɛkenkan abasɛm bi. Mɛka abasɛm no edin akyerɛ mo. Mepɛ sɛ mode mo adwene susu deɛ abasɛm no fa ho. Edin no ne "Afua ne bosome no".
- Turn and Talk: Ask pupils to turn a pupil next to them and make a guess (a prediction) about the story.
- Call on 2 pupils at random and ask them for their predictions.

4. Read aloud (7 mins)

Read the following story aloud

- Ask pupils to do a thumbs up if they hear one of the new vocabulary words during the read aloud.
- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments such as when you come to a vocabulary word the pupils just learned or when you hear a syllable the pupils just practiced.

Afua ne bosome no

Na Afua yɛ abaayewa ketewa bi a na ɔpɛ agodie. Na ɔne mmoa bebree, nhahamma, mmoba, mmabaa ne nneɛma ahodoɔ a ɔhunuu wɔ kwaeɛ no mu no di agorɔ. Mmom, adeɛ a na ɔpɛ sɛ ɔne no di agorɔ pa ara ne Bosome nanso na ɛyɛ den ma no sɛ ɔbɛnya no ne no adi agorɔ. Ɔforoo dua a na ɛware pa ara sɛ anka ɔbɛsɔ Bosome mu nanso ne nsa anka. Afua ampa aba.

Ɔde nsuo guu bokiti mu sii mfikyire hwɛɛ Bosome sunsum wɔ mu. Ɔmaa bokiti no so de kɔɔ ne ɛdan mu nanso na Bosome kɔ. Ɔhwɛɛ mpomma mu no, ɔhunuu Bosome foforɔ. Na ɔnim sɛ yɛwɔ Bosome baako pɛ na ɛwɔ hɔ. Ɛyɛɛ no nwanwa. "Ɛyɛɛ dɛn na me Bosome no kɔɔ soro nohoa saa?" Ɔda mpa so resu no, ne papa tee ne nka. Ɔkɔɔ ne ɛdan mu hɔ.

Papa bisaa no sɛ, "Afua, ɛdeɛn na woresu?" Afua kaa sɛ, "Ɛfiri sɛ mentumi nkyere Bosome." Ne papa kaa sɛ, "Worentumi nkyere Bosome da. Wobɛyɛ, ayɛ, ayɛ nanso, deɛ ɛbɛbɛn wo pa ara yɛ ne sunsum." Afua dweneeɛ. Ɔdwene hunuu sɛ, mmɔfra bɛnya sunsum pii de adi agorɔ. Nanso, yɛwɔ Bosome baako pɛ a obiara rentumi nkyere no.
Ɔdwenee sɛ, "Ɛyɛ pa ara, yei kyerɛ sɛ Bosome yɛ obiara dea."

5. Comprehension – Prediction check (3 mins)

Check predictions based on title

- Remind the class what the volunteer pupil predicted before the read aloud. Ask the pupils if his prediction was matched what was in the story.
- Ask the other pupils to think about what they predicted. Call on 2 pupils at random. Ask what they predicted, why, and if what they predicted is what happened in the story.

6. Vocabulary – after reading (8 mins)

Check for vocabulary understanding

- Ask pupils if they heard the new vocabulary words during the read aloud.
- Call on 3-4 pupils to say what vocabulary word they heard and to say the meaning in their own words.
- Say: Momma yɛmfa nsɛmfua a yɛasua no nyɛ ɔkasamu ahodoɔ foforɔ.
- Give an example by using one of the words in a new sentence – one that is not in the pupil book or read aloud.
- For each other vocabulary word introduced before reading, ask a pupil to use the word in a new sentence. Have pupils act out a word, if appropriate. Congratulate, help, or correct the pupils, depending on the responses.
- Remind pupils that they can use these words anytime throughout the day. Encourage pupils to share the words with their families at home.

Asante Twi—Lesson 44

Pupil Book Story: Second Reading


Asante Twi - Lesson 46-50

Anima soa amane.
Anima soaa amane.

Nana noa nsono.
Nana noaa nsono.

Ofosu som ne maame

Anima asam ne nsa.
Maame asoma Ofosu ama no asesa ɛsono ɛnam ama no.
Maame anoa ɛsono aso ne ne nsono.
Anima hunu sɛ Ofosu som ne maame.

ɛnam

Asante Twi Pupil Book 45

Objectives:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual questions
3. Use drawing to Answer a question about the story

1. Review the sound (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learned. Pupils say the sounds of the letters.

N, A, ɛ, E, e, S, Ɛ, o, s, O, a, n

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter "m" on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter **"M"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ "m" na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

5. Comprehension – Factual questions (8 mins)

Ask factual questions

- Call on a pupil randomly to answer each of the following questions:

  Question 1: Ɛdeɛn na maame anoa? Kyerɛ me ɔkasamu a ɛkasa fa yei ho. (Answer: please check from sentence 1)

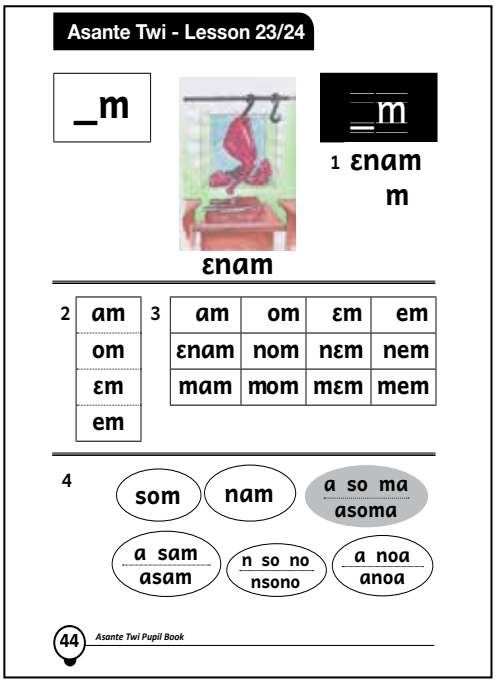
  Question 2: Hwan na amene amane no? Kyerɛ me akenkan no fa a ɛkasa fa yei ho. (Answer: please check from sentence 2)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

6. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to draw their Answer to the question "Hwan na amene amane no?".

Asante Twi—Lesson 45 New Letter: _ m



Objectives:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learned. Pupils say the sounds of the letters.

  E, M, ɛ, N, o, n, Ɛ, s, O, m, S, e

2. Teach the sound (4 mins)

Tongue twister—say the sound

- Say the tongue twister. Pupils repeat.

  Kankam nenam fam tentam ɛnam
- Ask pupils what sound they hear most.

Listening game – first sound

- Say each word below. Pupils put a hand up if they hear the sound at the end of the word and on the desk if they do not.

  kɔm, da, ɛdɔm, kɔ, som, tena, bo, bam

3. Letter and keyword (10 mins)

Teach the letter

- Point to the small letter **"m"** on the alphabet poster or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ /m/. Ɛnnɛ yɛbɛsua sɛdeɛ yɛsi kenkan no wɔ asɛnsini bi awieeɛ anaa asɛmfua bi awieeɛ. Mo ne me mmom nka /m/.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the small letter **"m"** on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no " ɛnam". Mote **/m/** wɔ "ɛnam" mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne "ɛnam".
- Point to the syllable (under the keyword). Read it and show pupils how the syllable is part of the keyword.
- Point to the letter (under the syllable). Read it and show pupils how the letter is part of the syllable.

4. Read syllables (5 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "**nam**" and show the "**ɛ**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond "**ɛ**")
- Cover the "**ɛ**" and also cover the "**am**" and show the "**n**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**n**/).

- Cover the “**ɛn**" and also cover the "**m**” and show the “**a**”.
- Say: Nnyegyeeɛ bɛn nie? (pupils respond “**a**”).
- Cover the “**ɛna**" and show the “**m**”.
- Say: Nnyegyeeɛ bɛn nie? (pupils respond “**m**”).
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. **/ ɛ /, / n /, / a /, / m /, “ɛnam ”.**
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

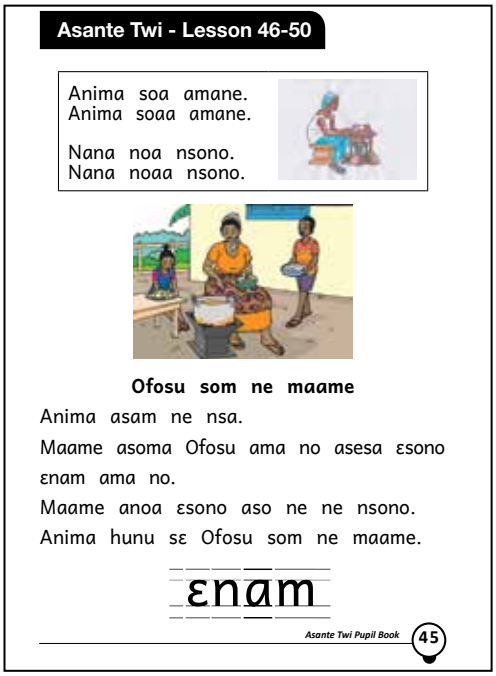
5. Read words (10 mins)

Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Mohunu asɛmfua a saa nnyegyeeɛ **/o/** ne **/a/** wɔ mu wɔ mo nwoma no mu? (Answer: anoa)
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi—Lesson 46

Pupil Book Story: First Reading



Asante Twi - Lesson 46-50

Anima soa amane.
Anima soaa amane.

Nana noa nsono.
Nana noaa nsono.

Ofosu som ne maame

Anima asam ne nsa.

Maame asoma Ofosu ama no asesa ɛsono ɛnam ama no.

Maame anoa ɛsono aso ne ne nsono.

Anima hunu sɛ Ofosu som ne maame.

ɛnam

Asante Twi Pupil Book 45

Objectives:

The pupils will be able to:

1. Apply knowledge of new and previously-learned letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

Help pupils find:

My language activity box in the pupil book

Say: Ɔkasamu mmienu mmienu biara mu no, dwumadie no baako kɔ so dabiara ɛnna baako nso atwam.

Say: Ɛdeɛn na ɛda nso wɔ ɔkasamu mmienu mmienu biara mu?

(Answer: **"a"**)

Say: Ɔkasamu bɛn na ɛne mfoni no kɔ pɛ?

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

asam	som

3. Comprehension _ Prediction (5 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ nsɛmfua a yɛasua dada no na wɔde atwerɛ.
- Say: Nanabarima kɔɔ kwaeɛ mu kɔhunuu ɛsono. Ɔkumm ɛsono no na ɔde ne nam no bi kɔmaa Ofosu maame. Kenkan abasɛm no na hwɛ deɛ ɛbɛsi.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Prediction check (2 mins)

Check prediction based on picture

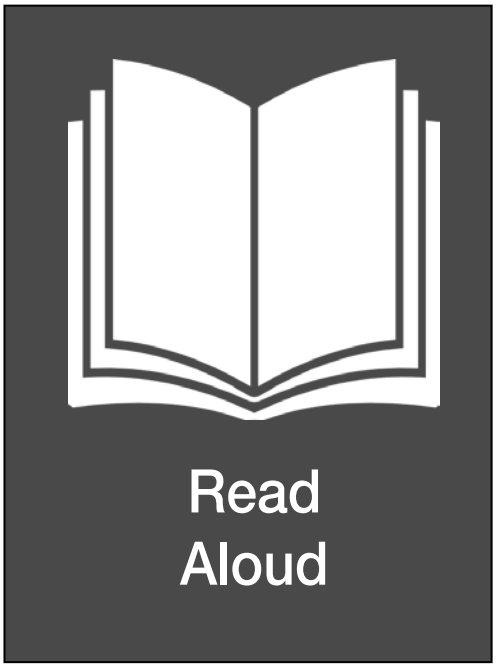
- Ask pupils to remember their predictions from before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

7. Writing – Letters (6 mins)

- Ask pupils to locate the letter "**m**" in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter "**m**" on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter "**m**" 5 times.
- If some pupils finish early, tell them to draw a picture of something that begins with the sound /**m**/.

Asante Twi—Lesson 47

Teacher Read Aloud: Second Reading



Objectives:

The pupils will be able to:

1. Use new words correctly in sentences
2. Answer factual questions about a text
3. Use verbal and nonverbal communication appropriately

1. Review the sound (3 mins)

Tongue twister – review the sound

- Recite the tongue twister from yesterday.
  Kankam nenam fam tentam ɛnam
- Ask pupils what sound they hear most.
- Ask pupils what letter makes that sound.
- Clap the syllables in the tongue twister for the pupils. Then, ask pupils to clap the syllables in the tongue twister together.

2. Vocabulary – Before reading (7 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learned during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

agodie	**kwaeɛ**	**bosome**

3. Read aloud (10 mins)

Read the following story aloud again

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments. If pupils struggled with one of the new vocabulary words, pause to discuss its meaning in the story. If pupils are struggling with a new sound learned this week, pause to point out the sound in a few different words.

Afua ne bosome no

Na Afua yɛ abaayewa ketewa bi a na ɔpɛ agodie. Na ɔne mmoa bebree, nhahamma, mmoba, mmabaa ne nneɛma ahodoɔ a ɔhunuu wɔ kwaeɛ no mu no di agorɔ. Mmom, adeɛ a na ɔpɛ sɛ ɔne no di agorɔ pa ara ne Bosome nanso na ɛyɛ den ma no sɛ ɔbɛnya no ne no adi agorɔ. Ɔforoo dua a na ɛware pa ara sɛ anka ɔbɛsɔ Bosome mu nanso ne nsa anka. Afua ampa aba.
Ɔde nsuo guu bokiti mu sii mfikyire hwɛɛ Bosome sunsum wɔ mu. Ɔmaa bokiti no so de kɔɔ ne ɛdan mu nanso na Bosome kɔ. Ɔhwɛɛ mpomma mu no, ɔhunuu Bosome foforɔ. Na ɔnim sɛ yɛwɔ Bosome baako pɛ na ɛwɔ hɔ. Ɛyɛɛ no nwanwa. "Ɛyɛɛ dɛn na me Bosome no kɔɔ soro nohoa saa?" Ɔda mpa so resu no, ne papa tee ne nka. Ɔkɔɔ ne ɛdan mu hɔ.

Papa bisaa no sɛ, "Afua, ɛdeɛn na woresu?" Afua kaa sɛ, "Ɛfiri sɛ mentumi nkyere Bosome." Ne papa kaa sɛ, "Worentumi nkyere Bosome da. Wobɛyɛ, ayɛ, ayɛ nanso, deɛ ɛbɛbɛn wo pa ara yɛ ne sunsum." Afua dweneeɛ. Ɔdwene hunuu sɛ, mmɔfra bɛnya sunsum pii de adi agorɔ. Nanso, yɛwɔ Bosome baako pɛ a obiara rentumi nkyere no.
Ɔdwenee sɛ, "Ɛyɛ pa ara, yei kyerɛ sɛ Bosome yɛ obiara dea."

4. Comprehension – Factual & inferential questions (10 mins)

Ask factual questions

- Call on a pupil randomly to answer each of the following questions:

  Question 1: Ɛberɛ bɛn na Afua pɛ pa ara sɛ ɔdi agorɔ? (Answer: Ɛberɛ a Afua pɛ sɛ ɔdi agorɔ ne anadwo a bosome apue)

  Question 2: Awieeɛ no, ɛdeɛn na Afua sii n'adwene pi wɔ ho? (Answer: Afua sii n'adwene pi sɛ bosome yɛ obiara dea.)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Asante Twi—Lesson 48

Pupil Book Story: Second Reading



Asante Twi - Lesson 46-50

Anima soa amane.
Anima soaa amane.

Nana noa nsono.
Nana noaa nsono.

Ofosu som ne maame

Anima asam ne nsa.
Maame asoma Ofosu ama no asesa ɛsono ɛnam ama no.
Maame anoa ɛsono aso ne ne nsono.
Anima hunu sɛ Ofosu som ne maame.

ɛnam

Asante Twi Pupil Book 45

Objectives:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual questions
3. Use a drawing to Answer a question about the story

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learned. Pupils say the sounds of the letters.

E, M, ɛ, N, o, n, Ɛ, s, O, m, S, e

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter "**m**" on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ "m" na ɛtwa toɔ?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

5. Comprehension – Factual questions (8 mins)

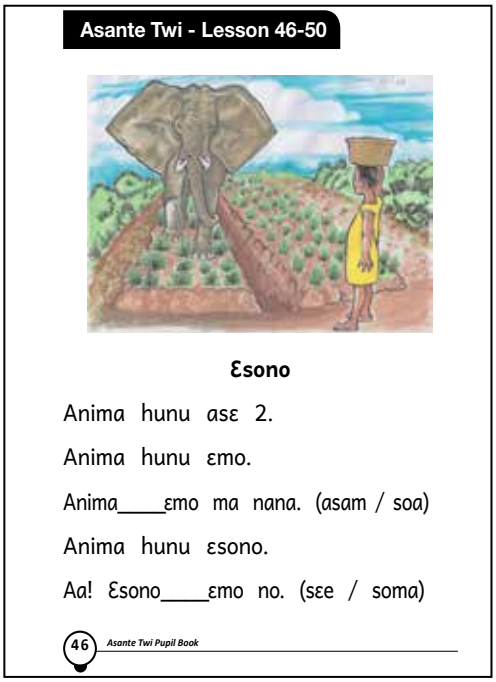
Ask factual questions

- Call on a pupil randomly to answer each of the following questions:
  - Question 1: Hwan na maame asoma no? Kenkan faako a yei wɔ wɔ akenkan no mu. (Answer: Please refer to sentence 1)
  - Question 2: Ɛdeɛn na maame anoa? Kyerɛ me ɔkasamu a ɛkasa fa yei ho. (Answer: please check from sentence 3)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

6. Writing – Story response (10 mins)

- Pupils write or draw a response to the story
- Ask pupils to take out their exercise books.
- Ask pupils to draw their Answer to the question "Ɛdeɛn na maame anoa?".

Asante Twi—Lesson 49 Assess & Review



Asante Twi - Lesson 46-50

Ɛsono

Anima hunu asɛ 2.

Anima hunu ɛmo.

Anima____ɛmo ma nana. (asam / soa)

Anima hunu ɛsono.

Aa! Ɛsono____ɛmo no. (sɛe / soma)

46 Asante Twi Pupil Book

Objectives:
The pupils will be able to:
1. Read text with fluency

1. Assessment: BEFORE THE LESSON

Prepare for the assessment

- Prepare an assessment page in a notebook. List all the pupils in the class in alphabetical order. Then make 3 more columns with the title "letters", "syllables" and "individual score".
- At the beginning of this lesson, help pupils find the decodable story for this lesson. Instruct pupils who are not being assessed to read the story quietly.

2. Reason to Read (2 mins)

Think about why you want to read the story

- Tell pupils that they will be reading a story with a partner while you work with individual pupils.
- Say: Asɛ mmienu bi wɔ afuo bi mu. Ɛsono gyina asɛ no baako so ama ne nan so. Kenkan abasɛm no hwɛ deɛ nti a ɔgyina ɛsɛ no so.
- Ask pupils to turn to a pupil next to them to begin reading the story in their Pupil Books.
- Tell pupils that they will see a few words in the story missing. With their partners, they should choose which of the two options in parenthesis is the correct choice for the story.

3. Assessment (individual assessment while the rest of the class reads in pairs) (20 mins)

Administer the assessment

- You will assess 10 pupils. While the whole class is reading in pairs, call one pupil to sit with you.
- Open the assessment booklet to the assessment for this week.
- Show the pupil the 5 letters. Mark the number of correct responses (from 1-5).
- Show the pupil the 5 syllables. Mark the number of correct responses (from 1-5).
- Do this for another 9 pupils (to complete all 10). Next week you will assess 10 more pupils starting with the next pupil on the list.

Score the assessment – for each pupil

- Total the correct letters and syllables for each pupil – across the row. This gives a general sense of how the child is learning: 8-10 correct is good. 6-7 is developing. 1-5 may indicate that the child is struggling.

Score the assessment – for class progress

- Total the correct letters and syllables for the 10 pupils by adding each column. A total of 40-50 is good, 30-40 is developing, and less than 30 is a challenge. Consider reinforcement activities for skill areas that are less than 40.

Looking forward

- Next week, continue with the next 10 pupils on the list.
- Continue this way until all pupils are assessed, then start over again from the beginning of the list.

4. Comprehension – Comprehension questions (8 mins)

Ask factual questions

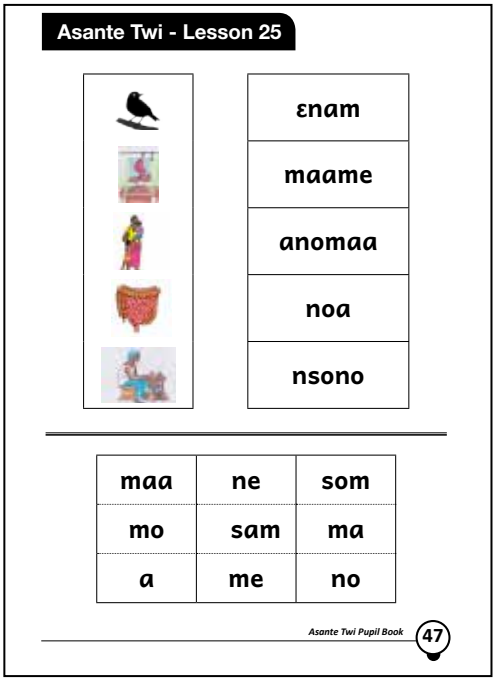
- Thank pupils for staying on task and working well with their partners.
- Call on a pupil randomly to answer each of the following questions:

  Question 1: Nneɛma bɛn na Anima hunu? Fa wo nsa si wo mmuaeɛ no ase wɔ abasɛm no mu. (Answer: please check from sentence 1, 2 & 4)
  Question 2: Ɛdeɛn na ɛsono no sɛeɛ? Kenkan ɔkasamu a ɛkasa fa yei ho kyerɛ me. (Answer: please check from sentence 5)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Lesson Assessment

m	o	s	n	ɛ
se	sa	maa	nɛ	nom

Asante Twi—Lesson 50 Review & Reinforce



Objectives:
The pupils will be able to:
1. Use letter and sound knowledge to read words
2. Blend syllables to read and write words

1. Reinforcement activities (15 mins)

NOTE
Choose a reinforcement activity from the options below. Base your choice on the skill(s) your pupils found challenging in the assessment. The skill reinforced by the activity is in the activity name: "letter sounds" or "syllable blending".

Letter sounds – Can you think of a word?

Use flashcards. Hold up a letter pupils have learned but need to practice. Ask a pupil to say the letter sound. Repeat the correct letter sound. Ask pupils to think of a word that starts with the sound. Calls on 5-10 pupils to share their words, then move on to the next letter.

Letter sounds – Letter zoom

- Ask pupils to turn to the table of letters at the back of the pupil book. Call a letter sound that pupils have already learned. Ask pupils to look at the letters in the table and quickly tap the letter that makes that sound. Repeat with additional letters that pupils have already learned. **TIP – start saying letter sounds at a speed that gets as many pupils to participate as possible, then gradually start saying letter sounds more quickly.*

Syllable blending – Whisper the syllable

- Use flashcards. Choose 3 consonants and 3 short or long vowels from the flashcards (try to use letters that pupils may struggle with or have forgotten). Hold up a consonant and say its sound. Hold up a short or long vowel and say its sound (or have pupils say the sound). Ask pupils to turn to a partner and quietly say the syllable made by the who flashcards. When they agree on the syllable, have them raise their hands. Wait until most of the class has raised their hands. Call on a pair at

random to say the syllable. If they are correct, give a clap of appreciation. Continue using flashcards to make 5-10 more syllables for pupils to say in pairs.

Syllable blending – Phonics bingo

- Write 10 syllables on the blackboard that pupils have already learned. Read the items aloud once. Ask pupils to choose 3 of them to write in a notebook, paper, slate, or other place. Call one of the syllables at random. The first pupil to hear all 3 of the syllables they wrote down raises their hand. If they can say all 3 correct items, they get a clap of appreciation from the class.

2. Word matching (5 mins)

- Ask pupils to put their fingers under the first word in the word list for the activity in the pupil book. Read the first word.
- Say: Asɛmfua yi ase kyerɛ sɛn?
- Ask for a volunteer to tell say the meaning of the word. Then, ask pupils to point to the picture on the page that matches that word. Ask all pupils to point to the next word in the list and whisper read it to themselves. Call on a pupil at random to read the word for the class. Ask all pupils to point to the picture that matches the word.
- Continue the activity to the end of the word list, helping pupils that get stuck.

3. Word building (10 mins)

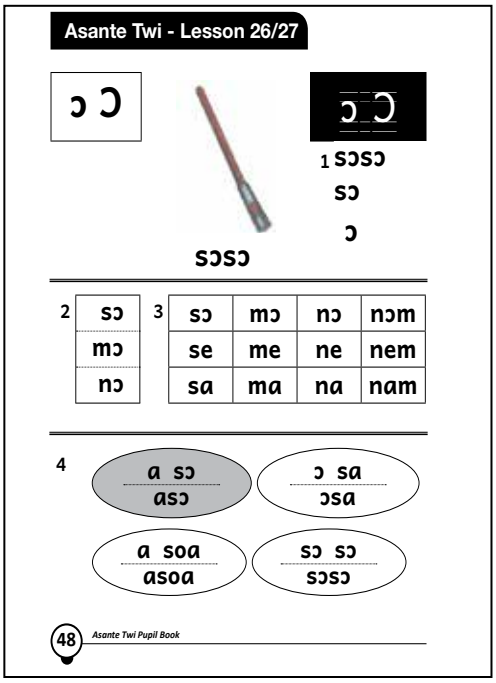
Use syllables to build given words

- Tell pupils they will write words using the syllables in the box.
- Ask pupils to point to the first syllable in the word on the Lesson page in their Pupil Books. Then, write the syllable on the board.
- Continue asking pupils to point to the syllables in the word until the full word is written on the board.
- Say: Asɛmfua no ne ""mene"". Afei yɛatwerɛ asɛmfua no nyinaa. Momma yɛmmom nkenkan(Pupils read the word)
- Say the first word below and clap the syllables with pupils. Give pupils time to find the syllables of the word and point to them in their book, then write them to form the word in their copy books. After all pupils have written the word, say the next word. Continue with the rest of the words.
- Words: **maame, maa / me asam, a / sam som, / som/**

Use syllables to build new words

- Say: Afei, mepɛ sɛ mobɔ mmɔden yɛ mo ankasa mo nsɛmfua!
- Ask pupils to use any of the syllables in the pupil book to make another word that they know and write it in their copy books.
- When pupils are finished, ask them to turn to a partner to share the word they made.

Asante Twi—Lesson 51 New Letter: ɔ Ɔ



Objectives:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learned. Pupils say the sounds of the letters.

E, O, ɛ, o, M, n, Ɛ, S, s, m, N, e

2. Teach the sound (4 mins)

Tongue twister_say the sound

- Say the tongue twister. Pupils repeat.

Ɔbɔnkɔ kɔɔ Abɔdɔm kɔbɔɔ nkɔmmɔ

- Ask pupils what sound they hear most. (Answer: **/ɔ/**)

Listening game – first sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

Paanoo dua ɔsom boba ɔbɔfoɔ ɔsebɔ Kofi ɔsɔfoɔ

3. Letter and keyword (10 mins)

Teach the letter

- Point to the small letter **"ɔ"** on the alphabet poster or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ **/ɔ/**. Mo ne me mmom nka **/ɔ/**.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter **"Ɔ"** on the alphabet poster or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ **/ɔ/**. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter **"ɔ"** on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no ""sɔsɔ"". Mote /ɔ/ wɔ ""sɔsɔ"" mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne "sɔsɔ".
- Point to the syllable (under the keyword). Read it and show pupils how the syllable is part of the keyword.
- Point to the letter (under the syllable). Read it and show pupils how the letter is part of the syllable.

4. Read syllables (5 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the **"ɔ"** and show the **"s".**
- Say: Nnyegyeeɛ bɛn nie? (pupils respond "s")
- Cover the **"s"** and show the **"ɔ".**
- Say: Nnyegyeeɛ bɛn nie? (pupils respond **"ɔ"**).
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. **/ s / / ɔ /, "sɔ".**
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (10 mins)

Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.

- Say: Mohunu asɛmfua a saa nnyegyeeɛ **/o/** ne **/a/** wɔ mu wɔ mo nwoma no mu? (Answer: asoa)
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)

  Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi—Lesson 52

Pupil Book Story: First Reading


Asante Twi - Lesson 51-55

asee
nnomaa
nsɔ

Nana ne Anima

Anima hunu sɛ ne nana asoa asɔ ne sɔsɔ.
Anima asɔ sɔsɔ no ano.
Anima hunu asɛ nso.
Asɛ no aso.
Anima hunu ɔsa. Aa! Ɔsa sesa asɛ.

SƆSƆ

Asante Twi Pupil Book 49

Objectives:

The pupils will be able to:

1. Apply knowledge of new and previously-learned letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

Help pupils find:

My language activity box in the pupil book

- Say: Ɛdeɛn na ɛyɛ pɛ wɔ nsɛmfua yeinom mu? (Answer: n)
- Say: Asɛmfua bɛn na ɛne mfoni no kɔ pɛ?
  Ɔkasamu bɛn na ɛne mfoni no kɔ pɛ?

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

asoa asɔ

3. Comprehension - Prediction (5 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.

- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ nsɛmfua a yɛasua dada no na wɔde atwerɛ.
- Say: Anima ne Nana rekɔ afuom. Anima hunu nneɛma pii wɔ ɛkwan so. Kenkan abasɛm no na hwɛ deɛ ɛbɛsi.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan.

5. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Prediction check (2 mins)

Check prediction based on picture

- Ask pupils to remember their predictions from before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

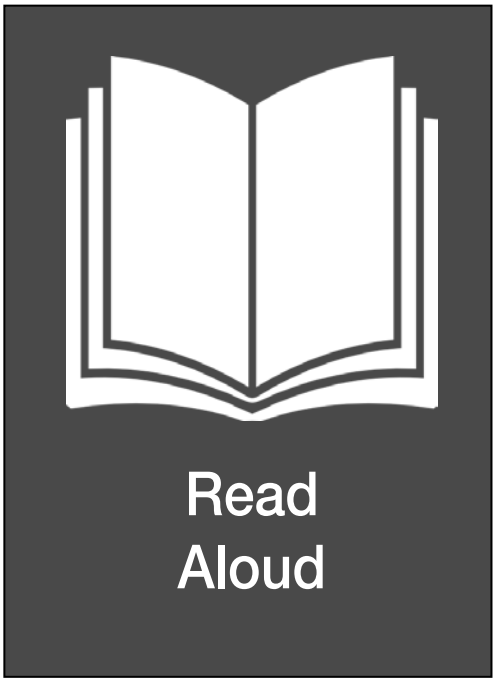
7. Writing – Letters (6 mins)

Pupils practice writing the letter

- Ask pupils to locate the letter "**ɔ**" in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter "**ɔ**" on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter "**ɔ**" 5 times.
- If some pupils finish early, tell them to draw a picture of something that begins with the sound /**ɔ**/.

Asante Twi—Lesson 53

Teacher Read Aloud: First Reading



Objectives:

The pupils will be able to:

1. Separate syllables in spoken words
2. Use new words correctly in sentences
3. Make predictions using a title
4. Use verbal and nonverbal communication appropriately

1. Review the sound (2 mins)

Tongue twister – review the sound

- Recite the tongue twister from yesterday. Clap the syllables with the pupils.

  Maame Mansa maa Mɛnsa mako
- Ask pupils what sound they hear most.
- Ask pupils what letter makes that sound.
- Clap the syllables in the tongue twister for the pupils. Then, ask pupils to clap the syllables in the tongue twister together.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it. Talk to the pupils about the new words they will hear in the text. Ask pupils what they know about each one.
- Discuss with students the word meaning, using gestures or illustrations to support understanding.

kosua	**afofantɔ**	**adoe**

3. Comprehension - Prediction (5 mins)

Prediction based on title

- Say: Merebɛkenkan abasɛm bi. Mɛka abasɛm no edin akyerɛ mo. Mepɛ sɛ mode mo adwene susu deɛ abasɛm no fa ho. Edin no ne "Afua ne bosome no".
- Turn and Talk: Ask pupils to turn to a pupil next to them and make a guess (a prediction) about the story.
- Call on 2 pupils at random and ask them for their predictions.

4. Read aloud (10 mins)

Read the following story aloud

- Ask pupils to do a thumbs up if they hear one of the new vocabulary words during the read aloud.
- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments such as when you come to a vocabulary word the pupils just learned or when you hear a syllable the pupils just practiced.

Ɔwɔ ba no

Ɛberɛ bi, na kosua ketewa bi na ɛwɔ hɔ. Na ɛda fam wɔ anwea mu. Da koro bi, ɔwɔ ba bi pae firii kosua no mu. Na ɔwɔ ba no nko ara na ɔwɔ hɔ. Ɔtotoo n'ani, na ɔpagyaa n'ani no, ɔhunuu anomaa ketewa bi. Anomaa ketewa no kaa sɛ, "Wo ho yɛ nwanwa." Ɔwɔ ba no bisaa no sɛ, "Ɛdeɛn na ɛyɛ nwanwa wɔ me ho?" Anomaa ba kaa sɛ, "Wonni ntakra na wonni ntaban." Ɔwɔ ba kaa sɛ, "Oo, Ɛnneɛ na meyɛ ɛdeɛn?" Anomaa ba kaa sɛ, "Mepa wo kyɛw, kɔ na kɔbisa Afafantɔ." Enti Ɔwɔ ba twee ne ho ase kɔɔ sɛ ɔrekɔhwehwɛ Afafantɔ. Ɔhunuu Afafantɔ bruu hyɛnhyɛn fɛfɛɛfɛ bi a ɔsi dua bi mman so. Ɔwɔ no frɛɛ Afafantɔ no. Afafantɔ no ka kyerɛɛ Ɔwɔ ba sɛ, "Wo ho yɛ nwanwa." Ɔwɔ ba no bisaa sɛ, "Ɛdeɛn na ɛyɛ nwanwa wɔ me ho?"

Afafantɔ no kaa sɛ, "Wonni ntaban a wode bɛtu." Ɔwɔ ba no bisaa sɛ, "Ɛnneɛ na meyɛ ɛdeɛn?" Afafantɔ kaa sɛ, "Kɔ na kɔbisa Apɔtorɔ." Enti Ɔwɔ twee ne ho ase sɛ ɔrekɔhwehwɛ Apɔtorɔ. Ɔwɔ ba baa tadeɛ bi ho. Ɔhunuu Apɔtorɔ ba bi a ɔte ɛboɔ kɛseɛ bi soɔ. Apɔtorɔ ba no kaa sɛ, "Wo ho yɛ nwanwa." "Ɛdeɛn na ɛyɛ nwanwa wɔ me ho?" Apɔtorɔ ba no kaa sɛ, "Wonni nan na wontumi nyɛ hɔɔ! hɔɔ! hɔɔ! nso." Ɔwɔ ba no kaa sɛ, "Oo, ɛnneɛ na meyɛ ɛdeɛn?" Saa ɛberɛ no ara adoe baa tadeɛ no ho.

Ɔhwɛɛ ɔwɔ ba bisaa no sɛ, "Wone hwan?" Ɔwɔ no teaam sɛ, "Mennim. Deɛ menim ara ne sɛ me ho yɛ nwanwa." Adoe kaa sɛ, "Oo dabi! Kɔ efie kɔhwehwɛ wo maame." Ɔwɔ ba no twee ne ho ase san kɔɔ baabi a ɔfiri kosua no mu firiiɛ no. Ɔduruu hɔ no ɔhunuu aboa bi a ɔnhunuu no da. Ɔware na ɔyɛ teaa. Ne ho wɔ nsensaneeɛ tuntum ne akokɔsradeɛ na ne tɛkrɛma nso ware. Ɔteaa mu bisaa no sɛ, "Me ba, ɛhefa na wokɔeɛ?" Ɔwɔ ba ho dwirii no. Ɔyɛ ɔwɔ! Ne ho nyɛ nwanwa. Ɔnhia ntakra anaa ntaban anaa nan. Ɛnhia sɛ ɔbɛtu anaa ɔbɛyɛ hɔɔ! hɔɔ! hɔɔ! Ɔwɔ biribiara. Ɔyɛ ɔwɔ.

5. Comprehension – Prediction check (3 mins)

Check predictions based on title

- Remind the class what the volunteer pupil predicted before the read aloud. Ask the pupils if his prediction was matched what was in the story.
- Ask the other pupils to think about what they predicted. Call on 2 pupils at random. Ask what they predicted, why, and if what they predicted is what happened in the story.

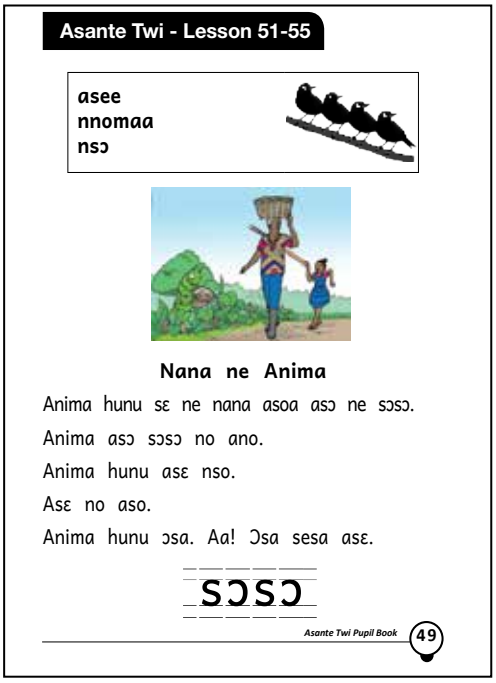
6. Vocabulary – after reading (5 mins)

Check for vocabulary understanding

- Ask pupils if they heard the new vocabulary words during the read aloud.
- Call on 3-4 pupils to say what vocabulary word they heard and to say the meaning in their own words.
- Say: Momma yɛmfa nsɛmfua a yɛasua no nyɛ ɔkasamu ahodoɔ foforɔ.
- Give an example by using one of the words in a new sentence – one that is not in the pupil book or read aloud.
- For each other vocabulary word introduced before reading, ask a pupil to use the word in a new sentence. Have pupils act out a word, if appropriate. Congratulate, help, or correct the pupils, depending on the responses.
- Remind pupils that they can use these words anytime throughout the day. Encourage pupils to share the words with their families at home.

Asante Twi – Lesson 54

Pupil Book Story: Second Reading


Asante Twi - Lesson 51-55

asee
nnomaa
nsɔ

Nana ne Anima

Anima hunu sɛ ne nana asoa asɔ ne sɔsɔ.
Anima asɔ sɔsɔ no ano.
Anima hunu asɛ nso.
Asɛ no aso.
Anima hunu ɔsa. Aa! Ɔsa sesa asɛ.

SƆSƆ

Asante Twi Pupil Book 49

Objectives:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Use drawing to Answer a question about the story

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learned. Pupils say the sounds of the letters.

E, O, ɛ, o, M, n, Ɛ, S, s, m, N, e

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter **"ɔ"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter **"Ɔ"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ **"Ɔ"** na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

5. Comprehension – Factual & inferential questions (8 mins)

Ask factual questions

- Call on a pupil randomly to answer the following question:

  Question: Nneɛma bɛn na Anima hunu? Kenkan ɔkasamu a ɛkasa fa wo mmuaeɛ no ho kyerɛ me.
  (Answer: please check from sentence 1, 3, 5)

- After the response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Ask inferential questions

- Say: Afei, merebɛbisa mo nsɛm bi a ɛbɛma mo adwene wɔ ɛkwan foforɔ so. Yɛrennya mmuaeɛ no pɛpɛɛpɛ mfiri abasɛm no mu, nanso yɛbɛtumi de abasɛm no ne nneɛma foforɔ bi a yɛnim abua nsɛmmisa no.
- Ask each of the following questions.

  Question 1: Wosusu sɛ ɛdeɛn nti na Anima asɔ sɔsɔ no ano? (Answers may include: sɛdeɛ ɛbɛyɛ a ɛnwɔ ne nana, sɛdeɛ ɛbɛyɛ a ano nwɔ fam, sɛdeɛ ɛbɛyɛ a ɛnwɔ no)
  Question 2:Ɛdeɛn na ɛyɛ wo nwanwa wɔ abasɛm no mu? Ɛdeɛn nti na ɛyɛ wo nwanwa? (Answers may include: Ɛyɛ nwanwa sɛ ɔsa sesa asɛ. Ɔsa nni ahoɔden a ɔde bɛkuta kɛntɛn asesa asɛ, ɔsa yɛ aboa na ɔreyɛ nnipa adwuma, ɔsa weawea fam nti ɛyɛ nwanwa sɛ wasɔre agyina, ɔnni nsa nanso ɔkuta kɛntɛn.
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

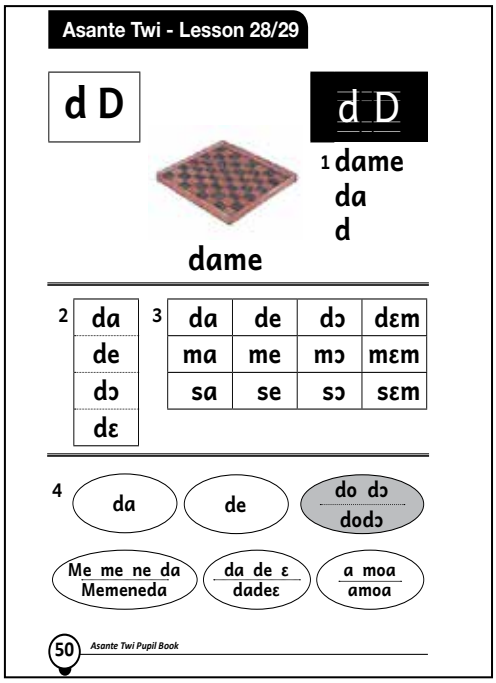
6. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to write or draw their Answer to the question "Nneɛma bɛn na Anima hunu?".

Asante Twi – Lesson 55

New Letter: d D



Objectives:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learned. Pupils say the sounds of the letters.

ɛ, Ɔ, O, n, N, o, Ɛ, s, m, S, ɔ, M

2. Teach the sound (4 mins)

Tongue twister—say the sound

- Say the tongue twister. Pupils repeat.

Dabodabo dua dawadawa di dabiara

- Ask pupils what sound they hear most.

Listening game – first sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

Amma di punu dua da sɔ som dum

3. Letter and keyword (10 mins)

Teach the letter

- Point to the small letter "d" on the alphabet poster or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ **/d/**. Mo ne me mmom nka **/d/**.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter **"D"** on the alphabet poster or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ **/d/**. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter **"d"** on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no "dame". Mote /d/ wɔ "dame" mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne "dame".
- Point to the syllable (under the keyword). Read it and show pupils how the syllable is part of the keyword.
- Point to the letter (under the syllable). Read it and show pupils how the letter is part of the syllable.

4. Read syllables (5 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "**a**" and show the "**d**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond "**d**")
- Cover the "**d**" and show the "**a**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**a**/).
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. / **d** / / **a** /, "**da**".
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

Read words (10 mins)

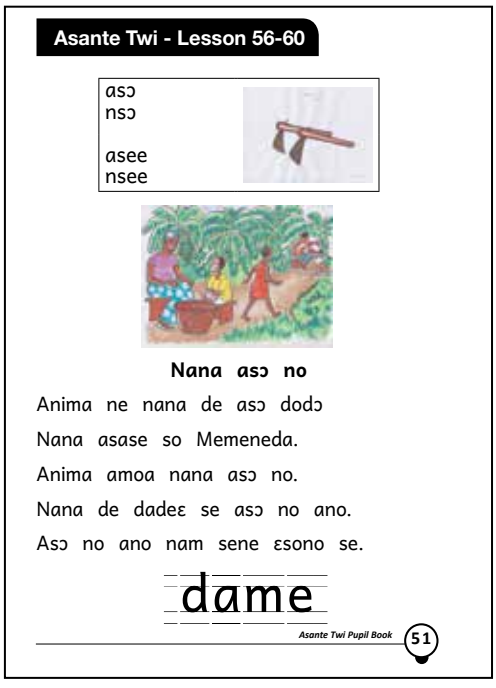
Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Mohunu asɛmfua a saa nnyegyeeɛ **/o/** ne **/a/** wɔ mu wɔ mo nwoma no mu? (Answer: amoa)

- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi – Lesson 56

Pupil Book Story: First Reading


Asante Twi - Lesson 56-60

ɑsɔ
nsɔ

ɑsee
nsee

Nɑnɑ ɑsɔ no

Anima ne nɑnɑ de ɑsɔ dodɔ
Nɑnɑ ɑsɑse so Memeneda.
Anima ɑmoɑ nɑnɑ ɑsɔ no.
Nɑnɑ de dɑdeɛ se ɑsɔ no ɑno.
Asɔ no ɑno nɑm sene ɛsono se.

dɑme

Asante Twi Pupil Book 51

Objectives:
The pupils will be able to:
1. Apply knowledge of new and previously-learned letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

- Help pupils find:
- My language activity box in the pupil book
- Say: Ɛdeɛn na ɛda nso wɔ nsɛmfua mmienu mmienu biara mu? (Answer: One word begins with **"a"**, one word bgins with **"n"**; showing the difference between singular and plural nouns.)
- Say: Asɛmfua bɛn na ɛne mfoni no kɔ pɛ?

2. Vocabulary – Before reading (5 mins)

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

Memeneda	**dadeɛ**

3. Comprehension - Prediction (5 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?

- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ nsɛmfua a yɛasua dada no na wɔde atwerɛ.
- Say: Anima ne nana kɔɔ afuom sɛ wɔrekɔyɛ nana asase so adwuma. Wɔduruu hɔ no, Anima yɛɛ mfomsoɔ bi. Kenkan abasɛm no hwɛ deɛ ɛsiiɛ na hwɛ sɛ wɔtumi siesiee mfomsoɔ no a.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Prediction check (2 mins)

Check prediction based on picture

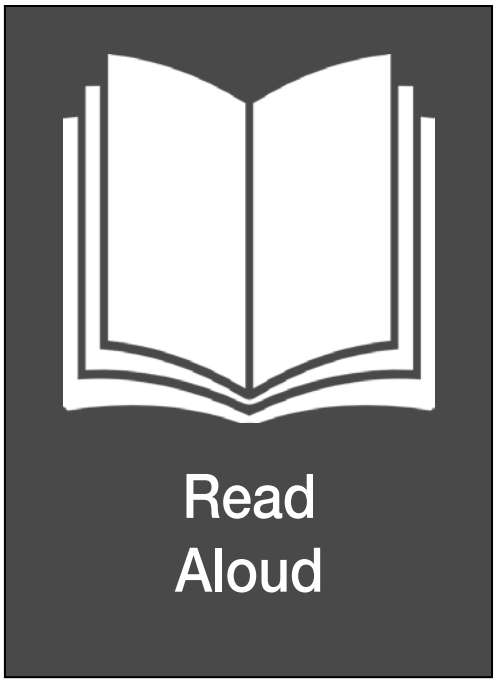
- Ask pupils to remember their predictions from before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

7. Writing – Letters (6 mins)

- Ask pupils to locate the letter **"d"** in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter **"d"** on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter **"d" 5 times.**
- If some pupils finish early, ask them to draw a picture of something that begins with the sound /**d**/.

Asante Twi – Lesson 57

Teacher Read Aloud: Second Reading



Objectives:

The pupils will be able to:

1. Use new words correctly in sentences
2. Answer factual and inferential questions about a text
3. Use verbal and nonverbal communication appropriately

1. Blend syllables (2 mins)

Tongue twister—blend syllables

- Recite the tongue twister from yesterday.
  dabodabo dua dawadawa di dabiara
- Ask pupils what sound they hear most.
- Ask pupils what letter makes that sound.
- Clap the syllables of the tongue twister with pupils.
- Say: Afei, merebɛka asɛnsini ahodoɔ bi. Momma yɛnkeka asɛnsini ahodoɔ no mmobɔ mu mfa nka asɛmfua baako a ɛwɔ yɛn tɛkyerɛmaworɔ nsɛmfua no mu.

- Say the syllables "da" "wa" "da" " wa" Ask pupils to blend the syllables together to make a word from the tongue twister. (Answer: dawadawa)
- Turn and talk: Ask pupils to turn to a pupil next to them and say the word made by those syllables.
- Call on 1-2 pupils to say what word is made when they blend the syllables together.

2. Vocabulary – before reading (5 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learned during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

kosua	**afafantɔ**	**adoe**

3. Read Aloud (7 mins)

Read the following story aloud again

- If you have the NALAP book, use the pictures in it while reading
- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments. If pupils struggled with one of the new vocabulary words, pause to discuss its meaning in the story. If pupils are struggling with a new sound learned this week, pause to point out the sound in a few different words.

Ɔwɔ ba no

Ɛberɛ bi, na kosua ketewa bi na ɛwɔ hɔ. Na ɛda fam wɔ anwea mu. Da koro bi, ɔwɔ ba bi pae firii kosua no mu. Na ɔwɔ ba no nko ara na ɔwɔ hɔ. Ɔtotoo n'ani, na ɔpagyaa n'ani no, ɔhunuu anomaa ketewa bi. Anomaa ketewa no kaa sɛ, "Wo ho yɛ nwanwa." Ɔwɔ ba no bisaa no sɛ, "Ɛdeɛn na ɛyɛ nwanwa wɔ me ho?" Anomaa ba kaa sɛ, "Wonni ntakra na wonni ntaban." Ɔwɔ ba kaa sɛ, "Oo, Ɛnneɛ na meyɛ ɛdeɛn?" Anomaa ba kaa sɛ, "Mepa wo kyɛw, kɔ na kɔbisa Afafantɔ." Enti Ɔwɔ ba twee ne ho ase kɔɔ sɛ ɔrekɔhwehwɛ Afafantɔ. Ɔhunuu Afafantɔ bruu hyɛnhyɛn fɛfɛɛfɛ bi a ɔsi dua bi mman so. Ɔwɔ no frɛɛ Afafantɔ no. Afafantɔ no ka kyerɛɛ Ɔwɔ ba sɛ, "Wo ho yɛ nwanwa." Ɔwɔ ba no bisaa sɛ, "Ɛdeɛn na ɛyɛ nwanwa wɔ me ho?"

Afafantɔ no kaa sɛ, "Wonni ntaban a wode bɛtu." Ɔwɔ ba no bisaa sɛ, "Ɛnneɛ na meyɛ ɛdeɛn?" Afafantɔ kaa sɛ, "Kɔ na kɔbisa Apɔtorɔ." Enti Ɔwɔ twee ne ho ase sɛ ɔrekɔhwehwɛ Apɔtorɔ. Ɔwɔ ba baa tadeɛ bi ho. Ɔhunuu Apɔtorɔ ba bi a ɔte ɛboɔ kɛseɛ bi soɔ. Apɔtorɔ ba no kaa sɛ, "Wo ho yɛ nwanwa." "Ɛdeɛn na ɛyɛ nwanwa wɔ me ho?" Apɔtorɔ ba no kaa sɛ, "Wonni nan na wontumi nyɛ hɔɔ! hɔɔ! hɔɔ! nso." Ɔwɔ ba no kaa sɛ, "Oo, ɛnneɛ na meyɛ ɛdeɛn?" Saa ɛberɛ no ara adoe baa tadeɛ no ho.

Ɔhwɛɛ ɔwɔ ba bisaa no sɛ, "Wone hwan?" Ɔwɔ no teaam sɛ, "Mennim. Deɛ menim ara ne sɛ me ho yɛ nwanwa." Adoe kaa sɛ, "Oo dabi! Kɔ efie kɔhwehwɛ wo maame." Ɔwɔ ba no twee ne ho ase san kɔɔ baabi a ɔfiri kosua no mu firiiɛ no. Ɔduruu hɔ no ɔhunuu aboa bi a ɔnhunuu no da. Ɔware na ɔyɛ teaa. Ne ho wɔ nsensaneeɛ tuntum ne akokɔsradeɛ na ne tɛkrɛma nso ware. Ɔteaa mu bisaa no sɛ, "Me ba, ɛhefa na wokɔeɛ?" Ɔwɔ ba ho dwirii no. Ɔyɛ ɔwɔ! Ne ho nyɛ nwanwa. Ɔnhia ntakra anaa ntaban anaa nan. Ɛnhia sɛ ɔbɛtu anaa ɔbɛyɛ hɔɔ! hɔɔ! hɔɔ! Ɔwɔ biribiara. Ɔyɛ ɔwɔ.

4. Comprehension – Factual & inferential questions (10 mins)

Ask factual questions

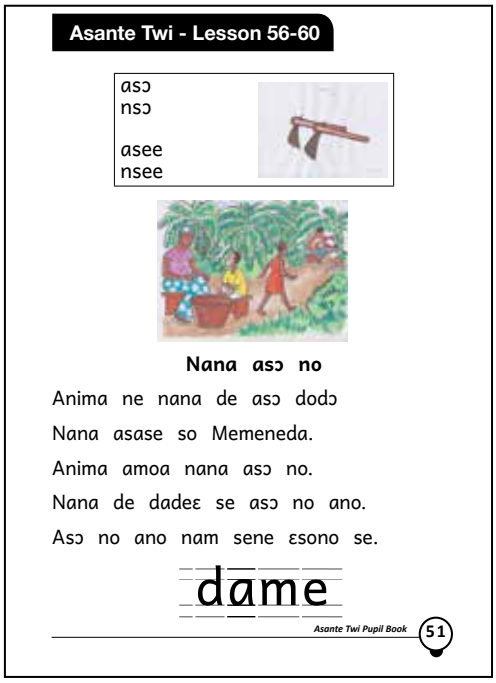
- Call on a pupil randomly to answer the following question:
- Question: Ɛdeɛn mmoa na Ɔwɔ ba hyia wɔn wɔ abasɛm no mu? Bobɔ ɛnan (4) din. (Answer: Anomaa ba, afafantɔ, apɔtorɔ, adoe)
- After the response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Ask inferential questions

- Ask each of the following questions.
- Question 1: Ɛdeɛn nti na Ɔwɔ ba ne mmoa afoforɔ rekasa? (Answer: Na ɔwɔ ba pɛ sɛ ɔhunu deɛ ɔyɛ)
- Question 2: Ɛdeɛn nti na ɔwɔ ba dwene sɛ ne ho yɛ nwanwa? (Answer: Ɔwɔ ba dwene sɛ ne ho yɛ nwanwa ɛsiane sɛ na ɔnte sɛ mmoa afoforɔ a ɔhyiaa wɔn no.)
- After each question, pupils talk in pairs about their Answers. Call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

Asante Twi – Lesson 58

Pupil Book Story: Second Reading


Asante Twi - Lesson 56-60

asɔ
nsɔ

asee
nsee

Nana asɔ no

Anima ne nana de asɔ dodɔ
Nana asase so Memeneda.
Anima amoa nana asɔ no.
Nana de dadeɛ se asɔ no ano.
Asɔ no ano nam sene ɛsono se.

dame

Asante Twi Pupil Book 51

Objectives:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual questions
3. Use drawing to Answer a question about the story

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learned. Pupils say the sounds of the letters.

ɛ, Ɔ, O, n, N, o, Ɛ, s, m, S, ɔ, M

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter **"d"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter **"D"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ "d" na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

5. Comprehension – Factual questions (8 mins)

Ask factual questions

- Call on a pupil randomly to answer the following question:
- Question: Ɛdeɛn mfomsoɔ na Anima de asɔ no yɛeɛ? Kyerɛ me abasɛm no fa a yei wɔ.(Answer: Check from sentence 2)
- After the response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Ask inferential questions

- Ask each of the following questions.
- Question 1: Wosusu sɛ ɛdeɛn nti na nana se asɔ no ano? (Answer: Ɔpɛ sɛ ano yɛ nam, ɔpɛ sɛ ɔde yɛ adwuma ntɛm, ɛfiri sɛ Anima moaa ano nti ɔpɛ sɛ ɔtene no.
- Question 2: Ɛdeɛn bio na wosusu sɛ Anima ne nana bɛtumi de adɔ? (Answer: "Sekan")
- After each question, pupils talk in pairs about their Answers. Call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

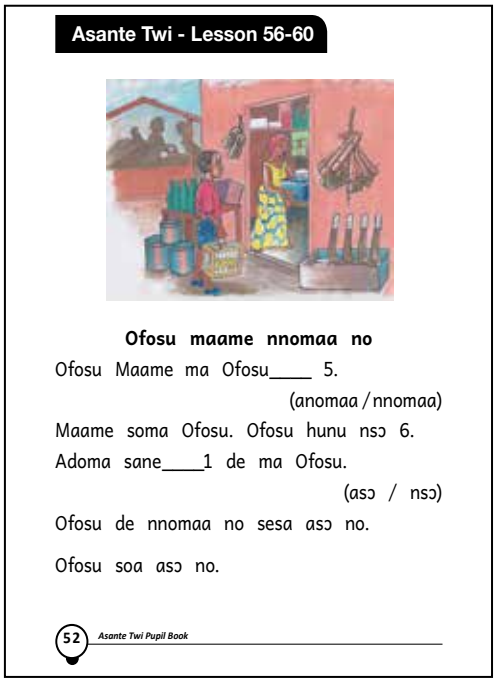
6. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to write or draw their Answer to the question "Ɛdeɛn mfomsoɔ na Anima de asɔ no yɛeɛ?".

Asante Twi – Lesson 59

Assess & Review



Objectives:
The pupils will be able to:
1. Read text with fluency

1. Assessment: Before The Lesson (1 min)

Prepare for the assessment

- Prepare an assessment page in a notebook. List all the pupils in the class in alphabetical order. Then make 3 more columns with the title "letters", "syllables" and "individual score".
- At the beginning of this lesson, help pupils find the decodable story for this lesson. Instruct pupils who are not being assessed to read the story quietly.

2. Reason to Read (2 mins)

Think about why you want to read the story

- Tell pupils that they will be reading a story with a partner while you work with individual pupils.
- Say: Maame bi gyina ne sotɔɔ anim. Abarimaa bi gyina maame no anim kuta nnomaa enum. monkenkan abasɛm no nhwɛ deɛ ɛbɛsi.
- Turn and talk: Ask pupils to turn to a pupil next to them to begin reading the story in their Pupil Books.
- Tell pupils that they will see a few words in the story missing. With their partners, they should choose which of the two options in parenthesis is the correct choice for the story.

3. Assessment (individual assessment while the rest of the class reads in pairs) (20 mins)

Administer the assessment

- You will assess 10 pupils. While the whole class is reading in pairs, call one pupil to sit with you.
- Open the assessment booklet to the assessment for this week.
- Show the pupil the 5 letters. Mark the number of correct responses (from 1-5).
- Show the pupil the 5 syllables. Mark the number of correct responses (from 1-5).
- Do this for another 9 pupils (to complete all 10). Next week you will assess 10 more pupils starting with the next pupil on the list.

Score the assessment – for each pupil

- Total the correct letters and syllables for each pupil – across the row. This gives a general sense of how the child is learning: 8-10 correct is good. 6-7 is developing. 1-5 may indicate that the child is struggling.

Score the assessment – for class progress

- Total the correct letters and syllables for the 10 pupils by adding each column. A total of 40-50 is good, 30-40 is developing, and less than 30 is a challenge. Consider reinforcement activities for skill areas that are less than 40.

Looking forward

- Next week, continue with the next 10 pupils on the list.
- Continue this way until all pupils are assessed, then start over again from the beginning of the list.

4. Comprehension – Comprehension questions (7 mins)

Ask comprehension questions

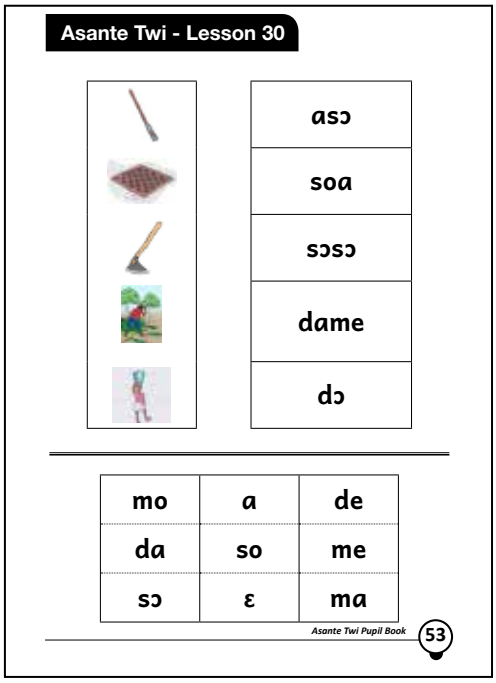
- Thank pupils for staying on task and working well with their partners.
- Call on a pupil randomly to answer each of the following questions:
- Question 1: Ɛdeɛn na Ofosu maame de ma no? Kenkan ɔkasamu a ɛkasa fa yei ho kyerɛ me. (Answer: Check from sentence 1)
- Question 2: Ɛdeɛn na Adoma de ma Ofosu? Kyerɛ ɔkasamu a ɛkasa fa yei ho. (Answer: Check from sentence 4)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Lesson Assessment

m	ɔ	d	n	ɛ
dɔ	sɛ	ma	som	mɔ

Asante Twi – Lesson 60

Review & Reinforce



Objectives:
The pupils will be able to:
1. Use letter and sound knowledge to read words
2. Blend syllables to read and write words

1. Reinforcement activities (15 mins)

NOTE
Choose a reinforcement activity from the options below. Base your choice on the skill(s) your pupils found challenging in the assessment. The skill reinforced by the activity is in the activity name: "letter sounds" or "syllable blending".

Letter sounds – Can you think of a word?

- Use flashcards. Hold up a letter pupils have learned but need to practice. Ask a pupil to say the letter sound. Repeat the correct letter sound. Ask pupils to think of a word that starts with the sound. Calls on 5-10 pupils to share their words, then move on to the next letter.

Letter sounds – Letter zoom

- Ask pupils to turn to the table of letters at the back of the pupil book. Call a letter sound that pupils have already learned. Ask pupils to look at the letters in the table and quickly tap the letter that makes that sound. Repeat with additional letters that pupils have already learned. *TIP – start saying letter sounds at a speed that gets as many pupils to participate as possible, then gradually start saying letter sounds more quickly.

Syllable blending – Whisper the syllable

- Use flashcards. Choose 3 consonants and 3 short or long vowels from the flashcards (try to use letters that pupils may struggle with or have forgotten). Hold up a consonant and say its sound. Hold up a short or long vowel and say its sound (or have pupils say the sound). Ask pupils to turn to a partner and quietly say the syllable made by the who flashcards. When they agree on the syllable, have them raise their hands. Wait until most of the class has raised their hands. Call on a pair at random to say the syllable. If they are correct, give a clap of appreciation. Continue using flashcards to make 5-10 more syllables for pupils to say in pairs.

Syllable blending – Phonics bingo

- Write 10 syllables on the blackboard that pupils have already learned. Read the items aloud once. Ask pupils to choose 3 of them to write in a notebook, paper, slate, or other place. Call one of the syllables at random. The first pupil to hear all 3 of the syllables they wrote down raises their hand. If they can say all 3 correct items, they get a clap of appreciation from the class.

2. Word matching (5 mins)

- Ask pupils to put their fingers under the first word in the word list for the activity in the pupil book. Read the first word.
- Say: Asɛmfua yi ase kyerɛ sɛn?
- Ask for a volunteer to tell say the meaning of the word. Then, ask pupils to point to the picture on the page that matches that word. Ask all pupils to point to the next word in the list and whisper read it to themselves. Call on a pupil at random to read the word for the class. Ask all pupils to point to the picture that matches the word.
- Continue the activity to the end of the word list, helping pupils that get stuck.

3. Word building (10 mins)

Use syllables to build given words

- Tell pupils they will write words using the syllables in the box.
- Say: Meredwene asɛmfua bi ho. Asɛmfua no ne "sosɔ". Momma yɛmmɔ yɛn nsam wɔ so "so/sɔ".
- Ask pupils to point to the first syllable in the word on the Lesson page in their Pupil Books. Then, write the syllable on the board.
- Continue asking pupils to point to the syllables in the word until the full word is written on the board.
- Say: Asɛmfua no ne "sosɔ". Afei yɛatwerɛ asɛmfua no nyinaa. Momma yɛmmom nkenkan. (Pupils read the word)
- Say the first word below and clap the syllables with pupils. Give pupils time to find the syllables of the word and point to them in their book, then write them to form the word in their copy books. After all pupils have written the word, say the next word. Continue with the rest of the words.

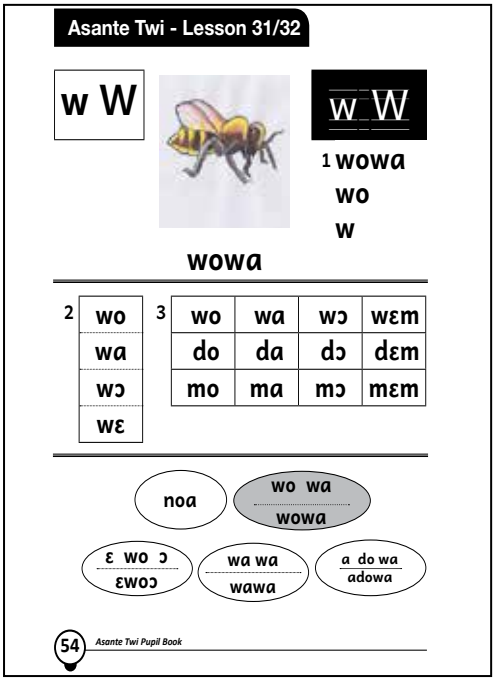
Use syllables to build new words

- Say: *Afei, mepɛ sɛ mobɔ mmɔden yɛ mo ankasa mo nsɛmfua!*
- Ask pupils to use any of the syllables in the pupil book to make another word that they know and write it in their copy books.
- Turn and talk: When pupils are finished, ask them to turn to a pupil next to them to share the word they made.
- Say: Mohunu asɛmfua a saa nnyegyeeɛ **/o/** ne **/a/** wɔ mu wɔ mo nwoma no mu? (Answer: noa)
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Conduct ASER Assessment Here

Asante Twi – Lesson 61

New Letter: w W



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learned. Pupils say the sounds of the letters.

O, Ɔ, S, n, s, m, N, ɔ, o, d, M, D

2. Teach the sound (4 mins)

Tongue twister—say the sound

- Say the tongue twister. Pupils repeat.

Woraworafoɔ worawora ɔwora no woradaworada

- Ask pupils what sound they hear most.

Listening game – first sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

wɔfa poma wɔmma wawa ɛdan abaa mo wowa

3. Letter and keyword (10 mins)

Teach the letter

- Point to the small letter **"w"** on the alphabet poster or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ **"w"**. Mo ne me mmom nka **"w"**.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter "W" on the alphabet poster or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ **"w"**. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter **"w"** on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no "" wowa"". Mote "w" wɔ ""wowa"" mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne "wowa".
- Point to the syllable (under the keyword). Read it and show pupils how the syllable is part of the keyword.
- Point to the letter (under the syllable). Read it and show pupils how the letter is part of the syllable.

4. Read syllables (5 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "**o**" and show the "**w**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**w**/)
- Cover the "w" and show the **"o"**.
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**o**/).
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. /**w**/ /**o**/, "**wo**".
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (10 mins)

Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.

- Say: Mohunu asɛmfua a saa nnyegyeeɛ **/o/** ne **/a/** wɔ mu wɔ mo nwoma no mu? (Answer: noa)
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi – Lesson 62

Pupil Book Story: First Reading


Asante Twi - Lesson 61-65

mmɑne
mmenɑ
ɑsee

Adowɑ ne wowɑ

Adowa mma menem awo,
ama adowa maame amoa.
Wowa mma sosɔ wawa noa ɛwoɔ.
Wowa maame ma adowa maame ɛwoɔ.
Ɔsɔne ɛwoɔ no so ma ne mma.
Wɔnom mee deda.

wowɑ

Asante Twi Pupil Book 55

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learned letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

Help pupils find:

My language activity box in the pupil book

- Say: Ɛdeɛn na ɛyɛ pɛ wɔ nsɛmfua no nyinaa mu? (Answer: m)
- Say: Asɛmfua bɛn na ɛne mfoni no kɔ pɛ?

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

adowa noa

3. Comprehension _ Prediction (5 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ nsɛmfua a yɛasua dada no na wɔde atwerɛ.
- Say: Wowa maame ne ne mma resosɔ biribi firi dua bi mu. Adowa maame nso rehwie biribi ama ne mma. Kenkan abasɛm no hwɛ deɛ nwowa no resosɔ ne deɛ adowa maame no rehwie ama ne mma no.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Prediction check (2 mins)

Check prediction based on picture

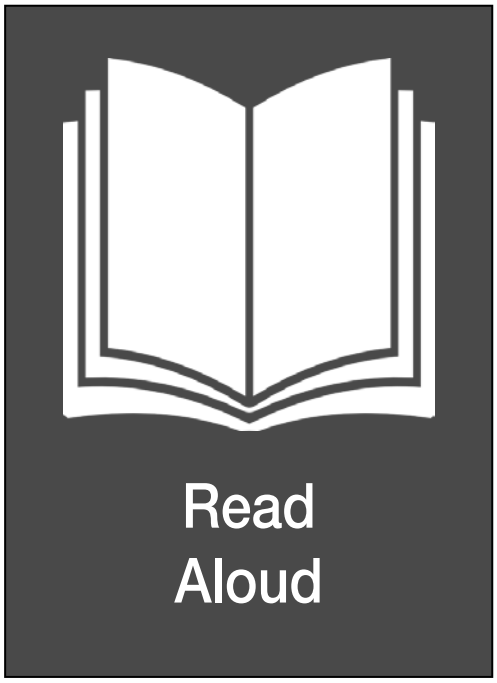
- Ask pupils to remember their predictions from before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

7. Writing – Letters (6 mins)

- Ask pupils to locate the letter **"w"** in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter **"w"** on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter **"w" 5 times.**
- If some pupils finish early, tell them to draw a picture of something that begins with the sound /**w**/.

Asante Twi – Lesson 63

Teacher Read Aloud: First Reading



Standards:

The pupils will be able to:

1. Separate syllables in spoken words
2. Use new words correctly in sentences
3. Make predictions using a title
4. Use verbal and nonverbal communication appropriately

1. Clap the syllable (2 mins)

Tongue twister – blend syllables

- Recite the tongue twister from yesterday.

  Woraworafoɔ worawora ɔwora no woradaworada
- Ask pupils what sound they hear most.
- Ask pupils what letter makes that sound.
- Clap the syllables of the tongue twister with pupils.
- Say: Afei, merebɛka asɛnsini ahodoɔ bi. Momma yɛnkeka asɛnsini ahodoɔ no mmobɔ mu mfa nka asɛmfua baako a ɛwɔ yɛn tɛkyerɛmaworɔ nsɛmfua no mu.
- Say the syllables /ɔ/ /wo/ /ra/. Ask pupils to blend the syllables together to make a word from the tongue twister. (Answer: ɔwora)
- Turn and talk: Ask pupils to turn to a pupil next to them and say the word made by those syllables.
- Call on 1-2 pupils to say what word is made when they blend the syllables together.

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it. Talk to the pupils about the new words they will hear in the text. Ask pupils what they know about each one.
- Discuss with students the word meaning, using gestures or illustrations to support understanding.

akwamma	nnwammuo	ɛserɛ

3. Comprehension - Prediction (5 mins)

Prediction based on title

- Say: Merebɛkenkan abasɛm bi. Mɛka abasɛm no edin akyerɛ mo. Mepɛ sɛ mode mo adwene susu deɛ abasɛm no fa ho. Edin no ne "Bukari ne Amina".
- Turn and Talk: Ask pupils to turn a pupil next to them and make a guess (a prediction) about the story.
- Call on 2 pupils at random and ask them for their predictions.

4. Read aloud (10 mins)

Read the following story aloud (if you have the NALAP book, use the pictures in it while reading)

- Ask pupils to do a thumbs up if they hear one of the new vocabulary words during the read aloud.
- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments such as when you come to a vocabulary word the pupils just learned or when you hear a syllable the pupils just practiced.

Bukari ne Amina

Da bi, Bukari ansɔre ntɛm. Bukari papa, Baba Mahama bisaa sɛ, "Bukari, ɛnnɛ, worenkɔ sukuu anaa?" Bukari buaa sɛ, "Yɛn akwamma no firi aseɛ nnɛ." Bukari yɛɛ ntɛm prapraa mpɔnkye buo ne nnwammuo no mu. Ɔyɛɛ ntɛm sesaa nkosua no. Bukari nuabaa kumaa ne Amina.

Amina yɛɛ ntɛm boaa Bukari maa wɔmaa mmoa no aduane. Amina de aburoo maa nkokɔ no. Bukari de ɛserɛ maa nnwan ne mpɔnkye no. Mmoa no hurihuriiɛ. Amina ani gyee yie na ɔkaa sɛ, "Mmoa no ani agye pa ara." Amina bisaa Bukari sɛ, "Sɛ yɛamma mmoa no aduane a, asɛm bɛn na ɛbɛsie?"

Bukari se, "Mmoa no bɛwuwu. Wɔyɛ nyɛmmoa enti wɔhwɛ sɛ yɛn na yɛbɛma wɔn nnuane adie." Bukari toaa so sɛ, "Sɛ anka wɔyɛ wiram mmoa bi te sɛ awɔ ne nnoe a anka wɔn ara na wɔbɛhwɛ wɔn ho." Nanso, ɛhia sɛ yɛma yɛn mpɔnkye, nnwan ne nkokɔ aduane, nsuo ne baabi a wɔbɛda. Bukari ne Amina maame baeɛ. ɔkaa sɛ, "Mohwɛ yɛn mmoa yi so yie. Mmoa no ani agye, enti yɛn nso yɛn ani agye."

5. Comprehension – Prediction check (3 mins)

Check predictions based on title

- Remind the class what the volunteer pupil predicted before the read aloud. Ask the pupils if his prediction was matched what was in the story.
- Ask the other pupils to think about what they predicted. Call on 2 pupils at random. Ask what they predicted, why, and if what they predicted is what happened in the story.

6. Vocabulary – after reading (5 mins)

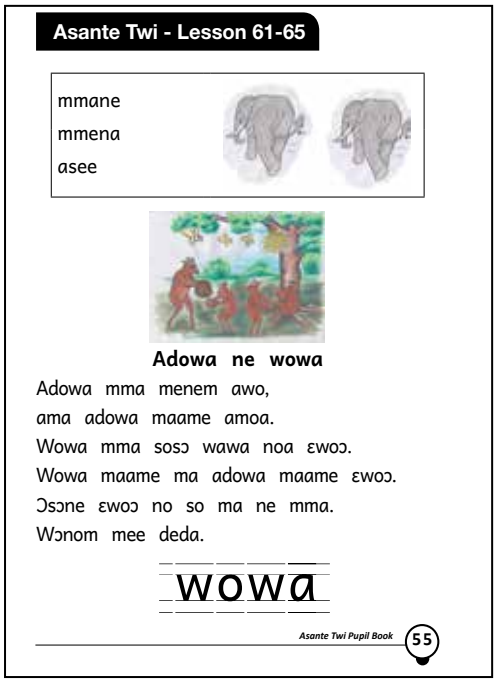
Check for vocabulary understanding

- Ask pupils if they heard the new vocabulary words during the read aloud.
- Call on 3-4 pupils to say what vocabulary word they heard and to say the meaning in their own words.
- Say: Momma yɛmfa nsɛmfua a yɛasua no nyɛ ɔkasamu ahodoɔ foforɔ.

- Give an example by using one of the words in a new sentence – a sentence that is not in the pupil book or read aloud.
- For each other vocabulary word introduced before reading, ask a pupil to use the word in a new sentence. Have pupils act out a word, if appropriate. Congratulate, help, or correct the pupils, depending on the responses.
- Remind pupils that they can use these words anytime throughout the day. Encourage pupils to share the words with their families at home.

Asante Twi – Lesson 64

Pupil Book Story: Second Reading


Asante Twi - Lesson 61-65

mmane
mmena
asee

Adowa ne wowa

Adowa mma menem awo,
ama adowa maame amoa.
Wowa mma sosɔ wawa noa ɛwoɔ.
Wowa maame ma adowa maame ɛwoɔ.
Ɔsɔne ɛwoɔ no so ma ne mma.
Wɔnom mee deda.

wowa

Asante Twi Pupil Book 55

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Use drawing to Answer a question about the story

1. Rapid letter review (1 min)

Review small and capital letters

O, Ɔ, S, n, s, m, N, ɔ, o, d, M, D

- Point quickly and at random to letters pupils have learned. Pupils say the sounds of the letters.

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter "w" on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter "W" on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ /w/ na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

5. Comprehension – Factual questions (8 mins)

Ask factual questions

- Call on a pupil randomly to answer the following question:
- Question: Hwan na wowa maame ma no ɛwoɔ no? Kenkan ɔkasamu a ɛkasa fa yei ho kyerɛ me. (Answer: Check from sentence 3)
- After the response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Ask inferential questions

- Ask each of the following questions.
- Question 1: Wosusu sɛ ɛdeɛn nti na wowa maame maa adowa maame ɛwoɔ? (Answers may include: Adowa mma no ho yɛ wowa maame mmɔbɔ, ɔmpɛ sɛ adowa mma no bɛwuwu, adowa maame na ɛsrɛɛ wowa maame sɛ ɔmma no ɛwoɔ no bi na ɔmfa mma ne mma, wowa maame pɛ adowa maame asɛm …and any other acceptable Answers)
- Question 2: Wosusu sɛ ɛdeɛn nti na adowa maame sɔne ɛwoɔ no so ma ne mma? (Answers may include: Ɔmpɛ sɛ efi bɛkɔ ne mma no yam, ɔpɛ ne mma no asɛm, ebia wawa no bi deda ɛwoɔ no mu)
- After each question, pupils talk in pairs about their Answers. Call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

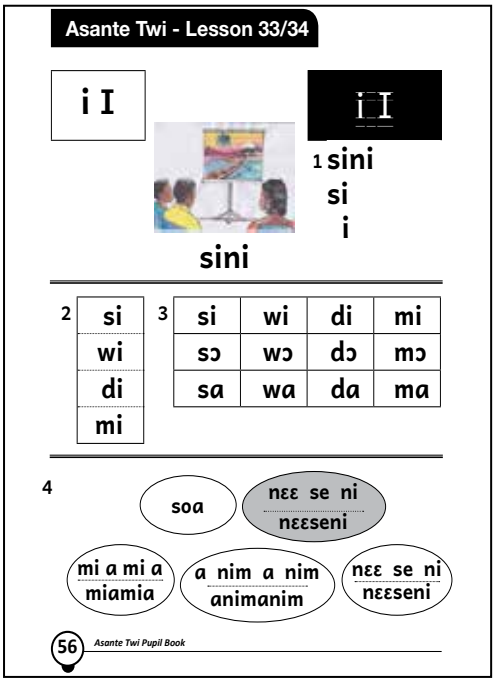
6. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to write or draw their Answer to the question "Hwan na wowa maame sa ɛwoɔ ma no?".

Asante Twi – Lesson 65

New Letter: i I



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

O, Ɔ, S, n, s, m, N, ɔ, o, d, M, D

- Point quickly and at random to letters pupils have learned. Pupils say the sounds of the letters.

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter **"w"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter **"W"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ **/w/** na ɛdi ɛkan?

3. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learned. Pupils say the sounds of the letters.

w, Ɔ, S, n, s, m, N, ɔ, W, d, M, D

4. Teach the sound (4 mins)

Tongue twister—say the sound

- Say the tongue twister. Pupils repeat.
- Onini nini ni ni nie
- Ask pupils what sound they hear most.

Listening game – first sound

- Say each word below. Pupils put a hand up if they hear the sound in the word and on the desk if they do not.

onini tete nim bua obi sam di ne

5. Letter and keyword (7 mins)

Teach the letter

- Point to the small letter **"i"** on the alphabet poster or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ **/i/**. Mo ne me mmom nka **/i/**.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter **"I"** on the alphabet poster or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ **/i/**. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter **"i"** on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Hwɛ mfoni no. Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no ""sini"". Mote "i" wɔ ""sini"" mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne "sini".
- Point to the syllable (under the keyword). Read it and show pupils how the syllable is part of the keyword.
- Point to the letter (under the syllable). Read it and show pupils how the letter is part of the syllable.

6. Read syllables (5 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "**i**" and show the "**s**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**s**/)
- Cover the "**s**" and show the "**i**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**i**/).
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. /**s**/ /**i**/, "**si**".
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

7. Read words (10 mins)

Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Mohunu asɛmfua a saa nnyegyeeɛ **/o/** ne **/a/** wɔ mu wɔ mo nwoma no mu? (Answer: soa)
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi – Lesson 66

Pupil Book Story: First Reading


Asante Twi - Lesson 66-70

amane amena
mmane mmena

Anima adowa no

Anima wɔ adowa a ɔde adinam na ɛdidi.
Adinam sina adowa mene.
Anima hunu sɛ asɛm asi.
Anima ma adowa no so soa kɔhunu
Nɛɛseni animanim.
Nɛɛseni no miamia adowa no mene.

sini

Asante Twi Pupil Book 57

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learned letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. Rapid letter review (1 min)

Review small and capital letters

O, Ɔ, S, n, s, m, N, ɔ, o, d, M, D

- Point quickly and at random to letters pupils have learned. Pupils say the sounds of the letters.

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter **"w"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter **"W"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ **"w"** na ɛdi ɛkan?

3. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

adinam	**nɛɛseni**

4. Comprehension - Prediction (5 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

5. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ nnyegyeeɛ a yɛasua dada no na wɔde atwerɛ.
- Say: Anima wɔ adowa wɔ efie. Da koro bi asɛm bi siiɛ. Kenkan abasɛm no hwɛ deɛ ɛsiiɛ.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

6. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

7. Comprehension – Prediction check (2 mins)

Check prediction based on picture

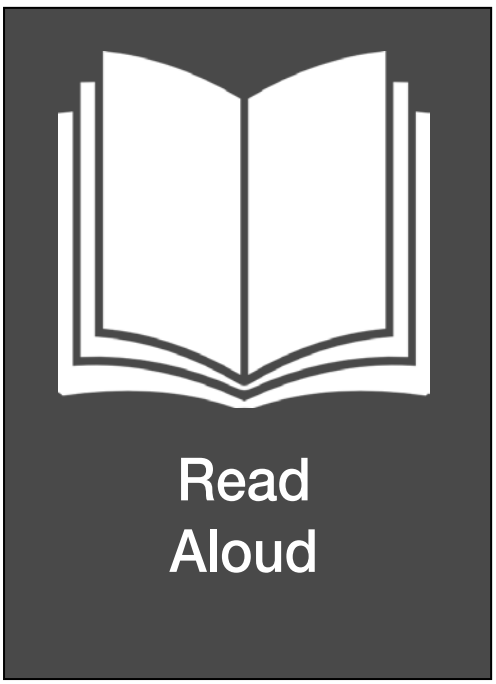
- Ask pupils to remember their predictions from before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

8. Writing – Letters (6 mins)

- Ask pupils to locate the letter **"i"** in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter **"i"** on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter **"i"** 5 times.
- If some pupils finish early, tell them to draw a picture of something that begins with the sound /**i**/.

Asante Twi – Lesson 67

Teacher Read Aloud: Second Reading



Standards:

The pupils will be able to:

1. Use new words correctly in sentences
2. Answer factual and inferential questions about a text
3. Use verbal and nonverbal communication appropriately

1. Rapid letter review (1 min)

Review small and capital letters

O, Ɔ, S, n, s, m, N, ɔ, o, d, M, D

- Point quickly and at random to letters pupils have learned. Pupils say the sounds of the letters.

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter **"w"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter **"W"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ **"w"** na ɛdi ɛkan?

3. Blend syllables (2 mins)

Tongue twister—blend syllables

- Recite the tongue twister from yesterday.

  Onini nini ni ni nie
- Ask pupils what sound they hear most.
- Ask pupils what letter makes that sound.
- Clap the syllables of the tongue twister with pupils.
- Say: Afei, merebɛka asɛnsini ahodoɔ bi. Momma yɛnkeka asɛnsini ahodoɔ no mmobɔ mu mfa nka asɛmfua baako a ɛwɔ yɛn tɛkyerɛmaworɔ nsɛmfua no mu.
- Say the syllables "o" "ni" "ni". Ask pupils to blend the syllables together to make a word from the tongue twister. (Answer: onini)
- Turn and talk: Ask pupils to turn to a pupil next to them and say the word made by those syllables.
- Call on 1-2 pupils to say what word is made when they blend the syllables together.

4. Vocabulary – Before reading (7 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learned during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

akwamma	**nnwammuo**	**ɛserɛ**

5. Read aloud (8 mins)

Read the following story aloud again

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments. If pupils struggled with one of the new vocabulary words, pause to discuss its meaning in the story. If pupils are struggling with a new sound learned this week, pause to point out the sound in a few different words.

Bukari ne Amina

Da bi, Bukari ansɔre ntɛm. Bukari papa, Baba Mahama bisaa sɛ, "Bukari, ɛnnɛ, worenkɔ sukuu anaa?" Bukari buaa sɛ, "Yɛn akwamma no firi aseɛ nnɛ." Bukari yɛɛ ntɛm prapraa mpɔnkye buo ne nnwammuo no mu. Ɔyɛɛ ntɛm sesaa nkosua no. Bukari nuabaa kumaa ne Amina.

Amina yɛɛ ntɛm boaa Bukari maa wɔmaa mmoa no aduane. Amina de aburoo maa nkokɔ no. Bukari de ɛserɛ maa nnwan ne mpɔnkye no. Mmoa no hurihuriiɛ. Amina ani gyee yie na ɔkaa sɛ, "Mmoa no ani agye pa ara." Amina bisaa Bukari sɛ, "Sɛ yɛamma mmoa no aduane a, asɛm bɛn na ɛbɛsie?"

Bukari se, "Mmoa no bɛwuwu. Wɔyɛ nyɛmmoa enti wɔhwɛ sɛ yɛn na yɛbɛma wɔn nnuane adie." Bukari toaa so sɛ, "Sɛ anka wɔyɛ wiram mmoa bi te sɛ awɔ ne nnoe a anka wɔn ara na wɔbɛhwɛ wɔn ho." Nanso, ɛhia sɛ yɛma yɛn mpɔnkye, nnwan ne nkokɔ aduane, nsuo ne baabi a wɔbɛda. Bukari ne Amina maame baeɛ. ɔkaa sɛ, "Mohwɛ yɛn mmoa yi so yie. Mmoa no ani agye, enti yɛn nso yɛn ani agye."

6. Comprehension – Factual & inferential questions (10 mins)

Ask factual questions

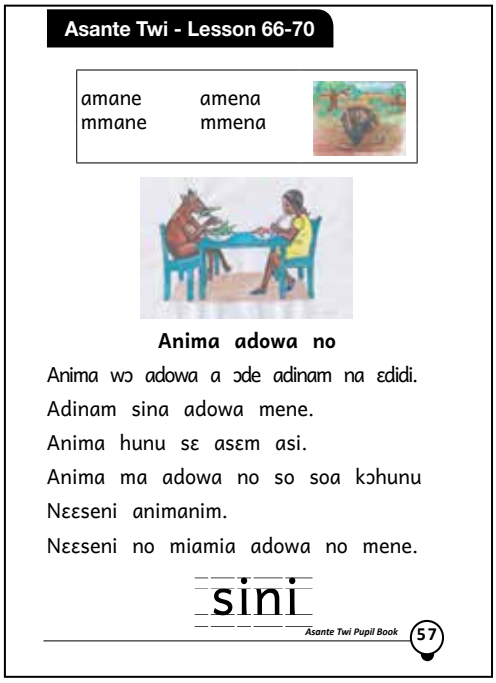
- Call on a pupil randomly to answer the following question:
- Question: Ɛdeɛn na Bukari ne Amina yɛ de hwɛ mmoa no? (Answer: Bukari ne Amina maa mmoa no aduane, wɔmaa wɔn nsuo na wɔmaa wɔn baabi daeɛ.)
- After the response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Ask inferential questions

- Ask each of the following questions.
- Question 1: Ɛdeɛn nti na ɛho hia sɛ yɛhwɛ nyɛmmoa? (Answer: Ɛhia sɛ yɛhwɛ wɔn sɛdeɛ ɛbɛyɛ a wɔbɛnya nkwa.)
- Question 2: Nsonsonoeɛ bɛn na ɛda ayɛmmoa ne wira mu mmoa ntam? (Answers: Yɛhwɛ nyɛmmoa, wira mu mmoa hwɛ wɔn ho. Nyɛmmoa te efie, wira mu mmoa te wiram.)
- After each question, pupils talk in pairs about their Answers. Call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

Asante Twi – Lesson 68

Pupil Book Story: Second Reading


Asante Twi - Lesson 66-70

amane amena
mmane mmena

Anima adowa no

Anima wɔ adowa a ɔde adinam na ɛdidi.
Adinam sina adowa mene.
Anima hunu sɛ asɛm asi.
Anima ma adowa no so soa kɔhunu
Nɛɛseni animanim.
Nɛɛseni no miamia adowa no mene.

sini

Asante Twi Pupil Book 57

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Use drawing to Answer a question about the story

1. Rapid letter review (1 min)

Review small and capital letters

w, Ɔ, S, n, s, m, N, ɔ, W, d, M, D

- Point quickly and at random to letters pupils have learned. Pupils say the sounds of the letters.

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter "i" on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter "I" on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ /i/ wɔ mu?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

5. Comprehension – Factual questions (8 mins)

Ask factual questions

- Call on a pupil randomly to answer the following question:
- Question: Ɛdeɛn na adowa de didi? Kenkan ɔkasamu a ɛkasa fa yei ho kyerɛ me. (Answer: Read sentence 1)
- After the response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Ask inferential questions

- Ask each of the following questions.
- Question 1: Wodwene sɛ ɛhefa na Anima de adowa no kɔ? Kenkan abasɛm no fa a ɛma wodwene saa. (Read sentence 4 as a clue. AnswerS MAY INCLUDE: Ayaresabea, ɔde no kɔɔ dɔkota hɔ, ɔde no kɔɔ baabi a wɔhwɛ mmoa a wɔyare.
- Question 2: Ɛdeɛn na wosusu sɛ ɛbɛto adowa a wapira no? (Answers: Adowa no mene bɛhono, ne mene no bɛyɛ no ya, ɔrentumi nnidi, ɔbɛtumi awu)
- After each question, pupils talk in pairs about their Answers. Call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

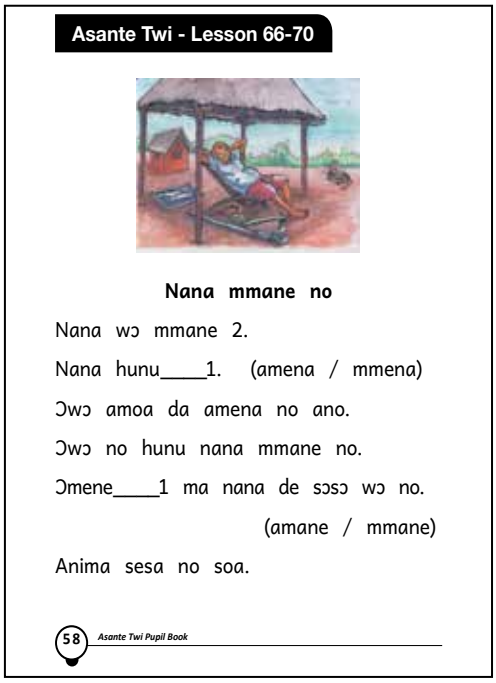
6. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to write or draw their Answer to the question "Ɛdeɛn na adowa de didi?".

Asante Twi – Lesson 69

Assess & Review



Asante Twi - Lesson 66-70

Nana mmane no

Nana wɔ mmane 2.

Nana hunu____1. (amena / mmena)

Ɔwɔ amoa da amena no ano.

Ɔwɔ no hunu nana mmane no.

Ɔmene____1 ma nana de sɔsɔ wɔ no.

(amane / mmane)

Anima sesa no soa.

58 Asante Twi Pupil Book

Standards:

The pupils will be able to:

1. Read text with fluency

1. Assessment: Before The Lesson

Prepare for the assessment

- Prepare an assessment page in a notebook. List all the pupils in the class in alphabetical order. Then make 3 more columns with the title “letters”, “syllables” and “individual score”.
- At the beginning of this lesson, help pupils find the decodable story for this lesson. Instruct pupils who are not being assessed to read the story quietly.

2. Reason to Read (2 mins)

Think about why you want to read the story

- Tell pupils that they will be reading a story with a partner while you work with individual pupils.
- Say: Nanabarima firi afuom aba a wabrɛ. Ɔtena n’apata ase gye n’ahome kakra. Kenkan abasɛm no hwɛ deɛ ɛsiiɛ.
- Turn and talk: Ask pupils to turn to a pupil next to them to begin reading the story in their Pupil Books.
- Tell pupils that they will see a few words in the story missing. With their partners, they should choose which of the two options in parenthesis is the correct choice for the story.

3. Assessment (individual assessment while the rest of the class reads in pairs) (20 mins)

Administer the assessment

- You will assess 10 pupils. While the whole class is reading in pairs, call one pupil to sit with you.
- Open the assessment booklet to the assessment for this week.
- Show the pupil the 5 letters. Mark the number of correct responses (from 1-5).
- Show the pupil the 5 syllables. Mark the number of correct responses (from 1-5).
- Do this for another 9 pupils (to complete all 10). Next week you will assess 10 more pupils starting with the next pupil on the list.

Score the assessment – for each pupil

- Total the correct letters and syllables for each pupil – across the row. This gives a general sense of how the child is learning: 8-10 correct is good. 6-7 is developing. 1-5 may indicate that the child is struggling.

Score the assessment – for class progress

- Total the correct letters and syllables for the 10 pupils by adding each column. A total of 40-50 is good, 30-40 is developing, and less than 30 is a challenge. Consider reinforcement activities for skill areas that are less than 40.

Looking forward

- Next week, continue with the next 10 pupils on the list.
- Continue this way until all pupils are assessed, then start over again from the beginning of the list.

4. Comprehension – Comprehension questions (8 mins)

Ask comprehension questions

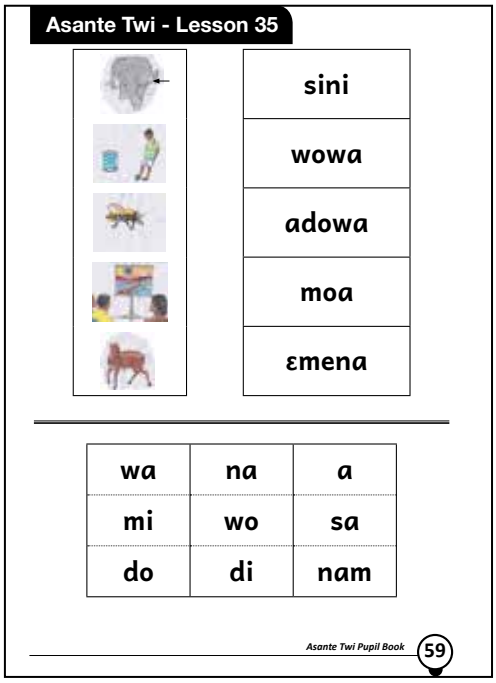
- Thank pupils for staying on task and working well with their partners.
- Call on a pupil randomly to answer each of the following questions:
- Question 1: Ɛdeɛn na ɔwɔ no hunu? Kenkan ɔkasamu a ɛkasa fa yei ho kyerɛ me. (Answer: Read sentence 4)
- Question 2: Ɛdeɛn na ɔwɔ no yɛ? Kyerɛ me ɔkasamu a ɛkasa fa yei ho. Answer: Read sentence 5)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Lesson Assessment

i	m	d	w	ɔ
di	dɔm	wɔ	mi	sɛ

Asante Twi – Lesson 70

Assess & Review



Standards:

The pupils will be able to:

1. Use letter and sound knowledge to read words
2. Blend syllables to read and write words

1. Reinforcement activities (15 mins)

NOTE

Choose a reinforcement activity from the options below. Base your choice on the skill(s) your pupils found challenging in the assessment. The skill reinforced by the activity is in the activity name: "letter sounds" or "syllable blending".

Letter sounds – Can you think of a word?

- Use flashcards. Hold up a letter pupils have learned but need to practice. Ask a pupil to say the letter sound. Repeat the correct letter sound. Ask pupils to think of a word that starts with the sound. Calls on 5-10 pupils to share their words, then move on to the next letter.

Letter sounds – Letter zoom

- Ask pupils to turn to the table of letters at the back of the pupil book. Call a letter sound that pupils have already learned. Ask pupils to look at the letters in the table and quickly tap the letter that makes that sound. Repeat with additional letters that pupils have already learned. *TIP – start saying letter sounds at a speed that gets as many pupils to participate as possible, then gradually start saying letter sounds more quickly.

Syllable blending – Whisper the syllable

- Use flashcards. Choose 3 consonants and 3 short or long vowels from the flashcards (try to use letters that pupils may struggle with or have forgotten). Hold up a consonant and say its sound. Hold up a short or long vowel and say its sound (or have pupils say the sound). Ask pupils to turn to a partner and quietly say the syllable made by the who flashcards. When they agree on the syllable, have them raise their hands. Wait until most of the class has raised their hands. Call on a pair at random to say the syllable. If they are correct, give a clap of appreciation. Continue using flashcards to make 5-10 more syllables for pupils to say in pairs.

Syllable blending – Phonics bingo

- Write 10 syllables on the blackboard that pupils have already learned. Read the items aloud once. Ask pupils to choose 3 of them to write in a notebook, paper, slate, or other place. Call one of the syllables at random. The first pupil to hear all 3 of the syllables they wrote down raises their hand. If they can say all 3 correct items, they get a clap of appreciation from the class.

2. Word matching (5 mins)

Match Words and Pictures

- Ask pupils to put their fingers under the first word in the word list for the activity in the pupil book. Read the first word.
- Say: Asɛmfua yi ase kyerɛ sɛn?
- Ask for a volunteer to tell say the meaning of the word. Then, ask pupils to point to the picture on the page that matches that word. Ask all pupils to point to the next word in the list and whisper read it to themselves. Call on a pupil at random to read the word for the class. Ask all pupils to point to the picture that matches the word.
- Continue the activity to the end of the word list, helping pupils that get stuck.

3. Word building (10 mins)

Use syllables to build given words

- Tell pupils they will write words using the syllables in the box.
- Say: Meredwene asɛmfua bi ho. Asɛmfua no ne "miamia". Momma yɛmmɔ yɛn nsam wɔ so mi/a/mi/a.
- Ask pupils to point to the first syllable in the word on the Lesson 20 page in their Pupil Books. Then, write the syllable on the board.
- Continue asking pupils to point to the syllables in the word until the full word is written on the board.
- Say: Asɛmfua no ne "miamia". Afei yɛatwerɛ asɛmfua no nyinaa. Momma yɛmmom nkenkan. (Pupils read the word)
- Say the first word below and clap the syllables with pupils. Give pupils time to find the syllables of the word and point to them in their book, then write them to form the word in their copy books. After all pupils have written the word, say the next word. Continue with the rest of the words.

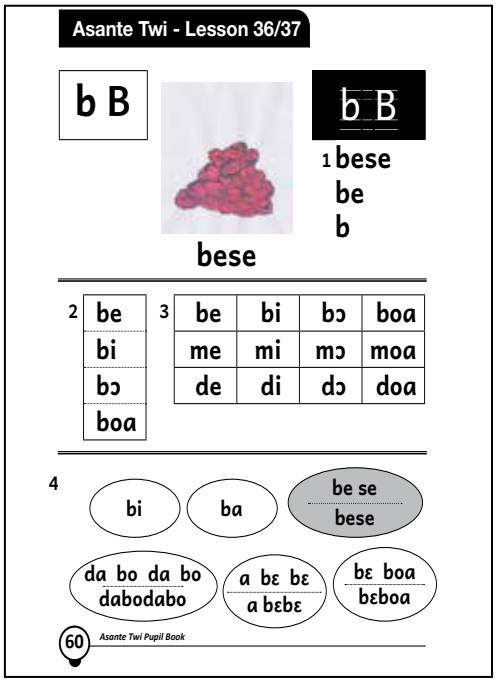
Words: **adinam, a/di/nam didi, di/di wawa, wa/wa**

Use syllables to build new words

- Say: Afei, mepɛ sɛ mobɔ mmɔden yɛ mo ankasa mo nsɛmfua!
- Ask pupils to use any of the syllables in the pupil book to make another word that they know and write it in their copy books.
- Turn and talk: When pupils are finished, ask them to turn to a pupil next to them to share the word they made.

Asante Twi – Lesson 71

New Letter: b B



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learnt.

S, W, m, ɔ, I, d, w, s, m, Ɔ, D, i

2. Teach the sound (4 mins)

Tongue twister—say the sound

- Say the tongue twister. Pupils repeat.

Baafi baa Bantama bɛtɔɔ bankye

- Ask pupils what sound they hear most. (Answer: /b/)

Listening game – first sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

sua bam bu kam dabodabo som bɔ bi

3. Letter and keyword (10 mins)

Teach the letter

- Point to the small letter "b" on the alphabet poster or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ /b/. Mo ne me mmom nka /b/.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter "B" on the alphabet poster or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ /b/. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter "b" on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no ""bese"". Mote "b" wɔ ""bese"" mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne "bese".
- Point to the syllable (under the keyword). Read it and show pupils how the syllable is part of the keyword.
- Point to the letter (under the syllable). Read it and show pupils how the letter is part of the syllable.

4. Read syllables (5 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "e" and show the "b".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /b/)
- Cover the "b" and show the "e".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond "e").
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. /b/ /e/, "be".
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (10 mins)

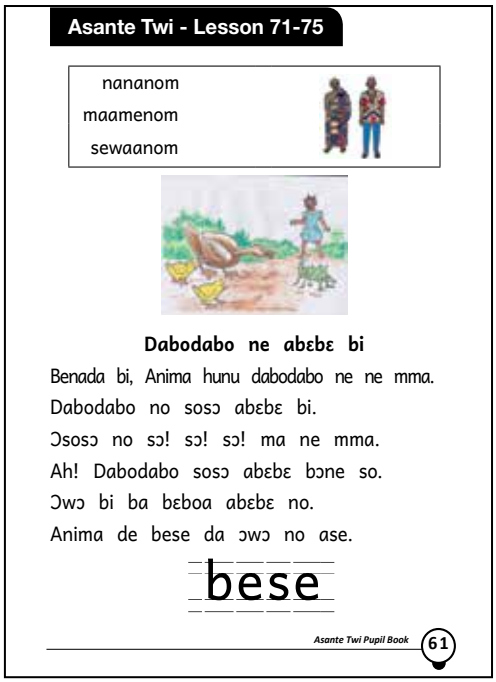
Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.

- Say: Mohunu asɛmfua a saa nnyegyeeɛ **/o/** ne **/a/** wɔ mu wɔ mo nwoma no mu? (Answer: bɛboa)
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi – Lesson 72

Pupil Book Story: First Reading


Asante Twi - Lesson 71-75

nananom
maamenom
sewaanom

Dabodabo ne abɛbɛ bi

Benada bi, Anima hunu dabodabo ne ne mma.
Dabodabo no sosɔ abɛbɛ bi.
Ɔsosɔ no sɔ! sɔ! sɔ! ma ne mma.
Ah! Dabodabo sosɔ abɛbɛ bɔne so.
Ɔwɔ bi ba bɛboa abɛbɛ no.
Anima de bese da ɔwɔ no ase.

bese

Asante Twi Pupil Book 61

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learnt letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

Help pupils find:

My language activity box in the pupil book

- Say: Ɛdeɛn na ɛyɛ pɛ wɔ nsɛmfua no nyinaa mu? (Answer: nom)
- Say: Asɛmfua bɛn na ɛne mfoni no kɔ pɛ?

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

dabodabo	**bɛboa**

3. Comprehension - Prediction (5 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?

- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ nsɛmfua a yɛasua dada no na wɔde atwerɛ.
- Say: Anima kɔpuee ntɔkwa bi so. Kenkan abasɛm no hwɛ wɔn a wɔreko ne deɛ ɛkɔsiiɛ.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. Do NOT read it aloud for them. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Prediction check (2mins)

Check prediction based on picture

- Ask pupils to remember the predictions they made before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

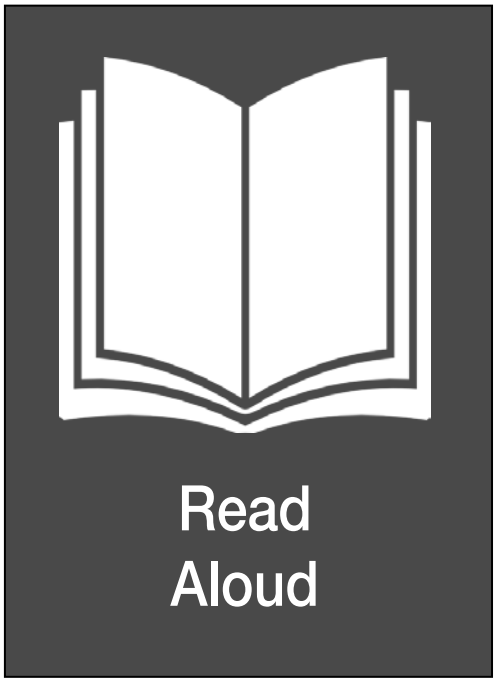
7. Writing – Letters (6 mins)

Pupils practice writing the letter

- Ask pupils to locate the letter **"b"** in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter **"b"** on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter **"b" 5 times.**
- If some pupils finish early, tell them to draw a picture of something that begins with the sound /**b**/.

Asante Twi – Lesson 73

Teacher Read Aloud: First Reading



Standards:

The pupils will be able to:

1. Use new words correctly in sentences
2. Make predictions using a title
3. Use verbal and nonverbal communication appropriately

1. My language (3 mins)

Teach a rule of the language

Help pupils find:

My language activity box in the pupil book

- Say: Ɛdeɛn na ɛyɛ pɛ wɔ nsɛmfua no nyinaa mu? (Answer: nom)
- Say: Asɛmfua bɛn na ɛne mfoni no kɔ pɛ?

2. Blend sounds (2 mins)

Tongue twister—blend sounds

- Recite the tongue twister from yesterday.
- Baafi baa Bantama bɛtɔɔ bankye
- Ask pupils what sound they hear most.
- Ask pupils what letter makes that sound.
- Say: Afei, merebɛka nnyegyeeɛ ahodoɔ bi. Momma yɛnkeka nnyegyeeɛ ahodoɔ no mmobɔ mu mfa nka asɛnsini ahodoɔ wɔ yɛn tɛkyerɛmaworɔ nsɛmfua no mu.
- Say the sounds **/b/ /ɛ/.** Ask pupils to blend the sounds together to make a syllable from the tongue twister. (Answer: **bɛ**).
- Repeat with the sounds **/t/ /ɔɔ/**. (Answer: **tɔɔ**).
- Say each syllable **"bɛ" "tɔɔ"**
- Turn and talk: Ask pupils to turn to a pupil next to them and say the word made by those syllables.
- Call on 1-2 pupils to say what word is made when they blend the sounds and syllables together.

3. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it. Talk to the pupils about the new words they will hear in the text. Ask pupils what they know about each one.
- Discuss with students the word meaning, using gestures or illustrations to support understanding.

pirebuo	**tu**	**ɔkyena**

4. Comprehension - Prediction (5 mins)

Prediction based on title

- Say: Merebɛkenkan abasɛm bi. Mɛka abasɛm no edin akyerɛ mo. Mepɛ sɛ mode mo adwene susu deɛ abasɛm no fa ho. Edin no ne "Akasanoma ne Ɔpɛtɛ".
- Turn and Talk: Ask pupils to turn a pupil next to them and make a guess (a prediction) about the story.
- Call on 2 pupils at random and ask them for their predictions.

5. Read aloud (7 mins)

Read the following story aloud

- Ask pupils to do a thumbs up if they hear one of the new vocabulary words during the read aloud.
- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments such as when you come to a vocabulary word the pupils just learnt or when you hear a syllable the pupils just practiced.

Akasanoma ne Ɔpɛtɛ

Ɛberɛ bi, na Akasanoma ne Ɔpɛtɛ yɛ nnamfoɔ. Na wɔte dua kɛseɛ bi so. Da bi Akasanoma kaa sɛ, "Ma yɛnyɛ pirebuo." Nanso Ɔpɛtɛ kaa sɛ, "Ɔkyena yɛbɛsi yɛn ɛdan." Adeɛ kyeeɛ no, Akasanoma kaa sɛ, "Ma yɛnyɛ pirebuo." Nanso Ɔpɛtɛ kaa sɛ,"Ɔkyena yɛbɛsi yɛn ɛdan."

Da a ɛtɔ so mmiɛnsa no, Akasanoma kaa sɛ, "Ma yɛnyɛ pirebuo."Nanso Ɔpɛtɛ kaa sɛ, "Ɔkyena mɛsi me ɛdan." Enti Akasanoma yɛɛ ne pirebuo. Nanso Ɔpɛtɛ se, "Ɔkyena mɛsi me ɛdan."Da bi, owia bɔe, bɔeɛ. Akasanoma tu kɔhyɛɛ ne pirebuo mu. Nanso na Ɔpɛtɛ nni pirebuo.

Adeɛ kyeeɛ no mframa bɔe, bɔeɛ. Akasanoma tu kɔhyɛɛ ne pirebuo mu. Nanso na Ɔpɛtɛ nni pirebuo.
Adeɛ kyeeɛ no, osuo tɔe, tɔeɛ. Akasanoma tu kɔhyɛɛ ne pirebuo mu, nanso na Ɔpɛtɛ nni pirebuo.
Adeɛ kyeeɛ no, osuo tɔe, tɔeɛ. Akasanoma tu kɔhyɛɛ ne pirebuo mu, nanso na Ɔpɛtɛ nni pirebuo.
Enti owia hyee Ɔpɛtɛ, mframa bɔɔ no na osuo nso hwee no, nanso na Ɔpɛtɛ nni pirebuo.

6. Comprehension – Prediction check (3 mins)

Check predictions based on title

- Remind the class what the volunteer pupil predicted before the read aloud. Ask the pupils if the prediction matched what was in the story.
- Ask the other pupils to think about what they predicted. Call on 2 pupils at random. Ask what they predicted, why, and if what they predicted is what happened in the story.

7. Vocabulary – after reading (5 mins)

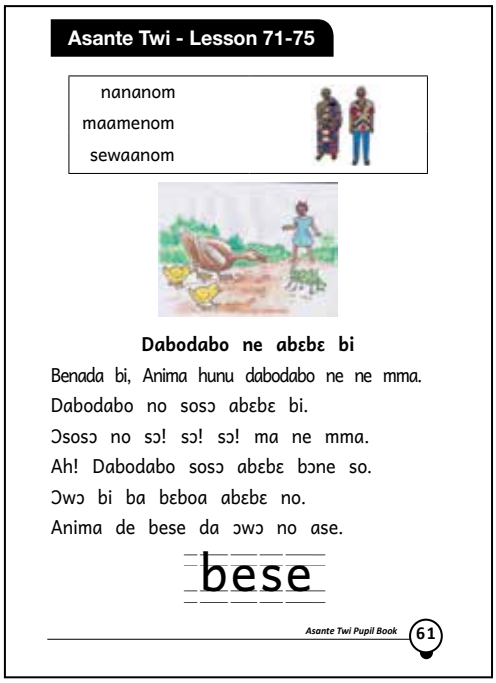
Check for vocabulary understanding

- Ask pupils if they heard the new vocabulary words during the read aloud.
- Call on 3-4 pupils to say what vocabulary word they heard and to say the meaning in their own words.
- Say: Momma yɛmfa nsɛmfua a yɛasua no nyɛ ɔkasamu ahodoɔ foforɔ.

- Give an example by using one of the words in a new sentence – a sentence that is not in the pupil book or read aloud.
- For each other vocabulary word introduced before reading, ask a pupil to use the word in a new sentence. Have pupils act out a word, if appropriate. Congratulate, help, or correct the pupils, depending on the responses.
- Remind pupils that they can use these words anytime throughout the day. Encourage pupils to share the words with their families at home.

Asante Twi – Lesson 74

Pupil Book Story: Second Reading


Asante Twi - Lesson 71-75

nananom
maamenom
sewaanom

Dabodabo ne abɛbɛ bi

Benada bi, Anima hunu dabodabo ne ne mma.
Dabodabo no sosɔ abɛbɛ bi.
Ɔsosɔ no sɔ! sɔ! sɔ! ma ne mma.
Ah! Dabodabo sosɔ abɛbɛ bɔne so.
Ɔwɔ bi ba bɛboa abɛbɛ no.
Anima de bese da ɔwɔ no ase.

bese

Asante Twi Pupil Book 61

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Make a connection between a story and personal experience
4. Use drawing and writing to respond to a story

1. Rapid letter review (1 min)

Say: Ɛdeɛn na ɛyɛ pɛ wɔ nsɛmfua no nyinaa mu? (Answer: nom)

Say: Asɛmfua bɛn na ɛne mfoni no kɔ pɛ?

Review small and capital letters

Point quickly and at random to letters pupils have learnt. Pupils say the sounds of the letters.

S, W, m, ɔ, I, d, w, s, m, Ɔ, D, i

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter **"b"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter **"B"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ **"b"** na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

5. Comprehension – making connections (8 mins)

Ask comprehension questions

- Call on a pupil randomly to answer the following question:
- Question 1: Ɛdeɛn na dabodabo no yɛɛ abɛbɛ no? Kenkan ɔkasamu a ɛkasa fa yei ho kyerɛ me. (Answer: Read sentence 2)
- Question 2: Sɛ ɔwɔ amma a, ɛdeɛn na wosusu sɛ anka ɛbɛto abɛbɛ? (Answers: Anka dabodabo no bɛkum abɛbɛ no, anka dabodabo de abɛbɛ no bɛma ne mma no amene, anka Anima bɛpam dabodabo no,
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

Make text-to-self connections

- Say: Sɛ yɛkenkan abasɛm a, ɛkae yɛn biribi a asi wɔ yɛn abrabɔ mu.
- Say: Afei, monnwene Anima a ɔkɔpuee dabodabo ne abɛbɛ bi so no. Woahunu abɛbɛ pɛn? Na ɔreyɛ ɛdeɛn?
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

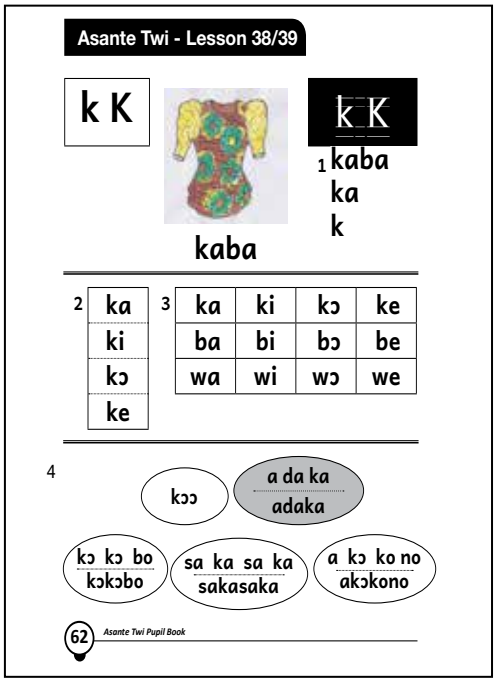
6. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to draw or write about the text-to-self connection they made to the story.

Asante Twi – Lesson 75

New Letter: k K



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learnt.
  Pupils say the sounds of the letters.

M, D, ɔ, d, b, w, m, Ɔ, i, W, B, I

2. Teach the sound (4 mins)

Tongue twister—say the sound

- Say the tongue twister. Pupils repeat.

Kaakaaku kɔ Kumase kɔtɔ kurokurokoko

Ask pupils what sound they hear most.

Listening game – first sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

kasa kakapɛ nana papa kɔtɔ adowa ataade kaa

3. Letter and keyword (10 mins)

Teach the letter

- Point to the small letter **"k"** on the alphabet poster or on the board.
- Say**:** Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ /k/. Mo ne me mmom nka /k/.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter "K" on the alphabet poster or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ /k/. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter **"k"** on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no "kaba". Mote "k" wɔ ""kaba"" mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne "kaba".
- Point to the syllable (under the keyword). Read it and show pupils how the syllable is part of the keyword.
- Point to the letter (under the syllable). Read it and show pupils how the letter is part of the syllable.

4. Read syllables (5 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "**a**" and show the "**k**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**k**/)
- Cover the "**k**" and show the "**a**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**a**/).
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. /**k**/ /**a**/, "**ka**".
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (10 mins)

Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.

- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi – Lesson 76

Pupil Book Story: First Reading


Asante Twi - Lesson 76-80

nana maame
nananom maamenom

Ofosu awoda

Benada bi, Akɔkono ne Kɔkɔbo kɔdii Ofosu awoda.
Kɔkɔbo de dadewa wowɔɔ Akɔkono sika adaka ano.
Ɔwiaa Akɔkono sika.
Akɔkono de kɔkɔbo kɔɔ Nana Sakasaka anim.
Nana Sakasaka see Kɔkɔbo sɛ,
ɔmma Akɔkono sidi baako.
Nana Sakasaka bɔɔ Kɔkɔbo kɔkɔ.

kabɑ

Asante Twi Pupil Book 63

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learnt letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

Help pupils find:

My language activity box in the pupil book

- Say: Ɛdeɛn na ɛda nso wɔ nsɛmfua mmienu mmienu biara mu? (Answer: In each pair of words one word has “nom” and one word doesn’t.
- Say: Nsɛmfua bɛn na ɛne mfoni no kɔ pɛ?

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

akɔkono	**sakasaka**

3. Comprehension - Prediction (5 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ nsɛmfua a yɛasua dada no na wɔde atwerɛ.
- Say: Ofosu redi n'awoda na wato ne nsa afrɛ ne nnamfonom sɛ wɔmmra apontoɔ no ase. Kenkan abasɛm no hwɛ deɛ ɛbɛsi.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Prediction check (2 mins)

Check prediction based on picture

- Ask pupils to remember their predictions from before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

7. Writing – Letters (6 mins)

Pupils practice writing the letter

- Ask pupils to locate the letter **"k"** in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter **"k"** on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter **"k"** 5 times.
- If some pupils finish early, tell them to draw a picture of something that begins with the sound /**k**/.

Asante Twi – Lesson 77

Teacher Read Aloud: Second Reading



Standards:

The pupils will be able to:

1. Use new words correctly in sentences
2. Answer factual and inferential questions about a text
3. Use verbal and nonverbal communication appropriately

1. Blend sounds (3 mins)

Tongue twister—blend sounds

- Recite the tongue twister from yesterday.

Kaakaaku kɔ Kumase kɔtɔ kurokurokoko

- Ask pupils what sound they hear most.
- Ask pupils what letter makes that sound.
- Say: Afei, merebɛka nnyegyeeɛ ahodoɔ bi. Momma yɛnkeka nnyegyeeɛ ahodoɔ no mmobɔ mu mfa nka asɛnsini ahodoɔ wɔ yɛn tɛkyerɛmaworɔ nsɛmfua no mu

- Say the sounds /k/ /ɔ/. Ask pupils to blend the sounds together to make a syllable from the tongue twister. (Answer: kɔ).
- Repeat with the sounds /t/ /ɔ/. (Answer: tɔ).
- Say each syllable "kɔ" "tɔ"
- Turn and talk: Ask pupils to turn to a pupil next to them and say the word made by those syllables.
- Call on 1-2 pupils to say what word is made when they blend the sounds and syllables together.

2. Vocabulary – before reading (7 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learnt during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

pirebuo	**tu**	**ɔkyena**

3. Read aloud (10 mins)

Read the following story aloud again

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments. If pupils struggled with one of the new vocabulary words, pause to discuss its meaning in the story. If pupils are struggling with a new sound learnt this week, pause to point out the sound in a few different words.

Akasanoma ne Ɔpɛtɛ

Ɛberɛ bi, na Akasanoma ne Ɔpɛtɛ yɛ nnamfoɔ. Na wɔte dua kɛseɛ bi so. Da bi Akasanoma kaa sɛ, "Ma yɛnyɛ pirebuo." Nanso Ɔpɛtɛ kaa sɛ, "Ɔkyena yɛbɛsi yɛn ɛdan." Adeɛ kyeeɛ no, Akasanoma kaa sɛ, "Ma yɛnyɛ pirebuo." Nanso Ɔpɛtɛ kaa sɛ,"Ɔkyena yɛbɛsi yɛn ɛdan."

Da a ɛtɔ so mmiɛnsa no, Akasanoma kaa sɛ, "Ma yɛnyɛ pirebuo."Nanso Ɔpɛtɛ kaa sɛ, "Ɔkyena mɛsi me ɛdan." Enti Akasanoma yɛɛ ne pirebuo. Nanso Ɔpɛtɛ se, "Ɔkyena mɛsi me ɛdan."Da bi, owia bɔe, bɔeɛ. Akasanoma tu kɔhyɛɛ ne pirebuo mu. Nanso na Ɔpɛtɛ nni pirebuo.

Adeɛ kyeeɛ no mframa bɔe, bɔeɛ. Akasanoma tu kɔhyɛɛ ne pirebuo mu. Nanso na Ɔpɛtɛ nni pirebuo.
Adeɛ kyeeɛ no, osuo tɔe, tɔeɛ. Akasanoma tu kɔhyɛɛ ne pirebuo mu, nanso na Ɔpɛtɛ nni pirebuo.
Adeɛ kyeeɛ no, osuo tɔe, tɔeɛ. Akasanoma tu kɔhyɛɛ ne pirebuo mu, nanso na Ɔpɛtɛ nni pirebuo.
Enti owia hyee Ɔpɛtɛ, mframa bɔɔ no na osuo nso hwee no, nanso na Ɔpɛtɛ nni pirebuo.

4. Comprehension – making connections (10 mins)

Ask comprehension questions

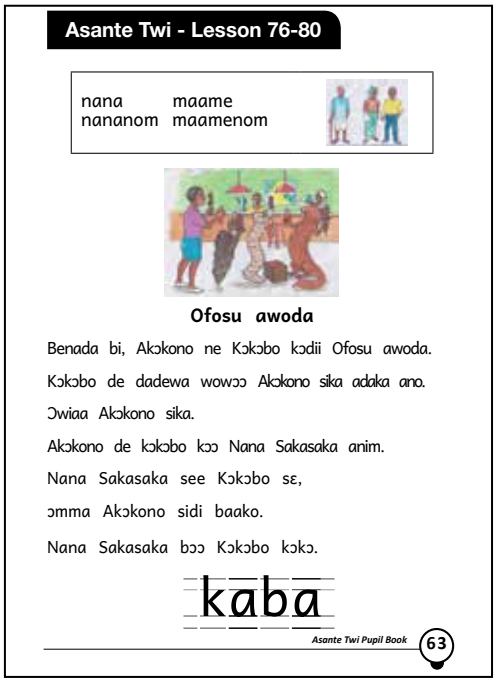
- Call on pupils randomly to answer the following questions:
- Question 1: Wodwene sɛ ɛdeɛn nti na Akasanoma pɛɛ sɛ ɔnwene ne pirebuo? (Answer: Na Akasanoma pɛ sɛ ɔyɛ pirebuo a ɔbɛda mu.)
- Question 2: Ɛdeɛn na ɛhia sɛ ɔpɛtɛ yɛ? (Answer: Ɛhia sɛ ɔpɛtɛ yɛ pirebuo.)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

Make text-to-self connections

- Say: Afei, monnwene ɛberɛ a ɔpɛtɛ kaa osuo ne mframa mu no ho. Woaka osuo anaa mframa mu pɛn. Ɛdeɛn na woyɛɛɛ? (Answer: may Possible answers)
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

Asante Twi – Lesson 78

Pupil Book Story: Second Reading


Asante Twi - Lesson 76-80

nana maame
nananom maamenom

Ofosu awoda

Benada bi, Akɔkono ne Kɔkɔbo kɔdii Ofosu awoda.
Kɔkɔbo de dadewa wowɔɔ Akɔkono sika adaka ano.
Ɔwiaa Akɔkono sika.
Akɔkono de kɔkɔbo kɔɔ Nana Sakasaka anim.
Nana Sakasaka see Kɔkɔbo sɛ,
ɔmma Akɔkono sidi baako.
Nana Sakasaka bɔɔ Kɔkɔbo kɔkɔ.

kabɑ

Asante Twi Pupil Book 63

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Make a connection between a story and personal experience
4. Use drawing and writing to respond to a story

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learnt. Pupils say the sounds of the letters.

M, D, ɔ, d, b, w, m, Ɔ, i, W, B, I

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter **"k"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter **"K"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ **/k/** na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

5. Comprehension – making connections (8 mins)

Ask comprehension questions

- Call on pupils randomly to answer the following questions:
- Question 1: Hwan na ɔde dadewa wowɔɔ akɔkono sika adaka ano no? Kenkan ɔkasamu a ɛka yei ho asɛm kyerɛ me. (Read sentence 2)
- Question 2: Wosusu sɛ ɛdeɛn nti na akɔkono de kɔkɔbo kɔɔ Nana Sakasaka anim? Kenkan abasɛm no fa a ɛma wodwene yei kyerɛ me. (Answers: Ebia Nana Sakasaka yɛ wɔn hene, Nana Sakasaka na obiara nya asɛm a ɔka kyerɛ no, sɛdeɛ ɛbɛyɛ na Nana Sakasaka bɛgye ne sika ama no, sɛdeɛ ɛbɛyɛ na Nana Sakasaka bɛtwe kɔkɔbo aso.)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

Make text-to-self connections

- Say: Afei, monnwene Ofosu awodadie no ho. Woadi w'awoda pɛn? Ɛdeɛn na woyɛeɛ?
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

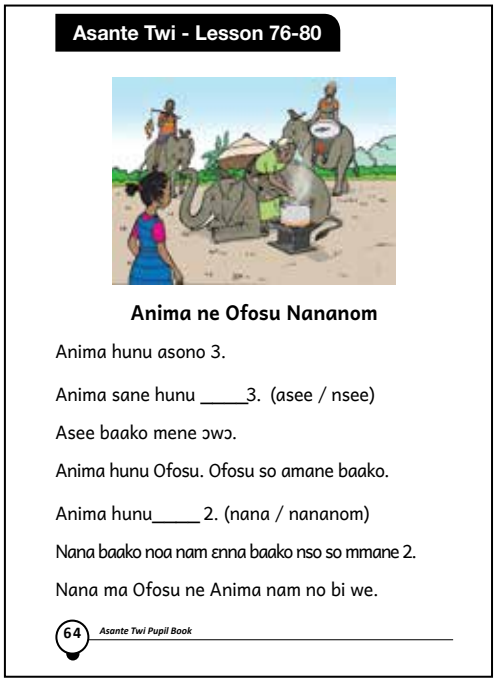
6. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to draw or write about the text-to-self connection they made to the story.

Asante Twi – Lesson 79

Assess & Review


Asante Twi - Lesson 76-80

Anima ne Ofosu Nananom

Anima hunu asono 3.

Anima sane hunu _____3. (asee / nsee)

Asee baako mene ɔwɔ.

Anima hunu Ofosu. Ofosu so amane baako.

Anima hunu_____ 2. (nana / nananom)

Nana baako noa nam ɛnna baako nso so mmane 2.

Nana ma Ofosu ne Anima nam no bi we.

64 Asante Twi Pupil Book

Standards:
The pupils will be able to:
1. Read text with fluency

1. Assessment: Before The Lesson

Prepare for the assessment

- Prepare an assessment page in a notebook. List all the pupils in the class in alphabetical order. Then make 3 more columns with the title “letters”, “syllables” and “individual score”.
- At the beginning of this lesson, help pupils find the decodable story for this lesson. Instruct pupils who are not being assessed to read the story quietly.

2. Reason to Read (2 mins)

Think about why you want to read the story

- Tell pupils that they will be reading a story with a partner while you work with individual pupils.
- Say: Anima abusuafoɔ nyinaa apue ama aka ɔno nko ara wɔ efie. Ɔpuee abɔnten kɔhunuu wɔn. Kenkan abasɛm no hwɛ deɛ ɔhunuiɛ.
- Please look at the picture in the pupils book to help you understand the story and help pupils fill in the blank spaces with the correct response.
- Turn and talk: Ask pupils to turn to a pupil next to them to begin reading the story in their Pupil Books.
- Tell pupils that they will see a few words in the story missing. With their partners, they should choose which of the two options in parenthesis is the correct choice for the story.

3. Assessment (individual assessment while the rest of the class reads in pairs) (20 mins)

Administer the assessment

- You will assess 10 pupils. While the whole class is reading in pairs, call one pupil to sit with you.
- Open the assessment booklet to the assessment for this week.
- Show the pupil the 5 letters. Mark the number of correct responses (from 1-5).
- Show the pupil the 5 syllables. Mark the number of correct responses (from 1-5).
- Do this for another 9 pupils (to complete all 10). Next week you will assess 10 more pupils starting with the next pupil on the list.

Score the assessment – for each pupil

- Total the correct letters and syllables for each pupil – across the row. This gives a general sense of how the child is learning: 8-10 correct is good. 6-7 is developing. 1-5 may indicate that the child is struggling.

Score the assessment – for class progress

- Total the correct letters and syllables for the 10 pupils by adding each column. A total of 40-50 is good, 30-40 is developing, and less than 30 is a challenge. Consider reinforcement activities for skill areas that are less than 40.

Looking forward

- Next week, continue with the next 10 pupils on the list.
- Continue this way until all pupils are assessed, then start over again from the beginning of the list.

4. Comprehension – Comprehension questions (8 mins)

Ask comprehension questions

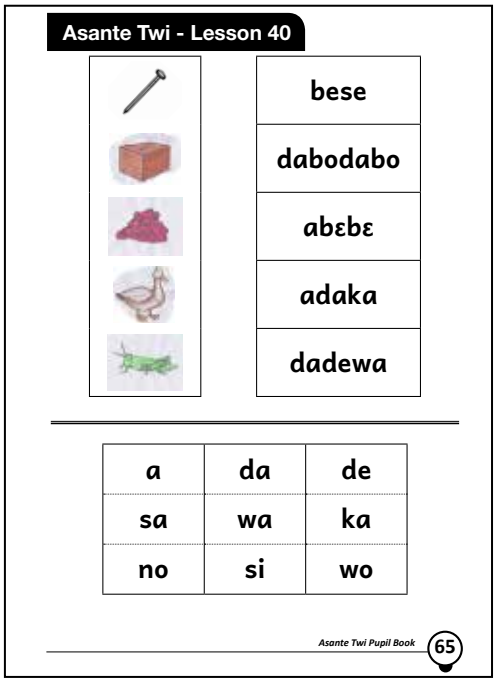
- Thank pupils for staying on task and working well with their partners.
- Call on a pupil randomly to answer each of the following questions:
- Question 1: Ɛdeɛn na ɛdi ɛkan a Anima hunu? Kenkan ɔkasamu a ɛkasa fa yei ho kyerɛ me. (Answer: Read sentence 1)
- Question 2: Ɛdeɛn na asee baako yɛeɛ? Kenkan ɔkasamu a ɛkasa fa yei ho kyerɛ me. (Answer: Read sentence 3)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Lesson Assessment

ɔ	k	b	m	i
kɔm	mo	bi	som	bem

Asante Twi – Lesson 80

Review & Reinforce



Standards:

The pupils will be able to:

1. Use letter and sound knowledge to read words
2. Blend syllables to read and write words

1. Reinforcement activities (15 mins)

NOTE

Choose a reinforcement activity from the options below. Base your choice on the skill(s) your pupils found challenging in the assessment. The skill reinforced by the activity is in the activity name: "letter sounds" or "syllable blending".

Letter sounds – Can you think of a word?

- Use flashcards. Hold up a letter pupils have learnt but need to practice. Ask a pupil to say the letter sound. Repeat the correct letter sound. Ask pupils to think of a word that starts with the sound. Calls on 5-10 pupils to share their words, then move on to the next letter.

Letter sounds – Letter zoom

- Ask pupils to turn to the table of letters at the back of the pupil book. Call a letter sound that pupils have already learnt. Ask pupils to look at the letters in the table and quickly tap the letter that makes that sound. Repeat with additional letters that pupils have already learnt. *TIP – start saying letter sounds at a speed that gets as many pupils to participate as possible, then gradually start saying letter sounds more quickly.

Syllable blending – Whisper the syllable

- Use flashcards. Choose 3 consonants and 3 short or long vowels from the flashcards (try to use letters that pupils may struggle with or have forgotten). Hold up a consonant and say its sound. Hold up a short or long vowel and say its sound (or have pupils say the sound). Ask pupils to turn to a partner and quietly say the syllable made by the two flashcards. When they agree on the syllable, have them raise their hands. Wait until most of the class has raised their hands. Call on a pair at random to say the syllable. If they are correct, give a clap of appreciation. Continue using flashcards to make 5-10 more syllables for pupils to say in pairs.

Syllable blending – Phonics bingo

- Write 10 syllables on the blackboard that pupils have already learnt. Read the items aloud once. Ask pupils to choose 3 of them to write in a notebook, paper, slate, or other place. Call one of the syllables at random. The first pupil to hear all 3 of the syllables they wrote down raises their hand. If they can say all 3 correct items, they get a clap of appreciation from the class.

2. Word matching (5 mins)

Match Words In Pictures

- Ask pupils to put their fingers under the first word in the word list for the activity in the pupil book. Read the first word.
- Say: Asɛmfua yi ase kyerɛ sɛn?
- Ask for a volunteer to tell say the meaning of the word. Then, ask pupils to point to the picture on the page that matches that word. Ask all pupils to point to the next word in the list and whisper read it to themselves. Call on a pupil at random to read the word for the class. Ask all pupils to point to the picture that matches the word.
- Continue the activity to the end of the word list, helping pupils that get stuck.

3. Word building (10 mins)

Use syllables to build given words

- Tell pupils they will write words using the syllables in the box.
- Say: Meredwene asɛmfua bi ho. Asɛmfua no ne "awoda" Momma yɛmmɔ yɛn nsam wɔ so "a/wo/da".
- Ask pupils to point to the first syllable in the word on the Lesson 20 page in their Pupil Book. Then, write the syllable on the board.
- Continue asking pupils to point to the syllables in the word until the full word is written on the board.
- Say: Asɛmfua no ne "awoda". Afei yɛatwerɛ asɛmfua no nyinaa. Momma yɛmmom nkenkan.
- (Pupils read the word)
- Say the first word below and clap the syllables with pupils. Give pupils time to find the syllables of the word and point to them in their book, then write them to form the word in their copy books. After all pupils have written the word, say the next word. Continue with the rest of the words.

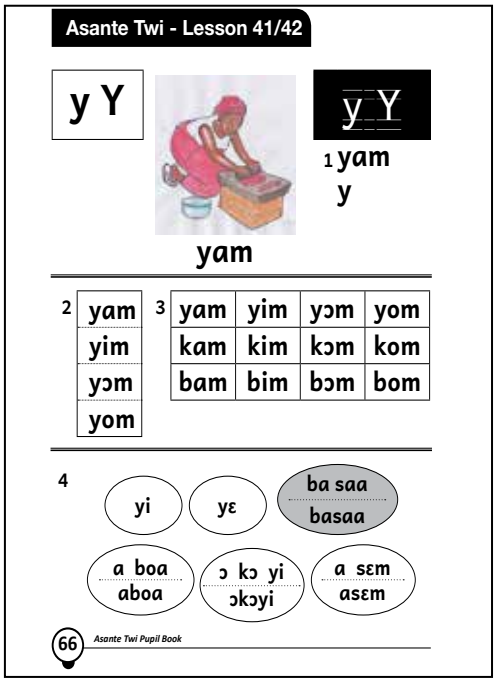
Words: **dadewa, da / de / wa adaka, a /da / ka sakasaka, sa / ka / sa/ ka**

Use syllables to build new words

- Say: Afei, mepɛ sɛ mobɔ mmɔden yɛ mo ankasa mo nsɛmfua!
- Ask pupils to use any of the syllables in the pupil book to make another word that they know and write it in their copy books.
- Turn and talk: When pupils are finished, ask them to turn to a pupil next to them to share the word they made.

Asante Twi – Lesson 81

New Letter: y Y



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learnt. Pupils say the sounds of the letters.

ɔ, W, d, K, Ɔ, b, I, w, i, D, k, B

2. Teach the sound (4 mins)

Tongue twister—say the sound

- Say the tongue twister. Pupils repeat.

Yoma yɛɛ yiwan yii Yaw

- Ask pupils what sound they hear most.

Listening game – first sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

Yaa, asee, Yaw, yiwan, bɔdɔm, dam, yoma, ba

3. Letter and keyword (10 mins)

Teach the letter

- Point to the small letter **"y"** on the alphabet poster or on the board.
- Say**:** Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ **"y"**. Mo ne me mmom nka "y".
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter **"Y"** on the alphabet poster or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane nso ma yɛn nnyegyeeɛ **"y"**. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter **"y"** on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no "yam". Mote /y/ wɔ "yam" mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne "yam".
- Point to the letter (under the keyword). Read it and show pupils how the letter is part of the keyword.

4. Read syllables (5 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "**am**" and show the "**y**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**y**/)
- Cover the "**y**" and also cover the "**m**" and show the "**a**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**a**/).
- Cover the "**ya**" and show the "**m**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**m**/).
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. /**y**/ /**a**/ /**m**/, "**yam**".
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (10 mins)

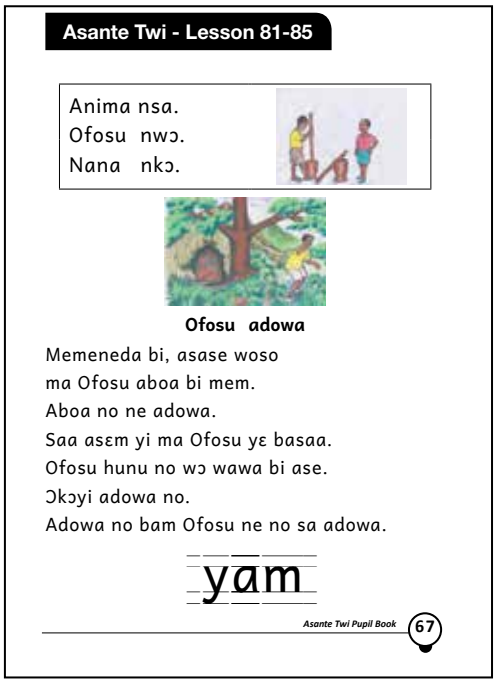
Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Mohunu asɛmfua a saa nnyegyeeɛ /oa/ wɔ mu wɔ mo nwoma no mu? (Answer: aboa)

- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi – Lesson 82

Pupil Book Story: First Reading



Asante Twi - Lesson 81-85

Anima nsa.
Ofosu nwɔ.
Nana nkɔ.

Ofosu adowa

Memeneda bi, asase woso
ma Ofosu aboa bi mem.
Aboa no ne adowa.
Saa asɛm yi ma Ofosu yɛ basaa.
Ofosu hunu no wɔ wawa bi ase.
Ɔkɔyi adowa no.
Adowa no bam Ofosu ne no sa adowa.

yɑ̄m

Asante Twi Pupil Book 67

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learnt letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

Help pupils find:

My language activity box in the pupil book

- Say: Ɛdeɛn na ɛyɛ pɛ wɔ kasasin no nyinaa mu?
  (Answer: Negative marker "n")
- Say: Kasasin bɛn na ɛne mfoni no kɔ pɛ?

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

aboa ɔkɔyi

3. Comprehension _ Prediction (5 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?

- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ nsɛmfua a yɛasua dada no na wɔde atwerɛ.
- Say: Memeneda bi, asasewosoɔ sii Ofosu kurom. Kenkan abasɛm no na hwɛ deɛ ɛsiiɛ.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Prediction check (2 mins)

Check prediction based on picture

- Ask pupils to remember their predictions from before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

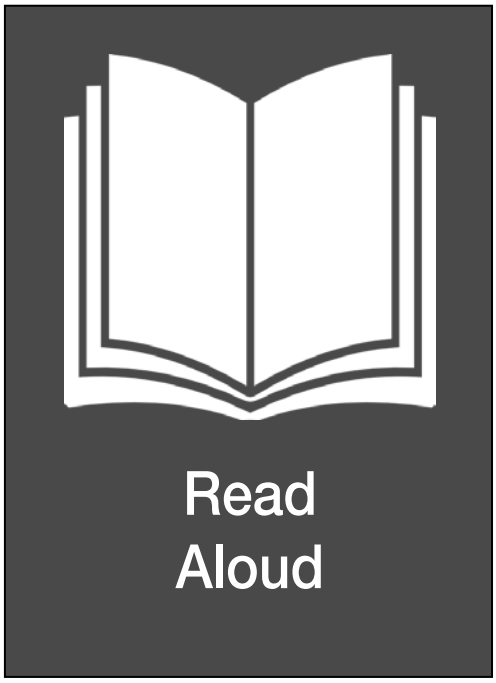
7. Writing – Letters (6 mins)

Pupils practice writing the letter

- Ask pupils to locate the letter **"y"** in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter **"y"** on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter **"y"** 5 times.
- If some pupils finish early, tell them to draw a picture of something that begins with the sound /**y**/.

Asante Twi – Lesson 83

Teacher Read Aloud: First Reading



Standards:
The pupils will be able to:
1. Use new words correctly in sentences
2. Make predictions using a title
3. Use verbal and nonverbal communication appropriately

1. Blend sounds (2 mins)

Tongue twister—blend sounds

- Recite the tongue twister from yesterday.
- **Yoma yɛɛ yiwan yii Yaw**
- Ask pupils what sound they hear most.
- Ask pupils what letter makes that sound.
- Say: Afei, merebɛka nnyegyeeɛ ahodoɔ bi. Momma yɛnkeka nnyegyeeɛ ahodoɔ no mmobɔ mu mfa nka asɛnsini ahodoɔ wɔ yɛn tɛkyerɛmaworɔ nsɛmfua no mu.

- Say the sounds **/y/ /o/.** Ask pupils to blend the sounds together to make a syllable from the tongue twister. (Answer: yo).
- Repeat with the sounds /m/ /a/. (Answer: **ma**).
- Say each syllable "**yo**" "**ma**"
- Turn and talk: Ask pupils to turn to a pupil next to them and say the word made by those syllables.
- Call on 1-2 pupils to say what word is made when they blend the sounds and syllables together.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it. Talk to the pupils about the new words they will hear in the text. Ask pupils what they know about each one.
- Discuss with students the word meaning, using gestures or illustrations to support understanding.

twene	**suro**	**pene so**

3. Comprehension - Prediction (5 mins)

Prediction based on title

- Say: Merebɛkenkan abasɛm bi. Mɛka abasɛm no edin akyerɛ mo. Mepɛ sɛ mode mo adwene susu deɛ abasɛm no fa ho. Edin no ne "Afunumu ne okuafoɔ no".
- Turn and Talk: Ask pupils to turn to a pupil next to them and make a guess (a prediction) about the story.
- Call on 2 pupils at random and ask them for their predictions.

4. Read aloud (7 mins)

Read the following story aloud

- Ask pupils to do a thumbs up if they hear one of the new vocabulary words during the read aloud.
- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments such as when you come to a vocabulary word the pupils just learnt or when you hear a syllable the pupils just practiced.

Afunumu ne okuafoɔ no

Da bi, na okuafoɔ bi te Asaman. Da biara na ɔsɔre ntɛm kɔ afuom. Sɛ ɔkɔ afuo mu a, ɔyɔ adwuma pa ara. Ɔdɔɔ kwaeɛ no, ɛnna ɔduaa bayerɛ. Ɔtuu bayerɛ no, ɔbɔɔ apata de bayerɛ no guu so. Da biara na ɔde bayerɛ no bi kɔ efie. Na ɔyɛ nipa pa. Ɔma obiara bayerɛ. Ɔde bayerɛ kɔmaa ɔhemmaa. Ɔde bayerɛ kɔmaa ɔhene. Da koro bi, ɔhene no kaa sɛ, "Yɛrebɛdi afahyɛ. Bɔ mmɔden ma yɛn bayerɛ."

Okuafoɔ no kaa sɛ, "Yoo, mede bayerɛ bɛba." Okuafoɔ no rekɔ afuom no, ɔhyiaa afunumu. Afunumu no kyeaa okuafoɔ no sɛ, "Mema wo akye." Okuafoɔ no gyee so sɛ, "Yaa onua." Afunumu no kaa sɛ, "Wobɛboa me ama mapam ɔtwe? Ɔtwe rewe nsensan no nyinaa." Okuafoɔ no kaa sɛ, "Aane, mɛboa wo, sɛ wobɛsoa me a." Afunumu de okuafoɔ no tenaa n'akyi na ɔde mmirika kɔɔ baabi a ɔtwe wɔ no. Ɔtwe firii aseɛ dwaneeɛ. Ɔde mmirika twaa hɔ hyiaeɛ. Ɔtwe tuu mmirika kyɛn afunumu.

Afunumu ne Okuafoɔ no nsa anka ɔtwe. Afei, Okuafoɔ no kaa sɛ, "Seesei, mahunu deɛ mɛyɔ. Mɛfa me twene no." Okuafoɔ no faa ne twene no bɔeɛ. Ɔtwe tee twene no. Na ɔsuro. Ɔdwaneeɛ, na wamma bio. Enti, ɛbɛsi nnɛ, ɔtwe aka kwaeɛm akyirikyiri. Afunumu kaa sɛ, "Okuafoɔ, meda wo ase. Mɛboa wo ama woasoa bayerɛ akɔma ɔhene." Ɔhene kaa sɛ, "Afunumu, ɔman mu no nyinaa da wo ase. Yɛpɛ sɛ wo ne yɛn tena." ɔmanfoɔ no nyinaa kaa sɛ, "Yɛpa wo kyɛw, ɛne yɛn ntena." Afunumu peneeɛ na ɛfiri hɔ no, ɔne nnipa na ɛteɛ, ɔboa wɔn.

5. Comprehension – Prediction check (3 mins)

Check predictions based on title

- Remind the class what the volunteer pupil predicted before the read aloud. Ask the pupils if his prediction was matched what was in the story.
- Ask the other pupils to think about what they predicted. Call on 2 pupils at random. Ask what they predicted, why, and if what they predicted is what happened in the story.

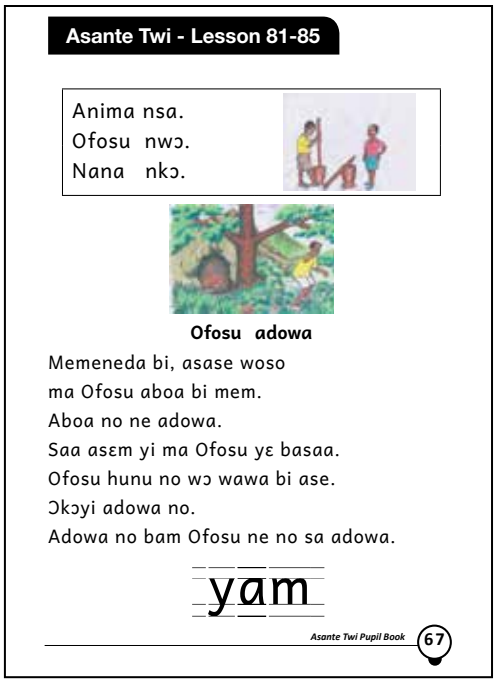
6. Vocabulary – after reading (5 mins)

Check for vocabulary understanding

- Ask pupils if they heard the new vocabulary words during the read aloud.
- Call on 3-4 pupils to say what vocabulary word they heard and to say the meaning in their own words.
- Say: Momma yɛmfa nsɛmfua a yɛasua no nyɛ ɔkasamu ahodoɔ foforɔ.
- Give an example by using one of the words in a new sentence – a sentence that is not in the pupil book or read aloud.
- For each other vocabulary word introduced before reading, ask a pupil to use the word in a new sentence. Have pupils act out a word, if appropriate. Congratulate, help, or correct the pupils, depending on the responses.
- Remind pupils that they can use these words anytime throughout the day. Encourage pupils to share the words with their families at home.

Asante Twi – Lesson 84

Pupil Book Story: Second Reading


Asante Twi - Lesson 81-85

Anima nsa.
Ofosu nwɔ.
Nana nkɔ.

Ofosu adowa

Memeneda bi, asase woso
ma Ofosu aboa bi mem.
Aboa no ne adowa.
Saa asɛm yi ma Ofosu yɛ basaa.
Ofosu hunu no wɔ wawa bi ase.
Ɔkɔyi adowa no.
Adowa no bam Ofosu ne no sa adowa.

yam

Asante Twi Pupil Book 67

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Make a connection between a story and personal experience
4. Use drawing and writing to respond to a story

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learnt. Pupils say the sounds of the letters.

ɔ, W, d, K, Ɔ, b, I, w, i, D, k, B

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter **"y"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter **"Y"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ /y/ na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

5. Comprehension – making connections (8 mins)

Ask comprehension questions

- Call on a pupil randomly to answer the following question:
- Question 1: Ɛhefa na Ofosu kɔhunuu adowa no? Kyerɛ me ɔkasamu a ɛka yei ho asɛm. (Answer: read sentence 4)
- Question 2: Sɛ Ofosu anhunu adowa no a anka ɛdeɛn na ɛbɛsi? (The following Answers are acceptable: Anka Ofosu bɛsu, anka Ofosu werɛ bɛho, anka aboa no bɛwu)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

Make text-to-self connections

- Say: Afei, monnwene asase a ɛwoso maa adowa yeraeɛ no ho. Woahunu asasewosoɔ pɛn na ɛdeɛn na ɛsiiɛ?
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

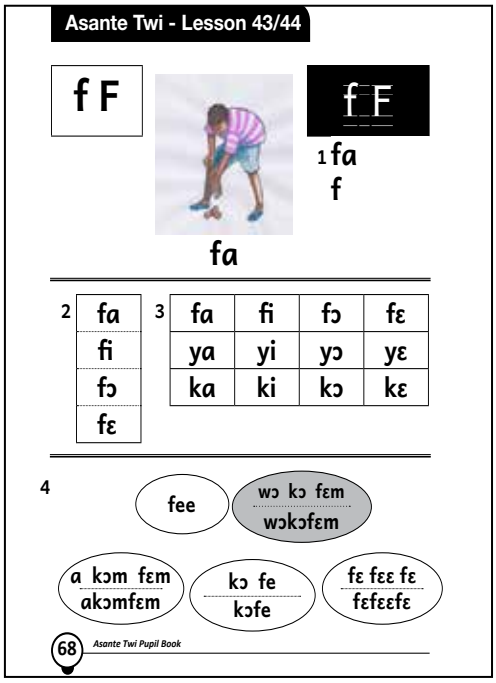
6. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to draw or write about the text-to-self connection they made to the story.

Asante Twi – Lesson 85

New Letter: f F



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learnt. Pupils say the sounds of the letters.

I, W, d, Y, w, i, b, K,B, k, y, D

2. Teach the sound (4 mins)

Tongue twister—say the sound

- Say the tongue twister. Pupils repeat. Foriwaa faa fon frɛɛ Fosu
- Ask pupils what sound they hear most.

Listening game – first sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

nkɔmmɔ, fononoo, da, ɛwoɔ, fam, akonnwa, fom, fufuo

3. Letter and keyword (10 mins)

Teach the letter

- Point to the small letter **"f"** on the alphabet poster or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ **/f/.** Mo ne me mmom nka **/f/**.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter **"F"** on the alphabet poster or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ **/f/.** Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter **"f"** on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.

- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no "fa". Mote /f/ wɔ "fa" mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne "fa".
- Point to the letter (under the keyword). Read it and show pupils how the letter is part of the keyword.

4. Read syllables (5 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "**a**" and show the "**f**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**f**/)
- Cover the "**f**" and show the "**a**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**a**/).
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. /**f**/ /**a**/, "**fa**".
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

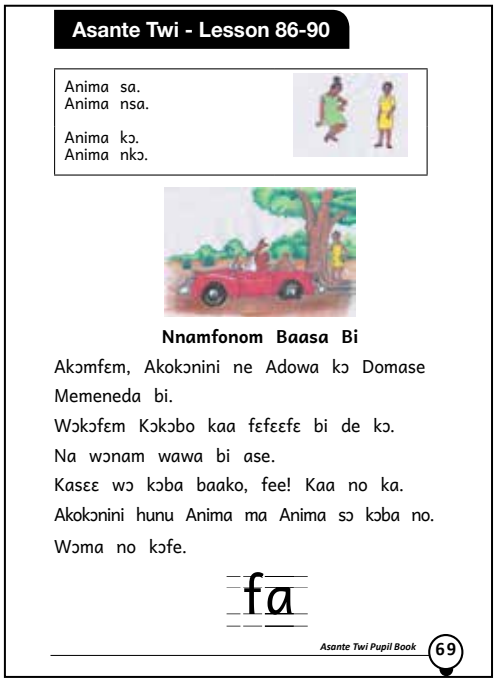
5. Read words (10 mins)

Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi – Lesson 86

Pupil Book Story: First Reading



Asante Twi - Lesson 86-90

Anima sa.
Anima nsa.

Anima kɔ.
Anima nkɔ.

Nnamfonom Baasa Bi

Akɔmfɛm, Akokɔnini ne Adowa kɔ Domase Memeneda bi.
Wɔkɔfɛm Kɔkɔbo kaa fɛfɛɛfɛ bi de kɔ.
Na wɔnam wawa bi ase.
Kasɛɛ wɔ kɔba baako, fee! Kaa no ka.
Akokɔnini hunu Anima ma Anima sɔ kɔba no.
Wɔma no kɔfe.

fa

Asante Twi Pupil Book 69

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learnt letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

Help pupils find:

My language activity box in the pupil book

- Say: Ɛdeɛn na ɛda nso wɔ ɔkasamu mmienu mmienu biara mu? (Answer: One sentence has an "n" and one doesn't.)
- Say: Ɔkasamu ahodoɔ bɛn na ɛne mfoni no kɔ pɛ?

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary words on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

akɔmfɛm kɔfe

3. Comprehension _ Prediction (5 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ nsɛmfua a yɛasua dada no na wɔde atwerɛ.
- Say: Akɔmfɛm, akokɔnini ne adowa rekɔ Domase akɔsra akɔmfɛm nuabaa a wabobɔ mma ahoɔfɛfoɔ nsia. Kenkan abasɛm yi na hwɛ deɛ ɛbɛsi.

- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Prediction check (2 mins)

Check prediction based on picture

- Ask pupils to remember their predictions from before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

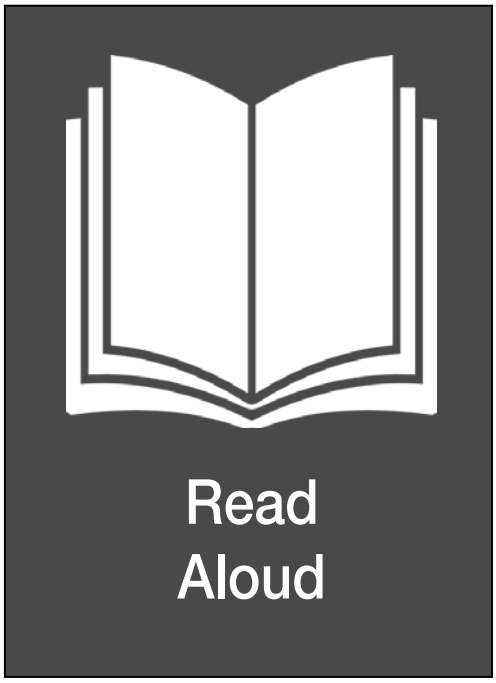
7. Writing – Letters (6 mins)

Pupils practice writing the letter

- Ask pupils to locate the letter **"f"** in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter **"f"** on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter **"f"** 5 times.
- If some pupils finish early, tell them to draw a picture of something that begins with the sound /**f**/.

Asante Twi – Lesson 87

Teacher Read Aloud: Second Reading



Standards:

The pupils will be able to:

1. Use new words correctly in sentences
2. Answer factual and inferential questions about a text
3. Use verbal and nonverbal communication appropriately

1. Clap the syllable (3 mins)

Tongue twister—blend sounds

- Recite the tongue twister from yesterday. Foriwaa faa fon frɛɛ Fosu
- Ask pupils what sound they hear most.
- Ask pupils what letter makes that sound.
- Say: Afei, merebɛka nnyegyeeɛ ahodoɔ bi. Momma yɛnkeka nnyegyeeɛ ahodoɔ no mmobɔ mu mfa nka asɛnsini ahodoɔ wɔ yɛn tɛkyerɛmaworɔ nsɛmfua no mu.

- Say the sounds **/F/ /o/**. Ask pupils to blend the sounds together to make a syllable from the tongue twister. (Answer: **Fo**).
- Repeat with the sounds **/s/ /u/.** (Answer: **su**).
- Say each syllable **"Fo" "su"**
- Turn and talk: Ask pupils to turn to a pupil next to them and say the word made by those syllables.
- Call on 1-2 pupils to say what word is made when they blend the sounds and syllables together.

2. Vocabulary – before reading (7 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learnt during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

twene	**suro**	**pene so**

3. Read aloud (10 mins)

Read the following story aloud again

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments. If pupils struggled with one of the new vocabulary words, pause to discuss its meaning in the story. If pupils are struggling with a new sound learnt this week, pause to point out the sound in a few different words.

Afunumu ne okuafoɔ no

Da bi, na okuafoɔ bi te Asaman. Da biara na ɔsɔre ntɛm kɔ afuom. Sɛ ɔkɔ afuo mu a, ɔyɔ adwuma pa ara. Ɔdɔɔ kwaeɛ no, ɛnna ɔduaa bayerɛ. Ɔtuu bayerɛ no, ɔbɔɔ apata de bayerɛ no guu so. Da biara na ɔde bayerɛ no bi kɔ efie. Na ɔyɛ nipa pa. Ɔma obiara bayerɛ. Ɔde bayerɛ kɔmaa ɔhemmaa. Ɔde bayerɛ kɔmaa ɔhene. Da koro bi, ɔhene no kaa sɛ, "Yɛrebɛdi afahyɛ. Bɔ mmɔden ma yɛn bayerɛ."

Okuafoɔ no kaa sɛ, "Yoo, mede bayerɛ bɛba." Okuafoɔ no rekɔ afuom no, ɔhyiaa afunumu. Afunumu no kyeaa okuafoɔ no sɛ, "Mema wo akye." Okuafoɔ no gyee so sɛ, "Yaa onua." Afunumu no kaa sɛ, "Wobɛboa me ama mapam ɔtwe? Ɔtwe rewe nsensan no nyinaa." Okuafoɔ no kaa sɛ, "Aane, mɛboa wo, sɛ wobɛsoa me a." Afunumu de okuafoɔ no tenaa n'akyi na ɔde mmirika kɔɔ baabi a ɔtwe wɔ no. Ɔtwe firii aseɛ dwaneeɛ. Ɔde mmirika twaa hɔ hyiaeɛ. Ɔtwe tuu mmirika kyɛn afunumu.

Afunumu ne Okuafoɔ no nsa anka ɔtwe. Afei, Okuafoɔ no kaa sɛ, "Seesei, mahunu deɛ mɛyɔ. Mɛfa me twene no." Okuafoɔ no faa ne twene no bɔeɛ. Ɔtwe tee twene no. Na ɔsuro. Ɔdwaneeɛ, na wamma bio. Enti, ɛbɛsi nnɛ, ɔtwe aka kwaeɛm akyirikyiri. Afunumu kaa sɛ, "Okuafoɔ, meda wo ase. Mɛboa wo ama woasoa bayerɛ akɔma ɔhene." Ɔhene kaa sɛ, "Afunumu, ɔman mu no nyinaa da wo ase. Yɛpɛ sɛ wo ne yɛn tena." ɔmanfoɔ no nyinaa kaa sɛ, "Yɛpa wo kyɛw, ɛne yɛn ntena." Afunumu peneeɛ na ɛfiri hɔ no, ɔne nnipa na ɛteɛ, ɔboa wɔn.

4. Comprehension – making connections (10 mins)

Ask comprehension questions

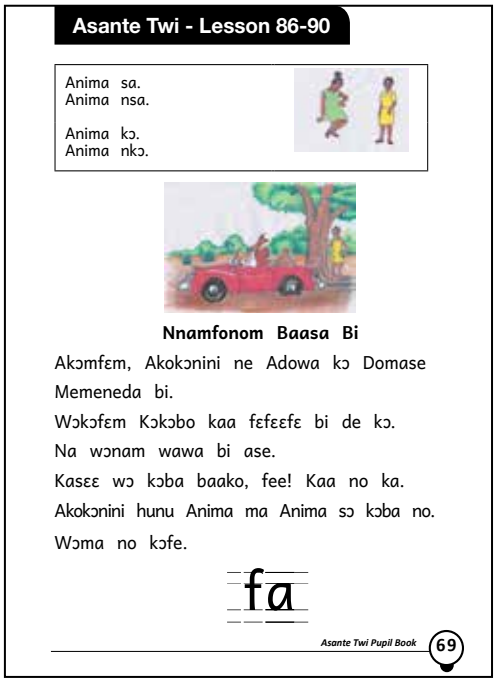
- Call on a pupil randomly to answer the following question:
- Question 1: Ɛdeɛn na okuafoɔ no ne afunu yɛ de hunahuna ɔtwe no? (Answer: Okuafoɔ no bɔɔ ne twene no.)
- Question 2: Kyerɛ okuafoɔ no su. Onipa su bɛn na ɔyɛ? (Answers: Na okuafoɔ no yam yɛ, na okuafoɔ no yɛ adwumaden.)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

Make text-to-self connections

- Say: Afei, monnwene ɛberɛ a okuafoɔ no ne afunumu de bayerɛ maa ɔhene no ho . Woakyɛ obi adeɛ pɛn? Atenka bɛn na ɛmaa wo nyaeɛ? (Answer: many Possible answers)
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

Asante Twi – Lesson 88

Pupil Book Story: Second Reading



Asante Twi - Lesson 86-90

Anima sa.
Anima nsa.

Anima kɔ.
Anima nkɔ.

Nnamfonom Baasa Bi

Akɔmfɛm, Akokɔnini ne Adowa kɔ Domase Memeneda bi.
Wɔkɔfɛm Kɔkɔbo kaa fɛfɛɛfɛ bi de kɔ.
Na wɔnam wawa bi ase.
Kasɛɛ wɔ kɔba baako, fee! Kaa no ka.
Akokɔnini hunu Anima ma Anima sɔ kɔba no.
Wɔma no kɔfe.

fa

Asante Twi Pupil Book 69

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Make a connection between a story and personal experience
4. Use drawing and writing to respond to a story

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learnt. Pupils say the sounds of the letters.

I, W, d, Y, w, i, b, K,B, k, y, D

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter **"f"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter **"F"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say**:** Nsɛmfua bɛn na monim a nnyegyeeɛ /f/ na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

5. Comprehension – making connections (8 mins)

Ask comprehension questions

- Call on a pupil randomly to answer the following question:
- Question 1: Hwan kaa na akɔmfɛm ne ne nnamfo kɔfɛm de tuu wɔn ɛkwan no? Kenkan ɔkasamu a ɛka yei kyerɛ me. (Answer: Read sentence 2)
- Question 2: Wosusu sɛ ɛdeɛn na akokɔnini yɛeɛ ɛberɛ a ɔhunuu Anima? Kenkan abasɛm no fa a ɛma wodwene saa kyerɛ me. (Answer: Read sentence 5 for a clue. The following Answers are acceptable: Akokɔnini bɔɔ Anima amaneɛ, akokɔnini frɛɛ Anima sɛ ɔmmɛboa wɔn.
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

Make text-to-self connections

- Say: Afei, monnwene kasɛɛ a ɛwɔɔ kaa kɔba no ho. Kasɛɛ awɔ wo pɛn na na ɛte sɛn?
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

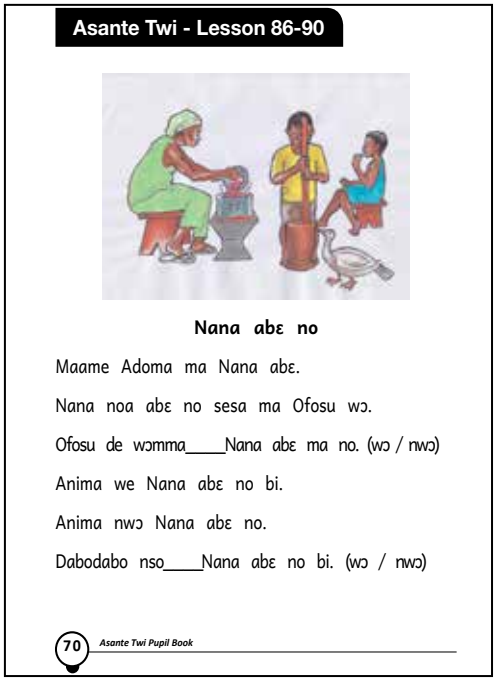
6. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to draw or write about the text-to-self connection they made to the story.

Asante Twi – Lesson 89

Assess & Review


Asante Twi - Lesson 86-90

Nana abɛ no

Maame Adoma ma Nana abɛ.

Nana noa abɛ no sesa ma Ofosu wɔ.

Ofosu de wɔmma____Nana abɛ ma no. (wɔ / nwɔ)

Anima we Nana abɛ no bi.

Anima nwɔ Nana abɛ no.

Dabodabo nso____Nana abɛ no bi. (wɔ / nwɔ)

70 Asante Twi Pupil Book

Standards:
The pupils will be able to:
1. Read text with fluency

Assessment: BEFORE THE LESSON

Prepare for the assessment

- Prepare an assessment page in a notebook. List all the pupils in the class in alphabetical order. Then make 3 more columns with the title “letters”, “syllables” and “individual score”.
- At the beginning of this lesson, help pupils find the decodable story for this lesson. Instruct pupils who are not being assessed to read the story quietly.

1. Reason to Read (2 mins)

Think about why you want to read the story

- Tell pupils that they will be reading a story with a partner while you work with individual pupils.
- Say: Maame Adoma kɔsra Ofosu nana ma no abɛ. Kenkan abasɛm no hwɛ deɛ ɛkɔɔ so.
- Please look at the illustration in the pupils book to help guide your Answer.
- Turn and talk: Ask pupils to turn to a pupil next to them to begin reading the story in their Pupil Books.
- Tell pupils that they will see a few words in the story missing. With their partners, they should choose which of the two options in parenthesis is the correct choice for the story.

2. Assessment (individual assessment while the rest of the class reads in pairs) (20 mins)

Administer the assessment

- You will assess 10 pupils. While the whole class is reading in pairs, call one pupil to sit with you.
- Open the assessment booklet to the assessment for this week.
- Show the pupil the 5 letters. Mark the number of correct responses (from 1-5).
- Show the pupil the 5 syllables. Mark the number of correct responses (from 1-5).
- Do this for another 9 pupils (to complete all 10). Next week you will assess 10 more pupils starting with the next pupil on the list.

Score the assessment – for each pupil

- Total the correct letters and syllables for each pupil – across the row. This gives a general sense of how the child is learning: 8-10 correct is good. 6-7 is developing. 1-5 may indicate that the child is struggling.

Score the assessment – for class progress

- Total the correct letters and syllables for the 10 pupils by adding each column. A total of 40-50 is good, 30-40 is developing, and less than 30 is a challenge. Consider reinforcement activities for skill areas that are less than 40.

Looking forward

- Next week, continue with the next 10 pupils on the list.
- Continue this way until all pupils are assessed, then start over again from the beginning of the list.

3. Comprehension – Comprehension questions (8 mins)

Ask comprehension questions

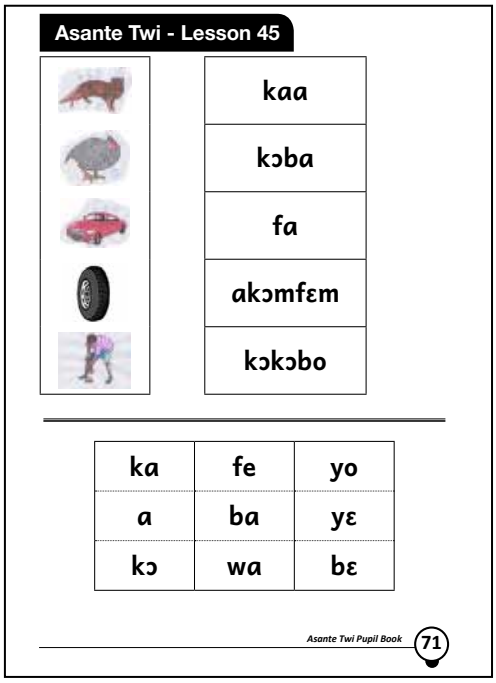
- Thank pupils for staying on task and working well with their partners.
- Call on a pupil randomly to answer each of the following questions:
- Question 1: Ɛdeɛn na maame Adoma de ma nana? Kenkan ɔkasamu a ɛka yei kyerɛ me. (Answer: Read sentence 1)
- Question 2: Hwan na ɔwɔ nana abɛ no ma no? Kenkan ɔkasamu a ɛka yei kyerɛ me. (Answer: Read sentences 2 and 3)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Lesson Assessment

f	k	y	ɔ	i
kɔ	si	yam	fi	no

Asante Twi – Lesson 90

Review & Reinforce



Standards:
The pupils will be able to:
1. Use letter and sound knowledge to read words
2. Blend syllables to read and write words

1. Reinforcement activities (15 mins)

NOTE

Choose a reinforcement activity from the options below. Base your choice on the skill(s) your pupils found challenging in the assessment. The skill reinforced by the activity is in the activity name: "letter sounds" or "syllable blending".

Letter sounds – Can you think of a word?

- Use flashcards. Hold up a letter pupils have learnt but need to practice. Ask a pupil to say the letter sound. Repeat the correct letter sound. Ask pupils to think of a word that starts with the sound. Calls on 5-10 pupils to share their words, then move on to the next letter.

Letter sounds – Letter zoom

- Ask pupils to turn to the table of letters at the back of the pupil book. Call a letter sound that pupils have already learnt. Ask pupils to look at the letters in the table and quickly tap the letter that makes that sound. Repeat with additional letters that pupils have already learnt. *TIP – start saying letter sounds at a speed that gets as many pupils to participate as possible, then gradually start saying letter sounds more quickly.

Syllable blending – Whisper the syllable

- Use flashcards. Choose 3 consonants and 3 short or long vowels from the flashcards (try to use letters that pupils may struggle with or have forgotten). Hold up a consonant and say its sound. Hold up a short or long vowel and say its sound (or have pupils say the sound). Ask pupils to turn to a partner and quietly say the syllable made by the who flashcards. When they agree on the syllable, have them raise their hands. Wait until most of the class has raised their hands. Call on a pair at random to say the syllable. If they are correct, give a clap of appreciation. Continue using flashcards to make 5-10 more syllables for pupils to say in pairs.

Syllable blending – Phonics bingo

- Write 10 syllables on the blackboard that pupils have already learnt. Read the items aloud once. Ask pupils to choose 3 of them to write in a notebook, paper, slate, or other place. Call one of the syllables at random. The first pupil to hear all 3 of the syllables they wrote down raises their hand. If they can say all 3 correct items, they get a clap of appreciation from the class.

2. Word matching (5 mins)

Match Words and Pictures

- Ask pupils to put their fingers under the first word in the word list for the activity in the pupil book. Read the first word.
- Say: Asɛmfua yi ase kyerɛ sɛn?
- Ask for a volunteer to tell say the meaning of the word. Then, ask pupils to point to the picture on the page that matches that word. Ask all pupils to point to the next word in the list and whisper read it to themselves. Call on a pupil at random to read the word for the class. Ask all pupils to point to the picture that matches the word.
- Continue the activity to the end of the word list, helping pupils that get stuck.

3. Word building (10 mins)

Use syllables to build given words

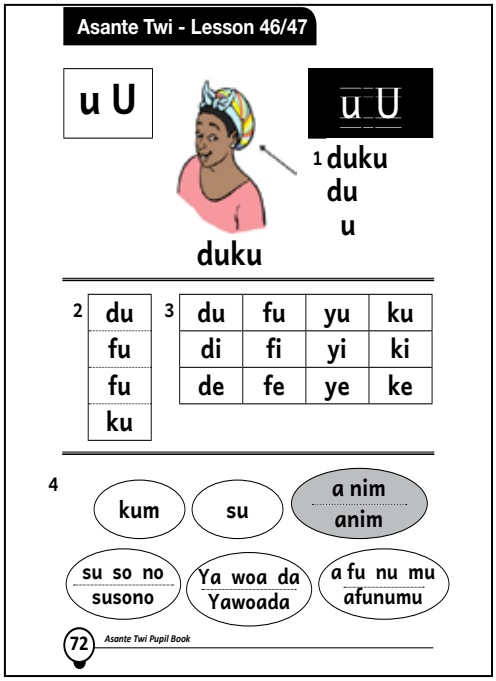
- Tell pupils they will write words using the syllables in the box.
- Say: Meredwene asɛmfua bi ho. Asɛmfua no ne "abɛ". Momma yɛmmɔ yɛn nsam wɔ so "a / bɛ".
- Ask pupils to point to the first syllable in the word on the Lesson 45 page in their Pupil Books. Then, write the syllable on the board.
- Continue asking pupils to point to the syllables in the word until the full word is written on the board.
- Say: Asɛmfua no ne "abɛ". Afei yɛatwerɛ asɛmfua no nyinaa. Momma yɛmmom nkenkan. (Pupils read the word)
- Say the first word below and clap the syllables with pupils. Give pupils time to find the syllables of the word and point to them in their book, then write them to form the word in their copy books. After all pupils have written the word, say the next word. Continue with the rest of the words.
- Words: kaba, ka / ba kɔfe, kɔ / fe ayɛ, a / yɛ

Use syllables to build new words

- Say: Afei, mepɛ sɛ mobɔ mmɔden yɛ mo ankasa mo nsɛmfua!
- Ask pupils to use any of the syllables in the pupil book to make another word that they know and write it in their copy books.
- Turn and talk: When pupils are finished, ask them to turn to a pupil next to them to share the word they made.

Asante Twi – Lesson 91

New Letter: u U



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learnt.

y, I, B, W, Y, w, b, K, i, k, f, F

2. Teach the sound (4 mins)

Tongue twister—say the sound

- Say the tongue twister. Pupils repeat. Duku punu dudo nkukuo du
- Ask pupils what sound they hear most. (Answer: /u/)

Listening game – first sound

- Say each word below. Pupils put a hand up if they hear the sound in the word and on the desk if they do not.

susu, pam, punu, soma, kum, akuma, bɔ, yi

3. Letter and keyword (10 mins)

Teach the letter

- Point to the small letter **"u"** on the alphabet poster or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ **/u/**. Mo ne me mmom nka **/u/**.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter **"U"** on the alphabet poster or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ **/u/**. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter **"u"** on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no "duku". Mote "u" wɔ "duku" mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne "duku".
- Point to the syllable (under the keyword). Read it and show pupils how the syllable is part of the keyword.
- Point to the letter (under the syllable). Read it and show pupils how the letter is part of the syllable.

4. Read syllables (5 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "**u**" and show the "**d**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**d**/)
- Cover the "**d**" and show the "**u**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**u**/).
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. /**d**/ /**u**/, "**du**".
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (10 mins)

Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.

- Say: Mohunu asɛmfua a saa nnyegyeeɛ **/o/** ne **/a/** wɔ mu wɔ mo nwoma no mu? (Answer: Yawoada)
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi – Lesson 92

Pupil Book Story: First Reading



Asante Twi - Lesson 91-95

me dame
me safoa
me wɔmma

Ɔsebɔ ne Susono

Yawoada bi, ɛkɔm dee ɔsebɔ.
Ɔbisaa Susono sika ma ɔmaa no bi.
Ɔsebɔ de sika no yɛɛ kawa ne adaka. Susono faa adaka no bobɔɔ fam, kum! Kum!
Wɔɔ! Wɔɔ! Ɔsebɔ de esu kɔɔ Afunumu anim.
Afunumu kɔkaa asɛm no.

duku

Asante Twi Pupil Book 73

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learnt letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

Help pupils find:

My language activity box in the pupil book

- Say: Ɛdeɛn na ɛyɛ pɛ wɔ kasasin no nyinaa mu? (Answer: All the phrases have "me"- first person singular pronoun.)
- Say: Kenkan kasasin no mu biara na fa wo nsa sisi mfoni a ɛkyerɛkyerɛ mu no so.

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

susono	**afunumu**

3. Comprehension - Prediction (5 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ nsɛmfua a yɛasua dada no na wɔde atwerɛ.
- Say: Yawoada bi, asɛm bi sii ɔsebɔ ne susono ntam. Kenkan abasɛm no hwɛ deɛ ɛsiiɛ.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. Do NOT read it aloud for them. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Prediction check (2 mins)

Check prediction based on picture

- Ask pupils to remember the predictions they made before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

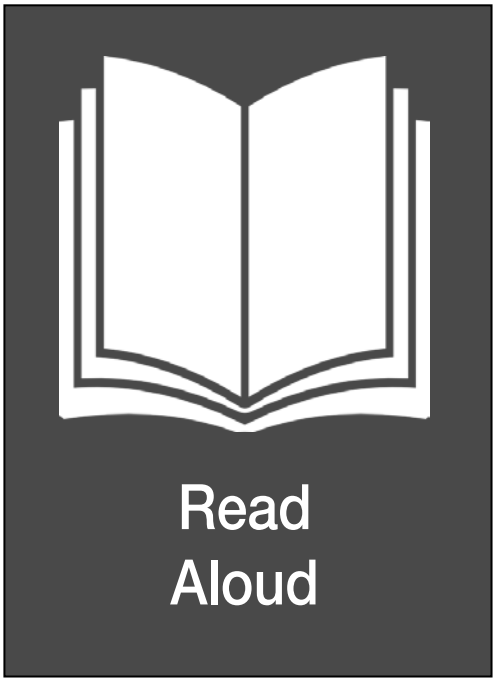
7. Writing – Letters (6 mins)

Pupils practice writing the letter

- Ask pupils to locate the letter **"u"** in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter **"u"** on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter **"u"** 5 times.
- If some pupils finish early, tell them to draw a picture of something that begins with the sound/**u**/.

Asante Twi – Lesson 93

Teacher Read Aloud: First Reading



Standards:

The pupils will be able to:

1. Use new words correctly in sentences
2. Make predictions using a title
3. Use verbal and nonverbal communication appropriately

1. Blend sounds (2 mins)

Tongue twister—blend sounds

- Recite the tongue twister from yesterday. Duku punu dudo nkukuo du
- Ask pupils what sound they hear most.
- Ask pupils what letter makes that sound.
- Say: Afei, merebɛka nnyegyeeɛ ahodoɔ bi. Momma yɛnkeka nnyegyeeɛ ahodoɔ no mmobɔ mu mfa nka asɛnsini ahodoɔ wɔ yɛn tɛkyerɛmaworɔ nsɛmfua no mu.
- Say the sounds /d/ /u/. Ask pupils to blend the sounds together to make a syllable from the tongue twister. (Answer: du).
- Repeat with the sounds /k/ /u/. (Answer: ku).
- Say each syllable "du" "ku"
- Turn and talk: Ask pupils to turn to a pupil next to them and say the word made by those syllables.

Call on 1-2 pupils to say what word is made when they blend the sounds and syllables together.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it. Talk to the pupils about the new words they will hear in the text. Ask pupils what they know about each one.
- Discuss with students the word meaning, using gestures or illustrations to support understanding.

sukɔm	**asubura**	**afidie**

3. Comprehension - Prediction (5 mins)

Prediction based on title

- Say: Merebɛkenkan abasɛm bi. Mɛka abasɛm no edin akyerɛ mo. Mepɛ sɛ mode mo adwene susu deɛ abasɛm no fa ho. Edin no ne "Pataku ne Abirekyie no".
- Turn and Talk: Ask pupils to turn a pupil next to them and make a guess (a prediction) about the story.
- Call on 2 pupils at random and ask them for their predictions.

4. Read aloud (10 mins)

Read the following story aloud

- Ask pupils to do a thumbs up if they hear one of the new vocabulary words during the read aloud.
- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments such as when you come to a vocabulary word the pupils just learnt or when you hear a syllable the pupils just practiced.

Pataku ne Abirekyie no

Da koro owigyinaeɛ bi, sukɔm dee Abirekyie ne Pataku. Abirekyie kaa sɛ, "Ma yɛnkɔpɛ nsuo." Pataku penee so kaa sɛ, "Aane, ma yɛnkɔpɛ nsuo." Wɔnantee nanteeɛ. Wɔtuu mmirika tui, tuiɛ. Akyire yi wɔbɛtoo asubura bi. Na nsuo kakra bi na ɛgyina asubura no mu. Abirekyie kaa sɛ, "Afei deɛ, yɛbɛnya nsuo anom." Pataku nso kaa sɛ, "Aane, yɛbɛnya nsuo anom." Pataku huri sii asubura no mu. Abirekyie nso huri sii asubura no mu.

Pataku nomee, nomeeɛ. Abirekyie nomee, nomeeɛ. Wɔnomm nsuo no meeɛ. Afei na aduru sɛ wɔbɛfiri. Pataku kaa sɛ, "Asubura no mu dɔ. Merentumi mfiri." Abirekyie gye too mu. ɔkaa sɛ, "Aane, asubura no mu dɔ. Merentumi mfiri! Yɛbɛyɛ dɛn?" Pataku kaa sɛ, "Ɛhee, afei na mahunu. Mɛdi ɛkan ahuri asi w'akyi na mefiri a, maboa wo ama wo nso woafiri." Enti Pataku firiiɛ. Abirekyie team sɛ, "Pataku wowɔ he?"

Nanso Pataku dwane kɔeɛ. Ɛyɛɛ kakra no abaayewa bi baa hɔ na ɔtee sɛ Abirekyie resu wɔ asubura no mu. Abaayewa no boaa Abirekyie maa no firii asubura no mu. Abirekyie daa abaayewa no ase na ɔsii mu kɔeɛ. Prɛko pɛ ɔbɛhwɛ a Pataku na afidie ayi no yi. Pataku kaa sɛ, "Abirekyie, mepa wo kyɛw, ka ahoma no mu ma me na mennya me ho." Abirekyie kaa sɛ, "Yoo, mɛboa wo, ɛyɛ sɛ wobɛsua sɛdeɛ yɛyɛ adamfoɔ."

5. Comprehension – Prediction check (3 mins)

Check predictions based on title

- Remind the class what the volunteer pupil predicted before the read aloud. Ask the pupils if his prediction matched what was in the story.
- Ask the other pupils to think about what they predicted. Call on 2 pupils at random. Ask what they predicted, why, and if what they predicted is what happened in the story.

6. Vocabulary – after reading (5 mins)

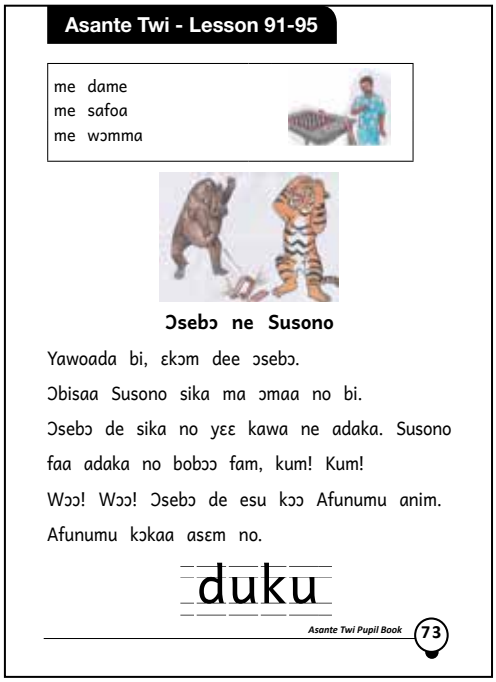
Check for vocabulary understanding

- Ask pupils if they heard the new vocabulary words during the read aloud.
- Call on 3-4 pupils to say what vocabulary word they heard and to say the meaning in their own words.
- Say: Momma yɛmfa nsɛmfua a yɛasua no nyɛ ɔkasamu ahodoɔ foforɔ.
- Give an example by using one of the words in a new sentence – a sentence that is not in the pupil book or read aloud.
- For each of the other vocabulary words introduced before reading, ask a pupil to use the word in a new sentence. Have pupils act out a word, if appropriate. Congratulate, help, or correct the pupils, depending on the responses.

- Remind pupils that they can use these words anytime throughout the day. Encourage pupils to share the words with their families at home.

Asante Twi – Lesson 94

Pupil Book Story: Second Reading


Asante Twi - Lesson 91-95

me dame
me safoa
me wɔmma

Ɔsebɔ ne Susono

Yawoada bi, ɛkɔm dee ɔsebɔ.
Ɔbisaa Susono sika ma ɔmaa no bi.
Ɔsebɔ de sika no yɛɛ kawa ne adaka. Susono faa adaka no bobɔɔ fam, kum! Kum!
Wɔɔ! Wɔɔ! Ɔsebɔ de esu kɔɔ Afunumu anim.
Afunumu kɔkaa asɛm no.

duku

Asante Twi Pupil Book 73

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Make a connection between a story and personal experience
4. Use drawing and writing to respond to a story

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learnt. Pupils say the sounds of the letters.

Y, b, W, y, i, w, B, K, I, k, f, F

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter **"u"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter **"U"** on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ **/u/** wɔ mu?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

5. Comprehension – making connections (8 mins)

Ask comprehension questions

- Call on a pupil randomly to answer the following question:
- Question 1: Ɛdeɛn na ɔsebɔ de sika a susono de maa no no yɛɛɛ? Kenkan ɔkasamu a ɛkasa fa yei ho kyerɛ me.(Answer: Read sentence 3)
- Question 2: Wosusu sɛ ɛdeɛn nti na susono de adaka no bobɔɔ fam? Kenkan abasɛm no fa a ɛma wodwene saa kyerɛ me. (The following Answers are acceptable: Na ne bo afu ɔsebɔ, ɔsebɔ daadaa no, ɔsebɔ amfa sika no antɔ aduane anni ntira)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

Make text-to-self connections

- Say: Afei, monnwene sɛe a susono sɛee ɔsebɔ adaka no ho. Obi asɛe w'adeɛ pɛn? Na ɛyɛ ɛdeɛn adeɛ, na woyɛɛ ɛdeɛn?
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

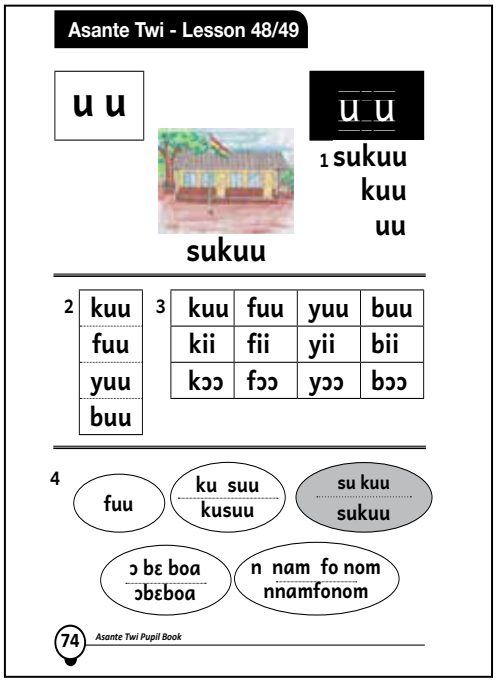
6. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to draw or write about the text-to-self connection they made to the story.

Asante Twi – Lesson 95

New Letter: uu



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learnt. Pupils say the sounds of the letters.

l, F, b, B, U, k, i, y, K, f, Y, u

2. Teach the sound (4 mins)

Tongue twister—say the sound

- Say the tongue twister. Pupils repeat. Kusukuukuu butuu sukuu so kusuu
- Ask pupils what sound they hear most.

Listening game – first sound

- Say each word below. Pupils put a hand up if they hear the sound in the word and on the desk if they do not.
- Words: **sukuu, to, kusuu, di, buu, kɔtɔ, ɛdan, huu**

3. Letter and keyword (10 mins)

Teach the letter

- Point to the small letter **"uu"** on the alphabet poster or on the board.
- Say**:** Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ **/uu/**. Mo ne me mmom nka **/uu/**.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the small letter **"uu"** on the alphabet poster or on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no "sukuu". Mote /uu/ wɔ "sukuu" mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne "sukuu".
- Point to the syllable (under the keyword). Read it and show pupils how the syllable is part of the keyword.
- Point to the letter (under the syllable). Read it and show pupils how the letter is part of the syllable.

4. Read syllables (5 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "**uu**" and show the "**k**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**k**/)
- Cover the "**k**" and show the "**uu**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**uu**/).
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. /**k**/ /**uu**/, "**kuu**".
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

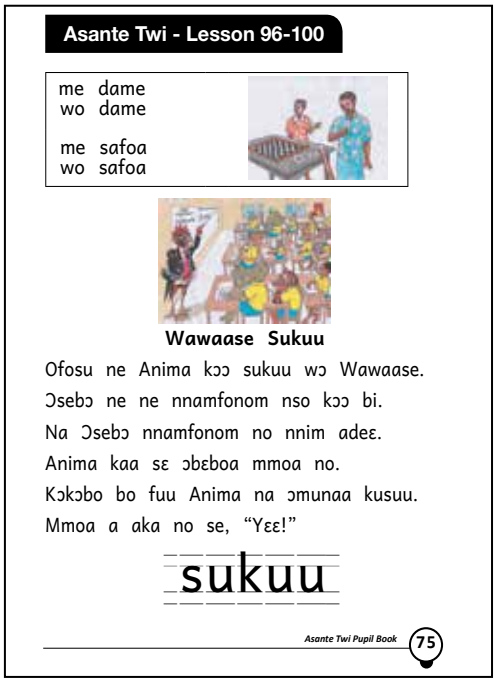
5. Read words (10 mins)

Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Mohunu asɛmfua a saa nnyegyeeɛ **/o/** ne **/ a/** wɔ mu wɔ mo nwoma no mu? (Answer: ɔbɛboa)
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi – Lesson 96

Pupil Book Story: First Reading



Asante Twi - Lesson 96-100

me dame
wo dame

me safoa
wo safoa

Wawaase Sukuu

Ofosu ne Anima kɔɔ sukuu wɔ Wawaase.
Ɔsebɔ ne ne nnamfonom nso kɔɔ bi.
Na Ɔsebɔ nnamfonom no nnim adeɛ.
Anima kaa sɛ ɔbɛboa mmoa no.
Kɔkɔbo bo fuu Anima na ɔmunaa kusuu.
Mmoa a aka no se, "Yɛɛ!"

sukuu

Asante Twi Pupil Book 75

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learnt letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

Help pupils find:

My language activity box in the pupil book

- Say: Ɛdeɛn na ɛda nso wɔ kasasin mmienu mmienu biara mu? (Answer: In each pair of phrases, one phrase has a first person singular pronoun "me" and one has a second person singular pronoun "wo".
- Say: Kenkan kasasin no mu biara na fa wo nsa sisi mfoni a ɛkyerɛkyerɛ mu no so.

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

sukuu **safoa**

3. Comprehension - Prediction (5 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ nsɛmfua a yɛasua dada no na wɔde atwerɛ.
- Say: Anima, Ofosu ne mmoa binom kɔ sukuu. Kenkan abasɛm no hwɛ deɛ ɛsiiɛ.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Prediction check (2 mins)

Check prediction based on picture

- Ask pupils to remember their predictions from before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

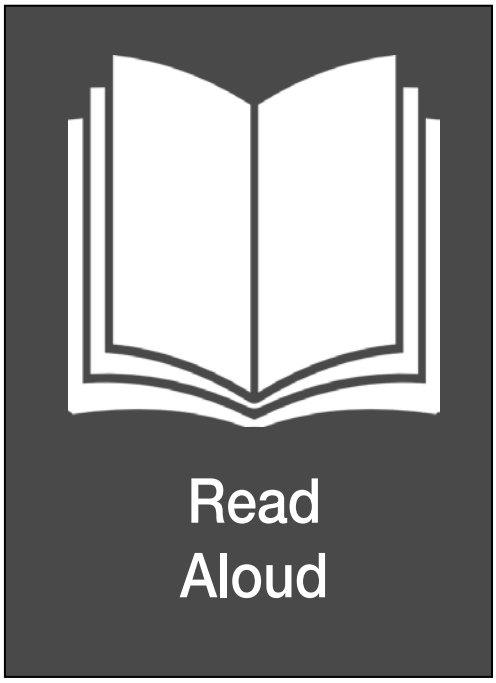
7. Writing – Letters (6 mins)

Pupils practice writing the letter

- Ask pupils to locate the letter **"uu"** in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter **"uu"** on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter **"uu"** 5 times.
- If some pupils finish early, tell them to draw a picture of something that begins with the sound /**uu**/.

Asante Twi – Lesson 97

Teacher Read Aloud: Second Reading



Standards:

The pupils will be able to:

1. Use new words correctly in sentences
2. Answer factual and inferential questions about a text
3. Use verbal and nonverbal communication appropriately

1. Clap the syllable (3 mins)

Tongue twister—blend sounds

- Recite the tongue twister from yesterday. Kusukuukuu butuu sukuu so kusuu
- Ask pupils what sound they hear most.
- Ask pupils what letter makes that sound.
- Say: Afei, merebɛka nnyegyeeɛ ahodoɔ bi. Momma yɛnkeka nnyegyeeɛ ahodoɔ no mmobɔ mu mfa nka asɛnsini ahodoɔ wɔ yɛn tɛkyerɛmaworɔ nsɛmfua no mu.

- Say the sounds /b/ /u/. Ask pupils to blend the sounds together to make a syllable from the tongue twister. (Answer: bu).
- Repeat with the sounds /t/ /uu/. (Answer: tuu).
- Say each syllable "bu" "tuu"
- Turn and talk: Ask pupils to turn to a pupil next to them and say the word made by those syllables.
- Call on 1-2 pupils to say what word is made when they blend the sounds and syllables together.

2. Vocabulary – before reading (7 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learnt during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

sukɔm	**asubura**	**afidie**

3. Read aloud (10 mins)

Read the following story aloud again

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments. If pupils struggled with one of the new vocabulary words, pause to discuss its meaning in the story. If pupils are struggling with a new sound learnt this week, pause to point out the sound in a few different words.

Pataku ne Abirekyie no

Da koro owigyinaeɛ bi, sukɔm dee Abirekyie ne Pataku. Abirekyie kaa sɛ, "Ma yɛnkɔpɛ nsuo." Pataku penee so kaa sɛ, "Aane, ma yɛnkɔpɛ nsuo." Wɔnantee nanteeɛ. Wɔtuu mmirika tui, tuiɛ. Akyire yi wɔbɛtoo asubura bi. Na nsuo kakra bi na ɛgyina asubura no mu. Abirekyie kaa sɛ, "Afei deɛ, yɛbɛnya nsuo anom." Pataku nso kaa sɛ, "Aane, yɛbɛnya nsuo anom." Pataku huri sii asubura no mu. Abirekyie nso huri sii asubura no mu.

Pataku nomee, nomeeɛ. Abirekyie nomee, nomeeɛ. Wɔnomm nsuo no meeɛ. Afei na aduru sɛ wɔbɛfiri. Pataku kaa sɛ, "Asubura no mu dɔ. Merentumi mfiri." Abirekyie gye too mu. ɔkaa sɛ, "Aane, asubura no mu dɔ. Merentumi mfiri! Yɛbɛyɛ dɛn?" Pataku kaa sɛ, "Ɛhee, afei na mahunu. Mɛdi ɛkan ahuri asi w'akyi na mefiri a, maboa wo ama wo nso woafiri." Enti Pataku firiiɛ. Abirekyie team sɛ, "Pataku wowɔ he?"

Nanso Pataku dwane kɔeɛ. Ɛyɛɛ kakra no abaayewa bi baa hɔ na ɔtee sɛ Abirekyie resu wɔ asubura no mu. Abaayewa no boaa Abirekyie maa no firii asubura no mu. Abirekyie daa abaayewa no ase na ɔsii mu kɔeɛ. Prɛko pɛ ɔbɛhwɛ a Pataku na afidie ayi no yi. Pataku kaa sɛ, "Abirekyie, mepa wo kyɛw, ka ahoma no mu ma me na mennya me ho." Abirekyie kaa sɛ, "Yoo, mɛboa wo, ɛyɛ sɛ wobɛsua sɛdeɛ yɛyɛ adamfoɔ."

4. Comprehension – making connections (10 mins)

Ask comprehension questions

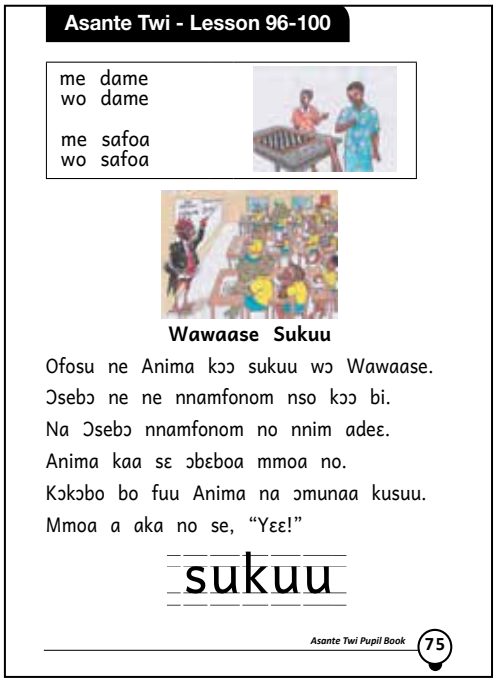
- Call on a pupil randomly to answer the following question:
- Question 1: Ɔkwan bɛn na pataku de abirekyie faa so? (Answer: Pataku ne abirekyie anni no yie ɛberɛ a ɔgyaa no abura no mu no.)
- Question 2: Ɔkwan bɛn na abirekyie de pataku faa so? (Answer: Abirekyie ne n'adamfo no dii no yie wɔ ɛberɛ a ɔmaa no huri sii n'akyi na ɔfaa so pue firii abura no mu.)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

Make text-to-self connections

- Say: Afei, monnwene ɛkwan a Pataku ne Abirikyie faa so tenaeɛ no ho. Ɔkwan bɛn na ɛsɛ sɛ yɛfa so ne yɛn nnamfonom tena? (Answer: many Possible answers)
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

Asante Twi – Lesson 98

Pupil Book Story: Second Reading


Asante Twi - Lesson 96-100

me dame
wo dame

me safoa
wo safoa

Wawaase Sukuu

Ofosu ne Anima kɔɔ sukuu wɔ Wawaase.
Ɔsebɔ ne ne nnamfonom nso kɔɔ bi.
Na Ɔsebɔ nnamfonom no nnim adeɛ.
Anima kaa sɛ ɔbɛboa mmoa no.
Kɔkɔbo bo fuu Anima na ɔmunaa kusuu.
Mmoa a aka no se, "Yɛɛ!"

sukuu

Asante Twi Pupil Book 75

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Make a connection between a story and personal experience
4. Use drawing and writing to respond to a story

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learnt. Pupils say the sounds of the letters.

I, F, b, B, U, k, i, y, K, f, Y, u

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter "uu" on the alphabet poster or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ /uu/ wɔ mu?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

5. Comprehension – making connections (8 mins)

Ask comprehension questions

- Call on a pupil randomly to answer the following question:
- Question 1: Ɛdeɛn nti na Anima kaa sɛ ɔbɛboa mmoa no? Kenkan ɔkasamu a ɛka yei kyerɛ me. (Answer: Read sentence 3)
- Question 2: Wohwɛ deɛ kɔkɔbo yɛ kyerɛɛ Anima no a, wosusu sɛ Anima hyɛ aseɛ boa mmoa no a, kɔkɔbo bɛkɔ akɔka wɔn ho anaa? Abasɛm no fa he na ɛma wo dwene saa? (Read sentence 6 as a clue. Answer: Dabi ɔnkɔka wɔn ho. Reasons may include: Ɔmpɛ adesua, ɔmpɛ Anima asɛm, ɔmpɛ sukuukɔ)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

Make text-to-self connections

- Say: Afei, monnwene mmoa a Anima kaa ho asɛm kyerɛɛ mmoa no ho . Ɛdeɛn na woyɛ boa wo mfɛfoɔ a wɔnnim adeɛ no?
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

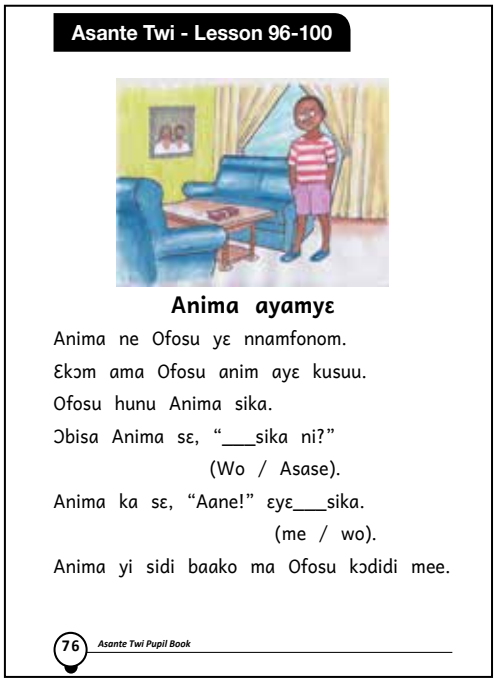
6. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to draw or write about the text-to-self connection they made to the story.

Asante Twi – Lesson 99

Assess & Review


Asante Twi - Lesson 96-100

Anima ayamyɛ

Anima ne Ofosu yɛ nnamfonom.
Ɛkɔm ama Ofosu anim ayɛ kusuu.
Ofosu hunu Anima sika.
Ɔbisa Anima sɛ, "___sika ni?"
(Wo / Asase).
Anima ka sɛ, "Aane!" ɛyɛ___sika.
(me / wo).
Anima yi sidi baako ma Ofosu kɔdidi mee.

Standards:
The pupils will be able to:
1. Read text with fluency

Assessment: BEFORE THE LESSON

Prepare for the assessment

- Prepare an assessment page in a notebook. List all the pupils in the class in alphabetical order. Then make 3 more columns with the title "letters", "syllables" and "individual score".
- At the beginning of this lesson, help pupils find the decodable story for this lesson. Instruct pupils who are not being assessed to read the story quietly.

1. Reason to Read (2 mins)

Think about why you want to read the story

- Tell pupils that they will be reading a story with a partner while you work with individual pupils.
- Say: Ofosu kɔsra Anima wɔ ne efie ɛberɛ a wɔapɔn sukuu. Biribi si. Kenkan abasɛm no na hwɛ deɛ ɛsiiɛ.
- Turn and talk: Ask pupils to turn to a pupil next to them to begin reading the story in their Pupil Books.
- Tell pupils that they will see a few words in the story missing. With their partners, they should choose which of the two options in parenthesis is the correct choice for the story.

2. Assessment (individual assessment while the rest of the class reads in pairs) (20 mins)

Administer the assessment

- You will assess 10 pupils. While the whole class is reading in pairs, call one pupil to sit with you.
- Open the assessment booklet to the assessment for this week.
- Show the pupil the 5 letters. Mark the number of correct responses (from 1-5).
- Show the pupil the 5 syllables. Mark the number of correct responses (from 1-5).
- Do this for another 9 pupils (to complete all 10). Next week you will assess 10 more pupils starting with the next pupil on the list.

Score the assessment – for each pupil

- Total the correct letters and syllables for each pupil – across the row. This gives a general sense of how the child is learning: 8-10 correct is good. 6-7 is developing. 1-5 may indicate that the child is struggling.

Score the assessment – for class progress

- Total the correct letters and syllables for the 10 pupils by adding each column. A total of 40-50 is good, 30-40 is developing, and less than 30 is a challenge. Consider reinforcement activities for skill areas that are less than 40.

Looking forward

- Next week, continue with the next 10 pupils on the list.
- Continue this way until all pupils are assessed, then start over again from the beginning of the list.

3. Comprehension – Comprehension questions (8 mins)

Ask comprehension questions

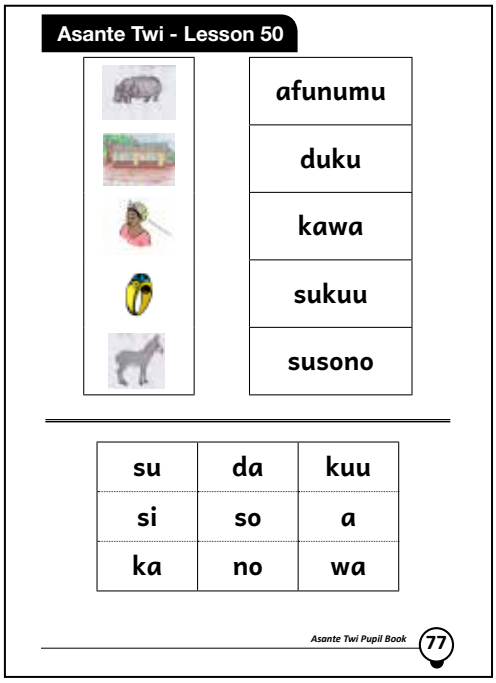
- Thank pupils for staying on task and working well with their partners.
- Call on a pupil randomly to answer each of the following questions:
- Question 1: Hwan na ɛkɔm dee no wɔ abasɛm no mu no? Kenkan ɔkasamu a ɛka yei kyerɛ me. (Answer: Read sentence 32)
- Question 2: Ɛdeɛn na Anima yi maa Ofosu? Kyerɛ me ɔkasamu a ɛka yei. (Answer: Read sentence 6)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Lesson Assessment

uu	f	u	k	i
bu	si	kuu	fɔ	do

Asante Twi – Lesson 100

Review & Reinforce



Standards:

The pupils will be able to:

1. Use letter and sound knowledge to read words
2. Blend syllables to read and write words

1. Reinforcement activities (15 mins)

NOTE

Choose a reinforcement activity from the options below. Base your choice on the skill(s) your pupils found challenging in the assessment. The skill reinforced by the activity is in the activity name: "letter sounds" or "syllable blending".

Letter sounds – Can you think of a word?

- Use flashcards. Hold up a letter pupils have learnt but need to practice. Ask a pupil to say the letter sound. Repeat the correct letter sound. Ask pupils to think of a word that starts with the sound. Calls on 5-10 pupils to share their words, then move on to the next letter.

Letter sounds – Letter zoom

- Ask pupils to turn to the table of letters at the back of the pupil book. Call a letter sound that pupils have already learnt. Ask pupils to look at the letters in the table and quickly tap the letter that makes that sound. Repeat with additional letters that pupils have already learnt. *TIP – start saying letter sounds at a speed that gets as many pupils to participate as possible, then gradually start saying letter sounds more quickly.

Syllable blending – Whisper the syllable

- Use flashcards. Choose 3 consonants and 3 short or long vowels from the flashcards (try to use letters that pupils may struggle with or have forgotten). Hold up a consonant and say its sound. Hold up a short or long vowel and say its sound (or have pupils say the sound). Ask pupils to turn to a partner and quietly say the syllable made by the two flashcards. When they agree on the syllable, have them raise their hands. Wait until most of the class has raised their hands. Call on a pair at random to say the syllable. If they are correct, give a clap of appreciation. Continue using flashcards to make 5-10 more syllables for pupils to say in pairs.

Syllable blending – Phonics bingo

- Write 10 syllables on the blackboard that pupils have already learnt. Read the items aloud once. Ask pupils to choose 3 of them to write in a notebook, paper, slate, or other place. Call one of the syllables at random. The first pupil to hear all 3 of the syllables they wrote down raises their hand. If they can say all 3 correct items, they get a clap of appreciation from the class.

2. Word matching (5 mins)

Match Words and Pictures

- Ask pupils to put their fingers under the first word in the word list for the activity in the pupil book. Read the first word.
- Say: Asɛmfua yi ase kyerɛ sɛn?
- Ask for a volunteer to tell say the meaning of the word. Then, ask pupils to point to the picture on the page that matches that word. Ask all pupils to point to the next word in the list and whisper read it to themselves. Call on a pupil at random to read the word for the class. Ask all pupils to point to the picture that matches the word.
- Continue the activity to the end of the word list, helping pupils that get stuck.

3. Word building (10 mins)

Use syllables to build given words

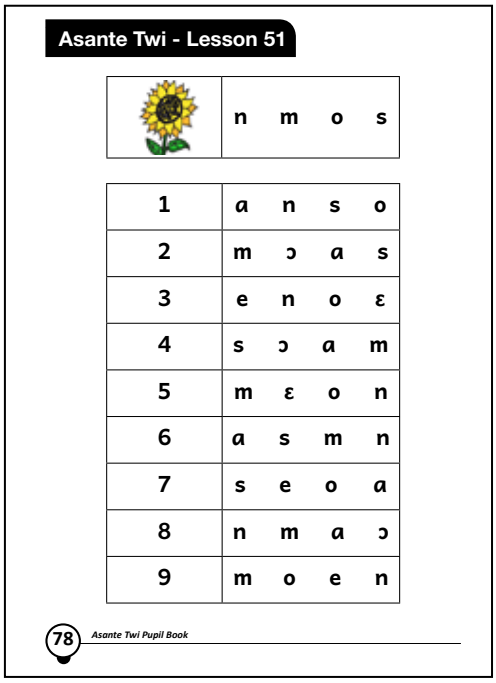
- Tell pupils they will write words using the syllables in the box.
- Say: Meredwene asɛmfua bi ho. Asɛmfua no ne "sukuu". Momma yɛmmɔ yɛn nsam wɔ so " su / kuu".
- Ask pupils to point to the first syllable in the word on the Lesson 20 page in their Pupil Books. Then, write the syllable on the board.
- Continue asking pupils to point to the syllables in the word until the full word is written on the board.
- Say: Asɛmfua no ne "sukuu". Afei yɛatwerɛ asɛmfua no nyinaa. Momma yɛmmom nkenkan.
  (Pupils read the word)
- Say the first word below and clap the syllables with pupils. Give pupils time to find the syllables of the word and point to them in their book, then write them to form the word in their copy books. After all pupils have written the word, say the next word. Continue with the rest of the words.
- Words: **susono, su/so/no kawa, ka/wa adaka, a/da/ka**

Use syllables to build new words

- Say: Afei, mepɛ sɛ mobɔ mmɔden yɛ mo ankasa mo nsɛmfua!
- Ask pupils to use any of the syllables in the pupil book to make another word that they know and write it in their copy books.
- Turn and talk: When pupils are finished, ask them to turn to a pupil next to them to share the word they made.

Asante Twi – Lesson 101

Review Week



Asante Twi - Lesson 51

	n m o s

1	ɑ n s o
2	m ɔ ɑ s
3	e n o ɛ
4	s ɔ ɑ m
5	m ɛ o n
6	ɑ s m n
7	s e o ɑ
8	n m ɑ ɔ
9	m o e n

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Standards:

The pupils will be able to:

1. Connect letters with spoken words
2. Show the teacher which letters they know well, and which they don't know well

Practise Ladder – Letters (15 mins)

How to play:

Consonants

- Write the letters from the grid below on the ground. Draw the grid, and write the letters in each box. (If that is not possible, draw it on the blackboard, and find a long stick for pupils to point to the correct box. In this case, they will point, not hop.)

f	y	u	k	i
w	d	kuu	fɔ	do

u	i	u	k	i
o	ɔ	kuu	fɔ	do

- Divide the class into two groups (at random, or by first letter of their name, etc.) and choose a group to start.
- Read the first word from the list below. The first pupil from the group will jump on the box that has the letter at the beginning of the word.
- Say: Tie asɛmfua no atwerɛdeɛ a ɛdi ɛkan no na huri si so! Asɛmfua no ne: (Say a word from the word list below)
- If the child is correct, give their group a point. If not, let the first pupil from the other group try. If that pupil is correct, give their group a point. If nobody knows it, demonstrate – hop on the box and show them the correct letter.
- Continue with the rest of the words.
- Word list: apɛsɛ, dame, wowa, bese, yam, fa, koko, sonosono, fononoo, sese.

Vowels

- Next, play the same game with vowels. The vowels are in the words, not at the beginning.
- Say: Tie ɛnne nnyegyeeɛ a ɛwɔ asɛmfua no mu no na huri si so! Asɛmfua no ne: (Say a word from the word list below)
- Continue with the rest of the words.
- Words list: sini, duku, sakasaka, hwene, kɛtɛ, koko, ankaa, sɔsɔ.
- Score the assessment – for each pupil

2. Assessment Letter Sound (15 mins)

Prepare and practice

- This assessment focuses on the first nine letters the pupils learned this term. The results will tell you which letters to review in Lesson 51B.
- Prepare by arranging pupils for testing. If possible, there should be some space between them. One possibility is for pupils to sit back-to-back, so they can't easily see each-other's pupil books.
- Ask pupils to open to the Lesson 51 page. They will see rows of letters with a number at the beginning of each row.
- Let pupils know that you will tell them what row of letters to look at. You will say a sound. Pupils should point to the letter in that row that makes the sound.
- Remind them to only look at their own book, not another pupil's book.
- Ask pupils to try the practice row at the top (see the row with the flower). Help them with the practice row, to be sure they understand how to respond.
    - Row (flower), Letter: s

Assess pupils

- Continue calling letters for the rest of the rows.
- Marking: For each letter you call out, look at 6 pupils' responses at random. If there are two or more pupils pointing to an incorrect letter, note down the letter. You will use the difficult letters for practice in lesson 52B.
- For example, if you look at 6 pupils and 2 or more don't know it, then it should be reviewed.
- Below is the list of letters to call out, by row. Remember to mark each difficult item before moving to the next one.
    - Row 1, Letter: n
    - Row 2, Letter: a
    - Row 3, Letter: e
    - Row 4, Letter: m
    - Row 5, Letter: ɛ
    - Row 6, Letter: m
    - Row 7, Letter: s
    - Row 8, Letter: ɔ
    - Row 9, Letter: o

Asante Twi – Lesson 102 Review Week



Standards:

The pupils will be able to:

1. Connect letters with spoken words
2. Show the teacher which letters they know well, and which they don't know well

1. Reinforcement – Re-teach Letters (10 mins)

Re-teach letters pupils aren't sure of

- Look at your list of letters from the assessment in 51A. These are letters that pupils were not confident with or that several pupils got wrong. Pull out the alphabet cards for only those letters.
- Use the alphabet strip to remind pupils of the letter sound and keyword for each letter.
- Raise up each of the alphabet cards, quickly. Ask pupils to say the letter sound as soon as they see it. Spend a couple minutes on this.

2. Reinforcement – Letter game (10 mins)

Ask pupils for words they know

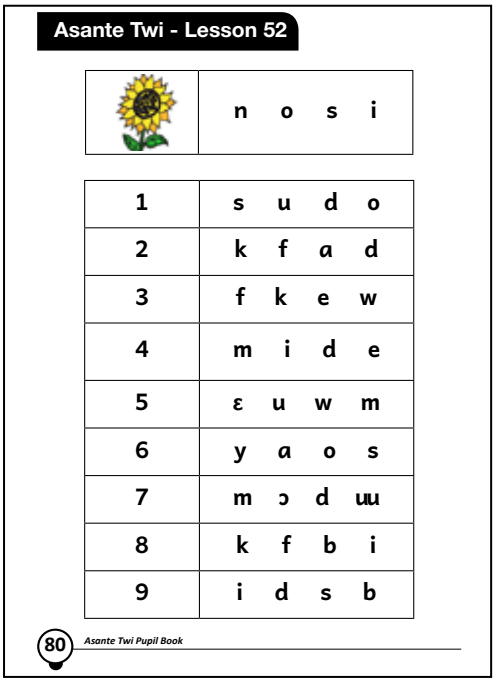
- In this game, the pupils will pass around the alphabet cards with only the letters you want to reinforce (the same letters as above). They will say its sound, and think of a word with that sound. Each time the letter comes up, they'll think of a new word.
- If possible, have the pupils stand in a circle.
- The first pupil should hold up the deck for the other pupils with the top card showing. The pupil says the sound of the letter (if the sound is incorrect, the teacher should say the correct sound).
- Then the same pupil says a word that starts with the letter. If it is a vowel, the pupil says a word that has the letter in it.
- The other pupils should say if they agree that the word has the letter in it.
- If they agree, then ALL pupils say the sound of the letter, and the word.
- Then the pupil passes the deck to the next child in the row. The next pupil puts the top card on the bottom. Then they continue (say the letter sound, and a word with the letter in it).
- As the letters begin to come up again, encourage pupils to find words that nobody else has used yet in this game.

3. Decorable story reading - In pairs (10 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

Asante Twi – Lesson 103 Review Week



Standards:

The pupils will be able to:

1. Connect letters with spoken words
2. Show the teacher which letters they know well, and which they don't know well

1. Practise Ladder – Syllables (15 mins)

How to play:

Syllables

- Write the syllables from the grid below on the ground. Draw the grid, and write the syllables in each box. (If that is not possible, draw it on the blackboard, and find a long stick for pupils to point to the correct box. In this case, they will point, not hop.)

si	**su**	**fɛ**	**noa**
be	**wa**	**maa**	**nɔ**

da	**no**	**so**	**me**
kuu	**se**	**nom**	**ka**

- Divide the class into two groups (at random, or by first letter of their name, etc.) and choose a group to start.
- Read the first syllable from the list below. The first pupil from the group will jump on the box that has the syllable.
- Say: Tie asɛnsini no na huri si so! Asɛnsini no ne: (Say a syllable from the syllable list below)
- If the child is correct, give their group a point. If not, let the first pupil from the other group try. If that pupil is correct, give their group a point.
- If nobody knows it, re-teach how to read it. Write it on the board. Say each sound, then blend them together, and say the syllable. Then hop on the box for the correct syllable.
- Continue with the rest of the syllables.
- Syllables list: **ka, su, kuu, noa, so, da, me, maa, nom, be, wa, se, wa, fɛ, nɔ, si.**

2. Assessment Letter Sound (15 mins)

Prepare and practice

- This assessment focuses on the last nine letters the pupils learned this term. The results will tell you which letters to review in Lesson 52B.
- Prepare by arranging pupils for testing. If possible, there should be some space between them.

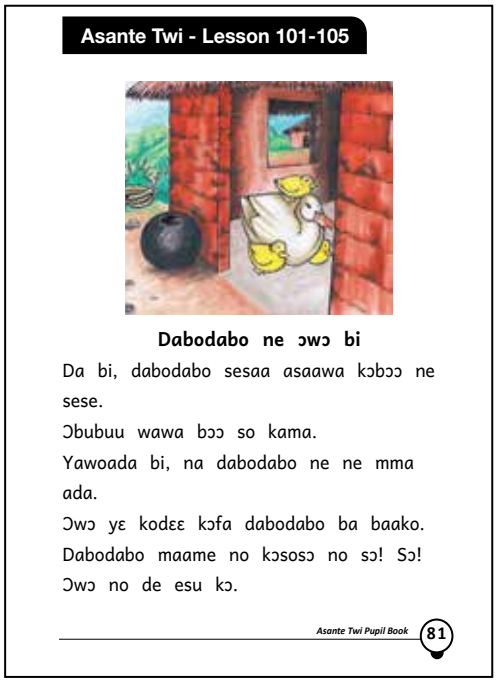
- Ask pupils to open to the Lesson 52 page. They will see rows of letters with a number at the beginning of each row.
- Let pupils know that you will tell them what row of letters to look at. You will say a sound. Pupils should point to the letter in that row that makes the sound.
- Remind them to only look at their own book, not another pupil's book.
- Ask pupils to try the practice row at the top (see the row with the flower). Help them with the practice row, to be sure they understand how to respond.
    - Row (flower), Letter: s

Assess pupils

- Continue calling letters for the rest of the rows.
- Marking. For each letter you call out, look at 6 pupils' responses at random. If there are two or more pupils pointing to an incorrect letter, note down the letter. You will use the difficult letters for practice in lesson 52B.
- For example, if you look at 6 pupils and 2 or more don't know it, then it should be reviewed.
- Below is the list of letters to call out, by row. Remember to mark each difficult item before moving to the next one.
    - Row 1, Letter: u
    - Row 2, Letter: d
    - Row 3, Letter: f
    - Row 4, Letter: i
    - Row 5, Letter: w
    - Row 6, Letter: y
    - Row 7, Letter: uu
    - Row 8, Letter:k
    - Row 9, Letter:b

Asante Twi – Lesson 104

Review Week



Standards:

The pupils will be able to:

1. Connect letters with spoken words
2. Show the teacher which letters they know well, and which they don't know well

1. Reinforcement – Re-teach Letters (10 mins)

Re-teach letters pupils aren't sure of

- Look at your list of letters from the assessment in 52A. These are letters that pupils were not confident with or that several pupils got wrong. Pull out the alphabet cards for only those letters.
- Use the alphabet strip to remind pupils of the letter sound, and keyword for each letter.
- Raise up each of the alphabet cards, quickly. Ask pupils to say the letter sound as soon as they see it. Spend a couple minutes on this.

2. Reinforcement – Letter game (10 mins)

Ask pupils for words they know

- In this game, the pupils will pass around the alphabet cards with only the letters you want to reinforce (the same letters as above). They will say its sound, and think of a word with that sound. Each time the letter comes up, they'll think of a new word.
- If possible, have the children stand in a circle.
- The first pupil should hold up the deck for the other pupils with the top card showing. The pupil says the sound of the letter (if the sound is incorrect, the teacher should say the correct sound).
- Then the same pupil says a word that starts with the letter. If it is a vowel, the pupil says a word that has the letter in it.
- The other pupils should say if they agree that the word has the letter in it.
- If they agree, then ALL pupils say the sound of the letter, and the word.
- Then the pupil passes the deck to the next pupil in the row. The next pupil puts the top card on the bottom. Then they continue (say the letter sound, and a word with the letter in it).
- As the letters begin to come up again, encourage pupils to find words that nobody else has used yet in this game.

3. Decorable story reading - In pairs (10 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

Asante Twi – Lesson 105 Review Week



Standards:

The pupils will be able to:

1. Connect spoken words with written words
2. Show the teacher which syllables and words they know and don't know

1. Practise Ladder – Syllables (15 mins)

How to play:

Words

- Write the words from the grid below on the ground. Draw the grid, and write the words in each box. (If that is not possible, draw it on the blackboard, and find a long stick for pupils to point to the correct box. In this case, they will point, not hop.)

asɔ	**mene**	**asɛ**	**adinam**
ɛsono	**nana**	**akɔkono**	**sɔsɔ**

soa	**anomaa**	**akɔmfɛm**	**ayɛ**
sakasaka	**anoa**	**adowa**	**baako**

- Divide the class into two groups (at random, or by first letter of their name, etc.) and choose a group to start.
- Read the word from the list below. The first pupil from the group will jump on the box that has the word.
- Say: Tie asɛmfua no na huri si so! Asɛmfua no ne:(Say a word from the word list below)
- If the pupil is correct, give their group a point. If not, let the first pupil from the other group try. If that pupils is correct, give their group a point.
- If nobody knows it, re-teach how to read it. Write it on the board. Say each sound to read the syllable or syllables. If the word has more than one syllable, blend the syllables. Then hop on the box for the correct word.
- Continue with the rest of the words.

  Words list: ɛsono, soa, anomaa, sɔsɔ, asɛ, adowa, nana, adinam, mene, akɔkono, s akasaka, anoa, ayɛ, baako, akɔmfɛm asɔ.

2. Assessment syllables and words (15 mins)

Prepare and practice

- This assessment focuses on syllables and words the pupils learned this term. The results will tell you whether to focus on syllables or words in Lesson 53B.
- Prepare by arranging pupils for testing. If possible, there should be some space between them.
- Ask pupils to open to the Lesson 53 page. They will see rows of syllables and words with a number at the beginning of each row.
- Let pupils know that you will tell them what row to look at. You will say a syllable. Pupils should point to the correct syllable in that row.
- Remind them to only look at their own book, not another pupil's book.
- Ask pupils to try the practice row at the top (see the row with the flower). Help them with the practice row, to be sure they understand how to respond.
    - Row (flower) Syllable: kuu

Assess pupils

- Continue calling syllables and words, as listed below, for the other 10 rows.
- Marking. For each syllable or word you call out, look at 6 pupils responses at random. If there are two or more pupils pointing to an incorrect syllable or word, note down the syllable or word. You will use these for practice in lesson 53B.
- Below is the list of syllables and words to call out, by row. Remember to mark each difficult item before moving to the next one.

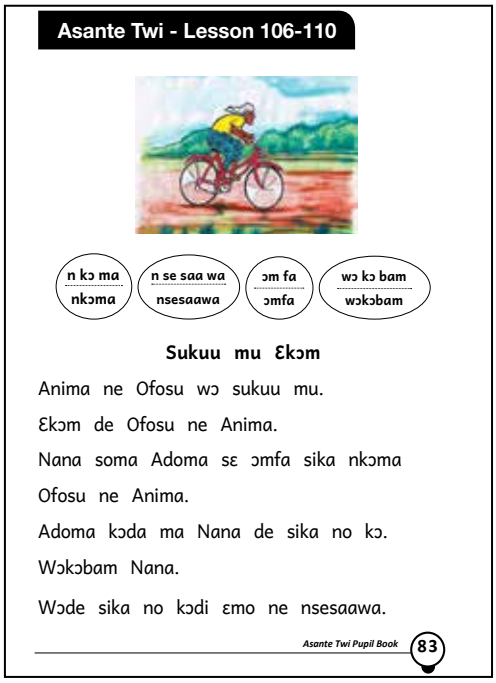
Assess pupils Syllables

- Row 1, Syllable: ka
- Row 2, Syllable: yu
- Row 3, Syllable: maa
- Row 4, Syllable: dɛ
- Row 5, Syllable: nan

Words

- Let pupils know that you will now say some words. They should continue to listen for the row number. Then they should point to the correct word in that row.
    - Row 6, Word: bese
    - Row 7, Word: nananom
    - Row 8, Word: dadewa
    - Row 9, Word: akɔmfɛm
    - Row 10, Word: safoa

Asante Twi – Lesson 106 Review Week


Asante Twi - Lesson 106-110

n kɔ ma / nkɔma | n se saa wa / nsesaawa | ɔm fa / ɔmfa | wɔ kɔ bam / wɔkɔbam

Sukuu mu Ɛkɔm

Anima ne Ofosu wɔ sukuu mu.

Ɛkɔm de Ofosu ne Anima.

Nana soma Adoma sɛ ɔmfa sika nkɔma Ofosu ne Anima.

Adoma kɔda ma Nana de sika no kɔ.

Wɔkɔbam Nana.

Wɔde sika no kɔdi ɛmo ne nsesaawa.

Asante Twi Pupil Book 83

Standards:

The pupils will be able to:

1. Connect letters with spoken words
2. Show the teacher which letters they know well, and which they don't know well

1. Reinforcement – Re-teach Letters (10 mins)

Re-teach letters pupils aren't sure of

- Look at your list of syllables and words from the assessment in 53A. These are syllables and words that several pupils got wrong.
- Write the first one on the board.
- Reteach how to blend.
    - For a syllable, point to each letter slowly, say its sound, and have pupils repeat it. Then move your finger slowly under the syllable, blending the sounds together to say the whole syllable slowly. Ask pupils to repeat.
- For words, say each syllable. Move your finger under the word, blending the syllables together to say the whole word. Ask pupils to repeat after each step.
- Continue with each item from the assessment in 53A that pupils found challenging.

2. Reinforcement – Letter game (10 mins)

Syllables – if focusing on syllables, use these directions:

- In this game, pupils will demonstrate blending by standing with a sound – separately, then standing together to form a syllable.
- Pull out the alphabet cards for the letters in syllables that pupils found challenging. (If it was only one or two they found challenging, add a couple more consonants and a couple vowels to the pile.)
- Ask two pupils to come to the front of the class (or three, if you have three-letter syllables)
- Choose a syllable, and give the pupils the letters in that syllable. Ask the pupils to hold up their letter so everyone can see. Then they should stand beside each other, but a few meters apart.
- Say: Sɛ mede me nsa tene wo so a, ka atwerɛdeɛ no nnyegyeeɛ. Sɛ wɔgyina bɔ mu a, ka asɛnsini no nyinaa.
- Ask the pupils to slowly move to the middle, keeping their letters so the whole class can see. Point to each pupil a couple times (starting with the first letter in the syllable), as the whole class says the sound.
- When they are together, put your hands over both pupils at once (so the class knows they are now standing together). Have whole class say the whole syllable.
- If pupils struggle on the first try, do the same syllable again, encouraging them for correct responses.
- Once the entire class does the first syllable correctly, continue with the next syllable…

Words – if focusing on words, use these directions:

- In this game, pupils will demonstrate blending by standing with a syllable – separately, then standing together to form a word.
- Pull out the alphabet cards for the syllables in words that pupils found challenging. (If it was only one or two they found challenging, add a couple more words to the game.)
- Ask two or three pupils to come to the front of the class (depending on whether you have two or three-syllable words)
- Choose a word, and give each pupil the letters they need to make a syllable in that word. Assure all the syllables for the word are matched with pupils. Ask the pupils to hold up their letters (in syllable order) so everyone can see. Then they should stand beside each other, but a few meters apart, with the syllables in word order.
- For example, the word Yawoada, would be (Ya) – pupil 1, (woa) – pupil 2, (da) – pupil 3.
- Say: Sɛ mede me nsa tene wo so a, ka asɛnsini no. Sɛ wɔgyina bɔ mu a, ka asɛmfua no nyinaa!
- Ask the pupils to slowly move to the middle, keeping their letters so the whole class can see. Point to each pupil a couple times (starting with the first syllable in the word), as the whole class says the syllable.
- When they are together, put your hands over both pupils at once (so the class knows they are now standing together). Have whole class say the whole word.
- If pupils struggle on the first try, do the same word again, encouraging them for correct responses. If there are syllables within the word they struggle with – reteach the syllable sounds and blending for that syllable.
- Once the entire class does the first word correctly, continue with the next word…

3. Decorable story reading _ In pairs (10 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

Asante Twi – Lesson 107

Review Week



Standards:

The pupils will be able to:

1. Connect spoken words with written words
2. Review the parts of a book
3. Review how to make a prediction

1. Practise Ladder – Words (10 mins)

How to play:

Words

- Write the words from the grid below on the ground. Draw the grid, and write the words in each box. (If that is not possible, draw it on the blackboard, and find a long stick for pupils to point to the correct box. In this case, they will point, not hop.)

Anima	**Ofosu**	**hunu**	**nana**
sese	**ɛsono**	**ɛse**	**noa**

noa	**soa**	**boa**	**nam**
maame	**anomaa**	**nsono**	**sɔsɔ**
dame	**asɔ**	**dɔ**	**wowa**

- Divide the class into two groups (at random, or by first letter of their name, etc.) and choose a group to start.
- Read the word from the list below. The first pupil from the group will jump on the box that has the word.
- Say: Tie asɛmfua no na huri si so! Asɛmfua no ne: (Say a word from the list below)
- If the child is correct, give their group a point. If not, let the first pupil from the other group try. If that pupils is correct, give their group a point.
- If nobody knows it, re-teach how to read it. Write it on the board. Say each sound to read the syllable or syllables. If the word has more than one syllable, blend the syllables. Then hop on the box for the correct word.
- Continue with the rest of the words.

  Words list: ɛsono, soa, anomaa, sɔsɔ, asɛ, adowa, nana, adinam, mene, akɔkono, s akasaka, anoa, ayɛ, baako, akɔmfem asɔ.

2. Review – parts of a book (5 mins)

Review parts of a book – cover, back, title

- Hold up a pupil book with the cover facing the class. Ask what this part of the book is called. (Answer: "Nkataho ")
- Point to the title.
- Say: Yei ne nwoma no edin. Ɛhefa na yɛhunu nwoma no edin? (Answer: "nwoma no anim")
- Hold up the pupil book with the back cover facing the class.
- Ask pupils what this part is called. (Answer: "Nwoma no akyi ")

3. Review – comprehension, prediction (5 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfonini no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Review – comprehension, prediction (7 mins)

Pupils read aloud in the book independently

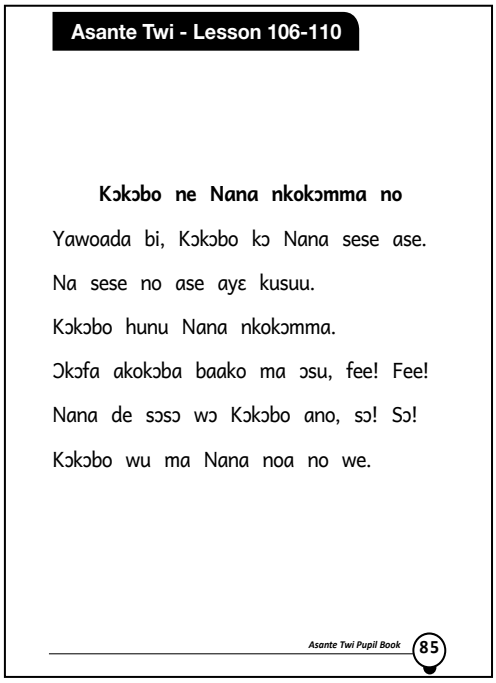
- Ask pupils to read the decodable story independently. Do NOT read it aloud for them. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

5. Comprehension – Prediction check (2 mins)

Check prediction based on picture

- Ask pupils to remember the predictions they made before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

Asante Twi – Lesson 108 Review Week


Asante Twi - Lesson 106-110

Kɔkɔbo ne Nana nkokɔmma no

Yawoada bi, Kɔkɔbo kɔ Nana sese ase.

Na sese no ase ayɛ kusuu.

Kɔkɔbo hunu Nana nkokɔmma.

Ɔkɔfa akokɔba baako ma ɔsu, fee! Fee!

Nana de sɔsɔ wɔ Kɔkɔbo ano, sɔ! Sɔ!

Kɔkɔbo wu ma Nana noa no we.

Asante Twi Pupil Book 85

Standards:

The pupils will be able to:

1. Review keywords for comprehension: who, where, when, and what
2. Review the concept of an inferential question
3. Practice writing or drawing, and making a text-to-self connection

1. Review Decodable Story (5 mins)

Quick review of the decodable story

- Briefly talk with pupils about the story they read for this lesson. In the next activity, pupils will discuss it in detail, and Answer questions.
- Begin by asking what they remember. Then fill a couple points that may be missing or incorrect.

2. Review – Question words (15 mins)

Review the keyword "Who" ("hwan/ hwannom"), and Answer **a question**

- Say: Asɛmfua bɛn na yɛbɛte wɔ asɛmmisa bi ahyɛaseɛ a ɛbisa agorɔba bi edin?
- Call on a pupil at random. Remind them that the word is "who" ("hwan/ Hwannom").
- Ask the following "who" question: Hwan na ɔkɔfaa nana akokɔba no? (Answer: kɔkɔbo)
- Turn and Talk: Ask pupils to turn to a pupil next to them and talk about the Answer.
- Call on a pupil to respond. Correct as needed.

Review the keyword "where" ("ɛhefa"), and Answer **a question**

- Say: Asɛmfua bɛn na yɛbɛte wɔ asɛmmisa bi ahyɛaseɛ ɛbisa beaeɛ anaa tebea bi?
- Call on a pupil at random. Remind them that the word is "where" ("Ɛhefa").
- Ask the following "where" question: Ɛhefa na kɔkɔbo kɔeɛ? (Answer: nana sese ase)
- Turn and Talk: Ask pupils to turn to a pupil next to them and talk about the Answer.
- Call on a pupil to respond. Correct as needed.

Review the keyword "when" ("ɛberɛ bɛn"), and Answer **a question**

- Say: Ka asɛmfua a yɛbɛte wɔ asɛmmisa bi ahyɛaseɛ a ɛbisa biribi fa biribi, te sɛ efie anaa kaa.
- Call on a pupil at random. Remind them that the word is "what" ("Ɛdeɛn").
- Ask the following "what" question: Ɛberɛ bɛn na kɔkɔbo kɔɔ nana sese no ase? (Answer: Yawoada bi)
- Turn and Talk: Ask pupils to turn to a pupil next to them and talk about the Answer.
- Call on a pupil to respond. Correct as needed.

Review the keyword "what" ("ɛdeɛn"), and Answer **a question**

- Say: Ka asɛmfua a yɛbɛte wɔ asɛmmisa bi ahyɛaseɛ a ɛbisa biribi fa biribi, te sɛ efie anaa kaa.
- Call on a pupil at random. Remind them that the word is "what" ("Ɛdeɛn").
- Ask the following "what" question: Ɛdeɛn na nana de yɛɛ kɔkɔbo? (Answer: nana de sɔsɔ wɔ kɔkɔbo ano)
- Turn and Talk: Ask pupils to turn to a pupil next to them and talk about the Answer.
- Call on a pupil to respond. Correct as needed.

Review the concept of inferential questions.

- Say: Mobɛtumi ahwɛ nsɛmfua ahodoɔ a ɛwɔ abasɛm no mu de abua asɛmmisa biara a mɛbisa mo?
- Ask pupils to raise one hand. Tell them to put up one finger if they think the Answer is always in the words of the story, and two fingers if they think that they don't always have the Answers.
- See how pupils respond.
- Remind pupils that sometimes you don't find the Answer to a question in the story. Sometimes you have to think about other things you know in order to think of an Answer.
- Ask the following inferential question: Wosusu sɛ ɛdeɛn nti na kɔkɔbo kɔfaa nana akokɔba no? (Answers may include: Ɔpɛ sɛ ɔwe akokɔba no, ɛkɔm de no, ne tirim yɛ den)
- Turn and Talk: Ask pupils to turn to a pupil next to them and talk about their response, or responses.
- Call on a couple pupils to tell you their Answer.

3. Writing – Story response (10 mins)

Pupils write or draw a response to the story.

- Ask pupils to take out their exercise books.
- Ask pupils to draw or write about a text-to-self connection they can make to the story

Asante Twi – Lesson 109 Review Week



Standards:

The pupils will be able to:

1. Understand how to read a simple dialogue
2. Read a simple dialogue

1. Practise Ladder – Words (3 mins)

How to play:

- Write the words from the grid below on the ground. Draw the grid, and write the words in each box. (If that is not possible, draw it on the blackboard, and find a long stick for pupils to point to the correct box. In this case, they will point, not hop.)

Special note to teacher

This lesson should be fun for pupils. It is a chance to hear and read a story written as a dialogue – a conversation.

2. Explain – characters speaking (5 mins)

Help pupils recognize characters

- Write the first two lines of the pupil book story for Lesson 55 (a dialogue), with the character names. The first two lines are:
    - Anima: Ofosu, nana ani yɛ no ya.
    - Ofosu: Kɔfa nunum bɛyam ma no.

Point to each character name.

- Say: Yeinom ne agorɔmma a wɔwɔ abasɛm no mu din. Ɔkasamu a ɛdi agorɔba no edin akyiri no ne deɛ agorɔba no reka. Sɛ mokenkan abasɛm no a, deɛ agorɔba no ka no nko ara na mobɛte mo ano aka, ɛnyɛ agorɔba no edin. Mɛkenkan ɔkasamu mmienu a ɛdi ɛkan no ama moate sɛdeɛ ɛsi teɛ.
- Read each line written on the board. Try to use emotion, and different voices for each character. Remind pupils that you did not say the character name aloud.
- Ask pupils open their books to Lesson 55. Ask them to find the same lines in their book, and point to the first two character names. Walk around to be sure the pupils are following along.

3. Story introduction (2 mins)

Briefly introduce the story

- Say: Da bi anɔpa, Anima ne Ofosu sɔre yɛɛ wɔn efie adeɛ ntɛntɛm. Nanabaa antumi ankɔboa wɔn sɛdeɛ daa ɔyɛ no. Anima ne Ofosu tena ase di nkɔmmɔ. Kenkan wɔn nkɔmmɔbɔ no.

4. Teacher reads the dialogue (with Curriculum Lead or teaching assistant, if possible) (10 mins)

Teacher reads while pupils follow along

- Read the dialogue slowly, and with emotion. Ask pupils to follow along with their fingers.
- Note: do not read the character name. Only read what the characters are saying. If possible, ask the Curriculum Lead or a teaching assistant to read the part of one of the characters. If not, try to use different voices for different characters.

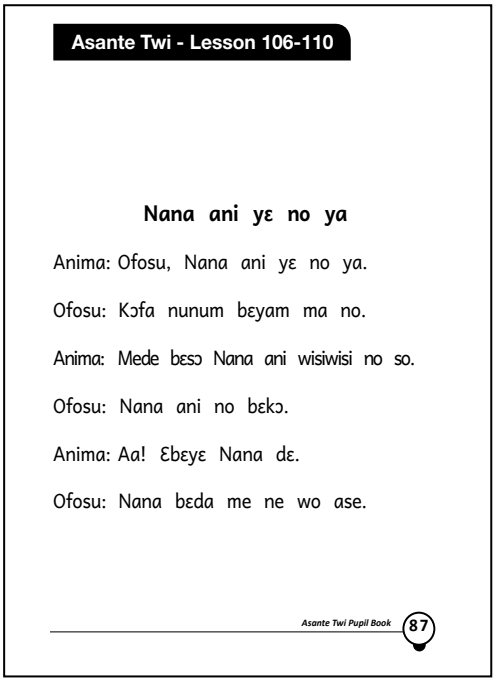
5. Decodable story reading – in pairs (10 mins)

Pupils read in pairs Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words. If they are ready, they can each try to read the part of one character, but they will also have time to try it in Lesson 55B.
- Remind the class not to read the names of the characters aloud.

Asante Twi – Lesson 110

Review Week



Asante Twi - Lesson 106-110

Nana ani yɛ no ya

Anima: Ofosu, Nana ani yɛ no ya.

Ofosu: Kɔfa nunum bɛyam ma no.

Anima: Mede bɛsɔ Nana ani wisiwisi no so.

Ofosu: Nana ani no bɛkɔ.

Anima: Aa! Ɛbɛyɛ Nana dɛ.

Ofosu: Nana bɛda me ne wo ase.

Asante Twi Pupil Book 87

Standards:

The pupils will be able to:

1. Comprehend the dialogue (story)
2. Dramatize the dialogue, beginning to use correct intonation

1. Discuss the dialogue (story) (5 mins)

Discuss the dialogue (story) from Lesson 55 A

- Briefly talk with pupils about the dialogue.
- Ask the following questions to check for understanding. Discuss each one.
- Question 1: Hwan ani na ɛyɛ no ya no? (Answer: nana)
- Question 2: Ɛdeɛn na wɔde bɛgu nana ani no so? (Answer: nunum)
- Question 3: Hwan na ɔde aduro no bɛsɔ nana ani no so? (Answer: Anima)

2. Dramatize the dialogue (15 mins)

Dramatize the dialogue while reading

- Organize pupils into groups of two .
- To assign a character, first give each pupil in the group a number to write down. Then, ask them to look at their number, and tell them what character they have – based on their number. Anima (1) Ofosu (2).
- Ask pupils to read the story. Each pupil should read the parts that their character says. Ask them to do their best to read naturally, and with emotion.
- When pupils have difficulty reading the words, they should feel free to ask for the assistance of another pupil in their group. Teacher, please give pupils as much help as possible.
- Ask pupils to read it as many times as they can in the time they have.

3. Up in front – dramatize for the class (10 mins)

Volunteers dramatize the story for the whole class

- Volunteers dramatize the story for the whole class
- Ask the pupils who would like to dramatize the story for the class.
- Choose volunteers to read the parts, and dramatize the story for whole class to enjoy. Help the volunteer pupils, as needed.

Asante Twi – Lesson 111

ASER and Story Week


Asante Twi - Lesson 111-115

Ofosu ne Anima som

Nana dɔ maame Adoma asase so. Ɔde_____ na ɛdɔ.

asɔ adowa

Ofosu bubuu mmabaa maa ne nananom. Ɔde sɔsɔ ne___na ɛbuiɛ.

sakasaka akuma

Anima wɔ abɛ ma ne maame. Ɔde waduwa ne _____ na ɛwɔ.

ɛmena wɔmma

88 Asante Twi Pupil Book

Standards:

The pupils will be able to:

1. Read a short text
2. Identify and count syllables in words
3. Read words

1. Special instructions (5 mins)

Instructions to teachers

- ASER is an assessment of pupils' progress in reading skills over the school year. Conducting ASER is a part of this program. It gives you, the teacher, the ability to track how your pupils are advancing, and identify pupils who need extra help in reading.
- The A Lesson part of Lessons 56 to 60 are short. They contain a new story each day for pupils to read, and the Syllable Race game to play. Pupils will do the same two activities each day, during the A Lessons. This is meant to do a couple things:
- (1) Free teachers' time to conduct ASER. Student-directed activities should make it easier for teachers to have some else with their classroom (such as the Curriculum Lead, Head Teacher, assistant teacher, or a trusted parent volunteer), so the teacher can use this time (during each A Lesson, from Lesson 56 to 60) to assess pupils using ASER.
- (2) Support pupils' reading fluency. The more pupils read, the more fluent and confident readers they become. The "Syllable Race" game, below (to be played each day), supports syllable counting and word reading.
- The B Lessons for Lessons 56 to 60 are based on the story in the A Lessons, and require a teacher, or other educator, to lead the instruction.

Orientation of pupils (and the person who will stay with the pupils)

- On this lesson day, 56A, please take time to orient the pupils, and the person staying with the pupils, on what they are meant to do. Also, please take a moment to explain the game to pupils. They will do the same activities each day, but using the new story and Syllable Race game for that Lesson.
- Write today's Lesson # on the board. Be sure they have the materials they need.
- In this lesson…
    1. Pupils will read the story alone. (Note – The story in Lessons 56 to 58 are fill-in-the-blank. Pupils will have to try to find the word that goes in the blank as they read.)
    2. After reading it alone, they will find a pair and re-read the story.
    3. With the time remaining after reading, pupils will play the Syllable Race game.

2. Decodable story reading – Independent & in pairs (15 mins)

Pupils read aloud in the book independently

- Pupils should be given time to read the story independently. They should whisper read (read quietly), putting their finger under each word as they read it.

Pupils read in pairs

- Pupils should then read the decodable story in pairs. They may find a person to pair with after reading alone.

3. Syllable Race (Game) – Complete Instructions (10 mins)

Pupils play the Syllable Race Game

Materials:

- Pupil Lesson page with game board and word grid.
- Game piece. Each child brings in (or find in the schoolyard) a small thing, like a bottle cap or small stone, to use as a game piece [aba]. They will move it around the gameboard [agodie pono].
- Note: pupils should keep their game piece, and have it ready to use each day this week.

Preparations:

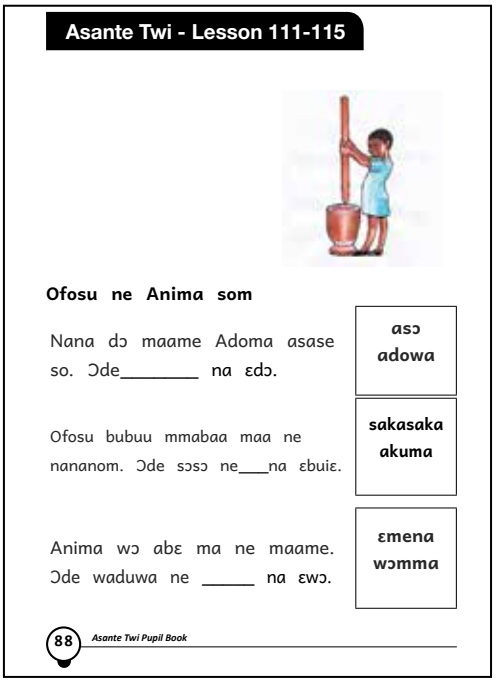
- Teacher, or person with the pupils, places them in groups of 4.
- Within the group of four (4), the pupils each find a partner, to form a team [local language word]. So, each group is made of two (2) teams [akansie akuo] of two (2) pupils.--- If there are remaining pupils once groups are formed, they should be added to teams [akansie kuo]., so some teams [akansie kuo] will have three (3 (pupils instead of two (2) pupils.
- Each team of two pupils selects one (1) game piece [aba] to use. Each team opens one (1) pupil book to the page with the game board for this lesson.

How to play:

- The pupil who has the most letters in their first name starts
- The pupil drops a pebble on the grid of words (in the pupil book) from about 15 centimeters up. If it doesn't fall on the word grid, or falls in the middle of a grid line, keep trying until it falls inside a box.
- Once the pebble falls on a box with a word in it: Pupils
    1. Clap the syllables in that word,
    2. Count the number of syllables,
    3. Confirm with the group that is the correct number of syllables, and
    4. Move forward that number of spaces on the game board.
- Then a player from the other team plays (drops the pebble, and does steps 1-4 above).
- Teams should continue to take turns, allowing each player in the group to try. Partners on a team should be encouraged to help each other.
- The team that reaches the end first, wins! All players in the group shine for that team.
- Then the game can be played again, in the time remaining for the lesson.

Asante Twi - Lesson 112

ASER and Story Week


Asante Twi - Lesson 111-115

Ofosu ne Anima som

Nana dɔ maame Adoma asase so. Ɔde_____ na ɛdɔ.

asɔ adowa

Ofosu bubuu mmabaa maa ne nananom. Ɔde sɔsɔ ne___na ɛbuiɛ.

sakasaka akuma

Anima wɔ abɛ ma ne maame. Ɔde waduwa ne _____ na ɛwɔ.

ɛmena wɔmma

88 Asante Twi Pupil Book

Standards:

The pupils will be able to:

1. Use context clues to figure out a word in a sentence
2. Ask and Answer factual and inferential questions
3. Make a connection between a story and personal experience
4. Use drawing and writing to respond to a story

1. Story review and corrections (12 mins)

Re-read story with pupils, and check the fill-in-the-blank responses

- Ask pupils to open their book to the story for this lesson
- Ask for a volunteer to read the first sentence. If the sentence has a fill-in-the-blank response, ask them to say the correct word to fill-in the blank as they read the sentence.
- If the pupil chose the correct word, have all the pupils point to the correct word, and re-read the sentence using that word.
- If the pupil chose an incorrect word, discuss the Answer with the pupils so they understand why one Answer is better. Then have all the pupils point to the correct word and re-read the sentence using the word.
- Ask another volunteer to read the next sentence. Continue in this way, identifying correct Answers and discussing difficult ones, until the whole story has been read.

2. Comprehension – making connections (8 mins)

Ask comprehension questions

- Read the following question, one at a time:
    - Question 1: Ɛdeɛn na nana de dɔ maame Adoma asase no so? (Answer: sɔsɔ ne asɔ)
    - Question 2: Hwan na ɔwɔ abɛ ma ne maame no? (Answer: Anima)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on their Answers.

Make text-to-self connections

- Say: Sɛ yɛkenkan abasɛm a, ɛkae yɛn biribi a asi wɔ yɛn abrabɔ mu.
- Say: Afei monnwene Ofosu a ɔbubuu mmabaa maa ne nananom ho. Ɛdeɛn na woyɛ de boa wo nananom anaa wo maame?
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

3. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to draw or write about the text-to-self connection they made to the story.

Asante Twi – Lesson 113

ASER and Story Week


Asante Twi - Lesson 111-115

Ofosu ne ne Nana bɔ sese

Ofosu ne Nana wɔ mmoa bi. Mmoa yi ne asee ne_____.	**asɛ** **adowa**
Ofosu ne Nana kɔbuu wawa. Wɔde sɔsɔ ne _____ na ɛbuiɛ.	**akuma** **ɛwoɔ**
Ofosu ne Nana bɔ sese ma mmoa no. Wɔde aboɔ ne _____na ɛbɔɛɛ.	**wawa** **ɛmo**
Mmoa no kɔɔ sese no mu. Wɔkɔdedaa wawa ne_____so.	**asaawa** **Memeneda**

90 Asante Twi Pupil Book

Standards:

The pupils will be able to:

1. Read a short text
2. Identify and count syllables in words
3. Read words

1. Special instructions (5 mins)

Instructions to teachers

- ASER is an assessment of pupils' progress in reading skills over the school year. Conducting ASER is a part of this program. It gives you, the teacher, the ability to track how your pupils are advancing, and identify pupils who need extra help in reading.
- The A Lesson part of Lessons 56 to 60 are short. They contain a new story each day for pupils to read, and the Syllable Race game to play. Pupils will do the same two activities each day, during the A Lessons. This is meant to do a couple things:
    - (1) Free teachers' time to conduct ASER. Student-directed activities should make it easier for teachers to have some else with their classroom (such as the Curriculum Lead, Head Teacher, assistant teacher, or a trusted parent volunteer), so the teacher can use this time (during each A Lesson, from Lesson 56 to 60) to assess pupils using ASER.
    - (2) Support pupils' reading fluency. The more pupils read, the more fluent and confident readers they become. The "Syllable Race" game, below (to be played each day), supports syllable counting and word reading.
- The B Lessons for Lessons 56 to 60 are based on the story in the A Lessons, and require a teacher, or other educator, to lead the instruction.

Orientation of pupils (and the person who will stay with the pupils)

- Please remind the pupils, and person staying with the pupils, what they are meant to do.
- Write today's Lesson # on the board. Be sure they have the materials they need. This lesson is the same as yesterday (but using the story and game grid for this lesson).
    1. Pupils will read the story alone.
    2. After reading it alone, they will find a pair and re-read the story.
    3. With the time remaining after reading, pupils will play the Syllable Race game.

2. Decodable story reading – Independent & in pairs (15 mins)

Pupils read aloud in the book independently

- Pupils should be given time to read the story independently. They should whisper read (read quietly), putting their finger under each word as they read it.

Pupils read in pairs

- Pupils should then read the decodable story in pairs. They may find a pair once they have taken time to read the story alone

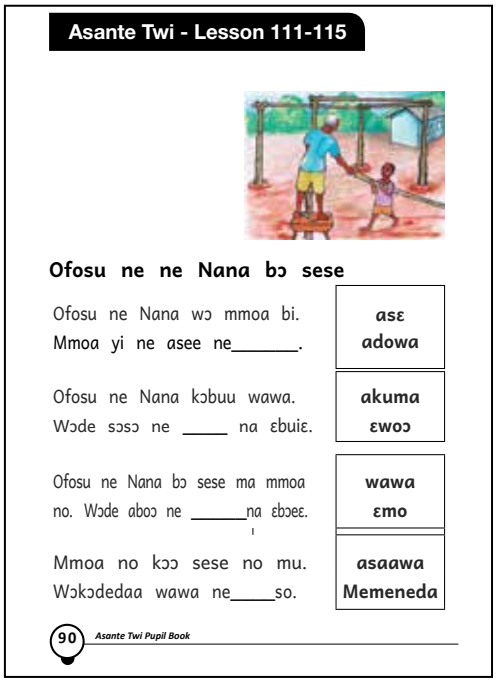
3. Syllable Race (Game) (10 mins)

Pupils play the Syllable Race Game

Instructions for this game are found in lesson 56A.

Asante Twi – Lesson 114

ASER and Story Week



Asante Twi - Lesson 111-115

Ofosu ne ne Nana bɔ sese

Ofosu ne Nana wɔ mmoa bi.
Mmoa yi ne asee ne_____.

asɛ adowa

Ofosu ne Nana kɔbuu wawa.
Wɔde sɔsɔ ne _____ na ɛbuiɛ.

akuma ɛwoɔ

Ofosu ne Nana bɔ sese ma mmoa no. Wɔde aboɔ ne _____na ɛbɔɛɛ.

wawa ɛmo

Mmoa no kɔɔ sese no mu.
Wɔkɔdedaa wawa ne____so.

asaawa Memeneda

90 Asante Twi Pupil Book

Standards:

The pupils will be able to:

1. Use context clues to figure out a word in a sentence
2. Ask and Answer factual and inferential questions
3. Make a connection between a story and personal experience
4. Use drawing and writing to respond to a story

1. Story review and corrections (12 mins)

Re-read story with pupils, and check the fill-in-the-blank responses

- Ask pupils to open their book to the story for this lesson
- Ask for a volunteer to read the first sentence. If the sentence has a fill-in-the-blank response, ask them to say the correct word to fill-in the blank as they read the sentence.
    - If the pupil chose the correct word, have all the pupils point to the correct word, and re-read the sentence using that word.
    - If the pupil chose an incorrect word, discuss the Answer with the pupils so they understand why one Answer is better. Then have all the pupils point to the correct word and re-read the sentence using the word.
- Ask another volunteer to read the next sentence. Continue in this way, identifying correct Answers and discussing difficult ones, until the whole story has been read. If the pupil chose an incorrect word, discuss the Answer with the pupils so they understand why one Answer is better. Then have all the pupils point to the correct word and re-read the sentence using the word.
- Ask another volunteer to read the next sentence. Continue in this way, identifying correct Answers and discussing difficult ones, until the whole story has been read.

2. Comprehension – making connections (8 mins)

Ask comprehension questions

- Read the following question, one at a time:
    - Question 1: Mmoa bɛn na Ofosu ne Nana wɔ? (Answer: asee nɛ adowa)
    - Question 2: Wosusu sɛ ɛdeɛn nti na Ofosu ne Nana bɔɔ sese maa mmoa no? (Answers may include: Wɔmpɛ sɛ awɔ bɛde mmoa no, wɔmpɛ sɛ mmoa no bɛwu.)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on their Answers.

Make text-to-self connections

- Say: Sɛ yɛkenkan abasɛm bi a, ɛkae yɛn biribi a asi wɔ yɛn abrabɔ mu.
- Say: Afei monnwene Ofosu ne nana a wɔbɔɔ sese maa mmoa no ho. Ɛdeɛn na woyɛ ma nyɛmmoa a wɔwɔ wo efie?

- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

3. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to draw or write about the text-to-self connection they made to the story.

Asante Twi – Lesson 115

ASER and Story Week


Asante Twi - Lesson 111-115

Ɛkɔm nne Ofosu

Ɛkɔm de Anima nso ɛkɔm nne Ofosu.

Maame Adoma noa _____ ma ne mma.

Anima di ɛmo no ham! Ham!

Ɛkɔm de _____ ma ɔsu.

Ofosu _____ ɛmo ma akokɔ no.

Akokɔ _____ɛmo no sɔ! Sɔ! Ɔkɔda.

akokɔ	ɛmo	sosɔ	sa

92 Asante Twi Pupil Book

Standards:

The pupils will be able to:

1. Read a short text
2. Identify and count syllables in words
3. Read words

1. Special instructions

Instructions to teachers

- ASER is an assessment of pupils' progress in reading skills over the school year. Conducting ASER is a part of this program. It gives you, the teacher, the ability to track how your pupils are advancing, and identify pupils who need extra help in reading.
- The A Lesson part of Lessons 56 to 60 are short. They contain a new story each day for pupils to read, and the Syllable Race game to play. Pupils will do the same two activities each day, during the A Lessons. This is meant to do a couple things:
  - (1) Free teachers' time to conduct ASER. Student-directed activities should make it easier for teachers to have some else with their classroom (such as the Curriculum Lead, Head Teacher, assistant teacher, or a trusted parent volunteer), so the teacher can use this time (during each A Lesson, from Lesson 56 to 60) to assess pupils using ASER.
  - (2) Support pupils' reading fluency. The more pupils read, the more fluent and confident readers they become. The "Syllable Race" game, below (to be played each day), supports syllable counting and word reading.

- The B Lessons for Lessons 56 to 60 are based on the story in the A Lessons, and require a teacher, or other educator, to lead the instruction.

Orientation of pupils (and the person who will stay with the pupils)

- Please remind the pupils, and person staying with the pupils, what they are meant to do.
- Write today's Lesson # on the board. Be sure they have the materials they need. This lesson is the same as yesterday (but using the story and game grid for this lesson).
    1. Pupils will read the story alone.
    2. After reading it alone, they will find a pair and re-read the story.
    3. With the time remaining after reading, pupils will play the Syllable Race game.

2. Decodable story reading – Independent & in pairs (15 mins)

Pupils read aloud in the book independently

- Pupils should be given time to read the story independently. They should whisper read (read quietly), putting their finger under each word as they read it.

Pupils read in pairs

- Pupils should then read the decodable story in pairs. They may find a pair once they have taken time to read the story alone

3. Syllable Race (Game) (15 mins)

Pupils play the Syllable Race Game

Instructions for this game are found in lesson 56A.

Asante Twi – Lesson 116

ASER and Story Week



Asante Twi - Lesson 111-115

Ɛkɔm nne Ofosu

Ɛkɔm de Anima nso ɛkɔm nne Ofosu.

Maame Adoma noa _____ ma ne mma.

Anima di ɛmo no ham! Ham!

Ɛkɔm de _____ ma ɔsu.

Ofosu _____ ɛmo ma akokɔ no.

Akokɔ _____ɛmo no sɔ! Sɔ! Ɔkɔda.

akokɔ	ɛmo	sosɔ	sa

92 *Asante Twi Pupil Book*

Standards:

The pupils will be able to:

1. Use context clues to figure out a word in a sentence
2. Ask and Answer factual and inferential questions
3. Make a connection between a story and personal experience
4. Use drawing and writing to respond to a story

1. Story review and corrections (12 mins)

Re-read story with pupils, and check the fill-in-the-blank responses

- Ask pupils to open their book to the story for this lesson
- Ask for a volunteer to read the first sentence. If the sentence has a fill-in-the-blank response, ask them to say the correct word to fill-in the blank as they read the sentence.
    - If the pupil chose the correct word, have all the pupils point to the correct word, and re-read the sentence using that word.
    - If the pupil chose an incorrect word, discuss the Answer with the pupils so they understand why one Answer is better. Then have all the pupils point to the correct word and re-read the sentence using the word.
- Ask another volunteer to read the next sentence. Continue in this way, identifying correct Answers and discussing difficult ones, until the whole story has been read. If the pupil chose an incorrect word, discuss the Answer with the pupils so they understand why one Answer is better. Then have all the pupils point to the correct word and re-read the sentence using the word.
- Ask another volunteer to read the next sentence. Continue in this way, identifying correct Answers and discussing difficult ones, until the whole story has been read.

2. Comprehension – making connections (8 mins)

Ask comprehension questions

- Read the following question, one at a time:
    - Question 1: Ɛdeɛn na maame Adoma noa ma ne mma? (Answer: ɛmo)
    - Question 2: Hwan na ɛkɔm nne no no? (Answer: Ofosu)
    - After each question, call on a pupil randomly to share their answer to the question.
    - Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on their Answers.

Make text-to-self connections

- Say: Sɛ yɛkenkan abasɛm bi a, ɛkae yɛn biribi a asi wɔ yɛn abrabɔ
- Say: Afei monnwene maame Adoma a ɔnoaa aduane maa ne mma ɛberɛ a ɛkɔm dee wɔn no ho. Sɛ ɛkɔm de wo a, ɛdeɛn na wo maame yɛ?
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

3. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to draw or write about the text-to-self connection they made to the story.

Asante Twi – Lesson 117

ASER and Story Week


Asante Twi - Lesson 116-120

A se se wɑ / Asesewa

bɔ ne kɑ / bɔnekɑ

ɔmu nɑ / ɔmunɑ

ɔ sɔ fo / ɔsɔfo

Bɔneka

Adowa ne Ɔsebɔ kɔ bɔneka wɔ Asesewa.

Bɔneka no mu no, Ɔsebɔ sum adowa bɔ fam.

Adowa de esu maa! Maa! Ɔkɔ Ɔsɔfo Susono anim.

Ɔsɔfo Susono di asɛm no na ɔbu ɔsebɔ fɔ.

Ɔsebɔ ani wu ma ɔmuna kusuu.

94 Asante Twi Pupil Book

Standards:

The pupils will be able to:

1. Read a short text
2. Identify and count syllables in words
3. Read words

1. Special Instructions (5 mins)

Instructions to teachers

- ASER is an assessment of pupils' progress in reading skills over the school year. Conducting ASER is a part of this program. It gives you, the teacher, the ability to track how your pupils are advancing, and identify pupils who need extra help in reading.
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(during each A Lesson, from Lesson 56 to 60) to assess pupils using ASER.

- (2) Support pupils' reading fluency. The more pupils read, the more fluent and confident readers they become. The "Syllable Race" game, below (to be played each day), supports syllable counting and word reading.

- The B Lessons for Lessons 56 to 60 are based on the story in the A Lessons, and require a teacher, or other educator, to lead the instruction.

Orientation of pupils (and the person who will stay with the pupils)

- Please remind the pupils, and person staying with the pupils, what they are meant to do.
- Write today's Lesson # on the board. Be sure they have the materials they need. This lesson is the same as yesterday (but using the story and game grid for this lesson).
  1. Pupils will read the story alone.
  2. After reading it alone, they will find a pair and re-read the story.
  3. With the time remaining after reading, pupils will play the Syllable Race game.

2. Decodable story reading – Independent & in pairs (15 mins)

Pupils read aloud in the book independently

- Pupils should be given time to read the story independently. They should whisper read (read quietly), putting their finger under each word as they read it.

Pupils read in pairs

- Pupils should then read the decodable story in pairs. They may find a pair once they have taken time to read the story alone

3. Syllable Race (Game) (10 mins)

Pupils play the Syllable Race Game

- Instructions for this game are found in lesson 56A.

Asante Twi – Lesson 118

ASER and Story Week


Asante Twi - Lesson 116-120

A se se wɑ / Asesewɑ

bɔ ne kɑ / bɔnekɑ

ɔmu nɑ / ɔmunɑ

ɔ sɔ fo / ɔsɔfo

Bɔnekɑ

Adowa ne Ɔsebɔ kɔ bɔneka wɔ Asesewa.

Bɔneka no mu no, Ɔsebɔ sum adowa bɔ fam.

Adowa de esu maa! Maa! Ɔkɔ Ɔsɔfo Susono anim.

Ɔsɔfo Susono di asɛm no na ɔbu ɔsebɔ fɔ.

Ɔsebɔ ani wu ma ɔmuna kusuu.

94 Asante Twi Pupil Book

Standards:

The pupils will be able to:

1. Ask and Answer factual and inferential questions
2. Make a connection between a story and personal experience
3. Use drawing and writing to respond to a story

1. Story review and corrections (3 mins)

Remind pupils about the story

- Briefly discuss the story pupils read in Lesson A, as a reminder. First ask pupils to tell you what they remember. Then try to summarize in a few sentences.

3. Comprehension – factual & inferential questions (10 mins)

Ask comprehension questions – all pupils participate

- Ask the first comprehension question. Then ask pupils to Turn and talk. Ask pupils to turn to a pupil next to them and talk about the Answer.
    - Question 1: Hwan na ɔsebɔ ne no kɔɔ bɔneka wɔ Asesewa no? (Answer: Adowa)
    - Repeat this procedure. Ask a comprehension question, then ask pupils to Turn and talk, and finally, confirm the correct response for the whole class to hear.
    - Question 2: Ɛdeɛn na ɔsebɔ de yɛɛ adowa? (Answer: Ɔsebɔ sum adowa bɔ fam)
    - Question 3: Hwan na adowa de su kɔɔ n'anim no? (Answer: Ɔsɔfo Susono)
    - Question 4: Wosusu sɛ ɛnam ɛdeɛn so nti na ɔsebɔ summ adowa bɔɔ fam? (Answers may include: Ɔsebɔ yɛ ɔsisifoɔ, ebia adowa yɛɛ ɔsebɔ bɔne bi.)
    - Question 5: Wosusu sɛ, akyire yi ɛdeɛn na ɛbɛsi ɔsebɔ ne adowa ntam? (Answers may include: Ɔsebɔ bɛtumi akɔhyia adowa baabi ne no ako, ɔsebɔ bɛnu ne ho, ɔsebɔ bɛpa adowa kyɛw na ɔne no ayɛ adamfo.)

2. Comprehension – making connections (7 mins)

Make text-to-self connections

- Say: Sɛ yɛkenkan abasɛm a, ɛkae yɛn biribi a asi wɔ yɛn abrabɔ mu.
- Say: Afei, monnwene ɛberɛ a ɔsɔfo susono buu ɔsebɔ fɔ no ho. Obi abu wo fɔ pɛn? Ɛdeɛn na woyɛɛɛ nti a ɔbuu wo fɔ na ɛdeɛn na woyɛɛɛ akyire no?
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

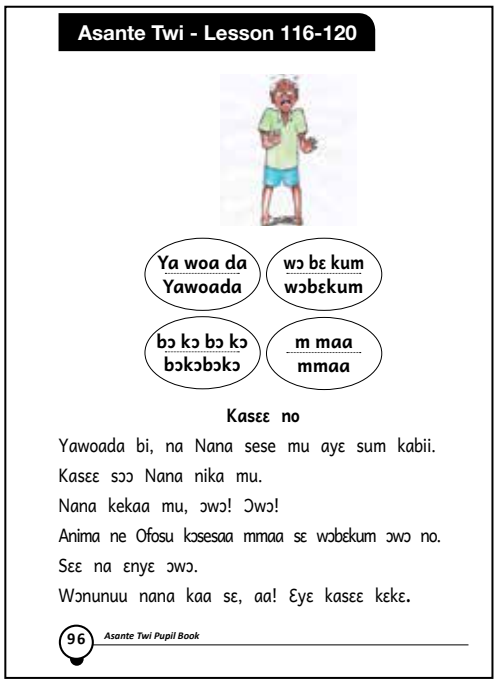
3. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to draw or write about the text-to-self connection they made to the story.

Asante Twi – Lesson 119

ASER and Story Week


Asante Twi - Lesson 116-120

Ya woa da / Yawoada

wɔ bɛ kum / wɔbɛkum

bɔ kɔ bɔ kɔ / bɔkɔbɔkɔ

m maa / mmaa

Kasɛɛ no

Yawoada bi, na Nana sese mu ayɛ sum kabii.
Kasɛɛ sɔɔ Nana nika mu.
Nana kekaa mu, ɔwɔ! Ɔwɔ!
Anima ne Ofosu kɔsesaa mmaa sɛ wɔbɛkum ɔwɔ no.
Sɛɛ na ɛnyɛ ɔwɔ.
Wɔnunuu nana kaa sɛ, aa! Ɛyɛ kasɛɛ kɛkɛ.

96 Asante Twi Pupil Book

Standards:

The pupils will be able to:

1. Read a short text
2. Identify and count syllables in words
3. Read words

1. Special instructions (5 mins)

Instructions to teachers

- ASER is an assessment of pupils' progress in reading skills over the school year. Conducting ASER is a part of this program. It gives you, the teacher, the ability to track how your pupils are advancing, and identify pupils who need extra help in reading.
- The A Lesson part of Lessons 56 to 60 are short. They contain a new story each day for pupils to read, and the Syllable Race game to play. Pupils will do the same two activities each day, during the A Lessons. This is meant to do a couple things:
    - (1) Free teachers' time to conduct ASER. Student-directed activities should make it easier for teachers to have some else with their classroom (such as the Curriculum Lead, Head Teacher, assistant teacher, or a trusted parent volunteer), so the teacher can use this time (during each A Lesson, from Lesson 56 to 60) to assess pupils using ASER.
    - (2) Support pupils' reading fluency. The more pupils read, the more fluent and confident readers they become. The "Syllable Race" game, below (to be played each day), supports syllable counting and word reading.
- The B Lessons for Lessons 56 to 60 are based on the story in the A Lessons, and require a teacher, or other educator, to lead the instruction.

Orientation of pupils (and the person who will stay with the pupils)

- Please remind the pupils, and person staying with the pupils, what they are meant to do.
- Write today's Lesson # on the board. Be sure they have the materials they need. This lesson is the same as yesterday (but using the story and game grid for this lesson).

1. Pupils will read the story alone.
2. After reading it alone, they will find a pair and re-read the story.
3. With the time remaining after reading, pupils will play the Syllable Race game.

2. Decodable story reading – Independent & in pairs (15 mins)

Pupils read aloud in the book independently

- Pupils should be given time to read the story independently. They should whisper read (read quietly), putting their finger under each word as they read it.

Pupils read in pairs

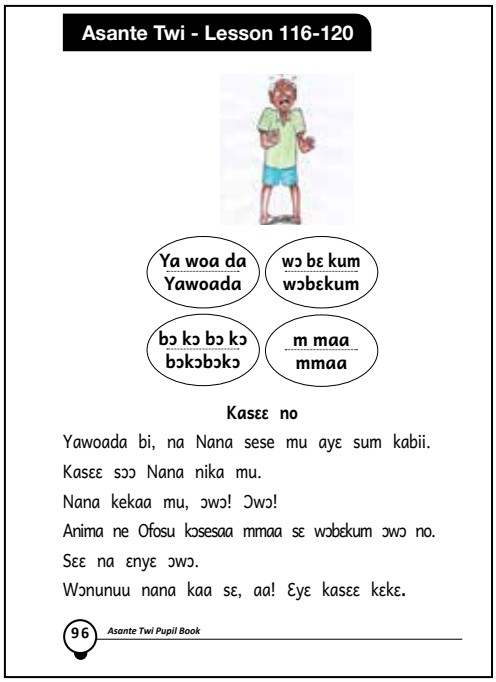
- Pupils should then read the decodable story in pairs. They may find a pair once they have taken time to read the story alone.

3. Syllable Race (Game) (10 mins)

Pupils play the Syllable Race Game

- Instructions for this game are found in lesson 56A.

Asante Twi – Lesson 120 ASER and Story Week


Asante Twi - Lesson 116-120

Ya woa da
Yawoada

wɔ bɛ kum
wɔbɛkum

bɔ kɔ bɔ kɔ
bɔkɔbɔkɔ

m maa
mmaa

Kasɛɛ no

Yawoada bi, na Nana sese mu ayɛ sum kabii.
Kasɛɛ sɔɔ Nana nika mu.
Nana kekaa mu, ɔwɔ! Ɔwɔ!
Anima ne Ofosu kɔsesaa mmaa sɛ wɔbɛkum ɔwɔ no.
Sɛɛ na ɛnyɛ ɔwɔ.
Wɔnunuu nana kaa sɛ, aa! Ɛyɛ kasɛɛ kɛkɛ.

96 Asante Twi Pupil Book

Standards:

The pupils will be able to:

1. Ask and Answer factual and inferential questions
2. Make a connection between a story and personal experience
3. Use drawing and writing to respond to a story

1. Story review and corrections (3 mins)

Remind pupils about the story

- Briefly discuss the story pupils read in Lesson A, as a reminder. First ask pupils to tell you what they remember. Then try to summarize in a few sentences.

2. Comprehension – factual & inferential questions (10 mins)

Ask comprehension questions – all pupils participate

- Ask the first comprehension question. Then ask pupils to Turn and talk. Ask pupils to turn to a pupil next to them and talk about the Answer.
    - Question 1: Ɛda bɛn na na nana sese mu ayɛ sum kabii no? (Answer: Yawoada bi)
- Repeat this procedure. Ask a comprehension question, then ask pupils to Turn and talk, and finally, confirm the correct response for the whole class to hear.
- Remaining questions:
- Question 2: Hwan na kasɛɛ sɔɔ ne nika mu no? (Answer: Nana)
- Question 3: Ɛberɛ a nana kekaa mu no, edin bɛn na ɔbɔeɛ? (Answer: ɔwɔ)
- Question 4: Wosusu sɛ, ɛdeɛn nti na nana kekaa mu ɛberɛ a kasɛɛ sɔɔ ne nika mu no? (Answers may include: Ɔnim sɛ aboa bi rebɛkye no awe, na ehu aka nana)
- Question 5: Wosusu sɛ, ɛdeɛn nti na Ofosu ne Anima nunuu nana? (Answers may include: Na wɔredi ne ho fɛw ɛfiri na ɛnyɛ ɔwɔ na asɔ nana mu, na wɔne no redi agorɔ)

2. Comprehension – making connections (7 mins)

Make text-to-self connections

- Say: Sɛ yɛkenkan abasɛm a, ɛkae yɛn biribi a asi wɔ yɛn abrabɔ mu.
- Say: Afei, monnwene ɛberɛ a nana kaa sum mu no ho. Woaka sum mu pɛn, ɛdeɛn na woyɛeɛ, na obi bɛboaa wo anaa?
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

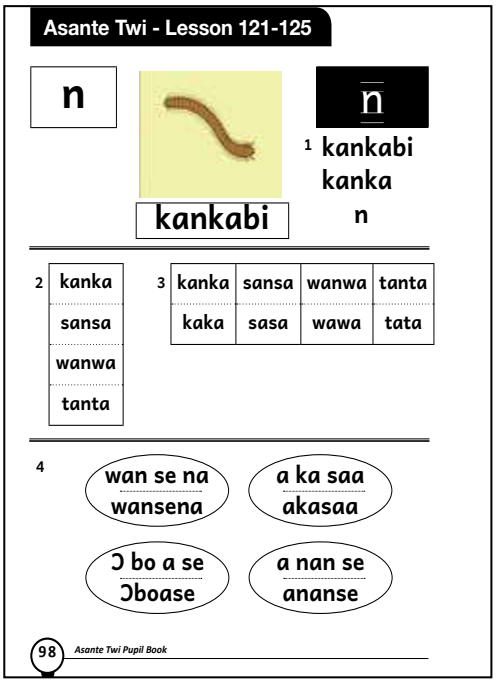
3. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to draw or write about the text-to-self connection they made to the story.

Conduct ASER Assessment Here

Asante Twi—Lesson 121 New letter: _n



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learnt.

u, Ɛ, m, d, i, b, k, Y

2. Teach the sound (4 mins)

Tongue twister—Say the sound

- Say the tongue twister. Pupils repeat.

Adanko nanankansoanom nantini sensene nnunsini.

- Ask pupils what sound they hear most. (Answer: /n/)

Listening game – Middle sound

- Say each word below. Pupils put a hand up if they hear the sound in the word and on the desk if they do not.

wansane, papa, maame, dunsini, hohoro, kankabi, nkanka, sa

3. Letter and keyword (10 mins)

Teach the letter

- Point to the small letter **"n"** on the alphabet strip or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ /n/. Mo ne me mmom nka /n/.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the small letter **"n"** on the alphabet strip or on the board.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no *"kankabi"*. Mote /n / wɔ *"kankabi"* mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne "kankabi".
- Point to the set of syllables (**kan/ka**) under the keyword (**kankabi)**. Read it and show pupils how the syllable set is part of the keyword.
- Point to the letter (under the syllable). Read it and show pupils how the letter is part of the syllable.

4. Read syllables (7 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first set of syllables.
- Ask pupils to clap the syllables. As they clap, point to each syllable on the board. (2 syllables – **kan/ka**.)
- Say: Ɛdeɛn na yei ka? (Answer: "kanka")
- Say: Monkenkan asɛnsini ahodoɔ mmienu mmienu no. Ɛdeɛn na ɛyɛ pɛ wɔ asɛnsini ahodoɔ mmienu mmienu no ntam? (Answer: "n"). Nnyegyeeɛ bɛn na ɛyɛ? (Answer: /n/)
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (8 mins)

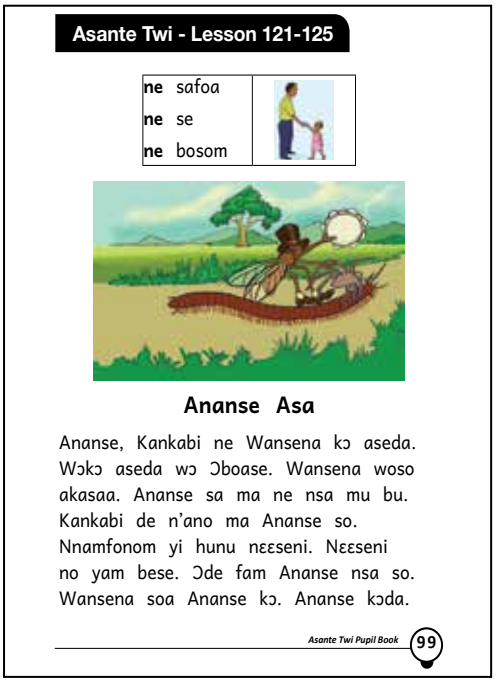
Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)

- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi—Lesson 122

Pupil Book Story: First Reading



Asante Twi - Lesson 121-125

ne safoa **ne** se **ne** bosom	

Ananse Asa

Ananse, Kankabi ne Wansena kɔ aseda. Wɔkɔ aseda wɔ Ɔboase. Wansena woso akasaa. Ananse sa ma ne nsa mu bu. Kankabi de n'ano ma Ananse so. Nnamfonom yi hunu nɛɛseni. Nɛɛseni no yam bese. Ɔde fam Ananse nsa so. Wansena soa Ananse kɔ. Ananse kɔda.

Asante Twi Pupil Book 99

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learnt letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

- Say: Sɛ yɛkenkan nsɛmfua, ɔkasamu ahodoɔ ne abasɛm wɔ yɛn kasa mu a, mmara binom wowɔ hɔ a ɛsɛ sɛ yɛdi so. Saa mmara yinom boa yɛn ma yɛkenkan yie na yɛsane te deɛ yɛakenkan no ase. Ɛnnɛ, momma yɛnhwɛ foforɔ.
- Point to the My Language box in the Pupil Book. Ask pupils to point to it in their books.
- Ask pupils to read the My Language lines (a different pupil for each line).
- Say: Ɛdeɛn na ɛyɛ pɛ wɔ kasasin mmiɛnsa no mu? (Answer: ne) Ɛdeɛn na **ne** kyerɛ wo? (Answer: Ɛkyerɛ obi a biribi yɛ ne dea.) Ɛma wohunu deɛ safoa no yɛ ne dea anaa? (Answer: Aane) Kasasin bɛn na ɛne mfoni no kɔ pɛ? (Answer: ne safoa)
- Call on 1-2 pupils to respond, as appropriate.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

fam	***akasaa***

3. Comprehension - Prediction (4 mins)

Prediction based on picture and title

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ atwerɛdeɛ a yɛasua dada no na wɔde atwerɛ.
- Say: Nnamfoɔ baasa bi kɔ aseda. Asɛm bi si wɔ hɔ. Kenkan abasɛm no hwɛ deɛ ɛsiiɛ.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Reminder – Tracking (1 min)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

6. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. Do NOT read it aloud for them. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

7. Comprehension – Prediction check (2 mins)

Check prediction based on picture

- Ask pupils to remember the predictions they made before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

8. Writing – Letters (6 mins)

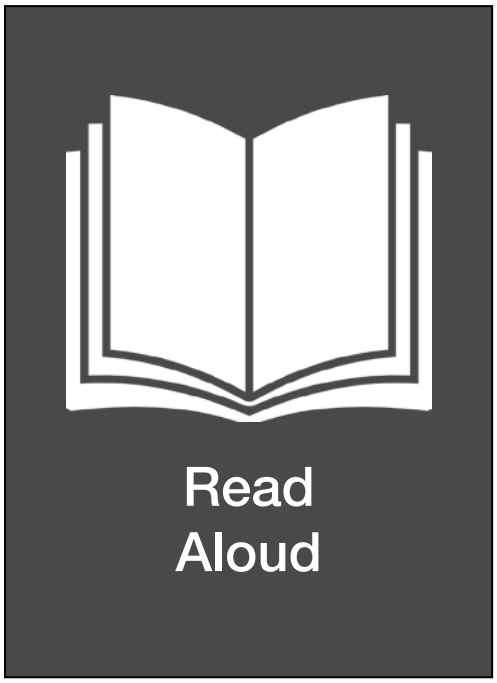
Pupils practice writing the letter

- Ask pupils to locate the syllable set **nan/se** in a word in the decodable story. Call on 2 pupils at random to share the word they found. (Answer: **ananse**)
- Write the letter **"n"** on the board (1/3 meter tall).

- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter **"n"** 5 times.
- If some pupils finish early, tell them to draw a picture of something that has the sound **/n/** in the middle of the word.

Asante Twi—Lesson 123

Teacher Read Aloud: First Reading



Standards:

The pupils will be able to:

1. Use new words correctly in sentences
2. Use verbal and nonverbal communication appropriately
3. Sort objects into categories

1. Teach the sound (5 mins)

Listening game – Say the syllables and word

- Say: Nsɛmfua a yɛkyekyɛ mu kɔ nnyegyeeɛ ahodoɔ mu no boa ma wotwerɛ sane sopɛ. Mepɛ sɛ motie asɛmfua no. Yɛbɛkyekyɛ mu akɔ asɛnsini ahodoɔ, na yɛaka nnyegyeeɛ ahodoɔ a ɛwɔ asɛnsini ahodoɔ no mu no, nnyegyeeɛ baako ɛberɛ koro mu.

- Give an example

  Teacher says: banku
  Teacher and pupils clap out the syllables: ban, ku
  Teacher says the first syllable: "ban"
  Pupils say: /b/ /a/ /n/
  Teacher says the second syllable: "ku"
  Pupils say: /k/ /u/
- Continue with the rest of the words.

  kɔda, bese, woso

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it. Talk to the pupils about the new words they will hear in the text. Ask pupils what they know about each one.
- Discuss the word meaning with pupils, using gestures or illustrations to support understanding.

akorɔma	abaa	ɔbɔfoɔ

3. Read aloud (8 mins)

Read the following story aloud

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments such as when you come to a vocabulary word the pupils just learnt or when you hear a syllable the pupils just practiced.

Ananse Ne N'adwumayɛfoɔ

Tete no, na Ananse te afukɛseɛ bi mu. Da koro bi, na ɛhia sɛ ɔdɔ n'afuo no mu. Na ɔpɛ sɛ nkurɔfoɔ yɛ adwuma no ma no. Ɔkɔɔ Mfɔtɛɛ hɔ kɔka kyerɛɛ no sɛ, "Ɔkyena, bra bɛboa me na yɛnkɔyɛ adwuma." Mfɔtɛɛ kaa sɛ, "Sɛ Akokɔ bɛba bi deɛ a, meremma." Ananse kaa sɛ, "Dabi, Akokɔ remma bi." Ananse kɔɔ Akokɔ hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Akokɔ kaa sɛ, "Sɛ Akorɔma bɛba bi a, meremma." Ananse kaa sɛ, "Oo dabi! Akorɔma remma bi." Ananse kɔɔ Akorɔma hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Akorɔma kaa sɛ, "Sɛ Ɔbɔfoɔ bɛba bi a, meremma." Ananse kaa sɛ, "Dabi! Ɔbɔfoɔ remma bi."

Ananse kɔɔ Ɔbɔfoɔ hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Ɔbɔfoɔ kaa sɛ, "Sɛ Ɔwɔ bɛba bi a, meremma." Ananse kaa sɛ, "Oo dabi! Ɔwɔ remma bi." Ananse kɔɔ Ɔwɔ hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Ɔwɔ kaa sɛ, "Sɛ Abaa bɛba bi a, meremma." Ananse kaa sɛ, "Oo dabi! Abaa remma bi." Ananse kɔɔ Abaa hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Abaa kaa sɛ, "Sɛ Egya bɛba bi a, ɛnneɛ meremma." Ananse kaa sɛ, "Oo dabi, Egya remma bi."

Ananse kɔɔ Egya hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Egya kaa sɛ, "Sɛ Osuo bɛba bi a, ɛnneɛ meremma." Ananse kaa sɛ, "Oo dabi! Osuo remma bi." Adeɛ kyeeɛ wɔ afuo no mu no, Akokɔ tuu mmirika dii Mfɔtɛɛ akyi. Akorɔma dwa guu Akokɔ ne ne mma so. Ɔbɔfoɔ de etuo hwɛɛ Akorɔma no so. Ɔwɔ kaa Ɔbɔfoɔ. Abaa kumm Ɔwɔ. Egya hyee Abaa. Osuo dumm Egya. Na Ananse dwane kɔeɛ.

4. Vocabulary – After reading (12 mins)

Sort words

- Write the following two words on the board (each will be a category).

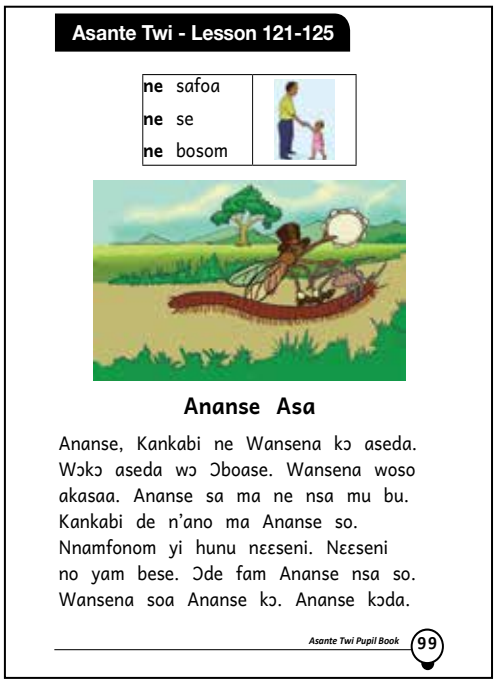
Afuo	Adepam

- Model putting the first two words on the list below into one of the categories. Explain why you put it there.
- Read each word. Ask who has an idea about where it should go. For each word, a new volunteer puts it in a category and says why they think it should go there.
- If pupils struggle, help them talk about how the words are related to each other.
- Note: some words might fit into either category.

sekan	**ahoma**	**asɔ**	**paneɛ**

Asante Twi—Lesson 124

Pupil Book Story: Second Reading



Asante Twi - Lesson 121-125

ne safoa **ne** se **ne** bosom	

Anansе Asa

Anansе, Kankabi ne Wansena kɔ aseda. Wɔkɔ aseda wɔ Ɔboase. Wansena woso akasaa. Anansе sa ma ne nsa mu bu. Kankabi de n'ano ma Anansе so. Nnamfonom yi hunu nɛɛseni. Nɛɛseni no yam bese. Ɔde fam Anansе nsa so. Wansena soa Anansе kɔ. Anansе kɔda.

Asante Twi Pupil Book 99

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Make a connection between a story and personal experience
4. Make a list of objects found in the local environment

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learnt. Pupils say the sounds of the letters.

A, ɛ, s, N, ɔ, n, y, f

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter **"n"** on the alphabet strip or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ /n/ wɔ mu?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Reminder – Tracking (1 min)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

5. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Making connections (8 mins)

Ask comprehension questions

- Call on a pupil randomly to answer the following question:

  Question 1: Ɛhefoɔ na wɔkɔɔ aseda no? Kenkan ɔkasamu a ɛkasa fa yei ho kyerɛ me.
  (Answer: Check from sentence 1.)
  Question 2: Wosusu sɛ Kankabi amma Ananse so a, anka Ananse bɛyɛ deɛn? (Answers may include: Ebia anka wansena bɛsoa Ananse akɔma nɛɛseni. Anka Ananse no ara bɛyɛ nkakrankakra akɔpɛ nɛɛseni ama wayɛ no aduro. Anka Ananse bɛsu. Anka Ananse nsa no bɛhono.)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what may have given them that idea, such as their own experiences, or what they see in the text or picture.

Make text-to-self connections

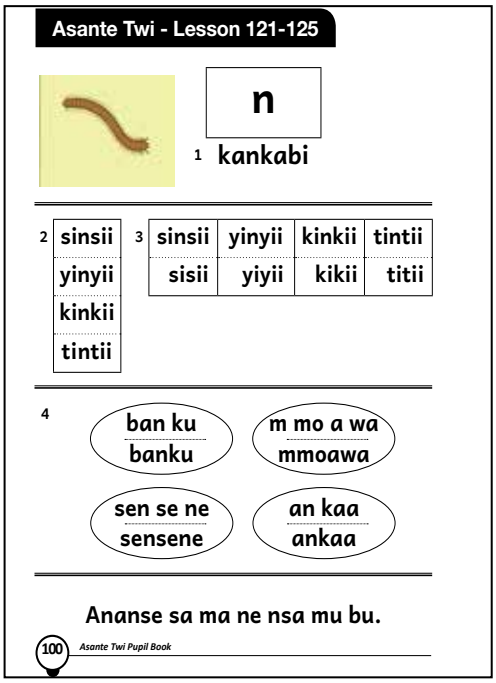
- Say: Sɛ yɛkenkan abasɛm a, ɛkae yɛn biribi a asi wɔ yɛn abrabɔ mu.
- Say: Afei, monnwene Ananse a ne nsa mu abu ho. Wo honam baabi abu pɛn, na ɛdeɛn na woyɛɛɛ?
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

7. Writing – Environmental print (10 mins)

Writing – Label objects in the environment

- Divide the pupils into 5 groups. Write the group numbers (1-5) across the top of the board.
- Ask pupils in the group to look around the room, and think of the word for three things they see (in the official Ghanaian language of the school)
- Invite each group to share their words. List each group's words under their group number.
- Look at the first letter for each word. Ask pupils if they learned it, and if so, what sound does the letter make? (use the keyword to remind them, if necessary).
- Have each group copy the list of words for their group into their notebooks. If they finish early, they should continue with other words.
- After the lesson- write the words in large letters on a half-sheet of paper. Stick the label to the thing it represents (for example, stick the word "table" to a table). It should be visible to pupils in the classroom.

Asante Twi—Lesson 125 Review Letters



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learnt. Pupils say the sounds of the letters.

a, o, Ɔ, n, m, d, i, F

2. Teach the sound (4 mins)

Tongue twister—Say the sound

- Say the tongue twister. Pupils repeat.

Adanko nanankansoanom nantini sensene nnunsini.

- Ask pupils what sound they hear most

Listening game – Middle sound

- Say each word below. Pupils put a hand up if they hear the sound in the word and on the desk if they do not.

nkontommire, home, tenten, wansena, ahoma, akoma, ntontom, yam

3. Letter and keyword (2 mins)

Teach the letter

- Point to the small letter **"n"** on the alphabet strip or on the board.
- Say: Nnyegyeeɛ bɛn na saa atwerɛdeɛ yi yɛ?
- Ask pupils to say the sound with you (no more than 2 times).
- Say: Asɛmfua titire bɛn na yɛsuaeɛ a ɛboa ma yɛkae nnyegyeeɛ a saa atwerɛdeɛ yi yɛ?
- Turn and Talk: Ask pupils to turn to a pupil next to them to share the keyword for the letter of the week. They can use the picture on the alphabet strip or in their pupil books to help them. Then, ask one pair to say the keyword aloud for the whole class.
- Ask pupil to say the sound with you again (no more than 2 times).

4. Read syllables (7 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Say: Afei, momma yɛmfa atwerɛdeɛ ahodoɔ a yɛnim no nsua nsɛnsini akenkan
- Write the Box #2 syllable column on the board.
- Point to the first set of syllables.
- Ask pupils to clap the syllables. As they clap, point to each syllable on the board. (2 syllables – **sin/sii**) Say: Ɛdeɛn na yei ka? (Answer: "sinsii")
- Say: Monkenkan asɛnsini ahodoɔ mmienu mmienu no. Ɛdeɛn na ɛyɛ pɛ wɔ asɛnsini ahodoɔ mmienu mmienu no ntam? (Answer: "n"). Nnyegyeeɛ bɛn na yei yɛ? (Answer: /n/)
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (6 mins)

Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

6. Fluency activity (10 mins)

Read common words

- Say: Yɛbɛsua sɛdeɛ yɛkenkan nsɛmfua binom afiri abasɛm a yɛkenkanee no mo nwoma no mu no.
- Ask pupils to look at the sentence at the bottom of the page in the pupil book.
- Write the sentence on the board.
- Circle the following common words in the same sentence the pupils just read:

ma, ne, mu

- Point to each common word in the sentence. Ask pupils to read these common words together as a class. Repeat no more than 3 times.

Rereading for fluency

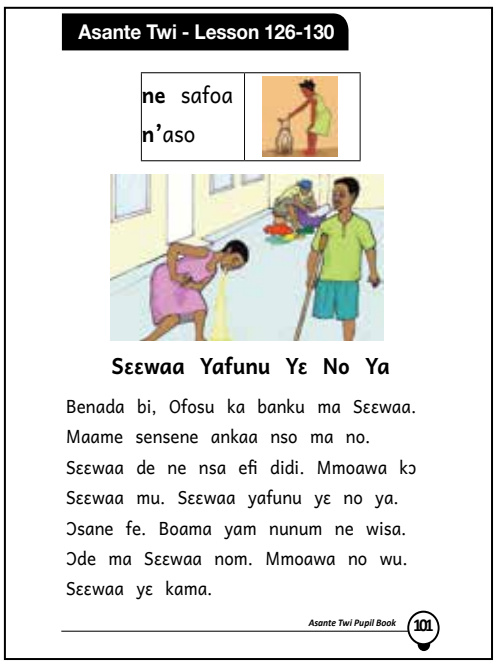
- Say: Afei, momma yɛnkenkan ɔkasamu no nyinaa. Yɛbɛsan akenkan no mprɛ ahodoɔ bi. Mepɛ sɛ mobɔ mmɔden kenkan no te sɛ deɛ morekasa akyerɛ obi.
- Demonstrate reading without emotion (take pauses between words and be boring), and then do it again with more expression (with a natural pace and appropriate emotion- like excitement or sadness
- Then have pupils follow these steps:

    1) Pupils read the sentence with a partner twice.
    2) Teacher reads the sentence with the whole class.
    3)Pupils try reading with a partner naturally, with more emotion.

Have pupils rate their own speed and emotion by holding 1, 2, or 3 fingers in the air. (1 – I was excellent, 2 – I was okay, 3 – I need more practice)

Asante Twi—Lesson 126

Pupil Book Story: First Reading



Asante Twi - Lesson 126-130

ne safoa **n'**aso	

Sɛɛwaa Yafunu Yɛ No Ya

Benada bi, Ofosu ka banku ma Sɛɛwaa. Maame sensene ankaa nso ma no. Sɛɛwaa de ne nsa efi didi. Mmoawa kɔ Sɛɛwaa mu. Sɛɛwaa yafunu yɛ no ya. Ɔsane fe. Boama yam nunum ne wisa. Ɔde ma Sɛɛwaa nom. Mmoawa no wu. Sɛɛwaa yɛ kama.

Asante Twi Pupil Book 101

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learnt letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

- Say: Sɛ yɛkenkan nsɛmfua, ɔkasamu ahodoɔ ne abasɛm wɔ yɛn kasa mu a, mmara binom wowɔ hɔ a ɛsɛ sɛ yɛdi so. Saa mmara yinom boa yɛn ma yɛkenkan yie na yɛsane te deɛ yɛakenkan no ase. Ɛnnɛ, momma yɛnhwɛ foforɔ.
- Point to the My Language box in the Pupil Book. Ask pupils to point to it in their books.

- Ask pupils to read the My Language lines (a different pupil for each line).
- Say: Ɛdeɛn na ɛda nso wɔ kasasin mmienu yinom ahyɛaseɛ? Nteaseɛ no yɛ pɛ anaa? Aane. (Answer: /e/ a ɛwɔ **ne** baako mu afiri hɔ ama ogya nsɛnkyerɛnne abɛhyɛ n'anan mu.)
- Call on 1-2 pupils to respond, as appropriate.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

mmoawa	**wisa**

3. Comprehension - Prediction (4 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ atwerɛdeɛ a yɛasua dada no na wɔde atwerɛ.
- Say: Sɛɛwaa asɔ ne yam koto baabi refe. Kenkan abasɛm no hwɛ deɛ ayɛ no.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Reminder – Tracking (1 min)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

6. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

7. Comprehension – Prediction check (2 mins)

Check prediction based on picture and title

- Ask pupils to remember the predictions they made before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

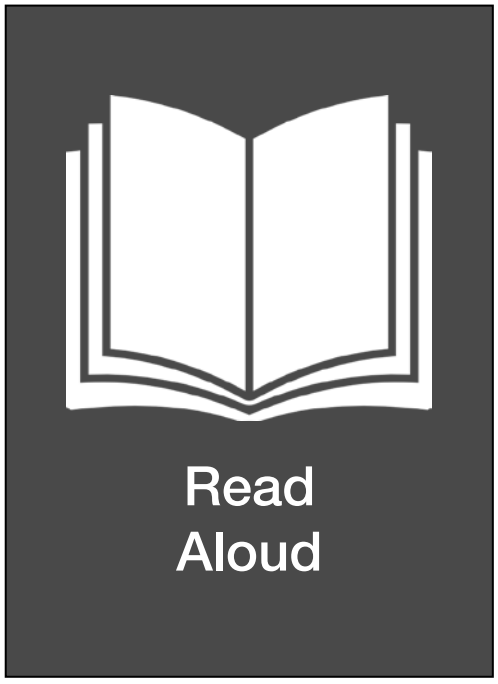
8. Writing – Letters (6 mins)

Pupils practice writing the letter

- Ask pupils to locate the syllable set **sen/se** in a word in the decodable story. Call on 2 pupils at random to share the word they found. (Answer: **sensene**)
- Write the letter **"n"** on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter **"n"** 5 times.
- If some pupils finish early, tell them to draw a picture of something that has the sound **/n/** in the middle of the word.

Asante Twi—Lesson 127

Teacher Read Aloud: Second Reading



Standards:

The pupils will be able to:

1. Use new words correctly in sentences
2. Identify characters in a story
3. Use verbal and nonverbal communication appropriately

1. Teach the sound (5 min)

Listening game – Say each sound

- Say: Nsɛmfua a yɛkyekyɛ mu kɔ nnyegyeeɛ ahodoɔ mu no boa ma wotwerɛ sane sopɛ. Mepɛ sɛ motie asɛmfua no. Yɛbɛkyekyɛ mu akɔ asɛnsini ahodoɔ, na yɛaka nnyegyeeɛ ahodoɔ a ɛwɔ asɛnsini ahodoɔ no mu no, nnyegyeeɛ baako ɛberɛ koro mu.

- Give an example

  Teacher says: kama
  Teacher and pupils clap out the syllables: ka, ma
  Teacher says the first syllable: "ka"
  Pupils say: /k/ /a/
  Teacher says the second syllable: "ma"
  Pupils say: /m/ /a/

- Continue with the rest of the words.

nunum, wisa, ankaa

2. Vocabulary – Before reading (5 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learnt during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

akorɔma	**abaa**	**ɔbɔfoɔ**

3. Read aloud (10 mins)

Read the following story aloud again

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.

- While reading, pause to think aloud and talk to pupils about the story at key moments. If pupils struggled with one of the new vocabulary words, pause to discuss its meaning in the story. If pupils are struggling with a new sound learnt this week, pause to point out the sound in a few different words.

Ananse Ne N'adwumayɛfoɔ

Tete no, na Ananse te afukɛseɛ bi mu. Da koro bi, na ɛhia sɛ ɔdɔ n'afuo no mu. Na ɔpɛ sɛ nkurɔfoɔ yɛ adwuma no ma no. Ɔkɔɔ Mfɔteɛ hɔ kɔka kyerɛɛ no sɛ, "Ɔkyena, bra bɛboa me na yɛnkɔyɛ adwuma." Mfɔteɛ kaa sɛ, "Sɛ Akokɔ bɛba bi deɛ a, meremma." Ananse kaa sɛ, "Dabi, Akokɔ remma bi." Ananse kɔɔ Akokɔ hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Akokɔ kaa sɛ, "Sɛ Akorɔma bɛba bi a, meremma." Ananse kaa sɛ, "Oo dabi! Akorɔma remma bi." Ananse kɔɔ Akorɔma hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Akorɔma kaa sɛ, "Sɛ Ɔbɔfoɔ bɛba bi a, meremma." Ananse kaa sɛ, "Dabi! Ɔbɔfoɔ remma bi."

Ananse kɔɔ Ɔbɔfoɔ hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Ɔbɔfoɔ kaa sɛ, "Sɛ Ɔwɔ bɛba bi a, meremma." Ananse kaa sɛ, "Oo dabi! Ɔwɔ remma bi." Ananse kɔɔ Ɔwɔ hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Ɔwɔ kaa sɛ, "Sɛ Abaa bɛba bi a, meremma." Ananse kaa sɛ, "Oo dabi! Abaa remma bi." Ananse kɔɔ Abaa hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Abaa kaa sɛ, "Sɛ Egya bɛba bi a, ɛnneɛ meremma." Ananse kaa sɛ, "Oo dabi, Egya remma bi."

Ananse kɔɔ Egya hɔ na ɔkaa sɛ, "Ɔkyena bɛgya me adwuma." Egya kaa sɛ, "Sɛ Osuo bɛba bi a, ɛnneɛ meremma." Ananse kaa sɛ, "Oo dabi! Osuo remma bi." Adeɛ kyeeɛ wɔ afuo no mu no, Akokɔ tuu mmirika dii Mfɔteɛ akyi. Akorɔma dwa guu Akokɔ ne ne mma so. Ɔbɔfoɔ de tuo hwɛɛ Akorɔma no so. Ɔwɔ kaa Ɔbɔfoɔ. Abaa kumm Ɔwɔ. Egya hyee Abaa. Osuo dumm Egya. Na Ananse dwane kɔeɛ.

4. Comprehension - Retell (10 mins)

Comprehension – Identify characters

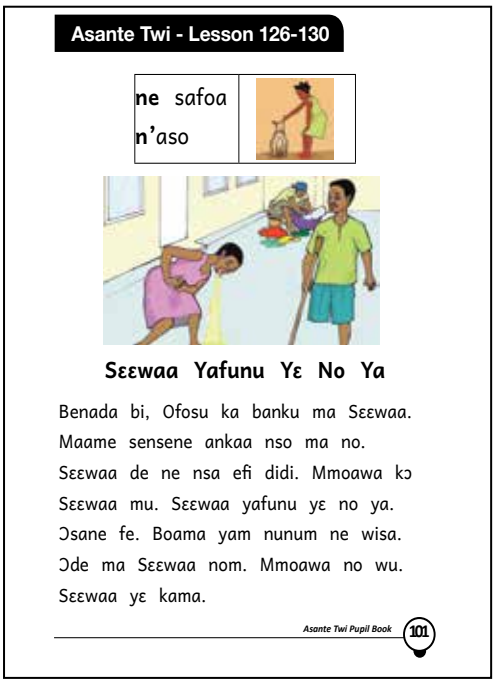
- Say: Hwan na na abasɛm yi fa ne ho? (Answer could be one character or multiple main characters)
- Say: Nnipa, mmoa anaa nneɛma a wɔdwene na wɔdi dwuma wɔ abasɛm mu no, wɔfrɛ wɔn **agorɔmma.**
- Ask pupils whether the characters in today's story are people, animals, and things.
- Say: Agorɔmma a wɔwɔ abasɛm mu a abasɛm no fa wɔn ho pa ara na wɔfrɛ wɔn 'Agorɔmma titire'. Agorɔmma titire di akotene wɔ abasɛm no mu. Mprɛ pii no, ɛyɛ a na wɔwɔ mfoni no nso mu. Agorɔmma titire no wɔ mfoni no mu saa ɛberɛ yi?
- Ask pupils to think for 15 seconds about what the story taught them about the main character (or one of the main characters) in the story. They should think about: what the character likes or dislikes, what is the character's role in the family, how the character feels, what work the character does.

- Turn and talk: Ask pupils to turn to a pupil next to them to describe the character in the story. Then, call on 2-3 pupils to share their descriptions of the character.

[Note: Pupils who do not speak the language of instruction may need additional modelling and support. You can provide them with example words or invite them to describe the character in the language they're most comfortable in.]

Asante Twi—Lesson 128

Pupil Book Story: Second Reading



Asante Twi - Lesson 126-130

ne safoa **n'**aso	

Sɛɛwaa Yafunu Yɛ No Ya

Benada bi, Ofosu ka banku ma Sɛɛwaa. Maame sensene ankaa nso ma no. Sɛɛwaa de ne nsa efi didi. Mmoawa kɔ Sɛɛwaa mu. Sɛɛwaa yafunu yɛ no ya. Ɔsane fe. Boama yam nunum ne wisa. Ɔde ma Sɛɛwaa nom. Mmoawa no wu. Sɛɛwaa yɛ kama.

Asante Twi Pupil Book 101

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Make a connection between a story and personal experience
4. Use drawing and writing to respond to a story

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learnt. Pupils say the sounds of the letters.

ɛ, n, M, s, ɔ, w, y, O

2. New letter review (2 mins)

Review the new letter of the week

- Point to the small letter **"n"** on the alphabet strip or on the board. Ask pupils to say the sound of the letter.
- Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ */n/ wɔ mu?*

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Reminder – Tracking (1 min)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

5. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Making connections (8 mins)

Ask comprehension questions

- Call on pupils randomly to answer the following questions:

  Question 1: Ɛdeɛn na ɛkɔɔ Sɛɛwaa mu? Kenkan ɔkasamu a ɛkasa fa yei ho kyerɛ me.
  (Answer: check from sentence 4.)
  Question 2: Wosusu sɛ ɛdeɛn nti na Sɛɛwaa de ne nsa fi dii banku no? (Answers may include: Ebia wannya samina ne nsuo anhohoro ne nsa. Na ne werɛ afiri sɛ ɔbɛhohoro ne nsa. Na ɔrepɛ ntɛm akɔdidi nti wankae sɛ ɔnhohoroo ne nsa.)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what may have given them that idea, such as their own experiences, or what they see in the text or picture.

Make text-to-self connections

- Say: Sɛ yɛkenkan abasɛm a, ɛkae yɛn biribi a asi wɔ yɛn abrabɔ mu.
- Say: Afei, monnwene Sɛɛwaa a ne yam yɛɛ no ya no ho. Wo yam ayɛ wo ya pɛn? Ɛdeɛn na ɛsiiɛ?
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

7. Writing – Story response (10 mins)

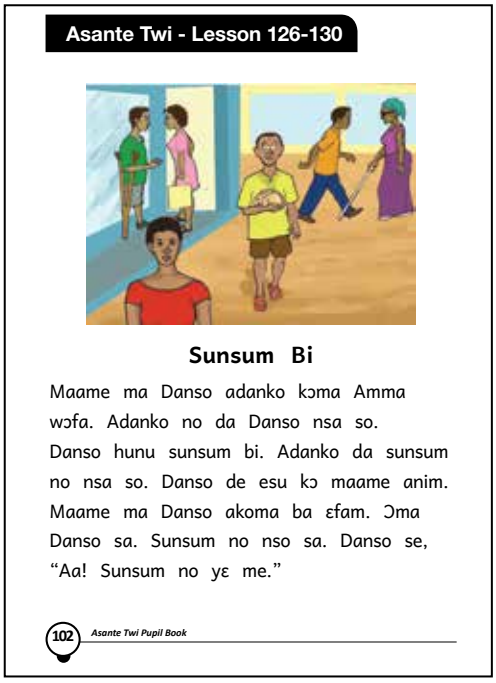
Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.

Ask pupils to draw or write about the text-to-self connection they made to the story.

Asante Twi—Lesson 129

Assess & Review


Asante Twi - Lesson 126-130

Sunsum Bi

Maame ma Danso adanko kɔma Amma wɔfa. Adanko no da Danso nsa so. Danso hunu sunsum bi. Adanko da sunsum no nsa so. Danso de esu kɔ maame anim. Maame ma Danso akoma ba ɛfam. Ɔma Danso sa. Sunsum no nso sa. Danso se, "Aa! Sunsum no yɛ me."

102 Asante Twi Pupil Book

Standards:

The pupils will be able to:

1. Read text with fluency

1. Assessment: BEFORE THE LESSON

Prepare for the assessment

- Prepare an assessment scoring page in a notebook. List all the pupils in the class in alphabetical order. Then make 3 more columns with the title "letters", "syllables" and "individual score".
- Prepare an assessment sheet with the assessment letters and syllables (found at the end of this lesson plan). Write the letters and syllables large enough for pupils to see clearly and point to.
- At the beginning of this lesson, help pupils find the decodable story for this lesson. Instruct pupils who are not being assessed to read the story quietly.

2. Reason to Read (2 mins)

Think about why you want to read the story

- Tell pupils that they will be reading a story with a partner while you work with individual pupils.
- Say: Danso maame asoma no. Ɔsan de su kɔ ne maame hɔ. Kenkan abasɛm no hwɛ deɛ ɛbɛsi.
- Turn and talk: Ask pupils to turn to a pupil next to them to begin reading the story in their Pupil Books.
- Tell pupils that they will see a few words in the story missing. With their partners, they should choose which of the two options in parenthesis is the correct choice for the story.

3. Assessment (individual assessment while the rest of the class reads in pairs) (20 mins)

Administer the assessment

- You will assess 10 pupils. While the whole class is reading in pairs, call one pupil to sit with you.
- Show the pupil the 4 letters on the assessment sheet. Mark the number of correct responses (from 1-4) on your assessment scoring page.
- Show the pupil the 3 syllables on the assessment sheet. Mark the number of correct responses (from 1-3) on your assessment scoring page.
- Do this for another 9 pupils (to complete all 10). Next week you will assess 10 more pupils starting with the next pupil on the list.

Score the *a*ssessment – For e*a*ch pupil

- Total the correct letters, syllables and words for each pupil – across the row on your assessment scoring page. This gives a general sense of how the child is learning: 8-10 correct is good. 6-7 is developing. 1-5 may indicate that the child is struggling.

Score the *a*ssessment – For cl*a*ss progress

- Total the correct letters and syllables for the 10 pupils by adding each column on your assessment scoring page. A total of 40-50 is good, 30-40 is developing, and less than 30 is a challenge. Consider reinforcement activities for skill areas that are less than 40.

Looking forw*a*rd

- Next week, continue with the next 10 pupils on the list. Continue this way until all pupils are assessed, then start over again from the beginning of the list.

4. Comprehension – Comprehension questions (8 mins)

Ask comprehension questions

- Thank pupils for staying on task and working well with their partners.
- Call on a pupil randomly to answer each of the following questions:

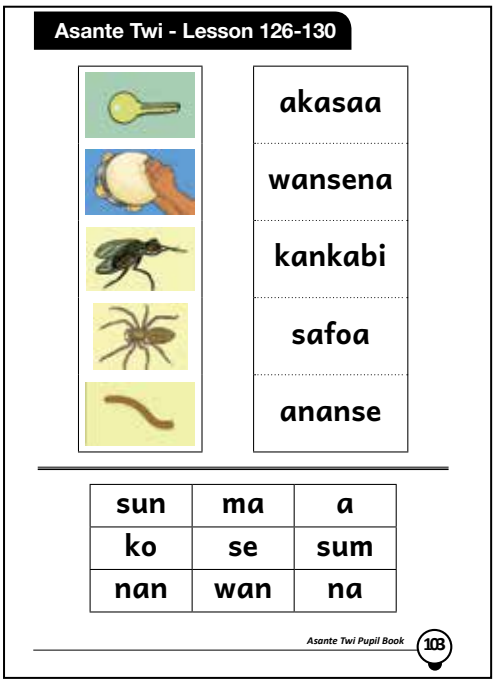
  Question 1: Ɛdeɛn na Danso hunu? Kenkan ɔkasamu a ɛkasa fa yei ho kyerɛ me. (Answer: check from sentence 3.)
  Question 2: Sɛ Maame amma Danso akoma amma fam a anka ɛdeɛn na ɛbɛsi?
  (Answers may include: Anka ehu bɛka Danso. Anka Danso bɛteateam. Anka biribi bɛtumi atɔ Danso so.)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Lesson Assessment

n	**i**	**y**	**e**
dɛ	**sense**	**kenk*a***	**wo**
b*a*nku	**n*a*nk*a***	**d*a*dew*a***	**sɔsɔ**

Asante Twi—Lesson 130

Review & Reinforce



Standards:

The pupils will be able to:

1. Use letter and sound knowledge to read words
2. Blend syllables to read and write words

1. Reinforcement activities (15 mins)

NOTE

Choose a reinforcement activity from the options below. Base your choice on the skill(s) your pupils found challenging in the assessment. The skill reinforced by the activity is in the activity name: "letter sounds" or "syllable blending".

Letter sounds – Can you think of a word?

- Use flashcards. Hold up a letter pupils have learnt but need to practice. Ask a pupil to say the letter sound.

Repeat the correct letter sound. Ask pupils to think of a word that starts with the sound. Calls on 5-10 pupils to share their words, then move on to the next letter.

Letter sounds – Letter zoom

- Ask pupils to turn to the page of letters at the back of the pupil book. Call a letter sound that pupils have already learnt. Ask pupils to look at the letters in the table and quickly tap the letter that makes that sound. Repeat with additional letters that pupils have already learnt. **TIP – start saying letter sounds at a speed that gets as many pupils to participate as possible, then gradually start saying letter sounds more quickly.*

Syllable blending – Whisper the syllable

- Use flashcards. Choose 3 consonants and 3 short or long vowels from the flashcards (try to use letters that pupils may struggle with or have forgotten). Hold up a consonant and say its sound. Hold up a short or long vowel and say its sound (or have pupils say the sound). Ask pupils to turn to a partner and quietly say the syllable made by the two flashcards. When they agree on the syllable, have them raise their hands. Wait until most of the class has raised their hands. Call on a pair at random to say the syllable. If they are correct, give a clap of appreciation. Continue using flashcards to make 5-10 more syllables for pupils to say in pairs.

Syllable blending – Phonics bingo

- Write 10 words on the blackboard that pupils have already learnt. Read the items aloud once. Ask pupils to choose 3 of them to write in a notebook, paper, slate, or other place. Call one of the words at random. Continue to slowly call out words. The first pupil to hear all 3 of the words they wrote down raises their hand. If they can say all 3 correct words, they get a clap of appreciation from the class.

2. Word matching (5 mins)

Match words to pictures

- Ask pupils to put their fingers under the first word in the word list for the activity in the pupil book. Read the first word.
- Say: Asɛmfua yi ase kyerɛ sɛn?
- Ask for a volunteer to tell say the meaning of the word. Then, ask pupils to point to the picture on the page that matches that word. Ask all pupils to point to the next word in the list and whisper read it to themselves. Call on a pupil at random to read the word for the class. Ask all pupils to point to the picture that matches the word.
- Continue the activity to the end of the word list, helping pupils that get stuck.

3. Word building (10 mins)

Use syllables to build given words

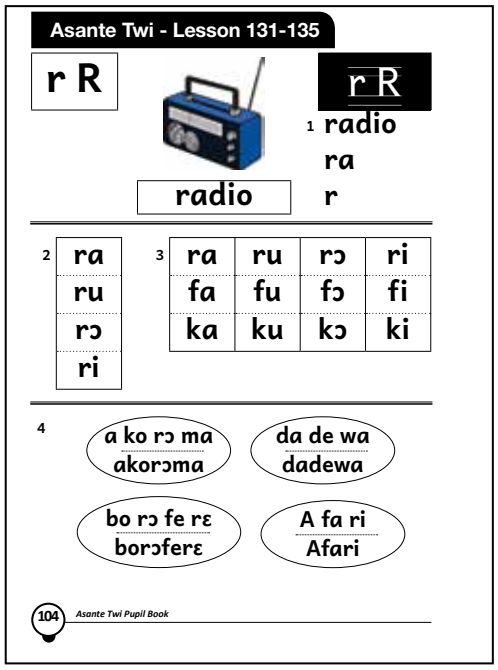
- Tell pupils they will write words using the syllables in the box.
- Say: Meredwene asɛmfua bi ho. Asɛmfua no ne ***"wansena"***. Momma yɛmmɔ yɛn nsam wɔ so ***wan/se/na***.
- Using the syllable grid in the Pupil Book, ask pupils to point to the first syllable that they hear in the word that you said aloud. Then, write the syllable on the board.
- Continue asking pupils to point to the syllables in the word until the full word is written on the board.
- Say: Asɛmfua no ne ***"wansena"***. Afei, yɛatwerɛ asɛmfua no nyinaa. Momma yɛmmom nkenkan. (Pupils read the word.)
- Say the first word below and clap the syllables with pupils. Give pupils time to find the syllables of the word and point to them in their book, then write them to form the word in their copy books. After all pupils have written the word, say the next word. Continue with the rest of the words.

  Words: **sunsum akoma ananse**

Use syllables to build new words

- Say: Afei, mepɛ sɛ mobɔ mmɔden yɛ mo ankasa mo nsɛmfua!
- Ask pupils to use any of the syllables in the pupil book to make another word that they know and write it in their copy books.
- Turn and talk: When pupils are finished, ask them to turn to a pupil next to them to share the word they made.

Asante Twi—Lesson 131 New letter: r R



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learnt.

n, U, f, w, k, B, a, i

2. Teach the sound (4 mins)

Tongue twister—Say the sound

- Say the tongue twister. Pupils repeat.

Abora redi borɔferɛ retie radio.

- Ask pupils what sound they hear most. (Answer: /r/)

Listening game – First sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

renoa, nam, kankabi, radio, rehuri, soma, reba, kɔba

3. Letter and keyword (10 mins)

Teach the letter

- Point to the small letter **"r"** on the alphabet strip or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ /**r**/. Mo ne me mmom nka /**r**/.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter **"R"**on the alphabet strip or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ /r/. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter "**r**" on the alphabet strip or on the board again.

- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no ***"radio"***. Mote /r/ wɔ "radio" mu?
- Ask pupils to touch the letter and say the word again.

Keyword *an*alysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne "radio".
- Point to the syllable (under the keyword). Read it and show pupils how the syllable is part of the keyword.
- Point to the letter (under the syllable). Read it and show pupils how the letter is part of the syllable.

4. Read syllables (7 mins)

Use the new letter sound to re*a*d syll*a*bles (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "**a**" and show the "**r**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**r**/)
- Cover the "**r**" and show the "**a**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**a**/).
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. /**r**/ /**a**/, "**ra**".
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

R*a*pid syll*a*ble re*a*ding (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (8 mins)

Blending syll*a*bles to re*a*d words

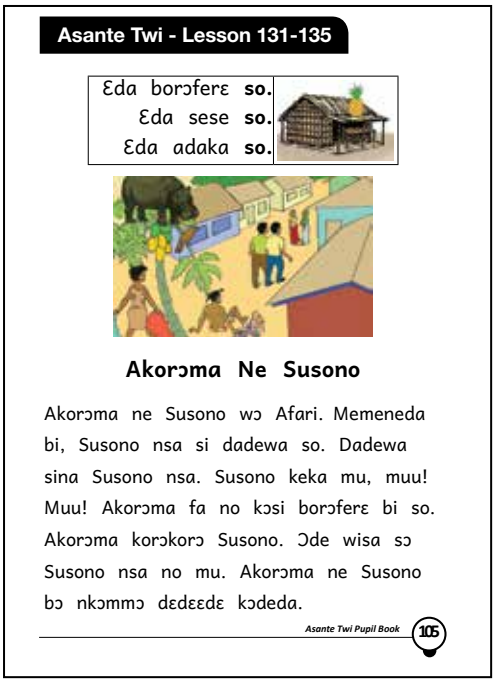
- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.

- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)

Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi—Lesson 132

Pupil Book Story: First Reading


Asante Twi - Lesson 131-135

Ɛda borɔferɛ **so.**
Ɛda sese **so.**
Ɛda adaka **so.**

Akorɔma Ne Susono

Akorɔma ne Susono wɔ Afari. Memeneda bi, Susono nsa si dadewa so. Dadewa sina Susono nsa. Susono keka mu, muu! Muu! Akorɔma fa no kɔsi borɔferɛ bi so. Akorɔma korɔkorɔ Susono. Ɔde wisa sɔ Susono nsa no mu. Akorɔma ne Susono bɔ nkɔmmɔ dɛdɛɛdɛ kɔdeda.

Asante Twi Pupil Book 105

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learnt letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

- Say: Sɛ yɛkenkan nsɛmfua, ɔkasamu ahodoɔ ne abasɛm wɔ yɛn kasa mu a, mmara binom wowɔ hɔ a ɛsɛ sɛ yɛdi so. Saa mmara yinom boa yɛn ma yɛkenkan yie na yɛsane te adeɛ a yɛkenkan no ase. Ɛnnɛ, momma yɛnhwɛ foforɔ bi.
- Point to the My Language box in the Pupil Book. Ask pupils to point to it in their books.
- Ask pupils to read the My Language lines (a different pupil for each line).
- Say: Ɛdeɛn na ɛyɛ pɛ wɔ ɔkasamu ahodoɔ no awieeɛ? "so" ase kyerɛ sɛn? Ɔkasamu bɛn na ɛne mfoni no yɛ pɛ? (Answer: Ɛda sese so.)

Call on 1-2 pupils to respond, as appropriate.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

borɔferɛ korɔkorɔ

3. Comprehension - Prediction (4 mins)

Prediction based on picture and title

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ atwerɛdeɛ a yɛasua dada no na wɔde atwerɛ.
- Say: Akorɔma ne Susono te Afari. Asɛm bi to Susono. Kenkan abasɛm no na hwɛ sɛ ɔbɛnya mmoa bi a.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Reminder – Tracking (1 mins)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

6. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. Do NOT read it aloud for them. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

7. Comprehension – Prediction check (2 mins)

Check prediction based on picture and title

- Ask pupils to remember the predictions they made before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

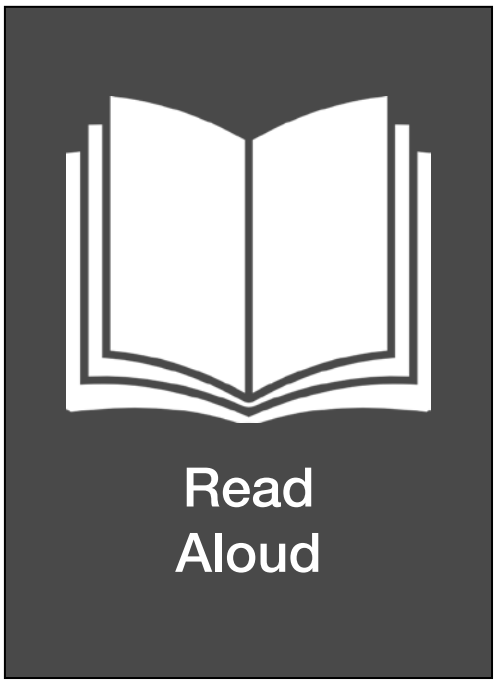
8. Writing – Letters (6 mins)

Pupils practice writing the letter

- Ask pupils to locate the syllable "**rɔ**" in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter "**r**" on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter "**r**" 5 times.
- If some pupils finish early, tell them to draw a picture of something that begins with the sound **/r/**.

Asante Twi—Lesson 133

Teacher Read Aloud: First Reading



Standards:

The pupils will be able to:

1. Use new words correctly in sentences
2. Use verbal and nonverbal communication appropriately
3. Sort objects into categories

1. Teach the sound (5 mins)

Listening game – Say each sound

- Say: Nsɛmfua a yɛkyekyɛ mu kɔ nnyegyeeɛ ahodoɔ mu no boa ma wotwerɛ sane sopɛ. Mepɛ sɛ motie asɛmfua no. Yɛbɛkyekyɛ mu akɔ asɛnsini ahodoɔ, na yɛaka nnyegyeeɛ ahodoɔ a ɛwɔ asɛnsini ahodoɔ no mu no, nnyegyeeɛ baako ɛberɛ koro mu.

- Give an example

  Teacher says: **wisa**
  Teacher and pupils clap out the syllables: **wi**, **sa**
  Teacher says the first syllable: "wi"
  Pupils say: /**w**/ /**i**/
  Teacher says the second syllable: "sa"
  Pupils say: /**s**/ /**a**/

- Continue with the rest of the words.

sina	**keka**	**kɔsi**

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it. Talk to the pupils about the new words they will hear in the text. Ask pupils what they know about each one.
- Discuss with the word meaning with pupils, using gestures or illustrations to support understanding.

gyimi	**pieto**	**kesu**

3. Read aloud (8 mins)

Read the following story aloud

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments such as when you come to a vocabulary word the pupils just learnt or when you hear a syllable the pupils just practiced.

Abena Ne Apɔnkye No

Abena ne n'abusuafoɔ na na wɔteɛ. Na wɔwɔ mprako mmienu, nkokɔ mma mmiɛnsa, nantwie ne apɔnkye. Na apɔnkye no agyimi pa ara. Ɔma Abena sere. Da bi, Abena hunuu sɛ apɔnkye no reyɛ biribi a ɛnyɛ. Abena de mmirika kɔka kyerɛɛ ne maame. Na ne maame reyɛ adeɛ nti ɔkaa sɛ, "Oo! Abena gyae anansesɛm a woretoɔ no." Ɔde mmirika kɔka kyerɛɛ ne papa. Na ɔno nso reyɛ adeɛ. Ɔkaa sɛ, "Abena, gyae anansesɛm a woretoɔ no." Ɔde mmirika kɔka kyerɛɛ ne nuabarima panin a na ɔreyɛ adeɛ. Ɔkaa sɛ, "Oo! Abena, gyae anansesɛm a woretoɔ no." Ɔde mmirika kɔka kyerɛɛ ne nuabaa. Ɔkaa sɛ, "Oo! Abena, gyae anansesɛm a woretoɔ no." Ɔde mmirika kɔka kyerɛɛ ne nanabaa. Nanabaa kaa sɛ, "Abena, kɔkyerɛ me." Wɔde mmirika kɔhwɛɛ apɔnkye no. Na apɔnkye no rewe ntoma. Nanabaa teaa mu, "Oo! Ɛdeɛn asɛm nie? Apɔnkye no rewe m'ataadeɛ!" Maame tu mmirika ba. Ɔtea mu bisa sɛ, "M'ataadeɛ no wɔ hefa? Papa tu mmirika ba. Ɔtea mu bisa sɛ, "Me hyɛɛte no wɔ hefa?" Nuabarima tu mmirika ba. Ɔtea mu bisa sɛ, "Me pieto wɔ hefa?"Ne nuabaa tu mmirika ba. Ɔtea mu bisa sɛ, "Me sukuu ataadeɛ no wɔ hefa?" Wɔn nyinaa hwɛɛ apɔnkye no. Apɔnkye no hwɛɛ wɔn na ɔkesuiɛ. Nanabaa faa n'ataadeɛ no. Ɔbamm Abena na ɔkaa sɛ, "Meda wo ase sɛ wokaa deɛ apɔnkye no reyɛ kyerɛɛ me."

4. Vocabulary – After reading (12 mins)

Sort words

- Write the following two words on the board (each will be a category).

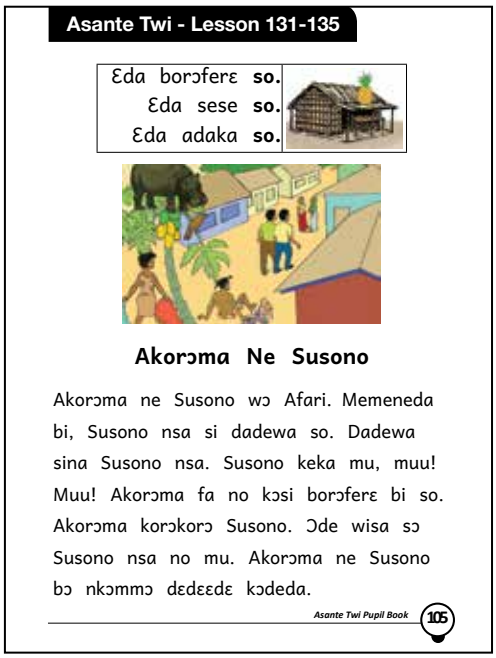
abusuafoɔ	mfudeɛ

- Model putting the first two words on the list below into one of the categories. Explain why you put it there.
- Read each word. Ask who has an idea about where it should go. For each word, a new volunteer puts it in a category and says why they think it should go there.
- If pupils struggle, help them talk about how the words are related to each other.
- Note: some words might fit into either category.

nanabaa	**borɔdeɛ**	**mankani**	**nuabarima**

Asante Twi—Lesson 134

Pupil Book Story: Second Reading



Asante Twi - Lesson 131-135

Ɛda borɔferɛ **so.**
Ɛda sese **so.**
Ɛda adaka **so.**

Akorɔma Ne Susono

Akorɔma ne Susono wɔ Afari. Memeneda bi, Susono nsa si dadewa so. Dadewa sina Susono nsa. Susono keka mu, muu! Muu! Akorɔma fa no kɔsi borɔferɛ bi so. Akorɔma korɔkorɔ Susono. Ɔde wisa sɔ Susono nsa no mu. Akorɔma ne Susono bɔ nkɔmmɔ dɛdɛɛdɛ kɔdeda.

Asante Twi Pupil Book 105

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Make a connection between a story and personal experience
4. Make a list of objects found in the local environment

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learnt. Pupils say the sounds of the letters.

w, ɔ, Y, s, ɛ, r, F, y

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter **"r"** on the alphabet strip or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter **"R"** on the alphabet strip or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ / **r**/ na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Reminder – Tracking (1 min)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

5. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Making connections (8 mins)

Ask comprehension questions

- Call on a pupil randomly to answer the following question:

  Question 1: Ɛdeɛn na ɛsinaa Susono nsa no? (Answer: Check from sentence 3)
  Question 2: Wodwene sɛ ɛdeɛn nti na Akorɔma korɔkorɔɔ Susono? (Possible answers: Na ɔyɛ n'adamfo. Na ɔpɛ sɛ Susono gyae su. Na Susono yɛ no mmɔbɔ.)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what may have given them that idea, such as their own experiences, or what they see in the text or picture.

Make text-to-self connections

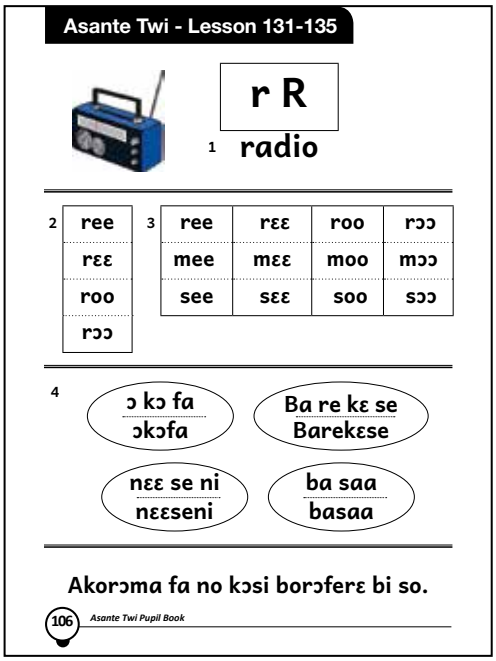
- Say: Sɛ yɛkenkan abasɛm a, ɛkae yɛn biribi a asi wɔ yɛn abrabɔ mu.
- Say: Afei, monnwene Susono a dadewa awɔ no no ho. Adeɛ bi awɔ wo pɛn? Wonyaa obi boaa wo te sɛdeɛ Akorɔma boaa Susono no?
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

7. Writing – Environmental print (10 mins)

Writing – Label objects in the environment

- Divide the pupils into 5 groups. Write the group numbers (1-5) across the top of the board.
- Ask pupils in the group to discuss some of the things they saw on their way to school that morning and as a group agree on 3 words for three things they want to know how to write (in the official Ghanaian language of the school)
- Invite each group to share their words. List each group's words under their group number.
- Look at the first letter for each word. Ask pupils if they learned it, and if so, what its sound is. (use the keyword to remind them, if necessary).
- Have each child draw one objects on a piece of paper and label by copying from the list of words from their group.
- After the lesson – help pupils display their work on the wall.

Asante Twi—Lesson 135 Review Letters



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learnt. Pupils say the sounds of the letters.

o, u, D, a, m, y, R, d

2. Teach the sound (4 mins)

Tongue twister—Say the sound

- Say the tongue twister. Pupils repeat.

Abora redi borɔferɛ retie radio.

- Ask pupils what sound they hear most

Listening game – First sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

redi, fononoo, sika, rekasa, redɔ, boba, resa, kaba

3. Letter and keyword (2 mins)

Review the letter

- Point to the small letter "r" on the alphabet strip or on the board.
- Say: Nnyegyeeɛ bɛn na saa atwerɛdeɛ yi yɛ?
- Ask pupils to say the sound with you (no more than 2 times).
- Say: Asɛmfua titire bɛn na yɛsuaeɛ a ɛboa ma yɛkae nnyegyeeɛ a saa atwerɛdeɛ yi yɛ?
- Turn and Talk: Ask pupils to turn to a pupil next to them to share the keyword for the letter of the week. They can use the picture on the alphabet strip or in their pupil books to help them. Then, ask one pair to say the keyword aloud for the whole class.
- Ask pupil to say the sound with you again (no more than 2 times).

4. Read syllables (7 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Say: Afei, momma yɛmfa atwerɛdeɛ ahodoɔ a yɛnim no nsua nsɛnsini akenkan
- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "**ee**" and show the "**r**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /r/)
- Cover the "**r**" and show the "**ee**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**ee**/).
- Say: Mobɛtumi akenkan nnyegyeeɛ no, na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. /**r**/ /**ee**/, "**ree**".
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (6 mins)

Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

6. Fluency activity (10 mins)

Read common words

- Say: Yɛbɛsua sɛdeɛ yɛkenkan nsɛmfua binom afiri abasɛm a yɛkenkanee wɔ mo nwoma no mu no.
- Ask pupils to look at the sentence at the bottom of the page in the pupil book.
- Write the sentence on the board.
- Circle the following common words in the same sentence the pupils just read:

fa	**no**	**bi**	**so**

- Point to each common word in the sentence. Ask pupils to read these common words together as a class. Repeat no more than 3 times.

Rereading for fluency

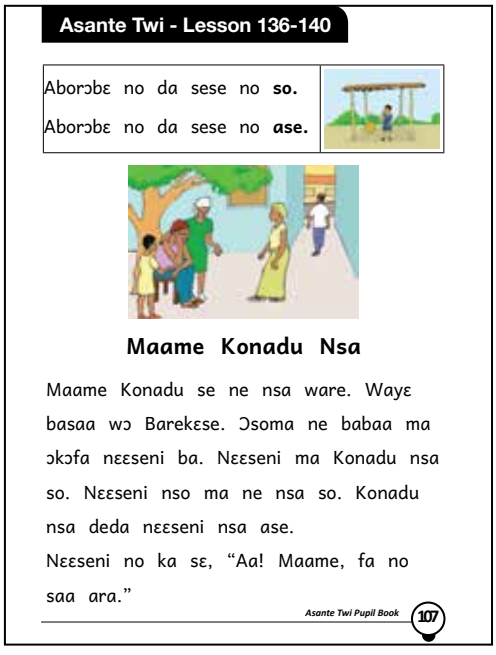
- Say: Afei, momma yɛnkenkan ɔkasamu no nyinaa. Yɛbɛsan akenkan no mprɛ ahodoɔ bi. Mepɛ sɛ mobɔ mmɔden kenkan no te sɛ deɛ morekasa akyerɛ obi.
- Demonstrate reading without emotion (take pauses between words and be boring), and then do it again with more expression (with a natural pace and appropriate emotion- like excitement or sadness).
- Then have pupils follow these steps:

  1) Pupils read the sentence with a partner twice.
  2) Teacher reads the sentence with the whole class.
  3) Pupils try reading with a partner naturally, with more emotion.

Have pupils rate their own speed and emotion by holding 1, 2, or 3 fingers in the air. (1 – I was excellent, 2 – I was okay, 3 – I need more practice)

Asante Twi—Lesson 136

Pupil Book Story: First Reading



Asante Twi - Lesson 136-140

Aborɔbɛ no da sese no **so.**
Aborɔbɛ no da sese no **ase.**

Maame Konadu Nsa

Maame Konadu se ne nsa ware. Wayɛ basaa wɔ Barekɛse. Ɔsoma ne babaa ma ɔkɔfa nɛɛseni ba. Nɛɛseni ma Konadu nsa so. Nɛɛseni nso ma ne nsa so. Konadu nsa deda nɛɛseni nsa ase.
Nɛɛseni no ka sɛ, "Aa! Maame, fa no saa ara."

Asante Twi Pupil Book 107

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learnt letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

- Say: Sɛ yɛkenkan nsɛmfua, ɔkasamu ahodoɔ ne abasɛm wɔ yɛn kasa mu a, mmara binom wowɔ hɔ a ɛsɛ sɛ yɛdi so. Saa mmara yinom boa yɛn ma yɛkenkan yie na yɛsane te adeɛ a yɛkenkan no ase. Ɛnnɛ, momma yɛnhwɛ foforɔ bi.
- Point to the My Language box in the Pupil Book. Ask pupils to point to it in their books.

- Ask pupils to read the My Language lines (a different pupil for each line).
- Say: Monkenkan ɔkasamu ahodoɔ no. Ɔkasamu bɛn na ɛne mfoni no yɛ pɛ?
- Call on 1-2 pupils to respond, as appropriate.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

ware	basaa

3. Comprehension - Prediction (4 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ atwerɛdeɛ a yɛasua dada no na wɔde atwerɛ.
- Say: Konadu ayɛ basaa wɔ Barekɛse. Kenkan abasɛm no na hwehwɛ deɛ nti a wayɛ basaa no.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Reminder – Tracking (1 mins)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan

6. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

7. Comprehension – Prediction check (2 mins)

Check prediction based on picture

- Ask pupils to remember the predictions they made before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.

- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

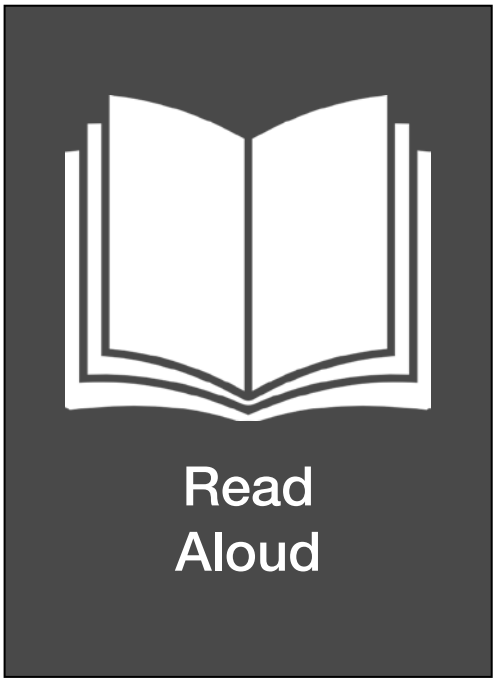
8. Writing – Letters (6 mins)

Pupils practice writing the letter

- Ask pupils to locate the syllable "**re**" in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter "**r**" on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter "**r**" 5 times.
- If some pupils finish early, tell them to draw a picture of something that begins with the sound **/r/**.

Asante Twi—Lesson 137

Teacher Read Aloud: Second Reading



Standards:

The pupils will be able to:

1. Use new words correctly in sentences
2. Identify characters in a story
3. Use verbal and nonverbal communication appropriately

1. Teach the sound (5 min)

Listening game – Say each sound

- Say: Nsɛmfua a yɛkyekyɛ mu kɔ nnyegyeeɛ ahodoɔ mu no boa ma wotwerɛ sane sopɛ. Mepɛ sɛ motie asɛmfua no. Yɛbɛkyekyɛ mu akɔ asɛnsini ahodoɔ, na yɛaka nnyegyeeɛ ahodoɔ a ɛwɔ asɛnsini ahodoɔ no mu no, nnyegyeeɛ baako ɛberɛ koro mu.

- Give an example

  Teacher says: **kasa**
  Teacher and pupils clap out the syllables: **ka**, **sa**
  Teacher says the first syllable: "**ka**"
  Pupils say: /**k**/ /**a**/
  Teacher says the second syllable: "**sa**"
  Pupils say: /**s**/ /**a**/
- Continue with the rest of the words.

ware	**deda**	**ara**

2. Vocabulary – Before reading (5 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learnt during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence

gyimi	**pieto**	**kesu**

3. Read aloud (10 mins)

Read the following story aloud again

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments. If pupils struggled with one of the new vocabulary words, pause to discuss its meaning in the story. If pupils are struggling with a new sound learnt this week, pause to point out the sound in a few different words.

Abena Ne Apɔnkye No

Abena ne n'abusuafoɔ na na wɔteɛ. Na wɔwɔ mprako mmienu, nkokɔ mma mmiɛnsa, nantwie ne apɔnkye. Na apɔnkye no agyimi pa ara. Ɔma Abena sere. Da bi, Abena hunuu sɛ apɔnkye no reyɛ biribi a ɛnyɛ. Abena de mmirika kɔka kyerɛɛ ne maame. Na ne maame reyɛ adeɛ nti ɔkaa sɛ, "Oo! Abena gyae anansesɛm a woretoɔ no." Ɔde mmirika kɔka kyerɛɛ ne papa. Na ɔno nso reyɛ adeɛ. Ɔkaa sɛ, "Abena, gyae anansesɛm a woretoɔ no." Ɔde mmirika kɔka kyerɛɛ ne nuabarima panin a na ɔreyɛ adeɛ. Ɔkaa sɛ, "Oo! Abena, gyae anansesɛm a woretoɔ no." Ɔde mmirika kɔka kyerɛɛ ne nuabaa. Ɔkaa sɛ, "Oo! Abena, gyae anansesɛm a woretoɔ no." Ɔde mmirika kɔka kyerɛɛ ne nanabaa. Nanabaa kaa sɛ, "Abena, kɔkyerɛ me." Wɔde mmirika kɔhwɛɛ apɔnkye no. Na apɔnkye no rewe ntoma. Nanabaa teaa mu, "Oo! Ɛdeɛn asɛm nie? Apɔnkye no rewe m'ataadeɛ!" Maame tu mmirika ba. Ɔtea mu bisa sɛ, "M'ataadeɛ no wɔ hefa? Papa tu mmirika ba. Ɔtea mu bisa sɛ, "Me hyɛɛte no wɔ hefa?" Nuabarima tu mmirika ba. Ɔtea mu bisa sɛ, "Me pieto wɔ hefa?"Ne nuabaa tu mmirika ba. Ɔtea mu bisa sɛ, "Me sukuu ataadeɛ no wɔ hefa?" Wɔn nyinaa hwɛɛ apɔnkye no. Apɔnkye no hwɛɛ wɔn na ɔkesuiɛ. Nanabaa faa n'ataadeɛ no. Ɔbamm Abena na ɔkaa sɛ, "Meda wo ase sɛ wokaa deɛ apɔnkye no reyɛ kyerɛɛ me."

4. Comprehension - Retell (10 mins)

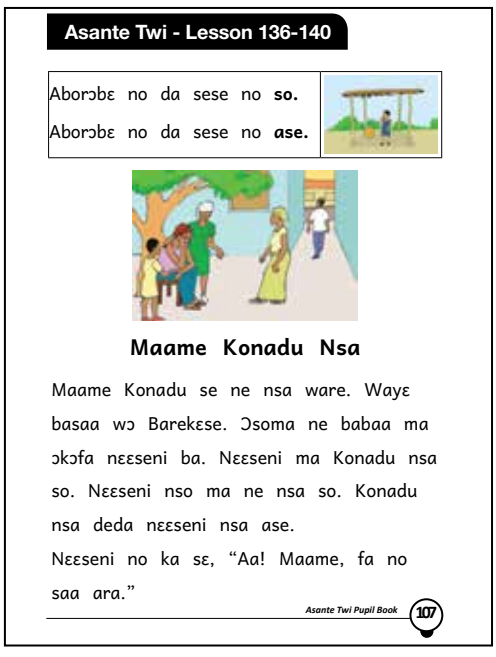
Comprehension – Identify characters

- Ask pupils to name the characters in the story.
- Say: Na agorɔba titire baako anaa deɛ ɛboro saa wɔ abasɛm yi mu? Kae sɛ, agorɔmma titire no na wɔdi akotene wɔ abasɛm no mu.
- Ask pupils to think for 15 seconds about what the story taught them about the main character (or one of the main characters) in the story. They should think about: what the character likes or dislikes, what is the character's role in the family, how the character feels, what work the character does.
- Turn and talk: Ask pupils to turn to a pupil next to them to describe the character in the story. Then, call on 2-3 pupils to share their descriptions of the character.

[Note: Pupils who do not speak the language of instruction may need additional modelling and support. You can provide them with example words or invite them to describe the character in the language they're most comfortable in.]

Asante Twi—Lesson 138

Pupil Book Story: Second Reading



Asante Twi - Lesson 136-140

Aborɔbɛ no da sese no **so.**
Aborɔbɛ no da sese no **ase.**

Maame Konadu Nsa

Maame Konadu se ne nsa ware. Wayɛ basaa wɔ Barekɛse. Ɔsoma ne babaa ma ɔkɔfa nɛɛseni ba. Nɛɛseni ma Konadu nsa so. Nɛɛseni nso ma ne nsa so. Konadu nsa deda nɛɛseni nsa ase.

Nɛɛseni no ka sɛ, "Aa! Maame, fa no saa ara."

Asante Twi Pupil Book 107

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Make a connection between a story and personal experience
4. Use drawing and writing to respond to a story

1. Rapid letter review (1 mins)

Review small and capital letters

- Point quickly and at random to letters pupils have learnt. Pupils say the sounds of the letters.

d, w, n, b, S, r, A, ɔ

2. New letter review (2 mins)

Review the new letter of the week

- Point to the small letter "**r**" on the alphabet strip or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter "**R**" on the alphabet strip or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ / **r**/ na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

5. Comprehension – Making connections (8 mins)

Ask comprehension questions

- Call on pupils randomly to answer the following questions:

  Question 1: Hwan na ɔse ne nsa ware wɔ abasɛm no mu? (Answer: Check from sentence 1)
  Question 2: Wodwene sɛ ɛdeɛn na na Konadu pɛ sɛ Nɛɛseni no yɛ ma no? (Possible answers: Na ɔpɛ sɛ nɛɛseni no twa ne nsa no so ma no. Na ɔpɛ sɛ nɛɛseni no wɔ no paneɛ.)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what may have given them that idea, such as their own experiences, or what they see in the text or picture.

Make text-to-self connections

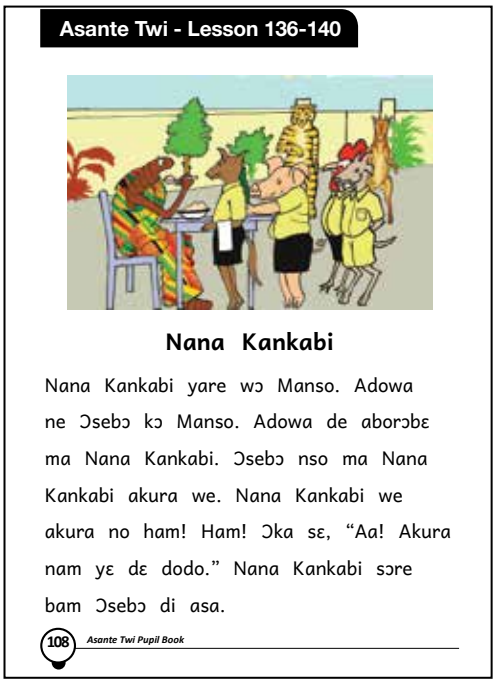
- Say: Sɛ yɛkenkan abasɛm a, ɛkae yɛn biribi a asi wɔ yɛn abrabɔ mu.
- Say: Afei, monnwene Konadu a wayɛ basaa wɔ abasɛm no mu no ho. Woayɛ basaa pɛn? Ɛdeɛn na ɛmaa wo yɛɛ basaa? Obi boaa wo te sɛ deɛ Nɛɛseni no boaa Konadu no?
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

6. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to draw or write about the text-to-self connection they made to the story.

Asante Twi—Lesson 139 Assess & Review



Asante Twi - Lesson 136-140

Nana Kankabi

Nana Kankabi yare wɔ Manso. Adowa ne Ɔsebɔ kɔ Manso. Adowa de aborɔbɛ ma Nana Kankabi. Ɔsebɔ nso ma Nana Kankabi akura we. Nana Kankabi we akura no ham! Ham! Ɔka sɛ, "Aa! Akura nam yɛ dɛ dodo." Nana Kankabi sɔre bam Ɔsebɔ di asa.

108 Asante Twi Pupil Book

Standards:

The pupils will be able to:

1. Read text with fluency

1. Assessment: BEFORE THE LESSON

Prepare for the assessment

- Prepare an assessment scoring page in a notebook. List all the pupils in the class in alphabetical order. Then make 3 more columns with the title "letters", "syllables" and "individual score".
- Prepare an assessment sheet with the assessment letters and syllables (found at the end of this lesson plan). Write the letters and syllables large enough for pupils to see clearly and point to.
- At the beginning of this lesson, help pupils find the decodable story for this lesson. Instruct pupils who are not being assessed to read the story quietly

2. Reason to Read (2 mins)

Think about why you want to read the story

- Tell pupils that they will be reading a story with a partner while you work with individual pupils.
- Say: Nana Kankabi yare wɔ Manso. Kenkan abasɛm no na hwɛ sɛ ɔbɛnya mmoa bi a.
- Turn and talk: Ask pupils to turn to a pupil next to them to begin reading the story in their Pupil Books.
- Tell pupils that they will see a few words in the story missing. With their partners, they should choose which of the two options in parenthesis is the correct choice for the story.

3. Assessment (individual assessment while the rest of the class reads in pairs) (20 mins)

Administer the *a*ssessment

- You will assess 10 pupils. While the whole class is reading in pairs, call one pupil to sit with you.
- Show the pupil the 4 letters on the assessment sheet. Mark the number of correct responses (from 1-4) on your assessment scoring page.
- Show the pupil the 3 syllables on the assessment sheet. Mark the number of correct responses (from 1-3) on your assessment scoring page.
- Show the pupil the 3 words on the assessment sheet. Mark the number of correct responses (from 1-3) on your assessment scoring page.
- Do this for another 9 pupils (to complete all 10). Next week you will assess 10 more pupils starting with the next pupil on the list.

Score the *a*ssessment – For e*a*ch pupil

- Total the correct letters, syllables and words for each pupil – across the row on your assessment scoring page. This gives a general sense of how the child is learning: 8-10 correct is good. 6-7 is developing. 1-5 may indicate that the child is struggling.

Score the *a*ssessment – For cl*a*ss progress

- Total the correct letters and syllables for the 10 pupils by adding each column on your assessment scoring page. A total of 40-50 is good, 30-40 is developing, and less than 30 is a challenge. Consider reinforcement activities for skill areas that are less than 40.

Looking forw*a*rd

- Next week, continue with the next 10 pupils on the list. Continue this way until all pupils are assessed, then start over again from the beginning of the list.

4. Comprehension – Comprehension questions (8 mins)

Ask comprehension questions

- Thank pupils for staying on task and working well with their partners.
- Call on a pupil randomly to answer each of the following questions:

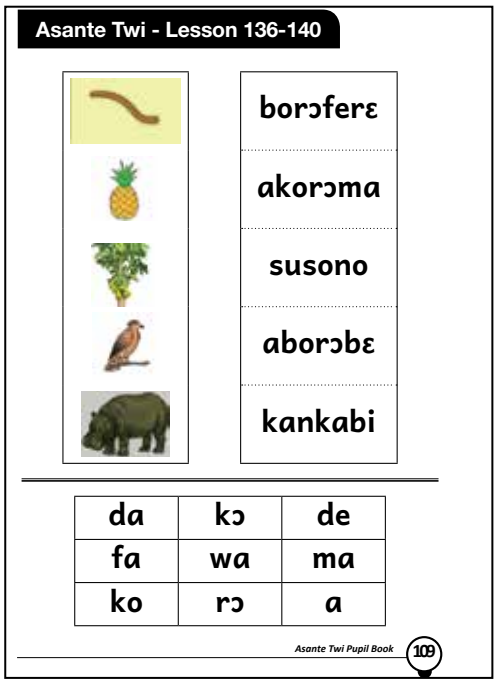
  Question 1: Ɛdeɛn na Adowa de maa Nana Kankabi? (Answer: Check from sentence 3.)
  Question 2: Wodwene sɛ ɛdeɛn nti na Adowa de aborɔbɛ maa Nana Kankabi?
  (Answers include: Na Adowa nim sɛ ɛbɛma Nana Kankabi yareɛ no akɔ. Na ɔnim sɛ Nana Kankabi pɛ aborɔbɛ.)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Lesson Assessment

k	**r**	**ɛ**	**d**
ro	**fe**	**mu**	**rɔ**
wis*a*	**y*a*m**	**rewur*a***	***a*korɔm*a***

Asante Twi—Lesson 140

Review & Reinforce



Standards:

The pupils will be able to:

1. Use letter and sound knowledge to read words
2. Blend syllables to read and write words

1. Reinforcement activities (15 mins)

NOTE

Choose a reinforcement activity from the options below. Base your choice on the skill(s) your pupils found challenging in the assessment. The skill reinforced by the activity is in the activity name: "letter sounds" or "syllable blending".

Letter sounds – Can you think of a word?

- Use flashcards. Hold up a letter pupils have learnt but need to practice. Ask a pupil to say the letter sound.

Repeat the correct letter sound. Ask pupils to think of a word that starts with the sound. Calls on 5-10 pupils to share their words, then move on to the next letter.

Letter sounds – Letter zoom

- Ask pupils to turn to the page of letters at the back of the pupil book. Call a letter sound that pupils have already learnt. Ask pupils to look at the letters in the table and quickly tap the letter that makes that sound. Repeat with additional letters that pupils have already learnt. **TIP – start saying letter sounds at a speed that gets as many pupils to participate as possible, then gradually start saying letter sounds more quickly.*

Syllable blending – Whisper the syllable

- Use flashcards. Choose 3 consonants and 3 short or long vowels from the flashcards (try to use letters that pupils may struggle with or have forgotten). Hold up a consonant and say its sound. Hold up a short or long vowel and say its sound (or have pupils say the sound). Ask pupils to turn to a partner and quietly say the syllable made by the two flashcards. When they agree on the syllable, have them raise their hands. Wait until most of the class has raised their hands. Call on a pair at random to say the syllable. If they are correct, give a clap of appreciation. Continue using flashcards to make 5-10 more syllables for pupils to say in pairs.

Syllable blending – Phonics bingo

- Write 10 words on the blackboard that pupils have already learnt. Read the items aloud once. Ask pupils to choose 3 of them to write in a notebook, paper, slate, or other place. Call one of the words at random. Continue to slowly call out words. The first pupil to hear all 3 of the words they wrote down raises their hand. If they can say all 3 correct words, they get a clap of appreciation from the class.

2. Word matching (5 mins)

Match words to pictures

- Ask pupils to put their fingers under the first word in the word list for the activity in the pupil book. Read the first word.
- Say: Asɛmfua yi ase kyerɛ sɛn?
- Ask for a volunteer to tell say the meaning of the word. Then, ask pupils to point to the picture on the page that matches that word. Ask all pupils to point to the next word in the list and whisper read it to themselves. Call on a pupil at random to read the word for the class. Ask all pupils to point to the picture that matches the word.
- Continue the activity to the end of the word list, helping pupils that get stuck.

3. Word building (10 mins)

Use syllables to build given words

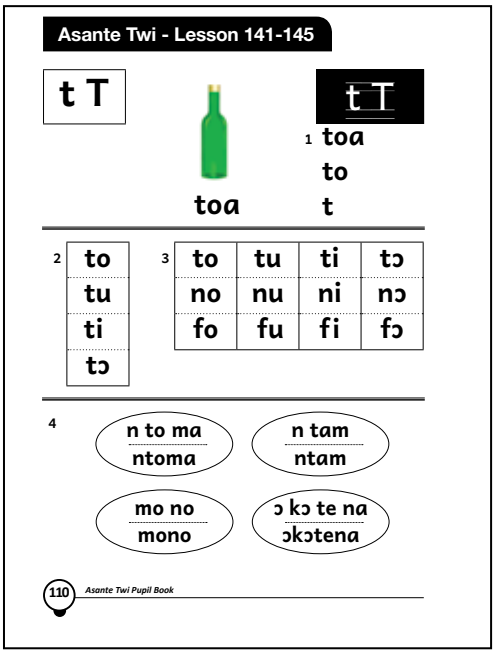
- Tell pupils they will write words using the syllables in the box.
- Say: Meredwene asɛmfua bi ho. Asɛmfua no ne "akorɔma". Momma yɛmmɔ yɛn nsam wɔ so "a /ko/rɔ/ma".
- Using the syllable grid in the Pupil Book, ask pupils to point to the first syllable that they hear in the word that you said aloud. Then, write the syllable on the board.
- Continue asking pupils to point to the syllables in the word until the full word is written on the board.
- Say: Asɛmfua no ne **"akorɔma"**. Afei yɛatwerɛ asɛmfua no nyinaa. Momma yɛmmom nkenkan. (Pupils read the word)
- Say the first word below and clap the syllables with pupils. Give pupils time to find the syllables of the word and point to them in their book, then write them to form the word in their copy books. After all pupils have written the word, say the next word. Continue with the rest of the words.

  Words: **dadewa dawadawa akoma**

Use syllables to build new words

- Say: Afei, mepɛ sɛ mobɔ mmɔden yɛ mo ankasa mo nsɛmfua!
- Ask pupils to use any of the syllables in the pupil book to make another word that they know and write it in their copy books.
- Turn and talk: When pupils are finished, ask them to turn to a pupil next to them to share the word they made.

Asante Twi—Lesson 141 New letter: t T



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learnt.

R, n, M, i, o, ɛ, ɔ, a

2. Teach the sound (4 mins)

Tongue twister—Say the sound

- Say the tongue twister. Pupils repeat.

Tiwaa taa tɔ tɛferɛ toto.

- Ask pupils what sound they hear most. (Answer: /t/)

Listening game – First sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

tɛferɛ, ɔsaman, tuntum, toa, anomaa, tetare, ankaa, sesa

3. Letter and keyword (10 mins)

Teach the letter

- Point to the small letter "**t**" on the alphabet strip or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ /t/. Mo ne me mmom nka /**t**/.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter **"T"** on the alphabet strip or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ /t/. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter **"t"** on the alphabet strip or on the board again.

- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no *"toɑ"*. Mote /t / wɔ *"toɑ"* mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: : Asɛmfua no ne *"toɑ"*.
- Point to the syllable (under the keyword). Read it and show pupils how the syllable is part of the keyword.
- Point to the letter (under the syllable). Read it and show pupils how the letter is part of the syllable.

4. Read syllables (7 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "**o**" and "**a**" and show the "**t**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /t/)
- Cover the "**t**'' and "**a**" and show the "**o**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /o/).
- Cover the "**t**'' and "**o**" and show the "**a**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /a/).
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. /**t**//**o**//**a**/, "**toa**".
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it

5. Read words (8 mins)

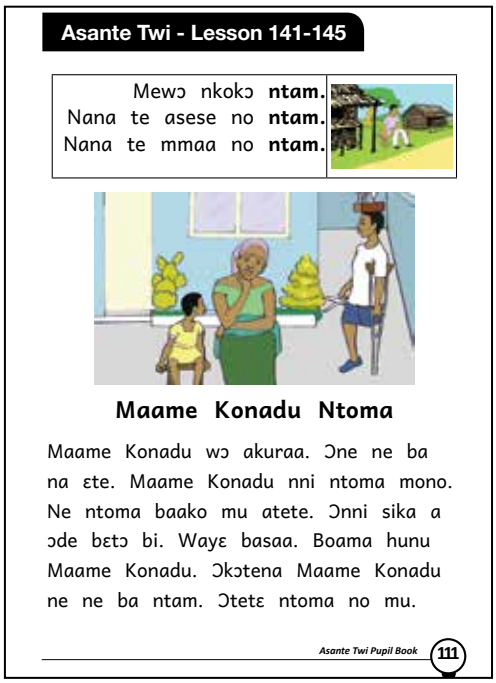
Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.

- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi—Lesson 142

Pupil Book Story: First Reading



Asante Twi - Lesson 141-145

Mewɔ nkokɔ **ntam.**
Nana te asese no **ntam.**
Nana te mmaa no **ntam.**

Maame Konadu Ntoma

Maame Konadu wɔ akuraa. Ɔne ne ba na ɛte. Maame Konadu nni ntoma mono. Ne ntoma baako mu atete. Ɔnni sika a ɔde bɛtɔ bi. Wayɛ basaa. Boama hunu Maame Konadu. Ɔkɔtena Maame Konadu ne ne ba ntam. Ɔtetɛ ntoma no mu.

Asante Twi Pupil Book 111

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learnt letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

- Say: Sɛ yɛkenkan nsɛmfua, ɔkasamu ahodoɔ ne abasɛm wɔ yɛn kasa mu a, mmara binom wowɔ hɔ a ɛsɛ sɛ yɛdi so. Saa mmara yinom boa yɛn ma yɛkenkan yie na yɛsane te deɛ yɛakenkan no ase. Ɛnnɛ, momma yɛnhwɛ foforɔ.
- Point to the My Language box in the Pupil Book. Ask pupils to point to it in their books
- Ask pupils to read the My Language lines (a different pupil for each line).
- Say: Asɛmfua bɛn na ɛyɛ pɛ wɔ ɔkasamu ahodoɔ mmiɛnsa yinom mu? (Answer: ntam) Ɔkasamu bɛn na ɛne mfoni no yɛ pɛ? (Answer: Nana te asese no ntam.)
- Call on 1-2 pupils to respond, as appropriate.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

ntoma	ntam

3. Comprehension - Prediction (4 mins)

Prediction based on picture and title

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ atwerɛdeɛ a yɛasua dada no na wɔde atwerɛ.
- Say: Maame bi te ne sese anim ayɛ basaa. Ɔde ne nsa sum n'abɔdwe. Monkenkan abasɛm no nhwɛ deɛ ɛha no.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Reminder – Tracking (1 mins)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

6. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. Do NOT read it aloud for them. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

7. Comprehension – Prediction check (2 mins)

Check prediction based on picture

- Ask pupils to remember the predictions they made before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

8. Writing – Letters (6 mins)

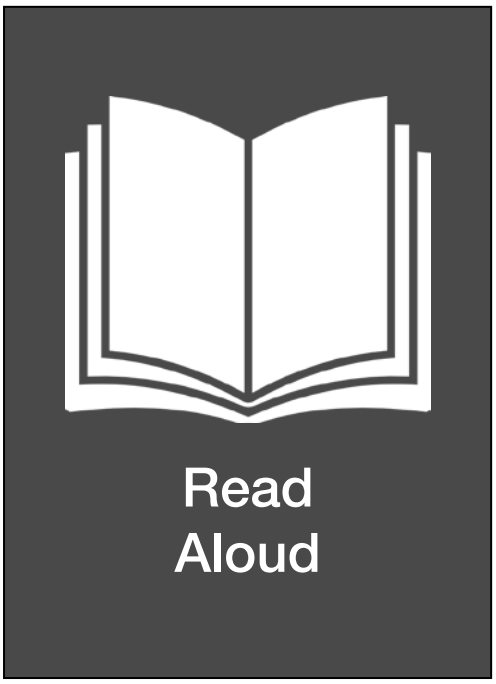
Pupils practice writing the letter

- Ask pupils to locate the syllable **"te"** in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter **"t"** on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter **"t"** 5 times.

If some pupils finish early, tell them to draw a picture of something that begins with the sound **/t/**.

Asante Twi—Lesson 143

Teacher Read Aloud: First Reading



Standards:

The pupils will be able to:

1. Use new words correctly in sentences
2. Use verbal and nonverbal communication appropriately
3. Answer comprehension questions

1. Teach the sound (5 mins)

Listening game – Identify different sounds

- Say: Merebɛka nsɛmfua mmienu. Ka nnyegyeeɛ a ɛsesaa wɔ asɛmfua a ɛtɔ so mmienu no mu kyerɛ me.

  toa
  noa

- Say: Ɛdeɛn nnyegyeeɛ na ɛyɛ sononko? (/n/)
- Continue with the rest of the pairs of words.

  moa / soa
  sere / serɛ
  kɔ / bɔ
  su / si

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it. Talk to the pupils about the new words they will hear in the text. Ask pupils what they know about each one.
- Discuss with the word meaning with pupils, using gestures or illustrations to support understanding.

ɔhɔhoɔ	anwummerɛ	akwankyerɛ

3. Read aloud (8 mins)

Read the following story aloud

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments such as when you come to a vocabulary word the pupils just learnt or when you hear a syllable the pupils just practiced.

Nanabaa Anansesɛm

"Mogye di sɛ morepɛ anansesɛm bi atie afiri me hɔ?" Mmɔfra no nyinaa buaa prɛko pɛ sɛ, "Aane, Nanabaa, to anansesɛm kyerɛ yɛn." Nanabaa maa mmɔfra no nyinaa tenaa ase na ɔhyɛɛ aseɛ too n'anansesɛm no.

"Mmerɛ tenten bi a abɛtwa mu kɔ no, abaayewa ketewa bi tenaa kuro bi a wɔfrɛ no Aduane-ma-nkwa mu. Na ɔyɛ tenten, ne ho yɛ fɛ yie na na ɔpɛ adwuma nso. Ɛberɛ biara sɛ ɔretwa mu akɔ a, na mmerantewaa bebree rehwɛ no dinn. Da koro bi na ɔte amango dua a ɔtaa tena aseɛ no ase. Na ɔrenoa aduane ama ne maame ne ne papa. Ɔhɔhoɔ bi baa hɔ." Ɔkaa sɛ, "Mekyeakyea efie hafoɔ nyinaa." Amma gyee so sɛ, "Yaa agya, mepa wo kyɛw, wohia mmoa anaa?" Ɔhɔhoɔ no kaa sɛ, "Aane, merekɔ akuraa bi a wɔfrɛ no Adwumayɔ-ma-anigyeɛ no ase. Ɛnna obi ka kyerɛɛ me sɛ, sɛ meduru ha a, mobɛkyerɛ me ɛkwan ama makɔ hɔ. Amma buaa sɛ, "Yoo, mate. Mepa wo kyɛw, tena akonnwa yi so na mensa nsuo mmrɛ wo. Wowie a, na mafrɛ me papa ama ɔne wo abɛkasa."

Ɔhɔhoɔ no nomm nsuo no wieeɛ no, ɔde kuruwa no maa Amma. "Meda wo ase, awuraa. Wo nsuo no yɛ dɛ." Amma kɔka kyerɛɛ ne papa sɛ wanya ɔhɔhoɔ. Afei ɔkɔtoaa so noaa n'aduane. Ne papa bɛtenaa ɔhɔhoɔ no nkyɛn. "Meba, mema wo akwaaba. Mate sɛ wode asɛm nam." "Ɛyɛ nokorɛ, me wura, merekɔ kuro a wɔfrɛ no Adwumayɔ-ma-anigyeɛ no mu ɛnna obi kyerɛɛ me sɛ meduru ha a, mobɛkyerɛ me ɛkwan." "Yoo mate, me ba. Ɛfiri ha de rekɔ Adwumayɔ-ma-anigyeɛ ware papaapa. Wobɛnante dɔnhwere bebree ansa na woaduru hɔ. Wobɛfa kwaebirentuo bi ase na woakɔ. Sɛ ɛduru anwummerɛ a, ɛnyɛ koraa sɛ obi bɛfa saa kwaeɛ no ase. Mesusu sɛ anka ma yɛnnidi na pɛ baabi da. Ɔkyena, sɛ Awurade bue ɔsoro ma ade pa bi kye yɛn a, na woatoa so akɔ." "Me wura, meda wo ase. Na mennim sɛ obi bɛyɛ me papa a ɛte sei da."

Adeɛ kyee anɔpahema no, ɔhɔhoɔ no firii hɔ kɔɔ Adwumayɔ-ma-anigyeɛ akuraa no ase. Ɔhyɛɛ bɔ sɛ ɔbɛsan aba na wabɛka deɛ ɛrekɔ so wɔ akuraa no ase hɔ akyerɛ wɔn. Nnawɔtwe mmienu akyi a Amma rebubu egya wɔ abusuafie no nkyɛn no, ɔhunuu sɛ ɔbarima tenten bi reba ne nkyɛn. Ɔhɔhoɔ no bio! Wɔkyeakyeaa wɔn ho wieeɛ no, Amma kɔfrɛɛ n'awofoɔ baeɛ. Ɔhɔhoɔ no kyerɛɛ mu sɛ, ɔrefa ne nsrahwɛ yei so abɛda wɔn ase wɔ mmoa a wɔde boaa no ne gye a wɔgyee no wɔ fɛ so no.
Na ɔse ne din de Kobina Kootu. Ɔhyɛɛ bɔ sɛ ɔbɛsan abɛsra wɔn bio abɛka asɛm a ɛyɛ dɛ bi akyerɛ wɔn. "Mfeɛ ne abosome bebree akyi no, ɔhɔhoɔ no bɛsraa akuraa no asefoɔ no deɛ ɛtɔ so mmiɛnsa. Me nananom, monim deɛ ɛtoo ɔhɔhoɔ no?" "Dabi, Nanabaa, ka deɛ ɛtoo no kyerɛ yɛn!" "Yoo, me nananom, saa ɔhɔhoɔ no ne mo Nanabarima a ɔte amango dua no ase renom n'abuaa ɛnnɛ yi."

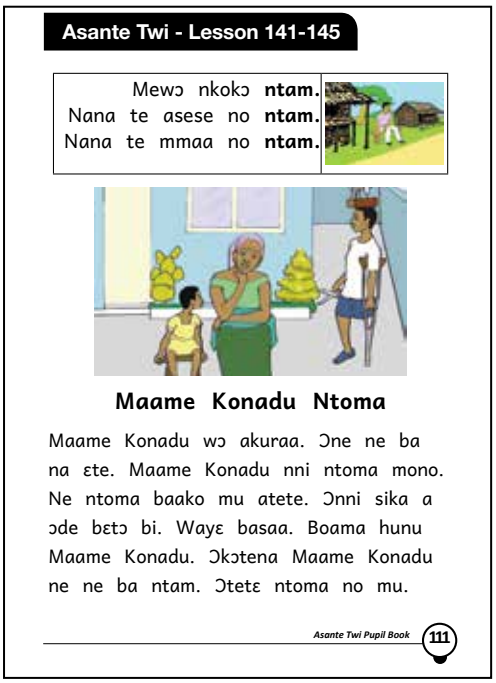
4. Vocabulary – After reading (12 mins)

Clarify word meanings

- Say: Nsɛmfua ho adwennwene ne ɛho kasa boa ma yɛte nsɛmfua no ase pefee. Nhwɛsoɔ, "ketewa" ne "ketekete" sɛ. Ne mmienu ka biribi fa bɔbea ho. Biribi ketewa nyɛ kɛseɛ te sɛ deɛ yɛnim no. Nanso ketekete ase kyerɛ sɛ esua pa ara.
- Say: Merebɛka nsɛmfua mmienu akyerɛ mo. Afei, yɛbɛkasa afa sɛdeɛ wɔyɛ pɛ ne sononko ho. Nsɛmfua no ne: fitaa ne fitafita.
- Turn and talk: Ask pupils to turn and talk about how they think the first and second words are similar and different.
- Ask pupils to tell you the meaning of each word. Discuss what is the same and different about them. Through comparison, pupils will clarify their understanding of the meaning of each word.

Asante Twi—Lesson 144

Pupil Book Story: Second Reading



Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Make a connection between a story and personal experience

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learnt. Pupils say the sounds of the letters.

r, b, w, Ɔ, s, N, a, t

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter **"t"** on the alphabet strip or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter **"T"** on the alphabet strip or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ /**t**/ na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Reminder – Tracking (1 min)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

5. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Making connections (8 mins)

Ask comprehension questions

- Call on a pupil randomly to answer the following question:

  Question 1: Ɛdeɛn nti na Maame Konadu ayɛ basaa? Kenkan ɔkasamu a ɛka yei kyerɛ me. (Answer: See sentence 4.)
  Question 2: Wosusu sɛ Boama antetɛ Maame Konadu ntoma no mu a, anka Maame Konadu bɛyɛ deɛn? (Answers may include: Anka Maame Konadu bɛsu. Anka Maame Konadu rentumi nkɔ baabiara.)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what may have given them that idea, such as their own experiences, or what they see in the text or picture.

Make text-to-self connections

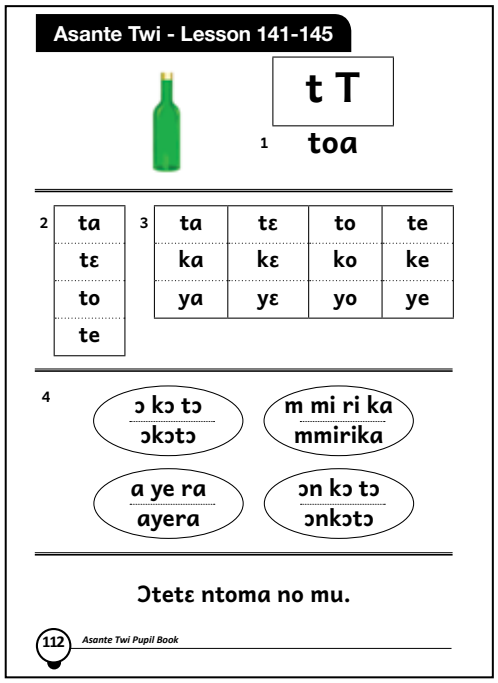
- Say: Sɛ yɛkenkan abasɛm a, ɛkae yɛn biribi a asi wɔ yɛn abrabɔ mu.
- Say: Afei, monnwene Maame Konadu a ne ntoma atete ho. Wo ntoma anaa w'ataadeɛ atete pɛn? Ɛdeɛn na woyɛeɛ?
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

7. Writing – Environmental print (10 mins)

Writing – Label objects in the environment

- Divide the pupils into 5 groups. Write the group numbers (1-5) across the top of the board.
- Ask pupils in the group to discuss some of the things they saw on their way to school that morning and as a group agree on 3 words for three things they want to know how to write (in the official Ghanaian language of the school)
- Invite each group to share their words. List each group's words under their group number.
- Look at the first letter for each word. Ask pupils if they learned it, and if so, what its sound is. (use the keyword to remind them, if necessary).
- Have each child draw one of the objects on a piece of paper and label by copying from the list of words from their group.
- After the lesson – help pupils display their work on the wall.

Asante Twi—Lesson 145 Review Letters



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learnt. Pupils say the sounds of the letters.

n, f, u, B, ɔ, S, m, t

2. Teach the sound (4 mins)

Tongue twister—Say the sound

- Say the tongue twister. Pupils repeat.

Tiwaa taa tɔ tɛferɛ toto.

- Ask pupils what sound they hear most

Listening game – First sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

tenten, sesa, kenkan, Tiwaa, Taabea, ɔsɔfo, tiatia, bam

3. Letter and keyword (2 mins)

Teach the letter

- Point to the small letter **"t"** on the alphabet strip or on the board.
- Say: Nnyegyeeɛ bɛn na saa atwerɛdeɛ yi yɛ?
- Ask pupils to say the sound with you (no more than 2 times).
- Say: Asɛmfua titire bɛn na yɛsuaeɛ a ɛboa ma yɛkae nnyegyeeɛ a saa atwerɛdeɛ yi yɛ?
- Turn and Talk: Ask pupils to turn to a pupil next to them to share the keyword for the letter of the week. They can use the picture on the alphabet strip or in their pupil books to help them. Then, ask one pair to say the keyword aloud for the whole class.
- Ask pupil to say the sound with you again (no more than 2 times).

4. Read syllables (7 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Say: Afei, momma yɛmfa atwerɛdeɛ ahodoɔ a yɛnim no nsua nsɛnsini akenkan
- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "**a**" and show the "**t**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**t**/)
- Cover the "**t**" and show the "**a**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**a**/).
- Say: Mobɛtumi akenkan nnyegyeeɛ no, na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. /**t**/ /**a**/, "**ta**".
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (6 mins)

Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

6. Fluency activity (10 mins)

Read common words

- Say: Yɛbɛsua sɛdeɛ yɛkenkan nsɛmfua binom afiri abasɛm a yɛkenkanee wɔ mo nwoma no mu no.
- Ask pupils to look at the sentence at the bottom of the page in the pupil book.
- Write the sentence on the board.
- Circle the following common words in the same sentence the pupils just read:

no, mu

- Point to each common word in the sentence. Ask pupils to read these common words together as a class. Repeat no more than 3 times.

Rereading for fluency

- Say: Afei, momma yɛnkenkan ɔkasamu no nyinaa. Yɛbɛsan akenkan no mprɛ ahodoɔ bi. Mepɛ sɛ mobɔ mmɔden kenkan no te sɛ deɛ morekasa akyerɛ obi.
- Demonstrate reading without emotion (take pauses between words and be boring), and then do it again with more expression (with a natural pace and appropriate emotion- like excitement or sadness).
- Then have pupils follow these steps:

  1) Pupils read the sentence with a partner twice.
  2) Teacher reads the sentence with the whole class.
  3) Pupils try reading with a partner naturally, with more emotion.
- Have pupils rate their own speed and emotion by holding 1, 2, or 3 fingers in the air. (1 – I was excellent, 2 – I was okay, 3 – I need more practice)

Asante Twi—Lesson 146

Pupil Book Story: First Reading



Asante Twi - Lesson 146-150

Ɔwɔ no wɔ sese no **ase.**

Ɔwɔ no wɔ asese no **ntam.**

Ofosu Kɔtɔ Ɔkɔtɔ

Maame asoma Ofosu. Ɔse ɔnkɔtɔ ɔkɔtɔ. Ɔde mmirika kɔ. Ɔto ne bɔtɔ mu. Sika no ayera. Ɔkɔtena baabi su keka mu. Anima hunu sɛ, Ofosu resu. Ɔfa sika no fam ma Ofosu. Ofosu da Anima ase. Ofosu kɔtɔ ɔkɔtɔ no ma ne maame.

Asante Twi Pupil Book 113

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learnt letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

- Say: Sɛ yɛkenkan nsɛmfua, ɔkasamu ahodoɔ ne abasɛm wɔ yɛn kasa mu a, mmara binom wowɔ hɔ a ɛsɛ sɛ yɛdi so. Saa mmara yinom boa yɛn ma yɛkenkan yie na yɛsane te deɛ yɛakenkan no ase. Ɛnnɛ, momma yɛnhwɛ foforɔ.
- Point to the My Language box in the Pupil Book. Ask pupils to point to it in their books.
- Ask pupils to read the My Language lines (a different pupil for each line).
- Say: Ɛdeɛn na ɛyɛ sononko wɔ ɔkasamu ahodoɔ mmienu no mu? Ɔkasamu bɛn na ɛne mfoni no yɛ pɛ?
- Call on 1-2 pupils to respond, as appropriate.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

ɔkɔtɔ bɔtɔ

3. Comprehension - Prediction (4 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ atwerɛdeɛ a yɛasua dada no na wɔde atwerɛ
- Say: Abarimaa bi te baabi resu. Yɛnkenkan abasɛm no nhwɛ deɛ nti a ɔresu.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Reminder – Tracking (1 min)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

6. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

7. Comprehension – Prediction check (2 mins)

Check prediction based on picture and title

- Ask pupils to remember the predictions they made before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.

- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

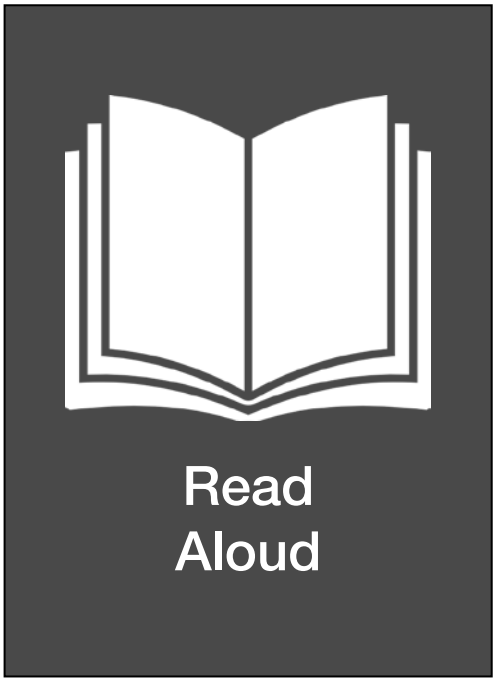
8. Writing – Letters (6 mins)

Pupils practice writing the letter

- Ask pupils to locate the syllable **tɔ** in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter **t** on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter **"t"** 5 times.
- If some pupils finish early, tell them to draw a picture of something that begins with the sound /**t**/.

Asante Twi—Lesson 147

Teacher Read Aloud: Second Reading



Standards:

The pupils will be able to:

1. Use new words correctly in sentences
2. Use verbal and nonverbal communication appropriately
3. Retell a story in their own words

1. Teach the sound (5 mins)

Listening game – Say each sound

- Say: Merebɛka nsɛmfua mmienu. Ka nnyegyeeɛ a ɛsesaa wɔ asɛmfua a ɛtɔ so mmienu no mu kyerɛ me.

  to

  tɛ

- Say: Ɛdeɛn nnyegyeeɛ na ɛyɛ sononko? (Answer: /**ɛ**/)
- Continue with the rest of the pairs of words.

  kasa / basa
  tumi / kumi
  soro / horo
  mane / dane

2. Vocabulary – Before reading (5 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learnt during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

ɔhɔhoɔ	anwummerɛ	akwankyerɛ

3. Read aloud reminder (2 mins)

Summarize the first part of the read aloud story

- Ask pupils what they remember about the beginning of the story.
- Remind pupils who the characters are, and what happened in the first part of the story.

4. Read aloud (8 mins)

Read the following story aloud

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments. If pupils struggled with one of the new vocabulary words, pause to discuss its meaning in the story. If pupils are struggling with a new sound learnt this week, pause to point out the sound in a few different words.

Nanabaa Anansesɛm

"Mogye di sɛ morepɛ anansesɛm bi atie afiri me hɔ?" Mmɔfra no nyinaa buaa prɛko pɛ sɛ, "Aane, Nanabaa, to anansesɛm kyerɛ yɛn." Nanabaa maa mmɔfra no nyinaa tenaa ase na ɔhyɛɛ aseɛ too n'anansesɛm no.

"Mmerɛ tenten bi a abɛtwa mu kɔ no, abaayewa ketewa bi tenaa kuro bi a wɔfrɛ no Aduane-ma-nkwa mu. Na ɔyɛ tenten, ne ho yɛ fɛ yie na na ɔpɛ adwuma nso. Ɛberɛ biara sɛ ɔretwa mu akɔ a, na mmerantewaa bebree rehwɛ no dinn. Da koro bi na ɔte amango dua a ɔtaa tena aseɛ no ase. Na ɔrenoa aduane ama ne maame ne ne papa. Ɔhɔhoɔ bi baa hɔ." ɔkaa sɛ, "Mekyeakyea efie hafoɔ nyinaa." Amma gyee so sɛ, "Yaa agya, mepa wo kyɛw, wohia mmoa anaa?" Ɔhɔhoɔ no kaa sɛ, "Aane, merekɔ akuraa bi a wɔfrɛ no Adwumayɔ-ma-anigyeɛ no ase. Ɛnna obi ka kyerɛɛ me sɛ, sɛ meduru ha a, mobɛkyerɛ me ɛkwan ama makɔ hɔ. Amma buaa sɛ, "Yoo, mate. Mepa wo kyɛw, tena akonnwa yi so na mensa nsuo mmrɛ wo. Wowie a, na mafrɛ me papa ama ɔne wo abɛkasa."

Ɔhɔhoɔ no nomm nsuo no wieeɛ no, ɔde kuruwa no maa Amma. "Meda wo ase, awuraa. Wo nsuo no yɛ dɛ." Amma kɔka kyerɛɛ ne papa sɛ wanya ɔhɔhoɔ. Afei ɔkɔtoaa so noaa n'aduane. Ne papa bɛtenaa ɔhɔhoɔ no nkyɛn. "Me ba, mema wo akwaaba. Mate sɛ wode asɛm nam." "Ɛyɛ nokorɛ, me wura, merekɔ kuro a wɔfrɛ no Adwumayɔ-ma-anigyeɛ no mu ɛnna obi kyerɛɛ me sɛ meduru ha a, mobɛkyerɛ me ɛkwan." "Yoo mate, me ba. Ɛfiri ha de rekɔ Adwumayɔ-ma-anigyeɛ ware papaapa. Wobɛnante dɔnhwere bebree ansa na woaduru hɔ. Wobɛfa kwaebirentuo bi ase na woakɔ. Sɛ ɛduru anwummerɛ a, ɛnyɛ koraa sɛ obi bɛfa saa kwaeɛ no ase. Mesusu sɛ anka ma yɛnnidi na pɛ baabi da. Ɔkyena, sɛ Awurade bue ɔsoro ma ade pa bi kye yɛn a, na woatoa so akɔ." "Me wura, meda wo ase. Na mennim sɛ obi bɛyɛ me papa a ɛte sei da."

Adeɛ kyee anɔpahema no, ɔhɔhoɔ no firii hɔ kɔɔ Adwumayɔ-ma-anigyeɛ akuraa no ase. Ɔhyɛɛ bɔ sɛ ɔbɛsan aba na wabɛka deɛ ɛrekɔ so wɔ akuraa no ase hɔ akyerɛ wɔn. Nnawɔtwe mmienu akyi a Amma rebubu egya wɔ abusuafie no nkyɛn no, ɔhunuu sɛ ɔbarima tenten bi reba ne nkyɛn. Ɔhɔhoɔ no bio! Wɔkyeakyeaa wɔn ho wieeɛ no, Amma kɔfrɛɛ n'awofoɔ baeɛ. Ɔhɔhoɔ no kyerɛɛ mu sɛ, ɔrefa ne nsrahwɛ yei so abɛda wɔn ase wɔ mmoa a wɔde boaa no ne gye a wɔgyee no wɔ fɛ so no.
Na ɔse ne din de Kobina Kootu. Ɔhyɛɛ bɔ sɛ ɔbɛsan abɛsra wɔn bio abɛka asɛm a ɛyɛ dɛ bi akyerɛ wɔn. "Mfeɛ ne abosome bebree akyi no, ɔhɔhoɔ no bɛsraa akuraa no asefoɔ no deɛ ɛtɔ so mmiɛnsa. Me nananom, monim deɛ ɛtoo ɔhɔhoɔ no?" "Dabi, Nanabaa, ka deɛ ɛtoo no kyerɛ yɛn!" "Yoo, me nananom, saa ɔhɔhoɔ no ne mo nanabarima a ɔte amango dua no ase renom n'abuaa ɛnnɛ yi."

4. Comprehension - Retell (10 mins)

Comprehension – Retell with character and setting

- Say: Sɛ yɛka abasɛm a yɛakenkan akyerɛ obi a, yɛka beaeɛ a ɛsiiɛ, deɛ na ɛwɔ abasɛm no mu, ne adeɛ a ɛsiiɛ.
- Quickly retell the read aloud story from last week by saying the place, the main characters and a couple important events in the story.
- Say: Seesei, momma yɛnka abasɛm a yɛtee ɛnnɛ no bio.
- Write this chart on the board.

Ɛberɛ ne Beaeɛ	**Agorɔba**

- Ask pupils where the story took place. Tell them this is called a "setting". (**Ɛberɛ ne Beaeɛ**)
- Note the pupil's responses in the chart.
- Ask pupils who the characters were (and if helpful, the main character).
- Note the pupil's responses in the chart.
- Ask for a volunteer to retell the beginning of the story by saying, in their own words, the place and the character(s).

Asante Twi—Lesson 148

Pupil Book Story: Second Reading



Asante Twi - Lesson 146-150

Ɔwɔ no wɔ sese no **ase.**

Ɔwɔ no wɔ asese no **ntam.**

Ofosu Kɔtɔ Ɔkɔtɔ

Maame asoma Ofosu. Ɔse ɔnkɔtɔ ɔkɔtɔ. Ɔde mmirika kɔ. Ɔto ne bɔtɔ mu. Sika no ayera. Ɔkɔtena baabi su keka mu. Anima hunu sɛ, Ofosu resu. Ɔfa sika no fam ma Ofosu. Ofosu da Anima ase. Ofosu kɔtɔ ɔkɔtɔ no ma ne maame.

Asante Twi Pupil Book 113

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Make a connection between a story and personal experience
4. Use drawing and writing to respond to a story

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learnt. Pupils say the sounds of the letters.

I, b, W, ɔ, ɛ, s, t, d

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter "**t**" on the alphabet strip or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter "**T**" on the alphabet strip or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ /**t**/ na ɛdi ɛkan ?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Reminder – Tracking (1 min)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

5. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Making connections (8 mins)

Ask comprehension questions

- Call on pupils randomly to answer the following questions:

  Question 1: Ɛdeɛn na Ofosu rekɔtɔ? (Answer: See sentence 2.)
  Question 2: Sɛ Anima anhunu sika no amma Ofosu a, anka Ofosu bɛyɛ deɛn? (Possible answers: Anka Ofosu maame bɛboro no. Anka Ofosu rentumi nkɔ efie.)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what may have given them that idea, such as their own experiences, or what they see in the text or picture.

Make text-to-self connections

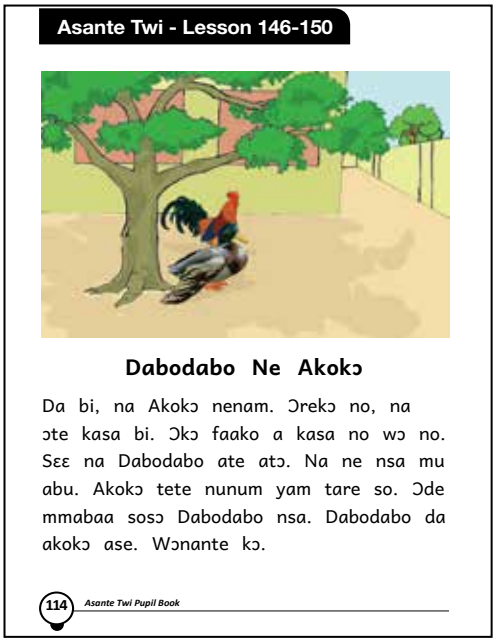
- Say: Sɛ yɛkenkan abasɛm a, ɛkae yɛn biribi a asi wɔ yɛn abrabɔ mu.
- Say: Afei, monnwene Ofosu a ne sika ayera ho. W'adeɛ ayera pɛn? Ɛdeɛn na ɛsiiɛ?
- Ask pupils to turn to a partner to share their answers.
- Call on a pupil randomly to share their answer to the question. Discuss their Answer with the class. Help the pupils think about how the story relates to their own lives and how they can use their own experiences to understand the story.

7. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to draw or write about the text-to-self connection they made to the story.

Asante Twi—Lesson 149 Assess & Review


Asante Twi - Lesson 146-150

Dabodabo Ne Akokɔ

Da bi, na Akokɔ nenam. Ɔrekɔ no, na ɔte kasa bi. Ɔkɔ faako a kasa no wɔ no. Sɛɛ na Dabodabo ate atɔ. Na ne nsa mu abu. Akokɔ tete nunum yam tare so. Ɔde mmabaa sosɔ Dabodabo nsa. Dabodabo da akokɔ ase. Wɔnante kɔ.

114 Asante Twi Pupil Book

Standards:

The pupils will be able to:

1. Read text with fluency

1. Assessment: BEFORE THE LESSON

Prepare for the assessment

- Prepare an assessment scoring page in a notebook. List all the pupils in the class in alphabetical order. Then make 3 more columns with the title “letters”, “syllables” and “individual score”.
- Prepare an assessment sheet with the assessment letters and syllables (found at the end of this lesson plan). Write the letters and syllables large enough for pupils to see clearly and point to.

- At the beginning of this lesson, help pupils find the decodable story for this lesson. Instruct pupils who are not being assessed to read the story quietly

2. Reason to Read (2 mins)

Think about why you want to read the story

- Tell pupils that they will be reading a story with a partner while you work with individual pupils.
- Say: Akokɔ nenam ne mantam regye mframa. Biribi si. Kenkan abasɛm no hwɛ deɛ ɛsiiɛ.
- Turn and talk: Ask pupils to turn to a pupil next to them to begin reading the story in their Pupil Books.
- Tell pupils that they will see a few words in the story missing. With their partners, they should choose which of the two options in parenthesis is the correct choice for the story.

3. Assessment (individual assessment while the rest of the class reads in pairs) (20 mins)

Administer the *a*ssessment

- You will assess 10 pupils. While the whole class is reading in pairs, call one pupil to sit with you.
- Show the pupil the 4 letters on the assessment sheet. Mark the number of correct responses (from 1-4) on your assessment scoring page.
- Show the pupil the 3 syllables on the assessment sheet. Mark the number of correct responses (from 1-3) on your assessment scoring page.
- Show the pupil the 3 words on the assessment sheet. Mark the number of correct responses (from 1-3) on your assessment scoring page.
- Do this for another 9 pupils (to complete all 10). Next week you will assess 10 more pupils starting with the next pupil on the list.

Score the *a*ssessment – For e*a*ch pupil

- Total the correct letters, syllables and words for each pupil – across the row on your assessment scoring page. This gives a general sense of how the child is learning: 8-10 correct is good. 6-7 is developing. 1-5 may indicate that the child is struggling.

Score the *a*ssessment – For cl*a*ss progress

- Total the correct letters and syllables for the 10 pupils by adding each column on your assessment scoring page. A total of 40-50 is good, 30-40 is developing, and less than 30 is a challenge. Consider reinforcement activities for skill areas that are less than 40.

Looking forw*a*rd

- Next week, continue with the next 10 pupils on the list. Continue this way until all pupils are assessed, then start over again from the beginning of the list.

4. Comprehension – Comprehension questions (8 mins)

Ask comprehension questions

- Thank pupils for staying on task and working well with their partners.
- Call on a pupil randomly to answer each of the following questions:

  Question 1: Ɛdeɛn na ayɛ Dabodabo? Kenkan ɔkasamu a ɛka yei kyerɛ me. (Answer: See sentence 4.)

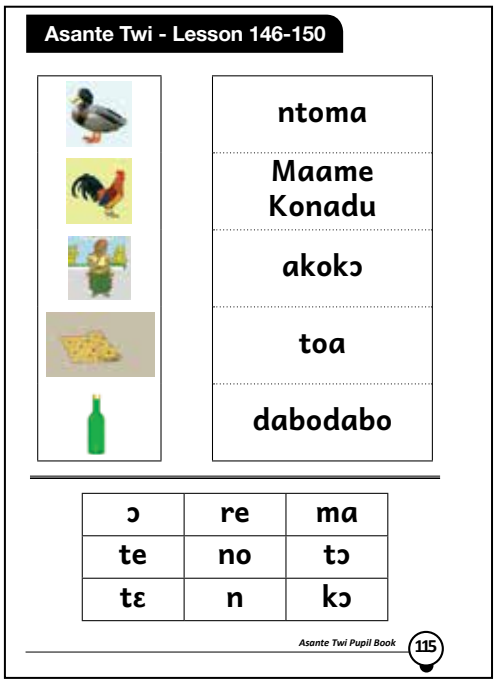
  Question 2: Sɛ Akokɔ ankɔpue Dabodabo so a, anka deɛn na ɛbɛto Dabodabo? (Possible answers: Anka Dabodabo bɛda hɔ awu. Anka ne nsa bɛte afiri so.)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Lesson Assessment

r	***a***	**t**	**ɛ**
tɔ	**su**	**ti**	**bɛ**
kuru	**ntom*a***	***a*tete**	**d*a*bod*a*bo**

Asante Twi—Lesson 150

Review & Reinforce



Standards:

The pupils will be able to:

1. Use letter and sound knowledge to read words
2. Blend syllables to read and write words

1. Reinforcement activities (15 mins)

NOTE

Choose a reinforcement activity from the options below. Base your choice on the skill(s) your pupils found challenging in the assessment. The skill reinforced by the activity is in the activity name:

"letter sounds" or "syllable blending".

Letter sounds – Can you think of a word?

- Use flashcards. Hold up a letter pupils have learnt but need to practice. Ask a pupil to say the letter sound.

Ask pupils to think of a word that starts with the sound. Calls on 5-10 pupils to share their words, then move on to the next letter.

Letter sounds – Letter zoom

- Ask pupils to turn to the page of letters at the back of the pupil book. Call a letter sound that pupils have already learnt. Ask pupils to look at the letters in the table and quickly tap the letter that makes that sound. Repeat with additional letters that pupils have already learnt. **TIP – start saying letter sounds at a speed that gets as many pupils to participate as possible, then gradually start saying letter sounds more quickly.*

Syllable blending – Whisper the syllable

- Use flashcards. Choose 3 consonants and 3 short or long vowels from the flashcards (try to use letters that pupils may struggle with or have forgotten). Hold up a consonant and say its sound. Hold up a short or long vowel and say its sound (or have pupils say the sound). Ask pupils to turn to a partner and quietly say the syllable made by the two flashcards. When they agree on the syllable, have them raise their hands. Wait until most of the class has raised their hands. Call on a pair at random to say the syllable. If they are correct, give a clap of appreciation. Continue using flashcards to make 5-10 more syllables for pupils to say in pairs.

Syllable blending – Phonics bingo

- Write 10 words on the blackboard that pupils have already learnt. Read the items aloud once. Ask pupils to choose 3 of them to write in a notebook, paper, slate, or other place. Call one of the words at random. Continue to slowly call out words. The first pupil to hear all 3 of the words they wrote down raises their hand. If they can say all 3 correct words, they get a clap of appreciation from the class.

2. Word matching (5 mins)

Match words to pictures

- Ask pupils to put their fingers under the first word in the word list for the activity in the pupil book. Read the first word.
- Say: Asɛmfua yi ase kyerɛ sɛn?
- Ask for a volunteer to tell say the meaning of the word. Then, ask pupils to point to the picture on the page that matches that word. Ask all pupils to point to the next word in the list and whisper read it to themselves. Call on a pupil at random to read the word for the class. Ask all pupils to point to the picture that matches the word.
- Continue the activity to the end of the word list, helping pupils that get stuck.

3. Word building (10 mins)

Use syll*a*bles to build given words

- Tell pupils they will write words using the syllables in the box.
- Say: Meredwene asɛmfua bi ho. Asɛmfua no ne "**ntoma**". Momma yɛmmɔ yɛn nsam wɔ so "n / to / ma."
- Using the syllable grid in the Pupil Book, ask pupils to point to the first syllable that they hear in the word that you said aloud. Then, write the syllable on the board.
- Continue asking pupils to point to the syllables in the word until the full word is written on the board.
- Say: Asɛmfua no ne **"ntoma"**. Afei, yɛatwerɛ asɛmfua no nyinaa. Momma yɛmmom nkenkan. (Pupils read the word)
- Say the first word below and clap the syllables with pupils. Give pupils time to find the syllables of the word and point to them in their book, then write them to form the word in their copy books. After all pupils have written the word, say the next word. Continue with the rest of the words.

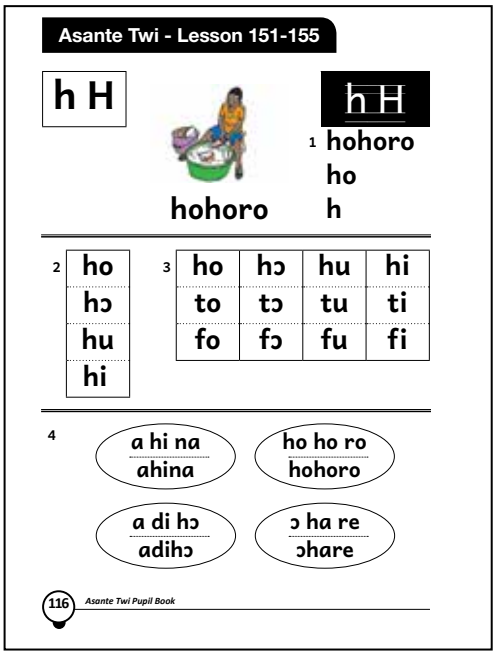
  Words: **ɔtetɛ ɔnkɔtɔ ɔrekɔ**

Use syll*a*bles to build new words

- Say: Afei, mepɛ sɛ mobɔ mmɔden yɛ mo ankasa mo nsɛmfua!
- Ask pupils to use any of the syllables in the pupil book to make another word that they know and write it in their copy books.

Turn and talk: When pupils are finished, ask them to turn to a pupil next to them to share the word they made.

Asante Twi—Lesson 151 New letter: h H



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learnt.

a, N, ɔ, k, u, o, r, T

2. Teach the sound (4 mins)

Tongue twister—Say the sound

- Say the tongue twister. Pupils repeat.

Nhohowa hohoro ahoma hata adihɔ.

- Ask pupils what sound they hear most. (Answer: /h/)

Listening game – First sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

hata, adanko, akura, honhom, home, polisini, hohoro, apɔnkye

3. Letter and keyword (10 mins)

Teach the letter

- Point to the small letter **"h"** on the alphabet strip or on the board.
- Say: Yei ne atwerɛdeɛ foforɔ a yɛrebɛsua no ɛnnɛ. Atwerɛdeɛ yi ma yɛn nnyegyeeɛ /h/. Mo ne me mmom nka /h/.
- Ask pupils to say the sound with you (no more than 2 times).
- Point to the capital letter **"H"** on the alphabet strip or on the board.
- Say: Yei yɛ atwerɛdeɛ korɔ no ara. Ɛsane ma yɛn nnyegyeeɛ /h /. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the small letter **"h"** on the alphabet strip or on the board again.

- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no ***"hohoro"***. Mote /h/ wɔ ***"hohoro"*** mu?
- Ask pupils to touch the letter and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne "**hohoro**".
- Point to the syllable (under the keyword). Read it and show pupils how the syllable is part of the keyword.
- Point to the letter (under the syllable). Read it and show pupils how the letter is part of the syllable.

4. Read syllables (7 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the "o" and show the "**h**".
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /**h**/)
- Cover the "**h**" and show the "**o**".
- Say: Nnyegyeeɛ bɛn nie? ((pupils respond /**o**/).
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu /**h**/ /**o**/, "**ho**".
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (8 mins)

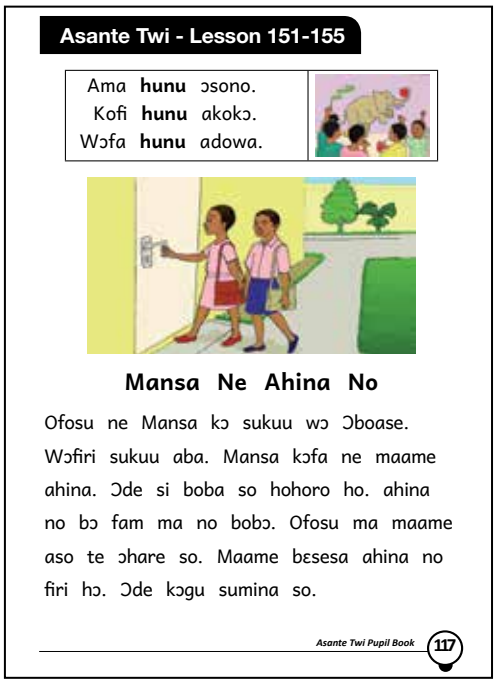
Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.

- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfa no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi—Lesson 152

Pupil Book Story: First Reading



Asante Twi - Lesson 151-155

Ama **hunu** ɔsono.
Kofi **hunu** akokɔ.
Wɔfa **hunu** adowa.

Mansa Ne Ahina No

Ofosu ne Mansa kɔ sukuu wɔ Ɔboase. Wɔfiri sukuu aba. Mansa kɔfa ne maame ahina. Ɔde si boba so hohoro ho. ahina no bɔ fam ma no bobɔ. Ofosu ma maame aso te ɔhare so. Maame bɛsesa ahina no firi hɔ. Ɔde kɔgu sumina so.

Asante Twi Pupil Book 117

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learnt letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

- Say: Sɛ yɛkenkan nsɛmfua, ɔkasamu ahodoɔ ne abasɛm wɔ yɛn kasa mu a, mmara binom wowɔ hɔ a, ɛsɛ sɛ yɛdi so. Saa mmara yinom boa ma yɛkenkan yie na yɛsane te deɛ yɛakenkan no ase. Ɛnnɛ momma yɛnhwɛ foforɔ.
- Point to the My Language box in the Pupil Book. Ask pupils to point to it in their books.
- Ask pupils to read the My Language lines (a different pupil for each line).
- Say: Ɛdeɛn na ɛyɛ pɛ wɔ ɔkasamu ahodoɔ no mu? "Hunu" ase kyerɛ sɛn? Ɔkasamu bɛn na ɛne mfoni no yɛ pɛ? (Answer: Sentence 1.)
- Call on 1-2 pupils to respond, as appropriate.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.

- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

ahina	hohoro

3. Comprehension - Prediction (4 mins)

Prediction based on picture and title

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ atwerɛdeɛ a yɛasua dada no na wɔde atwerɛ.
- Say: Ofosu ne Mansa firi sukuu aba efie. Biribi asi efie hɔ. Kenkan abasɛm no na hwɛ deɛ asi efie hɔ.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no

5. Reminder – Tracking (1 min)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

6. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. Do NOT read it aloud for them. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

7. Comprehension – Prediction check (2 mins)

Check prediction based on picture

- Ask pupils to remember the predictions they made before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

8. Writing – Letters (6 mins)

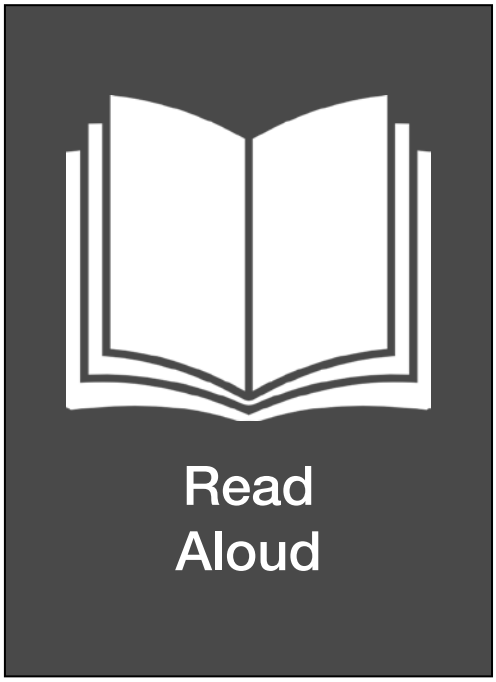
Pupils practice writing the letter

- Ask pupils to locate the syllable "**hɔ**" in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter "**h**" on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter "**h**" 5 times.

If some pupils finish early, tell them to draw a picture of something that begins with the sound /**h**/.

Asante Twi—Lesson 153

Teacher Read Aloud: First Reading



Standards:

The pupils will be able to:

1. Use new words correctly in sentences
2. Use verbal and nonverbal communication appropriately
3. Recognize the differences between words with a similar meaning

1. Teach the sound (5 mins)

Listening game – Identify different sounds

- Say: Merebɛka nsɛmfua mmienu. Ka nnyegyeeɛ a ɛsesaa wɔ asɛmfua a ɛtɔ so mmienu no mu kyerɛ me.

  fam
  ham

- Say: Ɛdeɛn nnyegyeeɛ na ɛyɛ sononko? (/h/)
- Continue with the rest of the pairs of words.

  hɔ / fɔ
  hi / fi
  bi / di
  ho / bo

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it. Talk to the pupils about the new words they will hear in the text. Ask pupils what they know about each one.
- Discuss with the word meaning with pupils, using gestures or illustrations to support understanding.

"egya a wɔakyekyere"	**ɛkwan**	**"gyina hɔ dinn"**

3. Read aloud (8 mins)

Read the following story aloud

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments such as when you come to a vocabulary word the pupils just learnt or when you hear a syllable the pupils just practiced.

Nnamfo Pa Baanu Bi

Na Kofi ne Ata yɛ nnamfonom. Na wɔtaa di agorɔ bom, kɔ sukuu ba da biara. Na wɔn baanu no mu biara adi mfeɛ du. Awia bi a wɔfiri sukuu reba efie no, wɔhunuu sɛ wɔakyekyere egya kɛseɛ bi da ɛkwan no mu. Ata kaa sɛ, "Hwan na ɔde egya abɛto ɛkwan mu yi?" Kofi nso kaa sɛ, "Saa ara na me nso meredwene." Ata bisaa sɛ, "Wosusu sɛ ɛyɛ sɛ yɛbɛpia ato nkyɛn?" Kofi nso kaa sɛ, "Mehunuu deɛ ɔyɔɔ saa a, anka mepɛ. Ebia ɔhunu sɛ yɛrepia ato nkyɛn a, ne bo bɛfu." Ata bisaa sɛ, "Wose ɛyɛ ɔbarima a, wonnye nni sɛ ɔbaa bi nso bɛtumi ayɛ saa?" Ɛberɛ a wɔgyina hɔ rekasakasa sɛ wɔbɛyi egya no afiri ɛkwan no mu anaasɛ wɔnnyi no, wɔhunuu sɛ akɔkoraa bi reba. "Hwɛ, Kofi, saa ɛkwan yi nko ara na ɛda kwaeɛ yi mu. Ɛnyɛ adeɛ a akɔkoraa yi bɛtumi atware ɛkwan yi mu." "Ɛyɛ nokorɛ turodoo. Wosusu sɛ yɛbɛtumi apia egya yi ato nkyɛn?" "Wabɛn ha dodo. Kofi, ka wo ho bra. Ɛnsɛ sɛ yɛsɛe mmerɛ koraa."Wɔn baanu no bɔɔ mmɔden biara pia maa akɔkoraa no nyaa ɛkwan twaa mu. "Me nananom, ɛbɛyɛ sɛ mo awofoɔ ani gye mo ho. Menni biribiara a mede bɛma mo seesei ara. Deɛ mɛka ara ne sɛ Onyankopɔn nhyira mo. Mema mo tiri nkwa nso."Ɔkɔeɛ akyire no, nnamfoɔ baanu yi gyinaa hɔ dinn a wɔankasa. Akɔkoraa no nsɛm no yɛɛ wɔn nwanwa. Ata na ɔdii ɛkan kasaeɛ. "Mennim da sɛ mmerewa ne nkɔkoraa hyira nnipa. Na medwene sɛ deɛ wɔyɔ ara ne sɛ wɔrebɔ nkurɔfoɔ dua." Kofi ka de too so sɛ, "Ata, ɛyɛ saa pɛpɛɛpɛ. Me nso, na menim sɛ, deɛ wɔde wɔn poma yɔ ara ne sɛ wɔde boro mmɔfra." "Wiɛ, seesei deɛ, yɛahunu nokorɛ a ɛwom nti ɔkyena, mɛka akyerɛ wɔn a yɛne wɔn wɔ gyinapɛn no." "Me yɔnko pa, ɛberɛ aso sɛ yɛkɔ efie. Yɛwɔ nnoɔma bebree a yɛbɛso ho daeɛ anadwo yi." Kofi sɔɔ Ata nsa na wɔgyaa egya a na asi ɛkwan no hɔ kɔɔ efie. Saa da no anadwo, Kofi soo daeɛ hunuu sɛ ɔretwa asukɛseɛ bi a ɛtwene ketewa bi da so. ɔte tɔɔ nsuo no mu a ɔreteatea mu apɛ mmoa no, abaayewa bi a wadi mfeɛ mmienu tuu mmirika kɔyii no firii nsuo no mu. Adeɛ kyeeɛ a wɔrekɔ sukuu no, Kofi kaa ne daeɛ no kyerɛɛ n'adamfo no."O, me nso mesoo daeɛ bi a na ɛyɛ sere pa ara. Na makɔ asuom rekɔsa nsuo. Na ahina no so dodo nti mantumi ansoa. ɛhɔ ara na abɔfra bi a ɔrewea bɛboaa me maa mesoaa ahina no." Wɔsereeɛ. Merekasa yi na wɔretwɛn nhyira a ɛbɛba wɔn so no.

4. Vocabulary – After reading (12 mins)

Clarify word meanings

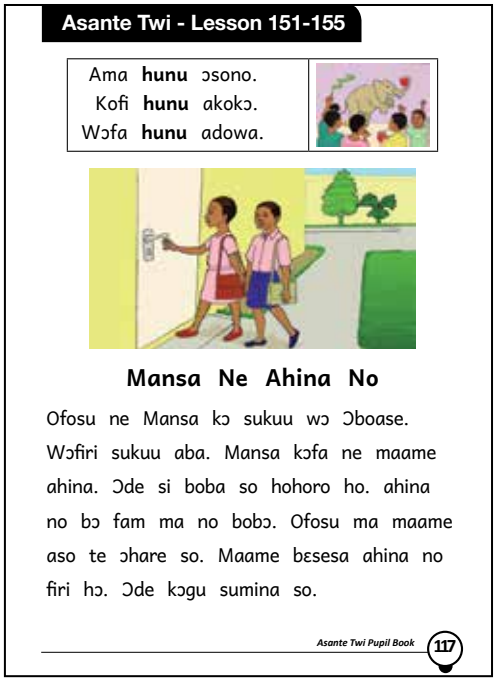
- Say: Nsɛmfua bi wɔ asekyerɛ a ɛsesɛ. Mɛka nsɛmfua mmienu. Mobɛka deɛ ɛyɛ pɛ ne deɛ ɛyɛ sononko wɔ nsɛmfua yi ho akyerɛ me.

  egya
  dua

- Turn and talk: Ask pupils to turn and talk about how they think the first and second words are the same and different.
- Bring the class back together. Ask pupils to tell you the meaning of each word. Discuss what is the same and different about them. Through comparison, pupils will clarify their understanding of the meaning of each word.

Asante Twi—Lesson 154

Pupil Book Story: Second Reading



Asante Twi - Lesson 151-155

Ama **hunu** ɔsono.
Kofi **hunu** akokɔ.
Wɔfa **hunu** adowa.

Mansa Ne Ahina No

Ofosu ne Mansa kɔ sukuu wɔ Ɔboase. Wɔfiri sukuu aba. Mansa kɔfa ne maame ahina. Ɔde si boba so hohoro ho. ahina no bɔ fam ma no bobɔ. Ofosu ma maame aso te ɔhare so. Maame bɛsesa ahina no firi hɔ. Ɔde kɔgu sumina so.

Asante Twi Pupil Book 117

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Retell a story in their own words
4. Use drawing and writing to respond to a story

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learnt. Pupils say the sounds of the letters.

  A, o, h, ɛ, b, y, F, t

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter **"h"** on the alphabet strip or on the board. Ask pupils to say the sound of the letter.

- Point to the capital letter **"H"** on the alphabet strip or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ /**h**/ na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Reminder – Tracking (1 min)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

5. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.

- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Making connections (8 mins)

Ask comprehension questions

- Call on a pupil randomly to answer the following question:

  Question 1: Ɛhefa na Ofosu ne Mansa kɔ sukuu? (Answer: Check from sentence 1)

  Question 2: Wosusu sɛ ɛdeɛn nti na Ofosu kɔfrɛɛ wɔn maame? (Answer: Na ɔpɛ sɛ maame bɛhwɛ.)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what may have given them that idea, such as their own experiences, or what they see in the text or picture.

Retell

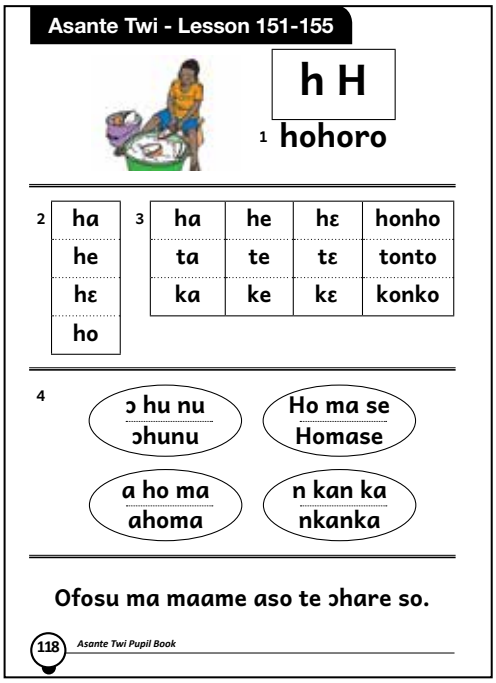
- Ask for a volunteer pupil to say what happened in the story. Encourage the pupil to use their own words. Pupils should not read directly from the story.

7. Writing – Story response (10 mins)

Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.
- Ask pupils to draw or write about the text-to-self connection they made to the story.

Asante Twi—Lesson 155 Review Letters



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learnt. Pupils say the sounds of the letters.

t, Ɛ, m, d, W, f, h, s

2. Teach the sound (4 mins)

Tongue twister—Say the sound

- Say the tongue twister. Pupils repeat.

Nhohowa hohoro ahoma hata adihɔ.

- Ask pupils what sound they hear most

Listening game – First sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

hokani, dadesɛn, homeda, bokiti, Ofosu, hinhim, ham, nam

3. Letter and keyword (2 mins)

Teach the letter

- Point to the small letter **"h"** on the alphabet strip or on the board.
- Say: Nnyegyeeɛ bɛn na saa atwerɛdeɛ yi yɛ?
- Ask pupils to say the sound with you (no more than 2 times).
- Say: Asɛmfua titire bɛn na yɛsuaeɛ a ɛboa ma yɛkae nnyegyeeɛ a saa atwerɛdeɛ yi yɛ?
- Turn and Talk: Ask pupils to turn to a pupil next to them to share the keyword for the letter of the week. They can use the picture on the alphabet strip or in their pupil books to help them. Then, ask one pair to say the keyword aloud for the whole class.
- Ask pupil to say the sound with you again (no more than 2 times).

4. Read syllables (7 mins)

Use the new letter sound to read syllables (Pupil Book Box #2)

- Say: Afei, momma yɛmfa atwerɛdeɛ ahodoɔ a yɛnim no nsua nsɛnsini akenkan.
- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the **"a"** and show the **"h"**.
- Say: Nnyegyeeɛ bɛn nie? (pupils respond **/h/**)
- Cover the **"h"** and show the **"a"**.
- Say: Nnyegyeeɛ bɛn nie? (pupils respond **/a/**).
- Say: Mobɛtumi akenkan nnyegyeeɛ no, na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu /**h**/ /**a**/, "**ha**".
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (6 mins)

Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

6. Fluency activity (10 mins)

Read common words

- Say: Yɛbɛsua sɛdeɛ yɛkenkan nsɛmfua binom afiri abasɛm a yɛkenkanee wɔ mo nwoma no mu no.
- Ask pupils to look at the sentence at the bottom of the page in the pupil book.
- Write the sentence on the board.
- Circle the following common words in the same sentence the pupils just read:

ma so

- Point to each common word in the sentence. Ask pupils to read these common words together as a class. Repeat no more than 3 times.

Rereading for fluency

- Say: Afei, momma yɛnkenkan ɔkasamu no nyinaa. Yɛbɛsan akenkan no mprɛ ahodoɔ bi. Mepɛ sɛ mobɔ mmɔden kenkan no te sɛ deɛ morekasa akyerɛ obi.
- Demonstrate reading without emotion (take pauses between words and be boring), and then do it again with more expression (with a natural pace and appropriate emotion- like excitement or sadness).
- Then have pupils follow these steps:

  1) Pupils read the sentence with a partner twice.
  2) Teacher reads the sentence with the whole class.
  3) Pupils try reading with a partner naturally, with more emotion.

Have pupils rate their own speed and emotion by holding 1, 2, or 3 fingers in the air. (1 – I was excellent, 2 – I was okay, 3 – I need more practice)

Asante Twi—Lesson 156

Pupil Book Story: First Reading



Asante Twi - Lesson 156-160

Aku **hunu** toa no mu. Aku **hu** toa no mu.	

Kankabi Ba Amanehunu-Ɔfa 1

Kankabi kɔbɔ sese wɔ Kunsu. Ɔhunu Akokɔ. Ɔne no kasa fa Kunsu asetena ho. Da bi, Kankabi de ne ba ma Akokɔ. Ɔkɔ asɔre. Nkanka kɔ Akokɔ sese ase. Ɔhunu Kankabi ba. Nkanka de ahoma sɔ Kankabi ba nsa. Ɔte baako we no ham! Ham!

Asante Twi Pupil Book 119

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learnt letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

- Say: Sɛ yɛkenkan nsɛmfua, ɔkasamu ahodoɔ ne abasɛm wɔ yɛn kasa mu a, mmara binom wowɔ hɔ a, ɛsɛ sɛ yɛdi so. Saa mmara yinom boa ma yɛkenkan yie na yɛsane te deɛ yɛakenkan no ase. Ɛnnɛ momma yɛnhwɛ foforɔ.
- Point to the My Language box in the Pupil Book. Ask pupils to point to it in their books.

- Ask pupils to read the My Language lines (a different pupil for each line).
- Say: Momma yɛnkenkan asɛmfua yi "hunu." Momma yɛnkenkan asɛmfua yi nso "hu." Mote nsonsonoeɛ a ɛwɔ mu? Yɛbɔ yɛn hwene ka asɛmfua "hunu." Yɛmmɔ yɛn hwene nka "hu." Momma yɛnsan nkenkan no bio na yɛntie "hunu," "hu."
- Call on 1-2 pupils to respond, as appropriate.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

ahoma	**nkanka**

3. Comprehension - Prediction (4 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ atwerɛdeɛ a yɛasua dada no na wɔde atwerɛ.
- Say: Kankabi de ne ba gya Akokɔ kɔ asɔre. Kenkan abasɛm no na hwɛ deɛ ɛsiiɛ.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Reminder – Tracking (1 min)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

6. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

7. Comprehension – Prediction check (2 mins)

Check prediction based on picture

- Ask pupils to remember the predictions they made before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

8. Writing – Letters (6 mins)

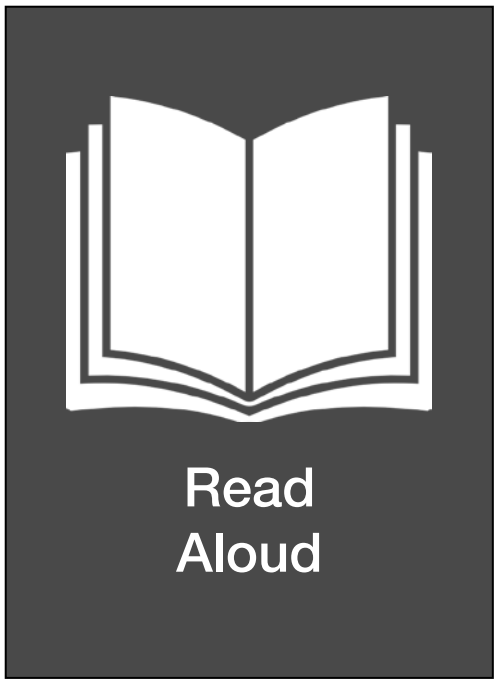
Pupils practice writing the letter

- Ask pupils to locate the syllable **"ho"**in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the letter **"h"**on the board (1/3 meter tall).
- Air write the letter (use a straight arm) and describe how to write the letter as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the letter with a finger on their desks while saying the sound of the letter.
- Ask pupils to take out their exercise books and write the letter **"h"**5 times.

If some pupils finish early, tell them to draw a picture of something that begins with the sound /**h**/.

Asante Twi—Lesson 157

Teacher Read Aloud: Second Reading



Standards:

The pupils will be able to:

1. Use new words correctly in sentences
2. Use verbal and nonverbal communication appropriately
3. Retell a story in their own words

1. Teach the sound (5 min)

Listening game – Identify different sounds

- Say: Merebɛka nsɛmfua mmienu. Ka nnyegyeeɛ a ɛsesaa wɔ asɛmfua a ɛtɔ so mmienu no mu kyerɛ me.

  tɔ
  kɔ

- Say: Ɛdeɛn nnyegyeeɛ na ɛyɛ sononko? (Answer: /**k**/)
- Continue with the rest of the pairs of words.

  me / ne
  sa / da
  bi / di
  ha / da

2. Vocabulary – Before reading (5 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learnt during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

"egya a wɔakyekyere"	**ɛkwan**	**"gyina hɔ dinn"**

3.Read aloud reminder (2 mins)

Summarize the first part of the read aloud story

- Ask pupils what they remember about the beginning of the story.

Remind pupils who the characters are, and what happened in the first part of the story

3.Read aloud (8 mins)

Read the following story aloud

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments. If pupils struggled with one of the new vocabulary words, pause to discuss its meaning in the story. If pupils are struggling with a new sound learnt this week, pause to point out the sound in a few different words.

Nnamfo Pa Baanu Bi

Na Kofi ne Ata yɛ nnamfonom. Na wɔtaa di agorɔ bom, kɔ sukuu ba da biara. Na wɔn baanu no mu biara adi mfeɛ du. Awia bi a wɔfiri sukuu reba efie no, wɔhunuu sɛ wɔakyekyere egya kɛseɛ bi da ɛkwan no mu. Ata kaa sɛ, "Hwan na ɔde egya abɛto ɛkwan mu yi?" Kofi nso kaa sɛ, "Saa ara na me nso meredwene." Ata bisaa sɛ, "Wosusu sɛ ɛyɛ sɛ yɛbɛpia ato nkyɛn?" Kofi nso kaa sɛ, "Mehunuu deɛ ɔyɔɔ saa a, anka mepɛ. Ebia ɔhunu sɛ yɛrepia ato nkyɛn a, ne bo bɛfu." Ata bisaa sɛ, "Wose ɛyɛ ɔbarima a, wonnye nni sɛ ɔbaa bi nso bɛtumi ayɛ saa?" Ɛberɛ a wɔgyina hɔ rekasakasa sɛ wɔbɛyi egya no afiri ɛkwan no mu anaasɛ wɔnnyi no, wɔhunuu sɛ akɔkoraa bi reba. "Hwɛ, Kofi, saa ɛkwan yi nko ara na ɛda kwaeɛ yi mu. ɛnyɛ adeɛ a akɔkoraa yi bɛtumi atware ɛkwan yi mu." "Ɛyɛ nokorɛ turodoo. Wosusu sɛ yɛbɛtumi apia egya yi ato nkyɛn?" "Wabɛn ha dodo. Kofi, ka wo ho bra. ɛnsɛ sɛ yɛsɛe mmerɛ koraa." Wɔn baanu no bɔɔ mmɔden biara pia maa akɔkoraa no nyaa ɛkwan twaa mu. "Me nananom, ɛbɛyɛ sɛ mo awofoɔ ani gye mo ho. Menni biribiara a mede bɛma mo seesei ara. Deɛ mɛka ara ne sɛ Onyankopɔn nhyira mo. Mema mo tiri nkwa nso." Ɔkɔeɛ akyire no, nnamfoɔ baanu yi gyinaa hɔ dinn a wɔankasa. Akɔkoraa no nsɛm no yɛɛ wɔn nwanwa. Ata na ɔdii ɛkan kasaeɛ. "Mennim da sɛ mmerewa ne nkɔkoraa hyira nnipa. Na medwene sɛ deɛ wɔyɔ ara ne sɛ wɔrebɔ nkurɔfoɔ dua." Kofi ka de too so sɛ, "Ata, ɛyɛ saa pɛpɛɛpɛ. Me nso, na menim sɛ, deɛ wɔde wɔn poma yɔ ara ne sɛ wɔde boro mmɔfra." "Wiɛ, seesei deɛ, yɛahunu nokorɛ a ɛwom nti ɔkyena, mɛka akyerɛ wɔn a yɛne wɔn wɔ gyinapɛn no." "Me yɔnko pa, ɛberɛ aso sɛ yɛkɔ efie. Yɛwɔ nnoɔma bebree a yɛbɛso ho daeɛ anadwo yi." Kofi sɔɔ Ata nsa na wɔgyaa egya a na asi ɛkwan no hɔ kɔɔ efie. Saa da no anadwo, Kofi soo daeɛ hunuu sɛ ɔretwa asukɛseɛ bi a ɛtwene ketewa bi da so. Ɔte tɔɔ nsuo no mu a ɔreteatea mu apɛ mmoa no, abaayewa bi a wadi mfeɛ mmienu tuu mmirika kɔyii no firii nsuo no mu. Adeɛ kyeeɛ a wɔrekɔ sukuu no, Kofi kaa ne daeɛ no kyerɛɛ n'adamfo no. "O, me nso mesoo daeɛ bi a na ɛyɛ sere pa ara. Na makɔ asuom rekɔsa nsuo. Na ahina no so dodo nti mantumi ansoa. Ɛhɔ ara na abɔfra bi a ɔrewea bɛboaa me maa mesoaa ahina no." Wɔsereeɛ. Merekasa yi na wɔretwɛn nhyira a ɛbɛba wɔn so no.

4. Comprehension - Retell (10 mins)

Comprehension – Retell with character, setting and events

- Say: Sɛ yɛka abas**ɛ**m a yɛakenkan akyerɛ obi a, yɛka beae**ɛ** a ɛsiiɛ, de**ɛ** na ɛwɛ abas**ɛ**m no mu, ne adeɛ a ɛsiiɛ.

Write this chart on the board.

Ɛberɛ ne beaeɛ	**Agorɔba**	**Adeyɛ**

- Ask pupils who the characters were. Note the main characters in the chart.
- Ask pupils where the story took place. Remind pupils that this is called the "setting." [ɛberɛ ne beaeɛ]
- Note the pupil's response in the chart.
- Say: Sɛ yɛka abasɛm a yɛakenkan akyerɛ obi a, yɛka beaeɛ a ɛsiiɛ, deɛ na ɔwɔ abasɛm no mu, ne adeɛ a ɛsiiɛ. (Encourage pupils to stand up act out their responses)
- Tell pupils that the things that happen in the story are called "events" **[adeyɛ]**
- Ask pupils what happened in the story. If pupils miss any important events, add them.
- Help pupils put those events in order.

Asante Twi—Lesson 158

Pupil Book Story: Second Reading



Asante Twi - Lesson 156-160

Aku **hunu** toa no mu. Aku **hu** toa no mu.	

Kankabi Ba Amanehunu-Ɔfa 1

Kankabi kɔbɔ sese wɔ Kunsu. Ɔhunu Akokɔ. Ɔne no kasa fa Kunsu asetena ho. Da bi, Kankabi de ne ba ma Akokɔ. Ɔkɔ asɔre. Nkanka kɔ Akokɔ sese ase. Ɔhunu Kankabi ba. Nkanka de ahoma sɔ Kankabi ba nsa. Ɔte baako we no ham! Ham!

Asante Twi Pupil Book 119

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Retell a story in their own words
4. Use drawing and writing to respond to a story

1. Rapid letter review (1 min)

Review small and capital letters

- Point quickly and at random to letters pupils have learnt. Pupils say the sounds of the letters.

O, ɔ, ɛ, S, e, h, r, i

2. New letter review (2 mins)

Review the new letter from the previous day

- Point to the small letter **"h"**on the alphabet strip or on the board. Ask pupils to say the sound of the letter.
- Point to the capital letter **"H"** on the alphabet strip or on the board. Ask pupils to say the sound of the letter.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ /**h**/ na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Reminder – Tracking (1 min)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

5. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – After reading (8 mins)

Ask comprehension questions

- Call on pupils randomly to answer the following questions:

  Question 1: Hwan na ɔkɔsraa Akokɔ? (Answer: check from sentence 3.)
  Question 2: Wosusu sɛ Kankabi firi asɔre ba a, ɛdeɛn na ɛbɛsi? (Possible answers may include: Ɔbɛbo Akokɔ. Ɔbɛbo nkanka)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what may have given them that idea, such as their own experiences, or what they see in the text or picture.

Retell

- Ask for a volunteer pupil to say what happened in the story. Encourage the pupil to use their own words. Pupils should not read directly from the story.

7. Writing – Story response (10 mins)

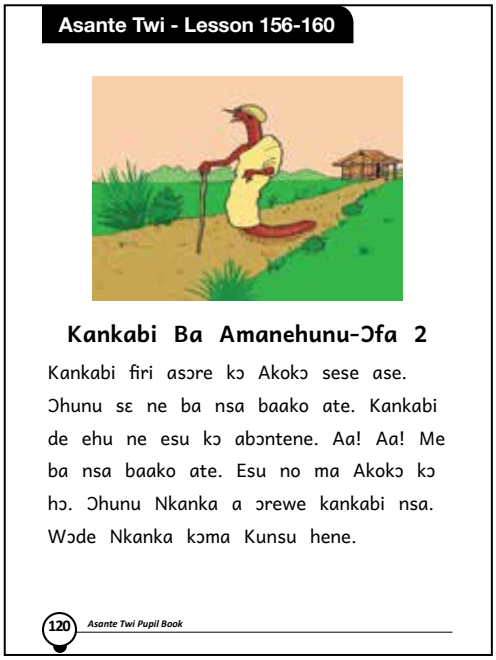
Pupils write or draw a response to the story

- Ask pupils to take out their exercise books.

Ask pupils to draw or write about the text-to-self connection they made to the story.

Asante Twi—Lesson 159

Assess & Review


Asante Twi - Lesson 156-160

Kankabi Ba Amanehunu-Ɔfa 2

Kankabi firi asɔre kɔ Akokɔ sese ase. Ɔhunu sɛ ne ba nsa baako ate. Kankabi de ehu ne esu kɔ abɔntene. Aa! Aa! Me ba nsa baako ate. Esu no ma Akokɔ kɔ hɔ. Ɔhunu Nkanka a ɔrewe kankabi nsa. Wɔde Nkanka kɔma Kunsu hene.

120 Asante Twi Pupil Book

Standards:

The pupils will be able to:

1. Read text with fluency

1. Assessment: BEFORE THE LESSON

Prepare for the assessment

- Prepare an assessment scoring page in a notebook. List all the pupils in the class in alphabetical order. Then make 3 more columns with the title "letters", "syllables" and "individual score".
- Prepare an assessment sheet with the assessment letters and syllables (found at the end of this lesson plan). Write the letters and syllables large enough for pupils to see clearly and point to.

- At the beginning of this lesson, help pupils find the decodable story for this lesson. Instruct pupils who are not being assessed to read the story quietly

2. Reason to Read (2 mins)

Think about why you want to read the story

- Tell pupils that they will be reading a story with a partner while you work with individual pupils.
- Say: Yɛbɛtoa yɛn abasɛm no so firi nnora deɛ no. Kankabi firi asɔre aba, ɔkɔ akokɔ hɔ kɔhwɛ ne ba. Kenkan abasɛm no na hwɛ deɛ ɛbɛsi.
- Turn and talk: Ask pupils to turn to a pupil next to them to begin reading the story in their Pupil Books.
- Tell pupils that they will see a few words in the story missing. With their partners, they should choose which of the two options in parenthesis is the correct choice for the story.

3. Assessment (individual assessment while the rest of the class reads in pairs) (20 mins)

Administer the assessment

- You will assess 10 pupils. While the whole class is reading in pairs, call one pupil to sit with you.
- Show the pupil the 4 letters on the assessment sheet. Mark the number of correct responses (from 1-4) on your assessment scoring page.
- Show the pupil the 3 syllables on the assessment sheet. Mark the number of correct responses (from 1-3) on your assessment scoring page.
- Show the pupil the 3 words on the assessment sheet. Mark the number of correct responses (from 1-3) on your assessment scoring page.

- Do this for another 9 pupils (to complete all 10). Next week you will assess 10 more pupils starting with the next pupil on the list.

Score the *a*ssessment – For e*a*ch pupil

- Total the correct letters, syllables and words for each pupil – across the row on your assessment scoring page. This gives a general sense of how the child is learning: 8-10 correct is good. 6-7 is developing. 1-5 may indicate that the child is struggling.

Score the *a*ssessment – For cl*a*ss progress

- Total the correct letters and syllables for the 10 pupils by adding each column on your assessment scoring page. A total of 40-50 is good, 30-40 is developing, and less than 30 is a challenge. Consider reinforcement activities for skill areas that are less than 40.

Looking forw*a*rd

- Next week, continue with the next 10 pupils on the list.
- Continue this way until all pupils are assessed, then start over again from the beginning of the list.

4. Comprehension – Comprehension questions (8 mins)

Ask comprehension questions

- Thank pupils for staying on task and working well with their partners.
- Call on a pupil randomly to answer each of the following questions:

  Question 1: Hwan na ɔde hu ne su sii abɔntene? (Answer: Check from sentence 3)

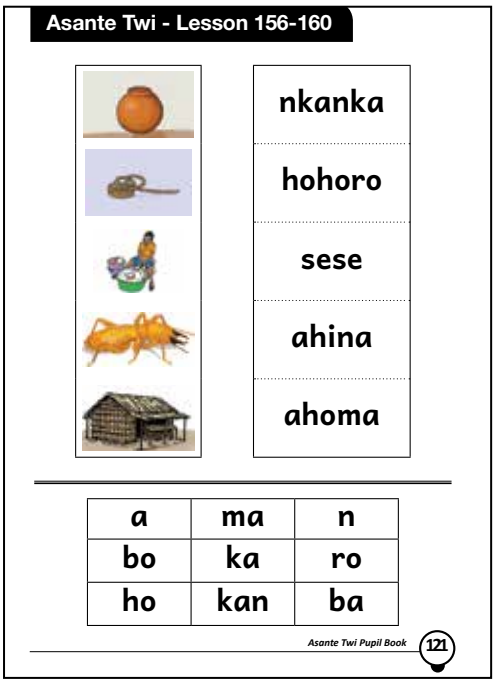
  Question 2: Wosusu sɛ ɛdeɛn na Kunsu hene bɛyɛ Nkanka? (Answers may include: Ɔde no bɛto afiase. Ɔbɛbɔ no ka.)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Lesson Assessment

t	**ɛ**	**h**	**m**
ho	**he**	**fi**	**kɔ**
a*hin*a	**keke**	***a*hom*a***	**sese**

Asante Twi—Lesson 160

Review & Reinforce



Standards:

The pupils will be able to:

1. Use letter and sound knowledge to read words
2. Blend syllables to read and write words

1. Reinforcement activities (15 mins)

NOTE

Choose a reinforcement activity from the options below. Base your choice on the skill(s) your pupils found challenging in the assessment. The skill reinforced by the activity is in the activity name: "letter sounds" or "syllable blending".

Letter sounds – Can you think of a word?

- Use flashcards. Hold up a letter pupils have learnt but need to practice. Ask a pupil to say the letter sound. Repeat the correct letter sound.

Ask pupils to think of a word that starts with the sound. Calls on 5-10 pupils to share their words, then move on to the next letter.

Letter sounds – Letter zoom

- Ask pupils to turn to the page of letters at the back of the pupil book. Call a letter sound that pupils have already learnt. Ask pupils to look at the letters in the table and quickly tap the letter that makes that sound. Repeat with additional letters that pupils have already learnt. **TIP – start saying letter sounds at a speed that gets as many pupils to participate as possible, then gradually start saying letter sounds more quickly.*

Syllable blending – Whisper the syllable

- Use flashcards. Choose 3 consonants and 3 short or long vowels from the flashcards (try to use letters that pupils may struggle with or have forgotten). Hold up a consonant and say its sound. Hold up a short or long vowel and say its sound (or have pupils say the sound). Ask pupils to turn to a partner and quietly say the syllable made by the two flashcards. When they agree on the syllable, have them raise their hands. Wait until most of the class has raised their hands. Call on a pair at random to say the syllable. If they are correct, give a clap of appreciation. Continue using flashcards to make 5-10 more syllables for pupils to say in pairs.

Syllable blending – Phonics bingo

- Write 10 words on the blackboard that pupils have already learnt. Read the items aloud once. Ask pupils to choose 3 of them to write in a notebook, paper, slate, or other place. Call one of the words at random. Continue to slowly call out words. The first pupil to hear all 3 of the words they wrote down raises their hand. If they can say all 3 correct words, they get a clap of appreciation from the class.

2. Word matching (5 mins)

Match words to pictures

- Ask pupils to put their fingers under the first word in the word list for the activity in the pupil book. Read the first word.
- Say: Asɛmfua yi ase kyerɛ sɛn?
- Ask for a volunteer to tell say the meaning of the word. Then, ask pupils to point to the picture on the page that matches that word. Ask all pupils to point to the next word in the list and whisper read it to themselves. Call on a pupil at random to read the word for the class. Ask all pupils to point to the picture that matches the word.
- Continue the activity to the end of the word list, helping pupils that get stuck.

3. Word building (10 mins)

Use syllables to build given words

- Tell pupils they will write words using the syllables in the box.
- Say: Meredwene asɛmfua bi ho. Asɛmfua no ne ***"ahoma"***. Momma yɛmmɔ yɛn nsam wɔ so ***a/ho/ma***
- Using the syllable grid in the Pupil Book, ask pupils to point to the first syllable that they hear in the word that you said aloud. Then, write the syllable on the board.
- Continue asking pupils to point to the syllables in the word until the full word is written on the board.
- Say: Asɛmfua no ne ***"ahoma"***. Afei, yɛatwerɛ asɛmfua no nyinaa. Momma yɛmmom nkenkan. (Pupils read the word)
- Say the first word below and clap the syllables with pupils. Give pupils time to find the syllables of the word and point to them in their book, then write them to form the word in their copy books. After all pupils have written the word, say the next word. Continue with the rest of the words.

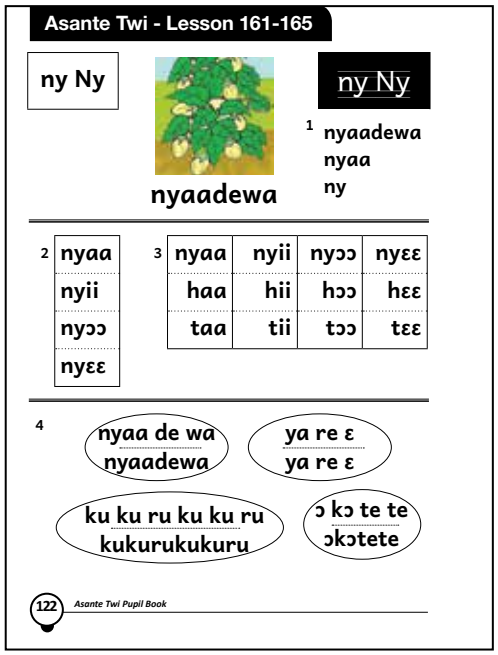
  Words: **nkanka, hohoro, boba**

Use syllables to build new words

- Say: Afei, mepɛ sɛ mobɔ mmɔden yɛ mo ankasa mo nsɛmfua!
- Ask pupils to use any of the syllables in the pupil book to make another word that they know and write it in their copy books.

Turn and talk: When pupils are finished, ask them to turn to a pupil next to them to share the word they made.

Asante Twi—Lesson 161 New digraph: ny Ny



Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learnt.

ɛ, i, k, Y, n, r, H, u

2. Teach the sound (4 mins)

Tongue twister—Say the sound

- Say the tongue twister. Pupils repeat.

Nyamesompa ne Nyamesuro nyinsɛn nyansa ne nyinkyerɛ.

- Ask pupils what sound they hear most. (Answer: /ny/)

Listening game – First sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

nyaadewa, kanea, nyini, nya, kɔ, Nyame, faako, adaka

3. Letter and keyword (10 mins)

Teach the digraph

- Write the digraph **"ny"** on the board.
- Point to the digraph **"ny"** on the board.
- Say: Ɛnnɛ, yɛde yɛn adwene bɛkɔ nnyegyeeɛ foforɔ bi so. Atwerɛdeɛ mmienu na ɛka bom yɛ saa nnyegyeeɛ yi. Ɛwom sɛ wɔyɛ atwerɛdeɛ mmienu deɛ, nanso sɛ wɔbɔ mu a, wɔyɛ nnyegyeeɛ baako. Nnyegyeeɛ no ne /ny/. Mo ne me mmom nka /ny/.
- Ask pupils to say the sound with you (no more than 2 times).
- Write the digraph **"Ny"** on the board (first letter capitalized).

- Say: Yeinom yɛ atwerɛdeɛ korɔ no ara a ɛbom. Wɔsane ma yɛn nnyegyeeɛ /ny/. Yɛhunu sɛ ɛte sɛ yei ɛberɛ a ɛdi ɔkasamu anaa edin bi anim.
- Point to the digraph **"ny"** on the board again.
- Say: Mprɛ pii no, yɛbɛhunu sɛ ɛte sɛ yei wɔ nsɛmfua mu.

Keyword picture study

- Say: Ɛdeɛn na mohunu?
- Call on 1-2 pupils to name what they see in the picture.
- Say the keyword. Touch the digraph of the day in the keyword in the pupil book. Say the sound.
- Say: Mo ne me mmom nka asɛmfua no *"nyaadewa"*. Mote /ny/ wɔ *"nyaadewa"* mu?
- Ask pupils to touch the digraph and say the word again.

Keyword analysis (Pupil Book Box #1)

- Write the keyword from Box #1 on the board.
- Point to the keyword.
- Say: Asɛmfua no ne **"nyaadewa"**.
- Point to the syllable (under the keyword). Read it and show pupils how the syllable is part of the keyword.
- Point to the digraph (under the syllable). Read it and show pupils how the digraph is part of the syllable.

4. Read syllables (7 mins)

Use the new digraph sound to read syllables (Pupil Book Box #2)

- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the **"aa"** and show the **"ny"**.
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /ny/)
- Cover the **"ny"** and show the **"aa"**.
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /aa/).
- Say: Mobɛtumi akenkan nnyegyeeɛ no na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu /**ny**/ /**aa**/, "**nyaa**".
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (8 mins)

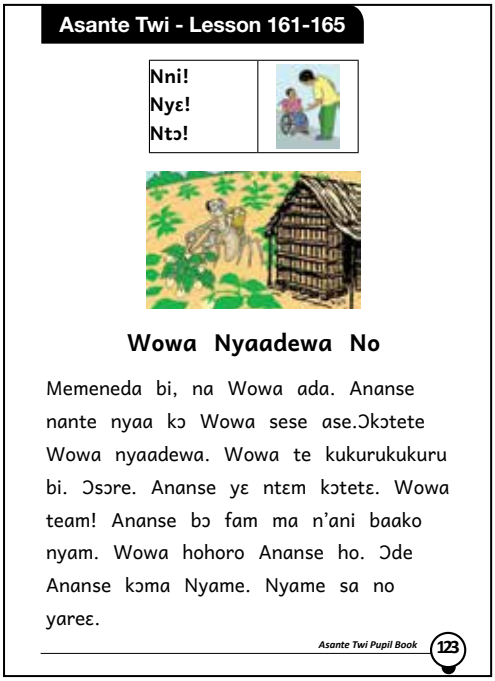
Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.

- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

Asante Twi—Lesson 162

Pupil Book Story: First Reading



Asante Twi - Lesson 161-165

Nni! Nyɛ! Ntɔ!	

Wowa Nyaadewa No

Memeneda bi, na Wowa ada. Ananse nante nyaa kɔ Wowa sese ase.Ɔkɔtete Wowa nyaadewa. Wowa te kukurukukuru bi. Ɔsɔre. Ananse yɛ ntɛm kɔtetɛ. Wowa team! Ananse bɔ fam ma n'ani baako nyam. Wowa hohoro Ananse ho. Ɔde Ananse kɔma Nyame. Nyame sa no yareɛ.

Asante Twi Pupil Book 123

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learnt letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

- Say: Yɛkenkan a, yɛhunu sɛ nsɛmfua ne ɔkasamu ahodoɔ wɔ nkyekyɛmu. Wohunu saa nkyekyɛmu yi na wote sɛdeɛ wɔsi di dwuma bom ase a, wobɛtumi atwerɛ na woakenkan yie. Ɛnnɛ, momma yɛnhwɛ foforɔ.
- Point to the My Language box in the Pupil Book. Ask pupils to point to it in their books.
- Ask pupils to read the My Language lines (a different pupil for each line).
- Say: Ɛdeɛn na ɛyɛ pɛ wɔ nsɛmfua yinom nyinaa ahyɛaseɛ? (Answer: n) Saa "**n**" no kyerɛ sɛn? (Answer: Ɛkyerɛ sɛ nyɛ biribi anaa dabi.)
- Call on 1-2 pupils to respond, as appropriate.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

nyam	kɔtetɛ

3. Comprehension - Prediction (4 mins)

Prediction based on picture and title

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ atwerɛdeɛ a yɛasua dada no na wɔde atwerɛ.
- Say: Ananse retete biribi wɔ afuo bi mu. Ɔrehwehwɛ nkyɛnkyɛn ahwɛ sɛ obi rehwɛ no anaa. Kenkan abasɛm no hwɛ deɛ ɛrekɔ so.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Reminder – Tracking (1 min)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

6. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. Do NOT read it aloud for them. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

7. Comprehension – Prediction check (3 mins)

Check prediction based on picture

- Ask pupils to remember the predictions they made before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

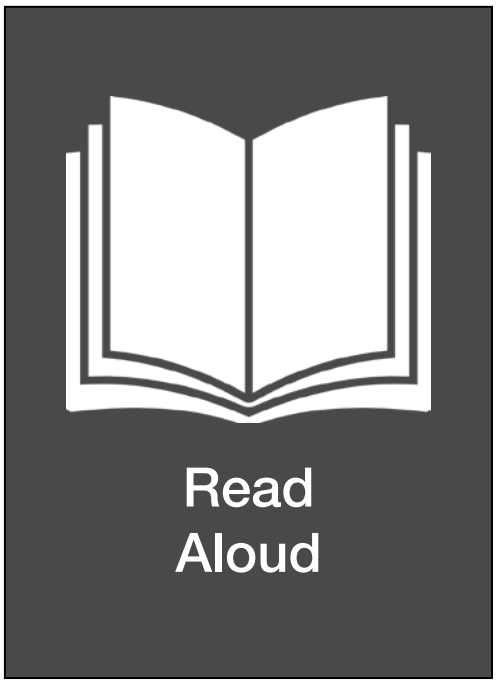
8. Writing – Letters (6 mins)

Pupils practice writing the digraph

- Ask pupils to locate the syllable "**nya**" in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the digraph "**ny**" on the board (1/3 meter tall).
- Air write the digraph (use a straight arm) and describe how to write the digraph as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the digraph with a finger on their desks while saying the sound of the digraph.
- Ask pupils to take out their exercise books and write the digraph "**ny**" 5 times.
- If some pupils finish early, tell them to draw a picture of something that begins with the sound **/ny/**.

Asante Twi—Lesson 163

Teacher Read Aloud: First Reading



Standards:

The pupils will be able to:

1. Use new words correctly in sentences
2. Use verbal and nonverbal communication appropriately
3. Use text clues to make inferences

1. Teach the sound (5 mins)

Listening game – Remove a syllable

- Say: Momma yɛmfa nsɛnsini nni agorɔ. Mɛka asɛmfua bi. Afei, mɛka asɛnsini a mobɛyi afiri mu. Monka asɛmfua foforɔ no.
- Give an example – **Nyamekyɛ**, take away **kyɛ**[Response: Nyame]
- Continue with the rest of the words.

  anansesɛm, take away **sɛm** [Response: ananse]
  kɔtetɛ, take away **kɔ** [Response: tetɛ]
  nyansani, take away **ni** [Response: nyansa]
  nyanta, take away **nyan** [Response: ta]

2. Vocabulary – Before reading (5 mins)

Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it. Talk to the pupils about the new words they will hear in the text. Ask pupils what they know about each one.
- Discuss with the word meaning with pupils, using gestures or illustrations to support understanding.

anisoadehunu	**sua**	**kɔ anim**

3. Read aloud (8 mins)

Read the following story aloud

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments such as when you come to a vocabulary word the pupils just learnt or when you hear a syllable the pupils just practiced.

Louba Bɔɔlobɔni Ketewa No

Me din de Louba. Mepɛ bɔɔlobɔ sene biribiara a ɛwɔ ewiase. Mewɔ anisoadehunu sɛ mɛyɛ bɔɔlobɔni kunini te sɛ Toro a wagye din wɔ bɔɔlobɔ mu kyɛn obiara wɔ yɛn man yi mu no. Mete Doumpa a ɛyɛ N'Djamena kuropɔn no fa baabi. Abrabɔ yɛ den wɔ ha, nanso me ne me nnamfonom sua bɔɔlobɔ ɛberɛ biara a yɛpɛ. Ɛyɛ m'anisoadehunu bio nso sɛ mɛnya m'ankasa me bɔɔlo. Da koro bi, mesrɛɛ me papa sɛ, ɔfiri adwuma reba a, ɔntɔ bi mmrɛ me. Ɔbuaa sɛ, "Ɛrenyɛ yie. Wonim sɛ menni sika a mede bɛtɔ." Me werɛ hoo yie. Prɛko pɛ, adwene bi baa me tirim. Sɛ mesesa ntoma asiniasini bebree de hyɛ sɔkese mu a, mɛtumi de ayɛ m'ankasa me bɔɔlo. Metumi de yɛɛ bɔɔlo fɛfɛ bi! Ɛnnɛ, me bɔɔlobɔkuo ne bɔɔlobɔkuo foforɔ a ɛwɔ kuro no fa baabi sii akan. Na ɛtwa sɛ yɛdi nkonim. Meyeree me ho hyɛɛ goo mmienu. Yɛdii nkonim. Yɛbɔ gyee so, "Yee!!!" Ɛberɛ biara a mɛnya no, mehwɛ bɔɔlobɔ wɔ tɛlɛbihyɛn so. Mesua ɛkwan a bɔɔlobɔfoɔ no fa so bɔ bɔɔlo no. M'ani gye agorɔ yi ho. Mongo a ɔtenetene yɛn man yi mu bɔɔlobɔkuo 'Future Stars' no ne me te baabi korɔ. Ɛtɔ da bi a, ɔbɛhwɛ sɛdeɛ yɛbɔ bɔɔlo. Ɔnim sɛ mewɔ bɔɔlobɔ akyɛdeɛ nti wato nsa afrɛ me sɛ memmɛka ne bɔɔlobɔkuo no ho. M'ani agye mmorosoɔ! Kwasiada bi, yɛbɔɔ bɔɔlo. Mehwee ase maa me nan mu buiɛ. Wɔde me kɔɔ ayaresabea. Na me nan yɛ me ya. Enti mɛtumi abɔ bɔɔlo bio ni? Wɔyii me firii ayaresabea no, na ɛsɛ sɛ mede poma hyehyɛ me mmɔtoam nanteɛ. Na mekɔ no bɔkɔɔ. M'ani annye ho! Na mepɛ sɛ metu mmirika! Adekyeeɛ biara na me nan no tɔ me kakra. Na ɛtwa sɛ mehyɛ aseɛ sua bɔɔlobɔ te sɛ deɛ memmɔɔ bɔɔlo koraa da. Nanso na ɛyɛ anika kɛkɛ sɛ me ne me nnamfonom resan akɔ agoprama so akɔbɔ bɔɔlo! Me bɔɔlobɔ kɔɔ anim. Mehyɛɛ aseɛ hyɛɛ goo bebree. Me bɔɔlobɔkuo no kɔɔ so ara dii nkonim. Sɛ wodi nkonim a, ɛyɛ dɛ yie! M'adamfo pa Adar de ahodwiri kaa sɛ, "Louba, ka kyerɛ me, enti w'asɛm yi yɛ nokorɛ? Wosusu sɛ wonim bɔɔlobɔ pa ara?" "Ɛnyɛ nokorɛ! ɛyɛ m'anisoadehunu kɛkɛ!"

4. Comprehension – after reading (12 mins)

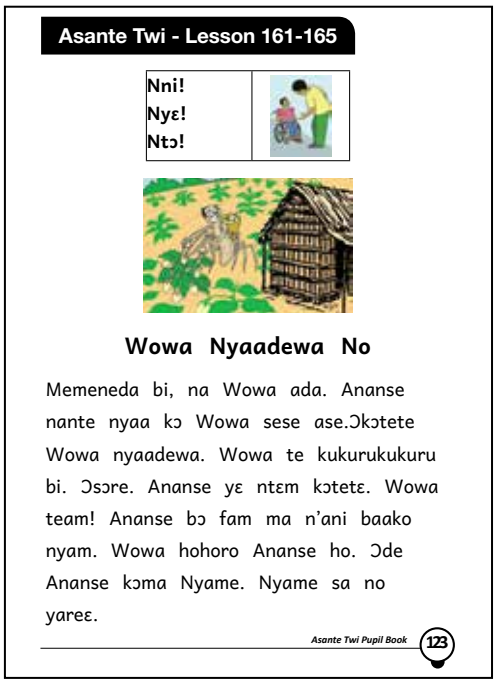
Comprehension – text clues

- Say: Ɛnnɛ, momma yɛnnwennwene "nneɛma" a ɛwɔ abasɛm mu a ɛboa yɛn ma yɛte abasɛm no ase no ho.
- Ask the comprehension questions. For each one, there is a follow up question to help pupils notice how the text and pictures give clues to the Answer. If it helps, re-read parts of the story with clues in it.
- Comprehension questions:

  Question 1: Ɛberɛ bɛn na Louba sua bɔɔlobɔ? (Answer: Ɛberɛ biara a ɔpɛ) Text clue related to Question 1: Abrabɔ yɛ den wɔ ha, nanso me ne me nnamfonom sua bɔɔlbɔ ɛberɛ biara a yɛpɛ.
  Question 2: Louba wɔ n'ankasa ne bɔɔlo? (Answer: Dabi) Text clue related to Question 2: Ɛyɛ m'anisoadehunu bio nso sɛ mɛnya m'ankasa me bɔɔlo.

Asante Twi—Lesson 164

Pupil Book Story: Second Reading



Asante Twi - Lesson 161-165

Nni!
Nyɛ!
Ntɔ!

Wowa Nyaadewa No

Memeneda bi, na Wowa ada. Ananse nante nyaa kɔ Wowa sese ase.Ɔkɔtete Wowa nyaadewa. Wowa te kukurukukuru bi. Ɔsɔre. Ananse yɛ ntɛm kɔtetɛ. Wowa team! Ananse bɔ fam ma n'ani baako nyam. Wowa hohoro Ananse ho. Ɔde Ananse kɔma Nyame. Nyame sa no yarɛɛ.

Asante Twi Pupil Book 123

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Retell a story in their own words
4. Use drawing and writing to respond to a story

1. Rapid letter review (1 mins)

Review small and capital letters

- Point quickly and at random to letters pupils have learnt. Pupils say the sounds of the letters.

N, s, ny, t, a, w, Ɛ, ɔ

2. New letter review (2 mins)

Review the new digraph from the previous day

- Write the small digraph **"ny"** on the board.
- Point to the small digraph **"ny"** on the board. Ask pupils to say the sound of the digraph.
- Write the capital digraph **"Ny"** on the board (first letter capitalized).
- Point to the capital digraph **"Ny"** on the board. Ask pupils to say the sound of the digraph.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ /ny/ na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Reminder – Tracking (1 min)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

5. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.

- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – After reading (8 mins)

Ask comprehension questions

- Call on a pupil randomly to answer the following question:

  Question 1: Ɛdeɛn na Ananse kɔyɛɛ wɔ Wowa sese no ase? Kenkan ɔkasamu a ɛka yei kyerɛ me. (Answer: check from sentence 3.)

  Question 2: Wosusu sɛ ɛdeɛn nti na Ananse kɔtetee Wowa nyaadewa? (Answers may include: Anka ɔrekɔdi. Anka ɔde rekɔkyɛ. Ɔyɛ nsɛmmɔne. Ɔrekɔsɛe no kwa.)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

Retell

- Ask for a volunteer pupil to say what happened in the story. Encourage the pupil to use their own words. Pupils should not read directly from the story.

7. Writing – Separate syllables (10 mins)

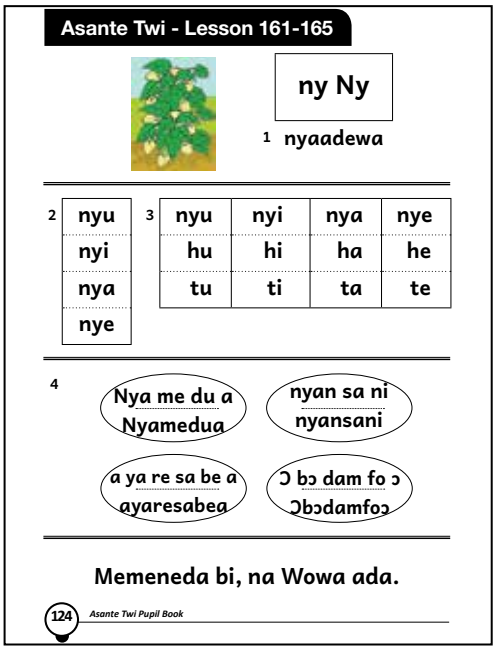
Writing – Write a word and find its syllables

- Write the following words.

  nyansani, ɔkɔtete, nyaadewa, Memeneda
- Ask pupils to copy the words into their notebooks.
- Tell pupils that seeing parts of words helps them read and write. They will now learn to separate words into syllables with slashes (this symbol **/**).
- Model. Clap the first word. Put a slash mark between each syllable like this. **nyan /sa/ ni**
- Ask pupils to clap syllables in each word, then add slash marks between syllables.

Walk around the classroom and help pupils successfully complete this activity.

Asante Twi—Lesson 165 Review Letters


Asante Twi - Lesson 161-165

ny Ny

1 nyaadewa

2
nyu
nyi
nya
nye

3			
nyu	nyi	nya	nye
hu	hi	ha	he
tu	ti	ta	te

4

Nya me du a Nyamedua

nyan sa ni nyansani

a ya re sa be a ayaresabea

Ɔ bɔ dam fo ɔ Ɔbɔdamfoɔ

Memeneda bi, na Wowa ada.

124 Asante Twi Pupil Book

Standards:

The pupils will be able to:

1. Identify and say the target sound, and recognize the letter that represents that sound
2. Blend letter sounds to read syllables and syllables to read words
3. Read syllables quickly and accurately

1. Rapid letter review (1 min)

Review small and capital letters

- Point at random, quickly, to letters pupils have learnt. Pupils say the sounds of the letters.

ny, e, T, o, k, S, h, i

2. Teach the sound (4 mins)

Tongue twister—Say the sound

- Say the tongue twister. Pupils repeat.

Nyamesompa ne Nyamesuro nyinsɛn nyansa ne nyinkyerɛ.

- Ask pupils what sound they hear most

Listening game – First sound

- Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.

nyinaa, bisa, atadeɛ, Nyamedua, nyɛmmoa, da, nyane, baako

3. Letter and keyword (2 mins)

Review the digraph

- Write the small digraph "**ny**" on the board.
- Point to the small digraph **"ny"** on the board.
- Say: Nnyegyeeɛ bɛn na saa atwerɛdeɛ yi yɛ?
- Ask pupils to say the sound with you (no more than 2 times).
- Say: Asɛmfua titire bɛn na yɛsuaeɛ a ɛboa ma yɛkae nnyegyeeɛ a saa atwerɛdeɛ yi yɛ?
- Turn and Talk: Ask pupils to turn to a pupil next to them to share the keyword for the digraph of the week. They can use the picture on the alphabet strip or in their pupil books to help them. Then, ask one pair to say the keyword aloud for the whole class.
- Ask pupil to say the sound with you again (no more than 2 times).

4. Read syllables (7 mins)

Use the new digraph sound to read syllables (Pupil Book Box #2)

- Say: Afei, momma yɛmfa atwerɛdeɛ ahodoɔ a yɛnim no nsua nsɛnsini akenkan
- Write the Box #2 syllable column on the board.
- Point to the first syllable. Cover the **"u"** and show the **"ny".**
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /ny/)
- Cover the **"ny"** and show the **"u"**.
- Say: Nnyegyeeɛ bɛn nie? (pupils respond /u/).
- Say: Mobɛtumi akenkan nnyegyeeɛ no, na moakeka abɔ mu de aka asɛnsini no. Afei monkenkan nnyegyeeɛ no mmɔ mu. /**ny**/ /**u**/, **"nyu"**.
- Continue in this way for the other syllables. Ask pupils to do the others. They will say each sound, and then the syllable.
- After the pupils have read all the syllables together, give them 1 minute to try reading the syllables independently again from their books.

Rapid syllable reading (Pupil Book Box #3)

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables randomly. Ask the whole class to read each one quickly as you point to it.

5. Read words (6 mins)

Blending syllables to read words

- Write the first word on the chalkboard and help pupils find it in their books.
- Say: Tie na hwɛ. Mɛkenkan asɛnsini no na makeka abɔ mu de ayɛ asɛmfua.
- Model the blending process by reading each syllable, then blending the syllables together to read the word.
- Say: Momma yɛmmom nsɔ yɛn ho nhwɛ.
- Read the same syllables and the word, but this time with the pupils. Then ask the pupils to try the same word by themselves.
- Say: Afei monim deɛ mobɛyɛ. Momfa saa ɛkwan no ara so nkenkan nsɛmfua a aka wɔ mo nwoma no mu no. Monni ɛkan nkenkan asɛnsini no na afei monkenkan asɛmfua no. Fa wo nsa di akyire. (Monitor and help pupils.)
- Call on 4 pupils at random to read one of the words using the blending process – reading the syllables, then the word. Provide help if needed.

6. Fluency activity (10 mins)

Read common words

- Say: Yɛbɛsua sɛdeɛ yɛkenkan nsɛmfua binom afiri abasɛm a yɛkenkanee wɔ mo nwoma no mu no.
- Ask pupils to look at the sentence at the bottom of the page in the pupil book.
- Write the sentence on the board.
- Circle the following common words in the same sentence the pupils just read:

bi, na

- Point to each common word in the sentence. Ask pupils to read these common words together as a class. Repeat no more than 3 times.

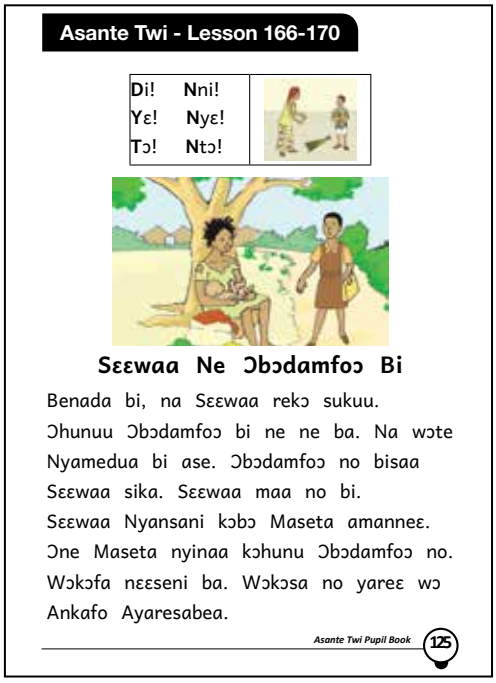
Rereading for fluency

- Say: Afei, momma yɛnkenkan ɔkasamu no nyinaa. Yɛbɛsan akenkan no mprɛ ahodoɔ bi. Mepɛ sɛ mobɔ mmɔden kenkan no te sɛ deɛ morekasa akyerɛ obi.
- Demonstrate reading without emotion (take pauses between words and be boring), and then do it again with more expression (with a natural pace and appropriate emotion- like excitement or sadness).
- Then have pupils follow these steps:

  1) Pupils read the sentence with a partner twice.
  2) Teacher reads the sentence with the whole class.
  3) Pupils try reading with a partner naturally, with more emotion.
- Have pupils rate their own speed and emotion by holding 1, 2, or 3 fingers in the air. (1 – I was excellent, 2 – I was okay, 3 – I need more practice)

Asante Twi—Lesson 166

Pupil Book Story: First Reading



Asante Twi - Lesson 166-170

Di!	Nni!
Yɛ!	Nyɛ!
Tɔ!	Ntɔ!

Sɛɛwaa Ne Ɔbɔdamfoɔ Bi

Benada bi, na Sɛɛwaa rekɔ sukuu. Ɔhunuu Ɔbɔdamfoɔ bi ne ne ba. Na wɔte Nyamedua bi ase. Ɔbɔdamfoɔ no bisaa Sɛɛwaa sika. Sɛɛwaa maa no bi. Sɛɛwaa Nyansani kɔbɔ Maseta amanneɛ. Ɔne Maseta nyinaa kɔhunu Ɔbɔdamfoɔ no. Wɔkɔfa nɛɛseni ba. Wɔkɔsa no yareɛ wɔ Ankafo Ayaresabea.

Asante Twi Pupil Book 125

Standards:

The pupils will be able to:

1. Apply knowledge of new and previously-learnt letters to read a short text independently
2. Make predictions using a picture
3. Write a new letter

1. My language (3 mins)

Teach a rule of the language

- Say: Yɛkenkan a, yɛhunu sɛ nsɛmfua ne ɔkasamu ahodoɔ wɔ nkyekyɛmu. Wohunu saa nkyekyɛmu yi na wote sɛdeɛ wɔsi di dwuma bom ase a, wobɛtumi atwerɛ na woakenkan yie. Ɛnnɛ, momma yɛnhwɛ foforɔ.
- Point to the My Language box in the Pupil Book. Ask pupils to point to it in their books.
- Ask pupils to read the My Language lines (a different pupil for each line).
- Say: Momma yɛnkenkan mfiri nsoro nkɔ fam. (For example: Say the top word "di" and then say the bottom word "nni". Continue in this way for the other words.) Sɛn na nteaseɛ no sesa? Ɔkasamu bɛn na ɛne mfoni no kɔ? (Answer: yɛ!)
- Call on 1-2 pupils to respond, as appropriate.

2. Vocabulary – before reading (5 mins)

Teach and discuss vocabulary

- Write the vocabulary on the board (but not the definitions). Ask pupils what they know about each one.
- Discuss the word meaning, using gestures or illustrations to support understanding. If needed, help pupils understand the word by saying it in another language they know.

amanneɛ	Ankafo	Ayaresabea

3. Comprehension - Prediction (4 mins)

Prediction based on picture

- Help pupils find the decodable text of the day in their Pupil Books by holding up the page and saying the page number.
- Say: Monhwɛ mfoni no! Ɛdeɛn na mohunu? Mosusu sɛ abasɛm yi bɛfa ɛdeɛn ho?
- Give pupils a moment to think, then invite them to share their predictions with a partner. Call on 2 pupils at random and ask for their predictions.

4. Reason to read (2 mins)

Think about why you want to read the story

- Say: Afei, mo nko ara mobɛkenkan abasɛm no wɔ mo nwoma no mu. Mobɛtumi akenkan nsɛmfua a ɛwɔ abasɛm no mu ɛfiri sɛ atwerɛdeɛ a yɛasua dada no na wɔde atwerɛ.
- Say: Abaayewa bi rekɔ sukuu. Ɔbɔdamfoɔ baa bi frɛ no sɛ ɔmmra. Kenkan abasɛm no hwɛ deɛ ɛbɛsi.
- Say: Monnyina deɛ monim fa atwerɛdeɛ ne asɛnsini ho no so na mo ankasa monkenkan abasɛm no! Momfa mo nsa nsisi asɛmfua biara ase ɛberɛ a morekenkan no.

5. Reminder – Tracking (1 min)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

6. Decodable story reading – Independent (7 mins)

Pupils read aloud in the book independently

- Ask pupils to read the decodable story independently. They should whisper read (read quietly), putting their finger under each word as they read it. If pupils finish reading early, they can read the story again with a partner.
- Walk around the classroom while pupils read. Help pupils use the skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

7. Comprehension – Prediction check (3 mins)

Check prediction based on picture

- Ask pupils to remember the predictions they made before they read the story. Give them a moment to think. Ask them to raise their hands if their predictions were what happened in the story.
- Remind the class what the volunteer pupils predicted before they read the story. Ask the pupils if those predictions were what happened.

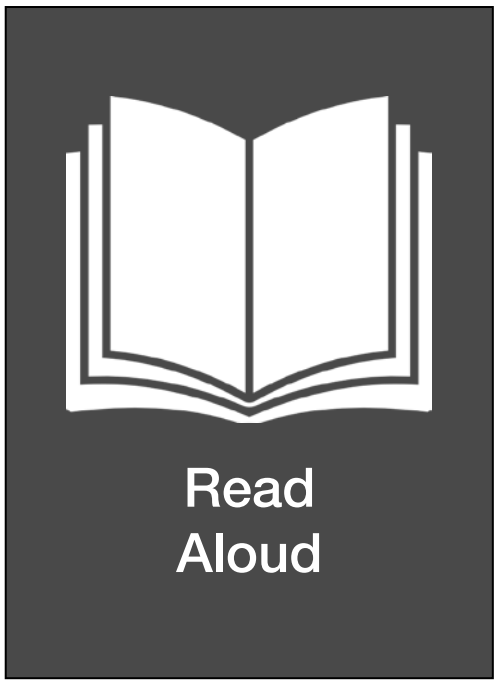
8. Writing – Letters (6 mins)

Pupils practice writing the digraph

- Ask pupils to locate the syllable **nyi** in a word in the decodable story. Call on 2 pupils at random to share the words they found.
- Write the digraph **ny** on the board (1/3 meter tall).
- Air write the digraph (use a straight arm) and describe how to write the digraph as you do it. Invite pupils to air write with you and say the sound. Watch them as they do it.
- Ask pupils to write the digraph with a finger on their desks while saying the sound of the digraph.
- Ask pupils to take out their exercise books and write the digraph **ny** 5 times.
- If some pupils finish early, tell them to draw a picture of something that begins with the sound **/ny/**.

Asante Twi—Lesson 167

Teacher Read Aloud: Second Reading



Standards:

The pupils will be able to:

1. Use new words correctly in sentences
2. Use verbal and nonverbal communication appropriately
3. Retell a story in their own words

1. Teach the sound (5 min)

Listening game – Remove a syllable

- Say: Momma yɛmfa nsɛnsini nni agorɔ. Mɛka asɛmfua bi. Afei, mɛka asɛnsini a mobɛyi afiri mu. Monka asɛmfua foforɔ no.
- Give an example – **mpasa**, take away **sa** [Response: **mpa**]

- Say: Ɛdeɛn nnyegyeeɛ na ɛyɛ sononko? (Answer: /**k**/)
- Continue with the rest of the pairs of words.

  ayaresabea, take away **bea** [Response: ayaresa]
  nyinaa, take away **naa** [Response: nyi]
  wɔkɔfa, take away **wɔ** [Response: kɔfa]
  Nyame, take away **me** [Response: nya]

2. Vocabulary – Before reading (5 mins)

Review and discuss vocabulary

- Review the vocabulary words for this story (learnt during the last reading). Say each word and call on 3-4 pupils to say the word meanings.
- Call on pupils to use each word in a sentence.

anisoadehunu	**sua**	**kɔ anim**

3. Read aloud reminder (2 mins)

Summarize the first part of the read aloud story

- Ask pupils what they remember about the beginning of the story.
- Remind pupils who the characters are, and what happened in the first part of the story

4. Read aloud (8 mins)

Read the following story aloud

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments. If pupils struggled with one of the new vocabulary words, pause to discuss its meaning in the story. If pupils are struggling with a new sound learnt this week, pause to point out the sound in a few different words.

Louba Bɔɔlobɔni Ketewa No

Me din de Louba. Mepɛ bɔɔlobɔ sene biribiara a ɛwɔ ewiase. Mewɔ anisoadehunu sɛ mɛyɛ bɔɔlobɔni kunini te sɛ Toro a wagye din wɔ bɔɔlobɔ mu kyɛn obiara wɔ yɛn man yi mu no. Mete Doumpa a ɛyɛ N'Djamena kuropɔn no fa baabi. Abrabɔ yɛ den wɔ ha, nanso me ne me nnamfonom sua bɔɔlbɔ ɛberɛ biara a yɛpɛ. Ɛyɛ m'anisoadehunu bio nso sɛ mɛnya m'ankasa me bɔɔlo. Da koro bi, mesrɛɛ me papa sɛ, ɔfiri adwuma reba a, ɔntɔ bi mmrɛ me. Ɔbuaa sɛ, "Ɛrenyɛ yie. Wonim sɛ menni sika a mede bɛtɔ." Me werɛ hoo yie. Prɛko pɛ, adwene bi baa me tirim. Sɛ mesesa ntoma asiniasini bebree de hyɛ sɔkese mu a, mɛtumi de ayɛ m'ankasa me bɔɔlo. Metumi de yɛɛ bɔɔlo fɛfɛ bi! Ɛnnɛ, me bɔɔlobɔkuo ne bɔɔlobɔkuo foforɔ a ɛwɔ kuro no fa baabi sii akan. Na ɛtwa sɛ yɛdi nkonim. Meyeree me ho hyɛɛ goo mmienu. Yɛdii nkonim. Yɛbɔ gyee so, "Yee!!!" Ɛberɛ biara a mɛnya no, mehwɛ bɔɔlobɔ wɔ tɛlɛbihyɛn so. Mesua ɛkwan a bɔɔlobɔfoɔ no fa so bɔ bɔɔlo no. M'ani gye agorɔ yi ho. Mongo a ɔtenetene yɛn man yi mu bɔɔlobɔkuo 'Future Stars' no ne me te baabi korɔ. Ɛtɔ da bi a, ɔbɛhwɛ sɛdeɛ yɛbɔ bɔɔlo. Ɔnim sɛ mewɔ bɔɔlobɔ akyɛdeɛ nti wato nsa afrɛ me sɛ memmɛka ne bɔɔlobɔkuo no ho. M'ani agye mmorosoɔ! Kwasiada bi, yɛbɔɔ bɔɔlo. Mehwee ase maa me nan mu buiɛ. Wɔde me kɔɔ ayaresabea. Na me nan yɛ me ya. Enti mɛtumi abɔ bɔɔlo bio ni? Wɔyii me firii ayaresabea no, na ɛsɛ sɛ mede poma hyehyɛ me mmɔtoam nanteɛ. Na mekɔ no bɔkɔɔ. M'ani annye ho! Na mepɛ sɛ metu mmirika! Adekyeeɛ biara na me nan no tɔ me kakra. Na ɛtwa sɛ mehyɛ aseɛ sua bɔɔlobɔ te sɛ deɛ memmɔɔ bɔɔlo koraa da. Nanso na ɛyɛ anika kɛkɛ sɛ me ne me nnamfonom resan akɔ agoprama so akɔbɔ bɔɔlo! Me bɔɔlobɔ kɔɔ anim. Mehyɛɛ aseɛ hyɛɛ goo bebree. Me bɔɔlobɔkuo no kɔɔ so ara dii nkonim. Sɛ wodi nkonim a, ɛyɛ dɛ yie! M'adamfo pa Adar de ahodwiri kaa sɛ, "Louba, ka kyerɛ me, enti w'asɛm yi yɛ nokorɛ? Wosusu sɛ wonim bɔɔlobɔ pa ara?" "Ɛnyɛ nokorɛ! ɛyɛ m'anisoadehunu kɛkɛ!"

5. Comprehension - Retell (10 mins)

Comprehension – Retell with character and setting

- Say: : Sɛ yɛka abasɛm a yɛakenkan akyerɛ obi a, yɛka beaeɛ a ɛsiiɛ, deɛ na ɛwɛ abasɛm no mu, ne adeɛ a ɛsiiɛ. Ɛnnɛ yɛbɛfa ɛberɛ bi de adwene nneɛma a ɛsii abasɛm no mu ho. Yɛfrɛ saa nneɛma yi "Adeyɛ".
- Write this chart on the board, and note responses. After you write the events, you will help pupils put them in order, sequentially.

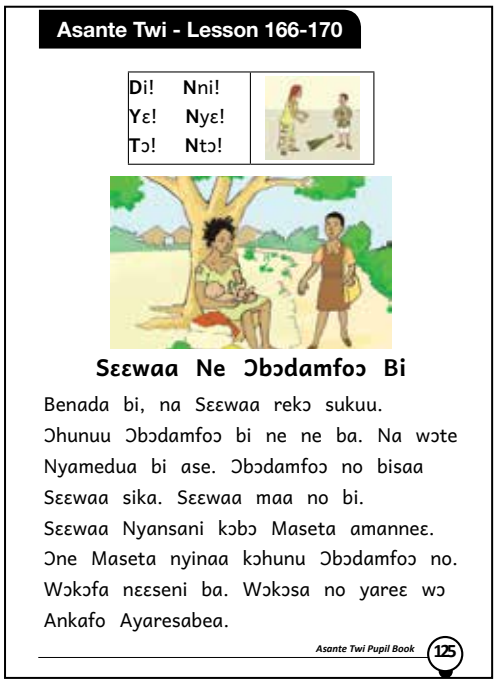
Ɛberɛ ne beaeɛ	Agorɔba	Adeyɛ

- Ask pupils who the characters were. Note the main characters in the chart.
- Ask pupils where the story took place. Remind pupils that this is called the "setting." [Ɛberɛ ne Beaeɛ]

- Say: Obi nka biribi a agorɔba no yɛɛ abasɛm no mu, anaasɛ biribi a ɛtoo agorɔba no nkyerɛ me. (encourage pupils to stand up act out their responses)
- Tell pupils that the things that happen in the story are called "events" [Adeyɛ]
- If the pupils missed any important events, add them.
- Ask pupils to tell you what happened in the story. Remember them to say something about the place (setting), the characters, and the events.

Asante Twi—Lesson 168

Pupil Book Story: Second Reading



Asante Twi - Lesson 166-170

Di! **N**ni! **Y**ɛ! **N**yɛ! **T**ɔ! **N**tɔ!	

Sɛɛwaa Ne Ɔbɔdamfoɔ Bi

Benada bi, na Sɛɛwaa rekɔ sukuu. Ɔhunuu Ɔbɔdamfoɔ bi ne ne ba. Na wɔte Nyamedua bi ase. Ɔbɔdamfoɔ no bisaa Sɛɛwaa sika. Sɛɛwaa maa no bi. Sɛɛwaa Nyansani kɔbɔ Maseta amanneɛ. Ɔne Maseta nyinaa kɔhunu Ɔbɔdamfoɔ no. Wɔkɔfa nɛɛseni ba. Wɔkɔsa no yareɛ wɔ Ankafo Ayaresabea.

Asante Twi Pupil Book 125

Standards:

The pupils will be able to:

1. Use letter knowledge, syllable reading and blending skills to read a decodable text with increased fluency
2. Ask and Answer factual and inferential questions
3. Retell a story in their own words
4. Use drawing and writing to respond to a story

1. Rapid letter review (1 mins)

Review small and capital letters

- Point quickly and at random to letters pupils have learnt. Pupils say the sounds of the letters.

D, u, f, ɛ, Ny, b, m, y

2. New letter review (2 mins)

Review the new digraph from the previous day

- Write the small digraph **"ny"** on the board.
- Point to the small digraph **"ny"** on the board. Ask pupils to say the sound of the digraph.
- Write the capital digraph **"Ny"** on the board (first letter capitalized).
- Point to the capital digraph **"Ny"** on the board. Ask pupils to say the sound of the digraph.
- Say: Nsɛmfua bɛn na monim a nnyegyeeɛ /*ny*/ na ɛdi ɛkan?

3. Read syllables (3 mins)

Rapid syllable reading

- Write the first column of Box #3 on the board.
- Ask pupils, all together, to read down the column on the board.
- Write each additional column, one at a time. Have pupils read the syllables in each column.
- Point to 5 syllables at random. Ask the whole class to read them quickly, as you point.

4. Reminder – Tracking (1 min)

Remind pupils to track as they read

- Say: Kae sɛ wode wo nsa bɛsi asɛmfua biara ase ɛberɛ a worekenkan no.

5. Decodable story reading – In pairs (6 mins)

Pupils read in pairs

- Ask pupils to read the decodable story in pairs. Encourage pupils to help each other read challenging words.
- Walk around the room while pupils read. Encourage pupils to use skills they have learnt to read words. They should blend sounds to read syllables, and blend syllables to read words.

6. Comprehension – Making connections (8 mins)

Ask comprehension questions

- Call on pupils randomly to answer the following questions:

  Question 1: Ɛhefa na Sɛɛwaa hunuu maame no? Kenkan ɔkasamu a ɛkasa fa yei ho kyerɛ me. (Answer: check sentence 2.)

  Question 2: Wosusu sɛ ɛdeɛn nti na Ankafo Ayaresabea na wɔkɔsaa maame no yareɛ? (Answers may include: Ɛhɔ yɛ baabi a wɔhwɛ abɔdamfoɔ. Ɛhɔ yɛ baabi a wɔsa abɔdamfoɔ yareɛ.)
- After each question, call on a pupil randomly to share their answer to the question. Discuss their Answers with the class. Help the pupils think about what is in the text or picture, as well as their own experiences, to reflect on what may have given them that idea.

Retell

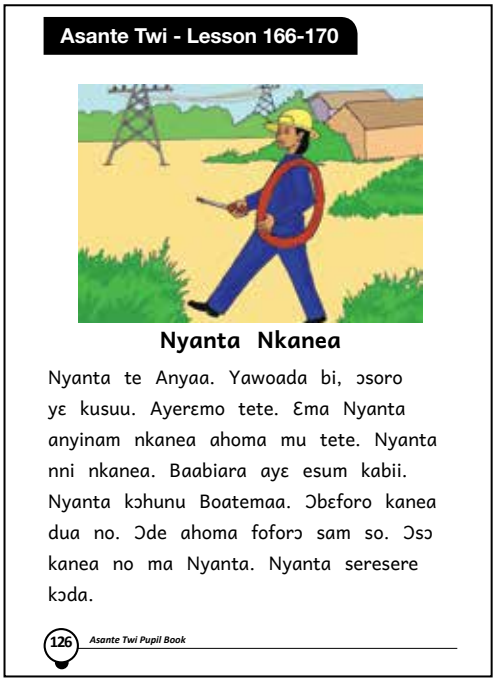
- Ask for a volunteer pupil to say what happened in the story. Encourage the pupil to use their own words. Pupils should not read directly from the story.

7. Writing – Story response (10 mins)

Add to the story through shared writing

- Ask pupils to take out their exercise books.
- Tell pupils to think about what the main character in the pupil book story might do next. (Note: There is no correct Answer, any logical Answer is a good one.)
- Call on 2 pupils at random to give ideas. Write a short sentence for each response. Read it back to the pupils.
- Encourage pupils to write their own response in their exercise books. If some pupils struggle, they may copy the response on the board that they liked best.

Asante Twi—Lesson 169 Assess & Review


Asante Twi - Lesson 166-170

Nyanta Nkanea

Nyanta te Anyaa. Yawoada bi, ɔsoro yɛ kusuu. Ayerɛmo tete. Ɛma Nyanta anyinam nkanea ahoma mu tete. Nyanta nni nkanea. Baabiara ayɛ esum kabii. Nyanta kɔhunu Boatemaa. Ɔbɛforo kanea dua no. Ɔde ahoma foforɔ sam so. Ɔsɔ kanea no ma Nyanta. Nyanta seresere kɔda.

126 *Asante Twi Pupil Book*

Standards:

The pupils will be able to:

1. Read text with fluency

1. Assessment: BEFORE THE LESSON

Prepare for the assessment

- Prepare an assessment scoring page in a notebook. List all the pupils in the class in alphabetical order. Then make 3 more columns with the title “letters”, “syllables” and “individual score”.
- Prepare an assessment sheet with the assessment letters and syllables (found at the end of this lesson plan). Write the letters and syllables large enough for pupils to see clearly and point to.
- At the beginning of this lesson, help pupils find the decodable story for this lesson. Instruct pupils who are not being assessed to read the story quietly.

2. Reason to Read (2 mins)

Think about why you want to read the story

- Tell pupils that they will be reading a story with a partner while you work with individual pupils.
- Say: Awuraa bi rekɔ anyinam nkanea dua bi ase. Kenkan abasɛm no na hwɛ deɛ nti a ɔrekɔ hɔ.
- Turn and talk: Ask pupils to turn to a pupil next to them to begin reading the story in their Pupil Books.
- Tell pupils that they will see a few words in the story missing. With their partners, they should choose which of the two options in parenthesis is the correct choice for the story.

3. Assessment (individual assessment while the rest of the class reads in pairs) (20 mins)

Administer the assessment

- You will assess 10 pupils. While the whole class is reading in pairs, call one pupil to sit with you.
- Show the pupil the 4 letters on the assessment sheet. Mark the number of correct responses (from 1-4) on your assessment scoring page.
- Show the pupil the 3 syllables on the assessment sheet. Mark the number of correct responses (from 1-3) on your assessment scoring page.
- Show the pupil the 3 words on the assessment sheet. Mark the number of correct responses (from 1-3) on your assessment scoring page.

- Do this for another 9 pupils (to complete all 10). Next week you will assess 10 more pupils starting with the next pupil on the list.

Score the *a*ssessment – For e*a*ch pupil

- Total the correct letters, syllables and words for each pupil – across the row on your assessment scoring page. This gives a general sense of how the child is learning: 8-10 correct is good. 6-7 is developing. 1-5 may indicate that the child is struggling

Score the *a*ssessment – For cl*a*ss progress

- Total the correct letters, syllables and words for the 10 pupils by adding each column on your assessment scoring page. A total of 40-50 is good, 30-40 is developing, and less than 30 is a challenge. Consider reinforcement activities for skill areas that are less than 40.

Looking forw*a*rd

- Next week, continue with the next 10 pupils on the list.
- Continue this way until all pupils are assessed, then start over again from the beginning of the list.

4. Comprehension – Comprehension questions (8 mins)

Ask comprehension questions

- Thank pupils for staying on task and working well with their partners.
- Call on a pupil randomly to answer each of the following questions:

  Question 1: Ɛdeɛn na Boatemaa yɛ maa Nyanta? Kenkan ɔkasamu a ɛka yei kyerɛ me. (Answer: check sentence 10.)

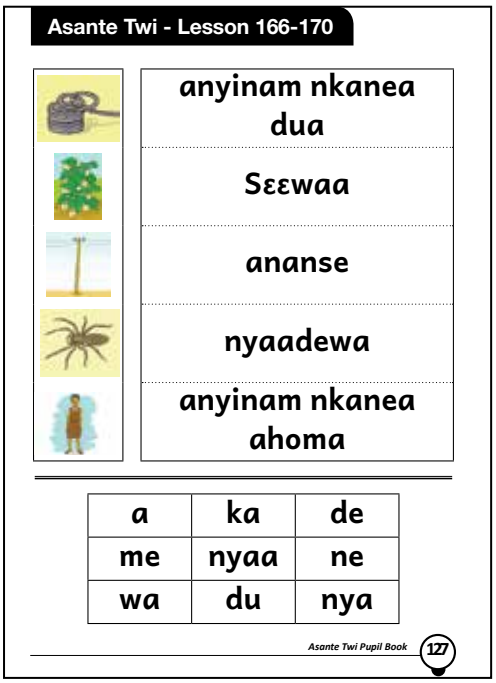
  Question 2: Wosusu sɛ Boatemaa anyɛ nkanea no a, anka Nyanta bɛyɛ deɛn? (Answers may include: Anka Nyanta bɛda sum mu. Anka Nyanta bɛpɛ obi foforɔ ama wabɛyɛ ama no. Anka ɛbɛyɛ Nyanta ya. Anka Nyanta werɛ bɛho.)
- After each response, congratulate, help, or correct the pupil's Answer. If the pupil is partly correct or incorrect, tell them why. Help pupils find the sentence in the story that contains the Answer.

Lesson Assessment

ny	**h**	**r**	**o**
dɛ	**nyi**	**pe**	**nya**
Nyamedua	**Kunsu**	**nyansa**	**bɔtɔ**

Asante Twi—Lesson 170

Review & Reinforce



Standards:

The pupils will be able to:

1. Use letter and sound knowledge to read words
2. Blend syllables to read and write words

1. Reinforcement activities (15 mins)

NOTE

Choose a reinforcement activity from the options below. Base your choice on the skill(s) your pupils found challenging in the assessment. The skill reinforced by the activity is in the activity name:

"letter sounds" or "syllable blending".

Letter sounds – Can you think of a word?

- Use flashcards. Hold up a letter pupils have learnt but need to practice. Ask a pupil to say the letter sound. Repeat the correct letter sound.

Ask pupils to think of a word that starts with the sound. Call on 5-10 pupils to share their words, then move on to the next letter.

Letter sounds – Letter zoom

- Ask pupils to turn to the page of letters at the back of the pupil book. Call a letter sound that pupils have already learnt. Ask pupils to look at the letters in the table and quickly tap the letter that makes that sound. Repeat with additional letters that pupils have already learnt. **TIP – start saying letter sounds at a speed that gets as many pupils to participate as possible, then gradually start saying letter sounds more quickly.*

Blending – Whisper the syllable

- Use flashcards. Choose 3 consonants and 3 short or long vowels from the flashcards (try to use letters that pupils may struggle with or have forgotten). Hold up a consonant and say its sound. Hold up a short or long vowel and say its sound (or have pupils say the sound). Ask pupils to turn to a partner and quietly say the syllable made by the two flashcards. When they agree on the syllable, have them raise their hands. Wait until most of the class has raised their hands. Call on a pair at random to say the syllable. If they are correct, give a clap of appreciation. Continue using flashcards to make 5-10 more syllables for pupils to say in pairs.

Blending – Phonics bingo

- Write 10 words on the blackboard that pupils have already learnt. Read the items aloud once. Ask pupils to choose 3 of them to write in a notebook, paper, slate, or other place. Call one of the words at random. Continue to slowly call out words. The first pupil to hear all 3 of the words they wrote down raises their hand. If they can say all 3 correct words, they get a clap of appreciation from the class.

Annex I: Techniques for Teaching Learning Lessons

I do | We do | You do

This is a process to slowly shift from the teacher demonstrating a new skill or concept, to the pupil doing it on their own.

- **I DO**: The teacher models or demonstrates, and explains what they are doing.
- **WE DO**: The teacher and pupils practice the skill or task together, once or several times
- **YOU DO**: Pupils try it alone, with many opportunities to practice with the same and new material

Turn and Talk

Using this technique, a teacher would give pupils a task, then ask them to turn and talk to another pupil sitting next to them. Usually, pupils must do this quickly, then turn back to the teacher. Using this teaching technique, teachers can get all the pupils in the class to actively think about and discuss the response to a question, or practice a skill. For example, if asking a comprehension question, the teacher has all pupils turn and talk quickly with the person next to them about their response to the question. By doing this, all the pupils are expected to pay attention, to think about what is being asked, and to be ready with a response. Also, it provides a way to do continuous assessment – to assess, just walk around and listen to what the pupils are saying or doing. Finally, pupils who don't speak the Ghanaian Language of Instruction can use this time to think and talk in their language, before giving a response in the Language of Instruction. Note: You must be ready to let your room get a little noisy, and be sure to have a consistent signal for pupils to start and stop the Turn and Talk activity so you can use it quickly and then move on with the lesson.

Calling on pupils "at random"

Calling on pupils at random, instead of calling on pupils to volunteer, accomplishes two things. First, it helps pupils understand that they should always be ready to share their thoughts. They should be actively listening to the teacher all the time, and thinking about the activities and discussions. Second, it gives the teacher insight into what pupils are understanding and why they may not be interested in responding. By including both the brightest pupils and pupils who need more explanation or demonstration to understand the lesson, helps the teacher reach all pupils.

Whole class response

Activities that call for the whole class to respond in unison are a way for the teacher to monitor who has understood, and who has not understood. It helps the teacher know which pupils need more support and gives the teacher a chance to pause the lesson and give feedback to individuals or groups of pupils who are not following along. For whole class response to be effective, pupils must respond all together, immediately. For example, if they are to put up two fingers to say "yes" and one to say "no", then they must do this as soon as the teacher signals (gives them a cue) for them to respond. Note that pupils may need a bit of time to think before responding, so the teacher may wait before giving the signal. But if some pupils are permitted to respond before others, the slower pupils may simply copy the classmates who respond first. So be sure to give them a signal, and encourage them to respond right away!

Annex II: Techniques to Support Second Language Leaners in the Classroom

In this document, the meaning of L1 is the language the child speaks most comfortably, and the L2 refers to any language that is not their L1. Because the Learning Early Grade Reading Program is focused on teaching reading and writing, these techniques are mainly for teachers who are in a situation where they have a few, or many, pupils whose L1 is not the official Ghanaian Language of Instruction of the school they are in. So, these pupils are learning to read and write in their L2 (a Ghanaian language, but a less familiar one). However, these techniques could also be applied to learning to read in another L2, such as English.

1. Create links to personal experience and background knowledge

Why? L2 learners benefit from understanding the context of new materials. Relating the new material to their experiences and background knowledge provides meaningful context.
How? When introducing a topic, ask pupils what they know about it. Have they ever seen, used, or done this thing? When? Turn and talk works well for this type of strategy. Pupils can first think about what they already know, then turn to a partner to talk about it. After that, a few pupils can share with the whole class.

2. Encourage pupils to use their home language (L1)

Why? Using the more familiar language (L1) to learn a less familiar language (L2) can help pupils clarify their understandings of classroom conversation and text, confirm and expand their understanding of the content, prepare to carry out a task in the L2, and talk about how their language works. It can also save time by allowing for the occasional quick translation, rather than undergoing a long attempt at explanation in the L2. Additionally, it can give pupils a sense of security when much of what is happening in the classroom is new.

How? Using L1 in the classroom needs to be done carefully with intentional planning. Regular code switching (changing back and forth) from L2 to L1 without a planned strategy may result in linguistic confusion. To avoid confusion and save time when explaining new vocabulary, systematically ask pupils as part of the instructional routine, “How would you say this in your language?” Likewise, after reading a story, ask pupils to retell the story in their own language. A rule of thumb for deciding on the use of L1 is to consider if the pupils’ understanding of the content is important or how to express a message in the L2. For example, when pupils share their prior experience with a new word or concept, using L1 can be helpful because what is important is to connect to their experiences, not how to express that in the L2. Similarly, when pupils are preparing a partner or group task, they may be invited to use the L1 but reminded that the ultimate product (such as a verbal or written response) should be in the L2. This encourages deeper thinking about the topic and allows for discussion in the L1 about the L2 as pupils prepare their work.

3. Practice and play with the sounds of the target language

Why? After vocabulary, phonological awareness is one of the most important skills for L2 readers to develop. Even if sounds are similar in the L1 and L2, pupils who are new to the L2 will need to develop their capacity to hear those same sounds in a new linguistic context. The first skills to develop are more general phonological awareness skills, such as identifying individual words in a spoken sentence and identifying rhyme. Finer skills such as identifying syllables and phonemes (individual sounds) and being able to substitute or delete syllables or phonemes are developed later.

How? Teachers can make a habit of integrating some phonological awareness work into lesson plans whenever they are introducing new words and phrases, and returning to phonological awareness work if pupils are struggling to read certain passages or spell certain words. Techniques include representing spoken words with pebbles or bottle caps, clapping the syllables in a new vocabulary word, and finding words pupils already know that rhyme or contain a similar sound to a new word.

4. Enhance meaning with pictures, objects, and actions

Why? L2 learners need to interact with a new word or idea many times and in many ways to fully learn the meaning. Using pictures, objects, and actions can help provide visual, tactile, and kinesthetic reinforcement to any verbal explanation that may be given for a new word.

How? It does not matter if you do not have fancy, prepared flash cards and posters. Teachers can draw simple stick figures and line drawings on the board (or ask pupils to do it). The teacher and the pupils can use actions to demonstrate individual words and concepts, or can use role play to dramatize stories they have read. Many everyday objects are portable enough for teachers to bring to school to use for demonstrations (e.g., dishes, clothing, cooking tools, parts of plants, etc.). Keep clippings of images from newspapers and magazines as small treasures to share and discuss on the right occasion. Parents' committees can also help collect empty containers that can be used in class for demonstration and vocabulary practice (e.g., old containers for different foods and drinks, empty medicine packets, labels of various products, etc.).

5. Give pupils time to process and test out ideas, either by speaking in their first or in their new language, with a partner or small group

Why? In an L2 classroom, it is important to have learners feel secure so that they can take risks and participate fully. They will feel more secure if they have time to practice using their L2 and Answering the question before having to say it in front of the whole class. While this cannot be used for every question in every class, it is important to remember to do this several times each lesson so that the pupils who tend to take longer to prepare an Answer and who do not frequently raise their hands have more opportunity to participate in a non-threatening way.

How? Pupils may be asked to jot down their idea on a slate or in their notebooks, or to think quietly and then participate in a turn and talk. Another way to encourage participation from even the quietest pupils is to ask a whole-class question that has two or more Possible answers and all pupils Answer at once. For example, a teacher might say, "In the story today, would you describe the main character as brave or foolish? Raise your fist if you think she was brave and raise one finger if you think she was foolish."

Asante Twi - Alphabet

a A	b B	d D	e E	ɛ Ɛ
f F	g G	h H	i I	k K
l L	m M	n N	o O	ɔ Ɔ
p P	r R	s S	t T	u U
w W	y Y			

Asante Twi - Digraphs

ky dw hw nw ny

hy gy tw kw

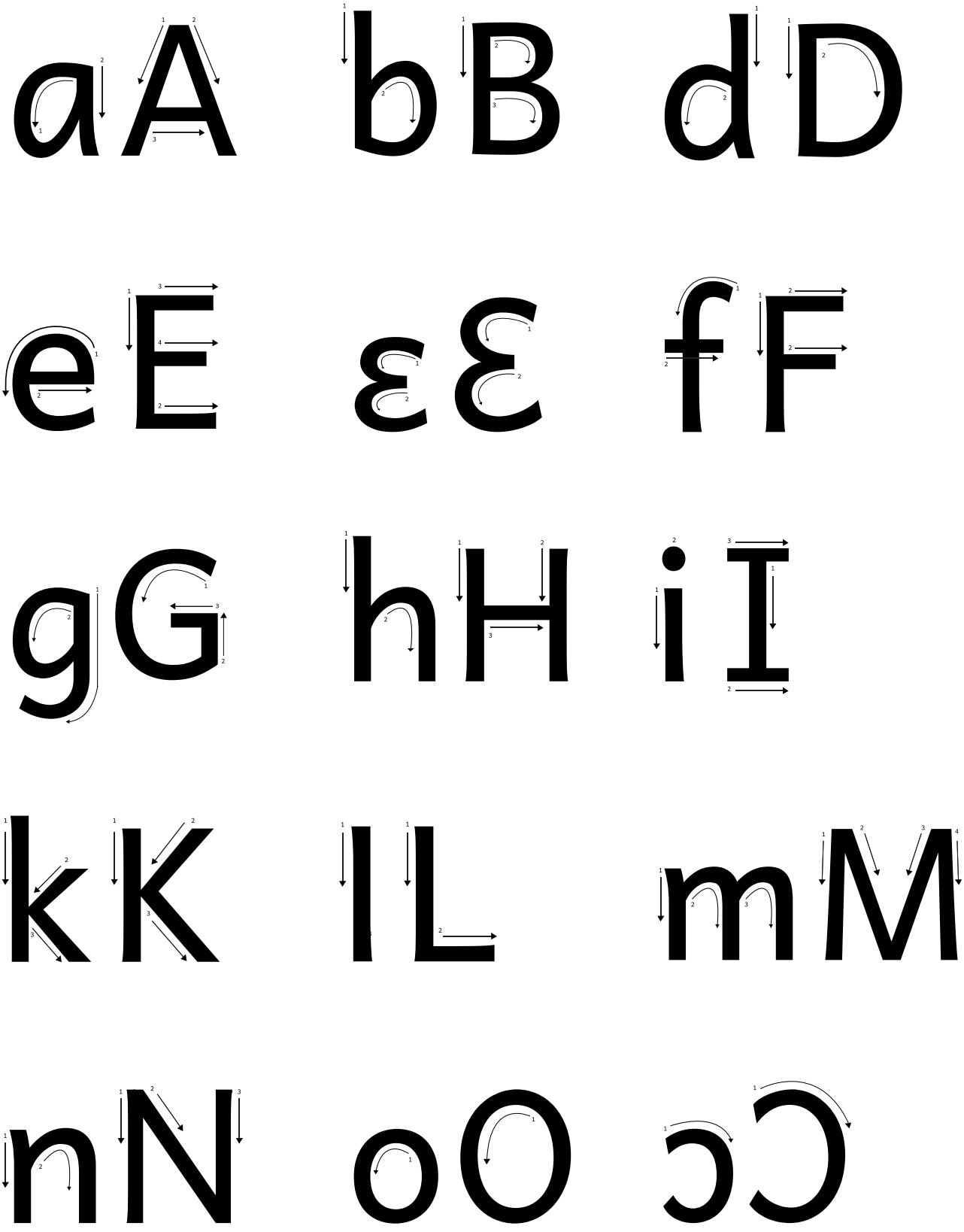
Asante Twi - Vowels

a	e	ɛ	i	o
ɔ	u			

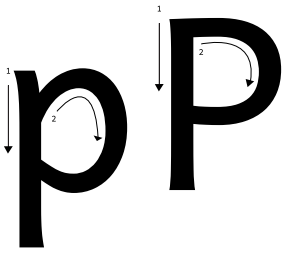
Asante Twi - Consonants

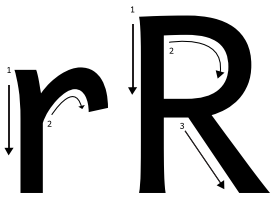
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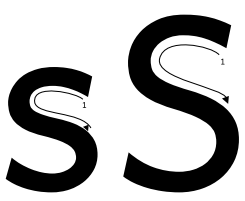
Asante Twi - Alphabet Guide

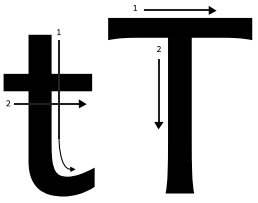


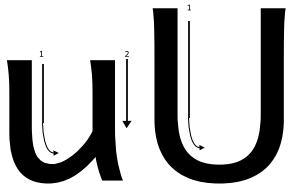
Asante Twi - Alphabet Guide

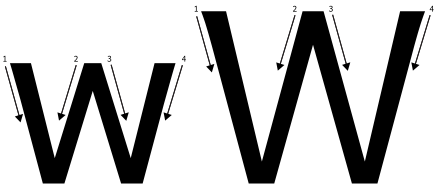


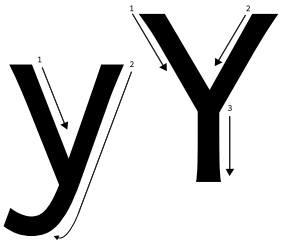












Glossary of Terminologies

SN	Word Used	English Version
1	sakere	bicycle
2	nuabarima	brother
3	nuabaa	sister
4	kɛseyɛ	bigness
5	dinn	quiet
6	kɛtɛ	mat
7	kyea	greet
8	bua	reply
9	moma	forehead
10	fon	phone
11	ntontonnan	mosquito net
12	afukɛseɛ / afuo kɛseɛ	big farm
13	mfɔteɛ	termites
14	ɔkyena	tomorrow
15	adwuma	work
16	osuo	rain
17	nanabaa	grandmother
18	sotɔɔ	store
19	sotɔɔwura	store owner
20	bruu	blue

SN	Word Used	English Version
21	kyawkyaw	native sandals
22	abusuafoɔ	relatives
23	apɔnkye	goat
24	mprako	pigs
25	anansesɛm	folktale
26	anwea	sand
27	ntakra	feathers
28	ntaban	wings
29	afofantɔ	butterfly
30	apɔtorɔ	frog
31	adoe	monkey
32	ɔtadeɛ	lake
33	nsensaneeɛ	lines
34	akokɔsradeɛ	yellow
35	awɔ	snakes
36	nnoe	monkeys
37	mfeɛ	years
38	towuro	towel
39	nkwanta	ladle
40	ntere	spoons