

Differentiated Learning (DL)

# ENGLISH LANGUAGE TEACHERS GUIDE

FOR LOWER PRIMARY



**Basic  
1~3**

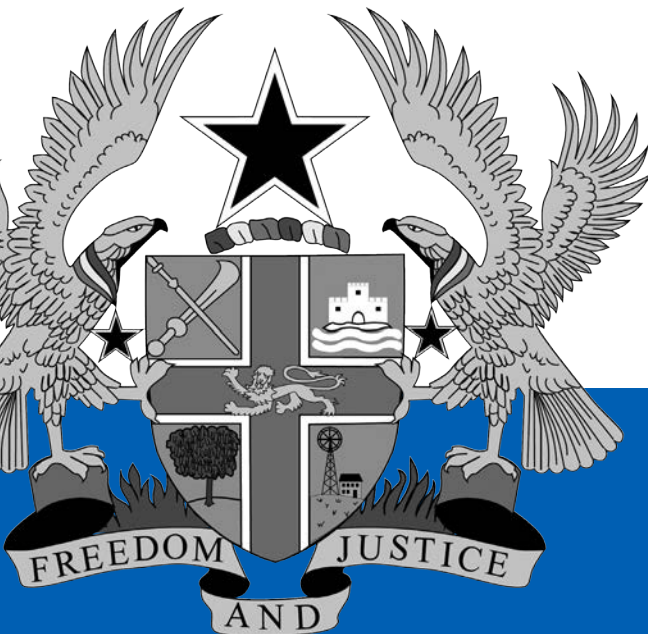


GHANA EDUCATION SERVICE

# Differentiated Learning (DL)

*English Language Teachers Guide  
for Lower Primary*

**Basic 1~3**



NOVEMBER, 2020

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One purpose of this programme is to ensure that Ghanaian learners have the required skills to make them useful citizens to the Ghanaian society and the world at large. It is always important to remember that we reach the Ghanaian child through the teacher. So our commitment to support teacher development and the education system should be targeted at the teacher and learner.

## FOREWORD

The Differentiated Learning (DL) programme seeks to give remediation to learners in Ghanaian primary schools by embedding teacher-led differentiated learning within the existing government structure. The programme focuses on equipping teachers with the requisite knowledge and skills to be able to support Basic Two to Basic Six learners who are struggling with English Language and Mathematics. It is also to help learners acquire basic skills in these subjects.

This is achieved by developing differentiated learning instructional materials and training teachers to teach learners at their level to reduce the gap between their knowledge and the learning standards of the National Council for Curriculum and Assessment (NaCCA) curriculum for literacy.

The Ministry of Education (MoE) and the Ghana Education Service (GES) are grateful to UNICEF and IPA for this innovative approach to equip teachers to teach at the level of the learner. This will help learners in the targeted grades who are performing below their grade levels in English and Mathematics acquire the needed foundational skills to enable them to perform at grade level.

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

## LIST OF ABBREVIATIONS

BED	Basic Education Division
DL	Differentiated Learning
GALOP	Ghana Accountability for Learning Outcomes Programme
GES	Ghana Education Service
IPA	Innovations for Poverty Action
MoE	Ministry of Education
NaCCA	National Council for Curriculum and Assessment
NASIA	National Schools Inspectorate Authority
NTC	National Teaching Council
RPK	Relevant Previous Knowledge
STARS	Strengthening Teacher Accountability to Reach all Students
UNICEF	United Nations International Children's Emergency Fund

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## INTRODUCTION TO DIFFERENTIATED LEARNING (DL)

DL is a programme that seeks to bridge the learning gaps among learners by creating opportunities for learners to learn at their pace. The programme provides remediation for learners who are lagging on their grade level proficiency while giving opportunity to those who are at par with the grade level curriculum to learn at a different pace to improve their literacy and numeracy skills. DL is delivered for English Language and Mathematics. DL is a holistic approach that helps to improve foundational skills.

Implementing DL in schools begins with assessing learners and grouping them into three different learning ability levels and teaching them according to those levels for 1-hour in a day, 2-hours in a week for a subject (English/Mathematics) and 8 weeks in a term.

Learners' proficiency levels are monitored overtime and where they show signs of improvement, they are re-assessed and placed at appropriate levels where necessary. This means that at every point in time, learners are given the opportunity to learn at their own level and not at the grade level.

More information about the classroom methodology, teaching approach/ delivery processes as well as resources that support implementation of DL in schools are provided in the DL Implementation Guide & Resource Packet.

## Overview of the DL English Teachers Guide and Activity Book (TG)

The DL Teachers Guide provides the approaches and methods to be used in presenting the DL lessons in English and the corresponding activities that are expected to be performed in a DL class. The English Teachers Guide for each level has 16 lessons for each term (2 lessons per week expected to be taught over 2 days per week and 8 weeks per term). Each lesson lasts for one hour a day.

The teacher has the flexibility to manage the time to cover all aspects of the lesson. At each level, the Teachers Guide is intended to assist the teacher to identify and engage underperforming learners in a variety of ways using the materials so that Learners can improve their literacy skills. The TG also outlines activities for advance learners (learners who are at par with the grade level curriculum).

For each DL class, the lessons must involve **whole class demonstration activities, pairs/ group activities, and individual activities**. There are instructions for directing teachers to do this. The Activity Book contains a detailed explanation of language games and strategies that have been used in the Teachers Guide.



# ***Term 1***

*(Lessons 1~16)*

# Term 1 - Week One (Lesson 1)



## Learning Outcomes

The learner will be able to:

- ✓ associate the letter name **aA** to its corresponding sound.
- ✓ recognise the target sound in words.
- ✓ read given words that have the target sound.
- ✓ write the target letters in upper and lower case.

## Topic:

Letter **aA** (its name and sound)



## Teaching Procedure:

### 1. Sound Practice

- Learners listen to a familiar rhyme/song/story that indicates the target sound.  
E.g. *Ants on my Arm.*



- Ask individual learners to identify the most common sound they hear in the rhyme/song/story.

### 2. Teach New Sound

- Say the target sound and have learners listen and say it.
- Write the letter **aA** on the board.
- Point to the letter and ask learners to say its name and make its sound.
- Mention a few names of people and objects that have the target sound in them.  
E.g. *Ama, ant, apple, antelope.*
- Have learners mention names of people, objects, and places with the sound at initial, medial and final positions.  
E.g.

initial position	medial position	final position
<b>A</b> ba, <b>A</b> ccra, <b>a</b> xe, <b>a</b> nt, <b>a</b> unt	Ca <b>p</b> , Ka <b>r</b> aga, pa <b>n</b> t, Pa <b>t</b> rick	Issa, Ta <b>r</b> kwa, Ti <b>n</b> a



- Mention and show the name cards below.  
Have learners put their hands up if they hear the sound /a/ at the beginning of the name, and keep it on the desk if they do not hear it at the beginning.

Abiba	Kuma	Afi	Kwabena	Odum	Issa	Amoako
-------	------	-----	---------	------	------	--------

- Have learners play the *Sound Ball Game* (Activity 6)

Ask Learners:

- ✓ What did you like about the game?
- ✓ Which sound did we practice with?
- ✓ What were some of the words we heard from our friends?
- ✓ Are there more words that have the sound /a/ that you can share?



### 3. Read Words

- Lead learners to read some more words with the target sound.  
e.g. *bat, cat, brat, chat, fad, had, rag, wag, trap*
- Distribute word cards that have the target sounds to learners.
- Have learners pair up to read the words.
- Invite individuals to read out the words to the class.



### 4. Write

- In groups, learners underline the target sound in the following words displayed on the word cards and written on the board: ***bat, cat, brat, chat, fad, rag, trap, Ama, ant, Aba***
- Ask learners to write down three words that have the target sound in their exercise books.



### TEACHING LEARNING RESOURCES

- Word cards *bat, cat, brat, chat, fad, rag, trap, Ama, ant, Aba*
- Alphabet cards (lower and upper cases): **aA**

# Term 1 - Week One (Lesson 2)



## Learning Outcomes

The learner will be able to:

- ✓ associate the letter name **sS** to its corresponding sound.
- ✓ recognise the sound in words.
- ✓ read given words that have the target sound.
- ✓ write the target letters in lower and upper cases.

**strawberry**



## Topic:

Letter **sS** (name and sound)

## Teaching Procedure:

### 1. Review

- Have learners play the *Sound Ball Game* (Activity 6) to review the letter sound **aA**.

Ask Learners:

- ✓ What is the sound produced for letter **aA**
  - ✓ Identify words that have the sound /a/
  - ✓ Allow learners to group themselves according to the words displayed on the cards that have the sound /a/.
- E.g. (bat, cat, brat, chat, fad, rag, trap, Ama, ant, Aba)



### 2. Teach New Sound **sS**

- Introduce the letter sound **sS** with a tongue twister.
- Have learners listen to the sentence/tongue twister:  
*'Sally sent Solomon and Selina to Saltpond.'*
- Learners repeat the sentence and clap out the number of words in the sentence.
- Have learners make the most common sound in the sentence.
- In groups, have learners count the number of words that have the common sound and name the letter which has the sound. (They can work in groups)
- Call individuals to mention the words with the common sound at the initial position.
- Give the groups word cards to underline and present the letter sound.

### The Letter sS

initial position	medial position	final position
soup, school	classroom, master	class, pass



#### 3. Read Words/ Letter

- Write the letter in lower and upper cases **sS**. Learners should pick letter cards in turns and say the name and make the sound. Learners play the letter- sound game. (Activity 5).



#### 4. Write

- Learners should write the letter **sS** in upper and lower cases
- Learners should underline letters in given words.
- Learners should read out the words.



#### TEACHING LEARNING RESOURCES

- Word cards

soup school classroom master class pass

- Alphabet cards

**sS** (lower and upper case)

- Sentence cards

- She sells sea shells by the seashore of Sukura.
- Someone should show Sylvia some strokes so she shall not sink.

## Term 1 - Week Two (Lesson 3)



### Learning Outcomes

The learner will be able to:

- ✓ associate the letter name **eE** to its corresponding sound.
- ✓ recognise the sound in words.
- ✓ read given words that have the target sound.
- ✓ write the target letters in lower and upper cases.



**elephant**

### Topic:

Letter **eE** (name and sound)

### Teaching Procedure:

#### 1. Review

- Have learners play the *Sound Ball Game* (Activity 6) to review the letter sound **sS**.

Ask Learners:

- ✓ What is the sound produced for letter **sS**
  - ✓ Identify words that have the sound /s/
  - ✓ Let children group themselves according to the words displayed on the cards that have the sound /s/.
- cmaster, class, school, classroom, and pass)

#### 2. Teach New Sound **eE**

- Introduce the letter sound **eE** with a tongue twister.
- Have learners listen to the sentence/tongue twister:  
'I met Esther and Edem at the entrance.'
- Learners repeat the sentence and clap out the number of words in the sentence.
- Have learners make the most common sound in the sentence.
- In groups, have learners count the number of words that have the common sound and name the letter which has the sound. (They can work in groups)
- Call individuals to mention the words with the common sound at the initial position.
- Give the groups word cards to underline and present the letter sound.





### The Letter eE

initial position	medial position	final position
egg, elephant	envelope, leg	engine, enter



#### 3. Read Words/ Letter

- Write the letter in lower and upper cases **eE**. Learners should pick letter cards in turns and say the name and make the sound. Learners play the letter- sound game. (Activity 5).



#### 4. Write

- Learners write the letter **eE** in upper and lower cases.
- Learners underline letters in given words.
- Learners read out the words.



#### TEACHING LEARNING RESOURCES

- Word cards

egg   elephant   envelope   leg   engine   enter

- Alphabet cards

**eE** (lower and upper case)

- Sentence cards

- The leg of the hen is bleeding
- Mensa entered the office to get an envelope.

## Term 1 - Week Two (Lesson 4)



### Learning Outcomes

The learner will be able to:

- ✓ associate letter names **mM**, to it's corresponding sound.
- ✓ blend the sound **m**, with **a**, **s** to form syllables and blend syllables to read words.
- ✓ write the letters in both lower case and upper cases correctly.
- ✓ write words having the target sounds.

### Topic:

Letters **mM** (names and sound)



### Teaching Procedure:

#### 1. Review

- Use letter cards/strips to revise the names and sounds of letters: **aA, sS, eE, mM, tT**. Show the letter cards at random for learners to name the letters and make their corresponding sounds.

Ask Learners after the game:

- ✓ How did you identify the letter sound in the words?
- ✓ Which of the sounds was easy to identify?
- ✓ How would you pronounce these words: *bat, cat, brat, sleep, slap, egg, elbow*





## 2. Teach New Letter-Sound

- Introduce the new letter names **mM** and the corresponding sound using word cards. Learners should mention each letter and make its corresponding sound.
- Put up the alphabet chart and ask learners to identify the target letters: individuals should pick a letter card, match it with the same letter on the alphabet chart and make its sound.



## 3. Blending

- Demonstrate blending of sounds taught so far **aA, sS, eE**, to read simple words, *Learner Blend Activity*. (Activity 10)

E.g.

a	s	as
---	---	----

s	e	a	sea
---	---	---	-----

Ask Learners after the game:

- ✓ How do you find the activity?
- ✓ Was it difficult finding a match?
- ✓ Mention any three blended words formed today?

Am	At	see
As	As	me
At	ma	sea



- Have learners practice blending using the chart above.

## 4. Write

- Learners copy words from the chart above.



## TEACHING LEARNING RESOURCES

- Letter cards: **a, s, e m**, (both upper and lower cases)
- Word cards: *ma, as, am, Sam*

## Term 1 - Week Three (Lesson 5)



### Learning Outcomes

The learner will be able to:

- ✓ associate the letter name **tT** to its corresponding sound.
- ✓ recognise the sound in words.
- ✓ read given words that have the target sound.
- ✓ write the target sound in lower and upper cases.

### Topic:

Letter **tT** (name and sound)

**tomato**



### Teaching Procedure:

#### 1. Review

- Have learners play the *Sound Ball Game* (Activity 6) to review the letter sound **mM**.

Ask Learners after the game:

- ✓ How did you find the game?
- ✓ What is the sound produced for letter **mM**?
- ✓ What other words have the sound m in them?

- Let children group themselves according to the words displayed on the cards that have the sound **m**
- Use letter cards/strips to revise the other letter names and sounds learnt in the previous lessons: **aA, sS, eE, mM**
- Show the letter cards at random for learners to mention the letter names and their corresponding sounds. Put learners into convenient groups to play the "Here I am" game (Activity4)

Ask Learners after the game:

- ✓ How did you identify the letter sound in the words?
- ✓ Which of the sounds was easy to identify?
- ✓ How would you pronounce these words: *bat, cat, brat, sleep, slap, egg, elbow*



2. Teach New Sound tT

- Introduce the letter sound **tT** with a tongue twister.
- Have learners listen to the sentence/tongue twister:  
*'Tell the tall boy to toll the bell.'*
- Have learners identify the letter **tT** in the sentence.
- Learners should repeat the sentence and clap out the number of words in the sentence.
- Have learners make the most common sound in the sentence.
- Using word cards, have learners mention the letter and make the corresponding sound.

am	bat	set
as	sat	met
at	mat	bet

- Put up the alphabet chart and ask learners to identify the target letters: individuals pick a letter card, match it with the same letter on the alphabet chart and make its sound.

3. Blending

- Demonstrate blending of sounds learnt so far **aA, sS, eE, mM, tT** to read simple words, using *the Learner Blend Activity*. (Activity 10)

E.g.

a	t	at	a	s	as
m	a	t	t	a	t
mat	tat				

Ask Learners after the game:

- ✓ How do you find the activity?
- ✓ Was it difficult finding a match?
- ✓ Mention any word formed by three blended sounds today.

- Have learners practice blending using the chart above.

4. Write

- Learners copy the words from the chart above.



TEACHING LEARNING RESOURCES

- Letter Cards: a, s, e, m, t (both upper and lower cases)
- Word Cards: at as sat mat set am bet tat

## Term 1 - Week Four (Lesson 6)



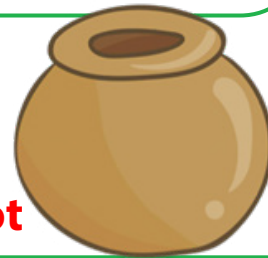
### Learning Outcomes

The learner will be able to:

- ✓ associate letter names **pP** with it's corresponding sound.
- ✓ blend sounds **m, t**, with **a, s** to form syllables and blend syllables to read words.
- ✓ write the letters in both lower case and upper cases correctly.
- ✓ pronounce words having the target sounds.

### Topic:

Letters **pP** (names and sound)



**pot**

### Teaching Procedure:

#### 1. Review

- Have learners play the *Sound Ball Game* (Activity 6) to review the letter sound **tT**

After the game ask the following questions:

- ✓ Did you like the game?
- ✓ What is the sound produced for letter **tT**?
- ✓ What other words have the sound **t**?
- ✓ identify words that have the sound **m**
- Let children group themselves according to the words displayed on the cards that have the sound **m**
- Use letter cards/strips to revise the other letter names and sounds learnt in the previous lessons: **aA, sS, eE, mM, tT**
- Show the letter cards at random for learners to mention the letter names and their corresponding sounds. Put learners into convenient groups to play the *Here I am game* (Activity 4)

Ask Learners after the game:

- ✓ How did you identify the letter sound in the words?
- ✓ Which of the sounds was easy to identify?
- ✓ How would you pronounce these words: *bat, cat, brat, sleep, slap, egg, elbow*



## 2. Teach New Sound pP

- Introduce the letter sound **pP** with a tongue twister.
- Have learners listen to the sentence/tongue twister:  
'Peter pulled the pan in the pool or Peter piper picked a peck of pickled pepper.'
- Have learners identify the letter **pP** in the sentence.
- Learners should repeat the sentence and clap out the number of words in the sentence.
- Have learners make the most common sound in the sentence.
- Using word cards, have learners mention the letter and make the corresponding sound.

am	bat	set
as	sat	met
at	mat	set
ap	pat	pet

- Put up the alphabet chart and ask learners to identify the target letters: individuals pick a letter card, match it with the same letter on the alphabet chart and make its sound.

## 3. Blending

- Demonstrate blending of sounds taught so far **aA, sS, eE, mM, tT** to read simple words, using *the Learner Blend Activity*. (Activity 10)

E.g.

a	t	at	a	s	as	a	p	ap			
m	a	t	mat	t	a	t	tat	m	a	p	map

Ask Learners after the game:

- ✓ How do you find the activity?
- ✓ Was it difficult finding a match?
- ✓ Mention any word formed by three blended sounds today.
- Have learners practice blending using the chart above.

## 4. Write

- Learners copy the words from the chart above.



### TEACHING LEARNING RESOURCES

- Letter Cards: a s e m t p (both upper and lower cases)
- Sentence Card: Peter piper picked a pair of pickled pepper
- Word Cards: at as sat mat set am pet pat

## Term 1 - Week Four (Lesson 7)



### Learning Outcomes

The learner will be able to:

- ✓ associate letter names **il** with its corresponding sound.
- ✓ blend sounds **m, t**, with **a, s** to form syllables and blend syllables to read words.
- ✓ write the letters in both lower case and upper cases correctly.
- ✓ pronounce words having the target sounds.

### Topic:

Letters **il** (names and sound)



### Teaching Procedure:

#### 1. Review

- Use letter cards/strips to revise the other letter names and sounds learnt in the previous lessons: **aA, sS, eE, mM, tT, pP**.
- Show the letter cards at random for learners to mention the letter names and their corresponding sounds.
- Put learners into convenient groups to play the *Here I am game* (Activity4)

Ask Learners:

- ✓ How did you find the game?
- ✓ Which aspect of the game did you like the most?
- ✓ What new words did you learn?

#### 2. Teach New Sound **il**

- Introduce the new letter sound **il** and its sound using word cards through observing, signing or writing.
- Have learners mention each letter and make its corresponding sound.
- Show the alphabet chart and ask learners to identify the target letter: individuals pick a letter card, match it with the same letter on the alphabet chart and make its sound.





### 3. Blending

- Demonstrate blending of sounds taught so far (**aA, sS, eE, mM, tT, pP, il**) to read, sign or braille simple words, using *the Learner Blend Activity*. (Activity 10)

Ask Learners after the game:

- ✓ How do you find the activity?
- ✓ Was it difficult finding a match?
- ✓ Mention any word formed by three blended sounds today.

- Mention any word formed by any three blended sounds.

E.g.

p	a	t
---	---	---

pat

p	i	t
---	---	---

pit

- Have learners use Activity 9/ 10 to practice blending the sounds to read and pronounce words.



### 4. Write

- Place word cards showing the words learners have learnt in the lesson. Ask learners to pick word cards, read out, and spell.
- Learners complete the words below putting in the missing letters.

p \_ \_ t      s \_ \_ p      t \_ \_ p      p \_ \_ t      \_ \_ s      a \_ \_



### TEACHING LEARNING RESOURCES

- Letter Cards: a s e m t p i
- Word Cards: sip met pet pin map tip sit mat tit

# Term 1 - Week Four (Lesson 8)



## Learning Outcomes

The learner will be able to:

- ✓ read target letters and make their corresponding sounds.
- ✓ blend sounds to read syllables and blend syllables to read words.
- ✓ write three-letter words with the target sounds

## Topic:

Blending (aA, sS, eE, mM, tT, pP, il)

monkey



## Teaching Procedure:

### 1. Review

- Use letter cards/strips to revise the names and sounds of letters (aA, sS, eE, mM, tT, pP, il)
- Show the letters at random for learners to name the letters and make their corresponding sounds.
- Put learners into convenient groups to play the *Here I am game* (Activity4)

Ask Learners:

- ✓ How did you find the game?
- ✓ Which aspect of the game did you like the most?
- ✓ What new words did you learn?

### 2. Teach Blending

- Have learners play the *Learners Blending game* (Activity10)
- Demonstrate the blending of sounds taught so far (aA, sS, eE, mM, tT, pP, il) to make two and three-letter words.

E.g.

a	m	am	a	s	as	a	p	ap
---	---	----	---	---	----	---	---	----

i	t	it	a	t	at	i	s	is			
m	a	t	mat	p	i	t	pit	s	a	t	sat

Ask Learners after the game:

- ✓ How do you find the activity?
- ✓ Was it difficult finding a match?
- ✓ Mention any word formed by three blended sounds today.

Two-letters words	Three-letter words	Four-letter words
Is, it	Mat, pat, pit, maa	bend, bled, lend
As, at, am	Eat, sat, sea	bead, bart, easy

- Have learners practice blending sounds into syllables and syllables to words using Activity 9/10. Place word cards showing the words learners have learnt in the lesson. Ask learners to pick word cards, read words, spell and write words/ letters on the board.

#### 4. Write

- Place word cards showing the words learners have learnt in the lesson. Ask learners to pick word cards, read out, and spell.
- Learners complete the words below putting in the missing letters.  
1. s \_\_\_ t      2. p \_\_\_ t      3. t \_\_\_ p      4. m \_\_\_ p      5. p \_\_\_ t

#### TEACHING LEARNING RESOURCES

- Letter Cards: aA, sS, eE, mM, tT, pP, li (both upper and lowercases)
- Word Cards: set met pet map pat pit tip As am at is

# Term 1 - Week Five (Lesson 9)



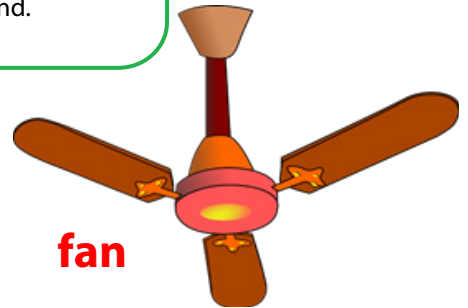
## Learning Outcomes

The learner will be able to:

- ✓ read target letter **ff** and make its corresponding sounds.
- ✓ blend sounds to read syllables and blend syllables to read words.
- ✓ write/say two/three- letter words with the target sound.

## Topic:

Letters **ff** (name and sound)



## Teaching Procedure:

### 1. Review

- Revise the letters **mM, tT, pP, il** and their sounds using the “Sound Ball” game (Activity 6)

Ask Learners:

- ✓ How did you find the game?
- ✓ Which aspect of the game did you like the most?
- ✓ What new words did you learn?

### 2. Teach New Sound **ff**

- Use the riddle game “What Am I” (Activity 34) to introduce and teach the letter **ff**
  - (i) What am I? I can be fried, grilled, steamed, or smoked. I live in water. I am enjoyed by many people. What am I? (**Answer: fish**).
  - (ii) What am I? I am round, like a coin. Sometimes I have two eyes, sometimes I have four. But I can’t see. I am used on clothes. What am I? (**Answer: button**).
  - (iii) What am I? I am made of rubber or leather. I am always filled with air. People like kicking me around. What am I? (**Answer: football**).
- Have learners give answers to the riddles.



Ask learners the following after the game:

- ✓ How do you find the riddle?
  - ✓ Was it difficult finding answers to the riddle questions?
  - ✓ What common letter do you find at the beginning of answers to riddles i/ii?
  - ✓ What is the sound of that letter?
- Give more examples of words with the target letter **ff**  
E.g.: **f**ood, **f**loat, **f**ive, **riffle**, **f**ire, **f**ish, **f**at, **f**oot, **f**riend
  - Have learners identify the letter **f** in given words and sentences.  
E.g.: My friend and I went to the **f**ish **f**arm with a **f**loating **f**ish.
  - Put up the alphabet chart and ask learners to identify the target letters:  
individuals should pick a letter card, match it with the same letter on the  
alphabet chart and make its sound.



### TEACHING LEARNING RESOURCES

- Word Card

tap	set	fit
fat	set	fat
pat	pet	tap
mat	met	tip

- Word Cards: **f**ood, **f**loat, **f**ive, **riffle**, **f**ire, **f**ish, **f**at, **f**oot, **f**riend.

# Term 1 - Week Five (Lesson 10)



## Learning Outcomes

The learner will be able to:

- ✓ read target letter **bB** and make its corresponding sound.
- ✓ blend sounds to read syllables and blend syllables to read words.
- ✓ write/say two/three- letter words with the target sound.

## Topic:

Letters **bB** (name and sound)

banana



## Teaching Procedure:

### 1. Review

- Revise the letters **mM, tT, pP, il, fF** and their sounds using the “Sound Ball” game (Activity 6)

Ask Learners:

- ✓ How did you find the game?
- ✓ Which aspect of the game did you like the most?
- ✓ What new words did you learn?

### 2. Teach New Sound **bB**

- Use the riddle game “What Am I” (Activity 34) to introduce and teach the letter **bB**
  - (i) What am I? I can be fried, grilled, steamed, or smoked. I live in water. I am enjoyed by many people. What am I? (**Answer: fish**).
  - (ii) What am I? I am round, like a coin. Sometimes I have two eyes, sometimes I have four. But I can’t see. I am used on clothes. What am I? (**Answer: button**).
  - (iii) What am I? I am made of rubber or leather. I am always filled with air. People like kicking me around. What am I? (**Answer: ball**).
- Have learners give answers to the riddles.



Ask learners the following after the game:

- ✓ How do you find the riddle?
  - ✓ Was it difficult finding answers to the riddle questions?
  - ✓ What common letter do you find at the beginning of answers to riddles i/iii?
  - ✓ What is the sound of that letter?
- Give more examples of words with the target letter **bB**  
e.g.: **book, boat, bag, bible, bill, big, bat, boot, bet**
  - Have learners identify the letter b in given words and sentences.  
e.g.: My brother and I travelled **by bus** to **buy** a **balloon**, a **bag**, and a **boat**.
  - Put up the alphabet chart and ask learners to identify the target letters:  
individuals should pick a letter card, match it with the same letter on the  
alphabet chart and make its sound.

3. Write

- Have learners identify letters to complete the chart below:

t _ _ p	s _ _ t	p _ t	f _ sh
b _ _ t	_ _ _ p	b _ l _	f _ _ t
f _ _ t	_ _ s	m _ t	b _ _ t



TEACHING LEARNING RESOURCES

- Word Card

tap	set	fit
fat	set	fat
bat	bet	tap
mat	met	tip

- Word Cards: **book, boat, bag, bible, bill, big, bat, boot, be**

## Term 1 - Week Six (Lesson 11)



### Learning Outcomes

The learner will be able to:

- ✓ read target letter **oo** and make its corresponding sound.
- ✓ blend sounds to read syllables and blend syllables to read words.
- ✓ write/say three- letter words with the target sound.

### Topic:

Letters **oo** (name and sound)

**orange**



### Teaching Procedure:

#### 1. Review

- Review the letters learners have learnt in the previous lessons. Use the “Letter Ladder” Game to guide learners to produce the letter sounds.

**aA sS eE pP il mM tT ff bB**

Have learners answer the following questions after the game:

- ✓ What were the sounds you heard in the game?
- ✓ Which letters produce those sounds?
- ✓ Give some familiar words that have the sounds.

#### 2. Teach the New Letter/Sound **oo**

- Show letter cards of **oo** for learners to identify the name and sound.
- Have them identify letter sounds in given examples. E.g: pot, log, cot.
- Associate the words with pictures to help learners get the meaning. Pictures of a pot, a cot, a log
- Let learners match the letter cards of target letters on the Alphabet Chart.
- Have learners identify letters in given words that have the target sound at the initial, medial, and final positions.  
E.g. top, hop, shop, stop, pot, oaf, oak, oat, ago, ado





### 3. Blending

- Select letters from the box below and demonstrate sounding out and blending them to make words like in the examples below:

**aA, sS, eE, pP, il, mM, tT, fF, bB, oO,**

E.g. **sss.... aaa.....ttt---** **sat** and **ppp.... ooo...ttt ---** **pot.**

- Learners in groups should select target letters from the box above to practice blending to form words. Draw circles on the board to guide learners.

**Answers: mob, rob, sob, mop, pop, top, dog, fog, got, set, stem, etc.**

- Learners should use the Elbow Tag game (Activity 10) to separate and blend sounds to read the words.

Ask Learners after the game:

- ✓ What are the separate sounds you identified?
- ✓ Which letters did you blend?

### 4. Write

- In groups, have learners write/say two/ three-letter words using the letters learnt and to share their words with the class.
- Have learners play the Word Bingo game (Activity 12).



#### TEACHING LEARNING RESOURCES

- Letter strips [aA, sS, eE, pP, il, mM, tT, fF, bB]
- Alphabet cards – lower and upper cases oO
- Pictures (pot, goat, log, cot)

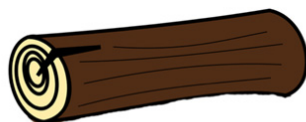
**pot**



**goat**



**log**



## Term 1 - Week Six (Lesson 12)



### Learning Outcomes

The learner will be able to:

- ✓ read target letter **gG** and make its corresponding sound.
- ✓ blend sounds to read syllables and blend syllables to read words.
- ✓ write three- letter words with the target sound.

### Topic:

Letters **gG** (name and sound)



### Teaching Procedure:

#### 1. Review

- Review the letters learners have learnt in the previous lessons. Use the *Letter Ladder Game* to guide learners to produce the letter sounds.

**aA sS eE pP il mM tT ff bB**

Have learners answer the following questions after the game:

- ✓ What were the sounds you heard in the game?
- ✓ Which letters produce those sounds?
- ✓ Give some familiar words that have the sounds.

#### 2. Teach the New Letter/Sound **gG**

- Show letter cards of **gG** for learners to identify the name and sound.
- Have them identify sounds in given words. E.g: *go, log, jog, giggle, greet, get, game, gun*
- Associate the words with pictures to help learners get the meaning. Pictures of a log, a goat, a frog, a fog
- Let learners match the letter cards of target letters on the Alphabet Chart.
- Have learners identify letters in given words that have the target sound at the initial, medial, and final positions.  
E.g. ago, giggle, grind, gari



### 3. Blending

- Select letters from the box below and demonstrate sounding out and blending them to make words like in the examples below:

**aA, sS, eE, pP, il, mM, tT, fF, bB, oO,**

E.g. **sss.... aaa.....ttt---** **sat** and **ppp.... ooo...ttt ---** **pot.**

- Learners in groups should select target letters from the box above to practice blending to form words. Draw circles on the board to guide learners.  
**Answers: mob, rob, sob, mop, pop, top, dog, fog, got, set, stem, etc.**
- Learners should use the Elbow Tag game (Activity 10) to separate and blend sounds to read the words.

Ask Learners after the game:

- ✓ What are the separate sounds you identified?
- ✓ Which sounds did you blend?
- ✓ Which new words did you learn?

### 4. Write

- In groups, have learners write/say two/ three-letter words using the letters learnt and to share their words with the class.
- Have learners play the Word Bingo game (Activity 12).



#### TEACHING LEARNING RESOURCES

- Letter strips [aA, sS, eE, pP, il, mM, tT, fF, bB]
- Alphabet cards – lower and upper cases oO
- Pictures (pot, goat, log, cot)
- Word cards- stop, hop, go, mob, rob, sob, mop, pop, top, dog, fog, set, stem jog, log

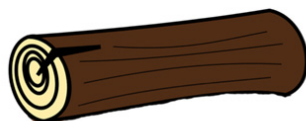
**pot**



**goat**



**log**



## Term 1 - Week Seven (Lesson 13)



### Learning Outcomes

The learner will be able to:

- ✓ read target letter **jj** and make its corresponding sound.
- ✓ blend sounds to read syllables and blend syllables to read words.
- ✓ write/say two/ three letter words with the target sounds.

### Topic:

Letters **jj** (name and sound)

### Teaching Procedure:

#### 1. Review

- Review the letters learners have learnt in the previous lessons.  
Use the Letter Ladder Game (Activity 7) to guide learners to produce the letter sounds.

**aA sS eE pP il mM tT ff bB**

Ask the following questions after the game:

- ✓ What were the sounds you heard in the game?
- ✓ Which letters produce those sounds?
- ✓ Give some familiar words that have the sounds.

#### 2. Teach the New Letter/Sound **jj**

- Show letter cards of **jj** in turns for learners to identify them by their names and sounds. Have them give examples of words that have the letter sounds. E.g: *jog, job, joke, jacket, jam, jail, jewel*
- Associate the words with pictures to help learners get their meaning. Pictures of a jackal, a jacket, a jail, a bottle of jam.
- Let learners match the letter cards of target letters on the Alphabet Chart.



### 3. Blending

- Select letters from the box below and demonstrate sounding out and blending them to make words like in the examples below:

**aA, sS, eE, pP, il, mM, tT, fF, bB, oO, gG, Jj**

E.g. s..... a..... t --- sat    m..... o..... b ----- mob    t..... a..... p ----tap  
g..... o..... t----got    p..... o..... t -----pot    j.....a.....m ---- jam

- Learners in groups select target letters from the box above to practice blending to form words. Draw circles on the board to guide learners.

**Answers: mob, rob, fit, mop, pop, top, sit, fog, got, set, stem jam, job, etc.**

- Learners use *Elbow Tag activity* (Activity 10) to separate and blend sounds to read the words.

Ask Learners:

- ✓ What are the separate sounds you identified?
- ✓ Which letters did you blend?
- ✓ Was it difficult blending the sounds?

### 4. Write

- In groups, learners form two and three-letter words using the letters learnt and share their words with the class.

**Lead learners to play the Word Bingo game (Activity 12).**



#### TEACHING LEARNING RESOURCES

- Letter strips [aA, sS, eE, pP, il, mM, tT, fF, bB]
- Alphabet cards – lower and upper case oO, gG, jJ
- Pictures (pot, goat, jacket, a bottle of jam)
- Word cards- green, game, stop, hop, go, get, mob, rob, sob, mop, pop, top, dog, fog, got, set, stem, jail, jacket, jam, job, jog.

# Term 1 - Week Seven (Lesson 14)



## Learning Outcomes

The learner will be able to:

- ✓ read target letters and make their corresponding sounds.
- ✓ blend sounds to read syllables and blend syllables to read words.
- ✓ write two/ three letter words with the target sounds.

## Topic:

Blending (**aA, sS, eE, mM, tT, pP, il, Ff, Bb, Oo, gG, jJ**)

## Teaching Procedure:

### 1. Review

- Use letter cards/strips to revise the names and sounds of letters (**aA, sS, eE, mM, tT, pP, il, Ff, Bb, Oo, gG, jJ**)
- Show the letters at random for learners to name the letters and make their corresponding sounds.
- Put learners into convenient groups to play the *Here I am game* (Activity4)

### 2. Teach Blending

- Have learners play the *Learner Blend Game* (Activity10)
- Demonstrate the blending of sounds taught so far (**aA, sS, eE, mM, tT, pP, il, Ff, Bb, Oo, gG, jJ**) to make two and three-letter words.

E.g.

a	m	am	a	s	as	a	p	ap
i	t	it	a	t	at	i	s	is
m	a	t	p	i	t	s	a	t
		mat			pit			sat

Ask Learners after the game:

- ✓ How do you find the activity?
- ✓ Was it difficult finding a match?
- ✓ Mention any word formed by three blended sounds.

Two letters words	Three letter words	Four letter words
Is, it, go, to	mat, pat, pit, cot	Jail, mail, fish
As, at, am, of	Eat, sat, sea, job,	Stem, game

- Have learners practise blending sounds into syllables and syllables to words using Activity 9/10. Place word cards showing the words learners have learnt in the lesson. Ask learners to pick word cards, read words, spell and write words/ letters on the board.

#### 4. Write

- Learners complete the words below putting in the missing letters.

1. s \_ \_ t    2. p \_ \_ t    3. t \_ \_ p    4. m \_ \_ p    5. p \_ \_ t    6. j \_ \_ m

#### TEACHING LEARNING RESOURCES

- Letter Cards: aA, sS, eE, mM, tT, pP, il, fF, bB, oO, gG, jJ (both upper and lower cases)
- Word Cards: set, met, pet, map, green, game, stop, hop, go, get, mob, rob, sob, mop, pop, top, dog, fog, got, set, stem, jail, jacket, jam, job, jog, at, pit, tip, as, am, at, is
- Pictures: (pot, goat, jacket, a bottle of jam, cot, bag, boot, fish, boat)

**jacket**



**jam**

# Term 1 - Week Eight (Lesson 15)



## Learning Outcomes

The learner will be able to:

- ✓ identify the letters of the alphabets by their names and sound,
- ✓ build simple two to four-letter words and read sight words.

## Topic:

Revision

## Teaching Procedure:

### 1. Review

- Revise all the sounds /spelling patterns studied during the term, using the **Fishing Game** (Activity 21).
- Guide learners to build vocabulary/form words with the target letters and their sounds.
- Learners write the target letters – upper / lower case

E.g.

**aA, sS, eE, pP, il, mM, tT, fF, bB, oO, gG, Jj**

am	at	as	of	to	so	me	go
pot	tom	sam	met	pet	tap	jam	fit
seem	foot	meet	seat	peep	feed	meat	jeep

- Dictate sight words for learners to write.
  - Guide learners to do peer editing.
- E.g. **mat, tat, met, the, eat, etc.**

## TEACHING LEARNING RESOURCES

- Letter Cards: aA, sS, eE, mM, tT, pP, il, fF, bB, oO, gG, jJ (both upper and lower cases)





## Term 1 - Week Eight (Lesson 16)



### Learning Outcomes

The learner will be able to:

- ✓ identify the letters of the alphabets by their names and sound,
- ✓ build simple two to four-letter words and read sight words.

### Topic:

Assessment

### Teaching Procedure:

#### 1. Review

- Prepare word cards-two, three, and four-letter words- to assess the reading progress of learners.
- Call learners to read the word cards individually.
- Write words on the board.
- Clean words randomly and ask learners to write the word that has been cleaned.
- Write the words and guide learners to do peer editing of their work.  
Set, met, pet, map, green, game, stop, hop, go, get, mob, rob, sob, mop, pop, top, dog, fog, got, set, stem, jail, jacket, jam, job, jog, at, pit, tip, as, am, at, is, pass.
- Mention any word formed by any three blended sounds.



# *Term 2*

(Lessons 1~16)



# Term 2 - Week One (Lesson 1)



## Learning Outcomes

The learner will be able to:

- ✓ associate letter names **nN, hH**, with their corresponding sounds.
- ✓ blend sounds **/d/with/k/, /l/** to form syllables and blend syllables to read words.
- ✓ write the letters in both lower case and upper case correctly.
- ✓ write words having the target sounds.

## Topic:

Revision of Term 1 (Blending to form words)

## Teaching Procedure:



hospital

### 1. Revise Letter-Sounds

- Letter names: **pP, il** and their sounds one at a time using letter cards.
- Have learners mention, write or sign each letter and make its corresponding sound.
- Show the alphabet chart and ask learners to identify the target letters: learners should pick a letter card, match it with the same letter on the alphabet chart and make the sound.
- Demonstrate blending of sounds taught (**aA, sS, eE, mM, tT, pP, il**) to read simple words using *Learner Blending Game*. (Activity 10)

Ask Learners after the game:

- ✓ How did you find the activity?
- ✓ Was it difficult finding a match?
- ✓ Mention, write or sign any word formed from any three blended sounds today.

p a t      pat                  p i t      pit

Sat	sit	Pep
Net	pit	Sip
Pet	top	Tilt

- Guide learners to use Activity 10 to practice blending the sounds.



#### 4. Write

- Place word cards showing the words learners have learnt in the lesson and ask them to write three words in their exercise book.

1. p \_\_\_ t      2. \_\_\_ at      3. n \_\_\_ t      4. pi \_\_\_



#### TEACHING LEARNING RESOURCES

- Letter cards/ word card

## Term 2 - Week One (Lesson 2)



### Learning Outcomes

The learner will be able to:

- ✓ identify and use sight words in simple sentences.

### Topic:

Sight Words

### Teaching Procedure:

#### 1. Review

- Learners should revise some of the letter sounds taught by writing, signing or reading (**aA, sS, eE, bB, pP, fF, etc.**)

E.g. bB-broom

pP-pipe

fF-food

eE-set

#### 2. Teach Sight Words

- Have a short passage and read through with learners.

E.g.

Adom is five years old today.

Her father has promised her a cake.

She will share the cake with her brother.

Adom is kind and friendly.

- Learners should observe the sentences and identify the most commonly used words.
- Invite learners to make a circle on some of the words identified.

Is	her	a	she	the
----	-----	---	-----	-----

- Explain sight words to learners. Let them know they are commonly used words in reading and writing.
- Guide learners to mention some of the sight words.

E.g.:

is, after, always, am, an, be, he, both, can, by, does, done, go, goes, it, him, they

- Have learners read, listen or sign the passage again on their own.
- Circle the sight words in the sentences below.

E.g.

Adom is a girl

She has a brother

Adom and the brother will enjoy the cake.

She is a kind girl.

### TEACHING LEARNING RESOURCES

- Word cards: is, was, were, have, has, girl

## Term 2 - Week Two (Lesson 3)



### Learning Outcomes

The learner will be able to:

- ✓ read given high frequency words/sight words.
- ✓ read given decodable sentences.

### Topic:

Decodable sentences

### Teaching Procedure:

#### 1. Review

- Mount a chart of high frequency words treated in the previous lesson.
- Have learners identify (signing, write) and pronounce words on the chart.
- Guide learners to form sentences orally with sight words.

#### 2. Read a sentence

- Learners read short stories from story cards by tracking and pointing to words.

Kojo lives with his parents in a town called Adeka.  
He has a sister and a brother.  
Kojo is in class three.  
He always helps his mother in the house.  
Kojo is very respectful.

- Go around to assist struggling learners.

#### 3. Write

- Have learners write two sentences from the story.



### TEACHING LEARNING RESOURCES

- Story cards
- Word card

## Term 2 - Week Two (Lesson 4)



### Learning Outcomes

The learner will be able to:

- ✓ identify target letter by its name and make its sound.
- ✓ read three or more letter words having the target sounds.

### Topic:

nN (name and sound)

### Teaching Procedure:

#### 1. Review

- Use the Sound Ball Game (Activity 6) to revise the names and sounds of the letters already taught.

Ask learners after the game:

- ✓ How did you find the game?
- ✓ What sounds did you mention?
- ✓ Are there other words with the letter sound you can mention?

#### 2. Teach New Letter-Sound

- Introduce the letters in turns using tongue twisters/sentences.  
E.g.  
**nN.** Ntow needs new nets now.
- Learners should repeat the tongue twister/sentence and clap out the number of words in it.
- Learners say the sound they heard most in each sentence.
- Learners count the number of words that have the common sound in each sentence and name the letter which has the sound.







### 3. Write

- Write the sentence on the board
- Learners should identify (read, sign or draw) the letter of the sound in both lower and upper cases on the chart.
- Learners should give examples of words that have the sound at the initial/ medial/final positions. Record learners' answers in a chart. (work on it)



### TEACHING LEARNING RESOURCES

- Letter cards: nN
- Word cards: Ntow, needs, new, nets, now.

## Term 2 - Week Three (Lesson 5)



### Learning Outcomes

The learner will be able to:

- ✓ read target letters and make their corresponding sounds.
- ✓ blend sounds to read syllables and blend syllables to read words.
- ✓ write three- letter words with the target sound.

### Topic:

Letter hH (name and sound)

### Teaching Procedure:

#### 1. Review

- Revise the letters **tT, pP, il**, and their sounds using the *Sound Ball Game*. (Activity 6)

#### 2. Teach New Sound

- Use the riddle *What am I?* (Activity 34) to introduce the letter **hH**.  
What am I? People enjoy sleeping in me, I give them rest, and everybody likes to stay in me. Everybody wants to build me. What am I? (**Answer: house**).
- Have learners give answers to the above riddle.

Ask learners after the game:

- ✓ How did you find the riddle?
- ✓ Was it difficult finding the answers to the questions?
- ✓ What common letter do you find at the beginning of the word?
- ✓ What is the sound of the letter in the word?
- ✓ Give more examples of words with the letter sound h.

#### hH

house	hoe
help	home



### TEACHING LEARNING RESOURCES

- Letter cards: tT, pP, il
- Word cards: house, hoe, help, home



## Term 2 - Week Three (Lesson 6)



### Learning Outcomes

The learner will be able to:

- ✓ read the target letter and make their corresponding sound.
- ✓ blend sound to read syllables and blend syllables to read words.
- ✓ write three-letter words with the target sound.

### Topic:

**kK** (name and sound)

### Teaching Procedure:

#### 1. Review

- Review the previous lesson on blending using letter cards.
- Display the letter cards and ask learners to form words with the letters
- Guide learners to identify their corresponding sounds.



#### 2. Teach New Letter-Sound

- Introduce the letter sound **kK** by writing the sentence below on the board.  
Kofi saw the key in Kumah's pocket.
- Guide learners to read the sentence above.
- Have learners identify the most repeated letter sound in the sentence.  
(Associate the letter sound with pictures).

#### Answer: kK

- Learners should repeat the sentence and clap out the number of words in the sentence.
- Guide learners to say the sound repeatedly and form words with it.  
E.g: kK-kenkey, kit, kettle, Kweku, Kumasi.



#### 3. Write

- With displayed letter cards, let learners use the target letter sound to form three words each.



### TEACHING LEARNING RESOURCES

- Letter cards: kK

## Term 2 - Week Four (Lesson 7)



### Learning Outcomes

The learner will be able to:

- ✓ read the target letter and make their corresponding sound.
- ✓ blend sound to read syllables and blend syllables to read words.
- ✓ write three-letter words with the target sound.

### Topic:

**cC** (name and sound)

### Teaching Procedure:



#### 1. Review

- Have learners play the *Sound Ball Game* (Activity 6) to review the letter sound **kK**

Ask Learners after the game:

- ✓ What is the sound produced for letter **kK**
- ✓ Identify words that have the sound target sound.  
E.g: key, Kofi, talk, take

- Let learners group themselves according to the words displayed on the cards that have the target sound.

#### 2. Teach New Sound

- Introduce the letter sound **cC** with a tongue twister
- Have learners listen to the sentence/tongue twister:
- Call the court to cost the coat.
- In groups have learners count the number of words that have the common sound and name the letter which has the sound.
- Let groups' list words that correspond to the target sound and identify the position of the sound.  
E.g.

initial position	medial position	final position
come, cream	account, ace	antic, arc





### 3. Write

- Place word cards showing the words learners have learnt in the lesson. Ask learners to pick word cards, read out the word, and write them on the board.



#### TEACHING LEARNING RESOURCES

- Letter cards: kK
- Word cards: *come, scream, cream, account*

## Term 2 - Week Four (Lesson 8)



### Learning Outcomes

The learner will be able to:

- ✓ associate the letters **IL** with their corresponding sounds.
- ✓ recognise the target sound in words.
- ✓ read given words that have the target sound.
- ✓ write the target letters in upper and lower case.

### Topic:

IL (name and sound)

lemon



### Teaching Procedure:

#### 1. Review

- Learners revise the previous letter-sound taught using *Sound Ball Game* (Activity 6)  
E.g: cC-cot, cat, can't, cash, coat, etc.

Ask Learners after the game:

- ✓ How did you find the game?
- ✓ Which sounds did you identify?
- ✓ What new words did you learn from playing the game?

#### 2. Teach New Sound

- Mount picture chart of the target letter sounds on the board.
- Talk about the pictures and let learners identify the initial letters of the words.

E.g.

lake	lizard	land	long	letter	Ludo
------	--------	------	------	--------	------

(Associate with pictures).

- Say the target sound and let learners repeat after you until it is well produced.
- Let learners read the words in turns.

#### 3. Write

- Learner write words with target sounds on the board and into their exercise books.



### TEACHING LEARNING RESOURCES

- Picture Chart (lake, lizard, land, long, letter, Ludo, large, lorry)
- Ball

## Term 2 - Week Five (Lesson 9)



### Learning Outcomes

The learner will be able to:

- ✓ associate letter names **kK**, **cC**, and **IL** with their corresponding sounds.
- ✓ blend sounds to form syllables and blend syllables to read words.
- ✓ write words having the target sounds.

### Topic:

Blending (**kK**, **cC**, **IL**)

### Teaching Procedure:

#### 1. Review

- Revise letter sounds c, i, k, l, p, t, aught and have learners come up with words with the sounds revised using the Sound Ball Game.

Ask learners the following questions after the game

- ✓ What game did we just play?
- ✓ What new words did you learn?

#### 2. Blending

- Demonstrate blending of sounds taught c, i, k, l, p, t using Learner Blend Game (Activity 10).

Ask learners the following questions after the game:

- ✓ What game did we just play?
- ✓ What letter sound did we use to play the game?
- ✓ What new words did you learn from the game?

#### 3. Read

- Learners read blended words.





#### **4. Write**

- Learners write three words which have any of the target sounds at the initial position.



#### **TEACHING LEARNING RESOURCES**

- Letter cards
- Word cards



# Term 2 - Week Five (Lesson 10)



## Learning Outcomes

The learner will be able to:

- ✓ recognise the target sound in words.
- ✓ read given words that have the target sound.
- ✓ write the target letters in upper and lower case.

## Topic:

Letter **rR** (name and sound)

## Teaching Procedure:

### 1. Review

- Revise with learners the letter sounds kK, cC and lL taught
- Have learners say the letters and their corresponding sounds.
- Guide learners to blend and form words with the letter sounds.

E.g:

<b>kK</b>	<b>cC</b>	<b>lL</b>
key	cook	look
kind	cork	lock
Kate	coconut	lack

### 2. Teach New Sound

- Introduced the new sound with a song: "See my puppy rip the rug."
- Have learner say the sound they hear most in the song.
- Write the letter which makes the sound r on the board and let learners repeat after you.
- Learners mention words with the target sound at the initial position.

E.g:

rod, red, road, Rita,



### 3. Read

- Guide learners to read more words using word cards.  
E.g: rot, raid, risk, broom, room, rat, etc.
- In groups, learners should underline the target sounds in the following words displayed Word cards:

rag	rot	root	ready	risk
-----	-----	------	-------	------

- Ask learners to write down five words that have the target sound into their exercise books.



### TEACHING LEARNING RESOURCES

- Letter cards: r

- Word cards:

rag	rot	root	ready	risk
-----	-----	------	-------	------

# Term 2 - Week Six (Lesson 11)



## Learning Outcomes

The learner will be able to:

- ✓ read target letter and make their corresponding sound.
- ✓ blend sound to read syllables and blend syllables to read words.
- ✓ write three letter words with the target sound.

## Topic:

Letter **vV** (name and sound)

## Teaching Procedure:

### 1. Review

- Have learners play the Sound Ball Game (Activity 6) to review the letter sound rR
- What is the sound produced for letter rR
- Identify words that have the target sound.

E.g:



rich	room	rot	read	ready
------	------	-----	------	-------



- Learners group themselves according to the words displayed on the cards with the target sound.

### 2. Teach New Sound

- Introduce the new sound / v/ using the sound ladder game.

After the game asks learners to share their experiences:

- ✓ Was it difficult playing the play?
- ✓ Which words did your friends respond to?
- ✓ How would you pronounce these words: vim, vote, volley...?
- ✓ Which sound do you hear at the beginning of the words?

- Display words and lead learners to read more words with particular attention to the target sound..

E.g: visit, victor, volume, volt, vent, veto, vibe, volta



### 3. Write

- From the word card, ask learners to write at least three words in their exercise books.

#### TEACHING LEARNING RESOURCES

- Word cards: visit, victor, volume, volt, vent, veto, vibe, volta
- Sound ladder game



# Term 2 - Week Six (Lesson 12)



## Learning Outcomes

The learner will be able to:

- ✓ Recognize the target sound in words.
- ✓ Read given words that have the target sound.
- ✓ Write the target letters in upper and lower case.

## Topic:


Letter **yY** (name and sound)

## Teaching Procedure:


### 1. Review

- Learners should revise the previous letter-sound **vV** taught using *Sound Ball Game* (Activity 6)

E.g:



vim	vote	volta	valley	volume
-----	------	-------	--------	--------



- Have learners read, write or sign out the words after you repeatedly.
- Let learners identify the target sound **v**.

### 2. Teach New Sound

- Say the target sound and have learners listen and say it after you.
- Write the letter **yY** on the board.
- Point to the letter and ask learners to say its name and make its sound.
- Mention a few names of people and objects that have the target sound in them.  
E.g: yam, yoke, york, yours, yellow, yell

### 3. Read

- Guide learners to read more words using word cards.  
E.g: yawn, yes
- In groups, learners should underline the target sounds in the following words displayed.

Word cards:

Yaw	you	year	yet	yield
-----	-----	------	-----	-------

#### 4. Write

- Ask learners to write down five words that have the target sound into their exercise books.

#### TEACHING LEARNING RESOURCES

- Word cards : Yaw, year, you, yet., yield

## Term 2 - Week Seven (Lesson 13)



### Learning Outcomes

The learner will be able to:

- ✓ Identify the target letter by name and make its sound.
- ✓ Read words with the target sound.
- ✓ Write words with the target sound.

### Topic:

The letter **vV** (its name and sound)

### Teaching Procedure:

#### 1. Review

- Play the “*Sound Ball Game*” (Activity 6) to review the previous lesson.

After the game, asks learners the following questions:

- ✓ What game did we play?
- ✓ What is the sound of the letter **rR**?
- ✓ Which words have the sound **r** at the beginning?

#### 2. Teach New Sound

- Introduce the new sound using the “*Sound Ball Game*” (Activity 6).

After the game, asks learners the following questions:

- ✓ What game did we play?
- ✓ What words did you come up with?
- ✓ Are there other words with the **v** sound at the beginning?

- Show pictures of objects with **v** sounds at the initial position. Guide learners to mention the names of the objects taking note of the initial sound. eg. visit, volume, victor, volta, veto.
- Learners mention other words with the sound at the initial position.

#### 3. Read

- Learners in groups read words with the target sound at the beginning.



#### 4. Write

- Learners in groups write three words with the target sound.

#### TEACHING LEARNING RESOURCES

- Word cards : volta, visitor, victor, veto, van



## Term 2 - Week Seven (Lesson 14)



### Learning Outcomes

The learner will be able to:

- ✓ Recognize the target sound in words.
- ✓ Read given words with the target sound.
- ✓ Write the target letters in lower and upper cases.
- ✓ Write words with the target sound at various positions.

### Topic:

Letter **yY** (name and sound)

### Teaching Procedure:

#### 1. Review

- Play the “Here I am Game” (Activity 4) to review the **v** sound.

Ask questions to debrief the game:

- ✓ Did you like the game??
- ✓ Which aspect did you enjoy the most?
- ✓ How were you able to identify your sound?

#### 2. Teach New Sound

- Say the target sound and let learners repeat after you.
- Write letter **yY** on the board and elicit its name. Make the sound again and have learners repeat the sound.

#### 3. Read

- Show pictures of things with the sound **y** at the initial position.
- Learners mention names of objects with the sound at the various positions. e.g. yoke, yam, yellow, you, yoyo.



#### **4. Write**

- Guide learners to write the letter in lower and upper cases.
- Learners in groups write four words with the sound at the various position.  
Group read their words.

#### **TEACHING LEARNING RESOURCES**

- Word cards : yellow, you, yarn, yoke , yoyo

# Term 2 - Week Eight (Lesson 15)



## Learning Outcomes

The learner will be able to:

- ✓ identify and read words with the sounds of the letters learnt at the various positions.
- ✓ write words having the target sounds.
- ✓ read given decodable sentences.
- ✓ Read sight words

## Topic:

Revision

## Teaching Procedure:

### 1. Review

- Revise all the sounds taught in the term, using the fishing game (Activity 21)

Debrief the game:

- ✓ What game did we play?
- ✓ What sounds did we consider?
- ✓ What new words did you learn?

E.g:

nN	hH	dD	kK	cC	lL	rR	vV	yY
no	he	do	key	cot	laugh	rod	vote	yam
not	her	dog	lock	cost	look	road	valley	yoke
neat	hot	day	Kofi	account	kill	read	volume	yield

- Let learners read some of the words they have written.
- Mention sight words for learners to write. Guide learners to do peer editing.

E.g:

he	was	are	and
can	she	we	a
is	it	the	in

## Term 2 - Week Eight *(Lesson 16)*

### Topic:

Assessment

### Teaching Procedure:

- Prepare two, three and four-letter word cards to assess the reading progress of learners. Call learners to read the word cards.
- Write words on the board. Wipe words randomly and ask learners to write the word that has been wiped.

# ***Term 3***

*(Lessons 1~16)*

## Term 3 - Week One (Lesson 1)



### Learning Outcomes

The learner will be able to:

- ✓ associate the letter name **wW** to its corresponding sound,
- ✓ recognize the target sound in words,
- ✓ read given words that have the target sound,
- ✓ write the target letters in upper and lower case.

### Topic:

Revision of Term 2 lessons



### Teaching Procedure:

#### 1. Before Reading

- Have learners sing the following songs to revise the previous lessons (Activity 1, Activity Book)
  - Kites are flying
  - We are clicking caster nets
  - See my puppy rig the rag
  - Hear the airplane

Ask learners questions about the songs they just sung:

- ✓ Did you like the songs?
- ✓ Which of the songs did you enjoy the most?
- ✓ What have they learnt from the singing of the songs?
- ✓ Which sounds were most common in the songs you sang?
- ✓ What other words have any of the sounds in the songs sung?

#### 2. Further Practice

- Play the Sound Ball Game (Activity 6, Activity Book)
- Learners talk about how they felt playing the game.
- Have a discussion with learners on the lessons they have learnt while playing the game.



### 3. Read Words

- Lead learners to read some more words with the target sounds learnt in the previous term.



### 4. Write

- Present word cards with words having the target sounds.
- In convenient groups, have learners underline the target sounds in the words given



### TEACHING LEARNING RESOURCES

- Letter cards
- Word cards

## Term 3 - Week One (Lesson 2)



### Learning Outcomes

The learner will be able to:

- ✓ identify target letters by their names and make their sounds.
- ✓ read words with the target sound
- ✓ write short words with target sounds.

### Topic:

The Letter **wW** (its name and sound).



### Teaching Procedure:

#### 1. Review

- Use the Learner Blending Game (Activity 10, Activity Book) to revise some of the sounds of the letters learnt so far.
- Have three learners hold three letters- two consonants and a vowel.  
E.g. **aA, sS, eE, mM, tT, pP, il, oO**

#### 2. Teach New Letter Sound

- Present a letter card of the target sound and make its sound for the learners to listen and repeat.
- Learners identify the lower and the upper cases of the target sound and match them to the ones on the sound chart.
- Learners give words with the target sound and have them written on the board.

#### 3. Read Words

- Have learners read the words with the target sounds on the board.







#### 4. Write

- In convenient groups, have learners underline the target sound in the words on the board
- Have learners write the words with the sounds underlined in the exercise books.



#### TEACHING LEARNING RESOURCES

- Word cards: wet, win, web,
- Picture: web



## Term 3 - Week Two (Lesson 3)



### Learning Outcomes

The learner will be able to:

- ✓ identify the target letter by its name and make its sound.
- ✓ read words with the target sound
- ✓ write short words with the target sound.

### Topic:

The Letter **qQ** (its name and sound).

**queen**



### Teaching Procedure:

#### 1. Review

- Use the Learner Blending Game (Activity 10, Activity Book) to revise some of the sounds of the letters learnt so far.
- Have three learners hold three letters- two consonants and a vowel.  
E.g. **oO, gG, nN, hH, dD, kK, cC, lL, rR, vV, yY**

#### 2. Teach New Letter Sound

- Present a letter card of the target sound and make its sound for the learners to listen and repeat.
- Have learners identify the lower and the upper cases of the target sound and match them to the ones on the sound chart.
- Have learners give words with the target sound and have them written on the board.

#### 3. Read Words

- Have learners read the words with the target sounds on the board.





#### **4. Write**

- In convenient groups, have learners underline the target sound in the words on the board.
- Have learners write the words with the sounds underlined in their exercise books.



#### **TEACHING LEARNING RESOURCES**

- Word cards: queen, question, quail, quest
- Picture:

## Term 3 - Week Two (Lesson 4)



### Learning Outcomes

The learner will be able to:

- ✓ identify the target letter by its name and make its sound.
- ✓ read given words with the target sound.
- ✓ identify the target sound in words.

### Topic:

The Letters **zz** and its sound

### Teaching Procedure:

#### 1. Review

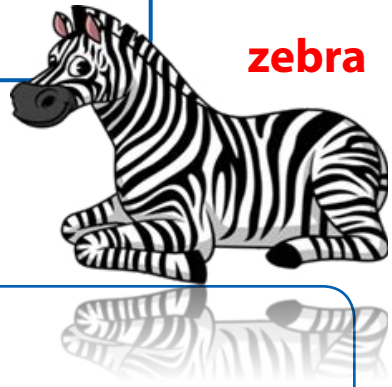
- Guide learners to play the Letter Bingo game (Activity 12) to revise the work already done. **n, h, d, k, c, l, r, v** and **y**
- Ask learners to talk about their experiences about the game. Ask them whether they would like to play again.
- Ask learners to talk about what they learnt playing the game.

#### 2. Teach New Letter Sound

- Introduce the target sound and have learners repeat the sound after you.
- Do further drills for a whole class, groups, and individuals to help consolidate the sound.
- Provide examples of words with the target sound.
- Have learners give examples of words with the target sound and have learners write them on the board.

#### 3. Read

- Have learners read words with the target sounds written on the board.





#### **4. Write**

- Ask learners to underline the target sounds in the words on the board.
- Have learners copy any three of the words on the board into their exercise books.



#### **TEACHING LEARNING RESOURCES**

- Word cards:
- Picture:

## Term 3 - Week Three (Lesson 5)



### Learning Outcomes

The learner will be able to:

- ✓ identify the target letter by its name and make its sound.
- ✓ read given words with the target sound.
- ✓ identify the target sound in words.

### Topic:

The Letters **xX** and its sound

**xylophone**



### Teaching Procedure:

#### 1. Review

- Guide learners to play the Letter Bingo game (Activity 12) to revise the work already done. **n, h, d, k, c, l, r, v** and **y**
- Ask learners to talk about their experiences about the game and whether they would like to play again.
- Ask learners to talk about what they learnt about the game.

#### 2. Teach New Letter Sound

- Introduce the target sound and have learners repeat the sound after you.
- Do further drills for the whole class, groups, and individuals to help consolidate the sound.
- Provide examples of words with the target sound.
- Have learners give examples of words with the target sound and write them on the board.

#### 3. Read

- Have learners read words with the target sounds written on the board.





#### **4. Write**

- Ask learners to underline the target sounds in the words on the board.
- Have learners copy any three of the words on the board into their exercise books.



#### **TEACHING LEARNING RESOURCES**

- Word cards:
- Picture:

## Term 3 - Week Three (Lesson 6)



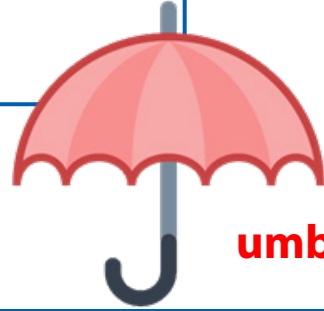
### Learning Outcomes

The learner will be able to:

- ✓ identify the target letter by its name and make its sound.
- ✓ read given words with the target sound
- ✓ identify the target sound in words

### Topic:

The Letters **uU** and its sound



**umbrella**

### Teaching Procedure:

#### 1. Review

- Guide learners to play the Letter Bingo game (Activity 12) to revise the work already done. **n, h, d, k, c, l, r, v** and **y**
- Ask learners to talk about their experiences about the game and whether they would like to play it again.
- Ask learners to talk about what they learnt playing the game.

#### 2. Teach New Letter Sound

- Introduce the target sound and have learners repeat the sound after you.
- Do further drills for the whole class, groups, and individuals to help consolidate the sound.
- Provide examples of words with the target sound.
- Have learners give examples of words with the target sound and learners should write them on the board.

#### 3. Read

- Have learners read words with the target sounds written on the board.







#### **4. Write**

- Ask learners to underline the target sounds in the words on the board.
- Have learners copy any three of the words on the board into their exercise books.



#### **TEACHING LEARNING RESOURCES**

- Word cards:
- Picture:

## Term 3 - Week Four (Lesson 7)



### Learning Outcomes

By the end of the lesson, learners will be able to:

- ✓ write at least three decodable words from target sounds learnt
- ✓ read given decodable sentences

### Topic:

Decodable Sentences

### Teaching Procedure:

#### 1. Review

- Revise high frequency/sight words.
- Have learners play the High-Frequency Word Game focusing on the words and not sentences.
- Discuss the game with the learners and ask them to mention the words used in the game.
- Have learners talk about how often they use the words.

#### 2. Read Decodable sentences

- Introduce ten of the target sounds already learnt.
- Have learners mention the target sounds and give examples of words with the target sounds.
- Play the Sound Ball Game (Activity 6) to aid the consolidation of the sounds learnt.
- Encourage the learners to form simple sentences with three-letter words and high-frequency words.
- Have learners read the decodable sentences they have written.  
e.g.
  - A cat on a mat.
  - A man and a dog.
  - A fat pet.





### 3. Reflections

- Lead the learners to reflect on the lesson for the day talking about how they felt playing the games, writing words and reading sentences.



### TEACHING LEARNING RESOURCES

- Word cards:
- Picture:

## Term 3 - Week Four (Lesson 8)



### Learning Outcomes

The learner will be able to:

- ✓ identify target letters by their names and make their sounds.
- ✓ read given decodable sentences.
- ✓ identify words in relation to sentences.

### Topic:

Vocabulary

### Teaching Procedure:

#### 1. Review

- Play the Letter / Word Bingo Games (Activity 12) to revise the names and sounds of the following letters:

**a, t, m, w, h, d, n, o, s, g**

After the game has been played, ask the following questions:

- ✓ Ask learners to share their experiences about the game and the lessons they have learnt .
- ✓ Will you like to play the game again the next time?
- ✓ Which part of the game interests you the most?
- ✓ Was a section of the game too difficult for you and why?
- ✓ Guide the learners to blend the sounds to make two or three-letter words.
- ✓ Write the learners' words on the board  
Sat, mat. Sod, saw, man, god,

#### 2. Teach the New Sound

- Put learners into convenient groups and have them put more sounds together to form more three-letter words.

#### 3. Read

- In convenient groups, have learners read the words written on the board.





#### **4. Write**

- In convenient groups, let learners write two sentences per group.
- Let learners copy one of the sentences that their group wrote.



#### **TEACHING LEARNING RESOURCES**

- Word cards:
- Picture:

## Term 3 - Week Five (Lesson 9)



### Learning Outcomes

The learner will be able to:

- ✓ identify target consonant clusters in given words.
- ✓ identify words having the target clusters at the initial position.
- ✓ read given words having the target clusters.

### Topic:

Consonant Clusters **bl, gl**

### Teaching Procedure:

#### 1. Review

- Play the Sound Ball Game to revise the letter sounds **w, q, z, x, u** already learnt.

After the game is played, ask the following questions:

- ✓ How did you find the game?
- ✓ Would you like to play the game again?
- ✓ Mention one word that your friend mentioned.



#### 2. Teach the Letter Sound

- Show a picture of the blade. Pronounce it and have learners repeat after you.
- Write the cluster **bl** on the board and the word *blade*.
- Pronounce the word blade again and have learners repeat the same word.
- Have learners form sentences with the word *blade*.



#### 3. Blending

- Blend the two sounds b and l as learners listen and repeat the blended sounds.

b	l	bl	blade
---	---	----	-------

- Introduce the other cluster gl in the same manner as you did for the cluster bl.

g	l	gl	glad
---	---	----	------

- In groups of two, have learners give words in which they hear the bl and the gl blends. Form a chart with the words of learners.

bl	blade, blast, blue, blow,
gl	glass, glad, glow, gland,



#### 4. Read

- Have learners read the words in the chart.



#### 5. Write

- In convenient groups, have learners write three words with the bl and gl blends at the initial position.
- Have learners write any two of the three words written into their exercise books.



#### TEACHING LEARNING RESOURCES

- Word cards:
- Picture: blade, glue,

## Term 3 - Week Five (Lesson 10)



### Learning Outcomes

The learner will be able to:

- ✓ identify target consonant clusters in given words.
- ✓ identify words having the target clusters at the initial position.
- ✓ read given words having the target clusters.

### Topic:

Consonant Clusters **cl**, **pl**

### Teaching Procedure:

#### 1. Review

- Play the *Lucky Dip Game* to revise the consonant clusters **bl** and **gl**.

After the game is played, ask the following questions:

- ✓ How did you find the game?
- ✓ Would you like to play the game again?
- ✓ Mention two new words that you learnt playing the game.

#### 2. Teach New Letter Sound

- Write the cluster **cl** and the word **clock** on the board. Pronounce the word and have learners do the same after you.
- Show a picture of a clock and pronounce the word again to consolidate the concept.
- Have learners form sentences with the word clock.

#### 3. Blending

- Blend the two sounds **c** and **l** as learners listen and repeat the blended sounds.

c	l	cl	clock
---	---	----	-------





- Introduce the other clusters **pl** and **fl** in the same manner as you did for the cluster **bl**.

p	l	pl	plate
f	l	fl	flag

- In groups of two, have learners give words in which they hear the cl, pl and the fl blends. Form a chart with the words of learners.

cl	Class, clock, clap, clan, close
pl	Plate, plan, plain, plantain,
fl	Flat, flow, flew, flip, flag

#### 4. Read

- Have learners read the words in the chart.

#### 5. Write

- In convenient groups, have learners write three words with the cl, pl and the fl blends at the initial position.
- Have learners write any two of the three words written into their exercise books.

#### TEACHING LEARNING RESOURCES

- Word cards:
- Picture: flag, plate, plantain, clock,

## Term 3 - Week Six (Lesson 11)



### Learning Outcomes

The learner will be able to:

- ✓ identify target consonant clusters in given words.
- ✓ identify words having the target clusters at the initial position.
- ✓ read given words having the target clusters.

### Topic:

Consonant Clusters **br**, **cr**

### Teaching Procedure:

#### 1. Review

- Play the *Consonant Blends Game* (Activity 18) to revise the consonant clusters **cl**, **pl** and **fl**.

After the game is played, ask the following questions:

- ✓ How did you like playing the game?
- ✓ Were you able to work as a team?
- ✓ If you were to play the game again, would you choose the same team members?
- ✓ Mention two new words that you learnt from the game.

#### 2. Teach New Letter Sound

- Write the cluster **br** and the word **bread** on the board. Pronounce the word and have learners do the same after you.
- Show a picture of a loaf of bread and pronounce the word again to consolidate the concept. Have learners form sentences with the word bread.

#### 3. Blending

- Blend the two sounds **b** and **r** as learners listen and repeat the blended sounds.

b	r	br	bread
---	---	----	-------



- Introduce the other cluster **cr** in the same manner as you did for the clusters.

c	r	cr	crow
---	---	----	------

- In groups of two, have learners give words in which they hear the **br** and **cr** blends. Form a chart with the words of learners.

br	bread, breed, brood, brew, bring, brush,
cr	cry, crew, crowd, cross, crest,

#### 4. Read

- Have learners read the words in the chart.

#### 5. Write

- In convenient groups, have learners write three words with the br and cr blends at the initial position.
- Have learners write any two of the three words written into their exercise books.

#### TEACHING LEARNING RESOURCES

- Word cards:
- Picture: crow



## Term 3 - Week Six (Lesson 12)



### Learning Outcomes

The learner will be able to:

- ✓ identify target consonant clusters in given words.
- ✓ identify words having the target clusters at the initial position.
- ✓ read given words having the target clusters.

### Topic:

Consonant Clusters **cr, pr**

### Teaching Procedure:

#### 1. Review

- Play the *Consonant Blends Game* (Activity 18) to revise the consonant clusters **cl**, **pl** and **fl**.

After the game, ask the following questions:

- ✓ How did you find the game?
- ✓ Would you like to play with the same team again?
- ✓ Mention two new words that you learnt playing the game.

#### 2. Teach New Letter Sound

- Write the cluster **cr** and the word **crop** on the board. Pronounce the word and have learners do the same after you.
- Show a picture of a crop and pronounce the word again to consolidate the concept.
- Have learners form sentences with the word crop.

#### 3. Blending

- Blend the two sounds **c** and **r** as learners listen and repeat the blended sounds.

c	r	cr	crop
---	---	----	------



- Introduce the other cluster **pr** in the same manner as you did for the cluster **cl**.

p	r	pr	pray
---	---	----	------

- In groups of two, have learners give words in which they hear the **cr** and **pr** blends. Form a chart with the words of learners.

cr	crop, crayon, cry
pr	pray, prey, pretty



#### 4. Read

- Have learners read the words in the chart.



#### 5. Write

- In convenient groups, have learners write three words with the cr and pr blends at the initial position.
- Have learners write any two of the three words written into their exercise books.



#### TEACHING LEARNING RESOURCES

- Word cards:
- Picture: crayons, crop,

## Term 3 - Week Seven (Lesson 13)



### Learning Outcomes

The learner will be able to:

- ✓ identify target consonant clusters in given words.
- ✓ identify words having the target clusters at the initial position.
- ✓ read given words having the target clusters.

### Topic:

Consonant Clusters **fr**



### Teaching Procedure:

#### 1. Review

- Play the *Consonant Floor Game* (Activity 20) to revise the previous blends taught.

After the game, ask the following questions:

- ✓ Was it difficult playing the game?
- ✓ Did you like how your group members played the game?
- ✓ What new words have you learnt playing the game?

#### 2. Teach New Letter Sound

- Show a picture of a frog in the class. Have children identify it.
- Write the cluster **fr** on the board and the word frog
- Pronounce the word frog again and have learners repeat it.
- Have learners form sentences with the word frog.

#### 3. Blending

- Blend the two sounds **f** and **r** as learners listen and repeat the blended sounds.

f	r	fr	frog
---	---	----	------

- In convenient groups, have learners give words in which they hear the **fr** blend.  
Form a chart with the words of learners.

fr	front, free, frog, free, freeze, frank, friend,
----	-------------------------------------------------





#### **4. Read**

- Have learners read the words in the chart.



#### **5. Write**

- Have learners play the Lucky Dip Game to consolidate the concept.
- Have learners write the words they picked during the game into their exercise books.



#### **TEACHING LEARNING RESOURCES**

- Pictures: Chalk, Dice, board, 20 performance cards, Letter cards, Sentence cards, Word cards showing target consonant blends, Consonant blends chart

## Term 3 - Week Seven (Lesson 14)



### Learning Outcomes

The learner will be able to:

- ✓ identify target consonant clusters in given words.
- ✓ identify words having the target clusters at the final position.
- ✓ read given words having the target clusters.

### Topic:

Consonant Clusters **ld**

### Teaching Procedure:

#### 1. Review

- Play the *Blends Pair Game* (Activity 19) to revise the consonant clusters **cr** and **pr**.

After the game is played, ask the following questions:

- ✓ How did you find the game?
- ✓ Would you like to play with the same team again?
- ✓ Mention two new words that you learnt playing the game.

#### 2. Teach New Letter Sound

- Write the cluster **-ld** and the word **bold** on the board. Pronounce the word and have learners do the same after you.
- Show a word card and have learners pronounce the word with the target sound.
- Have learners provide more examples and write them on the board.
- Have learners form sentences with the word crop.

#### 3. Blending

- Blend the two sounds **l** and **d** as learners listen and repeat the blended sounds.

l	d	-ld	bold
---	---	-----	------







- In groups of two, have learners give words in which they hear the **-ld** blends. Form a chart with the words of learners.

ld	World, bold, cold, sold
----	-------------------------



#### 4. Read

- Learners read the words in the chart.

#### 5. Write

- In convenient groups, have learners write three words with the -ld the final position.
- Learners write any two of the three words into their exercise books.



#### TEACHING LEARNING RESOURCES

- Word cards:
- Picture:

## Term 3 - Week Eight (Lesson 15)



### Learning Outcomes

By the end of the lesson, the learners will be able to:

- ✓ Read words with the w, q, z, x, u sounds at the initial position,
- ✓ Read words with the bl, gl, cl, pl, fl, br, gr, cr, pr, fr consonant blends at the initial position.
- ✓ Read words with consonant blend ld at the final position.

### Topic:

Revision

### Teaching Procedure:

#### 1. Review

- Play the *Sound Ball Game* (Activity 6) to revise the sounds learnt i.e. w, q, z, x, u
- Discuss the experiences of the learners playing the game and the new words learnt.
- Play the *Consonant Blends Game* (Activity 18) to revise words with the consonant blends bl, gl, cl, pl, fl, br, gr, cr, pr, fr at the initial position.
- Guide learners to form simple sentences with the words having the target blends.
- In groups, have learners play the *Blends Floor Game* (Activity 20) to consolidate the new words learnt.
- Do a general review of the games played. Ask learners to make suggestions as to the changes they wish to see made to the games.

#### 2. Write

- Have learners complete the table below:
- An example has been done for you.

bl	black, blow
gl	
cl	
fl	
cr	
gr	
fr	



### TEACHING LEARNING RESOURCES

- Word cards showing target consonant blends
- Consonant blends chart, Ball
- Chalk
- Dice
- Dice board
- 20 performance cards

## Term 3 - Week Eight (Lesson 16)



### Learning Outcomes

By the end of the lesson, the learners will be able to:

- ✓ Read words with the target letter sounds and consonant blend learnt within the term,
- ✓ Construct sentences with the words having the target sounds and consonant blends.

### Topic:

Assessment

### Teaching Procedure:

#### 1. Assessment Plan

- Reading words with the target letter sounds learnt during the term
- Reading words with target consonant blends learnt in the term.  
Construction of sentences with words form.
- Formation of oral sentences with words having the target letter sounds and consonant blends.

#### 2. Assessment Plan

- Test learners' ability to read by asking them to read a group of words with the target letter sounds and consonant blends learnt during the term.
- Test learners' sentence formation skills by asking them to form sentences with words that have the target letter sound or consonant clusters.



# ***Term 1***

(Lessons 1~16)

## Term 1 - Week One (Lesson 1)



### Learning Outcomes

The learner will be able to:

- ✓ identify the letters of the alphabet by their names and sounds.
- ✓ read words with the target sounds at the initial position.
- ✓ write words with target sounds at the initial position.

### Topic:

Revision of the names and sounds of the letters of the alphabets

### Teaching Procedure:

#### 1. Review

- Have learners sing an *Alphabet Song*.
- Using the *Letter Sound Game* (Activity 5), revise the names and sounds of the letters of the alphabet.

After the game, ask learners the following questions:

- ✓ How did you feel playing the game?
- ✓ Would you like to play the game again?
- ✓ What new letter sound did you learn?

#### 2. Read

- In groups, have learners pick letter cards, name the letter, make its sound and give a word with the sound at the initial.
- In pairs have learners pick letter cards, give the letter names, their sounds and a word which has the sound at the initial.

#### 3. Write

- In groups have learners write words beginning with **c, p, f, b, d** sounds as in *cat, peg, fan, bag and dog*.
- In pairs have learners write words beginning with **h, g, l, m** sounds and have them read their words to the class.



- Have individual learners write any three of the words written in their groups into their exercise books.



#### TEACHING LEARNING RESOURCES

- Letter cards for all the letters of the alphabet



# Term 1 - Week One (Lesson 2)



## Learning Outcomes

The learner will be able to:

- ✓ read target letters and make their corresponding sounds.
- ✓ blend target sounds to read syllables and blend syllables to read words.
- ✓ write two/ three- letter words with the target sounds.

## Topic:

Blending (sS, aA, tT, pP, nN)

## Teaching Procedure:

### 1. Review

- Use letter cards/strips to revise the names and sounds of letters by showing the target letters to learners at random and having them mention their names and making their sounds.
- Put learners into convenient groups to play the *Here I am game* ( Activity 4)

After playing the game, ask the learners the following questions:

- ✓ Did you enjoy playing the game?
- ✓ What new words did you learn?

### 2. Teach blending

- Have learners play the Learner Blending game.( Activity10)
- Demonstrate blending of sounds taught so far ( sS, aA, tT, li, pP, nN) to make two and three letter words.

E.g.: a..... t---at      n... ap ---nap      s.. at ---sat

Ask learners after the game:

- ✓ how do you find the activity?
- ✓ mention any three words formed today.

Two- letters words	Three- letter words
is, it, as, at,	nap, pan, tip, sit, sat, ant, its, pat, sip, pit



- In groups have learners practice blending sounds to form words (Activity 9 or 10).
- Have learners share the words they have formed with the rest of the class.

#### 4. Write

- Learners complete the words below with the missing letters.
  - Have learners pick word cards corresponding to the words completed.
1. s----t   2. p----t   3. t----p   4. n ----p   5. s ---- p

Reinforce the concepts with pictures.

#### TEACHING LEARNING RESOURCES

- Letter cards **sS, aA, tT, li, pP, nN**
- Word cards: *is, it, as, at, nap, pan, tip, sit, sat, ant, its, pat, sip, pit*
- Pictures (ant, pan, pit)

**pot**



**jam**



**bag**

## Term 1 - Week Two (Lesson 3)



### Learning Outcomes

The learner will be able to:

- ✓ blend target sounds to read syllables and blend syllables to read words.
- ✓ write words with the target sounds.

### Topic:

Blending (bB, dD, eE, gG, hH, kK, lL, mM, oO, rR)

### Teaching Procedure:

#### 1. Review

- Play the Letter Sound Search (Activity 2) to revise the sounds of the letters

After the game ask learners the following questions:

- ✓ Did you like the game?
- ✓ What did you learn playing the game?
- ✓ Would you like to play the game again?
- ✓ What new words did you learn?

#### 2. Teach Blending

- Learners play the Blend game. (Activity 10)

Demonstrate blending of the following sounds to form words (bB, dD, eE, gG, hH, lL, mM, oO, rR).

Examples of words to be formed from blending of the sounds: God, dog, her, bed, or, red, hem, leg, log,

Ask Learners after the game:

- ✓ How did you find the activity?
- ✓ Was it difficult forming the words?
- ✓ Mention any three words formed from the blending of the letter sounds.



### 3. Write

- In groups let learners complete the words below with the missing letters.  
1. l--g   2. l---g   3. h----m   4. r ---d   5. b ---d
- In pairs, have learners pick and read words on word cards and write them on the board,
- Let learners write any three of the words formed into their exercise books.

### TEACHING LEARNING RESOURCES

- Letter cards **bB, cC, dD, eE, gG, hH, kK, mM, oO, rR**
- Word cards: *God, dog, her, bed, or, red, hem, leg, log*
- Pictures: *log, dog, bed, leg*



**book**



**fish**



**boat**

## Term 1 - Week Three (Lesson 4)



### Learning Outcomes

The learner will be able to:

- ✓ read five high frequency/sight words
- ✓ read simple sentences which have the high frequency/sight words.
- ✓ write three to five-word sentences having at least one high frequency/sight word.

### Topic:

High Frequency /Sight Words (is, are, was, the, to)

### Teaching Procedure:

#### 1. Review

- Guide the learners to play the Learner Blending Game (Activity 10) to review the previous lesson.
- In convenient groups have learners form a sentence each with any of the words formed during the game.
- Underline the high frequency words in the sentences formed by the learners.
- Learners read the sentences again taking note of the words you have underlined.

#### 2. Vocabulary Practice

- Explain to the learners that the words you underlined are words they will meet often when they are reading. They may not also be able to pronounce them using the sounds of the letters making up these words.
- Present word cards with the high frequency/sight words (*is, are, was on, to*).
- In pairs, have learners read the high frequency/sight words.
- Guide learners to play the *High Frequency Word Game* (Activity 31).

After playing the game, ask the learners the following questions:

- ✓ What words did we use in the game?
- ✓ What did you like about the game?

- Write three sentences on the board and have learners underline the high frequency/sight words in them.
- Guide learners to use the words in simple sentences of their own orally.

Examples:

- *This is a cat.*
- *The dog is big.*
- *The pen is on the table.*

### 3. Write

- In groups have learners form a sentence which has at least one high frequency word and read it to the rest of the class.
- Have learners write a sentence each with any of the high frequency words learnt into their exercise books.
- Have them share their sentences with the class.

### TEACHING LEARNING RESOURCES

- High frequency word cards: *is, are, was, the, to*
- High frequency score cards

## Term 1 - Week Three (Lesson 5)



### Learning Outcomes

The learner will be able to:

- ✓ read given decodable sentences correctly

### Topic:

Decodable Sentences

### Teaching Procedure:

#### 1. Review

- Mount a chart of high frequency words treated in the previous lesson.
- Point randomly at words for individual learners to identify and pronounce.
- Have learners form sentences orally using given high frequency words.

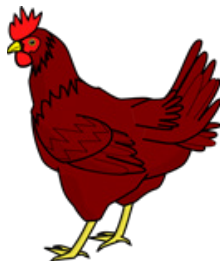
#### 2. Read sentences

- Learners read simple sentences, paragraphs or short stories from story cards. Learners read by tracking and pointing to words.

Example:

##### **The Red Hen**

The Red Hen might get wet in the rain.  
Ben, the vet puts it in the hencoop.  
Meg feeds the hen.  
Ben says, "Hen, get well soon".



- Go round to assist struggling learners.

#### 3. Write

- Learners write two sentences from the story, working in groups.
- Individual learners to write two sentences into their exercise books.





### TEACHING LEARNING RESOURCES

- Picture of a red hen, Sentence cards, Paragraph cards
- Story card: The Red Hen.



**Red hen**



## Term 1 - Week Three (Lesson 6)



### Learning Outcomes

The learner will be able to:

- ✓ read words and sentences containing consonant blends.
- ✓ write three to five-word sentences using consonant blends.

### Topic:

Consonant blends bl, cl, fl, gl (initial position)

### Teaching Procedure:

#### 1. Review

- Learners play the High Frequency Word Game (Activity 31) to revise high frequency words.

Ask the learners these questions at the end of the activity:

- ✓ Which words did we use in the game?
- ✓ Which ones were picked by your group?
- ✓ What sentences were formed during the game?



#### 2. New Letter Sounds

- Show an example of words having **bl** at the initial position. E.g. blue, blow, black.
- As learners listen, pronounce the blend and the words.
- Have learners repeat the blend and the word as a class, in groups and individually.
- Repeat the procedure with other blends.
- Explain to learners that the two sounds blend together and show how the sounds blend.



#### 3. Write

- Put up a consonant chart.
- Using the Blends Floor Game (Activity 20), have learners blend and read the words.

E.g.

<b>bl</b>	Blue	blow	blouse
<b>cl</b>	climb	close	clap
<b>fl</b>	flow	flower	flat
<b>gl</b>	glow	glass	glue

- Have learners write their own examples on the board.
- Put learners into convenient groups and give each group a set of consonant blend sounds.
- Have group members take turns to pick the cards and read the words.
- Move round the groups to monitor learners practice.

#### 4. Write

- Have learners write five words containing the blends learnt.
- Use learners' words to construct a substitution table on the board.



Ben John Comfort Chris He/She	Blue climb	blue glass black clean glittering	bags shoes watches caps pens
They  The boy	Have		

- Have learners construct sentences from the substitution table and read them out.  
E.g.
  - Comfort has black bags.
  - John has clean shoes.
  - They have glittering watches

#### TEACHING LEARNING RESOURCES

- Consonant blend cards: bl, cl, fl, gl
- Word cards: black, blue, blade, cloud, class, clap flow, flat, flood, glad, glass.

## Term 1 - Week Four (Lesson 7)



### Learning Outcomes

The learner will be able to:

- ✓ read words and sentences containing given consonant blends.
- ✓ write three to five-word sentences using consonant blends.

### Topic:

Consonant blends **nk, st, lk, nd** (final position)

### Teaching Procedure:

#### 1. Review

- Have learners play the *Blends Floor Game* (Activity 20) to revise consonant blends at initial position.

Ask the learners the following:

- ✓ What makes you happy about the game?
  - ✓ Which consonant blends did we use in the game
  - ✓ What word examples were used?
- 
- Give examples of words with the consonant blend.



#### 2. New Letter-Sounds

- Show an example of words having **nk** at the final position. E.g. ink, bank, tank
- As learners listen, pronounce the blend thrice with the corresponding words.
- Have learners repeat the blend and the word as a class, in groups and individually.
- Repeat the procedure with the other blends.





### 3. Read

- Put up a consonant chart.

Using the Blends Floor Game (Activity 20), have learners blend and read the words.

<b>nk</b>	bank	link	ink	sink
<b>lk</b>	skulk	milk	shilk	bulk
<b>st</b>	fast	best	lost	guest
<b>nd</b>	land	band	lend	send

- Have learners play the Blends Pair Game (Activity 19).
- In convenient groups, have learners create a list of words having the target consonant blends at the final position.
- Have learners show their work and discuss
- Move round the classroom to monitor learners' practice.



### 4. Write

- Have each group write two/three sentences with words having the target blends.
- Let groups share their sentences with the whole class.

### TEACHING LEARNING RESOURCES

- A basket
- Consonant blend cards : **nk, st, lk, nd**



**basket**

## Term 1 - Week Four (Lesson 8)



### Learning Outcomes

The learner will be able to:

- ✓ identify the consonant blends sk, sp, dr in words
- ✓ read words or sentences containing the target consonant blends
- ✓ write at least three / five words with each of these consonant blends **sp, sk, dr**

### Topic:

Consonant blends **sk, sp, dr** (initial position)

### Teaching Procedure:

#### 1. Review

- Have learners play the Blends Floor Game (Activity 20) to revise the blends: **bl, cl, fl, gl, nk, st, lk**.

Ask the learners:

- ✓ What makes you happy about the game?
- ✓ Which consonant blend did we use in the game?
- ✓ What word examples were used?
- Give examples of words with the consonant blends.

#### 2. New Letter Sound

- Show an example of words with sk at the initial position. E.g. Skip, skate
- As learners listen, pronounce the blend and the word.
- Have learners repeat the blend and the word as a class, in groups and individually.
- Repeat the procedure with the other blends: **sp, dr**.





### 3. Read

- Put up a consonant chart.

Using the Blends Floor Game (Activity 20), have learners blend and read the words.

<b>sk</b>	skill	skip
<b>sp</b>	spoon	spy
<b>dr</b>	dry	drive

- Learners (in convenient groups) create a list of words having the target consonant blends at the initial position and read the words out.
- Move round the classroom to monitor learners' practice.



### 4. Write

- Groups write five words containing the blends learnt and read them out to the class.

### TEACHING LEARNING RESOURCES

- Blend Cards: showing consonant blends taught **bl, cl, sk, sp**
- Word Cards: showing words with consonant blends taught: skip, skill, skate, spoon, spy, spit
- Dice, performance cards, chalk



## Term 1 - Week Five (Lesson 9)



### Learning Outcomes

The learner will be able to:

- ✓ read given decodable sentences correctly

### Topic:

Decodable Sentences

### Teaching Procedure:

#### 1. Review

- Mount a chart of high frequency words treated in the previous lesson.
- Point randomly at words for individual learners to identify and pronounce.
- Learners form sentences orally using given high frequency words.



#### 2. Read sentences

- Learners read simple sentences, paragraphs and short stories from story cards. Learners read by tracking and pointing to words.

##### **Fred fell and broke his leg**

Fred fell and broke his leg. Mother took Fred to the hospital. The nurse gave Fred some medicine and massaged his leg. Stop crying Fred, said the nurse.

*Go round to assist struggling learners.*

#### 3. Write

- Learners write two sentences from the story, working in groups.
- Individual learners to write two sentences into their exercise books.



### TEACHING LEARNING RESOURCES

- Sentence cards, Paragraph cards
- Story card.



## Term 1 - Week Five (Lesson 10)



### Learning Outcomes

The learner will be able to:

- ✓ read words or sentences with the consonant blends (bl,cl,fl,gl,nk,st,lk,nd,sp,sk) at the initial, medial and final positions.
- ✓ write three sentences with words having the target consonant blends.

### Topic:

Consonant Blends practise

### Teaching Procedure:

#### 1. Review

- Have learners play the Blend Pair Game (Activity 19) to revise the blends **sk**, **sp**, **dr**

Ask the learners:

- ✓ Which words did you pair with the blends cl, bl and sp?
- ✓ Did you find new words with the target blends?
- ✓ Which of the words do you usually use?

#### 2. Read

- Have learners observe the blends and read out the words.

initial position	medial position	final position
<b>bl</b> as in blue, blink	<b>sk</b> as in basket	<b>nk</b> as in bank
<b>cl</b> as in cloud, clot	<b>sp</b> as in suspect	<b>lk</b> as in silk
<b>fl</b> as in flat, flame		<b>st</b> as in fast
<b>gl</b> as in glass, glad		<b>nd</b> as in land

- In groups, have learners form oral sentences with the words.  
*Offer support to learners who may be struggling.*





### 3. Write

- Learners write three words containing the target consonant blends and form sentences with them.
- Let learners write their sentences on the board for the whole class to do peer editing.



### TEACHING LEARNING RESOURCES

- Blend cards showing consonant blends taught e.g. **sk, sp, dr**
- Word Cards showing words with target consonant blends taught e.g. *basket, glass, walk*

## Term 1 - Week Six (Lesson 11)



### Learning Outcomes

The learner will be able to:

- ✓ Read the high frequency words.
- ✓ read simple sentences having the high frequency words.
- ✓ write three to five- word sentences using a number of the high frequency words.

### Topic:

The High Frequency / Sight Words (go, for, have, all, come, both)

### Teaching Procedure:

#### 1. Review

- Guide learners to play the *High Frequency Word Game* (Activity 31) to revise the high frequency words.

Ask the learners:

- ✓ What words did you pick?
- ✓ Give one of the sentences given by the other groups.

#### 2. Vocabulary Practice

- Write three sentences which have the high frequency/ sight words to be taught in them. Underline the high frequency/sight words.
- Draw the learners' attention to the words you underlined- they are words they meet often when they are reading. They may not also be able to pronounce them using the sounds of the letters making up these words. They are sight words.
- Present word cards with the high frequency/sight words.
- In pairs, have learners read the high frequency/sight words.
- Write three sentences on the board and have learners underline the high frequency/sight words in them.
- Guide learners to use the words in simple sentences of their own orally.  
*Example: Go for the pot.*



### 3. Write

- In groups have learners form a sentence which has at least one high frequency word and read it to the rest of the class.
- Have learners write a sentence each with any of the high frequency words learnt into their exercise books.
- Have them share their sentences with the class.



### TEACHING LEARNING RESOURCES

- High frequency word cards: *is, are, was, the, to, for, both, have, come, all, at, go*

## Term 1 - Week Six (Lesson 12)



### Learning Outcomes

The learner will be able to:

- ✓ read given decodable stories and answer questions based on the stories
- ✓ re-tell a given story in their own words.

### Topic:

Decodable Stories

### Teaching Procedure:

#### 1. Review

- Mount a chart of high frequency words treated in the previous lessons.
- Point randomly at words for individual learners to identify and pronounce.
- Learners form sentences orally using given high frequency words.

#### 2. Before Reading

- Review learner's background knowledge about crows.
- Learners look at the picture of the crow and predict what the passage will be about.

#### 3. During Reading

- Put before reading questions on the board for learners to find answers to while reading.  
E.g. What was the crow looking for?
- Model read the text aloud and have learners echo-read the text (if need be).
- Read out words and sentences for learners to identify in the text.
- Let learners read aloud in groups and pairs and as individuals.

#### 4. After Reading

- Have learners answer questions based on the passage orally.



**Questions:**

1. What animal is the story about?
  2. Mention three things the crow flew over
  3. Why was the crow flying over things?
  4. In what did the crow find water?
- Learners write one sentence from the story into their exercise books.
  - Learners re-tell parts of the story read.

**The Thirsty Crow**

A crow flew into a village.

It was in search of water.

It flew over houses, fields and trees.

There was no water.

It found a tin which had water. The crow was happy.



**TEACHING LEARNING RESOURCES**

- Sentence cards, Paragraph cards
- Story card.
- Pictures: *crow, houses, pitcher, trees*

## Term 1 - Week Seven (Lesson 13)



### Learning Outcomes

The learner will be able to:

- ✓ identify the consonant blends sk, sp, dr in words
- ✓ read words or sentences containing the target consonant blends
- ✓ write at least three / five words with each of these consonant blends sp, sk, dr, ck

### Topic:

Consonant blends sk, sp, dr, ck (initial position / final position)

### Teaching Procedure:

#### 1. Review

- Have learners play the Sound Circle Game to revise the blends: **bl, cl, fl, gl, nk, st, lk.**

Ask the learners the following:

- ✓ What makes you happy about the game?
- ✓ Which consonant blend did we use in the game?
- ✓ What word examples were used?

- Give examples of words with the consonant blends used in the game.

#### 2. Teach New Letter-Sound

- Show an example of words having **ck** at the medial position. E.g. Skip, skate
- As learners listen, pronounce the blend and the word.
- Learners repeat the blend and the word as a class, in groups and individually.
- Repeat the procedure with the other blends: **sp, dr.**





### 3. Read

- Put up a consonant chart.
- Using Blends Pair Game (Activity 19), have learners blend and read the words.

<b>Sk</b>	skill	skip
<b>Sp</b>	spoon	spy
<b>Dr</b>	dry	drive
<b>Ck</b>	cock	duck

- Learners in (convenient) groups create a list of words having the target consonant blends at the initial position and read the words out.
- Move round the classroom to monitor learners' practise.



### 4. Write

- Groups write three words containing the blends learnt and read them out to the class.



### TEACHING LEARNING RESOURCES

- *Blend Cards: showing consonant blends taught* bl, cl, sk, sp, ck
- *Word Cards: showing consonant blend words taught* :skip, skill, skate, spoon, spy, spit, cock, duck

## Term 1 - Week Seven (Lesson 14)



### Learning Outcomes

The learner will be able to:

- ✓ read given decodable sentences correctly

### Topic:

Decodable Story

### Teaching Procedure:

#### 1. Review

- Mount a chart of high frequency words treated in the previous lesson.
- Point randomly at words for individual learners to identify and pronounce.
- Have learners form sentences orally using given high frequency words.

#### 2. Read Sentences /Story

- Learners read simple sentences, paragraphs and short stories from story cards.  
Learners read by tracking and pointing to words.

##### **Tim kept pigs**

Tim kept pigs. He was resting in the grass by a rock.

A man crept up to his pigpen and got in, Tim ran at him. The man put one of the runts in a bag and was back on the grass with one big jump. He ran off, and he was fast!

- Go round to assist struggling learners.







### 3. Write

- Put learners into convenient groups and have them write two sentences from the story.
- Individual learners write two sentences into their exercise books.



### TEACHING LEARNING RESOURCES

- Sentence cards, Paragraph cards
- Story card: Tim's Pig
- Pictures: crow, pitcher

## Term 1 - Week Eight (Lesson 15)



### Learning Outcomes

The learner will be able to:

- ✓ blend sounds to read words
- ✓ identify and read high frequency words in sentences.
- ✓ write words with target consonant blends.
- ✓ read given decodable sentences and stories.

### Topic:

Revision

### Teaching Procedure:

#### 1. Review

- Play the *Fishing Game* (21) to revise the sounds of the letters studied during the term.
- Learners blend sounds to read words. (Ss, aA, Tt, il, pP, nN)
- Play the *High Frequency Game* (Activity 31).
- Learners identify and read sentences with high frequency/sight words.
- Learners read the decodable story 'The Red Hen' and write two sentences from the story.
- Learners write two sentences having target blends.

### TEACHING LEARNING RESOURCES

- Letter Cards: s k t s p l b l
- Word Cards: skill, spill, lost, blue, flat

## Term 1 - Week Eight (Lesson 16)



### Learning Outcomes

The learner will be able to:

- ✓ identify the letters of the alphabets by their names and sounds, build simple two to four-letter words and read sight words.

### Topic:

Assessment

#### 1. Areas of assessment

- Blending of sounds to make words
- High frequency words
- Decodable stories
- Consonant blends

#### 2. Sample Assessment Plan

Blending of sounds to make words

- Learners blend any three of the sounds learnt to form words.
- Learners read the words formed.

High Frequency Words

- Learners read sentences with high frequency words.
- Learners write three sentences with at least two high frequency words.

Decodable stories

- Learners read the decodable story 'Tim's Pig'.

Consonant Blends

- Learners form words with target consonant blends.
- Learners write a sentence each having a word with a target consonant blends.



# *Term 2*

(Lessons 1~16)



## Term 2 - Week One (Lesson 1)



### Learning Outcomes

The learner will be able to:

- ✓ blend sounds to read words.
- ✓ read decodable sentences.

### Topic:

Revision

### Teaching Procedure:

#### 1. Review

- Play the Fishing Game (21) to revise the sounds of the letters studied during the term.
- Learners blend sounds to read words.(Ss, aA, Tt, il, pP, nN, oO, mM, hH)
- Play the High Frequency Game (Activity 31) to revise high frequency words.
- Learners read sentences with high frequency/sight words.
- Learners read the decodable story 'The Red Hen' and write the story in their own words.



#### TEACHING LEARNING RESOURCES

- Letter Cards: Ss,aA,Tt ,il,pP,nN,oO,mM, hH
- Pictures: red hen
- Bag, non-word cards

## Term 2 - Week One (Lesson 2)



### Learning Outcomes

The learner will be able to:

- ✓ identify spelling pattern **ee** in words.
- ✓ read words containing the target spelling patterns.
- ✓ write words having the target spelling and use it.

### Topic:

Long **ee** spelling pattern

### Teaching Procedure:

#### 1. Review

- Using the *Fishing Game* (Activity 21) have learners pick word cards and mention the words.  
e.g. seed, feet, teeth

Ask the learners the following:

- ✓ What were the words you picked from the bag?
- ✓ What is common with the words you read?

#### 2. Teach New Letter-Sounds

- Write words which contain the long ee sound on the board.

E.g:

need	teeth	feed
------	-------	------

- Have learners repeat the words after you.
- In pairs, learners give their own examples each of words having the spelling pattern.

E.g.

feel	sheep	sheet
------	-------	-------

- Write learners' examples on the board and draw their attention to the differences in spelling.





- Let learners spell the words and pronounce them. (Support learners who struggle to pronounce the words).

### 3. Read

- Write sentences with words that have the target sound.

E.g:

My father has many sheep.

The sheep feed on cassava peel.

I feel happy any time I see the sheep.

- In pairs, let learners study the sentences and identify words with the spelling pattern **ee**.
- Learners read over the sentences.



### 4. Write

- Ask learners to write the sentences on the board into their exercise books.



### TEACHING LEARNING RESOURCES

- Word cards e.g. feel, seed, see, peel, eel, heel, sheet

## Term 2 - Week Two (Lesson 3)



### Learning Outcomes

The learner will be able to:

- ✓ identify spelling pattern **ea** in words.
- ✓ read words containing the target spelling patterns.
- ✓ write words having the target spelling and use them in sentences.

### Topic:

Long **ea** spelling pattern.

### Teaching Procedure:

#### 1. Review

- Write few words which have the long ea spelling pattern on the board.

E.g:

seed	feel	Peel
------	------	------

- Have learners read the words noting the similarities in the sounds made.

#### 2. Teach New Sound

- Display word cards with words which have the long ea spelling pattern

E.g:

tea	sea	eat
-----	-----	-----

- Have learners read the words.
- Have learners compare the major sound they hear in the words with the ee and those with the ea e.g. seed and sea.
- Bring learner's attention to the similarities in the sounds heard though the sound that is being made by different combinations of letters. Indicate that they are alternatives.

E.g.

ee	ea
peel	seal







steel	meal
-------	------

- Let learners practice this in pairs.
- Ask learners to give two examples each of the two spelling patterns.

### 3. Write

- Learners copy the words on the board into their exercise books.



### TEACHING LEARNING RESOURCES

- Word cards

## Term 2 - Week Two (Lesson 4)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling pattern **or** in words.
- ✓ read words having the target spelling pattern.
- ✓ write words indicating the target spelling pattern.

### Topic:

Spelling pattern "or" as in sort, port.

### Teaching Procedure:

#### 1. Review

- Revise spelling pattern ea, using *Find My Pair Game* ( Activity 23)

Ask the learners the following:

- ✓ was it difficult finding the pairs?
- ✓ Which pair did you find?
- ✓ Was it difficult finding the twins?

- Have learners give more examples of words with the spelling pattern.

#### 2. Teach New Sound

- Write words which have the spelling pattern **or** on the board.

E.g:

sort	Port	abort
------	------	-------

- Have a pronunciation drill on the words,
- Put the words in sentences and have learners read them to get the meaning from context.
- In pairs, learners give their own examples each of words having the spelling pattern.

E.g.

or	ort	horde	bord	cord
----	-----	-------	------	------



- Write learners' examples on the board.
- Let learners spell the words and pronounce them. (support learners who struggle to pronounce the words).



### 3. Write

- Ask learners to write any four of the words which have the spelling pattern into their exercise books.



### TEACHING LEARNING RESOURCES

- Word cards: sort, port, abort, cord
- Spelling pattern cards

## Term 2 - Week Three (Lesson 5)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling patterns or in words.
- ✓ read words having the target spelling pattern.
- ✓ Write words indicating the target spelling pattern.

### Topic:

Spelling pattern or and its alternative spelling aw and au.

### Teaching Procedure:

#### 1. Review

- Have learners play the *Find My Pair Game* (Activity 23) to revise the spelling pattern or

sort	abort	cord
------	-------	------

- Learners read the words.
- Draw learners' attention to the **or** sound.

#### 2. Teach New Letter-Sounds

- Display word cards indicating the alternative spelling patterns aw and au  
E.g:

aw	au
saw	August
awesome	aural

- Learners compare the "or" spelling pattern to the alternative aw and au by pronouncing them.

E.g.

or	aw	au
horde	awe	audio
sort	saw	audible





- Let learners' practice this in pairs.
- Ask learners to give two examples each of the spelling patterns on the board.

### 3. Write

- Learners copy the words on the board into their exercise books.



### TEACHING LEARNING RESOURCES

- Word cards: saw, aura, August, awesome

## Term 2 - Week Three (Lesson 6)

### Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling pattern **ar** in words.
- ✓ read words having the target spelling pattern.
- ✓ write words indicating the target spelling pattern.

### Topic:

Spelling pattern **ar** as in car.

### Teaching Procedure:

#### 1. Review

- Revise the lesson on spelling pattern **aw** and **au**. Play the *Find My Pair Game* (Activity 23). Ask learners to share their experiences playing the game.
- Write the examples of the learners on the board.

e.g:

<b>aw</b>	<b>au</b>
awe	audio
saw	audible

#### 2. Teach New Letter-Sounds

- Write words which contain the spelling pattern **ar** on the board.
- Have a pronunciation drill on the words.
- Form sentences with the words and have learners read them.
- Ask learners to give examples of words having the **ar** spelling pattern.
- Write learners' examples on the board.
- Let learners spell the words and pronounce them.

#### 3. Write

- Ask learners to write five of the words in their exercise books

### TEACHING LEARNING RESOURCES

- Special spelling pattern cards

# Term 2 - Week Four (Lesson 7)



## Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns **oo** words.
- ✓ read words with the target spelling pattern.
- ✓ write sentences using words with the target spelling pattern.

## Topic:

Spelling pattern oo.

## Teaching Procedure:

### 1. Review

- Guide learners to play the *Bus Game* (Activity 22) to revise the spelling pattern or. *For learners with speech difficulties, allow them to pick whilst another learner reads the word.*

Ask Learners after the game:

- ✓ Did you find a sound to join the bus?
- ✓ What words did you read?
- ✓ Allow multiple means of expressions.

### 2. Teach New Letter-Sound

- Write words which contain the long oo spelling pattern on the board e.g. too, loose, smooth, spoon, zoo.
- As learners listen, point to the word loose as you pronounce it.
- Learners pronounce the word twice after you (stress the long u sound). Have them say the sound they hear in the middle of the word. Repeat the procedure to teach smooth, spoon, zoo, and too.
- In pairs, let learners give examples of words having the long u sound e.g. pool, root, school,
- Write learners' examples on the board and let them spell and pronounce the words. E.g.

moon	food	booth	boot	book
------	------	-------	------	------





### 3. Write

- Let learners write two words with the spelling pattern **oo**
- Note: allow learners to express themselves freely by either drawing, touching, observing words with **oo** sounds



#### TEACHING LEARNING RESOURCES

- Bus Game/ word cards



## Term 2 - Week Four (Lesson 8)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns ue in words.
- ✓ read words with the target spelling pattern.
- ✓ write sentences using words with the target spelling pattern.

### Topic:

Spelling pattern ue.

### Teaching Procedure:

#### 1. Review

- Guide learners to play the *Bus Game* (Activity 22) to revise the spelling pattern oo.  
*For learners with speech difficulties, allow them to pick whilst another learner reads the word.*

Ask Learners after the game:

- ✓ Did you find a sound to join the bus?
- ✓ What words did you read?
- ✓ Allow multiple means of expressions.



#### 2. Teach New Sound

- Write words which contain the **ue** spelling pattern on the board  
e.g. blue, true, glue.
- Have a pronunciation drill on the words one at a time (stress the long u sound).
- Form three sentences with the words to bring out their meanings in context.  
Underline the words blue, true and glue e.g. the pen is blue.
- Learners read the sentences paying particular attention to the words with the **ue** spelling pattern.
- Learners make the common sound they hear in the words underlined.
- In pairs, let learners give examples of words having the pattern,



- Write learners' examples on the board and let them spell and pronounce the words.

E.g.

clue	due	sue
------	-----	-----

- Guide learners to recognise that the spelling patterns oo and ue produce the same sound.

### 3. Write

- Let learners write two words each from oo and its alternative pattern **ue**.  
Note: allow learners to express themselves freely by either drawing, touching, observing words with oo sounds.

### TEACHING LEARNING RESOURCES

- Word tickets

## Term 2 - Week Five (Lesson 9)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns **u-e** in words as alternative to **oo**.
- ✓ identify spelling patterns **u-e** in words and sentences.
- ✓ read words with the target spelling patterns.
- ✓ write sentences using words with the target spelling pattern.

### Topic:

*Spelling pattern u-e as alternative to oo*

### Teaching Procedure:

#### 1. Review

- Review the spelling pattern oo with learners
- Using word cards, have learners identify the target spelling pattern and the sound it produces.  
Note: allow children to create multiple activities with oo sounds.
- Learners give more examples of words with the spelling pattern.

E.g.

cool	pool	food	boot	moon
------	------	------	------	------



#### 2. Teach alternative sound

- Write words which contain the **u-e** spelling pattern on the board  
e.g. flute, Luke, produce
- A pronunciation drill on the words one at a time (stress the long u sound).
- Form three sentences with the words to bring out their meanings in context.  
Underline the words blue, true and glue e.g. He plays a flute.
- Learners read the sentences paying particular attention to the words with the u-e spelling pattern.
- Learners make the common sound they hear in the words underlined.
- In pairs, let learners give examples of words having the pattern.



- Write learners' examples on the board and let them spell and pronounce the words them.

e.g:

flute	Luke	produce
-------	------	---------

### 3. Write

- Learners write two sentences each with words having the u-e pattern.  
Note: attend to learners who need extra help as others are writing.

### TEACHING LEARNING RESOURCES

- Word tickets

## Term 2 - Week Five (Lesson 10)



### Learning Outcomes

The learner will be able to:

- ✓ recognise spelling pattern **ir** in words.
- ✓ read words containing the target spelling pattern.
- ✓ write words having the target spelling and use them in sentences.

### Topic:

Spelling Pattern **ir**

### Teaching Procedure:

#### 1. Review

- Write **oo** and **u-e** spelling pattern words on the board and take learners through their pronunciations.
- Clean the words one at a time and ask learners to spell the words that were cleaned.



#### 2. Teach New Sound

- Write words which contain the long **e** sound on the board  
e.g.

girl	bird	first
------	------	-------

- Learners repeat the words after you.
- In pairs, learners give their own examples each of words having the spelling pattern.

E.g.

birth	shirt	firm	dirt	skirt
-------	-------	------	------	-------

- Write learners' examples on the board and draw their attention to the differences in spelling.
- Let learners spell the words and pronounce them.





### 3. Read

- Write sentences with words that have the target sound. E.g. *dirt, first, girl, shirt*.
- In pairs, let learners study the sentences and identify words having the spelling pattern **ir**.



### 4. Write

- Dictate the words *dirt, first, girl, shirt* to learners to write into their exercise books.

Note: Make room for oral answers.

### TEACHING LEARNING RESOURCES

- Word cards e.g. *dirt, first, girl, shirt*



## Term 2 - Week Six (Lesson 11)



### Learning Outcomes

The learner will be able to:

- ✓ identify the target spelling pattern **er** in words.
- ✓ read words having the target spelling patterns.
- ✓ read sentences with words having the target spelling pattern.

### Topic:

Spelling pattern **er**

### Teaching Procedure:

#### 1. Review

- Revise the spelling pattern **ir**, using the Fishing Game (Activity 21).
- Learners give examples of words having the spelling pattern **ir**. E.g. *dirt, first, girl, shirt*.

Ask Learners after the game:

- ✓ What were the words you picked from the bag?
- ✓ What is the spelling pattern for the words you mentioned?
- ✓ Are there other words you can identify that has the spelling pattern for **ir**?



#### 2. Teach New Sound

- Write words which contain the long e sound on the board
- Say words which contain the long e sound on the board.

e.g.

her	herd	fern
-----	------	------

- Guide learners to pronounce the words; have learners repeat the words after you.
- In groups, learners give their own examples of words having the spelling pattern.  
e.g. *herb, herd, her, herm*
- Write learners' examples on the board.
- Let learners spell the words and pronounce them.





### 3. Write

- In pairs, learners write/say three words using their own examples of words having the spelling pattern er.
- Have them write their words on the board for the whole class to edit.
- Learners say their word for the whole to hear and correct.
- Dictate words for learners to write in their exercise books.

Note: allow multiple tasks for all learners.

herb	fern	herd	her	heard
------	------	------	-----	-------

### TEACHING LEARNING RESOURCES

- Word cards e.g. herb, herd her, herm,



# Term 2 - Week Six (Lesson 12)



## Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns **ir** and **er** alternatives
- ✓ read words containing the target spelling patterns.
- ✓ write words having the target spelling patterns and use them in sentences.

## Topic:

Spelling Pattern Review

## Teaching Procedure:

### 1. Review

- Review the spelling pattern **er** with learners. Have learners play the Bus Game (Activity 22).

After the game ask the following questions:

- ✓ How many new words have you learnt from playing the game?
- ✓ How was it like boarding the bus with your ticket?
- ✓ What was the most common sound you heard in all the words?

- Have learners form more sentences with words used in game.

*Address any difficulties that learners may still have playing the game.*

- Have learners play the Fishing Game (Activity)

### 2. Compare sounds

- Write words which have the spelling pattern **ir** and **er** .
- Learners read the words paying particular attention to the similarities in the sound of the words from A and those from B though spelt differently.

e.g:

A	B
bird	herd
shirt	herb
girl	her
dirt	germ



- In pairs, learners give their own examples of words having the spelling patterns.
- Write learners' examples on the board and draw their attention to the differences in spelling.
- Learners spell the words and pronounce them.

### 3. Write

- Learners write any five of the words learnt.
- Allow for oral answers for learners who may have difficulties with writing.

### TEACHING LEARNING RESOURCES

- A bag, cards with target sounds, distracters, tickets

## Term 2 - Week Seven (Lesson 13)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns **ur** in words as alternative to **ir**.
- ✓ identify spelling patterns **ir**, and **ur** in words and sentences.
- ✓ read words with the target spelling patterns.
- ✓ write words with the target spelling pattern.

### Topic:

Spelling Patterns

### Teaching Procedure:

#### 1. Review

- Revise the spelling pattern **ir**, using the *Fishing Game* (Activity 21).
- Learners give examples of words having the spelling pattern **ir**.  
E.g. *dirt, first, girl, shirt*.

Ask the pupil:

- ✓ What were the words you picked from the bag?
- ✓ What is the spelling pattern for the words you mentioned?
- ✓ Are there other words you can identify that has the spelling pattern for **ir**?



#### 2. Teach New Sound

- Write words which have the target pattern e.g. *church, curl, curve, fur, and curfew*.
- Guide learners to pronounce the words; have learners repeat the words after you.
- In groups, learners give their own examples of words having the spelling pattern.  
E.g. *curse, purse, curb, purple*.
- Write learners' examples on the board and draw their attention to the differences in spelling.
- Let learners spell the words and pronounce them.



### 3. Sound Practice

- Practice pronunciation using learners' examples: learners pick and read from word cards bearing words having the spelling pattern.
- Learners form words using the following examples: *church, curl, curve, fur*.
- Learners read through the words and identify the words with the long e sound in pairs.
- Dictate words for learners to write in their exercise books.

#### TEACHING LEARNING RESOURCES

- Spelling pattern chart



# Term 2 - Week Seven (Lesson 14)



## Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling pattern **sh** in words.
- ✓ read words having the target spelling pattern.
- ✓ Write words indicating the target spelling pattern.

## Topic:

Spelling pattern **sh**

## Teaching Procedure:

### 1. Review

- Put up a spelling pattern chart for words with the **ir** pattern.
- Learners read the words on the chart mounted.

e.g:

ir	
girl	shirt
bird	dirt

N.B. Guide learners to set rules governing the lesson to ensure class management

- Learners identify the common sound they hear in all the words.



### 2. Teach New Sound

- Write words which contain the **sh** spelling pattern on the board
- e.g. ship, shirt, sheet
- Have a pronunciation drill on the words one at a time. Reinforce the concepts with pictures of the words.
- Form three sentences with the words to bring out their meanings in context.
- Learners read the sentences paying particular attention to the words with the **sh** spelling pattern.
- Learners make the common sound they hear in the words underlined.



- In pairs, let learners give examples of words having the pattern.
- Write learners' examples on the board and let them spell and pronounce the words them.

e.g.:

Shoe, show, shore, shoal, shell, shovel

- Write learners' examples on the board.
- Let learners spell the words and pronounce them.

### 3. Write

- Ask learners to write five of the words in their exercise books
- Ask oral responses from learners who are unable to write.



### TEACHING LEARNING RESOURCES

- Spelling pattern chart



## Term 2 - Week Eight (Lesson 15)



### Learning Outcomes

The learner will be able to:

- ✓ read words with target spelling patterns learnt in term two.
- ✓ read decodable sentences or stories.
- ✓ construct sentences with words with target spelling patterns learnt.

### Topic:

Revision

### Teaching Procedure:

#### 1. Review

- Play the *Sound Ball Game* (Activity 6) to revise the spelling patterns **sh** and **ir**.
- Ask learners to talk about their experiences playing the game now and when they first played it.
- Let learners give new words they have learnt playing the game.
- Write the new words learnt on the board.
- Encourage the class to form sentences with the new words orally.
- Put learners into convenient groups and let them play *Find My Pair Game* (Activity 23) to revise the spelling patterns **ur** and **ar**.
- Learners discuss their experiences working as a group in playing the game.
- Let learners give new words they have learnt playing the game.

#### 2. Read

- Play the *Bus Game* (Activity 22) to encourage the learners to read the new words that have emerged during the playing of the two previous games. Have learners form oral sentences with the words.

#### 3. Write

- Learners construct two sentences with any two of the words learnt into their exercise books.
- Allow learners who have difficulties with writing give oral responses.



# Term 2 - Week Eight (Lesson 16)



## Learning Outcomes

The learner will be able to:

- ✓ identify the spelling patterns studied.
- ✓ recognise and read words containing the target spelling patterns.
- ✓ read simple decodable stories and answer questions based on them.

## Topic:

Assessment

## 1. Areas of assessment

- Spelling patterns

## 2. Sample Assessment Plan

Get learners relaxed before the examination. Have them know that this is aimed at finding out what they can do best.

- Let learners write two words under each of the spelling patterns below:

ur	ir	ue	sh	or

- Learners read their words to their friends.
- Learners write two sentences with any of the words they have written.





# ***Term 3***

*(Lessons 1~16)*



## Term 3 - Week One (Lesson 1)



### Learning Outcomes

The learner will be able to:

- ✓ recognize the spelling patterns **sh**, **ir**, **ur** and **ar** in words
- ✓ read words having the target spelling pattern
- ✓ write words having the target spelling

### Topic:

Revision lesson

### Teaching Procedure:

#### 1. Review

- Play the *Sound Ball Game* (Activity 6) to revise the spelling patterns **sh** and **ir**.
- Ask learners to talk about their experiences playing the game now and when they first played it.
- Let learners give new words they have learnt playing the game.
- Write the new words learnt on the board.
- Encourage the class to form sentences with the new words orally.
- Put learners into convenient groups and let them play Find My Pair Game (Activity 23) to revise the spelling patterns **ur** and **ar**.
- Have them discuss their experiences working as a group in playing the game.
- Let learners give new words they have learnt playing the game.

#### 2. Read

- Play the *Bus Game* (Activity 22) to encourage the learners to read the new words that have emerged during the playing of the two previous games.

#### 3. Write

- Have learners write or say any five of the new words learnt into their exercise books.

## Term 3 - Week One (Lesson 2)



### Learning Outcomes

The learner will be able to:

- ✓ recognize spelling pattern **ng** in words
- ✓ read words having the target spelling pattern
- ✓ write words having the target spelling

### Topic:

Special Spelling Pattern **ng** as *sing, ring, king, ring*

### Teaching Procedure:

#### 1. Review

- Use the *Word Search Game* (Activity 28) to revise the **sh** sound

After the game, ask the following questions:

- ✓ How did you find the game?
- ✓ Which new word have you learnt playing the game?

#### 2. New Spelling

- Show pictures of a ring, a king and a swing and have learners identify the pictures by name.

#### 3. Practice Sound

- Write the words *king, sing, ring*, on the board.
- Learners read the words and identify the common sound in the words.
- Learners give more examples of words that contain the **ng** sound.
- Form sentences with the words and guide learners give the meaning of the words as used in the sentences.  
e.g.
  - i. This is a king
  - ii. Draw a long line
  - iii. He speaks many languages
  - iv. Your answer is not wrong





#### 4. Read sentences

- In groups, have learners do a Pick and Read Activity (Activity 16)



#### 5. Read sentences

- Learners copy the words into their exercise books
- Learners move into their groups to write sentences with the words. Move round the groups to help struggling learners.
- Invite groups to write two of their sentences on the board
- Guide learners to do peer editing of sentences presented by the groups



#### TEACHING LEARNING RESOURCES

- Pictures of a king, ring, and a swing
- Word card, letter cards



king



ring



swing

## Term 3 - Week Two (Lesson 3)



### Learning Outcomes

The learner will be able to:

- ✓ recognize spelling pattern **nk** in words
- ✓ read given words with the target spelling pattern
- ✓ write words having the target spelling
- ✓ read decodable sentences containing words that have the spelling patterns
- ✓ write words with the target spelling pattern

### Topic:

Special Spelling Pattern **nk** as ink, sink,

### Teaching Procedure:

#### 1. Review

- Use the Word Search Game (Activity 28) to revise the **ng** sound

After the game, ask the following questions:

- ✓ How easy did you find the game?
- ✓ Which new word have you learnt playing the game?
- ✓ If you were to play the game again, would you have loved to maintain your teammates?

#### 2. Teaching New Spelling

- Introduce the spelling pattern **nk** as in ink, sink, in given words.
- Learners listen to words with the nk spelling pattern and let them identify the target sound. Ask learners to pronounce the words. Allow them provide their own examples.

#### 3. Read Words

- post a chart with the words on the board and have the class, groups, pairs and individuals read the words.
- Let learners play the Pick and Read Game (Activity 16) to read the words.



#### 4. Read Sentences

- Pair up learners to form sentences with the words orally.
- Write some of the sentences on the board. Learners echo-read the sentences.
- Working in pairs, learners read the sentences aloud to each other.
- Learners copy the sentences into their exercise books.



#### TEACHING LEARNING RESOURCES

- Word chart, word cards, sentence cards



## Term 3 - Week Two (Lesson 4)



### Learning Outcomes

The learner will be able to:

- ✓ read given decodable sentences correctly

### Topic:

Decodable Stories

### Teaching Procedure:

#### 1. Review

- Mount a chart of high frequency words treated in the previous lesson.
- Point randomly at words for individual learners to identify and pronounce.
- Learners form sentences orally using given high frequency words.

#### 2. Read Sentences

- Learners read simple sentences, paragraphs and short stories from story cards. Learners read by tracking and pointing to words.

##### The Red Hen

The Red Hen might get wet in the rain.  
Ben, the vet puts it in the hencoop.  
Meg feeds the hen.  
Ben says, "Hen, get well soon".



- Go round to assist struggling learners.

#### 3. Write

- Learners write two sentences from the story, working in groups.
- Individual learners write two sentences into their exercise books.





### TEACHING LEARNING RESOURCES

- Picture of a red hen, Sentence cards, Paragraph cards
- Story card: The Red Hen.



## Term 3 - Week Three (Lesson 5)



### Learning Outcomes

The learner will be able to:

- ✓ recognize the variant sounds for c as in can't and centre
- ✓ read given words with the target spelling pattern
- ✓ write words having the target sound
- ✓ read decodable sentences containing words that have the spelling patterns
- ✓ write words with the target spelling pattern

### Topic:

Special Spelling Pattern **c** as *cat, cup, cut*; and **c** as in *center, cease*

### Teaching Procedure:

#### 1. Review

- Revise the ng and nk spelling patterns. Have learners underline words with the patterns in sentences on sentence cards.



#### 2. Teach New Letter Sound

- Show pictures of objects having the target sound. e.g. cup, cat, circle
- Learners identify the objects by their names. Write the names of the objects on the board.
- Learners identify the beginning letters and their sounds
- Learners give more examples with the two sounds



#### 3. Read Words

- Build a T-Chart with the learners' examples
- Read the words as learners listen. Learners echo-read the words
- Teach the meaning of the words in context

#### 4. Read Sentences

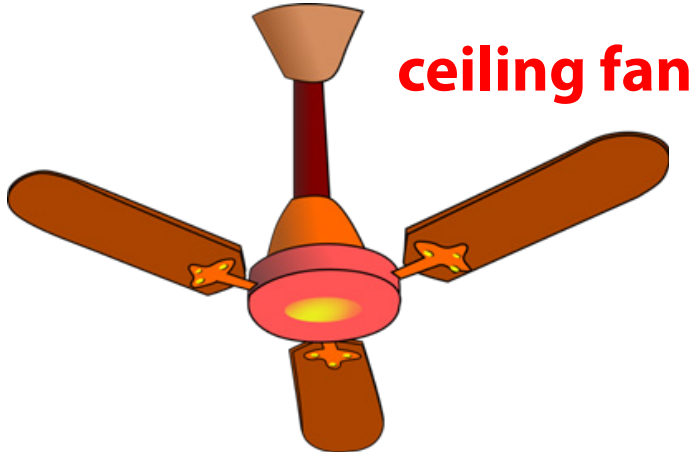
- Pair up learners to form sentences with the words orally.
- Write some of the sentences on the board. Learners echo-read the sentences.
- Working in pairs, learners read the sentences aloud to each other.
- Learners copy the sentences into their exercise books.





### TEACHING LEARNING RESOURCES

- Pictures showing cup, cat, ceiling fan
- Sentence cards



**ceiling fan**



**cat**



**cup**

## Term 3 - Week Three (Lesson 6)



### Learning Outcomes

The learner will be able to:

- ✓ recognize the variant sounds for g as in goat, girl, and g as in giraffe
- ✓ read given words with the target sounds
- ✓ write words having the target sound
- ✓ read decodable sentences containing words that have the spelling patterns

### Topic:

Special Spelling Pattern g as goat, girl, leg; and g as in giraffe

### Teaching Procedure:

#### 1. Review

- Use the *Sound Ball Game* (Activity 6) to review words that begin with the variant sounds of c as in *cup* and *cease*.

Ask the learners these questions after the game:

- ✓ What were the sounds mentioned by those who threw the ball?
- ✓ What is the difference in the pronunciation?

- Mention two words that have the variant sounds of c

#### 2. Teach New Letter Sound

- Show pictures of objects having the target sound .e. g. goat, girl, giraffe
- Learners identify the objects by their names. Write the names of the objects on the board.
- Learners identify the beginning letters and their sounds.
- Learners give more examples having the two sounds.

#### 4. Read Words

- Build a T-Chart with the learners' examples
- Read the words as learners listen. Learners echo-read the words
- Teach the meaning of the words in context





### 5. Read Sentence

- Pair up learners to form sentences with the words orally.
- Write some of the sentences on the board. Learners echo-read the sentences.
- Working in pairs, learners read the sentences aloud to each other.
- Learners copy the sentences into their exercise books.



### TEACHING LEARNING RESOURCES

- Pictures showing; girl, goat, giraffe



girl



giraffe



goat

## Term 3 - Week Four (Lesson 7)



### Learning Outcomes

The learner will be able to:

- ✓ recognize the spelling pattern **gh** as in laugh, rough and **ph** as in phone, photo
- ✓ read given words with the target spelling pattern
- ✓ write words having the target sounds
- ✓ read decodable sentences containing words that have the spelling patterns
- ✓ write words with the target spelling pattern

### Topic:

Special Spelling Pattern gh-f as laugh, rough; and ph as in photo, phone

### Teaching Procedure:

#### 1. Review

- Play the Sound/Word Ladder Game (Activity 7) to review the variant sounds of **gG**

Ask learners these questions after the game:

- ✓ How easy did you find the game?
- ✓ What is the difference in the pronunciation?

- Mention two words that have the variant sounds of **g**

#### 2. Teach New Letter Sound

- Show the letter card ff. Have learners identify the name and sound and give example of words beginning and ending with the sound.
- Present real objects-phone, photograph. Have learners mention names of objects and identify the initial sound of the words.
- Write learners' examples on the board.
- Learners give more examples of words with the spelling pattern ph. E.g. nephew, elephant, orphan, phone, autograph, pharmacy
- Teach the meaning of the words with pictures/ in context
- Follow the same steps to teach the gh words





### 3. Read Words

- Let learners take turns to read sentences involving words with the target spelling pattern on sentence cards.

Ask learners the following questions:

- Mary took a photograph**ph**
- My father has a new **ph**one
- I bought medicine from the **ph**armacy
- There are ele**ph**ants at the zoo



### 4. Write

- In pairs, learners write sentences with words with the two spelling patterns **ph** and **gh**
- Have learners peer edit their sentences



### TEACHING LEARNING RESOURCES

- Word cards showing ph and gh words.
- Sentences cards showing sentences in the read sentences section

## Term 3 - Week Four (Lesson 8)



### Learning Outcomes

The learner will be able to:

- ✓ recognize the spelling pattern **ch** as in chorus, Christmas in words
- ✓ read given words with the target spelling pattern
- ✓ write words having the target sounds
- ✓ read decodable sentences containing words that have the spelling patterns

### Topic:

Special Spelling Pattern **ch-k** as in Christ, chorus

### Teaching Procedure:



#### 1. Before Reading

- Play the My Pair Game (Activity23) to review the variant sounds of **gh-f**.

Ask learners these questions after the game:

- ✓ What are the words with the spelling pattern **gh** that you found?
- ✓ Was it easy identifying the spelling pattern?

- Mention two words that have the variant sounds of **gh-f**.



#### 2. Teach New Letter Sound

- Introduce the spelling pattern **ch-k** as in chorus, Christ, Christmas through words.
- Learners listen to words from an audio. Let them identify the common sound **ch-k**.
- Ask learners to pronounce the words from the audio. Have them provide their own examples.
- Write learners' examples on the board.
- Learners give more examples of words with the spelling pattern **ch-k**. E.g. Christ, Christmas, chorus.
- Guide learners get the meaning of the words in context.





### 3. Read Sentences

- Let learners take turns to read sentences involving words with the target spelling pattern on sentence cards.
  - i. My **teacher** writes on the board with a **chalk**.
  - ii. We celebrate **Christmas** in December.
  - iii. Mensah is a member of the school **choir**.



### 4. Write

- In pairs, learners write sentences with the words involving the two spelling patterns ch-k.
- Have learners peer edit their sentences.



### TEACHING LEARNING RESOURCES

- Word cards showing ch-k words.
- Sentences cards showing sentences in the read sentences section.



## Term 3 - Week Five (Lesson 9)



### Learning Outcomes

The learner will be able to:

- ✓ associate the spelling pattern **ch** (j) as in chef, chalk, Chicago
- ✓ read given words with the target spelling pattern
- ✓ write words having the target sounds

### Topic:

Special Spelling Pattern **ch** (j) as in Chicago, chicken, cheese

### Teaching Procedure:

#### 1. Review

- Use the *Sound Ball Game* (Activity 6) to review pronunciation of words having the spelling pattern ch as in *chorus*.



#### 2. Teaching new spelling

- Introduce the spelling pattern ch-(j) as in chalk, through words.
- Learners listen to several words with the target sound and identify the common sound (j).
- Ask learners to pronounce the words.
- Learners give more examples having the sound.



#### 3. Read Words

- Write learners' examples on the board.
- Learners say the words; church, chicken, cheese, Chicago and make the initial sound in groups.
- Write learners example on the board
- In groups, have learners form two sentences with any two of their examples on the board.
- Invite groups to read out their sentences to the class.



### TEACHING LEARNING RESOURCES

- Word cards, ball



## Term 3 - Week Five (Lesson 10)



### Learning Outcomes

The learner will be able to:

- ✓ recognize the spelling pattern **o** as in *okro*, *open*, and **u** as in *union*.
- ✓ read given words having the target sounds
- ✓ read sentences with the target spelling patterns
- ✓ write words having the target sounds

### Topic:

Special Spelling Pattern **o** as in *okro*, *open*, *onion* and **u** as in *universe*, *union*

### Teaching Procedure:

#### 1. Review

- Revise the spelling pattern **ch-(j)** using the *Fishing Game* (Activity 6)

Ask these questions after the activity:

- ✓ What are some of the words we read out?
- ✓ What is the common running sound in the words you found?
- ✓ How easy was it working with your team mates?

#### 2. Teaching new spelling

- Let learners read out sentences below for learners to listen.
- Read a second time and have learners repeat after you.
  - i. The windows are opened.
  - ii. There are five oceans in the world.
  - iii. My mother prepared banku with okra stew yesterday.
- Guide learners to explain the words as they used in the sentences.
- Learners identify the common sound in the underlined words.
- In convenient groups, elicit more examples from learners
- Build a T-Chart with learners' examples.

#### 3. Read Words

- Write learners' examples on the board.
- In convenient groups, have learners read words with the target sound





#### **4. Write**

- In convenient groups, have learners pick three words to form sentences.
- Invite groups to read out their sentences to the class.
- Learners copy the sentences into their exercise books.



#### **TEACHING LEARNING RESOURCES**

- Sentence cards
- Non-fish words. Word cards

## Term 3 - Week Six (Lesson 11)



### Learning Outcomes

The learner will be able to:

- ✓ read high frequency words/ sight words
- ✓ read given decodable sentences

### Topic:

Sight Words/ High Frequency Words: is, are, was, the, to

### Teaching Procedure:

#### 1. Review

- Play the *High Frequency Word Game* (Activity 31) to revise the high frequency words is, are was, the, to, go.
- Learners construct sentences with the words.

#### 2. Vocabulary Practice

- Introduce the high frequency words off, make, made, now, have, done.
- Learners read the words. Assist learners who may have difficulty reading the words.
- Learners form sentences with the words read orally.

e.g.

- ✓ The light is off.
- ✓ They have a bag.
- ✓ Have you done the work?

#### 3. Read sentences

- Guide learners to form sentences with the sight words and the decodable words learnt so far.
- Make learners read words as a whole class, in convenient groups, in pairs and individually.
- Write some of learners' examples on the board.





#### **4. Write**

- Learners write five simple sentences into their exercise books.
- Learners peer edit their work.



#### **TEACHING LEARNING RESOURCES**

- Word cards (sight words)

## Term 3 - Week Six (Lesson 12)



### Learning Outcomes

The learner will be able to:

- ✓ identify target consonant clusters in given words.
- ✓ identify words having the target clusters at the final position.
- ✓ read given words having the target clusters.

### Topic:

Consonant Clusters nk, st, lk (final position)

### Teaching Procedure:

#### 1. Review

- Play the *High Frequency Word Game* (Activity 18) to revise high frequency words.

After the game is played, ask the following questions:

- ✓ How easy did you find the game?
- ✓ Mention some high frequency words each team picked?
- Form two sentences with the high frequency words.

#### 2. Teach New Letter Sound

- Write examples of words with the cluster nk at the final position e.g. ink, sink.
- Pronounce the word and have learners do same after you.
- Learners form sentences with the word.
- Repeat the procedure with the other blends.

#### 3. Read

- Put up a consonant chart. Using the *Blends Floor Game* (Activity 20), have learners blend and read the words.

#### 4. Blending

- Blend the two sounds as learners listen and repeat the blended sounds.

n	k	nk	ink, sink, pink,
---	---	----	------------------



- Introduce the other clusters **st**, **lk** in the same manner as you did for the cluster **nk**

s	t	st	fast, chest, boost
---	---	----	--------------------

l	k	lk	chalk, folk, bulk
---	---	----	-------------------

- Read the words to learners. Have learners echo read the words in small groups, in pairs and individually.

st	boost ,list, best
lk	chalk, bulk, folk

### 5. Read

- Have learners read the words in the chart.

### 6. Write

- In convenient groups, have learners write three words with the **nk**, **st**, and **lk** blends at the final position.
- Learners write any two of the three words in their exercise books.



### TEACHING LEARNING RESOURCES

- Word cards, consonant blends chart

s	t	st	fast, chest, boost
L	k	lk	chalk, folk, bulk

## Term 3 - Week Seven (Lesson 13)



### Learning Outcomes

The learner will be able to:

- ✓ identify target consonant blends **sk, sp, dr** at medial position in given words.
- ✓ identify words having the target clusters.
- ✓ read given words having the target clusters.
- ✓ write sentences with the target sound.

### Topic:

Consonant Clusters sk, sp, dr (medial position)

### Teaching Procedure:

#### 1. Review

- Learners play the consonant blend game (Activity 18) to revise the blends **nk, st, lk**

Ask learners the following questions:

- ✓ Which consonant blend did we use in the game?
- ✓ What word examples were used?

- Give examples of words with the consonant blend

#### 2. Teach New Letter Sound

- Write examples of words with the cluster sk at the medial position  
e.g. basket, casket
- Pronounce the examples of words given and have learners do same after you.
- Learners repeat the blend as a whole class, groups, pairs and individually.
- Repeat the procedure with the other blends **sp, dr**



**3. Read**

- Put up a consonant chart. Using the Blends Pair Game (Activity 19), have learners blend and read the words.

sk	basketball	casket
sp	inspection	hospital
dr	withdraw	drop

- In convenient groups, have learners give words in which they hear the sk, sp and dr blends at the medial position. Move round the classroom to monitor learners' practice
- In convenient groups, have learners write three words with the nk, st, and lk blends at the medial position and read them out to the class.
- Learners write any two of the three words in their exercise books.



**TEACHING LEARNING RESOURCES**

- Word cards, consonant blends chart

# Term 3 - Week Seven (Lesson 14)



## Learning Outcomes

The learner will be able to:

- ✓ identify target consonant blends **sk, sp, dr** in given words.
- ✓ identify words having the target clusters.
- ✓ read given words having the target clusters.
- ✓ write at least three words with the consonant blends **sk, sp, dr**

## Topic:

Consonant Blend Practice

## Teaching Procedure:

### 1. Review

- Learners play the consonant blend game (Activity 18) to revise the blends **nk, st, lk**

Ask the learners:

- ✓ What word did you pick?
- ✓ What is the consonant blend in the word?
- ✓ Which other words have the **sk, sp, dr** blends?

### 2. Read

- Post a consonant chart let learners observe the blends and read out the words.

Initial position.	medial position	final position
bl as in blouse cl as in class fl as in flow gl as in glass	sk as in basket sp as in suspect dr as in children	nk as in ink lk as in chalk st as in first

- Working in pairs, have learners pick word cards and read the words to each other.
- Move round to monitor learners' practice and assist learners who need extra care.





### 3. Write

- Learners write three words containing the consonant blends and form sentences with them.
- Learners write their sentences on the board for the whole class to edit.



### TEACHING LEARNING RESOURCES

- Word cards, consonant blends chart.
- Consonant blend chart

## Term 3 - Week Eight (Lesson 15)



### Learning Outcomes

The learner will be able to:

- ✓ identify and read words and sentences containing consonant blends.
- ✓ recognize and read words with the target clusters spelling pattern.
- ✓ read simple stories and answer questions bases on them

### Topic:

Revision

### Teaching Procedure:

#### 1. Review

- Review all the spelling patterns/ sounds studied during the term, using the Fishing Game (Activity 21) and the Consonant Blends Game (Activity 18).
- Discuss the experiences of the learners after each game.
- Learners form oral sentences with the words learnt.
- Learners read simple decodable sentences.
- Learners write a sentence each into their exercise books.

### TEACHING LEARNING RESOURCES

- Word cards, sentence cards, consonant blends chart
- A bag, distract



## Term 3 - Week Eight (Lesson 16)



### Learning Outcomes

The learner will be able to:

- identify and read words and sentences containing consonant blends
- recognize and read words containing the target spelling patterns.
- read decodable stories and answer simple questions based on the stories.

### Topic:

Revision

### Teaching Model:

#### 1. Assessment

- Probe learners to tell you what they have learnt in the term.
- Explain to the learners the objective for the day's work and assure them it is to help you find out how each pupil is faring.
- Tell learners this exercise is for continuous assessment
- Explain the rubrics of the exercise
- Build the table for the exercise on the board

gh	nk	ng	g	sk
photo	sink	song	girl	basket

- Task learners to complete the table by using appropriate word for each column
- Have them use the words in simple sentences orally.

#### 2. Decodable stories

- Learners read a short level appropriate text and answer questions based on it.



# ***Term 1***

*(Lessons 1~16)*

# Term 1 - Week One (Lesson 1)



## Learning Outcomes

The learner will be able to:

- ✓ identify the letters of the alphabet by their names and sounds.
- ✓ read five high frequency words in simple sentences.
- ✓ write or say three to five word sentences using a number of high frequency words.

## Topic:

Revision of the names and sounds of the letters of the alphabet

## Teaching Procedure:

### 1. Review

- Learners sing an *Alphabet Song*.
- Using the *Letter Sound Game* (Activity 5), revise the letters of the alphabet (names and sounds). Pick letters at random.
- Rapidly review letters and their sounds with learners as you show the letter cards to them.
- Learners take turns to pick letter cards, name the letter and make the sound.

### 2. Read

- In pairs, motivate learners to read or sign (where applicable) decodable words (pat, mat, fat, fed, pin). Learners read or sign sentences from the board to each other e.g. Ama fed the dog.

### 3. Write

- Learners write:
  - words beginning with the revised sounds **p,f,b** as in *peg, fan and bag*.
  - words in which they hear the sound "a" in the middle as in *fan*.
  - words which end with the letter sound **/g/** as in *peg, beg*.

## TEACHING LEARNING RESOURCES

- Letter cards : all the letters of the alphabets.
- Word cards: peg, fan, bag, fed, dog



## Term 1 - Week One (Lesson 2)



### Learning Outcomes

The learner will be able to:

- ✓ identify the letters of the alphabet by their names and sounds.
- ✓ read five high frequency words in simple sentences.
- ✓ write or say three to five word sentences using a number of high frequency words.

### Topic:

The Letter **sS**, **eE** (their names and sounds)

### Teaching Procedure:

#### 1. Review

- Learners to play the *High Frequency Word Game* (Activity 31).

Ask the learners this question after the game:

- ✓ What are the words we picked from the table?
- ✓ Form other new simple meaningful sentences with the words.

#### 2. Vocabulary Practice

- Explain to learners that high frequency words are words we meet frequently in reading and writing. Examples: *is, are, want, on, to*.
- In pairs, learners read the high frequency words to each other
- In groups, have learners write at least five sentences and read out the high frequency words
- Guide learners to use the words in simple sentences of their own orally.  
e.g.

- (a) *This is a cat.*
- (b) *You are my friend.*
- (c) *The monkey eats bananas.*
- (d) *My book is on the table.*
- (e) *The pen was on the table.*



- Learners take turns to read out the sentences they have written.



### 3. Read

- Learners take turns to read out the sentences they have written.



### 4. Write

- Put learners in groups of four and assign them two high frequency words.
- Learners write a sentence with each high frequency word.
- Learners share their sentences with the class.



### TEACHING LEARNING RESOURCES

- High frequency word cards: *is, are, was, the, to, black, over, put, above, about, after, clean, fly, be, can, do, glee, as, by, down, from, been, but, each*

**cat**



**monkey eating banana**



**book on a table**

## Term 1 - Week Two (Lesson 3)



### Learning Outcomes

The learner will be able to:

- ✓ read words and sentences containing consonant blends.
- ✓ write or say three to five-word sentences using consonant blends.

### Topic:

Consonant blends **bl, cl, fl, gl** (initial position)

### Teaching Procedure:

#### 1. Review

- Learners play the *High Frequency Words Game* (Activity 31) to revise high frequency words.

Ask the learners this question at the end of the activity:

- ✓ What are the words we picked from the table?
- ✓ Form other new simple meaningful sentences with the words.



#### 2. New Letter Sound

- Show an example of words having **bl** at the initial position. E.g. *black*
- As learners listen, pronounce the blend and the word.
- Learners repeat the blend and the word as a class, in groups and individually.
- Repeat the procedure with other blends.
- Explain to learners that the two sounds blend and say the blend while they listen.
- Give some more examples of words containing the blend e.g. *blouse, blade*, etc. Let learners segment the sounds in the words and blend them.
- Ask learners to give examples of words containing the blend.
- Write the words, have learners read them and produce the blend correctly.





### 3. Write

- Put up a consonant chart. Using the Blends Floor Game (Activity 20) have learners blend and read the words.

<b>bl</b>	black	blend	blue
<b>cl</b>	cloud	clean	climb
<b>fl</b>	flood	floor	flat
<b>gl</b>	glad	glass	globe

- Learners write their own examples on the board.
- Learners in convenient groups are given a set of consonant blend sounds.
- Have group members take turns to pick the cards and read the words.
- Move round the groups to monitor learners' practice.



### 4. Write

- Learners write or say five words that contain the blends learnt.
- Use learners' words to construct a substitution table on the board.

E.g.



Ama	has	black	shoes
John		clean	bags
They The learners	have	glass	watches
		glittering	cups
		blue	pens

- Have learners construct sentences from the substitution table and read them out.  
e.g.

- Ama has black bags.*
- John has clean shoes.*
- They have glittering watches.*

### TEACHING LEARNING RESOURCES

- Consonant blend cards: **bl, cl, fl, gl**
- Word cards: *black, cloud, flood, glad*



## Term 1 - Week Three (Lesson 4)



### Learning Outcomes

The learner will be able to:

- ✓ read words and sentences containing given consonant blends.
- ✓ write or say/whisper three to five-word sentences using consonant blends.

### Topic:

Consonant blends **nk, st, lk** (final position)

### Teaching Procedure:

#### 1. Review

- Learners play the *Blends Floor Game* (Activity 20) to revise consonant blends at initial position.

Ask the learners this question after the game:

- ✓ What makes you happy about the game?
- ✓ Which consonant blend did we use in the game?
- ✓ What word examples were used?

- Give examples of words with the consonant blend.

#### 2. New Letter Sound

- Show an example of words having **nk** at the final position. e.g. *ink*
- As learners listen, pronounce the blend and the word.
- Learners repeat the blend and the word as a class, in groups and individually.
- Repeat the procedure with other blends and give some more examples.
- Let learners segment the sounds in the words and blend them.
- Ask learners to give examples of words.
- Write/say or whisper the words and have learners sound the individual letters and blend them to produce words.

#### 3. Read

- Put up a consonant chart. Using the *Blends Pair Game* (Activity 19), have learners blend and read the words.



<b>nk</b>	ink	bank	sink
<b>lk</b>	chalk	talk	bulk
<b>st</b>	first	best	guest
<b>nd</b>	and	band	send

**Note:** If they are unable to do it, model it again correctly. Say gently “Let’s try it again. This time just carefully make the sounds of the letters and blend them together. I will say it first.”

- Learners play the Blends Pair Game (Activity 19).
- In groups of four, learners create a list of words having consonant blends at the end position.
- Let learners show their work and discuss.
- Move round the classroom to monitor learners’ practice.

#### 4. Write

- Each group write five sentences containing words with consonant blends.
- Let Groups share their sentences with the whole class.

#### TEACHING LEARNING RESOURCES

- Dice Board
- Dice
- Performance Cards
- Consonant blend cards: **nk, st, lk**



## Term 1 - Week Three (Lesson 5)



### Learning Outcomes

The learner will be able to:

- ✓ identify the consonant blends **sk, sp, dr** in words
- ✓ read words or sentences containing the target consonant blends
- ✓ write/say or whisper at least five words with each of these consonant blends **sp, sk, dr**

### Topic:

Consonant blends **sk, sp, dr** (medial position)

### Teaching Procedure:

#### 1. Review

- Have learners play the *Blends Floor Game* (Activity 19) to revise the blends: **bl, cl, fl, gl, nk, st, lk**.

Ask the learners:

- ✓ What makes you happy about the game?
- ✓ Which consonant blend did we use in the game?
- ✓ What words were used in the game?

#### 2. New Letter Sound

- Show an example of words having **sk** at the medial position. e.g. basket
- As learners listen, pronounce the blend and the word.
- Learners repeat the blend and the word as a class, in groups and individually.
- Give examples of words with the consonant blend and have learners repeat the blend and the word.
- Ask learners to give examples of words with the blend.
- Write/say or whisper the words and have learners sound the individual letters and blend them to produce words.
- Repeat the procedure with the other blends: **sp, dr**.





### 3. Read

- Put up a consonant chart. Using *Blends Pair Game* (Activity 19) have learners blend and read the words.

<b>sk</b>	basket	casket	asks
<b>sp</b>	suspect	hospital	gospel
<b>dr</b>	children	withdraw	wardrobe

**Note:** If they are unable to do it, model again correctly. Say gently “Let’s try it again. This time just carefully make the sounds of the letters and blend them together. I will say it first.”

- Learners (in groups of four) search for words containing the target consonant blends at the medial position from newspaper cut outs, internet, or textbooks. Let each group make a list of the words and read to the class.
- Move round the classroom to monitor learners’ practice.

### 4. Write

- Groups write/say or whisper five words containing the blends learnt, use them in sentences and share them with the class.

### TEACHING LEARNING RESOURCES

- Consonant blend cards showing consonant blends taught e.g. **bl, cl, sk**
- Word cards containing consonant blends taught e.g. basket, bucket
- Twelve Word cards for the Blends Pair Game



# Term 1 - Week Three (Lesson 6)



## Learning Outcomes

The learner will be able to:

- ✓ identify the consonant blends **sk, sp, dr** in words
- ✓ read words or sentences containing the target consonant blends
- ✓ write/say or whisper at least five words containing the consonant blends **sp, sk, dr**

## Topic:

Consonant Blend Practice

## Teaching Procedure:

### 1. Review

- Learners play the *Blends Floor Game* (Activity 19) to revise the blends **sk, sp, dr**.

Ask the learners:

- ✓ Which words corresponded with each of the blends
- ✓ To name familiar words that have the blend sk, sp, dr

### 2. Read

- Learners observe the blends and read out the words.

initial position	medial position	final position
<b>bl</b> as in black	<b>sk</b> as in basket	<b>nk</b> as in link
<b>cl</b> as in cloud	<b>sp</b> as in suspect	<b>lk</b> as in milk
<b>fl</b> as in flood	<b>dr</b> as in children	<b>st</b> as in first
<b>gl</b> as in glad		<b>nd</b> as in band

- Search for more words having the consonant blends in the chart above.
- Working in pairs, let learners pick word cards and read the words to each other.
- Move round the classroom to monitor learners' practice.





### 3. Write

- Learners write/say or whisper five words containing the consonant blends and form sentences with them.
- Invite learners to write their sentences on the board for the whole class to edit.



### TEACHING LEARNING RESOURCES

- Blend cards showing consonant blends taught e.g. **sk**, **sp**, **dr**
- Cards showing consonant blend words taught e.g. *basket*, *suspect*, *children*



**basket**



**milk**



**cloud**



**band**

## Term 1 - Week Four (Lesson 7)



### Learning Outcomes

The learner will be able to:

- ✓ recognise spelling pattern **ui** and **ew** in words as alternatives to **oo**.
- ✓ recognise spelling pattern **ou**, **o** and **ough** in words as alternatives to **oo**.
- ✓ read words with the target spelling patterns.
- ✓ write/say or whisper sentences using words having the target spelling.

### Topic:

Special spelling patterns **ui** and **ue** as alternatives to **oo** as in *fruit*, *chew* and *blue*.

### Teaching Procedure:

#### 1. Review

- Revise the consonant blends e.g. **sk**, **ck**, **sp**, **dr**, using *Lucky Dip Game* (Activity).

Ask the learners:

- ✓ What words did you pick?
- ✓ What is the consonant blend in the word?
- ✓ Which other words have the sk, sp, dr blends?

#### 2. Teach New Sound

- Write words which contain the long **u** sound on the board  
e.g. *true*, *blue*, *juice*, *sue*.
- Point to the words *blue* and *true*, one after the other, and pronounce them as learners listen.
- Learners pronounce the words twice after you (Stress the long **u** sound). Learners say the sound they hear at the end of the words. Repeat the procedure to teach *juice* and *sue*.
- Learners give examples of words having the long **u** sound.  
e.g. *fruit*, *glue*, *blue*, *suitcase*
- Write a list of learners' examples on the board.
- Let learners spell the words and pronounce them.





### 3. Read

- Learners read the words in the list they have made.
- Learners to construct sentences using the following examples: *cruel, fruit, blue, juice, blew.*
- In pairs, have learners read out the sentences to each other and identify the words with the long **u** sound.



### 4. Write

- Working in groups, have learners write three sentences using their own examples of words with the target sound.
- Invite learners to write their sentences on the board for the whole class to edit.
- Dictate words containing the long **u** sound for learners to write. Eg. *fruit, blue, moon, sue, pool, bruise, doom.*

### TEACHING LEARNING RESOURCES

- Blend cards showing consonant blends e.g. **sk, ck, sp, dr**
- Word cards containing the alternative spellings for the long **u** sound.



## Term 1 - Week Four (Lesson 8)



### Learning Outcomes

The learner will be able to:

- ✓ recognise spelling pattern **ui** and **ew** in words as alternatives to **oo**.
- ✓ recognise spelling pattern **ou**, **o** and **ough** in words as alternatives to **oo**.
- ✓ read words with the target spelling patterns.
- ✓ write/say or whisper sentences using words with the target spelling.

### Topic:

Special spelling patterns **ui** and **ue** as alternatives to **oo** as in *fruit*, *chew* and *blue*.

### Teaching Procedure:

#### 1. Review

- Guide learners to play the *Bus Game* (Activity 22) to revise **ui** and **ue** words.

Ask the learners:

- ✓ Did you find a sound to join the bus?
- ✓ What are the words that you pronounced?



#### 2. Teach New Sound

- Write words which contain the long **u** sound on the board e.g. *you*, *do*, *coupon*.
- As learners listen point to the word *loose* as you pronounce it.
- Learners pronounce the word twice after you (stress the long **u** sound).  
Learners say the sound they hear in the middle of the word. Repeat the procedure to teach *you*, *do* and *coupon*.
- In pairs, let learners give examples of words having the long **u** sound e.g. *group*, *soup*, *through*.
- Write learners' examples on the board and let them spell and pronounce the words.
- Learners form sentences with some of the examples given.



#### 3. Teach the Spelling Pattern

- Explain that the long **u** can be spelt as **o**, **oo** and **ou** as in *do*, *coup*, *cool* and *you*.



#### 4. Read

- Learners give their own examples of words having the spelling pattern.
- Learners construct sentences using the examples of words they provided.
- In pairs, let learners read out the sentences and identify the long **u** in the words.



#### 5. Write

- Learners write/say or whisper three sentences each using their examples of words containing the target spelling pattern **ou, o, ough**
- In pairs, let learners read their sentences to each other.
- Dictate words which contain the special spelling patterns learnt for learners to write.



#### TEACHING LEARNING RESOURCES

- Word cards e.g. *loose, smooth, spoon, zoo, you, do, coupon*

## Term 1 - Week Five (Lesson 9)



### Learning Outcomes

The learner will be able to:

- ✓ read a level appropriate text and answer questions.
- ✓ identify and pronounce key words correctly.
- ✓ write/say or whisper words having the target spelling pattern and use them in sentences.

### Aspect:

Reading Comprehension

### Topic:

The Lazy Frog

### Teaching Procedure:



#### 1. Before Reading

- Revise learners' relevant previous knowledge through discussion: Have learners share their experiences of why some people are lazy in the society.
- Show a picture of a frog to learners and let learners talk about what they know about frogs. Let learners share their experiences such as seeing a real frog.
- Ask learners to read and comment about the title.
- Learners predict what the story is about.
- Write the key words *island*, *animals*, *laughed*, *message*, and *famine* one at a time on the board and teach their pronunciation and meaning through context.
- Learners look for the words in the passage.



#### 2. During Reading

- Write pre-reading questions on the board.
- Draw learners' attention to the questions
- Ask learners to read the first half of the passage silently.
- Discuss the questions with learners and have learners answer the questions.



- Repeat the process with the second half of the passage.
- Discuss the final questions with learners and have learners answer the questions.

### 3. After Reading

- Discuss the passage with learners and respond to their problems:
- Let them answer the questions.

- Where did the frog live?*
- What did the king of all animals ask them to do?*
- Why did Mr. Frog and his family die?*

### Answers

- The frog lived on an island.*
- To start growing crops.*
- They did not get food to eat.*



### TEACHING LEARNING RESOURCES

- Word cards e.g. *island, animals, laughed, message, famine*



## Term 1 - Week Five (Lesson 10)



### Learning Outcomes

The learner will be able to:

- ✓ recognise spelling pattern **ir** in words.
- ✓ read words containing the target spelling patterns.
- ✓ write/say or whisper words having the target spelling and use them in sentences.

### Topic:

Special spelling pattern **ir** as an alternative to **er**.

### Teaching Procedure:

#### 1. Review

- Revise spelling pattern **er** using the *Fishing Game* (Activity 21). Have learners give examples of words having the spelling pattern **er**  
e.g. *her, serve, perm, term, fern*

Ask the learner:

- ✓ What were the words you picked from the bag?
- ✓ What is the spelling pattern for the words you mentioned?
- ✓ Are there other words you can identify that have the spelling pattern for **er**?



#### 2. Teach New Sound

- Write words which contain the long **er** sound on the board  
e.g. *dirt, first, girl, shirt, her*.
- Learners repeat the words after you.
- In pairs, encourage learners to give their own examples each of words having the spelling patterns. E.g. *skirt, firm, birth, germ, serve*.
- Write learners' examples on the board and draw their attention to the differences in spelling.
- Let learners spell the words and pronounce them.
- Let learners form sentences with their examples.





### 3. Read

- Write sentences with words that have the target sound.  
E.g. *dirt, first, girl, shirt, her, germ*.
- In pairs, let learners study the sentences and identify words having the spelling pattern **ir**.



### 4. Write

- In pairs, learners write three sentences using their own examples of words having the spelling pattern **ir**. Have them write their sentences on the board for the whole class to edit.
- Dictate the words *dirt, first, girl, shirt, her, germ* to learners to write into their exercise books.



### TEACHING LEARNING RESOURCES

- Word cards e.g. *dirt, first, girl, shirt, her, germ*

## Term 1 - Week Six (Lesson 11)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling patterns **ur** and **ear** in words.
- ✓ read words having the target spelling patterns.
- ✓ write/say or whisper sentences with words having the target spelling patterns.

### Topic:

Special spelling pattern **ur** as an alternative to **er**- as in *burn, turn*

### Teaching Procedure:

#### 1. Review

- Revise the spelling pattern **ir**, using the *Fishing Game* (Activity 21).
- Learners give examples of words having the spelling pattern **ir**.  
E.g. *dirt, first, girl, shirt*,

Ask the learner:

- ✓ What were the words you picked from the bag?
- ✓ What is the spelling pattern for the words you mentioned?
- ✓ Are there other words you can identify that have the spelling pattern for **er**?

#### 2. Teach New Sound

- Write words which contain the long **e** sound on the board  
e.g. *church, curl, curve, fur, and curfew*.
- Guide learners to pronounce the words: Learners repeat the words after you.
- In groups, let learners search for words that have the spelling pattern. E.g. *curse, purse, curb, purple*.
- Write learners' examples on the board and draw learners' attention to the differences in spelling.
- Learners spell the words and pronounce them.
- Learners form sentences with the words.





### 3. Sound Practice

- Give pronunciation practice using learners' examples: Encourage Learners to pick and read from word cards bearing words having the spelling pattern.
- Learners construct sentences using the following examples: *church, curl, curve, fur*.
- Learners read through the sentences and identify the words with the long **er** sound in pairs.



### 4. Write

- In pairs, let learners write/say or whisper three sentences using their own examples of words that have the spelling pattern **ur**. Have learners write their sentences on the board for the whole class to edit.
- Dictate words for learners to write in their exercise books.



### TEACHING LEARNING RESOURCES

- Word cards e.g. *church, curl, curve, fur, and curfew*.

## Term 1 - Week Six (Lesson 12)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling patterns **ur** and **ear** in words.
- ✓ read words having the target spelling patterns.
- ✓ write/say or whisper sentences with words having the target spelling.

### Topic:

Special sound pattern **ear** as an alternative to **er** as in *earth, earn*.

### Teaching Procedure:

#### 1. Review

- Revise spelling pattern **ur** as an alternative to long **er**, using the Fishing Game (Activity 21). (Fur, curve, curfew, purse, purple, first, dried, girl etc)

Ask the learner:

- ✓ What are the words you have in your groups?
- ✓ Which of the words have the spelling pattern **ur**?
- ✓ Pronounce the words with the spelling pattern **ur**?
- ✓ Give examples of familiar words with **ur** spelling.



#### 2. Teach New Sound

- Write words which contain the long **/e/** sound on the board e.g. *smear, heard, read*.
- Learners to pronounce the words; have learners repeat the words after you as a whole class, in groups and individually.
- In pairs, let learners give their own examples of words having the spelling pattern. e.g. *ear, tear, rear, pear, wear*
- Write learners' examples on the board.
- Learners spell the words and pronounce them.
- Learners put their examples in sentences.





### 3. Sound Practice

- Give pronunciation practice on learners' examples.
- Groups of learners construct sentences using the following examples: *bear, smear, heard, read*.
- In pairs, let learners read the sentences and identify the words having the long **er** sound.
- Let learners read their sentences to each other.



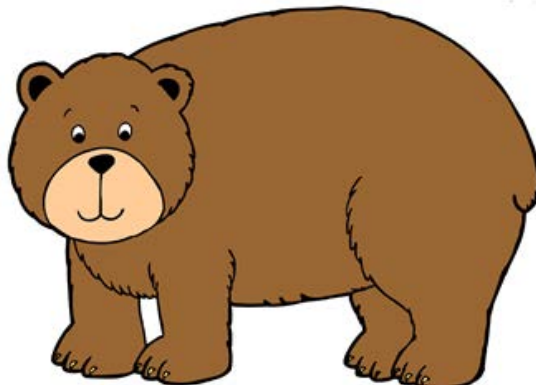
### 4. Write

- In pairs, let learners write/say or whisper three sentences using their own examples of words that have the spelling pattern **ear**. Have learners write their sentences on the board for the whole class to edit.



### TEACHING LEARNING RESOURCES

- Word cards e.g. *smear, read, heard*
- Picture of a bear



**bear**

## Term 1 - Week Seven (Lesson 13)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling pattern **or** in words.
- ✓ read words that have the target spelling pattern.
- ✓ write/say or whisper sentences using words that have the target spelling pattern.
- ✓ read simple stories and answer questions on the stories read.

### Topic:

Special spelling pattern **or** as an alternative to **er**- as in *word, worm, worship*

### Teaching Procedure:

#### 1. Review

- Revise spelling patterns **ir, er, ur, ear**, using the Fishing Game.

Ask the Learners after the game:

- ✓ How many spelling patterns did you read correctly??
- ✓ Mention the words with each of the following patterns; er,ir,ur,ear
- ✓ Learners form sentences with the words.
- ✓ Are there other familiar words you know with the same spelling patterns?

#### 2. Teach New Sound

- Write words which contain the long **er** sound on the board.  
e.g. *work, world, worst, worth*.
- Guide learners to pronounce the words.
- Learners repeat the words after you as a class, in groups and individually.
- In pairs, let learners give their own examples of words having the spelling pattern. e.g. *word, worth, worship*.
- Write learners' examples on the board and draw learners' attention to the differences in spelling.
- Let learners spell the words and pronounce them.
- Let learners form sentences with the words they spell and pronounce.





### 3. Sound Practice

- Give a pronunciation practice on learners' examples.
- Groups of learners construct sentences using the following examples: *work, world, worst*.



### 4. Read

- In pairs, learners read through the sentences they have formed and identify the words that have the long **er** sound.



### 5. Write

- Guide learners to write/say or whisper three to five sentences using their words having the spelling pattern **or**. Have them write their sentences on the board for the whole class to edit.
- Learners play the *Pick and Spell game* involving words having the target spelling pattern (Activity 24).



### TEACHING LEARNING RESOURCES

- Word cards e.g. *work, world, worst, worth, worship, word*



## Term 1 - Week Seven (Lesson 14)



### Learning Outcomes

The learner will be able to:

- ✓ identify and pronounce key words in a reading text.
- ✓ read a level appropriate text and answer questions based on it.

### Aspect:

Reading Comprehension

### Topic:

A Visit to the Dentist

### Teaching Procedure:



#### 1. Before Reading

- Revise learners' relevant previous knowledge through a discussion.
- Ask learners the following questions:
  - (i) *What do you use to clean your teeth?*
  - (ii) *Why do you clean your teeth?*
  - (iii) *What will happen if you don't clean your teeth?*
  - (iv) *Where do you go if you have tooth ache?*
- Ask learners to tell the class about a toothache they have ever had and how the problem was resolved.
- Learners Think-Pair-Share the title and the picture accompanying the passage and predict what the story is about.
- Write the key words *dentist, tooth, favourite, injection, tomorrow, removed*, one after the other on the board and teach their pronunciation and meaning in context. Have learners look for the words in the passage and also identify them on word cards.



## 2. During Reading

- Write pre-reading questions on the board and draw learners' attention to the questions.
- Ask learners to read the first half of the passage silently.
- Discuss the questions with learners and have learners answer the questions.
- Repeat the process with the second half of the passage.

## 3. After Reading

- Let learners answer questions based on the passage orally and read the sentences which contain the answers.
- Let learners then answer the questions in their exercise books.



## Questions

- What does Kwaku's mother do?*
- Why did Mr. Opoku go to see the dentist?*
- What did the dentist give Mr. Opoku before removing his bad tooth?*
- Why will Kwaku and his friend not be given an injection?*

## Answers

- She takes care of people's teeth.*
- He had a bad tooth.*
- She gave him an injection.*
- Because they do not have bad teeth.*



## TEACHING LEARNING RESOURCES

- Word cards e.g. *dentist, tooth, favourite, injection, tomorrow, removed*



**dentist**



**tooth**

## Term 1 - Week Eight (Lesson 15)



### Learning Outcomes

The learner will be able to:

- ✓ identify and read words and sentences containing consonant blends.
- ✓ recognise and read words containing the target spelling patterns.
- ✓ read simple stories and answer questions based on them.

### Topic:

Revision

### Teaching Procedure:

#### 1. Review

- Revise all the sounds /spelling patterns studied during the term, using the Fishing Game (Activity 21).



### TEACHING LEARNING RESOURCES

- Word cards e.g. *dentist, tooth, favourite, injection, tomorrow, removed*

# Term 1 - Week Eight (Lesson 16)



## Learning Outcomes

The learner will be able to:

- ✓ identify and read words and sentences containing consonant blends.
- ✓ recognise and read words containing the target spelling patterns.
- ✓ read simple stories and answer questions based on them.

## Topic:

Assessment

## Teaching Procedure:

### 1. Assessment

- Guide learners to tell you what they have learnt in the term.
- Explain to the learners the objective for the day's work and assure them it is to help you find out how each pupil is faring.
- Tell learners this exercise is for continuous assessment.
- Explain the rubrics of the exercise.
- Build the table for the exercise on the board.

<b>bl</b>	<b>ck</b>	<b>eu</b>	<b>ir</b>	<b>ur</b>	<b>or</b>
black	necklace	blue	bird	burn	worm

- Assign learners to complete the table by using appropriate words for each column.
- Learners use the words in simple sentences orally.

### 2. Comprehension

- Have learners read a short level appropriate text and answer questions based on it.

# Term 2

(Lessons 1~16)



## Term 2 - Week One (Lesson 1)



### Learning Outcomes

The learner will be able to:

- ✓ recognise sounds and spelling patterns studied in term one.
- ✓ recognise the spelling pattern **aw** as an alternative to **or**.
- ✓ read words having the target spelling patterns.
- ✓ write/say or whisper sentences with words having the target spelling pattern.

### Topic:

Revision of sounds and spelling patterns studied in term one.

### Teaching Procedure:

#### 1. Review

- Review previous sounds and spelling patterns using blending games e.g. *Consonant Blend Game* (Activity 18) and *Fishing Game* (Activity 21).
- Review the spelling patterns **oo**, **ui**, **ue**, **ou**, **ough**, **er** and **ir** one after the other and have learners give examples of words in which they occur.
- Have learners put their examples into a chart.  
E.g.

<b>oo</b>	<b>ui</b>	<b>ue</b>	<b>ou</b>	<b>ough</b>	<b>er</b>	<b>ir</b>
cool	fruit	glue	Through	dough	Her	first

#### 2. Sound Practice

- Put learners in convenient groups.
- Give each group a different spelling pattern for long **u** and long **e** sound, E.g. **oo**, **ui**, **ue** and **ir**.
- Lead a brainstorming session for learners to come out with words associated with the sounds for their group.
- Let learners form simple sentences with the words first orally and then in writing.





### 3. Read

- In Groups, let learners read their work to the class.

### 4. Write and Share

- Have learners add two words to each sound column.



### 5. Write

- In pairs, let learners write/say or whisper three to five sentences using their own examples of words with the spelling pattern **or**. Invite them (learners) to write their sentences on the board for the whole class to edit.
- Learners play the *Pick and Spell game* ( Activity 24).



### TEACHING LEARNING RESOURCES

- Spelling pattern cards: oo, ui, ue, ou, ough, er, ir

## Term 2 - Week One (Lesson 2)



### Learning Outcomes

The learner will be able to:

- ✓ recognise sounds and spelling patterns studied in term one.
- ✓ recognise the spelling pattern **aw** as an alternative to **or**.
- ✓ read words having the target spelling patterns.
- ✓ write/say or whisper sentences with words having the target spelling pattern.

### Topic:

Special pattern **or** as an alternative to **aw** as in *awkward, law, claw, raw, jaw, paw*

### Teaching Procedure:

#### 1. Review

- Play the Lucky Dip game (Activity 17) to review the spelling pattern **er** and its alternatives **er-her**, **ir-bird** and **or-lord**.

#### 2. Teach New Sound

- Write words which contain the long or  
e.g. *fort, for, port, law, claw, jaw*.
- Lead learners to pronounce the words.
- While learners listen attentively, pronounce the words and have learners repeat after you.

#### 3. Teach the Spelling Pattern

- Working in pairs, let learners give their own examples of words having the spelling pattern.
- Write learners' examples on the board and draw their attention to the differences in spelling.
- Let learners spell the words and pronounce them.





- Use learners' examples to construct a T-chart as shown below:

or	aw
for	saw
torn	raw
port	paw
lord	law

#### 4. Sound Practice

- Have learners construct sentences using words from the chart.

#### 5. Write

- Working in pairs, let learners read their sentences aloud and identify words having the **aw** spelling.

*Note: Learner "A" reads out a sentence. Learner "B" identifies the target sound and roles are reversed.*



#### TEACHING LEARNING RESOURCES

- Word cards: *law, claw, raw, jaw, paw*

## Term 2 - Week Two (Lesson 3)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns **al** and **au** as the alternatives to **or**.
- ✓ read words having the target spelling patterns.
- ✓ write/say words and sentences having the target sounds.

### Topic:

Special Spelling Pattern-- **al** and **au** as alternatives to **or** as in *August, taught*.

### Teaching Procedure:

#### 1. Review

- Play the *Find my pair* game to revise the long /ɔ:/sound as in Law and for.
- Ask the learners these questions after the game:
  - ✓ Did you find your pair?
  - ✓ What was it?
  - ✓ What other pair were identified?
  - ✓ Do you have another pair words for the sound?

#### 2. Teach New Letter-Sounds

- Write words which contain the long /ɔ:/ sound on the board e.g. *fault, haul, Paul, sausage, salt, sauce, malt, halt*.
- While learners listen attentively, pronounce the words and have them repeat after you.

#### 3. Teach the Spelling Pattern

- Working in pairs, let learners give their own examples of words having the spelling pattern.
- Write learners' examples on the board and draw their (learners') attention to the differences in spelling.
- Let learners spell the words and pronounce them.



- Use learners' examples to construct a chart as shown below:

al	au
malt	august
salt	author
halt	cause
tall	applause

#### 4. Pronunciation Exercise

- Working in convenient groups, let learners take turns to pronounce words in the chart aloud to the group.
- Learners construct two / three word sentences using words from the chart and write some of the learners' sentences on the board.

#### 5. Read

- Learners in pairs read the sentences to each other and identify words containing the long /ɔ:/ sound.



#### TEACHING LEARNING RESOURCES

- Word cards e.g. *fault, haul, Paul, sausage, salt, sauce, malt, hal*

## Term 2 - Week Two (Lesson 4)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the sound **ch** and its spelling
- ✓ read words having the target spelling patterns.
- ✓ write/say words and sentences having the target sounds.

### Topic:

Special Spelling Pattern **ch** (initial and final positions) e.g. *church, much, check*

### Teaching Procedure:

#### 1. Review

- Revise the long **or** sound taught in the previous lesson by having learners give examples of words that have the sound and use the words in sentences.



#### 2. Teach New Sound

- Ask learners to imitate the sound they hear when food is dropped into very hot oil.
- Write words which contain the **ch** sound on the board e.g. *watch, chicken, child, cheap, kitchen*.
- Guide learners to pronounce the words containing the target sound.
- Have learners play the *Sound Ball* game to come out with words having the spelling pattern e.g. *fetch, chip, chat*.



#### 3. Read

- Write the examples on the board for learners to read.
- Let learners also pick sentence cards and read the sentences on them.

Eg.

Why did Charles send chocolates to church?





#### 4. Sound Practice

- Learners have further practice on the pronunciation of the words.
- Learners in pairs, read the sentences to each other and identify the /ch/sound in words.



#### TEACHING LEARNING RESOURCES

- Word cards: *watch, chicken, child, cheap, kitchen.*
- Sentence Cards



## Term 2 - Week Three (Lesson 5)



### Learning Outcomes

The learner will be able to:

- ✓ recognise spelling pattern **sh** in words.
- ✓ read words that have the target spelling patterns.
- ✓ write words having the target spelling.

### Topic:

Topic: Special spelling pattern **sh** e.g. *ship*

### Teaching Procedure:

#### 1. Review

- Revise spelling the pattern **ch** using the *Lucky Dip* game. (Activity 17).
- Ask the learner:
  - ✓ Which words did you mention that have the **ch** sounds?
  - ✓ Why did you drop some of the letters into the container?
  - ✓ Name some objects that have the ch sound

#### 2. New Sound

- Introduce new spelling pattern **sh** in context.

E.g.s.

- She has a shoe shine pack
- Tasha often shouts at her friends.
- Wash your hands with soap and water.

- Read the sentences aloud as pupils listen and identify the common sound in the words underlined.

#### 3. Sound Practice

- Make the sound **sh** for pupils to repeat after you a few times as a class, in small groups and as individuals.
- Ask pupils to give examples of words having the same sound. Write learners' examples on the board e.g. *fish, push, brush, ship, shoe, shell, shirt, shop, she.*





#### 4. Read words

- Put word cards showing these words *hush, shrimp, fish, shark, mash, shelf, bush, dish, shower, brush, push, ship, shoe, shell, shirt, shop* into a box or a bowl. Put the bowl or box on a table in front of the class.
- Place two other tables in the front corners of the class (one for words beginning with the **sh** sound, the other for words ending with the **sh**).
- Put learners into convenient groups – Members of the groups take turns to pick cards from the central table, show it to the class, read the word on it and say whether **sh** sound is at the beginning or end.
- Teach the meaning of the words with pictures/gestures/in context.
- NOTE: A learner wins a point for his/her group if s/he places the word card on the appropriate table.



#### 5. Write Words and Sentences

- Put learners into groups. Give each group a number of the word cards. Ask them to construct three to four word sentences with the words on the cards. Invite learners to share their sentences with the class.



#### TEACHING LEARNING RESOURCES

- Word cards showing *hush, shrimp, fish, shark, mash, shelf, bush, dish, shower, brush, push, ship, shoe, shell, shirt, shop*

## Term 2 - Week Three (Lesson 6)



### Learning Outcomes

The learner will be able to:

- ✓ recognise spelling pattern **ng** and **nk** in words.
- ✓ read words that have the target spelling patterns.
- ✓ write words that have the target spelling patterns.

### Topic:

Special Spelling pattern **ng** and **nk** (final position) as in *long, king* and **nk** as in *ink, bank*

### Teaching Procedure:

#### 1. Review

- Use the *Bus* game to revise the **sh** spelling pattern.
- Ask learner:
  - ✓ Which words did you say to get the ticket?
  - ✓ Why were you not given a pass?
  - ✓ Which sound would have given you a ticket?
  - ✓ Give example of words that has the spelling pattern sh.

#### 2. Teach New Sound:

- Introduce **ng** and **nk** spelling pattern:
- Write *king, bring, thing, strong*, on the board and lead learners to read the words a number of times.
- Underline the **ng** spelling pattern in the words.
- Learners produce the sounds of **/ng/** and **/nk/** and give examples of words having the sounds e.g. *thing, ring, king, long, ink, link*

#### 3. Teach the Spelling Pattern

- Explain the difference between the sound and spelling patterns. The **/ŋ/** sound is spelt as **ng**.







#### 4. Sound Practice

- Learners play the *Lucky Dip game* (Activity 17) using word cards that have the spelling pattern.

After the game ask the following questions:

- ✓ What game did you play?
- ✓ Which words did you pick?
- ✓ Was it difficult picking a word?
- ✓ What will you do next time to help you pick a word faster?



- Learners give examples of words having **/ŋ/** sound e.g. *lung, hung, angle, language*.
- Write the examples on the board and have learners spell the words.
- Learners construct three to four word sentences using the words on the board. Examples: *bring, thing, strong, sink, pink, wink, ring, bring*.
- Use the procedure above to teach the **nk** spelling pattern.

#### 5. Write

- Have learners fill blank spaces in sentences with words from the Lucky Dip game.

E.g.

1. Did you ----- four cups of water
  2. I prefer the -----one to the white.
  3. Remember to ----- the bell at 4:00p.m.
  4. His father is a ----- man.
- Have learners read these sentences.
  - Have learners play the *Pick and Spell Game* (Activity 24).



#### TEACHING LEARNING RESOURCES

- Letter cards: *king, bring, thing, strong*



**king**

## Term 2 - Week Four (Lesson 7)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the /g/ and /j/ sound patterns in words.
- ✓ read words that have the target sound patterns.
- ✓ write words having the target sounds.
- ✓ read a short passage based on it.

### Topic:

Special Sound Pattern **g** – /g/ and /dʒ/



### Teaching Procedure:

#### 1. Review

- Revise **ng** and **nk** spelling patterns by asking learners to pick and read word cards.

#### 2. Teach New Letter-Sound

- Show the letter **G** and ask learners to say the letter name and make the sound.
- Let learners give examples of words that contain the sound e.g. *girl, goal, good, guide, goat*.
- Show pictures of objects whose names begin with the other sound of **g** e.g. *ginger, giraffe*. Ask learners to identify the objects by their names.

#### 3. Read Words

- Learners say the words *ginger, giraffe* and make the initial sound
- Write the words on the board for learners to read.

#### 4. Write

- Let learners write down words that have the two different sounds in groups. Write their examples on the board e.g. *giant, gym, game, gun*.
- Learners write sentences with the words.





### TEACHING LEARNING RESOURCES

- Pictures of ginger, giraffe, giant, gym
- Word cards: ginger, giraffe, giant, gym



**ginger**



**giraffe**

**giant**



## Term 2 - Week Four (Lesson 8)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the /g/ and /dʒ/ sound pattern in words.
- ✓ read words having the target sound patterns.
- ✓ write/say words having the target sound..
- ✓ read a short passage and answer questions on it.

### Topic:

Reading Comprehension

### Topic:

Mosquito or Elephant?

### Teaching Procedure:



#### 1. Before Reading

- Present pictures of an elephant and a mosquito to learners and have learners talk about the pictures. Based on the pictures and the title, ask learners to predict the content of the passage.
- Using pictures and context, teach the meaning of the key words (*elephant, exclaimed, surprised and area*) one after the other. Teach their pronunciation too.

#### 2. During Reading

- Put pre-reading questions on the board.
- Ask learners to read the passage silently.
- Discuss the passage with the learners and let them answer the questions.
- Let learners take turns to read portions of the passage aloud individually.
- Let them read the passage silently the second time.



### 3. After Reading

- Lead a discussion of the passage and have learners retell the story in a chain.
- Learners answer the comprehension questions indicating where answers can be found in the passage.

#### Questions

- What was troubling Efua?
- What was the bright idea Efua had?
- What did Efua use the stick for?
- If an elephant is killed what will it be used for?
- Who said that?



#### Answers

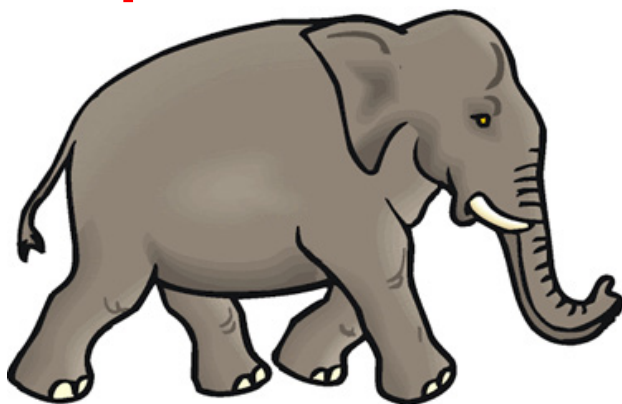
- Mosquitoes were troubling Efua.
- Efua had a bright idea to get a big stick and kill all the mosquitoes.
- She hit the wall with the stick.
- It will be used to prepare soup.
- Efua's Mum.



#### TEACHING LEARNING RESOURCES

- A picture of a mosquito and an elephant.

**elephant**



**mosquito**

## Term 2 - Week Five (Lesson 9)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the **k** and **s** as alternative sounds of the letter **c**.
- ✓ read words/sentences having the target spelling patterns.
- ✓ write or say words having the target spelling patterns.
- ✓ read decodable sentences.



### Topic:

Special sound pattern **c** - /k/ and /s/

### Teaching Procedure:

#### 1. Review

- Revise the /g/ and /dʒ/ sounds taught in the previous lesson by asking learners to read sentences containing words having the /g/ and /dʒ/ sounds from the board.
- Mention the word and ask the learners to underline the spelling pattern.
- Give words that have sounds that are similar to the one mentioned.

#### 2. Teach New Letter Sound

- Show pictures of objects whose names have the target spelling patterns. E.g. picture of *a cat, a cup, ceiling, a circle*.
- Tell learners identify the objects by their names. Write the names of the objects on the board.
- Learners identify the beginning letters and their sounds.
- Elicit more examples of words having the two sounds from learners.
- Learners build a *T-Chart* with the examples they have given. E.g.

k	s
cat	cease
cup	circle
cane	centre
cut	Cynthia





### 3. Read words

- Read each word thrice as learners listen. Tell Learners then echo-read the words.
- Teach the meaning of the words in context.



### 4. Write Words

- Put learners in convenient to write/say simple sentences with the words.
- Have the groups mount their work on the board to be peer edited by the class.



### TEACHING LEARNING RESOURCES

- Pictures of a cat, cup, ceiling fan.

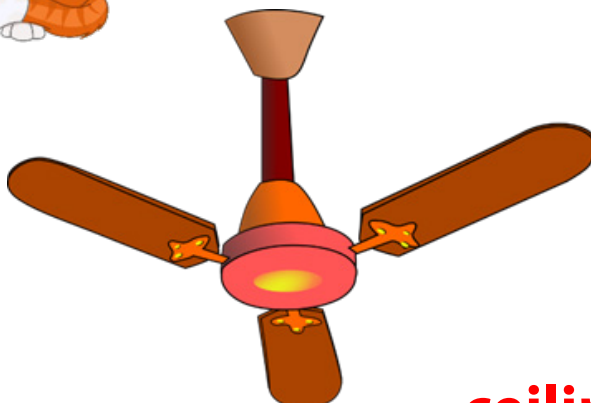
cat



cup



ceiling fan



## Term 2 - Week Five (Lesson 10)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the **k** and **s** in words as alternatives sounds of letter **c**.
- ✓ read words/sentences having the target spelling patterns.
- ✓ write or say words having the target spelling patterns.
- ✓ read decodable sentences.

### Topic:

Special Spelling pattern **gh-f** and **ph-f** as in *laugh, rough, photo, phone, tough*

### Teaching Procedure:

#### 1. Review

- Revise **s** and **k** sounds taught in the previous lesson.

#### 2. Teach New Letter Sound

- Show the letter card **f**. Have learners identify the name and sound and give examples of words beginning and ending with the sound.
- Present real objects – *phone, photograph*. Have learners mention names of objects and identify the initial sound of the words.
- Write learners' examples on the board.
- Encourage Learners to give more examples of words having the spelling pattern **ph**. E.g. *nephew, elephant, microphone, orphan, pharmacy, pharmacist, autograph*
- Teach the meaning of words using pictures and context.
- Follow the same steps to teach the **gh** words.

#### 3. Read Sentences

- Let learners take turns to read sentences involving words that have the target spelling pattern on sentence cards.
  - (i) Did your **nephew** hear the **phone** ring?
  - (ii) My father has a new tele**phone** number.
  - (iii) Joseph has a phot**ograph**.
  - (iv) I saw an ele**phant** at the zoo.





- (v) The micro**ph**one picks up sound.  
(vii) He makes me laugh**gh** all the time  
(viii) The road to your house is too rough**gh**.



#### 4. Write

- Learners write/say sentences with the words involving the two spelling patterns **ph** and **gh**.
- In pairs, let learners edit each other's words.
- Move round to help learners who have challenges.



#### TEACHING LEARNING RESOURCES

- Word cards showing **ph** and **gh** words.
- Sentence cards showing sentences in **the Read Sentences section**.

## Term 2 - Week Six (Lesson 11)



### Learning Outcomes

The learner will be able to:

- ✓ read words/sentences containing silent letters as found in **wr**, **kn** and **gn**.
- ✓ write/say two or more sentences having words that have silent letters.

### Topic:

Silent letters **wr** as in *write*, **kn** as in *knee*, *knight*, *know*

### Teaching Procedure:

#### 1. Review

- Revise the Special Spelling Patterns **gh**, **ph** which were taught in the previous lesson.

#### 2. Teach New Sound

- Play the *Fishing Game* (Activity 21).

Questions:

- ✓ What game did we play?
- ✓ Which words did you catch?
- ✓ Was it difficult catching a word?
- ✓ Which words did you catch?

- Write the word **know** on the board and ask learners to read it.
- Say the word again and ask learners if they can hear the **k** sound in it.
- Ask learners to tell you why.
- Write *wrap* on the board and ask learners to read it.
- Say the word again and ask learners if they can hear the **w** sound in it.
- Explain to learners that the **k** and **w** are silent in those words.

Examples: *knee*, *knight*, *know*, and *wrestle*.

#### 3. Teach the Spelling Pattern

- Ask learners to mention other words in which **k** and **w** are silent  
e.g. *knife*, *knight*, *knee*, *write*, *wrong*, *wrestle*.



- Write learners' examples on the board e.g. *kneel, knickers, knife, wrong, wreath and wrack*.
- Learners' make sentences with the words.

**4. Read**

- Write learners' sentences on the board and invite individuals to read the sentences aloud.

**5. Sound Practice**

- Let learners give further examples and use the words to build a T-chart. Have learners practise saying the words:

<b>wr</b>	<b>kn</b>
wrack	Knight
wrung	knot
wrap	know
wrath	knowledge
wreath	knuckle
wrong	knock
wrinkle	knee
wright	kneel
wrist	
write	

**6. Write**

- Learners construct three to four word sentences with words from the chart. e.g. *write, wrung, wrap, knell, knickers, and knife*.
- Let learners read the sentences and identify the words in the T-chart e.g.

<b>wr</b>	<b>kn</b>
<i>write</i>	<i>knell</i>
<i>wrung</i>	<i>knickers</i>
<i>wrap</i>	<i>knife</i>

**TEACHING LEARNING RESOURCES**

- Word cards for *knee, knight, knife, knickers, wrung, wreath, wrack, wrestle, know*
- A bag
- Cards with target sounds and target words
- 6 distracters (non-target sounds)

**a bag**



## Term 2 - Week Six (Lesson 12)



### Learning Outcomes

The learner will be able to:

- ✓ read words/sentences containing silent letters as found in **wr**, **kn** and **gn**.
- ✓ write/say two or more sentences having words that have the target silent letters.

### Topic:

Silent letters **mn** as in *condemn*, *column*, and **gn** as in *foreign*

### Teaching Procedure:

#### 1. Review

- Learners play the *Word Fishing Game* (Activity 21) to revise the previous lesson on silent letters.

#### 2. Teach New Sound

- Write the word *condemn* on the board and ask learners to read it.
- Say the word again and ask learners if they can hear the **n** sound in it.
- Ask learners to tell why.
- Write the word *sign* on the board and ask learners to read it.
- Say the word again and ask learners if they can hear the **g** sound in it.



#### 3. Teach the Spelling Pattern

- Explain to them that the **n** and **g** are silent in those words.
- Ask learners to mention other words in which **n** or **g** are silent.
- Write learners' examples on the board e.g. *condemn*, *sign*, *gnarl*, *gnaw*, *neighbour*.



**4. Sound Practice**

- Learners give further examples and use them to build a T-chart. Have learners practise saying the words.

E.g.

mn	gn
solemn	sign
condemn	gnarl
damn	gnash
hymn	align
column	benign
autumn	foreign



**5. Write**

- Write learners' examples on the board.
- Let learners construct sentences using the words from the T-chart. Let learners read the sentences and identify the words with mn and gn.

mn	gn
solemn	sign
condemn	gnarl
damn	gnash



**TEACHING LEARNING RESOURCES**

- A bag
- Word cards: *condemn, sign, gnarl, gnaw, neighbour, solemn, damn, hymn, column, autumn, gnash, align, benign, foreign*

**a bag**



## Term 2 - Week Seven (Lesson 13)



### Learning Outcomes

The learner will be able to:

- ✓ read a story and answer questions on it.
- ✓ recognise the variant forms of the spelling pattern **ch** in words.
- ✓ read words and sentences having the target spelling pattern.
- ✓ write words that have the target spelling.

### Topic:

Special spelling pattern **ch - k** as in *chorus, Christ*

### Teaching Procedure:

#### 1. Review

- Play the *Fishing game* (Activity 21) to review the **ch** sound as in church.

#### 2. Teach New spelling

- Write sentences on the board to introduce the **ch** spelling with the sound **k**.

E.g.

*Christian has a big stomach.*

*The school choir sings Christmas choruses.*

- Let learners read the sentences and identify the words having the **ch** spelling as in **choir**.
- Learners provide more examples and write them on the board. Add to learners' examples. Eg.

initial	medial	final
christmas	mechanic	stomach
charisma	anchor	monarch

#### 3. Sound Practice

- Learners identify the **ch** spelling at the **initial**, **medial** and **final** positions and pronounce the words.



- Read the words to learners. Have learners echo-read the words in small groups, in pairs and individually.
- Teach the meaning of the words in context. Have learners use the words in simple sentences.



#### 4. Read Sentences

- Write ten of the learners' sentences on the board and have the class, groups and individuals read them out.
- Learners may also play the *Pick and Read* game (Activity 16) with sentence cards.



#### 5. Write

- Learners write sentences with words having the target sound.



#### TEACHING LEARNING RESOURCES

- Sentence cards e.g. ***Ch**ristian has a big stomach**ch**.*
- Word chart, word cards

## Term 2 - Week Seven (Lesson 14)



### Learning Outcomes

The learner will be able to:

- ✓ read a story and answer questions on it.
- ✓ recognise the variant forms of the spelling pattern **ch** in words.
- ✓ read words (sentences) that have the target spelling patterns.
- ✓ write words that have the target spelling.

### Topic:

Reading Comprehension

### Title:

Strange Noises

### Teaching Procedure:

#### 1. Before Reading

- Revise learners' relevant previous knowledge through discussion:  
Show learners pictures of the following animals: *frog, pig, duck and dog*.  
Encourage learners to give the names of the animals, where they (the animals) live, what they (the animals) eat and say whether or not they (learners) like the animals and why.
- Discuss the title briefly and ask learners to predict the content of the story.
- Teach the meaning and pronunciation of the following words in context and one at a time: *croak, quack, quee, bow-wow, wee-wee*.

#### 2. During Reading

- Write before reading questions on the board to guide learners' reading.
- Ask learners to read the passage silently and find answers to the before reading questions.
- Discuss the passage with the learners and address their (learners') difficulties.
- Let learners take turns to read the passage aloud individually.
- Let learners read the passage silently the second time.







### 3. After Reading

- Learners answer questions based on the passage orally and read out the sentences which contain the answers.
- Learners then answer the questions in their books.

#### Questions

- (i) What did the frog say?
- (ii) Who said, "quack-quack"?
- (iii) What did the pig say when he asked for dinner?
- (iv) Why were the animals conversing?



#### Answers

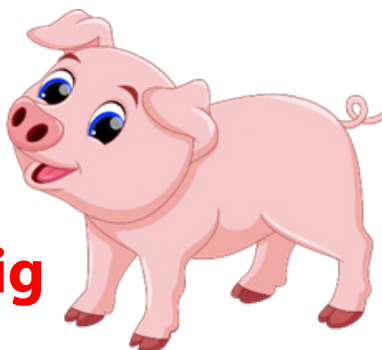
- (i) The frog said 'croak, croak.'
- (ii) The duck said 'quack, quack.'
- (iii) He said 'grunt, grunt.'
- (iv) They were happy.



#### TEACHING LEARNING RESOURCES

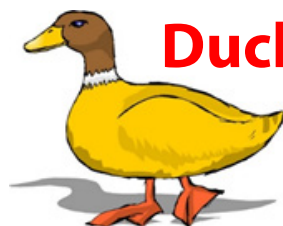
- Pictures of a frog, a duck and a pig

**Pig**



**Frog**

**Duck**



## Term 2 - Week Eight (Lesson 15)



### Learning Outcomes

The learner will be able to:

- ✓ recognise and read words with the spelling patterns **ai, an, or, sh, ng, nk, and ph**.
- ✓ identify and read words having silent letters.
- ✓ read a story and answer questions based on it.

### Topic:

Special spelling patterns ai, an, or, sh, ng, nk, and ph.

### Teaching Procedure:

#### 1. Review

- Use the variations of the Word/Sound Ladder Game (Activity 7) to revise the spelling patterns learnt in the term.
- Guide learners to mention other games they remember playing in class.
- Learners play games mentioned by them.
- Discuss the special spelling patterns with learners.
- Guide learners to mention words having each of the special spelling patterns taught.
- Assign learners to work in convenient groups to write and say words having the special spelling patterns.

### TEACHING LEARNING RESOURCES

- Sound/Word Ladder game, word cards showing words with the spelling patterns learnt during the term.



# Term 2 - Week Eight (Lesson 16)



## Learning Outcomes

The learner will be able to:

- ✓ recognise and read words that have spelling patterns **ai, an, or, sh, ng, nk,** and **ph**.
- ✓ identify and read words with silent letters.
- ✓ read a story and answer questions based on it.

## Topic:

Assessment

## Teaching Procedure:

### 1. Review/ Assessment

- Introduce the process through games.
- Explain to learners the purpose of the assessment.
- Present the assessment exercise and explain it to learners:
- Build the table by providing appropriate words to complete the chart.

aw	sh	ng	wr	kn	gn/mn

- Have learners read over their work and make necessary corrections.

### 2. Comprehension

Provide a short level appropriate reading comprehension passage for the purpose of assessment. Set a short exercise based on it. The exercise must include:

- questions for comprehension.
- some vocabulary items.

# ***Term 3***

*(Lessons 1~16)*



## Term 3 - Week One (Lesson 1)



### Learning Outcomes

The learner will be able to:

- ✓ use spelling rules correctly.

### Topic:

Spelling Rules

Plural y Endings-*boy- boys*

### Teaching Procedure:

#### 1. Review

- Revise Special spelling patterns, or, sh, ng, nk, and ph
- Examples *word, world, fish, show, sing, bring, think, thank, phone, graph.*
- Learners use the target words to form sentences.

#### 2. Grammatical Item

- Introduce spelling rules regarding plural endings for **y** ending words.
- Explain the rules through examples:

**Rule:** If the singular noun ends in **-y** and the letter before the **-y** is a vowel, add an **-s** to make it plural.

E.g.

*boy- boys*

*play- plays*

*toy- toys*

*day- days*

*tray- trays*

*ray- rays*

- Guide learners to give, sign, demonstrate examples of the **y** ending spelling pattern.



### 3. Write

- Play *Find My Plural Game* (Activity 43) with learners and let them write their answers in their books.
- Ask the learners:
  - ✓ What were the singular words?
  - ✓ What were the plural words?
- Give more examples of words in singular and plural



### TEACHING LEARNING RESOURCES

- Word cards e.g. *boy- boys*, *play- plays*, *toy-toys*, *pray –prays*, *ray –rays*

## Term 3 - Week One (Lesson 2)



### Learning Outcomes

The learner will be able to:

- ✓ use spelling rules to spell **y** ending words.

### Topic:

Spelling Rules Regarding Plural Endings *army – armies; baby – babies*

### Teaching Procedure:

#### 1. Review

- Revise spelling rules of **y** ending words. Play Find My Plural Game (Activity 43) with learners play and let them write their answers in their books.
- Ask the learners:
  - ✓ What were the singular words?
  - ✓ What were the plural words?
- Give, mime, sign, demonstrate more examples of words in singular and plural forms.

#### 2. Grammatical Item

- Play the *Find My Pair Game* for plural endings (Activity 23)
- Introduce the special **-ies** rule for **y** ending words and explain the rule using examples:
- If a singular noun ends in **-y** and the letter before the **-y** is a consonant, change the ending to **-ies**.

*baby-babies*

*army-armies*

*fly-flies*

*duty-duties*

- Ask the learners:
  - ✓ What were the singular words?
  - ✓ What were the plural words?
- Give more examples of words in singular and plural this is not very clear.

**Rule:** A consonant before **y**. Change the **y** to **i** and add **ies**

- Play *Colour-Coding Game* (Activity 25) for singular and plural nouns.
- Let learners give examples of words that follow the rule.

### 3. Write

- Play *Find My Plural Game* (Activity 43) with learners and let them write their answers in their books. Learners with disabilities demonstrate, sign etc.
- Let learners form sentences with the plural nouns they identify.



### TEACHING LEARNING RESOURCES

- Word cards showing the following words: *baby, army, fly, duty*





## Term 3 - Week Two (Lesson 3)



### Learning Outcomes

The learner will be able to:

- ✓ use spelling rules to spell **ed** and **ing** ending words.

### Topic:

Special Spelling Pattern **-ed** as in *play-played*

*Adding **ed** without doubling the last consonant as in jump – jumped  
-ing as in taking, walking, singing, looking, writing, playing, buying)*

### Teaching Procedure:

#### 1. Review

- Use Find My Pair Game (Activity 23)  
Revise previous lessons on special spelling patterns (Plural y Endings-*boy-boys*, Plural Endings *army – armies; baby – babies*).

Ask the learner:

- ✓ What were the singular words?
- ✓ What were the plural words?
- ✓ How do you identify the plural form of a word?
- Give more examples of words in singular and plural forms

#### 2. Grammatical Item- ed

- Learners study the following verbs to see how the verbs are spelled:  
*close-closed, destroy-destroyed, marry-married, watch-watched, mark-marked, cry-cried.*
- Learners work in pairs to give more examples of verbs and their past forms.
- Introduce the **ed** spelling pattern to learners through questions.

- Explain the rule (add **ed**) to form the past tense of a regular verb.  
The last consonant is not doubled.

E.gs.

*mark-marked*

*play-played*

*work-worked*

*march-marched*

*walk-walked*

*weed-weeded*

- Explain to learners the basic use of the past tense of a regular verb to refer to past events.
- Guide learners to give, demonstrate, sign, draw etc examples.
- Have learners play Find My Pair Game (Activity 23).



### 3. Write

- Assist learners to write four words and form sentences with the special spelling pattern in their exercise books.



### TEACHING LEARNING RESOURCES

- Word Cards

E.gs. *mark-marked, play-played, work-worked, march-marched, walk-walked, weed-weeded*

## Term 3 - Week Two (Lesson 4)



### Learning Outcomes

The learner will be able to:

- ✓ use spelling rules to spell **ed** and **ing** ending words.

### Topic:

Special Spelling Pattern **-ing** as in *plant – planting*

Adding **ing** without doubling the last consonant as in *jump-jumping*

### Teaching Procedure:

#### 1. Review

- Revise the ed spelling pattern.
- Play Find My Pair Game (Activity 23).

#### 2. Grammatical Item- ing

- Explain to learners that sometimes we want to show that an action is in progress at a certain time. We use verbs in the **-ing**.
- Introduce the spelling pattern to learners through questions and examples.
- Explain the rule (add **-ing**) without doubling the last consonant to form the present continuous form of the regular verb.

E.g.s.

*take-taking*

*read-reading*

*keep-keeping*

*talk-talking*

*sleep-sleeping*

*work-working*

- Put learners in groups to come up with words that follow the rule.
- Let learners identify words that follow the pattern from a group of words.
- Encourage learners to form sentences with the words and read them out.
- Make room for learners with disabilities where necessary.



### 3. Write

- Let learners underline the words ending with **ing** to without doubling the last consonant in the words below:

*stop, pick, sit, keep, lick, drop, speak, brag, walk, step, walk, fit, point, slip, tip*



### TEACHING LEARNING RESOURCES

- Word Cards

E.g.s. *take-taking, read-reading, keep-keeping, talk-talking,*  
*sleep-sleeping, work-working*

## Term 3 - Week Three (Lesson 5)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling pattern **ai** in words.
- ✓ read words (sentences) having the target spelling pattern.
- ✓ write at least two sentences using words having the spelling pattern.

### Topic:

Special spelling patterns **ai** as in *pain, gain*

### Teaching Procedure:

#### 1. Review

- Play *Colour Coding Game* (Activity 25) with the target sound **ai** with learners. Learners play an active part in the game.

Ask the Pupil after the Game:

- ✓ What are the colours we used in the game?
- ✓ Which is your favorite colour?
- ✓ Which colour had the sound **ai**?
- ✓ Which of the colours does not have the sound **ai**?

#### 2. Teach New Sound

- Write words which contain the **ai** sound on the board e.g. *maize, dais, tail, main, mail, raise, bail, frail*.
- Guide learners to pronounce the words with emphasis on the **ai** sound.
- Learners work in pairs to give two examples each of the words having the **ai** sound e.g. *fail, jail, nail, rain, pain* (in groups, pairs and individuals.)
- Write learners' examples on the board and have them pronounce the words and spell them.



### 3. Teach the Spelling Pattern

- Teach the spelling pattern showing the sound of the individual letter sound and its pattern in written form.
- Elicit more examples from the learners and have them pronounce the words.



### 4. Sound Practice

- Model three sentences using the following examples: *hail, maize, dais, tail, mail, main.*
- Put learners into pairs to read the sentences and identify the **ai** words. Let one learner read out a sentence and the other identify the word. Roles are then reversed.



### 5. Write

- Encourage learners write three sentences each using their examples.
- Let learners read their sentences with a friend.
- Dictate words for learners to write.



### TEACHING LEARNING RESOURCES

- Word cards e.g. *maize, dais, tail, main, mail, raise, bail, frail*



# Term 3 - Week Three (Lesson 6)



## Learning Outcomes

The learner will be able to:

- ✓ recognise the target spelling patterns **ay** and **a-e** in words.
- ✓ read words (sentences) having the target spelling patterns.
- ✓ write at least two sentences with words having the spelling patterns.

## Topic:

Spelling Patterns **ay** and **a-e**

**ay** as in *pay, bay* and **a-e** as in *pane, lane, sane*

## Teaching Procedure:

### 1. Review

- Revise the sound pattern **ei** taught in the previous lesson  
I Am Searching for My Friend Game (Activity 11)

Ask the learner:

- ✓ Did you find your pair?
- ✓ How did you find her/him?
- ✓ Give some examples of words with ai spelling pattern.
- ✓ Form sentences with them.

### 2. Teach New Sound

- Write words which contain the **ay** and **a-e** on the board.

E.g.

<b>ay</b>	<b>a-e</b>
day	ape
clay	cake
gray	game
hay	race
lay	grade
may	late



- Guide learners to pronounce, sign and mime the words.
- Let learners give examples of words with **ay** and **a-e**, sound e.g. *stray, stay, pay, cake, game*. (In groups, pairs and individuals.)
- Write learners' examples on the board.
- Let learners pronounce, sign (sign language), mime and spell or demonstrate the words.



### 3. Sound Practice

- Drill words-class, groups and individual on the pronunciation of the sounds.
- Learners construct, model, demonstrate three sentences each using the following examples: *day, clay, gray, ape, cake, game* e.g. *On what day did you see the cake made of clay?*



### 4. Read

- In pairs, let learners read the sentences and identify the **ay** and **a-e** words.

### 5. Write

- Working in groups, encourage learners to write three sentences with words chosen from their own examples.

### TEACHING LEARNING RESOURCES

- Word cards e.g. *pay, bay, pane, lane, sane*





## Term 3 - Week Four (Lesson 7)



### Learning Outcomes

The learner will be able to:

- ✓ read a passage and answer questions based on it.
- ✓ read words having given suffixes.
- ✓ form and write words having the targeted suffixes.

### Topic:

Reading Comprehension

### Title:

What Makes Us Sick? (Page 11)

### Teaching Procedure:



#### 1. Before Reading

- Show a picture of a hospital with sick people and have learners talk about the picture. Ask learners to share their experiences when they visited the hospital. Ask learners to tell what they do before they eat their food. For those who wash their hands, ask them why they wash their hands.
- Based on the picture, have learners predict what the story is about.
- Teach the pronunciation of the key words and explain the words in context one after the other. Have learners look for the words in the passage.

#### 2. During Reading

- Write pre-reading questions on the board and draw their (learners') attention to the pre-reading questions.
- Present comprehension cards to learners and ask them to read the first part of the passage silently.
- Discuss the portion read with the learners and let learners answer the pre-reading questions orally and address learners' difficulties.
- Repeat the above with the other two thirds of the passage.
- Learners take turns to read the passage aloud in a chain.
- Learners read the passage silently the second time for details.



### 3. After Reading

- Briefly discuss the passage with learners by relating learners' experiences to experiences in the passage.
- Learners answer questions based on the passage orally and read out the sentences, which contain the answers.
- Learners then answer the questions in their exercise books.
- Make room for learners with disabilities where necessary.

### Questions

- Mention two things germs can do to us.
- Where do germs live?
- Why must we cover our mouths when we cough?
- How can we protect ourselves from germs?



### Answers

- Germs can make us sick and make food go bad.
- Germs live in dirty places such as drains.
- So that we will not spread germs.
- We must keep our surroundings clean.



### TEACHING LEARNING RESOURCES

- Pictures of a hospital scene, a dirty environment, dirty hands



**dirty hands**



**dirty environment**

## Term 3 - Week Four (Lesson 8)



### Learning Outcomes

The learner will be able to:

- ✓ read words having the suffixes **tion** and **sion**.
- ✓ form and write words having the target suffixes.

### Topic:

Introducing suffixes

E.g. **tion** and **sion** as in *addition, education, revision, division*

### Teaching Procedure:

#### 1. Review

- Revise learners' relevant previous knowledge on the spelling patterns **ay, a-e**

#### Grammatical Item

- Play the *Colour Coding Game* (Activity 25) for the **-tion** and **-sion** suffixes.

Ask the Learners after the Game:

- ✓ What are the colours we used in the game?
- ✓ Which is your favorite colour?
- ✓ Which color had the sound tion?

- Present words that have target suffixes. E.g. *nation, mansion, and mission*
- Learners listen and pronounce, sign (sign language), mime, demonstrate each word two-three times.
- Lead learners to pronounce, sign (sign language), mime, or demonstrate the words.
- Form sentences with the words.
- Play the *Find My Pair Game* for plural endings (Activity 23) for the suffixes.
- Working in groups, learners give examples of words having the target suffixes.



## 2. Write

- Let each learner write three words having each of the target suffixes.
- Learners form sentences with the target suffixes.
- Learners with disabilities may sign (sign language), demonstrate, model, paint etc.



## TEACHING LEARNING RESOURCES

- Word cards e.g. *addition, education, revision, division*

## Term 3 - Week Five (Lesson 9)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling pattern **ie** in words.
- ✓ read words and sentences having the target spelling patterns.
- ✓ write at least a sentence using words that have the spelling patterns.

### Topic:

The Spelling Pattern **c** as in *cat, can't, catch*; and as in *centre, cease*.

### Teaching Procedure:



#### 1. Review

- Play *Colour Coding Game* (Activity 25) with learners.  
Ensure that each learner plays an active part in the game.

Ask the Learner after the Game:

- ✓ What are the colours we used in the game?
- ✓ Which is your favourite colour?
- ✓ Which colour had the sound ei?
- ✓ Which of the colours does not have the sound ei?

#### 2. Teach New Sound

- Write the spelling pattern **ie** on the board.
- Write the words *pie, spies, skies, died, lie* one at a time alongside the pattern.
- Model the pronunciation of the words and a picture to reinforce the meaning and have learners repeat after you.
- Form a sentence with one of the words e.g. He told a lie.
- Put learners in groups and have each group construct two sentences with any two of the words.
- Write learners' examples on the board.



### 3. Teach the Spelling Pattern

- Guide learners to identify the common sound they hear/ perceive in all the words they have used.



### 4. Write

- Learners write a sentence each using their own examples of words having the **ie** pattern.
- Learners read their sentences with a friend.
- Learners play the *Fishing Game* (Activity 21) to end the lesson.



#### TEACHING LEARNING RESOURCES

- Letter cards e.g. *die, flies, pie, spies, lie, supplies*
- Picture: dice, flies, pie

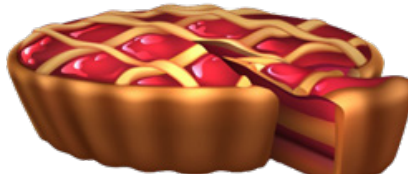
**dice**



**flies**



**pie**



# Term 3 - Week Five (Lesson 10)



## Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling patterns **igh** and **y** in words.
- ✓ read words and sentences having the target spelling patterns.
- ✓ write at least a sentence using words that have the spelling patterns.

## Topic:

Spelling patterns **igh** and **y** ending as in *high, buy, try*

## Teaching Procedure:

### 1. Review

- Play the *Colour Coding Game* (Activity 25) with pupils to revise the previous lesson.

Ask the Pupil after the Game:

- ✓ What are the colours we used in the game?
- ✓ Which is your favorite colour?
- ✓ Which colour had the sound ei?
- ✓ Which of the colours does not have the sound ei?

### 2. Teach New Sound

- Write words which contain the **igh** and **y** on the board.  
Add pictures where applicable on the board. E.g.

igh	y
bright	cry
light	dry
right	fry
delight	guy
copyright	fly
enlighten	apply



- Guide pupils to pronounce the words. Assist learners with disabilities to sign, model, demonstrate etc.
- Let learners give examples of words having the patterns **igh** and **y** *bright, light, right, cry, dry, fry*.
- Write learner's examples on the board.

### 3. Teach the Spelling Pattern

- Drill more words to show the spelling patterns: sky, dye, light, fright.
- Have learners bring out more examples.

### 4. Sound Practice

- Have a whole class, group and individual pronunciation practice with learners' examples.
- Learners in pairs construct three to five sentences, using words chosen from this list: *fight, flight, high, pry, prayer, sky, spy*

### 5. Write

- Learners write a sentence each using their own examples.
- Learners share their examples with a friend.



### TEACHING LEARNING RESOURCES

- Word cards *bright, light, right, cry, dry, fry*.
- Pictures: light, a child crying,



**child crying**



**light**



## Term 3 - Week Six (Lesson 11)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling pattern **oa** in words.
- ✓ read words and sentences with the target spelling pattern.
- ✓ write at least a sentence with words having the spelling pattern **oa**.

### Topic:

The spelling pattern **oa** as in *load, boat*.

### Teaching Procedure:

#### 1. Review

- Play the *Fishing Coding Game* (Activity 21) using the target sounds **oa** with learners.
- Ask learners to discuss the game in terms of how they felt playing it.
- Learners tell and discuss new words learnt.

#### 2. Teach New Sound

- Write words which contain the **oa** pattern on the board e.g. *goat, soap, float, toad, load* one at a time.
- Lead learners to pronounce, sign (sign language), model and demonstrate the words.
- In pairs, let learners give two examples each of words having the pattern e.g. *foam, soak, road, throat, coal*.
- Write learners' examples on the board.
- Let learners pronounce, model and spell and demonstrate the words.

#### 3. Practice the Spelling Pattern

- Drill more words to show the spelling patterns: *load, float, coal*.
- Learners bring out more examples.



#### 4. Sound Practice

- Give a pronunciation drill with learners' examples.
- Guide learners to construct 3 sentences each using words from the following list: *goat, soap, float, oat, toad*.
- In pairs, guide learners to read the sentences and identify the **oa** words.

#### 5. Write

- Learners write a sentence each with their own examples of words that have the spelling pattern.
- Learners read through their sentences in pairs.
- Guide learners to play the *Colour Coding Game* (Activity 25)

#### TEACHING LEARNING RESOURCES

- Word cards e.g. *foam, soak, road, throat, coal, loathe*

## Term 3 - Week Six (Lesson 12)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling pattern **oe** in words.
- ✓ read words (sentences) with the target spelling pattern.
- ✓ write at least a sentence with words having the spelling pattern **oe**.

### Topic:

Spelling patterns **oe** and **o-e**

### Teaching Procedure:

#### 1. Review

- Play the *Special Spelling Pattern Game* (Activity 18) with the **oa** sound to revise the previous lesson.

#### 2. Teach New Sound

- Introduce the new sound.
- In groups, motivate learners to write words which contain the **oe** and **o-e** on the board. E.g.

<b>oe</b>	<b>o-e</b>
doe	bone
foe	choke
hoe	close
toe	cone
roe	globe

- Guide the learners to pronounce the words.
- Let learners give examples of words having **oe** and **o-e** individually, e.g. *tiptoe*, *woe*, *hoe*, *home*, *hope*, *nose*. Write learners' examples on the board.
- Learners play the *Market Buying Game* (Activity 35) with words containing the spelling pattern.
- Learners discuss how easy or difficult playing the game is.

### 3. Teach the Spelling Pattern

- Drill more words to show the spelling patterns: *toe, doe, hoe*.
- Learners bring out more examples.

### 4. Sound Practice

- The class, groups and individuals repeat several words having the patterns.
- In pairs, learners construct three sentences per pair using the following examples: *doe, foe, woe, bone, home, cone*
- Learners read the sentences and identify the **oe** and **o-e** words.

### 5. Write

- Learners write a sentence each using their own examples.
- Let learners read their examples to their friend.
- Make room for learners with disabilities where necessary.



### TEACHING LEARNING RESOURCES

- Word cards e.g. *roe, tiptoe, woe, hoe, home, hope, nose*



## Term 3 - Week Seven (Lesson 13)



### Learning Outcomes

The learner will be able to:

- ✓ recognise the spelling pattern **ow** in word.
- ✓ read words (sentences) having the target spelling patterns.
- ✓ write at least two sentences using words containing the spelling pattern.

### Topic:

Spelling Pattern **ow**

### Teaching Procedure:

#### 1. Review

- Play *Colour Coding Game* (Activity 25) with learners to revise the previous lesson on **oe** and **o-e**.

After the game, ask the learners the following questions:

- ✓ Which colours did you identify?
- ✓ Mention one word which was coloured red?
- ✓ Which words were coloured green? Write learners' answers on the board.

#### 2. Teach New Sound

- Write words which contain the **ow** pattern on the board.  
e.g. *slow, crow, blow, fellow, window*
- Guide the learners to pronounce, sign (sign language), mime and demonstrate the words.
- Working in pairs, encourage learners to give two examples each of the words having the **ow** pattern e.g. *flow, know, tomorrow*.
- Write learners' examples on the board for learners to pronounce, model the words and spell or demonstrate the words.

#### 3. Practice the Spelling Pattern

- Drill more words to show the spelling patterns: *slow, crow, blow, window*.
- Learners bring out more examples.



#### 4. Sound Practice

- Let learners repeat each of the examples of words 2-3 times: class, groups, and individually.
- Guide learners with examples to use some of the words in sentences, E.g. flow: The river flows slowly.
- In pairs, encourage learners to read the sentences aloud to each other and identify the **ow** words.



#### 5. Write

- Learners write two sentences each with words chosen from their own examples.
- Have them read their sentences to a friend.
- Dictate words for learners to write.
- Make room for learners with disabilities where necessary.



#### TEACHING LEARNING RESOURCES

- Word cards e.g. *slow, crow, blow, fellow, window*

## Term 3 - Week Seven (Lesson 14)



### Learning Outcomes

The learner will be able to:

- ✓ read a story and answer questions based on it.

### Topic:

Reading Comprehension

### Title:

What's Your Name? (Page 5)

### Teaching Procedure:



#### 1. Before Reading

- Revise learners' relevant previous knowledge through questions.

E.g.

(i) *What is your name?*

(ii) *What is your father's name?*

- Ask learners to mention their names and those of other relatives.

E.g. *My name is Mary. My father's name is Mr. Oko.*

- Ask learners why we need to have different names.
- Write key words (region, exclaimed,) on the board and teach the meaning and pronunciation.
- Form sentences with the words to enhance comprehension.

E.g. *Yaw comes from the Volta region.*

#### 2. During Reading

- Present comprehension cards having the passage to learners.
- Write pre-reading questions on the board.
- Ask learners to read the first half of the passage silently to find answers to the pre-reading questions.

- Repeat this with the second half of the passage.
- Discuss the passage with the learners and address their difficulties.
- Let learners take turns to read portions of the passage aloud.
- Let learners read the passage silently the second time.

## 5. After Reading

- Have learners answer questions based on the passage orally and read the sentences which contain the answers.
- Let learners also answer the questions in their exercise books.
- Provide support services to learners with disabilities.

## Questions

- Where do Kwaku and Ama come from?
- Where did they meet the old man?
- What is the name of the old man?
- What did the old man give to Kwaku?
- Why did Ama change her name?



## Answers

- They come from Fakyee.
- They were on their way home from school.
- Mr. Boafo.
- He gave Kwaku a toffee.
- So she could get a toffee.



## TEACHING LEARNING RESOURCES

- A map of Ghana



## Term 3 - Week Eight (Lesson 15)



### Learning Outcomes

The learner will be able to:

- ✓ use spelling rules to spell **y** words.
- ✓ read words having target spelling patterns.
- ✓ write words with target suffixes.

### Topic:

Revision

### Teaching Procedure:

#### Review

- Introduce the lesson with a discussion. Ask pupils to tell the class what they learnt during the term.
- Pupils give various answers. Teacher writes lessons learnt by pupils on the board and discusses them with pupils.
- Put pupils into groups to play the various games:

1. *Find My Pair Game* (Activity 23) for singular and plural nouns.

2. *Colour Coding Game* (Activity 25) to revise singular and plural nouns.

3. *Find My Plural Game* (Activity 43, Activity)

4. *Fishing Game* (Activity 21) for the **ai** and **ei** sounds.

5. *Fishing Game* (Activity 21) for the special pattern **igh** and **y** endings.

6. *Lucky Dip* (Activity 17, Activity) to revise **oa** and **ow** special spelling patterns.

- After each game, remember to ask learners questions to help them understand the concepts. Use questions asked on each of the games.
- Provide support services/ materials to learners with disabilities where applicable.

## Term 3 - Week Eight (Lesson 16)



### Learning Outcomes

The learner will be able to:

- ✓ use spelling rules to spell **y** ending words.
- ✓ read words having target spelling patterns.
- ✓ read a passage and answer questions based on it.
- ✓ write words with target suffixes.

### Topic:

Assessment

### Teaching Procedure:

#### Assessment

- Introduce the process through games. E.g. Play the Fishing Game. (Activity21)
- Explain to learners the purpose of the assessment.
- Explain in simple terms what learners are expected to do.
- Present assessment questions to learners.

A. Complete the table below with the correct words:

ai	ay	tion	igh	ow	sion
pain	day	addition	light	sow	division

- Learners build the table by providing appropriate words to fill the table.
- Learners read over their work to make corrections.

**B. Comprehension:**

Select or write a passage of appropriate level and length. Set a suitable exercise based on the text. The exercise should include:

- 4 - 6 comprehension questions.
- 2 - 3 vocabulary items.

Use other means of assessments to cater for learners with disabilities.

# Activity Book

*(English Language)*

## Introduction to Sounds

Nº	Name	Description	Materials
1	Jolly Phonics songs and stories	Jolly Phonics	<ul style="list-style-type: none"> <li>• CDs or soft copies of Jolly Phonics songs</li> <li>• Pictures: ants on the arm, bat, castanet, drum, egg, ink, plate, drain, kite, meal, aeroplane, pink, pig, cakes</li> </ul>

## Sound Recognition Activities

Nº	Name	Description	Materials
2	Letter/ Word Sound Search	<ol style="list-style-type: none"> <li>1. Put letter/word cards at different places in the classroom.</li> <li>2. Put learners into two teams.</li> <li>3. Mention a sound/word and one learner searches for the letter/the word which has that sound at the beginning, shows the letter/word card and says the sound. If s/he gets it correctly, s/he wins points for his/her team. If it is wrong, the other team is given the chance to pronounce the sound of the letter.</li> </ol>	<ul style="list-style-type: none"> <li>• Letter Cards</li> <li>• word Cards</li> </ul>

3	Sound Game	<ol style="list-style-type: none"> <li>1. Put letter cards on a table or any good surface face down.</li> <li>2. Have Learners take turns to pick a card and mention the sound of the letter picked.</li> <li>3. If the learner gets the sound correct, a performance card is given to him/her.</li> <li>4. The Learners with the highest number of performance wins the game.</li> </ol> <p><i>Variation: may be used to teach words/ spelling depending on the class/level.</i></p>	<ul style="list-style-type: none"> <li>• Letter Cards</li> <li>• Performance cards</li> </ul>
4	Here Am I (letters)	<ol style="list-style-type: none"> <li>1. Have learners form a circle.</li> <li>2. Teacher stands in the middle of the circle.</li> <li>3. Teacher gives out letter cards to individuals.</li> <li>4. Call out a sound.</li> <li>5. The learner with the corresponding letter says "Here am I".</li> <li>6. S/he says the letter name and sound as s/he runs to the teacher in the middle of the circle. The learner gives a word that has the sound (be it initial/medial/final depending on the teacher's</li> </ol>	<ul style="list-style-type: none"> <li>• Letter cards</li> <li>• Word cards</li> <li>• Sentence cards</li> </ul>

		<p>instruction). If the learner gives a correct word, s/he receives a praise from the teacher and takes his/her seat.</p> <p>7. The whole group repeats the letter name and sound and the word as the learner takes his/her seat.</p> <p><i>Variation: this game can be used to teach words and sentences.</i></p>	
5	Here Am I  (words and sentences)	<ol style="list-style-type: none"><li>1. Have learners form a circle.</li><li>2. Teacher stands in the middle of the circle.</li><li>3. Teacher gives out word or sentence cards to individuals.</li><li>4. Teacher mentions a word or reads a sentence aloud.</li><li>5. The learner with the corresponding word or sentence says "Here I am".</li><li>6. S/he reads the word or sentence as s/he runs to the teacher in the middle of the circle.</li><li>7. If the learner reads the word or the sentence correctly, s/he receives praise from the teacher and takes his/her seat.</li></ol>	<ul style="list-style-type: none"><li>• Letter cards</li><li>• Word cards</li><li>• Sentence cards</li></ul>

		1. The whole group reads the word or the sentence as the learner takes his/her seat.	
5	Letter-Sound Game	<ol style="list-style-type: none"> <li>1. Put learners into convenient groups.</li> <li>2. Pick a learner from each group.</li> <li>3. Let representatives from the groups take turns to throw a dice and move a ludo card according to the number thrown.</li> <li>4. A member of the group which threw the dice gives the sound of the letter on which the ludo card lands.</li> <li>5. If the correct sound is given, the group receives a performance card.</li> <li>6. When all the performance cards are exhausted, the group with the highest number wins the game.</li> </ol>	<ul style="list-style-type: none"> <li>• Dice</li> <li>• 20 Performance cards</li> <li>• 4 Ludo cards</li> <li>• Ludo board</li> </ul>
6	Sound Ball Game	<ol style="list-style-type: none"> <li>1. The teacher calls out the target sound, shows the letter which makes that sound, and says a word that has the sound at the initial position.</li> <li>2. The teacher tosses a ball to a child.</li> <li>3. The child catches the ball, and calls out the target</li> </ol>	<ul style="list-style-type: none"> <li>• Ball</li> </ul>



		<p>sound and throws the ball to another child.</p> <p>4. When the child catches the ball, s/he mentions the sound and a word which has that sound at the initial position.</p> <p>5. When the child catches the ball, s/he mentions the sound and an appropriate word and throws the ball to another child. This continues till every child has had a turn.</p> <p><b>To add a little more challenge:</b> You can create a rule that the same word cannot be repeated.</p> <p><b>Variation:</b> this can be used for any sound. The letter and word cards should correspond with the target sound.</p>	
7	Word/Sound Ladder	<p>1. Draw a ladder on the floor.</p> <p>2. Write each target word in one box.</p> <p>3. Put learners into two teams: A &amp; B.</p> <p>4. Read a word and have a team member from team A hop onto the box that has the word and read it. If a learner reads the word correctly, the team gets 5</p>	<ul style="list-style-type: none"><li>• Pieces of chalk</li><li>• Neat floor</li></ul>

		<ol style="list-style-type: none"><li>1. points. If the team member is not able to read the word, the opportunity is given to the other team. They get 2 points if the word is read correctly. Team B goes on to have their turn.</li><li>2. Continue with the rest of the words (randomly).</li></ol> <p><b>Variation:</b> You can draw the grid on the board, and give learners long sticks for them to point to the box that has the word read it out.</p>	
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# Blending Games

No	Name	Description	Materials
8	Cover Up	<ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask learners to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by learners.</li> <li>4. Run your finger under the word for learners to blend the sounds to read the word.</li> <li>5. Game can be used to teach Spelling, Pronunciation.</li> </ol>	<ul style="list-style-type: none"> <li>• Sheets of paper</li> </ul> <p>* use a picture to demonstrate.</p>
9	Tapping out	<p>"Tapping out" is about using the fingers to teach decoding and blending the sounds of the letters.</p> <p>Write a word on the board.</p> <ol style="list-style-type: none"> <li>1. Each finger represents a letter sound of the target word, the index represents the first letter sound, the middle finger represents the second letter sound, etc.</li> <li>2. Turn your back to the class and raise your right hand.</li> </ol>	

		<ol style="list-style-type: none"> <li>1. Raise the index straight as learners watch.</li> <li>2. Bring the index down to meet the thumb as you make the sound of the letter.</li> <li>3. Raise the middle finger, then, bring it down to meet the thumb as you make the sound of the second letter. Make the rest of the sounds in like manner.</li> <li>4. Move the thumb under the fingers to demonstrate blending.</li> </ol>	
10	Learner blending	<ol style="list-style-type: none"> <li>1. Choose two or more learners in the class. Give each a letter card (that makes up the word).</li> <li>2. Ask the one with the first letter to go to your right-hand side and the other to your left-hand side. They should be as far away from each other as possible.</li> <li>3. Ask them to start walking slowly towards each other. As they walk, each should be saying the sound of his/her letter out loud (for example one says 'aaa' and the other says ''ssss').</li> <li>4. When the learners meet, ask them to sound out the letter on their cards one after the other in order to form a word.</li> </ol>	<ul style="list-style-type: none"> <li>• Letter cards</li> </ul>

		<table border="1"><tr><td>aaaa</td><td>ssss</td><td>as</td></tr></table> <p>5. Then, ask them to repeat the blended sound together.</p>	aaaa	ssss	as	
aaaa	ssss	as				

## Word Recognition Games

No	Name	Description	Materials
11	I Am Searching for My Friend	<ol style="list-style-type: none"> <li>1. Get 5 learners to hold word cards having special spelling patterns.</li> <li>2. Have another set of 5 learners, each holding an alternative spelling pattern card.</li> <li>3. Those holding the alternative spelling pattern cards take turns to go and search for those with words which have the spelling pattern.</li> </ol>	<ul style="list-style-type: none"> <li>• Word cards</li> </ul>
12	Letter/Word Bingo 1	<ol style="list-style-type: none"> <li>1. Draw a chart of 10 words consisting of letters learnt so far on the board.</li> <li>2. Ask learners to write any three words in their exercise books.</li> <li>3. Mention the words at random. Whoever hears all three words lifts up the right hand and shouts <b>Bingo!</b></li> </ol> <p><b>Note:</b> If it is letter bingo, use letter cards.</p>	<ul style="list-style-type: none"> <li>• Word chart</li> </ul>

13	Letter/Word Bingo 2	<p>1. Write the target abbreviations on small cards</p> <div><div>Sr</div><div>Mr</div><div>Km</div><div>Dr</div><div>Kph</div><div>PM</div></div> <p>etc</p> <p>2. Put them in a box. A child comes and picks one of the cards.</p> <p>3. The learner shows the card to the class.</p> <p>4. Another learner picks a card that bears the full word(s) of that abbreviation.</p> <p>5. The game can be played in groups or sections. The group that gets the most attempts correct, wins.</p> <p><i>N.B</i> <b>Variation:</b> Using the whole class. The child who picks the abbreviation should mention it and find the full word.</p>	<ul style="list-style-type: none"><li>• Word cards</li></ul>
14	Onset and Rime	<p>1. Write onsets and rimes of <b>ink</b> words on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A learner picks a card. If she/he picks an onset, s/he searches for a card with a rime and vice versa. She/he then puts the two cards together and blends the sounds to read the word</p>	<ul style="list-style-type: none"><li>• Word cards.</li><li>• Letter cards.</li></ul>

		<p>1. and writes the word on the board. That particular onset is put aside.</p> <p>Example:</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">s</div> <div style="border: 1px solid black; padding: 2px 5px;">ink</div> <div style="border: 1px solid black; padding: 2px 5px;">sink</div> </div> <p><b>Note:</b> Learners can be put into teams to play the game. The team that is able to read and write more words becomes the winner.</p> <p><u><b>“onset”</b></u> is the initial phonological unit of any word (e.g. <b>c</b> in <b>cat</b>)</p> <p><u><b>“rime”</b></u> refers to the string of letters that follow, usually a vowel and final consonants (e.g. <b>'at'</b> in <b>cat</b>). Not all words have onsets.</p> <p><b>Note:</b> Teaching Learners about onsets and rimes helps them recognize common chunks within words. This can help them decode new words when reading and spell words when writing.</p>	
15	Pick-Read-Act	<ol style="list-style-type: none"> <li>1. Write numbers (1-6 or according to the number of sentences) on pieces of paper.</li> <li>2. Have learners ballot for the numbers of the sentences.</li> <li>3. Each learner reads the sentence that corresponds with the number picked.</li> </ol>	<ul style="list-style-type: none"> <li>• Pieces of paper</li> </ul>



		4. She/he reads out the sentence and demonstrates its meaning with gestures.	
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## Decodable Sentences

No	Name	Description	Materials
16	Pick and Read	<ol style="list-style-type: none"> <li>Put word cards in a bowl on a table.</li> <li>A learner picks a word card, call out individual letters, blends to read the word and claps out the number of syllables.</li> </ol>	<ul style="list-style-type: none"> <li>Word cards</li> </ul>
17	Lucky Dip	<ol style="list-style-type: none"> <li>Words/sentences already taught are written on flash cards.</li> <li>They are put in a polythene bag/ basket/ carton/box.</li> <li>Learners are called one after the other to pick a card, show it up to the class, and pronounce a word/ read a sentence.</li> <li>A correctly read word or sentence wins an agreed number of points.</li> </ol> <p><b>Note:</b> This can be a competition between/among teams. Learners are put into teams and representatives are made to pick cards in turns and read the words/sentences.</p>	<ul style="list-style-type: none"> <li>Letter cards</li> <li>Sentence cards</li> </ul>


## Consonant Blends


No	Name	Description	Materials
18	Consonant Blend Game	<ol style="list-style-type: none"> <li>1. Write consonant blends on pieces of paper and put them in a bowl/bag/ box.</li> <li>2. Put learners into two teams.</li> <li>3. A learner from one team picks a piece of paper, shows the consonant blend to the class and says the individual letter names and sounds.</li> <li>4. She/he then points to any of the words with the consonant blend (on the chart) she/he has picked and reads out the word.</li> <li>5. She/he gets 5 points and a clap of appreciation from the class if the word is read correctly. If she/he is unable to read the word correctly, a learner from the other team is given the chance to read it for 2 points.</li> </ol>	<ul style="list-style-type: none"> <li>• Word cards showing target consonant blends</li> <li>• Consonant blends chart</li> </ul>
19	Blends Pair Game	<ol style="list-style-type: none"> <li>1. Present four consonant blend cards on one table.</li> <li>2. Put 12 words containing the target consonant blend on another table.</li> </ol>	<ul style="list-style-type: none"> <li>• 4 consonant blend cards</li> <li>• 12 word cards</li> <li>• performance cards</li> </ul>

		<ol style="list-style-type: none"> <li>1. Let learners take turns to pick and mention a consonant blend.</li> <li>2. Let learners move on to pick a word containing the target blend.</li> <li>3. Hand a performance card to the learner if this is done properly.</li> </ol>	
20	Blends Floor Game	<p>Let's collaborate!</p> <ol style="list-style-type: none"> <li>1. Draw two parallel lines on the floor.</li> <li>2. Write six consonant blends along the first line and number them 1-6.</li> <li>3. Write words with target blends along the second line and number them 1-6.</li> <li>4. Put learners into groups of three.</li> <li>5. Invite a group to play: One group member stands by the blends, the other stands by the words with the blends and a third member throws a dice.</li> <li>6. When she/he throws the dice, the member standing by the blends moves to the blend with that number. The group sounds the blend.</li> </ol>	<ul style="list-style-type: none"> <li>• Chalk</li> <li>• Dice</li> <li>• Dice board</li> <li>• 20 performance cards</li> </ul>

		<div>7. The group helps the second member identify a word with the target blend.</div> <div>8. When it is done well, the group receives a performance card.</div> <div>9. The group with the largest number of performance cards wins the game.</div>	
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## Special Spelling Pattern

No	Name	Description	Materials
21	Fishing Game	<ol style="list-style-type: none"> <li>Put cards with the target sounds and words in a bag.</li> <li>Add distracters(non-fish) cards into the bag.</li> <li>Learners take turns to go fishing for target words by dipping their hand into the bag.</li> <li>If a target sound or word is caught, it is pronounced and a mark awarded.</li> <li>If a distracter is caught, it is thrown back into the sea!</li> <li>The learner with the highest number of cards wins.</li> </ol> <p><b>Note:</b> Put in picture demonstrations of a fisherman with fishes caught.</p>	<ul style="list-style-type: none"> <li>A bag</li> <li>Cards with target sounds and target words on fish — cut outs</li> <li>6 distracters (non-target sounds)</li> <li>Picture of a fish — draw</li> </ul> 
22	Bus Game	<p>There is a bus to be boarded! Your ticket is with the teacher.</p> <ol style="list-style-type: none"> <li>Learners line up to pick a word 'ticket' from the teacher's table.</li> <li>The learner reads the word on the ticket.</li> </ol>	<ul style="list-style-type: none"> <li>Word cards</li> </ul>

		<p>3. If the word is read correctly by the learner, the ticket is kept and he or she boards the bus!</p> <p><b>Variation:</b> use to teach vocabulary building. n.b.</p> 	
23	Find My Pair Game	<p>Twins are missing, let's go find them!</p> <ol style="list-style-type: none"><li>1. Put 2 special spelling pattern cards and 12 word cards with the spelling pattern on a table.</li><li>2. In groups or individuals learners pick a special spelling card and finds a word with the target special spelling pattern.</li><li>3. The word is then pronounced by the learner.</li><li>4. Marks are awarded for correct paring and pronunciation.</li></ol>	<ul style="list-style-type: none"><li>• Special spelling pattern cards</li><li>• 12 word cards</li></ul>

## Spelling And Writing Activities

NO	Name	Description	Materials
24	Pick and Spell	<ol style="list-style-type: none"> <li>1. Teacher writes familiar words on flashcards.</li> <li>2. The flashcards are put in a polythene or any carrier bag.</li> <li>3. Learners are called to pick a flashcard.</li> <li>4. The card is given to the teacher.</li> <li>5. The teacher shows the flashcard to learners.</li> <li>6. The learner who picked the flashcard spells the word.</li> <li>7. A mark is awarded to the learner/group/row/pair if the word is spelt correctly.</li> </ol>	<ul style="list-style-type: none"> <li>• Flashcards</li> </ul>
25	Colour coding game	<ol style="list-style-type: none"> <li>1. Mix target sound cards coded red and green and put them on a table.</li> <li>2. Mix word cards coded red and green and put them on another table.</li> <li>3. Learners take turns to pick a card by colour and find a word with the same colour.</li> <li>4. Learners read the word and gains a point.</li> </ol>	<ul style="list-style-type: none"> <li>• Target sound card coded red</li> <li>• Target sound card coded green</li> <li>• Word cards for target sound coded red</li> </ul>



		<p>5. The learner with the largest number of points wins.</p> <p><b>N.B. The word selected will have the target sound.</b></p>	<ul style="list-style-type: none"><li>• Word card for target sound coded green.</li></ul>
26	Look-Say-Cover-Write-Check Game	<p>1. This is a spelling game.</p> <p>2. Words are written on flashcards.</p> <p>3. The words are shown to the learners to observe for some time.</p> <p>4. Later, the teacher removes the word and the learners write the word from memory.</p> <p>5. The teacher brings back the flashcards with the word for learners to check and see whether they had the word right card.</p> <p><b>Look</b> – Teacher shows flashcard with a word. Learners look at the word.</p> <p><b>Cover</b> – Teacher removes the word (i.e. the flashcard).</p> <p><b>Write</b> – Learners write the word from memory.</p> <p><b>Check</b> – Teacher shows the word again. Learners check what they have written to see whether they got the spelling right or wrong.</p>	<ul style="list-style-type: none"><li>• Word cards</li></ul>

		<p>An alternative is:</p> <ol style="list-style-type: none"><li>1. Put word cards on the table/floor/in a bowl.</li><li>2. A learner picks a word card, reads the word, covers it/ turns it over and writes the word on the board.</li><li>3. She/he then picks the card and shows it to the class.</li><li>4. The class checks to see if the learner’s word is correct.</li><li>5. The learner with the correct number of words wins the game.</li></ol>			
27	Mother and Learners	<ol style="list-style-type: none"><li>1. This is a spelling game.</li><li>2. Learners are put into groups to form as many words as possible from a mother word.</li></ol> <p>E.g. <b>Understanding</b></p> <table><tr><td>Teachers</td><td>at, as, tea, eat, ate, rat, tar, sat, are, see, sea, each, here, hear, tear, rate, seat, the, she, cheat, cheer, hare, search, cheer, teach, seer, etc.</td></tr></table>	Teachers	at, as, tea, eat, ate, rat, tar, sat, are, see, sea, each, here, hear, tear, rate, seat, the, she, cheat, cheer, hare, search, cheer, teach, seer, etc.	
Teachers	at, as, tea, eat, ate, rat, tar, sat, are, see, sea, each, here, hear, tear, rate, seat, the, she, cheat, cheer, hare, search, cheer, teach, seer, etc.				

		<div>3. Let learners use the motherword <b>understanding</b> to form as many words as they can.</div> <div>4. The group/ pair/individual with the largest number of words is the winner.</div> <div>5. Activity should be time bound.</div>																																																																																																																																													
28	Word Search Game	<div>1. This is a spelling game.</div> <div>2. Teacher writes letters in squares and adds other letters to hide the correct spelling of the words.</div> <div>3. Learners in groups/pairs/ individuals search for the hidden words.</div> <div>4. A group/a pair/ an individual who finds the most words is the winner.</div> <div>The words are written horizontally. (Left to right)</div> <table><tr><td>A</td><td>b</td><td>v</td><td>e</td><td>h</td><td>i</td><td>c</td><td>l</td><td>e</td><td>c</td><td>d</td><td>f</td><td>e</td><td>x</td></tr><tr><td>k</td><td>m</td><td>q</td><td>j</td><td>s</td><td>t</td><td>u</td><td>b</td><td>b</td><td>o</td><td>r</td><td>n</td><td>p</td><td>r</td></tr><tr><td>y</td><td>c</td><td>r</td><td>o</td><td>c</td><td>o</td><td>d</td><td>i</td><td>l</td><td>e</td><td>x</td><td>w</td><td>f</td><td>r</td></tr><tr><td>A</td><td>u</td><td>h</td><td>e</td><td>r</td><td>b</td><td>a</td><td>l</td><td>l</td><td>s</td><td>t</td><td>f</td><td>o</td><td>q</td></tr><tr><td>A</td><td>f</td><td>t</td><td>m</td><td>r</td><td>e</td><td>c</td><td>e</td><td>l</td><td>v</td><td>e</td><td>n</td><td>y</td><td>z</td></tr><tr><td>z</td><td>c</td><td>v</td><td>e</td><td>r</td><td>a</td><td>n</td><td>d</td><td>a</td><td>h</td><td>l</td><td>t</td><td>b</td><td>d</td></tr><tr><td>k</td><td>w</td><td>e</td><td>f</td><td>t</td><td>y</td><td>u</td><td>r</td><td>i</td><td>n</td><td>a</td><td>l</td><td>l</td><td>b</td></tr><tr><td>w</td><td>t</td><td>e</td><td>l</td><td>e</td><td>v</td><td>i</td><td>s</td><td>i</td><td>o</td><td>n</td><td>q</td><td>m</td><td>k</td></tr><tr><td>a</td><td>d</td><td>r</td><td>c</td><td>h</td><td>i</td><td>l</td><td>d</td><td>r</td><td>e</td><td>n</td><td>x</td><td>w</td><td>l</td></tr><tr><td>k</td><td>u</td><td>h</td><td>e</td><td>a</td><td>d</td><td>t</td><td>e</td><td>a</td><td>c</td><td>h</td><td>e</td><td>r</td><td>m</td></tr></table>	A	b	v	e	h	i	c	l	e	c	d	f	e	x	k	m	q	j	s	t	u	b	b	o	r	n	p	r	y	c	r	o	c	o	d	i	l	e	x	w	f	r	A	u	h	e	r	b	a	l	l	s	t	f	o	q	A	f	t	m	r	e	c	e	l	v	e	n	y	z	z	c	v	e	r	a	n	d	a	h	l	t	b	d	k	w	e	f	t	y	u	r	i	n	a	l	l	b	w	t	e	l	e	v	i	s	i	o	n	q	m	k	a	d	r	c	h	i	l	d	r	e	n	x	w	l	k	u	h	e	a	d	t	e	a	c	h	e	r	m	<div>• Letter cards</div>
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29	Letter Strings	<ol style="list-style-type: none"> <li>Words are made up of letters.</li> <li>Sometimes one can write a series of words beginning with certain letters. E.g. <b>'str'</b> - street, strong, strength, strive, straight, strain, strange etc.</li> </ol> <p><b>'str'</b> is at the initial stage. The strings can be at the medial stage. E.g. <b>"tt"</b> - little, bottle, settle, butter, battle, batter etc. The strings can be at the final stage i.e., the ending of the words. Many words ending <b>"ly"</b> - e.g. rally, faithfully, really, only, duly, daily, weekly, monthly, actively, etc.</p> <p>a.Initial    i) gr__ ii) bl__                   iii) dr__ iv) pr__</p> <p>b.Medial    i) _u__ ii) _dd_                   ii) _rr__ iv) _bb_</p> <p>c.Final      i) __le    ii) __ty                   iii) __ _ve iv) __ _ce</p>	<ul style="list-style-type: none"> <li>Letter cards</li> </ul>
30	Letter Cards Spelling game	<ol style="list-style-type: none"> <li>Treat the pronunciation and meaning of target words.</li> <li>Put learners into groups of five.</li> <li>Cut the words into letter cards and share them among the groups, e.g.</li> </ol> <div data-bbox="431 1633 876 1683" style="border: 1px solid black; padding: 2px; display: inline-block;"> c   o   n   t   e   n   t   e   d </div>	<ul style="list-style-type: none"> <li>Letter cards</li> </ul>

		<p><b>Note:</b> The letter cards for each word must be enough to cover the number of groups involved.</p> <p>4. At a go, the groups compete in forming the words as quickly as possible.</p> <p>5. The group that is able to finish before time and also gets all the words correct, wins.</p> <p><b>Variation</b> The same activity could be adapted for <b>Syllable Puzzle Game</b>. In which case, the words are cut into syllable cards instead of letter cards.</p>	
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## High Frequency Words

No	Name	Description	Materials
31	High Frequency Word Game	<ol style="list-style-type: none"> <li>1. Teacher presents five high frequency word cards and puts same on a table.</li> <li>2. Put learners into convenient groups.</li> <li>3. Let members from each group take turns to pick a card.</li> <li>4. When the card is picked, the word is pronounced by a member of the group.</li> <li>5. A group member forms a sentence with the word and the rest repeat the sentence.</li> <li>6. One score card is given to the group if the word is properly pronounced and a correct sentence is formed.</li> <li>7. Groups take turns until each has had the opportunity to read and form sentences with the word.</li> <li>8. The group with the most score cards at the end of the game wins.</li> </ol>	<ul style="list-style-type: none"> <li>• Five high frequency word cards</li> <li>• High frequency score cards</li> </ul>

32	High Frequency Hide and Seek game	<ol style="list-style-type: none"><li>1. High frequency words are written on the board.</li><li>2. Teacher guides learners to pick a high frequency word card from the high frequency bag.</li><li>3. If a learner is able to read the word, the card is kept by the learner.</li><li>4. At the end of the game, the child with the highest number of cards wins the game.</li></ol>	<ul style="list-style-type: none"><li>• High frequency word cards</li><li>• High frequency word distracters</li><li>• High frequency word bag</li></ul>
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## Vocabulary Games

No	Name	Description	Materials
33	Back to Board	<ol style="list-style-type: none"> <li>1. Send a learner to sit in front of the class with his/her back to the board.</li> <li>2. Write a word on the board which everybody can see. The class must then define the word, describe it, give examples of what it is – without saying the actual word itself. The learner with the back to the board must guess it.</li> </ol> <p>For example you write the word <b>“concrete”</b> on the board and the class may say things like:</p> <ul style="list-style-type: none"> <li>• It is something we build houses with.</li> <li>• It is made with sand and cement.</li> <li>• It dries quickly.</li> <li>• It is usually grey.</li> <li>• You can shape it easily etc.</li> </ul> <p><b>Note:</b> You can make this a competition by dividing the class into 2 or more teams and by giving strict time limits.</p> <p><b>Variation:</b> You can also use word cards.</p>	<ul style="list-style-type: none"> <li>• Word cards</li> </ul>
34	What Am I?	<ol style="list-style-type: none"> <li>1. Give clues beginning with “What am I? I can be, I like..., I do not like... etc, what am I?” to help learners guess words that begin with the target sound(s)</li> </ol>	<ul style="list-style-type: none"> <li>• Word cards showing words with the target sounds at the initial position.</li> </ul>



		<p>Eg. <b>Letter-sound ff</b></p> <p><b>f</b> as in .....</p> <p>What am I? I live in water. I can be fried, smoked, grilled or steamed. I am enjoyed by many people. What am I? <b>(answer: fish)</b></p> <p>Note: This game can either be used to introduce or revise letter sounds.</p>	
35	Market Buying	<p>Let's go to the market to buy! Learners take turns to say what they went to the market to buy.</p> <p>e.g. Learner one says:</p> <p>1. I went to the market to buy <b>a hoe</b>.</p> <p>Second learner continues by saying:</p> <p>2. I went to the market to buy <b>a hoe</b> and <b>a bone</b>.</p> <p>Third learner says:</p> <p>3. I went to the market to buy <b>ahoe, a bone</b> and <b>a cone</b>.</p> <p>N.B. There should be a maximum of five learners taking turns at a time.</p> <p>Add a demonstration picture of a market scene.</p>	<ul style="list-style-type: none"><li>• Word cards for spelling patterns (oe) and (o-e)</li></ul>

36	Vocabulary/ Word Power Game	<ol style="list-style-type: none"> <li>1. Prepare word cards for all the words to be used.</li> <li>2. Write 2 sets of meaning cards for the words.</li> <li>3. Put the word cards into a box or place them on the Vocabulary table upside down.</li> <li>4. Put learners into two groups and let group leaders toss for who to start.</li> <li>5. Invite a learner from the group that is to kick start.</li> <li>6. The learner dips his/her hand into the fill box for a word card. She/he shows the word to the class and writes it on the board.</li> <li>7. The other group has 30 seconds from the time she/he starts writing on the board to search for their word meaning card.</li> <li>8. Learner picks and raises the right meaning card to the word on the board.</li> <li>9. The one who finds the meaning card shouts out "POWER!" and is given the chance to read the meaning.</li> </ol>	<ul style="list-style-type: none"> <li>• Word cards</li> <li>• Meaning cards</li> </ul>
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		<p>10. If it is correct, the group scores 5 points and they are allowed to write it on the board against the word.</p> <p>11. If it is not correct, the first group has 5 seconds to give the meaning for a bonus of 3 points.</p> <p>12. The second group now sends a member forward to pick a word.</p>	
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## Grammar Games

No	Name	Description	Materials
37	Comparison Game – How Far Can You Go?	<ol style="list-style-type: none"> <li>1. Divide the class into two teams (A and B).</li> <li>2. One learner from each team comes to the front of the class.</li> <li>3. The two learners are given two things (the things are written on a noun card) to compare, e.g. a car and a bus.</li> <li>4. One learner starts and makes a comparative sentence about the two things, e.g. 'A car is faster than a bus'. Then, the other learner makes a comparative sentence using a different comparative adjective, e.g. 'A bus is bigger than a car'.</li> <li>5. This continues back and forth until one learner makes a grammar mistake, repeats a comparative adjective, cannot think of anything to say or is too slow to answer. The winning learner gets a point for his/her team.</li> <li>6. Then, a new pair comes up and have their turn. The team with the most points at the end of the game wins.</li> </ol>	<ul style="list-style-type: none"> <li>• Word cards</li> </ul>

38	Adverb Scavenger Hunt	<ol style="list-style-type: none"> <li>1. Hand learners sentences that contain adverbs (depending on the type taught).</li> <li>2. Tell your learners the exact number of adverbs found on the worksheet and allow them to begin reviewing the sentences to find adverbs.</li> <li>3. The first learner who correctly identifies all of the adverbs is the winner of the contest.</li> </ol>	<ul style="list-style-type: none"> <li>• Sentence strips</li> </ul>
39	Comparative Animal game	<ol style="list-style-type: none"> <li>1. The learners are divided into convenient teams.</li> <li>2. The class names as many adjectives as they can and their answers are written on the board.</li> <li>3. Next, they name ten animals.</li> <li>4. Names of the animals are also written on the board.</li> <li>5. The teams then have ten minutes to make as many comparative and superlative sentences as they can, using the adjectives and names of animals listed on the board, e.g. 'cats are wilder than dogs'.</li> </ol>	<ul style="list-style-type: none"> <li>• Chalk</li> <li>• Dice</li> <li>• Dice board</li> <li>• 20 performance cards</li> </ul>

		<ol style="list-style-type: none"> <li>1. After the ten-minutes each team appoints a secretary to read out their sentences to the class.</li> <li>2. Teams score one point for each grammatically correct sentence.</li> <li>3. Further rounds can be played by asking the learners to name other categories such as food, occupations, countries, etc.</li> </ol>	
40	Make a Sentence Challenge	<ol style="list-style-type: none"> <li>1. Write simple sentences on sentence cards.</li> <li>2. Cut out the sentences into subject and predicates.</li> <li>3. Display the cut – out pieces on your table in a jumbled manner.</li> <li>4. Invite learners to the table in turns. Give each learner 30 seconds to pick a subject and match it with its predicate to make a full sentence.</li> </ol>	<ul style="list-style-type: none"> <li>• Sentence cards</li> </ul>

41	Find My Plural Game	<p>Plurals are missing, let's go find them!</p> <ol style="list-style-type: none"> <li>1. Put singular word cards on one side of a table.</li> <li>2. Put plural word cards on the other side of the table.</li> <li>3. In groups or individuals, learners pick a singular word card and looks for its plural word card and pronounce both starting from the singular noun.</li> <li>4. The learner receives a performance card for correct identification and pronunciation.</li> </ol>	<ul style="list-style-type: none"> <li>• Singular word cards</li> <li>• Plural word cards</li> <li>• Performance cards</li> </ul>
42	Syllable puzzle Game	<ol style="list-style-type: none"> <li>1. Prepare word cards of the following words and put them into their various syllables.</li> <li>2. Mix them up and give a set of six words to two different groups.</li> <li>3. Learners are to make complete words from the syllables in groups.</li> <li>4. Time learners.</li> <li>5. The group which gets all its words correct and finishes first is the winner.</li> </ol>	<ul style="list-style-type: none"> <li>• Word cards</li> </ul>

43	Prepositional Game	<ol style="list-style-type: none"> <li>1. Draw pictures to depict the target prepositions.</li> <li>2. Hang or put the card up on the board.</li> <li>3. Go through the pictures with learners.</li> <li>4. Drill the pronunciation and recognition of the five prepositions.</li> <li>5. Blindfold a learner and give him a pointer.</li> <li>6. Lead the learner to the board.</li> <li>7. Tell him or her to point to the preposition you mention.s</li> <li>8. He puts it on the picture and asks,  L: Is it "into"? (Let's take for instance, the teacher mentioned the preposition "into"  Class: No it isn't. (if it is not the picture that depicts into).  The learner continues to point to the pictures until finally points to the picture which indicates "into" L: Is it into? Class: Yes, it is. Continue till all the pictures have been pointed at. Call different learners to do the game of blindfolding.</li> </ol>	
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### ALL DOLCH SIGHT WORDS IN ALPHABETICAL ORDER

back	day	good	look	open	it	apple	game
ball	did	goodbye	made	or	its	are	garden
be	do	got	make	our	jump	around	gave
bear	does	grass	man	out	just	as	get
because	dog	green	many	over	keep	ask	girl
bed	doll	ground	may	own	kind	at	give
been	done	grow	me	paper	kitty	ate	go
before	don't	had	men	party	know	away	goes
bell	door	hand	milk	pick	flower	baby	going
best	down	has	money	picture	fly	Christmas	laugh
better	draw	have	morning	pig	for	clean	leg
big	drink	he	mother	play	found	coat	let
bird	duck	head	much	please	four	cold	letter
birthday	eat	help	must	pretty	from	come	light
black	egg	her	my	pull	full	corn	like
blue	eight	here	myself	put	funny	could	little
boat	every	hill	name	rabbit	came	cow	live
both	eye	him	nest	rain	can	cut	long
box	fall	his	never	cake	car	again	first
boy	far	hold	new	call	carry	all	fish
bread	farm	home	night	five	cat	always	on
bring	farmer	horse	no	floor	chair	am	once
brother	fast	hot	not		chicken	an	if
brown	father	house	now	into	children	and	in
but	feet	how	of	is	a	any	on
buy	find	hurt	off		about		
by	fire	I	old	one	after		

### Homophones

These are words which are pronounced the same but have different meaning. Examples are heel – heal, rode – road.

Pair learners to select the appropriate word to fill the blank spaces.

- The ball hit the \_\_\_\_\_ of the girl. (I/eye)
- River Densu enters the \_\_\_\_\_ in Accra. (see / sea)
- The number on \_\_\_\_\_ in P4 is forty. (roll / role)
- The sub-chief will \_\_\_\_\_ before the chief. (bow / bough)
- There was a big \_\_\_\_\_ on his left leg. (sore / saw)
- The woman had a \_\_\_\_\_ and two daughters. (sun / son)
- \_\_\_\_\_ have already done the work. (Eye / I)
- He has gone to \_\_\_\_\_ the headteacher. (see / sea)
- She played a \_\_\_\_\_ in the work. (roll / role)

- j. The monkey jumped from the \_\_\_\_ of the big tree. (bough / bow)
- k. We \_\_\_\_ the girls playing football. (saw / sore)
- l. The \_\_\_\_ rises in the east. (son / sun)

### Regular Verbs

These are verbs which form their past by adding **'d'** or **'ed'**. Here are examples of verbs which add **'d'** to form the past – die, lie, remove, bake, rake, store, damage, arrange, receive, fence, advise, promise, handle, produce, divide, trouble, receive.

Here are examples of verbs which add **'ed'** to form the past – add, attend, hatch, check, press, push, limit, cook, walk, work, subtract, fast, wish, wash, laugh, turn, reach, jump, import, export.

To make sure that learners get the spelling right, write sentences, leave out blanks for learners to supply the appropriate word.

- a. The Oldman \_\_\_\_\_ last week. (die)
- b. The boy \_\_\_\_\_ the girl into the gutter. (push)
- c. Comfort \_\_\_\_\_ Dempe Primary School. (attend)
- d. My mother \_\_\_\_\_ to buy me a new dress. (promise)
- e. Kwame \_\_\_\_\_ a book from his bag. (remove)
- f. He \_\_\_\_\_ the ball over the ball. (kick)
- g. Our teacher \_\_\_\_\_ and smiled at the little girl. (turn)
- h. Kingsley \_\_\_\_\_ a parcel from his aunt. (receive)
- i. His parents \_\_\_\_\_ her to be a good girl. (advise)
- j. The learners \_\_\_\_\_ their school uniform yesterday. (wash)

### Regular Nouns

These are nouns that form their plurals by adding **'s'** or **'es'**.

These are examples of nouns that form their past by adding **'s'** – e.g. book, road, apple, toffee, group, boy, girl, goat, hen, cock, egg, pair, eye, ear, nose, mouth, crocodile, lion, tiger, insect, grasshopper, finger, leg, hand.

Here are some regular nouns which form their plural by adding **'es'** – mango, box, cargo, rich, church, glass, grass, class, bus, fox, hero, match, cockroach.

This is an exercise to let learners use the correct spelling i.e. whether to add 's' or 'es'.

- a. Our teacher put us into six \_\_\_\_\_. (group)
- b. The \_\_\_\_\_ have destroyed the fence. (goat)
- c. \_\_\_\_\_ are harmful insects. (cockroach)
- d. There are five \_\_\_\_\_ along the main road. (street)
- e. Learners from \_\_\_\_\_ five and six swept the room. (class)
- f. The two \_\_\_\_\_ caught and ate the antelope. (crocodile)
- g. The girls filled the \_\_\_\_\_ with water. (glass)
- h. The Black Satellites played only four \_\_\_\_\_. (match)
- i. Bad \_\_\_\_\_ cause accidents in Ghana. (road)
- j. The \_\_\_\_\_ crow at dawn. (cock)

**Fiction Text Structure Retelling Organiser**

This is used to summarises a story told or read by the learners. The teacher should explain the following:

- a. Characters: People or animals in the story
- b. Problem: What was wrong? What was the problem in the story?
- c. Setting: When and where did the story take place?
  - a. When: The time the event takes place.
  - b. Where: The place of the event.
- d. Solution: How did the story end? Was the problem solved?

**Story Map Strategy**

SETTING (PLACES)			CHARACTERS
PROBLEM			SOLUTION

Wow! Word Sheet		Name:
Word from the text	Word meaning	

### Usage of Wow! Word Sheet

After learners have learnt new vocabulary, each of them records any word that s/he wishes to add to his or her vocabulary stock on this sheet. The first column is for the new word while the second is for the meaning of the word. Create time for learners to use words from their 'Wow! Word' sheets to construct sentences.

Adjectives from other words	
Word	Adjective form
ice	icy
noise	noisy
juice	juicy
grease	greasy
oil	oily
mess	messy

rain	rainy
dirt	dirty
fluff	fluffy
filth	filthy
itch	itchy
stick	sticky
chill	chilly
bump	bumpy
spot	spotty
star	starry
wit	witty
fun	funny

**ADJECTIVES FOR COMPARATIVES & SUPERLATIVES**

Adjective (general)	One syllable ending with 'e'	One syllable	Two syllables ending with 'y'	Two syllables not ending with 'y'	Irregular Adjectives
strong	pale	Wet	bumpy	delicious	good
sweet	late	hot	empty	nutritious	bad
weak	large	fit	heavy	famous	much
fresh	nice	thin	chilly	generous	many
cold	brave		greasy	numerous	far
cool	fine		dirty	beautify	little
damp	simple		mummy	honourable	
warm	Strange		dusty	memorable	
few	cute		filthy	naughty	
quick	huge		pretty	elegant	
broad	fierce		lazy	comfortable	

## What is my Nationality?

COUNTRY	PEOPLE
1. Ghana	Ghanaian
2. Nigeria	Nigerian
3. Togo	Togolese
4. India	Indian
5. Germany	German
6. America	American
7. England	English
8. Senegal	Senegalese
9. Sierra Leone	Sierra Leonean
10. Zambia	Zambian
11. Zimbabwe	Zimbabwean
12. Israel	Israeli
13. Poland	Polish
14. Scotland	Scottish
15. Cameroon	Cameroonian
16. Canada	Canadian
17. Chile	Chilean
18. China	Chinese
19. Afghanistan	Afghan
20. Belgium	Belgian
21. Argentina	Argentine /Argentinean
22. Finland	Finnish
23. France	French
24. Greece	Greek
25. Ireland	Irish
26. New Zealand	New Zealander
27. Saudi Arabian	Saudi
28. Sweden	Swedish
29. Thailand	Thai
30. United Kingdom (UK)	British
31. Switzerland	Swiss

Find out the names for nationals of the following countries:

COUNTRY	PEOPLE
1. Argentina	
2. Finland	
3. France	
4. Greece	
5. Ireland	
6. New Zealand	
7. Saudi Arabia	
8. Sweden	
9. Thailand	
10. Britain	
11. Switzerland	
12. Holland	
13. Niger	
14. Egypt	
15. Norway	
16. Comoros	
17. Lebanon	
18. Turkey	
19. Chad	
20. Korea	
21. Algeria	
22. Bolivia	
23. Cuba	
24. Denmark	
25. El Salvador	
26. Fiji	
27. Haiti	
28. Jordan	
29. Madagascar	
30. Nepal	
31. Peru	

PREDICTION FORM		
NAME/GROUP:		
DATE/TOPIIC	MY PREDICTION	REASON FOR MY PREDICTION

HOW TO USE THE PREDICTION SHEETS

This form is meant to help learners develop analytical minds. They are supposed to predict what a lesson, especially reading lesson, is about before going through the lesson. They give reasons for their predictions to prevent them from making baseless guesses.

The first column is for stating the date and topic of the lesson. The second column is where the learners write the prediction and briefly state his/her reason in the last column. After the lesson learners should be given opportunity to state whether their predictions came through or not. The sheet can be used for both individual and team works.



KWL SHEET		
What you already KNOW About-----	What you WANT to know	What you have LEARNED

HOW TO USE KWL SHEET

This is a NALAP strategy which is meant to help learners state what they already know about a lesson topic, what they want to know about it and what they have actually learnt at the end of the lesson. **KWL** is intended to make learners active participants in lessons.

Learners must record what they already know about a topic, as well as the topic, in the first column. In the second column should be what they want to know about the topic. At the end of the lesson, learners should be made to fill the last column of the sheet with what they have actually learnt about the topic.

## Riddles

Riddles can be modified and used as a language game. In the classroom situation, the riddle must be such that the only learner who will get the answer wrong is the one who is not listening.

The teacher can use words they have learnt in the reading passage as riddles. For example the following words are from the passage:

*"My House" – afraid, vehicle, children, parents, replies, Saturday*

Here is a riddle:

1. I am a six-letter word. My first letter is **"a"** and my last letter is **"d"**.  
Who am I?  
Answer: *afraid*
2. My name begins with the letter **"v"**. I carry both passengers and goods. I used a driver to drive me. Who am I?  
Answer: *vehicle*
3. We are young people. We play a lot. We go to school. Our name ends in the letter **"n"**. Who are we?  
Answer: *children*

Word endings (ers)

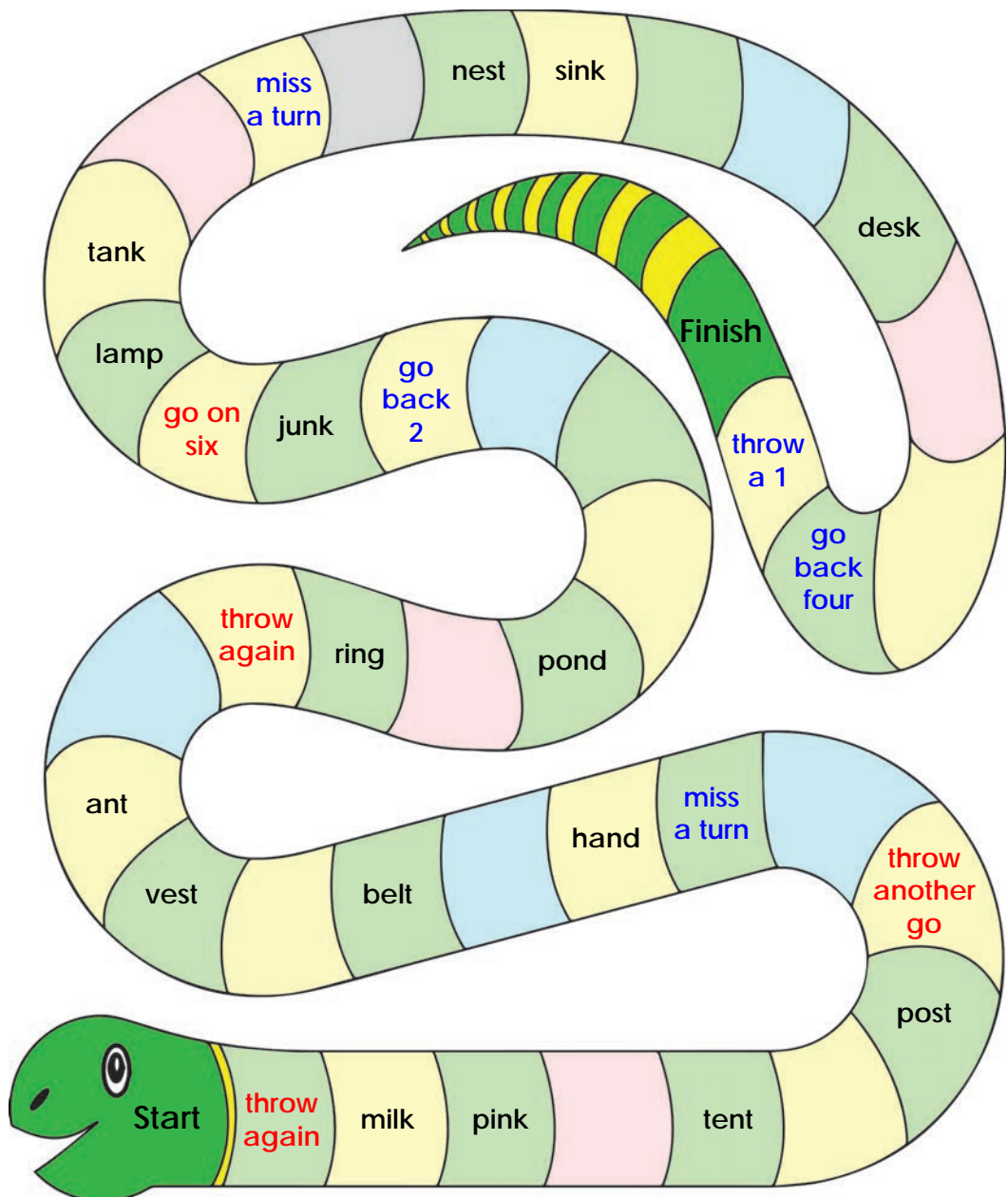
Add **'er'** or **'ers'** to the following words.

Words	Singular	Plural
Preach	Preacher	Preachers
Teach		
Call		
speak		
sweep		
play		
dance		
learn		

VOCABULARY POWER SHEET	
WRITE THE WORD HERE	
Write what it means	Draw a picture of what the word means
Write a sentence with the word	Write another sentence with the word

Beginning Blends			
<b>bl</b>	<b>cl</b>	<b>fl</b>	<b>gl</b>
black      blocks	clock      clown	fly      flame	globe      gloves
<b>pl</b>	<b>sl</b>	<b>br</b>	<b>cr</b>
plum      plug	sled      slide	brick      broom	crab      crayon
<b>dr</b>	<b>fr</b>	<b>gr</b>	<b>pr</b>
dress      drum	frog      fruit	grape      grass	president      princess
<b>tr</b>	<b>sk</b>	<b>sm</b>	<b>sn</b>
tree      tractor	sky      skirt	smoke      smell	snail      sneeze
<b>sp</b>	<b>st</b>	<b>sw</b>	<b>tw</b>
spider      spoon	star      statue	swim      sweater	twig      twine

## Final consonant blends



Consonant blends (2 letter)-Beginning of Words			
Beginning Blends			
<b><u>bl</u></b> black	<b><u>cl</u></b> club	<b><u>fl</u></b> flap	<b><u>gl</u></b> glad
<b><u>pl</u></b> plan	<b><u>sl</u></b> slip	<b><u>br</u></b> brick	<b><u>cr</u></b> crab
<b><u>dr</u></b> drop	<b><u>fr</u></b> frog	<b><u>gr</u></b> grab	<b><u>pr</u></b> pram
<b><u>tr</u></b> train	<b><u>sk</u></b> skate	<b><u>sm</u></b> smile	<b><u>sn</u></b> snake
<b><u>sc</u></b> scales	<b><u>st</u></b> step	<b><u>sw</u></b> swam	<b><u>tw</u></b> twin

# Long Vowel sounds-i

## Word List

i

pilot	item	ivory	idea	idol	iris	iron	ice cream
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i\_e

ice	bike	bite	dice	dime	dive	file	file	fine
fire	five	hide	hike	hire	hive	item	kite	lice
life	like	lime	line	live	mice	nice	nine	pike
pile	pine	pipe	rice	ride	ripe	rise	side	size
tide	tile	time	tire	vine	wide	wife	wipe	wire
wise	alike	arise	bride	chime	crime	drive	glide	knife
price	pride	prize	shine	slice	slide	smile	spike	white

igh

high	sigh	fight	light	might	night	right	sight	tight
bright	flight	knight	delight	tonight	lightening			

ie

die	lie	pie	tie	cried	tried	dried	fried	tied
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-y

by	my	cry	dry	fry	fly	sly	spy	shy
why	apply	comply	supply	rely	reply	July	rhyme	cycle

# Long Vowel sounds-a

## Word List

### a

acorn	apron	alien	agent	basic	data	baby	lady	cable
radio	shaky	paper	label	potato	hazy	maple	table	tomato

### a\_e

bake	base	cage	cake	came	cane	cape	case	cave
date	face	fade	fake	fame	fame	gate	gave	hate
lace	lake	lane	late	made	make	male	mane	maze
name	pace	page	rake	rate	safe	take	tale	tape
vane	wade	wage	wake	agent	blade	blame	brace	brake
brave	chase	crane	crate	drape	erase	flake	flame	frame
grade	grape	place	plane	plate	scale	skate	snake	space
stage	trade	whale						

### ai

aid	aim	bail	bait	fail	gain	hail	jail	mail
main	paid	pain	raid	rail	rain	sail	tail	vain
wait	await	braid	brain	chain	claim	daisy	drain	faint
frail	grain	paint	plain	quail	raise	snail	stain	trail
train	waist	afraid	praise	raisin	sprain	strain		

### -ay

bay	day	hay	jay	lay	pay	ray	say	away
clay	play	pray	stay	tray	relay	today		



# Long Vowel sounds-o

## Word List

o

go	so	no	bonus	focus	hotel	robot	total	omit
tomato	potato	banjo	piano					

o\_e

bone	code	cone	cope	dome	dose	hole	home	hope
hose	joke	lobe	mole	mope	nose	note	pole	poke
robe	rode	rope	rose	tone	vote	woke	wove	zone
alone	awoke	broke	choke	chose	close	drove	froze	globe
grove	phone	scope	slope	smoke	spoke	stole	stone	stove

oa

oak	oat	boat	coal	coat	foam	goal	goat	load
loaf	loan	oat	road	roam	soak	soap	toad	bloat
cloak	coach	coast	float	toast	throat			

ow

bow	row	low	mow	own	tow	blow	bowl	crow
flow	glow	grow	know	show	slow	snow	arrow	below
fellow	follow	hollow	pillow	window	yellow			

oe

toe	foe	hoe	doe					
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# Long Vowel sounds-u

## Word List

the Long "u" has 2 sounds- yoo and oo

u

unicorn	bugle	cupid	human	music	duty	unit	uniform	student
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u\_e

use	cube	cute	dude	duke	fuse	huge	June	mule
mute	rude	rule	tube	tune	chute	fluke	flume	flute

ew

dew	few	mew	new	blew	brew	chew	crew	drew
flew	grew	knew	news	stew	screw	threw	jewel	

oo

too	pool	room	moon	soon	food	mood	roost	proof
scoop	bloom	school	smooth	tooth	igloo	gloomy	goose	noodle
loose	spook							

ue

due	Sue	glue	clue	blue				
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# Long Vowel sounds-e

## Word List

e

even	evil	ego	Egypt	equal	evening		
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e\_e

here	these	theme	gene	concede	precede	concrete	compete
delete	severe	sincere	complete				

ea

eat	pea	sea	tea	bead	beak	beam	bean	beat
deal	each	easy	flea	heal	heap	heat	lead	leaf
leak	lean	leap	meal	mean	meat	neat	peak	read
seal	seam	seat	team	weak	beach	cheap	cheat	clean
dream	eager	eagle	feast	jeans	knead	leash	least	leave
peace	peach	reach	sneak	speak	steal	steam	teach	tease
treat	weave	wheat	beacon	beagle	beaver	grease	please	wreath

ee

bee	see	beef	beep	deep	feed	feel	feet	free
glee	heed	heel	jeep	keep	knee	meet	need	peek
peel	peep	reef	reel	seed	seek	seem	seen	teen
tree	weed	week	weep	agree	bleed	cheek	creek	geese
green	greet	kneel	queen	sheep	sheet	sleep	speed	
steep	sweep	sweet	teeth	three	tweet	wheel	asleep	breeze
chesse	coffee	fleece	freeze	needle	sneeze	speech	street	

## Long (u) spelling patterns (u-e,ue)

- Is your blue book due on Tuesday?
- Give me a clue regarding the rules.
- Will Sule hide inside a hollow tube?
- Follow the rules and do not be rude.
- We rescued the mule on the cliff.
- Do not argue about the rules.
- Do you like to use perfume?
- Luke plays a cute tune on a steel tube.
- Do you pursue your work with a good attitude?
- If you are mute, are you speechless?
- Can June mute her flute?
- June is cute and follows the rules.
- It is rude to pass crude notes.

## Long (u) spelling pattern: (ew) and (ui)

Remember: Long (u) has two sounds (u) and (oo)

Long (u) has four spelling patterns: u-e, ue, ew, ui.

Long (u) has two sounds, u as in mule and long double sound oo as in moon.

- The crew made stew.
- Duke said "Phew, I smell a skunk!"
- Just a few of our seeds grew.
- Dad laid his new suit in the suitcase.
- The wind blew our cruise ship.
- I threw some fruits to the sea gull.
- I have a good view of the cruiser.
- I drew a picture of a few crewmen.
- The fruit is covered with dewdrops.
- I need a suitable suit for the cruise.
- Lewis wants a few pieces of fruit.
- I grew two inches on the cruise.
- I will brew a few cups of coffee and bring some fresh fruit for the crew.
- I want a few pieces of fruit and some stew in my new bowl.

## Long (o) sound: (o-e) and (oe)

- Did you hoe those roses?
- Did Moe poke a hole in the note?
- I do not like to be at home alone.
- Will the doe go home if we leave it alone?
- I rode my bike and fell in a hole.
- I fell and poked my nose on a stone.
- My dad drove home from his work.
- Mom tiptoed to the stove to check the smoked ham.
- The stovepipe helped the smoke go up the chimney.
- I have an aloe plant at my home.
- Joe broke a bone in his big toe.
- I played tic-tac-toe with Joe.
- Woe is me. The smoke chokes me.
- I stepped in a hole and broke a bone.
- He tied his robe with a rose rope.
- I hope my home will not slide down the slope.

## Long (o) sound spelling pattern (oa) and (-o)

- Is Joe taking a nap in his boat?
- Did you go home after lunch?
- Did the goat eat the soap?
- I had a sore throat so I stayed home.
- Did you see the toad on the road?
- No, I did not reach the goal.
- I will slice this loaf and make toast.
- I left my coat on the boat.
- Can you hear the toad croak?
- The coach likes oatmeal and toast.
- An armload of charcoal fell on my toe.
- The coach gave us pot roast on toast.
- I hope to see an oak tree when I go up the coast.
- Did the oil-soaked dolphins float to the coast?
- They were unloading the load of coal on the railroad.
- The toad on the road puffed its throat at the goat.
- The pot roast on toast made my stomach bloat.

## Spelling Pattern (ow)

The combination (ow) has two sounds.  
This lesson concentrates on (ow) as in row.

- Do you bend your elbow when you throw things?
- You owe me a dime if you want to see the show.
- Why did you throw the pillow?
- I will put the snow in a bowl.
- How low can a crow fly?
- Can you follow the shadow of the crow?
- I see a yellow bow on the snowman.
- I sat in the shadow of a willow tree.
- The tow truck towed my car home.
- Do you see the glow in the window?
- The stowaway on the ship was a mellow fellow.
- I laid my pillow in the shadow of the yellow bungalow.
- I will sow these seeds in a row and hope they grow.
- That bowler was a show-off until he hurt his elbow.
- A crow walked slowly in the shadow of my snowman.

The spelling pattern "ir" is usually pronounced "ur" (bird = burd), except when followed by final "e" (fire).

Admiral	first	skirt	third
Birch	flirt	smirch	thirsty
Bird	girdle	smirk	thirty
Birth	girl	squir	twirl
Birthday	irk	squirrel	T-shirt
Chirp	quirk	squirt	virtue
Dirt	shirk	stir	whirr
Fir	shirt	stirrup	whirl
Firm	sir	swirl	zircon

- Kirk heard the bird chirp.
- Do not squirt the thirsty squirrel.
- The girl exercises to firm her muscles.
- The girl has thirty skirts and ten shirts.
- I like the first and third verse of the song.

- Can you make thirty pinwheels whirr?
- My birthday is on the first day of the third month.
- The bird ate a squirmy worm.
- May I be the first to quench my thirst?
- Is the girl's skirt dirty?
- The bird chirped at the squirmy squirrel.
- How long will the pinwheel whirl and swirl?

Spelling pattern (**aw, au, al, all**)

The letters (**aw, au**) have the same sound as short (**o**).

The sound of (**al**) varies. It has either the short (**o**) sound as in talk or may include the sound of "l" as in salt.

(**all**) has a short (**o**) sound plus "l" as in ball.

Read the words in the columns (**aw, au, al, all**)

awful	Applause	Almost	all
Claw	August	Alright	ball
Crawl	Austin	Also	call
Draw	Author	Always	fall
Jaw	Because	Chalk	hall
Law	Fault	Malt	mall
Lawn	Haul	Salt	small
Paw	Paul	Stalk	stall
Raw	Sauce	Talk	tall
Yawn	Sausage	Walk	wall

- Did the ball hit your jaw?
- Are you as tall as Austin?
- I like to walk and talk to Austin.
- Please walk down the hallway.
- Did you haul the old stall away?
- The tall, bald man paused to pet a fawn.
- Paul took a walk and saw a falling rock.
- It was your fault that I added too much salt.
- Claude used the chalk to draw on the wall.

- Last August, I saw the author of this neat book, "How to Draw".  
All of us liked it.
- There is no need to put sauce on the sausage.
- We almost always applaud a good show.
- We could also go to the mall for a malt.
- I was surprised to see a stalk of corn growing on the lawn.
- His jaw was so raw he could hardly talk.
- The law was awful because of all the pain it caused.



**GLOSSARY**

**The Directed Reading Thinking Activity (DRTA)** is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

**DRA** Directed Reading Activity.

**K-W-L (Ogle, 1986)** is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they know about a topic. This information is recorded in the K column of a K-W-L chart.

**The KWL chart** or table was developed within this methodology and is a form of instructional reading strategy that is used to guide students taking them through the idea and the text. A KWL table is typically divided into three columns. What do you know, want to know and have learnt.

<b>K</b>	-	what do you <b>K</b> now,
<b>W</b>	-	what do you <b>W</b> ant to know
<b>L</b>	-	what have you <b>L</b> earnt

**A story map** is a strategy that uses a graphic organiser to help learners learn the elements of a book or story. By identifying story characters, plot, setting, problem and solution, learners read carefully to learn the details. There are many different types of story map graphic organisers.