



Read/Say
Reading and saying
encourages children to
involve in every activity
taken in the class

Do
Learning by doing
enhances the capacity
of conceptual
understanding.



SOLVE
Take time to think
about the operations
and the steps to find an
answer



Write
Writing always
reinforces what they learn
by doing reading and
listening

TEACHING MANUAL FOR

LITERACY

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LITERACY

This manual is compiled for the
Targeted Instruction in Sierra Leone (TISL) project

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SKILL SUMMARY BY LEVEL

Here is a content table that summarizes the skills, knowledge and vocabulary that pupils should learn in each module. This is to help you understand how the lessons in the manual can be broken down according to the three crucial skills of, Read/Write, Build Vocabulary and Comprehend Language, that pupils' are developing during their literacy classes.

	Read/Write	Build Vocabulary	Comprehend Language
Letters and Sounds	Letters 2-3 Letter words	2-3 letter words Simple sight words	Listen to simple stories and answer questions
Sentences and Paragraph Building	Longer Words Simple sentences Simple paragraphs	Simple prepositions Make Sure Word Groups	Listen to longer stories and identify the main character, events and settings
Reading Comprehension	Complex Sentences Questions Paragraphs Stories	Complex prepositions Action words Harder Word Groups	Listen to longer stories and learn new words from them and develop better listening comprehension skills.

SECTION DESCRIPTIONS

Learning Objectives:

What pupils should know and be able to do by the end of the lesson.

Materials:

Lists of the TLMs and other resources the TCA will need to prepare for the activities planned for the lesson. The TCA is encouraged to prepare other TLMs or resources depending on the activities the TCA uses for the lesson.



TCA Notes:

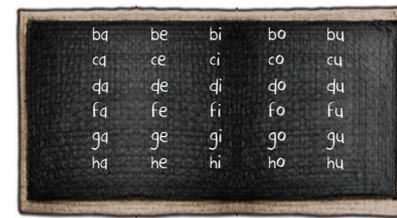
Tips on how to use the TISL pedagogy for teaching reading and writing, and advice about how to positively work with pupils.

Opening

Use this to get pupils excited about the lesson and get to them thinking about the topic.

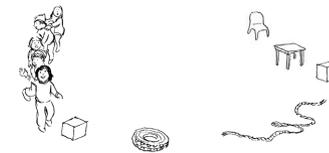
Teach and Learn:

The Teach and learn section describes how the TCA should introduce literacy concepts. Some lessons may need to be presented over several days. Depending on the learning ability and pace of the pupils, the TCA may need to introduce several steps of the lesson and reinforce the steps with practice activities to ensure pupils understand the concepts outlined under each step.



Practice and Do

Activities the TCA should do with pupils to practice the concepts learned under the Teach and Learn. The TCA is responsible for carefully selecting the Practice Activities that will help reinforce the literacy concepts taught to pupils.



Vocabulary

(Every lesson must incorporate a vocabulary building exercise, either with picture cards, riddles, or a mind map.)

Tell a Story

Describes an activity TCAs can do with pupils to practice listening, speaking, and reading comprehension. All story activities focus on building pupils' listening, speaking and reading comprehension skills.

Assess and Reflect on Learning

Describes activities the TCA can use to evaluate whether or not pupils understand the concepts taught during the lesson. Think about how pupils did and what you may need to review. Make sure to record how they did on their assessments into their milestone charts.

MANUAL 101

This manual offers detailed lesson plans on specific remedial topics in literacy. The TCA can teach the lessons exactly as written in the manual. Lessons may not fill an entire class period or may require several class periods depending on the length of the class, the level of the pupils, and the difficulty of the lesson. The TCA should plan each lesson appropriately, using the resource manual and activity book to develop lessons and activities as appropriate.

SAMPLE EXERCISE BOOK PAGES

Name _____
Date _____
Literary Notes _____

	d	e	i
h	hd	he	
r	rd		
m			
d			

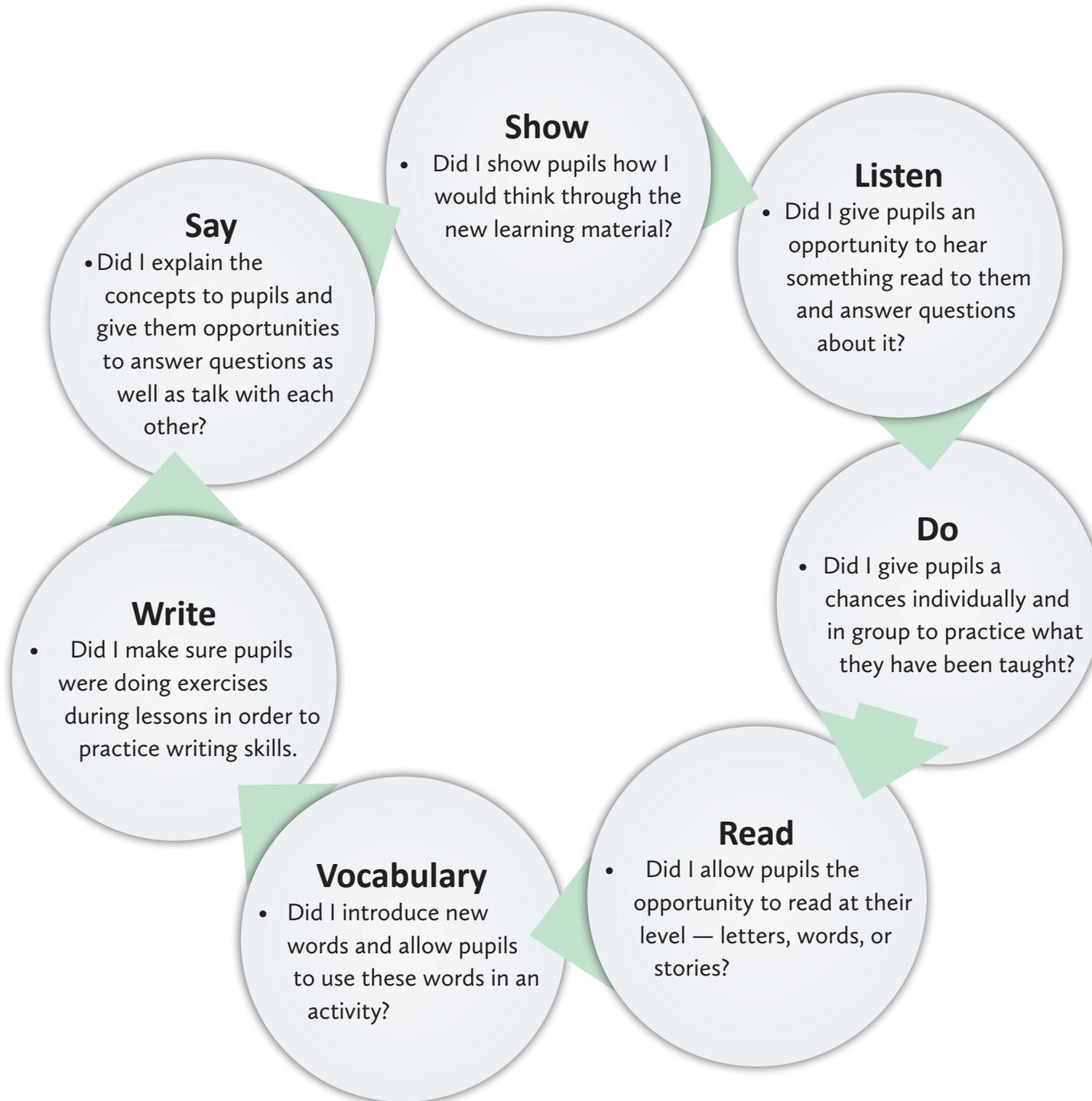
Cone
Triangle
Rectangle
Cube

Name _____
Date _____
Exercise # _____

Fill in the missing boxes:

	h	r
h	hd	
r	rd	
m		
d		

This is an example of how you can have pupils organize their exercise books daily. They should have their exercise books with them throughout the class period to write notes, perform group tasks and practice the skills they are learning.



LESSON PLANNING CHECKLIST

Once you have prepared your next lesson, make sure to ask yourself the following questions. If you can answer yes to all of these questions, then you know your lesson will be effective.

INVESTING STUDENTS

The first step of ensuring pupils success is getting pupils excited about learning. When they like learning, they are more likely to behave well and try to understand the materials.

On the right are some strategies to get pupils excited about learning in your classroom.

CHANTS/ SONGS

- Create a poem, song or chant that your pupils can recite at the beginning of class, as they get into groups or as they are finishing the day.
For Example: *Good better best, today I did not rest, I know my good got better and my better will impress.*
- Have pupils CREATE up their own songs, chants or poems about the content they learned in the lesson. Have all of the pupils learn it and allow them to sing it as a reward.

The Big WHY?

- Always reiterate the BIG GOAL of the overall class. Tell pupils why what they are learning is important in their personal development. Make sure to relate this For example: The big goal of module 1 literacy is for you all to be excellent readers so that you can read and understand words in newspapers and books.
- Have pupils read the OBJECTIVES for the class each day. Ask them and/ or explain how meeting the days objectives will get them closer to their big goals for the class.
- Close Lessons by asking pupils what they learned and why it matters to them. You can also task them with teaching their lessons to a younger sibling or another relative.

Class Personality

- **Identity:** Give your class a name that allows them to aspire to certain attributes.
For example: *We are the warriors. Warriors are fearless and always try. Todays lesson may seem difficult, but remember that as warriors, we will not be defeated. We will move ahead until we win.*
- **Attention grabber:** Create a word or phrase that could be used as a call and response for when you want to wrap up an activity, or to address the class whole group.
For example **call:** Warriors
Response: We are the Warriors!
- **Class Objects** - bring in items to remind pupils of the class personality. You can also use them to give to pupils to hold when they are speaking or to use as prizes for pupils who show excellent behaviour and academic progress.
For example: *This gold medal is a special medal and is worn by warriors. The pupils who raise their hand, pay attention and comes everyday will get the medal of honour*

CLASSROOM GROUPINGS STRATEGIES

You should use three approaches to teaching and learning literacy: whole group approach (involving the whole class), small group approach (smaller part of the class, with one leader) and individual approach (self or supervised learning, particularly, reading, writing and interpretation). Each of these approaches have their advantages and limitations, which is why you should move between the three approaches in all of your classes.

WHOLE GROUP APPROACH

Involves the teacher giving one set of instructions to the entire class.

Advantages:

- **Class management:** the teacher can reach out to a large number of pupils in a limited time.
- **Comfort level of the group:** since the whole class participates together, the shy pupils feel more comfortable and relaxed.
- **Kinesthetic activities:** children can sing and dance together to develop their kinesthetic skills.

Examples of whole group activities: Games involving movement, Action songs and Rhymes, Mind maps

Limitations

- More suitable for 'average' pupils. Above average pupils find it less challenging and tend to get bored. While pupils lagging behind feel a bit lost because they do not keep pace with the rest of the class.
- Children repeat after the teacher monotonously without paying attention, which results in minimum learning.
- Some pupils do not participate at all.
- Individual teacher attention is not possible.

SMALL GROUP APPROACH

Here, the class is divided into small groups and the teacher assigns activities to each group. Group members work together to complete the task successfully.

Advantages

- **Challenging:** the small group teaching-learning process gives pupils the opportunity to be challenged.
- **Comfort zone:** the shy pupils get the chance to participate actively as they feel more comfortable.
- **Skills building:** pupils get the opportunity to emerge as leaders. Pupils help each other in completing the tasks and this develops their social skills like patience, tolerance and brotherhood.

Examples: games, activities like crossword puzzles, riddles, etc.

Limitations:

- Pupils with leadership qualities can overshadow other pupils in their group.
- Teacher finds it difficult to manage small groups as he/she will have to go from one to the other.

INDIVIDUAL APPROACH

Individual approach in any teaching-learning process is essential. It cannot be replaced by whole or small group. The objectives achieved cannot be measured without individual learning approach. It is self-learning, where pupils can learn at their own place with freedom and creativity.

Advantages:

- Pupils learn the basic skills of reading and writing at their own pace.
- It is important for pupils at each level of learning from basic to advanced.

Examples: Some of the individual learning approaches are completing worksheets, copying in the exercise books and writing tests.

Limitations:

- In class individual learning is limited to assessment.
- May be difficult to give all of the individual attention necessary

PARTNER WORK

Given the “Classroom Grouping Strategies” on the preceding page, below are some pointers to help make sure that groupings and partner work are done correctly. Many times teachers fear partner and group work because of chaos or cheating. Using the steps below should lessen these things.

CREATE A GOOD CULTURE

- **Invest** pupils in working with partners by telling them pupils have a special way of explaining things to each other, that is why you will be using partner work to make sure everyone understands the material
- **Show** both excellent and poor partner work by role-playing what it looks, sounds and feels like to give and receive ideas and criticisms. Make sure to point out how you are using positive language and that you are also grateful for your partners input.
- **Praise** excellent partner work often. Make sure to point out partners who are working well together and what they are doing that’s praise worthy

ESTABLISH A ROUTINE

- **Getting into Groups** should be fun and exciting. You can have pupils sing songs or recite chants as they find their partners or gather materials for small group work.
- **Incorporating Partner Work** into every lesson so that pupils look forward to working together and fully expect to have the opportunity to interact with their peers.

PREPARE IN ADVANCE

- **Assign Partners** in advance. This can be done in the beginning of the year and carried throughout the year in order . However, if attendance may be an issue or if classes change often, assign partners at the beginning of each class and sit next to their partners.
- **Be Strategic** with how you partner pupils. If you know that there are ways in which certain pupils might complement each other or distract each other, factor this into how you choose partners. This will maximize their learning without your direct instruction
- **Give Roles** for small groups. If you are doing an activity with 3 or 4 pupils per group, make sure everyone understands how they are expected to contribute. If this is not made clear, then one student may dominate and others may be overshadowed. In such an instance, not everyone benefits.

USING THE TEACHING AND LEARNING MATERIALS

Using Cards

Cards are an excellent tool because they are interactive and allow pupils to manipulate letters to make words, words to make sentences, sentences to make paragraphs and paragraphs to make stories. They can also be used for drilling pupils when used as flashcards

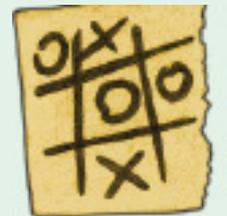
Alphabet Cards



Memory Game: place both upper case and lower case letters face down on a table. Have pupils come up and flip two cards to see if they match. Have different pupils come up to see if they can flip the right cards to match their upper case and lower case letters. Avoid using the whole alphabet, focus on the letters taught that day, or week.

Make Words: put the uppercase and lowercase letters on a table and have 2 or 3 pupils work together to find the letters in a vocabulary word you chose. Make sure that the letters in the word are not repeated more than twice because of the number of cards. Have the class confirm if they are correct and to write the word in the air.

Letter Bingo: Give each student 9 Oware beads and have pupils draw a tic- tac- toe grid on their slate. Ask them to fill in the nine spaces with letters from a letter bank you have given on the board. Have one person come up and choose a letter from the bag and have pupils put an Oware bead on their board if they have the letter. The first one to get 3 horizontally, vertically or diagonally wins.



Words Cards

Rhyming Words: Choose a word card from the deck and put it on the board. Have pupils think of all of the words they can that might rhyme with the word.

Memory Game: place vocabulary words and their picture cards face down on a table. Have pupils come up and flip two cards to see if they can match the picture with the word. Have different pupils come up to see if they can flip the right cards to match. Avoid using more than 6- 8 cards so that the activity is short and does not become boring for other pupils.

Make Sentences: Make a pile of cards each for SUBJECT, NOUN and VERB cards. Put the words on a table and have 2 or 3 pupils choose one card from each pile and create a sentence. When pupils learn prepositions, you may want to add a pile of preposition cards. Have the class confirm that the sentence makes sense and have them write them in their exercise books.

Word Bingo: Give each student 9 Oware beads and have pupils draw a tic- tac- toe grid on their slate. Ask them to fill in the nine spaces with words from a word bank you have given on the board (must have between 12 and 15 words). Have one person come up and choose a word from the bag and have pupils put an Oware bead on their board if they have the letter. The first one to get 3 horizontally, vertically or diagonally wins.

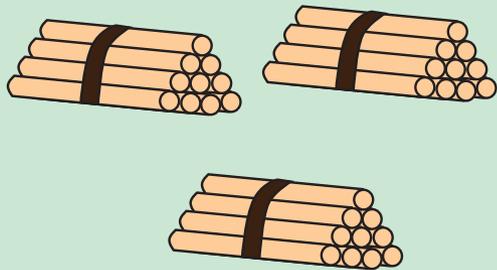
Flash Cards: Gather word cards in one hand and show the words quickly. Have pupils say the words as you flash each card. Re- shuffle and change the order of the

Spelling Bee: show the picture side of the word and then say it out loud. Choose a student to stand up and spell the word. Have pupils confirm whether they think the word was spelled correctly.



Using Manipulatives

Many people associate manipulatives with counting and doing numeracy activities. However, you can also use those materials for making groups, discussions, games and other activities to promote literacy and other citizenship skills.



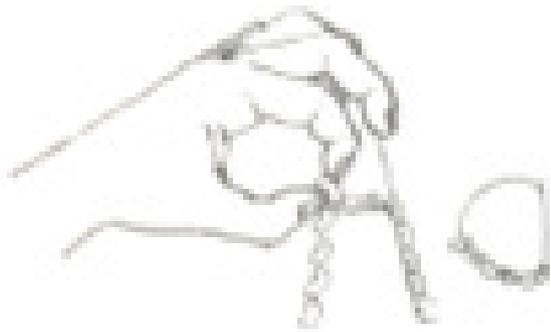
Straws / Twine

Grouping: Students pick one of the straws, then form groups based on the color of the straw they chose.

Differentiating: Have pupils chose a color or assign specific pupils certain colored straws, and have each color represent a different activity based on skill or learning style

Building Letters: Students can have fun trying to invent ways to form upper and lower case letters using straws. Because letters like lower case 'r' or 'g' might be difficult, see if you can challenge pupils to think of creative ways to get it done. An excellent brain teaser to use in the be

Letter Tracing: Give pupils some pieces of twine to manipulate into various shapes. Have them do upper and lower case letters



Marbles

Tracing: Give each pupil a piece of chalk. Show them how to write a letter on the chalkboard. Show them both upper and lower case of the same letter. Have them copy the letters on their own slates. Check their work then give pupils oware marbles, or ask them to collect small stones, and cover the outline of the letter with the marbles or stones.

Motivation: Once in a while, place marbles on pupils' desk whenever they get an answer correct or are on task. At the end of class, have them count their marbles. Have pupils who have the greatest number of marbles come to the front of the class. Assign them to be teacher helpers for the next day/week or allow them to play games in the beginning or end of the class. NOTE: Try not to use prizes like food or candy as it can be hard to keep up with this.

Using Slates

Slates are an excellent way to give informal assessments to make sure pupils understand the lesson along the way. They are also ways to engage whole class, small group and individuals and they allow pupils to express themselves in different ways (writing or drawing).

Slates/ White Boards

Fingers: Practice writing with their fingers on their slates. Instead of having them practice in the air, they can practice on their slates without chalk, before giving them chalk to continue.

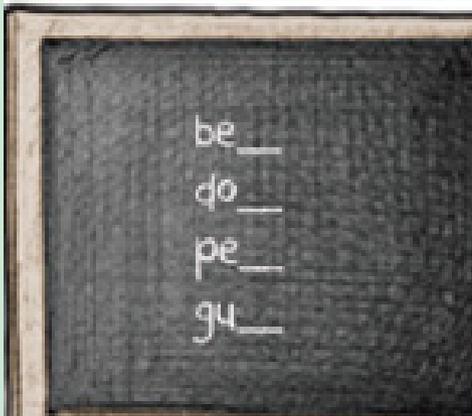
Make stories: Have pupils pass around a slate or white-board while adding verbs or nouns to sentences. At the end, have one of them read the final sentence aloud.

Find the Letter: Call out a set of letters or a word. Have pupils circle the letters from the set of letters or words on their board and lift up the board when they are done. Walk around and see their work to ensure they identified and circled the right letters.

Bingo: Have pupils draw a tic- tac- toe grid on their slate. Ask them to fill in the nine spaces with letters/ words from a letter or word bank you have given on the board. Choose a letter/ word from the bag and write it on the board. If pupils have a match, have them cross it out on their board. The first one to get 3 words or letters horizontally, vertically or diagonally wins.

Board Race: Ask a question out loud and ask that everyone write their responses to the question on their chalkboard. Have the first one to get the answer raise their board. NOTE: this could discourage some children who have difficulty writing and may encourage sloppiness, but can be a fun way to energize a class while still focused on content

All on Board: Similar to 'Board Racing', Ask a question out loud and ask that everyone write their responses to the question on their chalkboard. However, in this one, when pupils have written their answer, have them flip their boards so no one else can see. When you see all oards flipped, have them all raise their boards so you can see who understand and who does not. Use this to ask pupils how they arrived at their answers before telling them who is correct.



LETTERS AND SOUNDS

WHAT I HAVE TO TEACH AND HOW TO ACHIEVE IT?

- **What to teach?**

In this module children will master the names and sounds of letters as well as basic sound blending to form both meaningful (Example: if, as, am, it) and non-meaningful blends (Example: ba, ta, ma). Pupils also start to learn simple pronouns, known as “sight words”, at this stage (he, she, you, him, her, them, the, etc).

- **How to achieve it?**

Phonics which is connecting the sounds of spoken English with letters or groups of letters (e.g that the sound /k/ can be represented by c, k, ck or ch spellings) is used to teach the blending of sounds. The 26 letters in the English alphabet make 44 sounds or “phonemes” in spoken English. Phonemes join together in different patterns to form words. **Listening to the sounds as they see and read the letters and then writing them down is the learning sequence used to teach the main skills in this module.** To teach sight words, use word cards to drill them into pupils’ memory.

- **What to teach?**

Though pupils may not be able to spell many of vocabulary words, they need to make personal connections with words they see, hear or even use everyday. Words groups like emotions, seasons, shapes should be taught at this stage. Your goal is for children to know the words, rather than to spell and write them.

- **How to achieve it?**

Focus mainly on **picture words** (words that can be depicted easily in a picture) and **reinforce these pictures and word with Pictionary, riddles and matching games.** (see How to Use TLMs in this manual and the Activity Book for ways to use pictures to reinforce vocabulary.

- **What to teach?**

At this stage, it is important for children to be able to hear and repeat what they have heard. Stories are a great way to provide children with practice. The stories you tell at this level should be very short, and focus on things that children are already familiar with. You should be asking simple questions after stories in order to develop comprehension skills.

- **How to achieve it?**

You should re-tell the story in the local language after you have read it a few times in English in order to foster better comprehension. Reiterating the story in the local language will allow them to make connections between English vocabulary and local vocabulary, which will bolster comprehension skills. **In addition to asking simple questions about the story, you can use the following to build on pupils’ comprehension skills:** re-telling or acting out the story (in the local language), drawing what they heard in the story, **identifying letters in the key words** and matching the words with picture cards, and **picking out words from the story** that they do not know and guessing the meaning.

LITERACY LEARNING MILESTONES

Level 1: Letters and Sounds

Pupils will learn to express themselves with words, both spoken and written. They will continue to hear you read stories, and you will ask them questions about the material to improve reading comprehension. Here are some specific reading and writing milestones you can expect a child to reach upon completion of this module. Keep in mind that children develop at different rates, so not all children will be able to do everything on this list at the same time. However, to comfortably move a pupil to the next module, they should have mastered at least 80% of these skills.

1	Describe pictures
2	Follow simple instructions
3	Identify simple objects
4	Write from left to right and to work from the top to the bottom of a page
5	Match the letters in the alphabet with their sounds
6	Pronounce all the consonant and vowel sounds & match with the letters
7	Sound out consonant blends, such as cl and br, and digraphs like sh, ch, and th
8	Write uppercase and lowercase letters accurately
9	Read at least 50 words, especially sight words like “as” “go,” “was” and “the”
10	Add, remove, or change sounds to change words — e.g., “sun” to “run” & “cat” to “bat”.
11	Say simple rhymes
12	Answer simple questions after hearing a story

LETTERS AND SOUNDS

MODULE 1: Letters, Sounds and Simple Words I

Learning Objectives

- Identify and read the letters
- Match various sounds with letters
- Trace and copy letters of the English alphabet with their corresponding letters
- Blend two sounds together
- Know how vowels and consonants help us make words

Materials

- Picture alphabet cards
- Letter cards
- Story cards
- Letter Chart



TCA NOTES

1. Introduce learning letters in an exciting way. Show pupils books and story cards. Let them look at and touch them. Explain that little by little, as they learn letters and then words, they will be able to read these books/ story cards.
2. Don't teach all the letters in one day. You have seven weeks to teach pupils the letters and their sounds. Focus on one or two letters a day, and add in letters taught from previous weeks to help bring home the blending component.
3. When pupils learn sounds, it helps them put the sounds together to make words. You can explain that just like a person has a name, so does each letter.
4. Learning to write can be very frustrating for pupils at this module. To make it easier for pupils, integrate writing activities during every lesson at the end of each sound and letter recognition lesson. Pupils can learn to write with ease if they practice with the letter of their finger in the air, on each other's backs, on their tables, etc., before writing letters on their slates or notebooks.

Opening

1. **TELL:** Tell pupils what they will learn and why it is important (**Today we will learn six new letters e, h, r, m, d, j because when we learn letters we become excellent readers.. who wants to be an excellent reader?**)
2. **SING:** Sing the alphabet song with the class.
3. **REVIEW:** Choose 5 pupils to come to the board and write the letters that they learned the previous day and to tell the class the sound that the letters make.



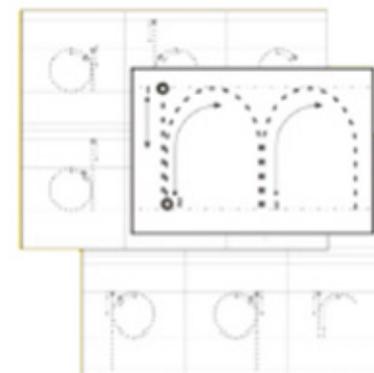
a, b, c, d

Teach and Learn

Letter Recognition Structure - based on the "Levels at a Glance" sheet, choose the letters that will be discussed that day

1. **ACTIVATE:** Write the letter (start with lower case first) on the board and ask pupils what the letter is and what sound it makes.
2. **SOUND:** Tell the class the name and sound of the letter and have them repeat after you
3. **TRACE AND WRITE:** Ask them trace the letter in the air and then copy it onto their slates. Pick 2 pupils to come to the board to write the letter, say the name and give the sound of the letter.
4. **WORDS:** Ask pupils to tell the class some words that start with the letter

(Repeat with other letters)



Practice and Do

Blending Sounds (Two letters)

1. Break the class into groups of 4 and give each of them the following chart
2. Explain that the letters in the top row are vowels because they are the glue that hold words together. Ask them to blend the consonants with the vowels and write them in the chart.
3. Go through the chart with the whole class and for each blend ask them what the letters sound like when they are put together.

NOTE: Add more letters and letter combinations as they learn more. The table should progressively grow bigger as you build upon letters from past lessons because you are spiralling in more letters.

	a	e	i
h	ha		
r			
m			
q			

Vocabulary

1. Choose a theme based on what is prescribed in the “Levels at a Glance”.
2. Use the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. Choose an activity such as between, riddles, or Pictionary to help pupils remember words.

Action Words



Tell a Story

1. **READ:** Read pupils the story based on the “Level at a Glance” chart
2. **REPEAT:** Repeat in local language
3. **RE-READ:** Read the story once again in English and include pupils by making noises or having them repeat words.
4. **ASK:** Ask them comprehension questions on the back of the story cards as well as your own that you create.
5. **ACTIVITY:** Choose one of the activities in the “Tell a Story Section” of the Literacy Activities book to help engage pupils with the story.

NOTE: for longer stories, divide them into two parts in order to ensure pupils have enough time to do activities

Assess

1. Did students master the letter identification and sounds, as well as blending? How do you know?
2. Pick one pupil at a time to come to the desk and pick out the correct letter card.
3. Repeat until all pupils have had one try.
4. Record their scores in your milestone chart to keep track of their progress

Reflect on Learning

1. Did students master the letter identification and sounds, as well as blending? How do you know?
2. What activities did you do that were most effective in teaching the lesson?
3. What activities did you struggle with teaching?
4. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons

Note:

You will be using this same structure for all the letter sounds over the next few weeks. You will change the content but keep the same structure.

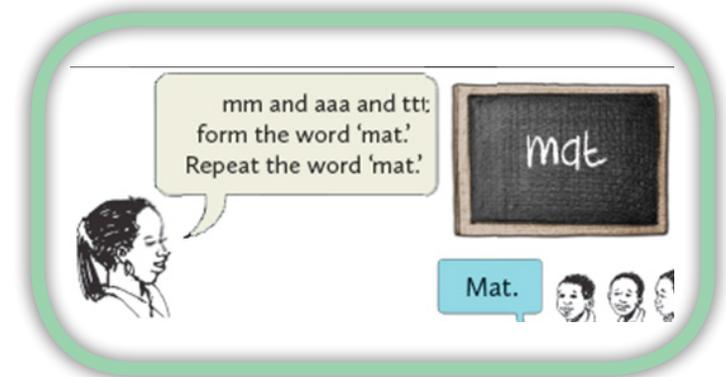
MODULE 2: Letters, Sounds and Simple Words II

Learning Objectives

- Identify and read the letters of the English alphabet
- Match various sounds with their corresponding letters
- Trace and copy letters
- Put letters together to make short words,
- Write words they learn,
- Begin to form and say simple rhymes

Materials

- Picture alphabet cards
- Letter cards
- Story cards
- Letter Chart



TCA NOTES

1. Here you will continue teaching letters, but this section focuses on common combinations of letters that pupils must learn in order to blend sounds into words
2. As pupils learn new letters, make sure you revise the ones they have already learned.
3. Remember not all pupils will learn at the same rate, so be patient with those who take longer to learn.
4. It is important to teach the sounds of the letters in addition to the names. You can explain that just like a person has a name, so does each letter.
5. Learning to write can be very frustrating for pupils at this module. To make it easier for pupils, integrate writing activities during every lesson. Pupils can learn to write with ease if they practice with the letter of their finger in the air, on each other's backs, on their tables, etc., before writing letters on their slates or notebooks.

Opening

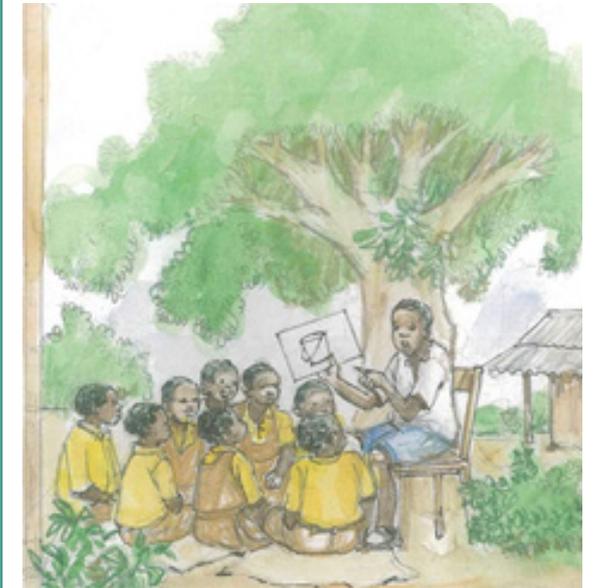
1. **TELL:** Tell pupils what they will learn and why it is important
2. **SING:** Sing the alphabet song with the class.
3. **REVIEW (after the 1st lesson):** Choose 5 pupils to come to the board and write the letter combinations that they learned the previous day and to tell the class the sound that the combinations make. Have them give you words that include those letter combinations

Teach and Learn

Letter Recognition Structure - based on the “Levels at a Glance” sheet, choose the letter combinations that will be discussed that day.

4. **ACTIVATE:** Write a letter combination on the board and ask pupils if they have seen any words that have these letter combinations in them.
5. **SOUND:** Tell the class the name and sound of the letter combinations and have them repeat after you
6. **TRACE AND WRITE:** Ask them to trace the letter in the air or on their desks and then copy it onto their slates.
7. **EXPLAIN:** Tell pupils that you will be looking at various words with these letter combinations. Some of them will rhyme, which means they will sound alike. Give some examples of rhyming words, and have them offer others that might sound like the words you gave.
 - a. Write the combination and ask them to blend with consonants you add: For example: le
 - b. Explain that rhyming is finding words that sound like other words and give at least two examples of a word : For example: pie and lie all rhyme and all end in ie
 - c. Ask them if they can think of other rhyming words
 - d. Have them repeat the words so that they hear how they sound alike. Do this for the different combinations

(Repeat with the other letter combinations)



Practice and Do

Blending Sounds (Two letters)

1. Break the class into groups of 4 and give each of them the following chart
2. Explain that the letters in the top row are vowels because they are the glue that hold words together. Ask them to blend the consonants with the vowels and write them in the chart.
3. Go through the chart with the whole class and for each blend ask them what the letters sound like when they are put together.

NOTE: Add more letters and letter combinations as they learn more. The table should progressively grow bigger as you build upon letters from past lessons because you are spiralling in more letters.

		e	oo	qe	i
h	hq				
qu					
m					
d					

Vocabulary

1. **THEME:** Insects
2. **RECITE:** Go through the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. **ACTIVITY:** Choose between story telling, riddles, or Pictionary to

Tell a Story

1. **READ:** Read pupils the story based on “Levels at a Glance” Chart.
2. **REPEAT:** Repeat in local language
3. **RE-READ:** Read the story once again in English and include pupils by making noises or having them repeat words.
4. **ASK:** Ask them comprehension questions
5. **ACTIVITY:** Choose between ‘Letter Mining’, ‘Drawing Fun’, ‘Word Connections’ or ‘My Favourite Character’ to help engage pupils with the story.

NOTE: for longer stories, divide them into two parts in order to ensure pupils have enough time to do activities

Assess

1. Did students master the letter combination identification and sounds, as well as blending? How do you know?
2. Pick one pupil at a time to come to the desk and pick out the correct letter card, then make the sound the letter makes.
3. Put word cards on a table and have pupils identify the letters and then sound them out to make words.
4. Repeat until all pupils have had one try.
5. Record their scores in your milestone chart to keep track of their progress

Reflect on Learning

1. Did students master the letter combination identification and sounds, as well as blending? How do you know?
2. What activities did you do that were most effective in teaching the lesson?
3. What activities did you struggle with teaching?
4. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons

REVIEW LESSON

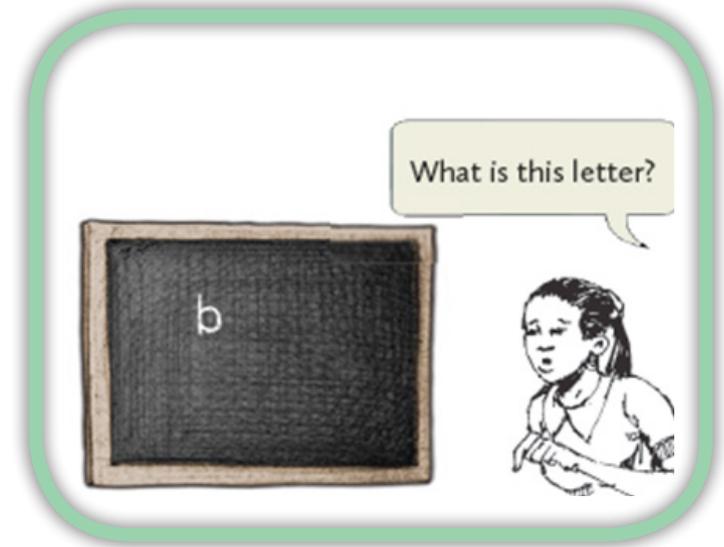
MODULE 3 — Review Lesson

Learning Objectives

- Review specific topics pupils may have had difficulty in learning
- Identify letters and their sounds
- Blend sounds to make words with up to five letters
- Practice writing letters and short words

Materials

- Letter Cards
- Marbles/ Straws
- Vocabulary Cards
- Word Cards
- Slates
- Exercise Books



TCA Notes

Look through your milestones chart and through the exercise books of the pupils to identify specific lessons that pupils struggled with. You may want to focus on letters and sounds that may be confusing like 'e' and 'i' or 'c' and 'k'. Work together with your mentor teacher to identify lessons that you want to reteach to ensure pupils are ready for Level 2.

Opening

1. **TELL:** Tell pupils what they will learn and why it is important
2. **SING:** Sing the alphabet song with the class.
3. **REVIEW (after the 1st lesson):** Choose 5 pupils to come to the board and write the letter combinations that they learned the previous day and to tell the class the sound that the combinations make. Have them give you words that include those letter combinations

Teach and Learn

Letter Recognition Structure.

1. Choose the set of letters and letter combinations that pupils most struggled with during the lessons in the past weeks
2. **Sound:** Have the class say the name and sound of the letter two or three times (**note:** you are NOT to tell them the letters at this point, review is total recall)
3. **Trace and Write:** Say a letter or letter combination, then ask them trace the letter in the air and then copy it onto their slates, and raise their slates when they have written it down.
4. **Words:** Ask one pupil to tell the class a word that has the letter or combo in the word, and then ask another pupil if they agree. Have them write the word on their slate.
5. **Rhyme:** Ask them if they can think of a word that rhymes with the words given.

(Repeat with other letters and combos)

Practice and Do

All Aboard

1. Identify the letters and letter combinations students struggled with.
2. Play 'All Aboard' by pronouncing a blend and having them write down which letters or letter combinations make that blend. For example pronounce mmmm--aaaa and see if students are able to write m-a. Remember to wait until all students have turned their board over before asking them to raise it so you can see

Bag O Tricks

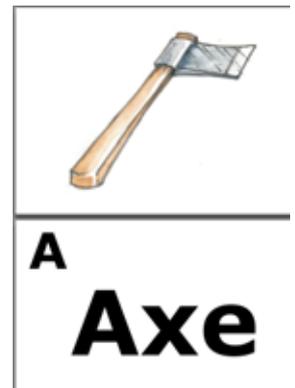
1. Put all consonants and letter combo cards in bag or on one table. Then put vowels in another bag or on another table.
2. Have one student choose a consonant and the other choose a vowel. Have someone else from the audience blend the sounds
3. Ask the class to repeat the blend.

		e	oo	ae	i
h	hq				
qu					
m					
d					

Build Vocabulary

Blending Sounds

1. **THEME:** Instead of choosing a theme, choose words that pupils may have struggled with or that would be important for story telling
2. **RECITE:** Go through the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. **ACTIVITY:** Choose between story telling, riddles, or Pictionary to reinforce the words



Tell a Story

1. **READ:** Read pupils the story based on “Levels at a Glance” Chart.
2. **REPEAT:** Repeat in local language
3. **RE-READ:** Read the story once again in English and include pupils by making noises or having them repeat words.
4. **ASK:** Ask them comprehension questions
5. **ACTIVITY:** Choose between ‘Letter Mining’, ‘Drawing Fun’, ‘Word Connections’ or ‘My Favourite Character’ to help engage pupils with the story.

Assess

1. Have students draw a word maker chart to fill out.
2. Ask students to create their own word maker chart with consonants on the left side and the vowels on the top.
3. Have them trade with a partner and let their partner fill out their chart.
4. Record their scores in your milestone chart to keep track of their progress

Reflect on Learning

1. Did students improve on the skills they may have struggled with in letter identification, sounds and blending? How do you know?
2. Do you believe your pupils are prepared for module 2? How do you know?
3. What activities did you do that were most effective in teaching the lesson?
4. What activities did you struggle with teaching?
5. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons

SENTENCES AND PARAGRAPH BUILDING

WHAT I HAVE TO TEACH AND HOW TO ACHIEVE IT?

Read/Write

- **What to teach?**

At this level children will be learning to read longer words with more complex sounds and blends. Pupils will build on their phonemic awareness as they are introduced to new words. As words get longer, and the sounds more complex, they are made aware of irregular sounds that cannot be made simply through blending. They will then learn prepositions in order to read, write and create short sentences. They should practice reading and writing sentences for putting sentences together to read and write simple paragraphs.

- **How to achieve it?**

They can become more comfortable with the new words through listening and reading practice and should be introduced to more “sight” words. Pupils start learning to also break down longer words into syllables to make them easier to pronounce. Pupils should be **encouraged to build their own sentences from words by asking questions**. It is important that they understand that a sentence has parts, namely the verb and subject. This is **taught by writing a sentence and asking pupils to identify the verb and subject**.

Build Vocabulary

- **What to teach?**

At this level, pupils will be able to read a lot of the words that they see. In addition to learning picture words, you can also teach many non-picture words groups like feeling so they can understand how action words and verbs come together to form sentences.

- **How to achieve it?**

While you can still use Pictionary and Riddles, Mind Maps are an especially effective way to give freedom to the children to learn from each other's knowledge of words. With Mind Maps you can teach many related words and accordingly increase the vocabulary. You do this by **saying one word and asking pupils to say all the words they know related to that word**. To encourage writing for pupils, have them **draw their own Mind Maps** in their notebooks before sharing their responses with the class.

Comprehend Language

- **What to teach?**

The stories you tell at this level should be longer than in module 1. They should still be simple and relatable stories. You should be able to read simple stories of about 1-2 paragraphs, without using the local language to retell it. If pupils struggle to understand the stories you can use the local language, especially to help them understand the moral of a story.

- **How to achieve it?**

You can use some of the activities from module 1, but in module 2, the story activity can also relate to the theme of the lesson. For example if a lesson was about understanding the verb, then you can pick verbs out of the story and ask them to act them out. Similarly they can **use new words in the story to make up their own simple sentences. Ask questions about the main idea and specific characters and themes**. Be sure to ask them questions about **how they personally relate to the story to invest them in reading**.

LITERACY LEARNING MILESTONES

Level 2: Sentences and Paragraph Building

At this module your pupils will improve their reading skills. At some point pupils will make the big **switch from sounding out letters to reading words fluently**. You'll also notice their **vocabulary expanding** rapidly. Here are some specific reading and writing milestones you can expect your level 2 pupil to complete. Keep in mind that children develop at different rates, so not all children will be able to do everything on this list at the same time. However, to comfortably move a pupil to the next module, they should have mastered at least 80% of these skills.

- 1 Use phonetic strategies when reading, sounding out words that are unfamiliar
- 2 Read at least 100 commonly used words in the English language, including "there," "have," "that," etc
- 3 Read contractions, such as "don't," "cant," etc
- 4 Understand and use prepositions correctly
- 5 Pick out nouns and verbs in sentences
- 6 Read paragraphs with simple sentences of 3-5 words
- 7 Use words correctly to make & write simple 3-5 word sentences like, "I am a girl"
- 8 Identify the main character, setting, and events after reading or hearing a story.

WORDS AND SOUNDS

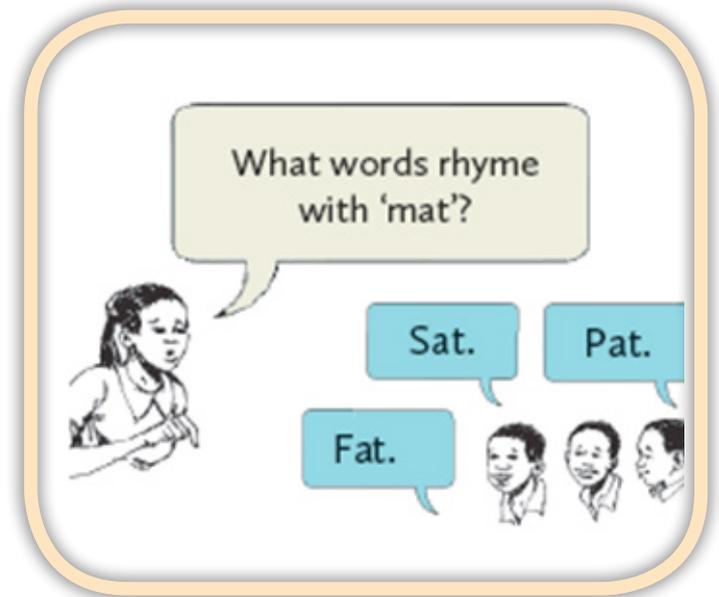
MODULE 1 — Words and Sounds

Learning Objectives

- Read Longer words
- Build Vocabulary.

Materials

- Word cards
- Alphabet cards
- Story cards

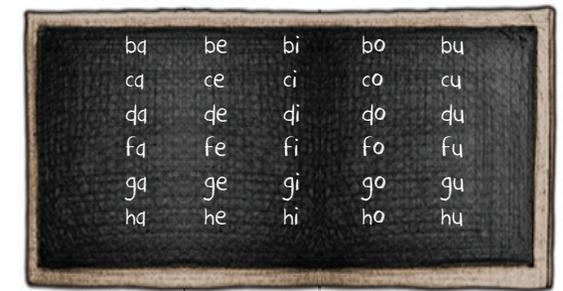


Opening

1. Ask pupils to tell you some of the things they remember learning from level 1
2. Tell them how level 2 will build on that knowledge
3. (After Day 1) Review information they learned the day before either through an Anchor Activity or by replicating one of the activities they did the day before.

Teach and Learn

1. Write out a common word ending (e.g. 'ma') on the blackboard and sound out each letters ('mmm' and 'aaa') and explain that the sounds 'mmm' and 'aaa' form the word 'ma'. Ask pupils to repeat the word 'ma' several times.
2. Lead pupils to duplicate the two-letter sound (e.g., ma + ma = mama) and write it on the board. Repeat with several other words (e.g., fa + fa = fafa; ta + ta = tata; pa + pa = papa; fu + fu = fufu, etc.).
3. Copy the two-letter chart below on the blackboard.
4. In pairs, ask pupils to combine two-letter sounds to make four-letter words or sounds (e.g. k fufu, etc.).
5. Pick a few pupils to pronounce out loud the words they formed. Write the words on the blackboard.
6. Ask pupils to copy the words on the board in their notebooks. As pupils are writing, walk around the classroom to provide individual attention with writing.



Practice and Do

1. Choose one of the activities outlined in the 'Levels at a glance' chart.
2. Choose the letter combinations to focus on for that day
3. Show the activity once so that pupils see what it looks like and what it means to do the activity well.
4. Ask pupils questions about the directions and your examples to ensure they understand your expectations

Build Vocabulary

1. Select a theme from the options given in the 'Levels at a Glance' table.
2. Go through the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. Choose between the following activities: story telling, riddles, Pictionary or Mind Maps to reinforce definitions and recognition of vocabulary words.

Tell a Story

WORD DEFINITION ACTIVITY

1. Choose the appropriate story from the 'Levels at a Glance' Table .
2. Read the story twice and then ask comprehension questions.
3. If pupils struggle to answer a question, re-read the specific part of the story that is relevant to that question OR re-tell the story in the local language.
4. Place pupils in groups of three and ask each group to pick two words in the story they don't know. Have them write the words down in their notebooks.
5. Ask groups to share the words they picked with the rest of the class. Write all the words on the board.
6. For each word, ask pupils if anyone knows the meaning of the word or if anyone can infer the meaning from the story. If no one knows, explain the word to pupils.
7. Once you have reviewed all the words on the blackboard, pick some of the words and ask pupils to explain them back to you.
8. Have them write their own definitions of the words they chose in their notebook.



Assess

1. Did students master writing and saying words with double endings? How do you know?
2. Write on the blackboard four-letter and five-letter words with a missing letter. Make sure you pick words you have previously taught pupils.
3. Have them copy in their notebooks, and fill in the missing letters before they are released
4. Record their scores in your milestone chart to keep track of their progress

Closing

1. Ask pupils to talk to a partner about what they learned today in class
2. Have some people share what their partners learned as well as what they learned

Reflect on Learning

1. Did students master writing and saying words with double endings? How do you know?
2. What activities did you do that were most effective in teaching the lesson?
3. What activities did you struggle with teaching?
4. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons

SIMPLE PREPOSITIONS

MODULE 2 — Simple Prepositions

Learning Objectives

- Identify and read simple prepositions.
- Use simple prepositions in context. (I am in the school).
- Write simple prepositions. (up down forward backward)
- Spell five prepositions. (up. u-p. down. d-o-)

Materials

- Story cards
- Word cards
- Sentence cards
- Slates



TCA NOTES

1. Teaching preposition is difficult because prepositions are more a concept than mere vocabulary words. Some prepositions, such as 'but', 'as', and 'plus', are too advanced for pupils in Level 2. Instead, teach these prepositions as sight words and have pupils memorize them since the words occur frequently in sentences. To understand how to recognize and use prepositions in context, pupils need a lot of practice.
2. Use sorting activities such as opposite pairs (e.g., above/below; inside/outside) to teach pupils prepositions. The mind strives to make connections, and sorting activities are a way of making connections, so any kind of sorting activity is beneficial.
3. Teach no more than three to four prepositions a day.
4. Before introducing new prepositions, always review those you have previously taught pupils.

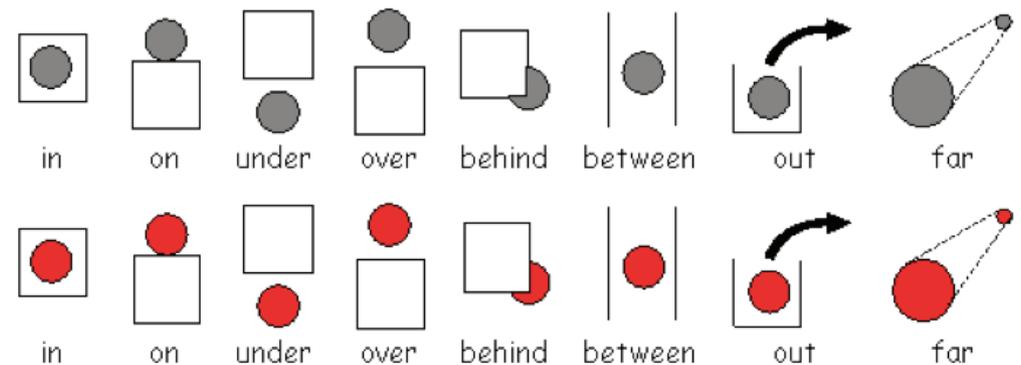
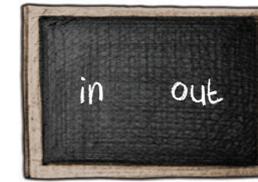
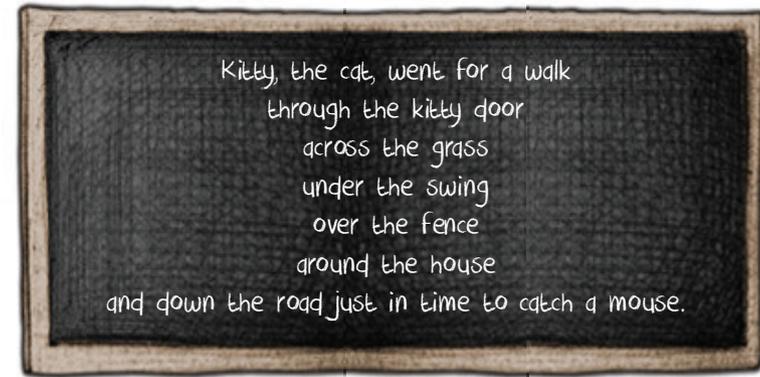
Opening

1. (After Day 1) Review information they learned the day before either through an Anchor Activity or by replicating one of the activities they did the day before.
2. Ask pupils if they know what opposite are and if they can give examples.

Teach and Learn

TEACHING SIMPLE PREPOSITIONS

1. Explain that prepositions are words that help us describe where things are. Tell them that prepositions can also explain where to go or what to do.
2. Write the poem to the right on the blackboard and teach it to pupils.
3. After teaching the poem, explain to pupils that the prepositions are the words that describe where the cat is going. Point out the prepositions in the poem.
4. Write on the board one common, simple preposition and its opposite.
5. For each preposition, explain and demonstrate the meaning of the preposition by putting it in context. For example, to explain the preposition 'in', you would first show the word card 'in' and then provide a simple definition: "in' means to be inside a specific place".
6. Then, use the preposition in a sentence and demonstrate it. For instance, say: "The ball is 'in' the bowl". As you say the sentence, demonstrate the meaning of the sentence by putting ball inside the bowl. Do the same for 'out'.
7. Repeat with other pairs of prepositions (up/down; on/off; in front of/ behind, etc.).
8. Ask pupils to help with explaining some of easier words



Practice and Do

1. Make preposition cards and hold them up and have the pupils demonstrate the action.
2. Choose one of the activities outlined in the 'Levels at a glance' chart.
3. Choose the letter combinations to focus on for that day
4. Show the activity once so that pupils see what it looks like and what it means to do the activity well.
5. Ask pupils questions about the directions and your showing to ensure they understand your expectations

Build Vocabulary

1. Select a theme from the options given in the 'Levels at a Glance' table.
2. Go through the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. Choose between the following activities: story telling, riddles, Pictionary or Mind Maps to reinforce definitions and recognition of vocabulary words.
4. Have them use the vocabulary in sentence with a preposition to tie in the lesson.

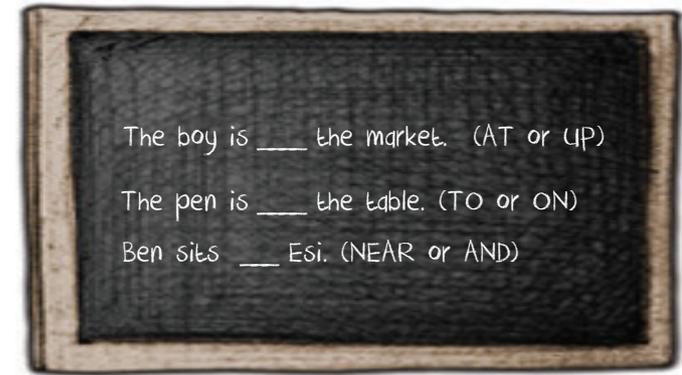
Tell a Story

STORY TIME (Preposition Fun)

1. Pick a story from the stories section of your resource manual and read it to pupils.
2. You should read the story a few times to ensure pupils understand it.
3. Ask pupils comprehension questions to help them understand the story.
4. If pupils struggle to answer a question, re-read the specific part of the story that is relevant to that question.
5. Place pupils in groups of 3 or 4 and give each group a copy of the story card (if you don't have enough copies, you can give them different story cards).
6. Give each group a few minutes to identify as many prepositions as they can in the story.
7. When the time is up, ask each group to share with the class a few of the prepositions they identified. Correct pupils kindly

Assess

1. Did students master reading, writing and understanding simple prepositions? How do you know?.
2. In pairs, ask pupils to complete the sentences. While pupils are working together, circulate around the classroom to provide individual attention. If many pupils have difficulty picking the correct preposition, practice simple prepositions during the next lesson.
3. Finally add two more sentences to the board and tell pupils to work on those silently and bring their books to the front for you to check before they are dismissed.
4. Record their scores in your milestone chart to keep track of their progress



Closing

1. Ask pupils to talk to a partner about what they learned today in class
2. Have some people share what their partners learned as well as what they learned

Reflect on Learning

1. Did students master reading, writing and understanding simple prepositions? How do you know?
2. What activities did you do that were most effective in teaching the lesson?
3. What activities did you struggle with teaching?
4. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons

INTRODUCTION TO SIMPLE SENTENCES

MODULE 3 — Introduction to Simple Sentences

Learning Objectives

- Read sentences with 2 to 5 words
- Write sentences with 2 to 5 words - cry jump play read eat
- Identify the subject(noun) and action verb in sentences

Materials

- Story cards
- Sentence cards
- Word cards
- Slates



Opening

1. Explain to pupils that today they will be learning about reading sentences because sentences are the stepping stone to reading stories and books.
2. Review information they learned the day before either through an Anchor Activity or by replicating one of the activities they did the day before.

Teach and Learn

1. Explain to pupils that a sentence is a group of words that expresses a complete thought. (e.g., 'I play', 'I like banku', etc). When you teach pupils to read sentences, introduce sentence structure simultaneously. Reassure pupils that if they don't understand sentence structure at this point, it will become easier to learn as they acquire more English skills.
2. Start with two-word sentences (e.g., 'Alpha eats'), and progressively introduce more complex sentences with three to five words. Introduce the structure of two-word sentences in the active voice. The active voice means a sentence that is composed of: SUBJECT + VERB

The active voice is the easiest -- and strongest -- sentence structure in English, so encourage students to speak and write following the pattern. Avoid mixing verb tenses in simple sentences. Always use the present tense. Any tense other than the present tense is beyond the level of Module-3 pupils and will only confuse pupils.

3. Explain to pupils what a SUBJECT and a VERB are:
 - A subject tells us who or what does the action.
 - A verb is an action word. A verb tells what the subject does, is, or what happens to it.

Provide examples of subjects and verbs.

4. When adding more words to sentences, explain that additional words are details which might answer where, when, why or how.

For example:

- Alpha eats fufu <where> outside, upstairs, at home, on the bed etc.
- Alpha eats fufu <when> at night, on Wednesdays, at dinner
- Alpha eats fufu <how> with a spoon, with his hands,

Teach and Learn (alternative activity)

1. Alternative Activity (towards end of week): Have pupils make a poem or short story made up of two word sentences using the vocabulary from the week. OR Give them a topic and have them write a story or poem using two- four word sentences. (Make sure to show an example). Have them read the stories/ poems out loud to the class or to partners.

For example:

- After School
I run.
I eat.
We play.
We sleep.

2. Go through the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. Choose between the following activities: story telling, riddles, Pictionary or Mind Maps to reinforce definitions and recognition of vocabulary words.

Practice and Do

1. Choose one of the activities outlined in the 'Levels at a glance' chart.
2. Choose the letter combinations to focus on for that day
3. Show the activity once so that pupils see what it looks like and what it means to do the activity well.
4. Ask pupils questions about the directions and your modeling to ensure they understand your expectations

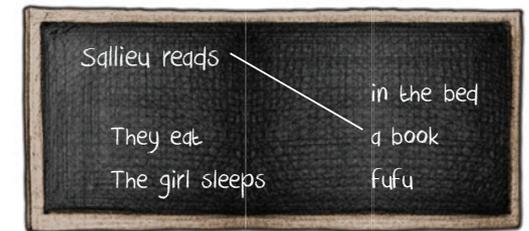
Build Vocabulary

1. Select a theme from the options given in the 'Levels at a Glance' table.
2. Go through the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. Choose between the following activities: story telling, riddles, Pictionary or Mind Maps to reinforce definitions and recognition of vocabulary words.

Tell a Story

SENTENCE CONNECTION

1. Pick a story from My Teaching Resources at the back of the manual and read it to pupils.
2. You should read the story a few times to ensure pupils understand it.
3. Ask pupils comprehension questions to help them understand the story. If pupils struggle to answer a question, re-read the specific part of the story that is relevant to that question.
4. On the blackboard, write two columns of words from the story that make sentences when correctly connected. For instance:
5. Give pupils a few minutes to read and connect the sentences.
6. Pick pupils to come to the blackboard and draw a line to connect the words to make sentences.



Assess

1. Did students master writing simple sentences? How do you know?
2. In pairs, ask pupils to take turns reading the sentences and identifying the subject and verb in the sentence, then have them write the sentences in their notebooks.
3. Have them identify the subject and verb by circling the subject and underlining the verb. .
4. Write two more sentences on the board and have them do the same activity independently.
5. Record their scores in your milestone chart to keep track of their progress



Closing

1. Ask pupils to get in partners and have one person explain a noun and one person explain a verb.
2. Have them switch roles so that the person who explained a verb must now give an example of a noun, and vice versa.
3. Have some people

Reflect on Learning

4. Did students master writing simple sentences? How do you know?
5. What activities did you do that were most effective in teaching the lesson?
6. What activities did you struggle with teaching?
7. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons

MORE COMPLEX SENTENCES

MODULE 4 — More Complex Sentences

Learning Objectives

- Read and understand sentences with three to seven words
- Identify a subject, action verb and predicate in sentences
- Write simple 3 - 5 word sentence

Materials

- Sentence cards
- Word cards
- Slate

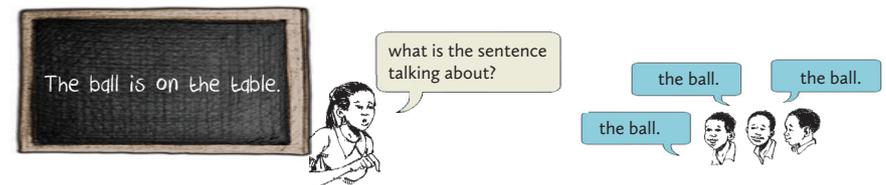
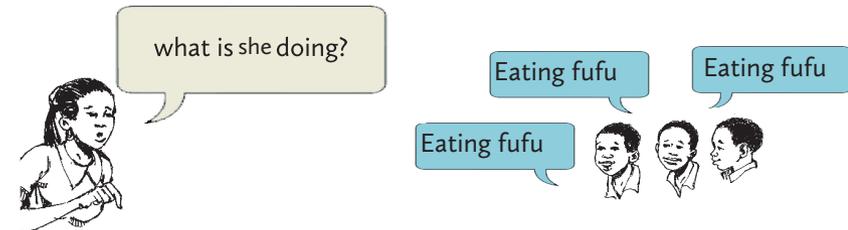


Opening

1. Explain to pupils that today they will continue learning about reading sentences by looking at longer and more difficult sentences to make them better readers.
2. Review information they learned the day before either through an Anchor Activity or by replicating one of the activities they did the day before. Such as the assessment of practise and Do.

Teach and Learn

1. Write a simple sentence on the board like the ones they had been learning from last week
2. Ask pupils what the subject is and what the verb is
3. Explain to pupils that complex sentences may also include a noun, which is person, place or thing as well as an adjective, which describes a word, in order to add more details.
4. Explain that good sentences are detailed and have more information to help the reader understand what the writer is trying to tell.
5. Give the example of "Isatu eats" versus "Isatu eats delicious fufu". Explain that there is a subject and verb, and then explain what the noun and the adjective are.
6. Show a couple more of these types of simple versus complex sentences and then tell them that sentences should be about something and you can figure this out by asking questions like:
 - What is Isatu doing?
 - What is she eating?

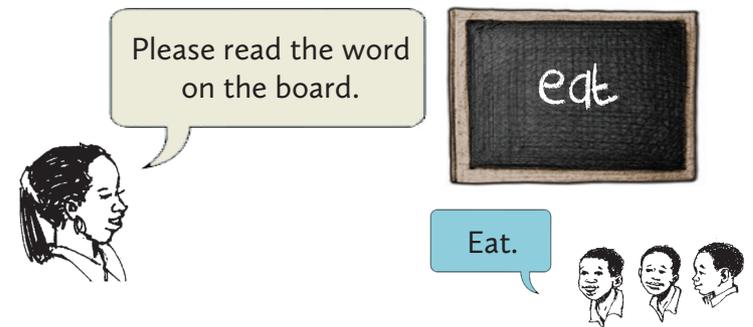


Practice and Do

1. Choose one of the activities outlined in the 'Levels at a glance' chart.
2. Choose the letter combinations to focus on for that day
3. Show the activity once so that pupils see what it looks like and what it means to do the activity well.
4. Ask pupils questions about the directions and your modeling to ensure they understand your expectations
5. End by asking a pupil to explain a verb, noun and adjective

Build Vocabulary

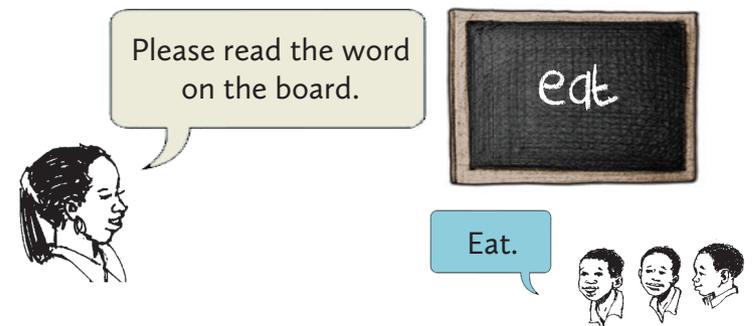
1. Select a theme from the options given in the 'Levels at a Glance' table.
2. Go through the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. Choose between the following activities: story telling, riddles, Pictionary or Mind Maps to reinforce definitions and recognition of vocabulary words.



Tell a Story

CREATIVE ACTING

1. Pick a story from the My Teaching Resources section at the back of the manual and read it to pupils.
2. You should read the story a few times to ensure pupils understand it.
3. Ask pupils comprehension questions to help them understand the story.
4. Find a simple action verbs in the story, such as eat, run, jump, walk, or pound (fufu), and ask pupils in the classroom to read the words.
5. In pairs, ask pupils to practice acting out the verbs. Give pupils an example: for the verb 'jump', read the word out loud and jump a couple of times.
6. Ask volunteer pairs to come up to the front of the classroom to act out the verbs.



Assess

1. Did students master writing more complex sentences than those they wrote before? How do you know?
2. Ask pupils to take turns reading a couple of sentences each out loud. As pupils are reading, circulate around the classroom to provide individual attention. Gauge if there are particular words, syllables, etc., that are particularly difficult for pupils, and review these during the next lesson.
3. Ask pupils to write 3 sentences which include a verb, noun and adjective.
4. Record their scores in your milestone chart to keep track of their progress

Closing

1. Ask pupils to talk to a partner about what they learned today in class that was different from what they learned yesterday about sentences

Reflect on Learning

1. Did students master writing more complex sentences than those they wrote before? How do you know?
2. What activities did you do that were most effective in teaching the lesson?
3. What activities did you struggle with teaching?
4. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons

SENTENCE BUILDING BLOCKS

MODULE 5 — Sentence Building Blocks

Learning Objectives

- To introduce pupils to words and phrases that are building blocks for making sentences.
- Pupils can use the words to make simple sentences.
- Read contractions such as “don’t”, “can’t”, etc

Materials

- Story cards
- Word cards
- Slate
- Picture cards

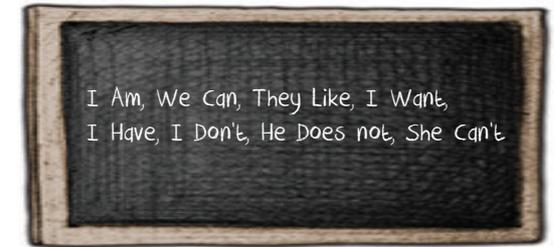


Opening

1. Review information they learned the day before either through an Anchor Activity or by replicating one of the activities they did the day before.
2. Write the sentence starters, they will learn that day and ask if they know what they mean.

Teach and Learn

1. Write the words on the right on the board and ask pupils to copy them in their exercise books
2. Ask pupils to read the words that you write on the board and see if they know the meaning of the words. Pupils should answer in the local language and English.
3. Bring their attention to the contractions don't /doesn't and can't
4. Write do not, does not and cannot in one column on the black board, on a parallel column write don't, doesn't and can't
5. Point to the word do not and don't and tell the pupils that they are the same word just written in short form. Show them the apostrophe mark.
6. Read the out loud and ask pupil to repeat after you words



Practice and Do

1. Choose one of the activities outlined in the 'Levels at a glance' chart.
2. Choose the sentence starters to focus on for that day
3. Show the activity once so that pupils see what it looks like and what it means to do the activity well.
4. Ask pupils questions about the directions and your showing to ensure they understand your expectations ensure they understand your expectations

Build Vocabulary

1. Select a theme from the options given in the 'Levels at a Glance' table.
2. Go through the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. Ask them to choose 2 or 3 words to write sentences about, then ask them to share these sentences. (Tell them to make sure they use some sentence starters and prepositions).

Tell a story

1. Pick a story from my teaching resources at the back of the manual and read it to pupils.
2. Re-read the story as many times as it take pupils to understand it.
3. After reading the story ask the pupils comprehension questions.
4. Ask children to retell a part of the story using the words that they learned today. For example if the story is about James who likes mangoes, then they should be able to say James likes mangoes, or James wants mangoes.



Assess

1. Did students master using sentences as building blocks? How do you know?
2. Have pupils work together to turn them into contractions
3. Have them work independently to finish the sentences with their own endings
4. Record their scores in your milestone chart to keep track of their progress

Closing

1. Ask students to talk to each other about what they know about contractions.
2. Play 'All Aboard' by saying the expanded form of a contraction and asking them to turn it into a contraction. For example, you say 'Do Not' and have them write the contracted version on their boards 'Don't'

Reflect on Learning

1. Did students master using sentences as building blocks? How do you know?
2. What activities did you do that were most effective in teaching the lesson?
3. What activities did you struggle with teaching?
4. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons

BUILDING PARAGRAPHS WITH SENTENCE

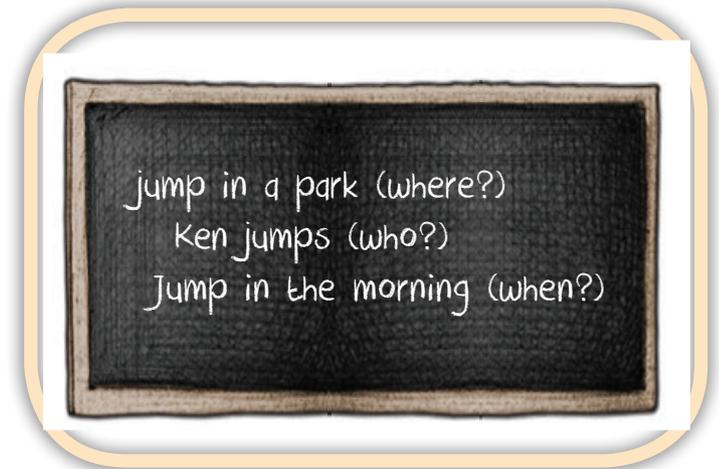
MODULE 6 — Building Paragraphs with Sentence

Learning Objectives

- Make simple sentences.
- Put sentences together to form paragraphs.

Materials

- Paragraph cards
- Sentence cards
- Slates

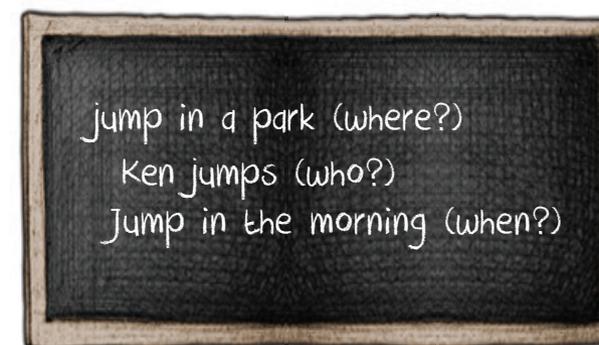


Opening

1. Tell pupils that they will now look at how to make a number of sentences come together to form a paragraph.
2. Review information they learned the day before by replicating one of the activities they did the day before.

Teach and Learn

1. Choose any word that you know pupils know. For example jump.
2. Show pupils how to add details. The paragraph should answer at least three of the questions where, when, how, who, what and why. **Possible modelling:**
 - Jump... who is jumping... Ken is jumping... where is Ken jumping... He is jumping outside... when is ken jumping.... Ken is jumping on Wednesday
3. Write the sentences on the board as they say them.
4. Repeat with other words.
5. Show them how to add other characters who must answer, ow do they know each other.



Practice and Do

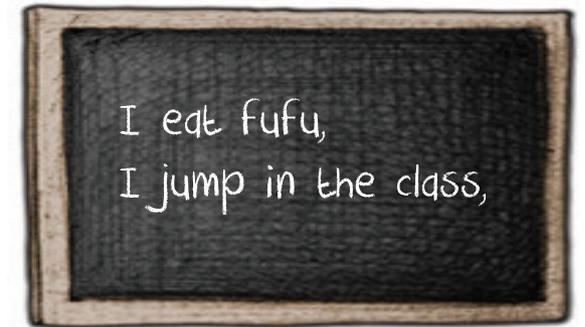
1. Choose one of the activities outlined in the 'Levels at a glance' chart.
2. Choose the word to focus on for that day
3. Show the activity once so that pupils see what it looks like and what it means to do the activity well.
4. Ask pupils questions about the directions and your showing to ensure they understand your expectations ensure they understand your expectations

Build Vocabulary

1. Select a theme from the options given in the 'Levels at a Glance' table.
2. Go through the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. Ask them to choose 2 words to write a paragraph about, then ask them to share these sentences (make sure these sentences include all of the correct details)

Tell a story

1. Pick a story from the activity book and read it to pupils.
2. Ask pupils comprehension questions to help them understand the story. If pupils struggle to answer a question, re-read the specific part of the story that is relevant to that question,
3. Choose a paragraph from the story
4. Ask pupils to come up to draw a picture that shows what the paragraph is about.



Assess

1. Did students master writing 3- 5 sentence paragraphs using simple and complex sentences? How do you know?
2. Ask pupils to take turns reading a couple of sentences out loud. As pupil are reading , circulate around the classroom to provide individual attension. Gauge if there are particular words, syllables etc., That are particularly difficult for pupils, and review these during the next lesson.
3. Have Students do a free write about their own topic.
4. Record their scores in your milestone chart to keep track of their progress

Reflect on Learning

1. Did students master writing 3- 5 sentence paragraphs using simple and complex sentences? How do you know?
2. What activities did you do that were most effective in teaching the lesson?
3. What activities did you struggle with teaching?
4. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons

Closing

1. Ask pupils to share out the six questions they should ask when considering what details to add to a sentence
2. Ask pupils why details are important in our sentences and how they will make us better readers and writers.

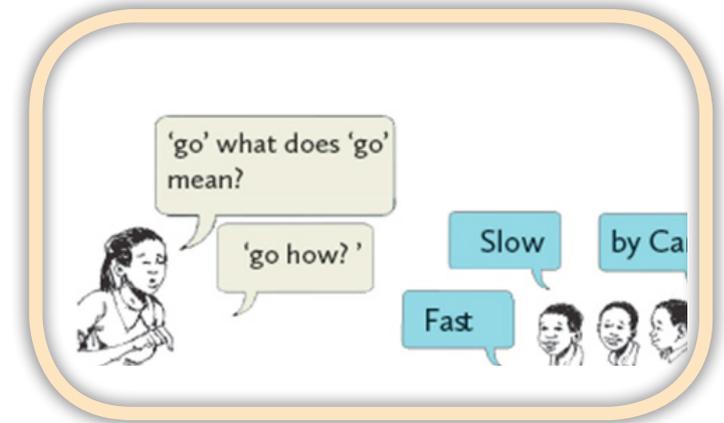
MODULE 7 — Review Lesson

Learning Objectives

- Review specific topics pupils may have had difficulty in learning
- Read and write sentences using prepositions, contractions and vocabulary discussed in the last 6 weeks
- Identify main character, setting, events and main idea after hearing a story

Materials

- Story Cards
- Vocabulary Cards
- Word Cards
- Slates
- Exercise Books



TCA Notes

Look through your milestones chart and through the exercise books of the pupils to identify specific lessons that pupils struggled with. Choose specific days to address these mistakes. Work together with your mentor teacher to identify lessons that you want to reteach to ensure pupils are ready for Level 3. The lessons following reflect some common errors we expect pupils to make in Level 2. Notice that in our sample lessons, Teach and Learn is rather short, and teachers are encouraged to do more activities. Feel free to switch out the lessons based on the specific needs of your pupils.

Opening

1. Have pupils work silently to make sentences and identify the relevant parts (prepositions, noun, verbs, adjective, subject)
2. Have pupils check over a partners work to ensure that they correctly identified the sentences.
3. Make sure to model how good partners correct their peers and how good peers accept correction. Create a culture that is supportive.

Teach and Learn (10 minutes)

1. Re-teach only the concepts that pupils had difficulty with or those that would be good preparation for the next module
2. You can devote one day a week to each of the previous lessons and do a shorter rendition of the “Teach and Learn” lessons..

EXAMPLE

Day 1: Letters (Week 1- 2)

Day 2: Letters (Week 1- 4)

Day 3: Letter combinations (Week 5- 7)

Day 4: Making Short Words

Day 5: Making, Reading and Rhyming Words

3. To shorten lessons you can take out modeling and activate student participation in helping to explain the concepts. Once you engage them in an activity, allow them to explain the concepts to each other

EXAMPLE:

- Ask pupils to list all of the words they can think of that start with or end with the letters being reviewed
- Have them write as many words as possible that may rhyme with the word you create
- Give them a chance to do a free write of about 3- 5 sentences on a topic you choose and then share their free write out loud

Practice and Do (30 minutes)

1. Choose TWO activities that will reinforce the specific things you want to ensure pupils will master. Make sure these two activities involve pairing/ groupings and that they incorporate your TLMs (See 'Using the Teaching and Learning Materials' in the front)
2. Pupils will likely need help with differentiating between sounds and letter names like 'l' and 'e'. Purposely confuse the sounds and letters and ask pupils if there is a mistake.

Build Vocabulary

1. THEME: Instead of choosing a theme, choose words that pupils may have struggled with or that would be important for story telling
2. RECITE: Go through the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. ACTIVITY: Choose between story telling, riddles, or Pictionary to reinforce the words

Tell a Story

1. Choose the appropriate story from the 'Levels at a Glance' Table .
2. Read the story twice and then ask comprehension questions.
3. If pupils struggle to answer a question, re-read the specific part of the story that is relevant to that question OR re-tell the story in the local language.
4. Choose one of the 'Tell a Story' activities from the past 8 weeks to do with the pupils. Do a different activity each day to give the pupils some variety.

Assess

1. Did students improve on the skills they may have struggled with in reviewing words, building sentences and building paragraphs? How do you know?
2. Do you believe that they are prepared for Level 3? How do you know?
3. Record their scores in your milestone chart to keep track of their progress

Closing

1. Ask pupils to share out the six questions they should ask when considering what details to add to a sentence
2. Ask pupils why details are important in our sentences and how they will make us better readers and writers.

Reflect on Learning

1. Did students improve on the skills they may have struggled with in reviewing words, building sentences and building paragraphs? How do you know?
2. Do you believe that they are prepared for module 3? How do you know?
3. What activities did you do that were most effective in teaching the lesson?
4. What activities did you struggle with teaching?
5. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons

READING COMPREHENSION AND...

WHAT I HAVE TO TEACH AND HOW TO ACHIEVE IT?

- **What to teach?**

Pupils are learning how to use questions and complex prepositions as part of everyday conversations in English. Building on the simple sentences and paragraphs they learned in Level 2, pupils are ready to read and write longer paragraphs, all with the goal of getting them to write, read and think critically about their own simple stories. As they develop their ability to read, they are also learning the discipline of writing more sentences and paragraphs. Even though these are challenging exercises, pupils can master this with practice, practice and MORE practice..

- **How to achieve it?**

By this level, pupils will be comfortable reading many of the words that they see. Repeating paragraph reading and writing activities like “Main Idea”, will give them the practice they require to develop fluency. The key to Level 3 is practice, the **more practice they have the better** they become at reading and writing.

- **What to teach?**

At this level pupils are learning to read longer words and understand what the words they learn mean. They are also using these longer words with prepositions to form sentences and paragraph.

Using more complex word groups and the mind map activity helps them to expand their vocabulary even further.

- **How to achieve it?**

Use the **mind map activity** from Level 2 to help them learn new words. They can also **learn new words from stories they read and listen to**, by having them **identify words that are unfamiliar and** using clues to figure out the meaning. The important thing would be to give pupils opportunities to **use the new words they make in the sentences** and paragraphs that they write. **Keep a word bank on the board** for ready reference and give praise to pupils who use those words in conversation with peers.

- **What to teach?**

By this stage you should be able to tell stories without using the local language to re-tell it. Telling pupils longer stories with more exciting parts is also a good practice. Pupils must also develop the ability to re-tell the story in their own words and to identify major themes and characters.

- **How to achieve it?**

You can use some of the activities from module 1, but in module 2, at the end of every story you can encourage different pupils to **retell the story, identify characteristics of the characters and describe the setting**. Pupils can also **read parts of the story to each other** as they develop their reading skills.

LITERACY LEARNING MILESTONES

Level 3: Reading comprehension and ...

At this level your pupils will improve their reading skills. At some point pupils will make the big switch from sounding out letters to reading words fluently. You'll also notice their vocabulary expanding rapidly. Here are some specific reading and writing milestones you can expect your Level 2 pupil to complete. Keep in mind that children develop at different rates, so not all children will be able to do everything on this list at the same time. However, to comfortably move a pupil to the next module, they should have mastered at least 80% of these skills.

- 1 Know and use words related to types of vegetables, animals, occupations, months, etc
- 2 Respond to "who," "what," "where," and "how" questions.
- 3 Follow one-step written instructions.
- 4 Write several sentences about a specific experience, such as "my family"
- 5 Use basic punctuations, "!" and "?"
- 6 Read stories and answer questions about them
- 7 Identify characters, setting and events in more complex stories
- 8 Learn new words from stories and use them correctly

WORDS AND SOUNDS REVIEW

MODULE 1 — Words and Sounds Review

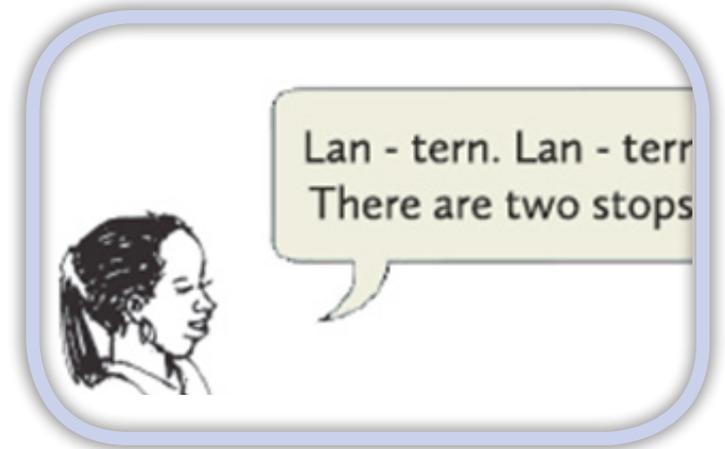
Learning Objectives

By the end of the week, pupils will be able to:

- Read words with two to four syllables.
- Match syllables together to make words.
- Write words with two to four syllables.
- Spell ten words

Materials

- Phonic slides
- Letter cards
- Linguistic cards
- Story cards
- Word cards



TCA Note: Pupils are now using longer words to give more detailed sentences and paragraphs. This module is meant to end with pupils writing their own stories. To prepare, make sure to keep a word bank to review all vocabulary and to ensure these words are used in sentences, spelling is also very important and should be encouraged through daily spelling bees.

Opening

1. (Day 1) Ask pupils to tell you some of the things they remember learning from module 2 and tell them how Level 3 will build on that knowledge
2. (After Day 1) Review the words they learned the day before by hosting a 3 - 5 word spelling bee.

Teach and Learn

1. Explain to pupils that to make it easy to read, you can divide words into parts, or 'bits' to help them read words correctly.
2. Pick an alphabet card with the picture of a lantern. Write the word "lantern" on the blackboard. Make sure to write the word on the blackboard in whole and also in its syllabic parts to clearly show pupils the syllables in the word.
3. Pronounce the word by emphasizing the number of 'stops' that occur in the pronunciation of the word. For the word 'lantern', there are two 'stops'. Explain to pupils that the number of 'stops' in a word equals the number of syllables in that word. Have the pupils hold their jaw and count the number of times it drops when saying the word. Explain to them that number is equal to the number of syllables in the word.
4. Pick another alphabet card (e.g., a picture of classroom). Write the word on the blackboard. Ask pupils to tell you the number of 'stops' they can identify in the word 'classroom' (two stops). Repeat the exercise several times with one- or two-syllable words (see the words on the next page for additional examples).
5. You can also have pupils identify the syllables in a word by clapping after each 'stop' (or syllable) in a word. For example, for the word 'trumpet', pupils would clap twice: a first clap after 'trum-' and a second clap after '-pet'. Have pupils practice with many different words.



Lan - tern. Lan - tern.
There are two stops.

Syllabification divides words into parts, or 'chunks,' and helps pupils read words more accurately and fluently. It can also help pupils learn to spell words correctly. For instance, the word 'trumpet' is composed of two syllables: 'trum-pet'.

Four Basic Rules:

1. When two consonants stand between two vowels, split between the consonants.

2. When two little words are put together to make a big word, split after the first little word.

3. When one consonant stands between two vowels, split after the first vowel.

Practice and Do

1. Choose one of the activities outlined in the 'Levels at a glance' chart.
2. Choose the word to focus on for that day
3. Show the activity once so that pupils see what it looks like and what it means to do the activity well.
4. Ask pupils questions about the directions and your showing to ensure they understand your expectations ensure they understand your expectations

Build Vocabulary

1. Select a theme from the options given in the 'Levels at a Glance' table.
2. Go through the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. Have them determine the number of syllables in each of the vocabulary words.
4. Ask them to choose 2 or 3 words to write sentences about, then ask them to share these sentences.

Tell a story

SPOT THE SYLLABLES

1. Pick a story from 'Levels at a glance' chart and read it to pupils.
2. You should read the story a few times to ensure pupils understand it.
3. Ask pupils comprehension questions to help them understand the story. If pupils struggle to answer a question, re-read the specific part of the story that is relevant to that question.
4. Have them choose 5 words from the story and have them include the syllabification (example: mandate — man-date)
5. Tell them to switch with a partner to have them check their response.

Assess

1. Did students master the four basic rules of syllabification? How do you know?
2. In pairs, ask pupils to read the words and identify the number of syllables in the word.
3. While pupils are working together, circulate around the classroom to provide individual attention. If pupils are struggling, practice syllable identification during the next lesson.
4. Record whether they mastered this lesson in your Milestones Chart.
5. Record their scores in your milestone chart to keep track of their progress

Closing

1. Ask pupils to talk to a partner about what they learned today in class
2. Say a word aloud and choose a pupil to randomly tell you how many syllables are in the word.

Reflect on Learning

1. Did students master the four basic rules of syllabification? How do you know?
2. What activities did you do that were most effective in teaching the lesson?
3. What activities did you struggle with teaching?
4. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons

MODULE 2 — Questions

Learning Objectives

By the end of the week, pupils will be able to:

- Pupils understand how questions are asked in English.
- Ask some basic questions and answer them
- Use basic punctuations: ‘.’, ‘!’ and ‘?’

Materials

- Paragraph cards
- Word cards
- Slates



TCA Note:

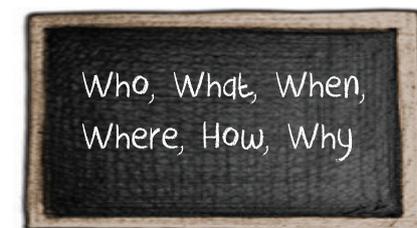
Though this section is about questions, make sure to explain how punctuations is important to making something a questions, comment or exclamation. Try to encourage pupils to use vocabulary and prepositions when asking questions in order to give more detail about what exactly they want to know. Also encourage them to not just ask questions with “I” and “You”. encourage questions with “we”, “they” and “she/he”.

Opening

1. Ask pupils to remind you of which question starter(s) you have discussed.
2. Play the Guessing Game by having 1 or 2 students hold a word they cannot see as they ask the class questions to figure out what is on the card.

Teach and Learn

1. Write the question starters you will focus on for the day(add more over the course of the week).
2. Ask pupils to read each word out loud.
3. Ask them if they can tell you each word in the local language. For example,they can tell the class that who in the local language is hudat (Krio) If they can answer correctly,write the local language word next to the English one. If they can't tell them the correct answer and write it on the board.
4. Tell them that using three starters they can ask many questions.
5. Write a few simple questions on the board. Make sure that the questions use 'I', 'you', 'we', 'they' so that pupils can understand. What is your name? Where is she from? Who is your father? When were you born? Where is your school? Why are you happy today? How far is your house from school?
6. Go through each question and ask pupils to answer the questions out loud.
7. Show them the question mark and how it is used after every question. Explain that normal sentences use a full stop or period but questions have a special ending.



Practice and Do

1. Choose one of the activities outlined in the 'Levels at a glance' chart.
2. Choose the content to focus on for that day
3. Show the activity once so that pupils see what it looks like and what it means to do the activity well. This is important because it ensures that pupils understand the expectation for the activity
4. Ask pupils questions about the directions and your example to ensure they understand your expectations.

Build Vocabulary

1. Select a theme from the options given in the 'Levels at a Glance' table.
2. Go through the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. Choose between TWO of the following activities: storytelling, riddles, Pictionary or Mind Maps to reinforce definitions and recognition of vocabulary words.

Tell a story

1. Pick a story from "Levels at a Glance" and read it to pupils.
2. Re read the story a few times.
3. Pick a pupil to come to the front and ask them to ask the class a question about the story. Pick other pupils.
4. Correct them kindly.

Assess

1. Did the students master asking and answering questions using all six questions stems? How do you know?
2. Have them create 3 or 4 questions they have about the things on the card.
3. Have them write what they think the answer is or could be.
4. Give an example so they know what you want.

Example: I have a picture of a lantern here, I want to know

- a. Who is the lantern for? for mama
 - b. How does it shine as bright? I T has a light
 - c. When can we use the lantern? At night
5. Record their scores in your milestone chart to keep track of their progress

Closing

1. Ask pupils to talk to a partner about what they learned today in class
2. Have some people share what their partners learned as well as what they learned

Reflect on Learning

1. Did the students master asking and answering questions using all six questions stems? How do you know?
2. What activities did you do that were most effective in teaching the lesson?
3. What activities did you struggle with teaching?
4. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons

MORE COMPLEX PREPOSITIONS

MODULE 3 - More Complex Prepositions

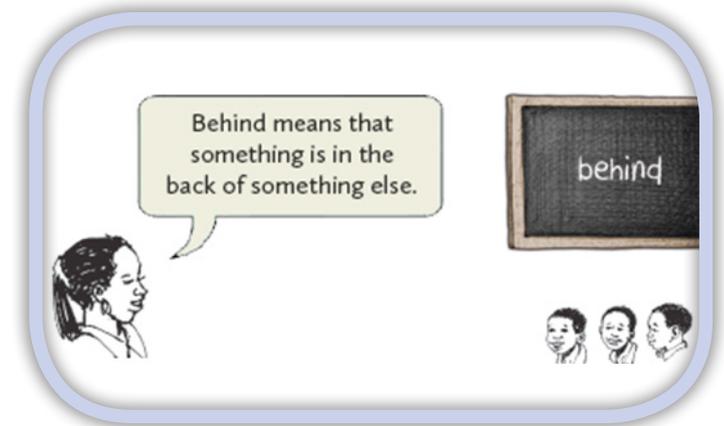
Learning Objectives

By the end of the week, pupils will be able to:

- Identify and read more complex prepositions (under, over, upon, after, before, etc.).
- Use more complex prepositions in context.
- Write more complex prepositions.
- Spell five complex prepositions.

Materials

- Paragraph cards
- Word cards
- Slates
- Letter cards



TCA NOTES

1. Before introducing more complex prepositions, review simple prepositions.
2. Continue teaching and practicing prepositions using sorting activities (see Module 1 for review of the sorting activities).
3. Allow pupils to make sentences using both simple and complex prepositions
4. Remember to keep a word bank on the board so that pupils can reference them.

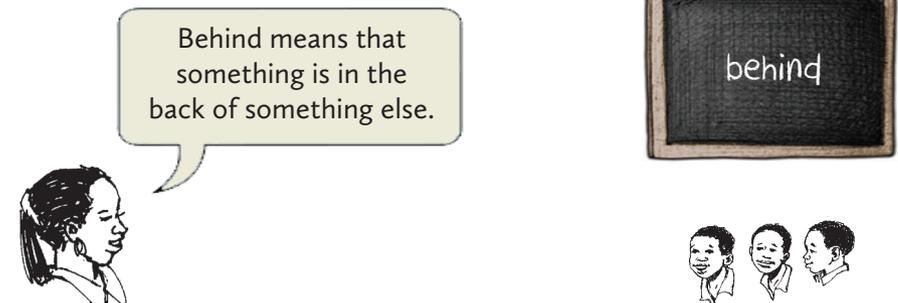
Opening

1. Ask pupils to tell you some of the things they remember about prepositions
2. (After Day 1) Review prepositions they learned the day before by referring to the word bank on the board.
3. Ask pupils to make sentences with some of the prepositions they already learned

Teach and Learn

TEACHING MORE COMPLEX PREPOSITIONS

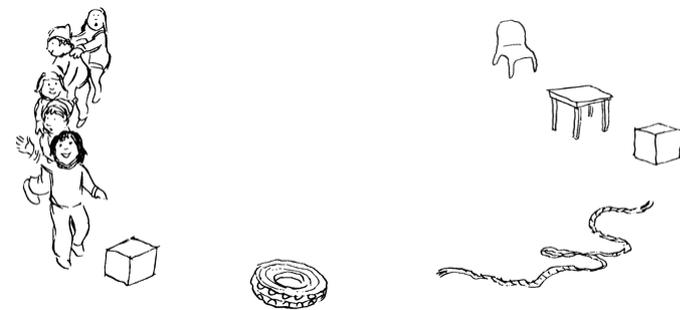
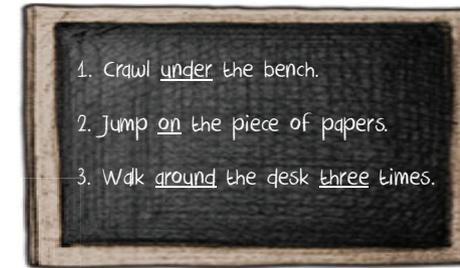
1. Write a complex preposition on the blackboard (e.g. about, above, against, across, after, along, among, around, before, behind, beneath, below, beside, between, beyond, over, inside, into, outside, underneath).
2. Explain and demonstrate the meaning of the preposition by putting it in context. For example, to explain the preposition 'behind', you would first show the word card 'behind' and then provide a simple definition: "‘behind’ means that something is in the back of something else".
3. Then, use the preposition in a sentence and demonstrate it. For instance, say: "The teacher is 'behind' the chair." As you pronounce the sentence, demonstrate the meaning of the sentence by putting yourself behind the chair.
4. Repeat with other prepositions.



Some prepositions will be extremely difficult to explain and in such cases use only demonstrations. Remember to only teach about two prepositions per lesson.

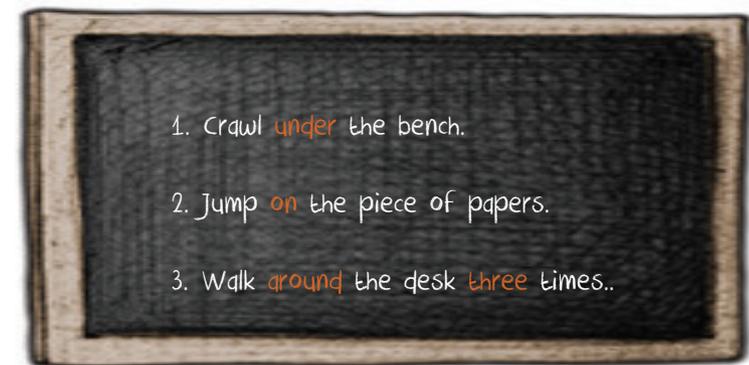
Practice and Do

1. Choose one of the activities outlined in the 'Levels at a glance' chart.
2. Choose the content to focus on for that day
3. Show the activity once so that pupils see what it looks like and what it means to do the activity well. This is important because it ensures that pupils understand the expectation for the activity
4. Ask pupils questions about the directions and your modeling to ensure they understand your expectations.



Build Vocabulary

1. Select a theme from the options given in the 'Levels at a Glance' table.
2. Go through the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. Choose between TWO of the following activities: storytelling, riddles, Pictionary or Mind Maps to reinforce definitions and recognition of vocabulary words.



Tell a Story

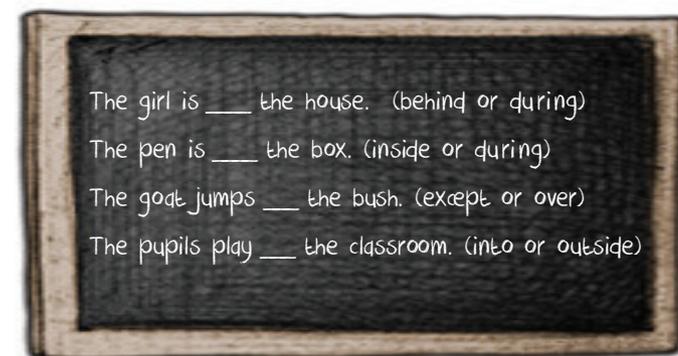
STORY TIME (Preposition Fun)

1. Pick a story from the “Levels at a Glance” chart.
2. You should read the story a few times to ensure pupils understand it.
3. Ask pupils comprehension questions to help them understand the story.
4. If pupils struggle to answer a question, re-read the specific part of the story that is relevant to that question.
5. Place pupils in groups of 3 or 4 and give each group a copy of the story card (if you don't have enough copies, you can give them different story cards).
6. Give each group a few minutes to identify as many prepositions as they can in the story.
7. When the time is up, ask each group to share with the class a few of the prepositions they identified. Correct pupils kindly.

Note: make sure to read the story carefully to ensure there are prepositions in the story you chose

Assess

1. Did students master reading and writing more complex prepositions? How do you know?
2. In pairs, ask pupils to complete the sentences. While pupils are working together, circulate around the classroom to provide individual attention. If many pupils have difficulty picking the correct preposition, continue practicing prepositions during the next lesson.
3. Write 2 or 3 more on the board and have them do those by themselves.
4. Record their scores in your milestone chart to keep track of their progress



Closing

1. Ask pupils to talk to a partner about what they learned today in class
2. Have pupils sing “Hokey Pikey” or have them act out prepositions while their class makes guess which word they are trying to act out.

Reflect on Learning

1. Did students master reading and writing more complex prepositions? How do you know?
2. What activities did you do that were most effective in teaching the lesson?
3. What activities did you struggle with teaching?
4. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons

QUESTIONS, VOCABULARY AND SENTENCES

MODULE 4 - Questions, Vocabulary and Sentences.

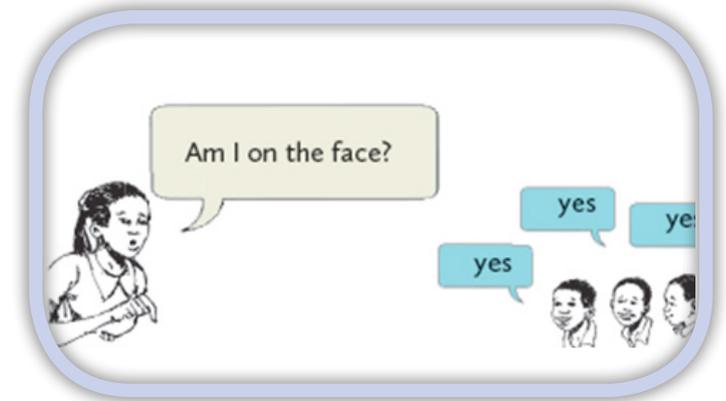
Learning Objectives

By the end of the week, pupils will be able to:

- To learn new words.
- To pronounce and write new words.
- Practice asking and answering questions.
- Use these words to make a simple sentence

Materials

- Picture cards
- Paragraph cards
- Paper



TCA note:

This section is meant to bring together the skill of questioning with learning new vocabulary words. This is critical for the next weeks where they will be required to remember words. Try to keep a word bank on the board and encourage them to write their questions and response in exercise books for reference.

Opening

1. (After Day 1) Review information they learned the day before either through an Anchor Activity or by replicating one of the activities they did the day before.
2. Tell pupils that today they will have a fun time with new words and they will use their questioning skills to learn these new words.

Teach and learn

1. Before class choose picture cards from the same group. For example pick picture cards from the nature group, or body parts, etc. Put a little piece of tape on the backside of all the cards
2. Show the class one picture card at a time, and ask them what the card is. If they do not know tell them the answer by writing it on the board and asking them to read it.
3. Say the word out loud for them to repeat after you.
4. Now take all the cards turn them around so nobody can see the pictures and shuffle the cards, try not to get the cards stuck together. Pick one card and stick it on your forehead without looking at it.
5. Tell pupils that you don't know what is on your forehead and they must find out. You will ask them questions and they will answer your questions with a yes or no.
6. For example if it's a body part picture, you would ask the class, am I on the face? If you are a face body part they will say yes. If you are not they will say no and you can ask another question. Keep asking questions until you know what body part you are.
7. Now tell pupils that they will now have the chance to be like you and guess what's on their forehead by asking simple questions. Break the class into pairs.
8. Give each pair of pupils a set of cards from the same group and tell them what group their cards come from. Body parts, animals, kitchen things, etc. place the card on their foreheads for them so that they don't see the cards. Do this for each pair.
9. Tell them that one of them will ask questions and the other will answer with yes or no.
10. Circulate around the classroom to make sure they are trying to speak English.



Practice and Do

1. Choose one of the activities outlined in the 'Levels at a glance' chart.
2. Choose the content to focus on for that day
3. Show the activity once so that pupils see what it looks like and what it means to do the activity well. This is important because it ensures that pupils understand the expectation for the activity
4. Ask pupils questions about the directions and your modeling to ensure they understand your expectations.

Build Vocabulary

1. Select a theme from the options given in the 'Levels at a Glance' table.
2. Go through the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. Choose between TWO of the following activities: storytelling, riddles, Pictionary or Mind Maps to reinforce definitions and recognition of vocabulary words.



Tell a Story

STORY MAKE-OVER

1. Pick a story from My Teaching Resources at the back of the manual and read it to pupils.
2. You should read the story a few times to ensure pupils understand it.
3. Ask pupils comprehension questions to help them understand the story.
4. If pupils struggle to answer a question, re-read the specific part of the story that is relevant to that question.
5. Ask pupils to choose one word in the story and write it on their slates (make sure no one sees it). have them work with a partner as they try to guess each others word. Tell them that word must be a noun or verb.

Assess

1. Did students master intertwining questioning with vocabulary and sentence making? How do you know?
2. Ask pupils to take turns reading a couple of sentences each out loud. As pupils are reading, circulate around the classroom to provide individual attention. Gauge if there are particular words, syllables, etc., that are particularly difficult for pupils, and review these during the next lesson.
3. Have pupils make a list of words they may not know and have them write questions they might ask to get the meaning.
4. Record whether they mastered this lesson in your Milestones Chart . and use the information you find
5. Record their scores in your milestone chart to keep track of their progress

Closing

1. Ask pupils to talk to a partner about what they learned today in class
2. Have some people share what their partners learned as well as what they learned
3. Have students play “hangman” from the activity book

Reflect on Learning

1. Did students master intertwining questioning with vocabulary and sentence making? How do you know?
2. What activities did you do that were most effective in teaching the lesson?
3. What activities did you struggle with teaching?
4. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons

LISTENING, SPEAKING, AND READING

MODULE 5 — Listening, Speaking, and Reading Comprehension

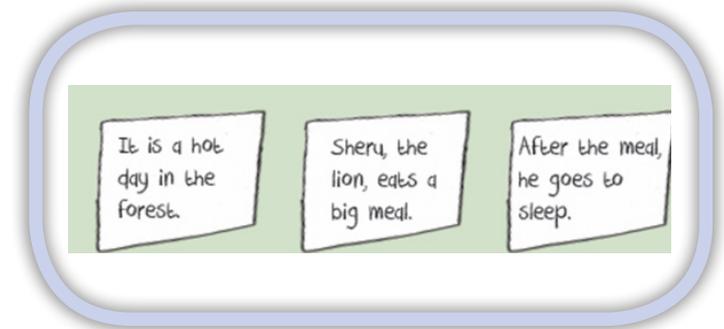
Learning Objectives

By the end of the week, pupils will be able to:

- Read short paragraphs with three to five sentences.
- Spell and write ten words.
- Define five words.
- Make inferences from clues, details, facts, and prior knowledge

Materials

- Story cards
- Word cards
- Slates



TCA note:

This is meant to push students to make their own connections to stories they read. Make sure to give many examples and show how to think through the questions

Opening

1. Ask pupils to tell you some of the things they remember learning from module 2
2. Tell them how module 3 will build on that knowledge
3. (After Day 1) Review information they learned the day before either through an Anchor Activity or by replicating one of the activities they did the day before.
4. Tell pupils that today they will have a fun time with new words

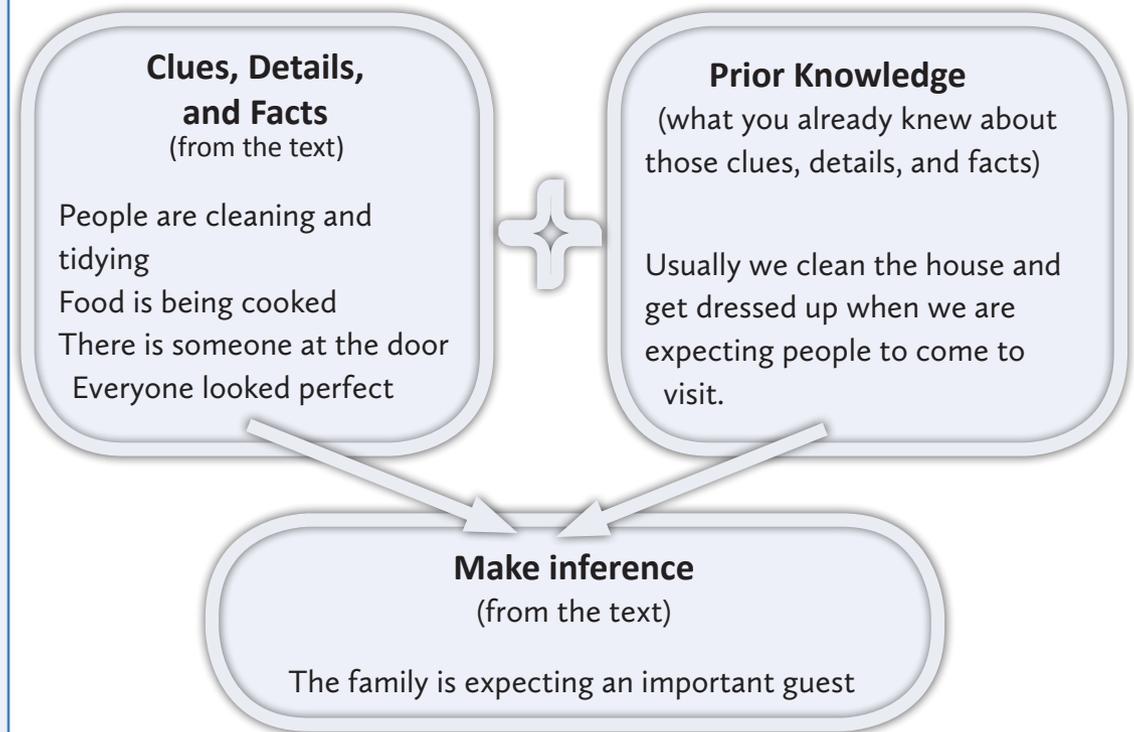
Teach and Learn

1. Explain that sometimes when we read, they don't always tell us the details. But we can guess them by using clues and mixing that with what we know.
2. Read the story aloud for pupils to hear. Then write the question and options on the board. Model how pupils should think about the question using the map below

According to the story, which statement is true?

- (a) Everyone is getting ready for bed
 - (b) No one knows who is coming to dinner
 - (c) The family is expecting an important guest
 - (d) The family cleans their house all of the time for fun
3. Explain how you know the correct answer, show that you used your prior knowledge (what you know from your own life) + clues, details, and facts (what you found out from reading) from the story.
 4. Show them that you are able to infer, or guess, what is happening by making connections to real life. Show at least one more example

Making Inferences



Practice and Do

Read the story aloud for pupils to hear. Then write the question and options on the board. Put pupils in pairs and allow them to work out their answers using the maps on their slates. Remind them to make the maps to help them come to an answer and encourage them to discuss with each other.

Build Vocabulary

1. Select a theme from the options given in the 'Levels at a Glance' table.
2. Go through the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. Choose between TWO of the following activities: storytelling, riddles, Pictionary or Mind Maps to reinforce definitions and recognition of vocabulary words.



When using short stories, it is helpful to find a story in rhyme. You can use any of the poems in the poems section in the resource manual.

Tell a Story

IN MY OWN WORDS

1. Pick a story based on the lessons at a glance table.
2. You should read the story a few times to ensure pupils understand it.
3. Ask pupils comprehension questions (see if you can have them make inferences about some of the characters and events) to help them understand the story.
4. If pupils struggle to answer a question, re-read the specific part of the story that is relevant to that question.
5. In pairs, ask pupils to write 3-5 sentences to summarize the story. While pupils are writing, circulate around the classroom to provide individual attention.
6. Pick a few pupils to share their summary with the whole class.

Assess

1. Were students able to write story summaries and display reading comprehension after listening and reading more complex texts? How do you know?
2. Write the following story on the board or read it aloud twice.

It was two o'clock in the afternoon, but the sky was dark. Alhassan and Asana raced from the school bus to Alhassan's house. They rushed inside the door and Asana was shivering. Both pupils were soaking wet after only a minute outside. Alhassan's mother gave them towels and helped them get dry. Then, she made Alhassan and Asana some soup and put on the radio. They listened to the radio and played some Ludo. They were glad to be inside!

3. Ask pupils to answer the following two questions about the story in their exercise books.
4. What do you think is happening outside that caused them to run?
 - There is a bad rainstorm
 - There are sprinklers on
 - It is windy outside
 - They fell into a well on their way from school
5. What does the mother do to show she cares about the pupils?
 - she answers the door when they knock
 - She helps them get dry and gives them food
 - she picks them up from school
 - she meets them on the road and walks home with them
6. Record their scores in your milestone chart to keep track of their progress

Closing

1. Ask pupils to talk to a partner about what they learned today in class
2. Have some people share what their partners learned as well as what they learned

Reflect on Learning

1. Were students able to write story summaries and display reading comprehension after listening and reading more complex texts? How do you know?
2. What activities did you do that were most effective in teaching the lesson?
3. What activities did you struggle with teaching?
4. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons

READING SHORT PARAGRAPHS

MODULE 6 — Reading Short Paragraphs

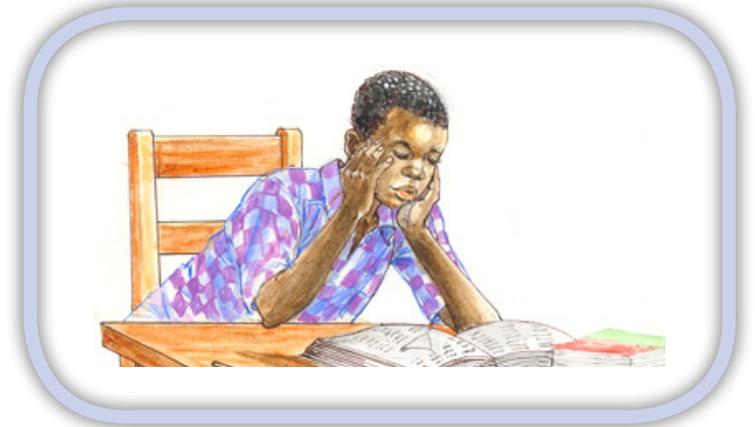
Learning Objectives

By the end of the week, pupils will be able to:

- Read paragraphs with two to three sentences.
- Write short sentences.
- Combine short sentences to create 3-5 sentence paragraphs
- Identify main idea of a text to show comprehensions

Materials

- Paragraph cards
- Sentence cards
- Picture cards



First allow them to read and understand main idea by teaching summarizing skills. This is the first stepping stone to having pupils write stories. Try to have pupils write sentences that are related to a specific topic or idea. Allow them to use vocabulary and prepositions. Encourage them to read their sentences to a partner or out loud to practice reading and writing skills.

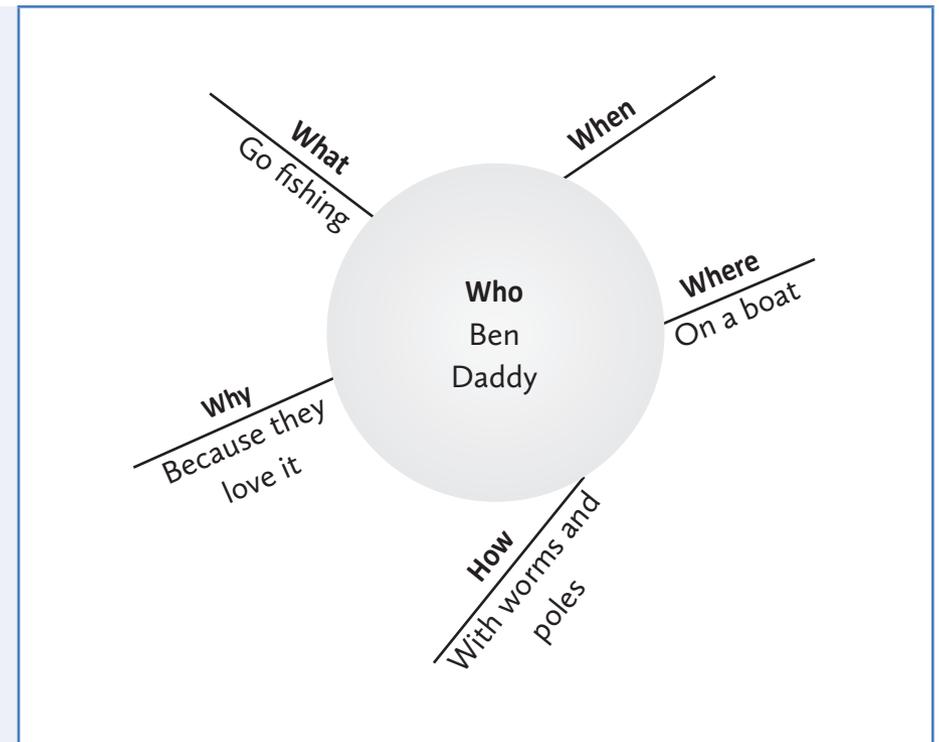
Opening

1. Ask pupils to tell you some of the things they remember learning from module 2
2. (After Day 1) Review information they learned the day before either through an Anchor Activity or by replicating one of the activities they did the day before.
3. Explain that paragraphs are made up of 3-5 short sentences about a specific topic

Teach and Learn

MAIN IDEA (Day 1 and 2)

1. Before pupils arrive to class, write a short passage from a story on the blackboard. For instance:
2. Read the paragraph to pupils several times. Have pupils take turns reading the story completely, or have a different pupil read each sentence.
3. Draw a main idea web like the one on the right.
4. Bring the answers to your questions into one sentence
“Ben and his Daddy love fishing with poles and worms on a boat”
5. Tell them that there are many ways they could have written this main ideas. Ask them to offer others.
6. Give them another example with a different text.
Note: Tell them that there may not be answers to all six questions so they should use whatever details they can.



Teach and Learn

WRITING PARAGRAPHS (Day 3 - 5)

1. Choose a topic using the picture cards
2. Work together with pupils to create a mind map by asking them to give words
3. Show students how they can turn their mind map thoughts into sentences
4. Put the sentences together in any order to make a paragraph

Note: remind them of the sentence stems from level 2 “I want”, “I have”, “I don’t” etc.

Church

4. I go to church on Sunday

2. My mom sings in the choir

3. I like to sing in children’s church

Paragraph
I go to church on Sunday.
My mom sings in the choir

Practice and Do

1. Choose one of the activities outlined in the ‘Levels at a glance’ chart.
2. Choose the content to focus on for that day. (Day 1 and 2 is Reading, Day 3-5 is Writing)
3. Show the activity once so that pupils see what it looks like and what it means to do the activity well. This is important because it ensures that pupils understand the expectation for the activity
4. Ask pupils questions about the directions and your modeling to ensure they understand your expectations.

Build Vocabulary

1. Select a theme from the options given in the 'Levels at a Glance' table.
2. Go through the vocabulary cards with the pupils by having them repeat the words along with any noises, hand signals or motions that might be associated with the cards to help them remember
3. Choose between TWO of the following activities: storytelling, riddles, Pictionary or Mind Maps to reinforce definitions and recognition of vocabulary words.



Start with simple sentences and, if pupils have an easy time answerign, gradually increase the difficulty of the sentences.

Tell a Story

STORY MAKE-OVER

1. You can also pick a story from the 'Big Book' given for NAIAB.
2. You should read the story a few times to ensure pupils understand it.
3. Ask pupils comprehension questions to help them understand the story.
4. If pupils struggle to answer a question, re-read the specific part of the story that is relevant to that question.
5. Have them tell what they think the main idea is.
6. Ask pupils to draw a 'cover book' for the story based on the main idea and to give the story a different title. The new cover book and title should be a picture that represents what the story means to the pupil.

Assess

1. Were students able to read and write short paragraphs using more complex sentences, better vocabulary and a variety of prepositions?
2. Place pupils in groups of two and give each group a paragraph card.
3. Ask pupils to take turns reading a couple of sentences each out loud. As pupils are reading, circulate around the classroom to provide individual attention (Check to see if there are certain words or syllables they struggle with and make sure to review them over time)
4. Have them discuss what they think the main idea is with a partner (Day 1-2).
5. Let them choose a word from the story to write their own paragraph(Day 3-5)
6. Record whether they mastered this lesson in your Milestones Chart . and use the information you find
7. Record their scores in your milestone chart to keep track of their progress

Closing

1. Ask pupils to talk to a partner about what they learned today in class
2. Have some people share what their partners learned as well as what they learned

Reflect on Learning

1. Were students able to read and write short paragraphs using more complex sentences, better vocabulary and a variety of prepositions?
2. What activities did you do that were most effective in teaching the lesson?
3. What activities did you struggle with teaching?
4. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons

REVIEW LESSON

MODULE 7 — Review Lesson

Learning Objectives

- Review specific topics pupils may have had difficulty in learning
- Practice writing detailed paragraphs (3- 5 sentences) using complex prepositions and vocabulary to explain specific experiences (my family, my favorite football player, etc.)
- Read complex stories, answer comprehension questions, make predictions and identify characters, settings, events and main idea in the stories
- As questions to gain important details and make inferences

Materials

- Story Cards
- Paragraph Cards
- Vocabulary Cards
- Picture Cards
- Slates
- Exercise Books



TCA Notes

Look through your milestones chart and through the exercise books of the pupils to identify specific lessons that pupils struggled with. Choose specific days to address these mistakes. The lessons following reflect some common errors we expect pupils to make in Level 3. Notice that in our sample lessons, Teach and Learn is rather short, and teachers are encouraged to do more activities. Feel free to switch out the lessons based on the specific needs of your pupils.

Teach and Learn

1. Re-teach only the concepts that pupils had difficulty with or those that would be good preparation for the next module
2. You can devote one day a week to each of the previous lessons and do a shorter rendition of the “Teach and Learn” lessons.

EXAMPLE

- Day 1: Syllables (Words and Sound Review)
 - Day 2: Questions, Vocabulary and Sentences
 - Day 3: Reading/ Writing Short Paragraphs
 - Day 4: Listening, Speaking and Reading Comprehension
 - Day 5: Reading / Writing Paragraphs/ Reading Comprehension
3. To shorten lessons you can take out modeling and activate student participation in helping to explain the concepts. Once you engage them in an activity, allow them to explain the concepts to each other

EXAMPLE:

- Write a list of words on the board and have pupils write down how many syllables each one has. Then let them explain how they know they are correct.
- Ask them why asking questions is so important and then have them to think of good questions to ask in an event like interviewing the president or trying to solve a crime or trying to catch someone in a lie.
- Give them three picture cards and have them write a paragraph that brings together all three pictures on the cards OR have them use prepositions to describe the pictures they see

Practice and Do

1. Choose TWO activities that will reinforce the specific things you want to ensure pupils will master. Make sure these two activities involve pairing/groupings and that they incorporate your TLMs (See “Using Teaching and Learning materials” page).
2. Pupils will likely need help with adding details to sentences and understanding the value of this process so use this review to reinforce the WHY in module 2. Ask them WHY what they are doing is important and ask them WHY they are doing what they choose to do
 - EXAMPLE: “Kwame, why is it important to ask questions?” “Why did you choose to use this particular question?”

Assess

1. Did students improve on the skills they may have struggled with in questioning, reading comprehension, sentence and paragraph building, and vocabulary usage? How do you know?
2. PROJECT: On the last two or three days, have pupils engage in a project that will allow them to be creative and use all of the skills they have learned. Since module 3 requires them to combine their knowledge of writing paragraphs with reading comprehension and understanding, have them write a short story of their choosing then have them create questions (this may take 2 days). Then, have them trade their story with a partner so their partner can answer the questions and then have their partner write what they thought the main idea of the story was. You can have them create questions that they might have about other details they want to know in the story.
3. Record their scores in your milestone chart to keep track of their progress

Closing

1. Ask pupils to talk to a partner about what they learned today in class
2. Have some people share what their partners learned as well as what they learned

Reflect on Learning

1. Did students improve on the skills they may have struggled with in questioning, reading comprehension, sentence and paragraph building, and vocabulary usage? How do you know?
1. Do you believe that they are prepared for module 3? How do you know?
2. What activities did you do that were most effective in teaching the lesson?
3. What activities did you struggle with teaching?
4. What did pupils struggle with in the lesson? Please note this everyday for use in the review lessons