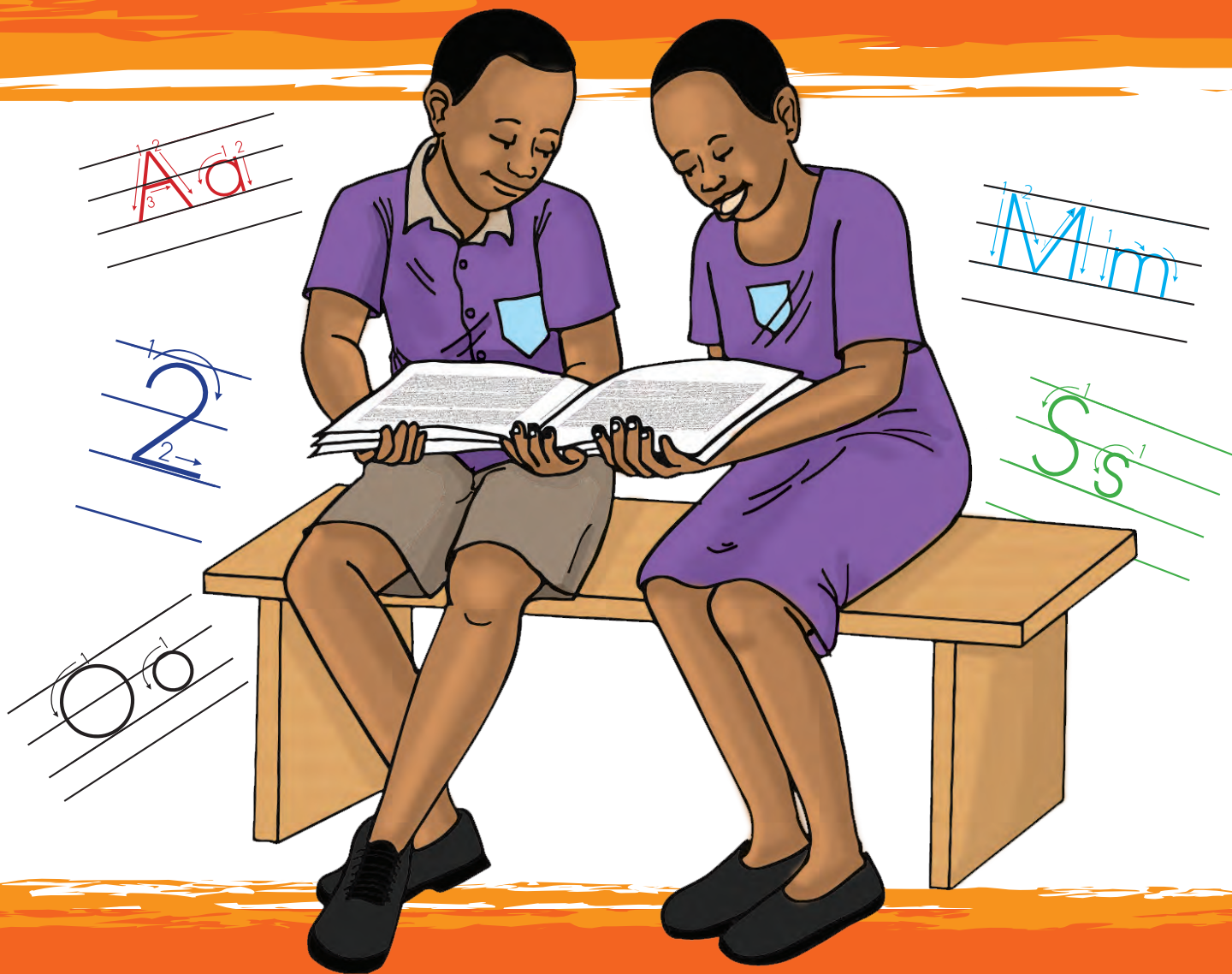


Literacy for Life

for Children



MDGIF

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United Nations
Educational, Scientific and
Cultural Organization

Juba
Office

Literacy for Life for Children



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Acknowledgements

The Ministry of Education, Science and Technology (MoEST), the South Sudan Education Cluster and UNESCO would like to acknowledge all those who assisted in the design, development and piloting of the Literacy for Life Toolkit, including all Education Cluster and contributing partners. UNESCO also extends appreciation to Sue Nicholson, Hannah Snowden, Carolyn Medel-Anonuevo and Mango Tree for developing, managing and producing the Literacy for Life materials and project.

In addition to input from field-based project staff, the ideas presented in these sessions are adapted from a variety of sources, including:

- Mother Tongue Training Handouts, SIL-South Sudan, www.sil.org
- Rabea for Beginners 1, Facilitator's Guide South Sudan Interactive Radio Instruction, MoEST, produced by EDC
- Functional Adult Literacy Programme Alternative Education Systems Directorate, MoEST, South Sudan

Any misrepresentations of these sources are attributable solely to the author of this guide.

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INTRODUCTION

The Literacy for Life Toolkit helps teachers give children and youth skills in beginning literacy and numeracy. It should be used along with the Skills for Life pictures and picture stories during or after the Skills for Life course. The Literacy for Life Toolkit contains:

Literacy for Life	Used with
Literacy for Life for Children: Teacher Guide for Children	Skills for Life for Children: Picture Charts Skills for Life for Children: Picture Stories
Literacy for Life: Alphabet Chart	
Literacy for Life for Youth: Teacher Guide for Youth	Skills for Life for Youth: Picture Charts Skills for Life for Youth: Picture Stories
Literacy for Life: Trainer's Guide	

The Literacy for Life Toolkit was developed for teachers with limited English skills who may have to translate content into their mother tongue or Arabic. The language in the Toolkit is simple and repetitive to help with this.

Literacy for Life

What is literacy and numeracy?

Literacy is the ability to read and write. Literacy is important to help us make good decisions, learn more about the world, develop our other abilities and function well in daily life.

Basic numeracy includes knowledge of numbers and how to solve problems such as calculating time, distance, weight, numbers and value. Numeracy is important to develop reasonable thinking and reasoning for daily life. We need numeracy to make sense of time, numbers, patterns and daily activities like cooking, reading a bill or even playing a sport.

What does Literacy for Life teach?

The Literacy for Life activities prepare children who have little or no reading, writing or numeracy skills to enter formal education in primary schools or accelerated learning classes after an emergency situation. In Literacy for Life, children and youth learn to read and write letters numbers, words and simple sentences in English and slowly build up a basic vocabulary of English words and phrases. The activities also encourage use of mother tongue language learning.

The Teacher Guide for Children starts with activities for learners who cannot read, write or speak English. It covers the alphabet and numbers 1 up to 20, including simple English words and sentences. The Teacher Guide for Youth builds on the literacy and numeracy covered in the Children's Guide and helps to give youth the skills to begin reading and writing on their own.

Why is education important for young people during emergencies?

Children and youth who have experienced conflict or natural disasters have a right to education and protection. Education gives a sense of stability during emergencies and can save lives by providing physical protection from dangers and abuse during emergencies. Education also provides hope for the future. By teaching basic literacy and numeracy, children and youth will have the skills and confidence to join other education classes and assert their right to education in the future.

These guides include literacy and numeracy activities that help children and youth gain skills quickly. They are teaching materials that can help schools continue functioning during and after an emergency. By doing these things, the Literacy for Life materials help support the long-term educational needs of the country.

Why is the role of teachers important during emergencies?

Teachers play an important role in young people's lives. They can give them new knowledge and skills, listen to their problems and help them to make good choices. Teachers can help children learn through fun activities. These activities reduce the stress young people feel during and after emergencies. Teachers can also be good role models for their learners during difficult times in their lives.

How to Use the Toolkit

This Teacher Guide is written for teachers with little to no experience teaching literacy and numeracy. The teacher does not need to be an expert on the topics to teach children useful skills. This guide follows the modules from the Skills for Life for Children and uses the same charts, posters and key messages. The four modules are:

1. Psychosocial Well-being
2. Peace and Conflict Resolution
3. Protection
4. Health

This guide focuses on developing English literacy skills in learners. It is good to use the learner's first language, or mother tongue, to introduce ideas and give directions when teaching this material. This will help them understand what you are saying and make the connection between their language and the new English words. Special directions are provided for you in the guide to help with this.

Before the Session

Being well-organised and prepared is very important. It helps you to feel confident and ready to teach. Before the lesson, read the pages you will teach in the Teacher Guide. Check that you understand what to do. Look at the activities carefully, paying special attention to the titles and steps. Look at the Alphabet Chart carefully and find the letters you will teach that day. Look at the letter formation phrases and stroke marks and make sure you know how to correctly write the letters for the day. It is a good idea to practise writing the letters before you teach them in the lesson.

As you review the sessions, you will notice that you need to prepare some materials for the activities. These materials include letter, word and number cards. The cards you need to make are listed in each session. Review the lists and prepare the cards as instructed before you teach the activity.

The boxes on the side of the page of the Teacher Guide introduce you to the words, phrases, letter sounds and literacy skills for that session. The teaching ideas provide you with extra tips to teach the step or activity.

To teach the Literacy for Life sessions you will need the Skills for Life pictures and story pictures, paper and a marker pen to make letter, number and word cards, a blackboard and chalk. Some activities can be done outside, so prepare an area for the learners to stand in.

Name and Sound

To teach learners to read and write you must also know and understand the proper letter names and sounds in English. English has 44 different sounds that come together to make words. This curriculum will teach learners all of these common sounds.

In English, letter names and sounds for consonants are the same. Letter names and sounds for vowels can be different, depending on whether the vowel is short (meaning it says its sound in the word) or long (meaning it says its name in the word). In this curriculum, you will teach learners the short vowel sounds.

When teaching the **letter name**, say what the letter is called. Anytime you see a big, dark letter in the text, use the letter name.

For example: Write the big letter **N** using the guidelines.

When teaching a **consonant's letter sound**, add an "uh" after the letter.

For example:

- **B**: buh
- **C**: cuh
- **D**: duh
- **F**: fuh

When teaching a vowel's short letter sound, add an "h" after the letter.

For example:

- **A**: ah
- **E**: eh
- **I**: ih
- **O**: oh
- **U**: uh

Anytime you see a big letter in between slash marks in the text, use the **letter sound**.

For example: Point to each letter and say the sounds slowly: /a/-/n/.

Review this Sound Chart to help you remember how the English letters sound. Also, refer to the Name and Sound box next to each new letter in the Teacher Guide to help you remember the sounds of the letters as you teach.

A a	B b	C c
as ask ash add act after	buy big bus bell bean best	cow cut crop clan clap clock
D d	E e	F f
dig dog did drop drum deep	egg end edge extra enter effort	fix fun free fish foot fat
G g	H h	I i
go gap girl goat grass gone	hat hut hit hill hunt home	is in it if ill into
J j	K k	L l
jug job jump joke join jolly	kit kin key keep kick kite	let lip lock less love left

M m	N n	O o
map mud meet much more most	no nut neck name need nine	or on oxen over often orange
P p	Q q	R r
pen pot put pull plant paper	quiz queen quote question quick quiet	red rat roll rich rock river
S s	T t	U u
sit sell seen soap soft safe	ten top tip tug team teacher	up us under unfold unload uneven
V v	W w	X x
van vest very vote visit village	win wet web want work water	fox axe box fix taxi ox

Y y	Z z
yes	zip
yet	zero
you	zebra
yellow	zone
young	zest
youth	zoo

Beginning the Session

Greet the learners and ask questions about the last session as outlined in the Teacher Guide.

During the Session

Remember to speak slowly, be clear and stop to allow time for learners to ask questions. If learners are not able to see the board or picture during an activity, explain what is shown.

Ending the Session

Check what the class learnt using the questions and tasks in the assessment activity. You can also ask additional questions about what the learners enjoyed about the session. For example, you can ask:

- What did you like doing the best?
- What will you tell your family about today?

Ask some groups to share their answers with the class and thank learners for participating. Remind learners that they can ask you questions if they do not understand something.

Teachers also need to think about the session and what went well. After each session, ask yourself the following questions:

- What went well in the session? Why?
- What would I do differently next time? Why?
- Which part of the session did the learners seem most interested in? Why?
- Which part of the session did the learners seem least interested in? Why?

Reflecting on each session will help you make changes to improve later sessions.

Flexibility in the Session

Each session contains 10-14 activities. Some activities take longer than others. As the teacher, you must manage the time for the activities based on the ability of your learners. Different learners and different classes learn at different speeds. If you go too quickly, learners may be angry that they cannot finish. If you go too slowly, learners may become bored or disruptive.

If you do not have enough time in one lesson to finish all of the activities in the session, continue the session in the next lesson. Remember to repeat the introduction, letter sounds and key message.

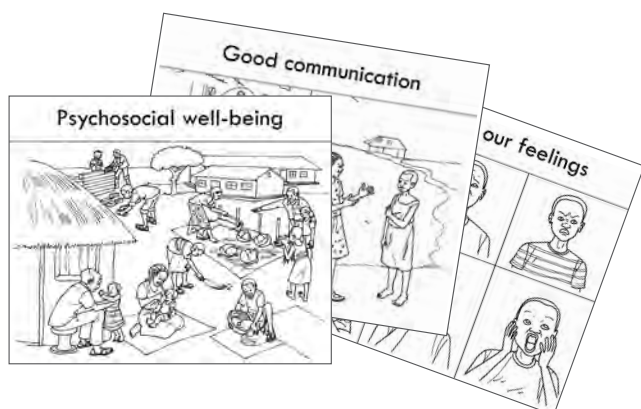
Most of the sessions will take approximately 2 hours to complete. Some sessions may take longer. This is not a problem as long as the learners are making progress. Becoming literate takes time and requires a lot of practise.

Tips for Managing Time

- Begin and finish on time. If the learners think they will miss something, they will make the effort to arrive on time.
- Make sure you have the learners' attention before you start. Ask questions and give instructions only when everyone is quiet.
- If learners like an activity, repeat it in later sessions.
- Keep the classroom tidy and put any materials back in their correct place so you can easily begin activities.
- Tell learners the instructions before beginning an activity or making groups.

Methods in the Toolkit

Session Pictures



Every session contains a picture from the Skills for Life materials. The pictures are used to introduce English vocabulary words and practise using those words in simple phrases. The chart title is used to identify letters and practise reading words. The people or items in the picture are used to practise new vocabulary and counting. Activities with the chart build learners' English vocabulary and help them learn simple English phrases.

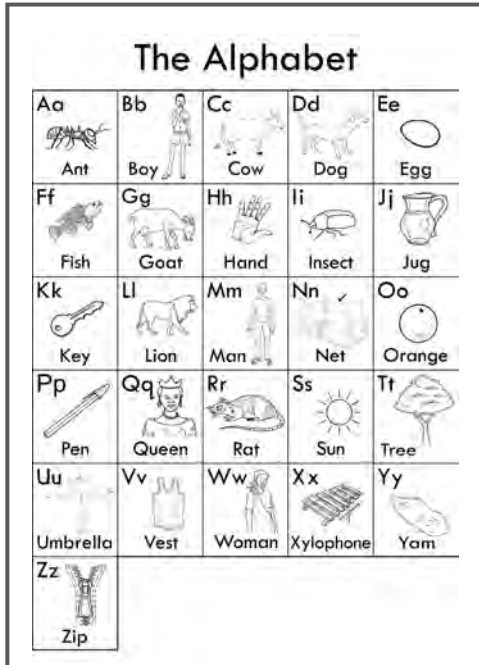
When using the session picture, hold it so that all learners can easily see the writing at the top. Speak and ask questions loudly and clearly. Give learners time to look carefully at the picture. If learners do not know the English name of something in the picture, ask them for the local language word and teach them how to say the word in English.

Picture Stories

Some sessions also have picture stories. These are used in a similar way as the session pictures to practise finding letters in the title and learning new words. If learners do not remember the story from the Skills for Life lesson, reread the story to them.

Read the title slowly and then ask learners to read it with you. As you read, move your finger under each word so learners see what the words they are reading and begin to connect the sounds of the letters to the words. As learners advance through the course and learn more letters, challenge them to identify as many letters in the title as they can.

Alphabet Chart



The Alphabet Chart is an important tool the teacher uses throughout the entire course. It lists all of the small and big (capital) English alphabet letters and has pictures of English words that start with each letter's sound. Teachers can refer to the Module Overview at the beginning of each module to learn which letters and sounds will be introduced during which sessions. It is advised that teachers review this overview at the beginning of each module (on pages 25, 95, 165, 212) and the letter sound chart on pages 8-10 before teaching any lesson using the Alphabet Chart.

Each session has an activity that uses the Alphabet Chart to learn letter names, sounds and words that start with that sound. Children learn that big and small letters make the same sound, but look different. This exercise introduces learners to new letters and builds their letter identification and discrimination abilities. Teachers should use the Name and Sound information on the side of the page next to each new letter to help them teach the sound correctly. This box summarises the information provided in the letter sound chart on pages 8-10.

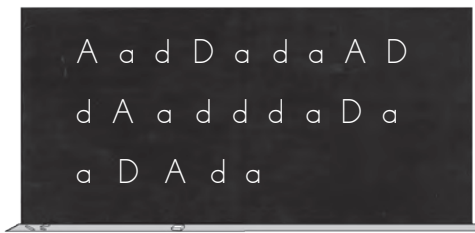
Discrimination: A reading skill that helps learners identify the difference between letters and sounds.

Beat the Words

Every session contains an activity that practises identifying and counting the syllables in vocabulary words. A syllable is a group of letters that come together to make one sound in a word. Learners are taught to clap once for every syllable they hear in a word. Before starting this activity, review the information in the box next to the activity. It tells how many syllables each word has, how many times to clap and how to break up the word into its syllables.

First, say and clap the correct number of syllables for the class while they listen. You may need to repeat this several times the first few sessions. Once learners begin to understand how to identify and clap the syllables, include them in the activity as outlined in the Teacher Guide.

Find the Letters



Every session contains an activity for recognising the shape of new letters. The activities use the blackboard and give learners practise identifying different letter shapes. Recognising the difference between letters is important for becoming literate.

An example line of letters is provided in each session. To give learners extra practise discriminating between letters, make up your own line of letters using any big or small letters you have taught to learners.

Write the Letters



Every session contains an activity for learners to practise writing new letters. Learners first practise tracing the letter several times with just their finger before they write the letter in their notebook.

Before teaching a letter writing activity, carefully look at the chart on page 24 to review the proper stroke marks for each letter. It is important that you know and practise the correct stroke mark for each letter before teaching it. Also review the letter formation phrases on the side of the page next to each new big and small letter. These letter formation phrases make it easy for learners to understand and remember what to do when writing the English letters.

When demonstrating how to write a letter, it is important to stand facing the board (with your back to the learners) so that learners can see how the letter is formed as if they were writing it. Hold your arm up and your hand out so learners can easily see your movements as you write the letter. Repeat the letter formation phrases as you make the correct stroke marks for each letter.

Watch as learners trace the letter's stroke marks. Walk around the class as learners write the letters in their notebooks for the first time. Correct letter formation is important for quick and good writing in the future.

Beginning Reading

Every session contains an early reading activity. This activity uses the new letter sounds from the session and combines them with old sounds to make new words. This gradually increases learners' confidence to try combining sounds together to make new words. This is called blending. Before you start this activity, review the Sound Chart on pages 8-10 to familiarise yourself with how the letters sound.

Learners hold letter cards and practise combining the cards' letter sounds slowly to sound out words. The sounds are then repeated faster to make words. Words that do not sound like they are written are practised as whole words. Learners are asked to write the new words and draw pictures next to them in their notebooks.

Word Building

Every session also contains an activity that helps the learners continue practising sounding out letters to form new words. Learners build words that they have learnt in the session using a letter table. Extra words that learners can build with the letters in the table are listed on the side of the page. Before you start this activity, review the Sound Chart on pages 8-10 to familiarise yourself with how the letters sound.

The activity asks the teacher to draw a letter table (grid) on the blackboard. Newly learnt letters are written in the spaces at the top and old letters are filled in the other spaces. The teacher points to each letter in a word and makes the correct letter sound. The sound combinations are then repeated faster to say the word. Learners are asked to write the new words and draw pictures next to them in their notebooks.

Note: Letters in the grid can be pointed to more than once to make one word. For example, the letter e would only need to appear once in the word grid to create the word bee. To form the word, simply touch the e twice in a row.

Numeracy

Most sessions contain an activity to teach basic numeracy skills like number names and values up to 20. Learners count using their fingers. Other activities help learners tell the time. These skills are important for a learner to function in daily life.

In many activities, learners are asked to participate either by repeating after you or trying new numeracy skills individually or as a group. When learners are introduced to telling time, use the Clock Chart. Help learners to understand how to tell the time by repeating the information, as it can be confusing at first.

Key Messages

Every session has a key message that matches the messages taught in the Skills for Life course. Repeating the key message in this course helps reinforce skills and behaviours children learnt before. The activity also helps increase literacy and numeracy by practising counting and letter identification.

Learners are asked to identify letters and sounds in the key message and practise counting the syllables in the key message's words. You should explain the key message in the local language if learners do not understand it in English.

Songs

Some sessions include songs so learners can have fun and also practise speaking English. Sometimes songs are used to lead into another activity such as practising writing or understanding capitalisation.

Sing the words to a tune you know or make up a tune and clap along. You can use a favourite song to start or finish a session. Sing as much as possible during each session.

Games

Games are a fun and interactive way for learners to practise what they have learnt. The instructions for games like Simon Says are provided in the sessions.

Using English to Give Instructions

As well as learning the letters of the alphabet and key words from the charts, most sessions practise some simple phrases in English. Teachers are asked to use English when giving instructions so that learners become familiar with classroom English. If learners do not fully understand the English instructions, teachers can use local language to help explain the meaning of the instruction and then repeat it in English.

Assessment

Every session contains an assessment activity to check what the class has learnt. Learners are asked to answer questions and complete tasks similar to what they did during the session. They do activities such as identifying letter names, sounds and shapes, naming vocabulary words and building words using a letter grid. This assessment helps you measure how much learners have understood during the session and helps you identify areas where they need more practise.

Group Management

Pair work

We use pair work so that learners practise talking about their ideas before they are discussed in a large group. It helps learners become more confident speaking in front of others. Every learner can think about the answer to the question and share their ideas with their partner.

To conduct pair work, ask learners to turn to the person on their right (or left). This person is their partner.

Forming Groups

Several activities in each session use small groups. Small groups of 4-6 learners are best because they give everyone a chance to talk.

For groups containing 6 learners, choose 6 learners sitting next to each other. If you have desks or benches in your class, ask 3 learners to turn around and work with the 3 learners behind them.

How to Ask Questions

- Ask short, clear questions. (Most questions are provided for you in the instructions, but you can also ask your own.)
- Use language and vocabulary the learners can understand.
- Ask questions to the entire class. Pause for a few seconds before you choose a learner to

answer. In this way, the whole class thinks about the answer in case the teacher chooses them.

- Ask several different learners the question to get different ideas.
- Use learners' names when asking them to answer questions.

Tips for Managing Discussions

- Praise learners for good ideas and behaviour.
- Help guide wrong ideas by asking questions.
- Make sure learners raise their hands to answer a question instead of shouting out.

Tips for Managing Conflict

When learners disagree, some conflicts may arise. As a teacher, it is important to show learners you are fair.

- Set group rules together.
- Do not make fun of learners' comments.
- Do not tell learners their comments are wrong. Say, "I understand your opinion. Have you thought about..."
- Use a game to reduce tension and build group harmony.
- Do not put learners who have conflicts in the same group.
- If a learner tries to disrupt the session, talk to them alone about the problem at the end of the session.

Important Learning Principles and Practices

- Know and use learners' names.
- Create a safe learning environment.
- Be friendly and encourage the learners to speak.
- Allow all learners to speak, ask questions and share ideas.
- Listen carefully and comment positively on what the learners say.
- Praise learners for their efforts.
- Do not stop a learner from speaking if they say something incorrect. Allow them to continue and thank them for sharing.
- Encourage all learners to give answers and take part in the discussion.
- Remember that young learners may not have experience with a topic. Stories can substitute for real-life experience.
- Encourage humour and use games so that sessions are participatory and fun.

Teacher Support

In an emergency, even experienced teachers have difficulty coping with new challenges. Remember that there are ways to address stress that help you to teach and support your learners. Also remember that when the learners are participating in an activity and learning, they are much easier to teach.

Session 0: Before You Start

Activity 1: Introduction

1. Say:
 - Welcome to class. My name is _____.
 - In this class, we are going to learn about English letters, words and numbers.
 - We will start learning how to read and write English.
 - Today we are going to practise making lines and shapes to help us write English.

Activity 2: Writing Left to Right

1. Say: Watch as I write a sentence on the board.
My name is Dem.
2. Ask a learner to come to the front and point to where you started writing.
3. Ask a different learner to come to the front and point to where you finished writing.
4. Draw arrows above the sentence to show where you started writing and the direction you wrote.

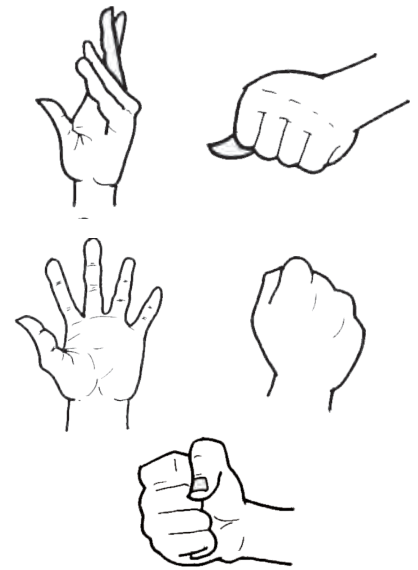

My name is Dem.

5. Repeat steps 1-4 with other sentences.
 - I live in South Sudan.
 - I like school.
 - I am a boy.
 - I am a girl.
6. Draw the following on the blackboard:
 - Snake with tail at left side and head at right side.
7. Ask a learner to come to the front and move their finger from the tail of the snake toward the head.
8. Repeat with 5-10 learners.
9. Draw a river with a boat at the left side. Pretend your finger is the boat and move your finger along the river to the right side.

10. Ask a learner to come to the front and move their finger from the boat toward the right side.
11. Repeat with 5-10 learners.
12. Take the learners outside.
13. Ask the learners to draw a snake on the ground using their fingers and to trace it from the tail to the head. Check to make sure the learners are doing it correctly.
14. Ask the learners to draw the river starting from the left side.
15. Tell them to pretend that their finger is a boat and move it from the left to right side of the river.

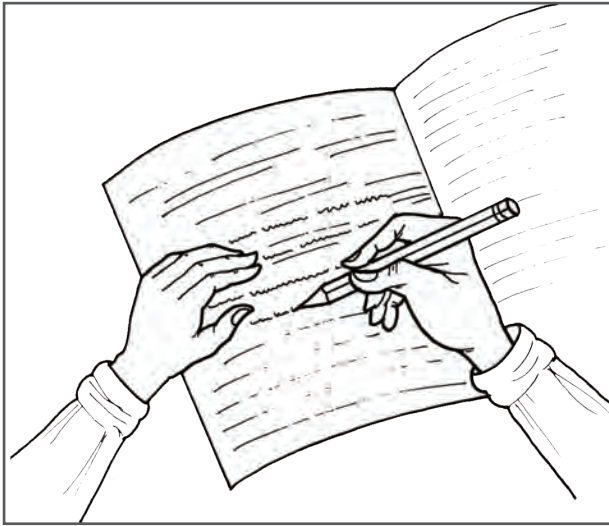
Activity 3: **How to Hold a Pencil**

1. Say:
 - Hold something in your hand. It can be a pen, pencil, chalk, stick or stone.
 - Drop it on the ground.
 - Pick it up quickly.
 - Repeat this 2 more times.
2. Ask:
 - What hand did you use to pick it up?
3. Say:
 - The hand you used to pick it up is the hand you will use for writing.
 - Some people write with their right hands.
 - Some people write with their left hands.
 - Both are correct. Do what feels good to you.
4. Say:
 - Sit comfortably.
 - Move your fingers and hands.
 - Make a fist and stretch out your hands.
5. Say:
 - We do these exercises to make our hands feel relaxed.
6. Stand with your back to the class with your hand at your side so learners can see it.
7. Pick up a pen.
8. Hold it firmly between your first finger and thumb.
9. Use the middle finger as a cushion underneath to support the pen.

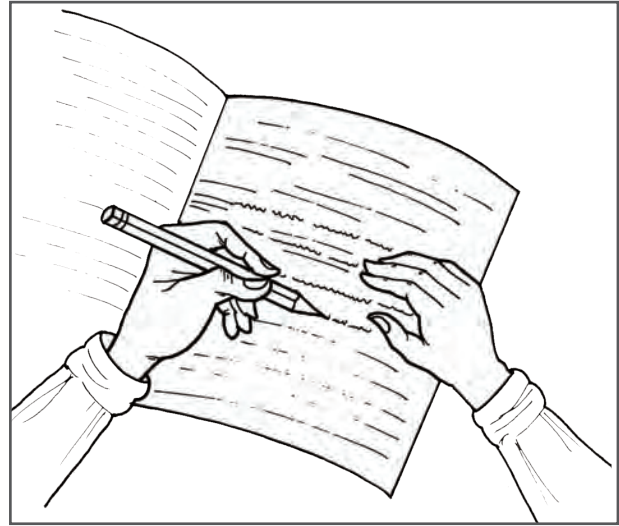


Writing Hand:

Most children write with their right hand, but some children are naturally left-handed. Do not force them to use their right hand. This can make it much harder for them to write and affect their confidence when writing.



Right-handed



Left-handed

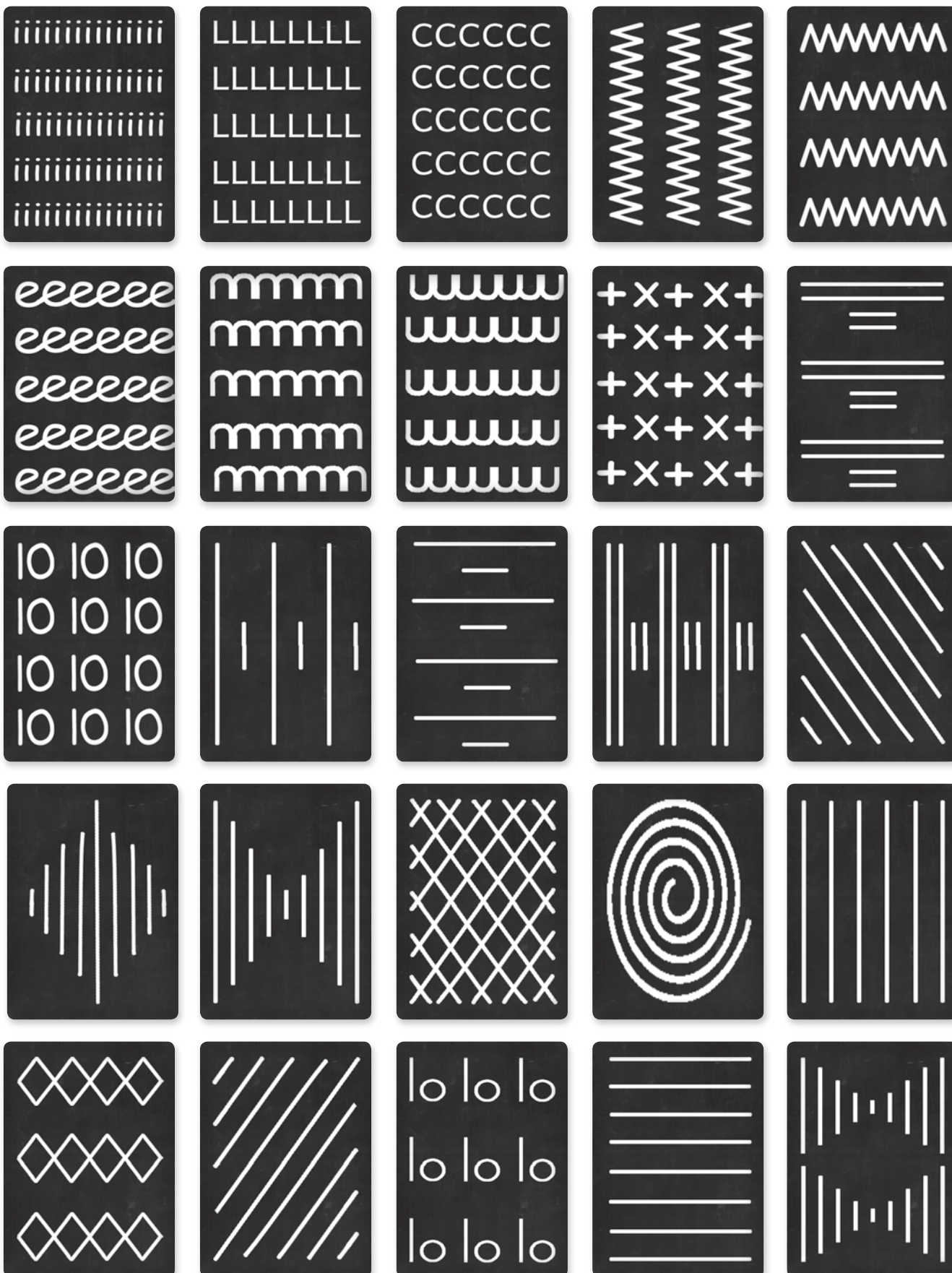
10. Put the remaining fingers under the middle finger.
11. Hold your hand up so all learners can see.
12. Walk around the room and show learners how you are holding the pen.
13. Say:
 - Put your pencils down.
 - Now pick them up and practise holding them as I am holding mine.
14. Repeat steps 7-10 slowly with learners many times.
15. Walk around the room and help learners who are having trouble.
16. Ask a learner to come to the front and demonstrate holding a pencil correctly.
17. Repeat with 5-10 learners.

Activity 4: **Drawing Pictures Left to Right**

1. Draw the following on the blackboard:
 - Snake with tail on the left and head on the right.
 - River and boat on the left.
 - Bird and lines underneath.
2. Ask learners to copy the drawings in their notebook starting on the left side.
3. Ask learners to draw lines under the bird moving from left to right.



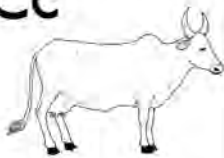





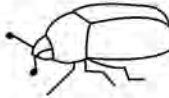


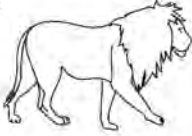






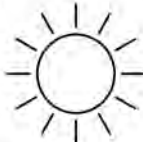
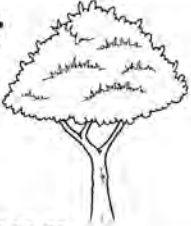



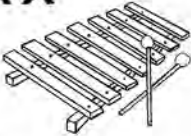


Activity 5: Pre-writing Shapes

1. Draw these shapes and lines on the blackboard.

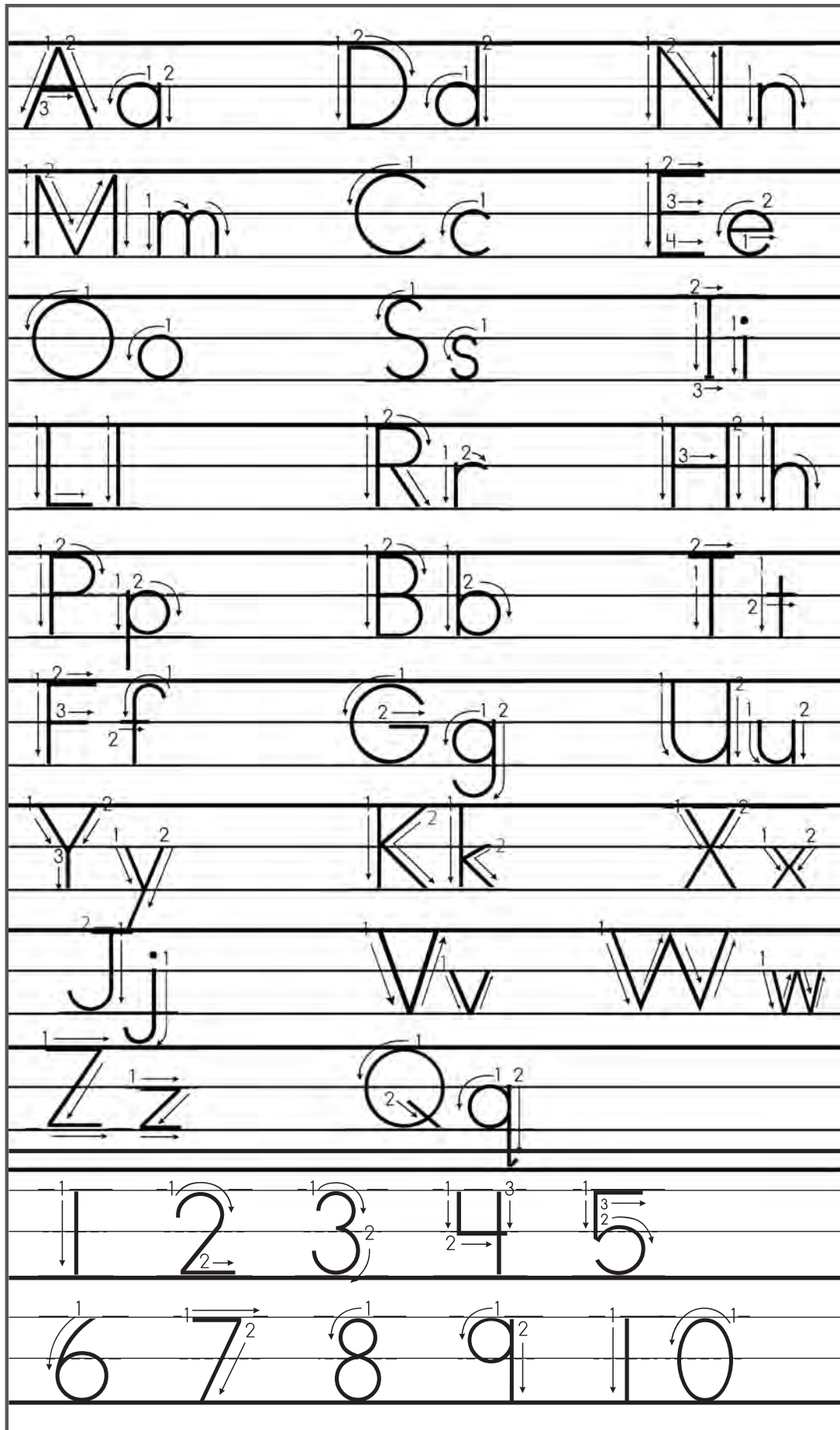


2. Ask a learner to come to the front.
3. Ask the learner to trace over a shape on the blackboard with their finger.
4. Repeat with different learners until all of the shapes have been traced.
5. Make sure learners are tracing from left to right.
6. Instruct the learners to do the following for each shape:
 - Make the shape in the air. Repeat 3 times.
 - Make the shape on your hand. Repeat 3 times.
 - Make the shape with your finger on the book. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the shape in your notebook 10 times.
7. Watch as learners pick up their pencils to write the shapes in their notebooks. Refer to Activity 3 to help learners hold their pencils correctly.

The Alphabet

Aa  Ant	Bb  Boy	Cc  Cow	Dd  Dog	Ee  Egg
Ff  Fish	Gg  Goat	Hh  Hand	Ii  Insect	Jj  Jug
Kk  Key	Ll  Lion	Mm  Man	Nn  Net	Oo  Orange
Pp  Pen	Qq  Queen	Rr  Rat	Ss  Sun	Tt  Tree
Uu  Umbrella	Vv  Vest	Ww  Woman	Xx  Xylophone	Yy  Yam
Zz  Zip				

The Letter Writing Chart



Module 1

Note to the teacher:

Before teaching any session, first refer to the chart below. It tells you what new letters, words, phrases and numbers you will teach that day. It helps you be prepared so you can have a successful session.

Also look at the Sound Chart on pages 8-10, the Alphabet Chart on page 23 and the Letter Writing Chart on page 24 to review what you need to know for the day.

Good luck and have a great session!

Session	1	2	3	4	5
Letters	A a D d	N n M m	C c E e	O o S s	I i L l
English Words:	ant dog boy girl man woman	net man sad happy angry afraid	cow egg teacher friend	orange sun school class	insect lion nose eye ear mouth
Word Building:	da ad add dad	an am mad and	name den me can	on one sad son	ill is in
English Phrases:	What is this? This is a _____. That is a _____. How many _____ are there? There are _____. Find _____.	What is this? This is a _____. That is a _____. How is he? He is _____. How is she? She is _____. Find _____.	What is this? This is a _____. That is a _____. What's your name? My name is _____.	What is this? This is my _____. That is my _____. What is your name? My name is _____.	What is this? This is a _____. That is a _____. This is my _____. What is your name? My name is _____.
Numeracy Skills:	Counting 1-5	Counting 1-5	Counting 1-10	Counting 1-10	Number literacy

Session 1: Understanding Our Feelings

Key Message | Remember the things that make you happy.

English Letters and Words:

Letters: A a D d

Vocabulary:

- boy
- girl
- man
- woman
- ant
- dog

Word Building:

- da
- ad
- add
- dad

English Phrases:

- What is this?
- This is a _____.
- That is a _____.

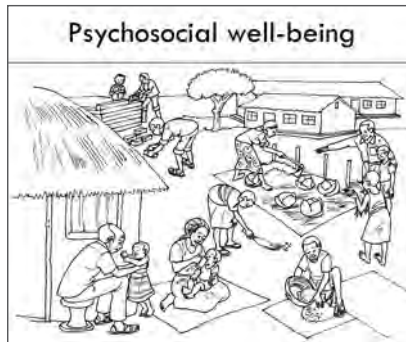
- How many _____ are there?
- There are _____.

- Find _____.

Activity 1: Introduction

1. Say:
 - Today we are going to learn how to say some English words.
 - We will listen and find the sounds in words.
 - We will learn how to write those sounds.

Activity 2: Picture Vocabulary



1. Hold up the Module 1, Session 1 picture.
2. Ask:
 - What can you see in this picture?

Using Local Language to Describe the Picture:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:
 - Let's learn the English words.
4. Point to the people in the picture and say:
 - This is a **boy**.
 - This is a **girl**.
 - This is a **man**.
 - This is a **woman**.
5. Point to the people in the picture and ask: What is this?
 - Learners should respond in English: This is a _____.
6. Repeat with 5-10 learners.

7. Say:
 - Find a **man**.
 - Find a **woman**.
 - Find a **boy**.
 - Find a **girl**.
8. Repeat with 5-10 learners.

Teaching Ideas for Activity 2:

- Ask learners to write:
This is a _____.

Activity 3: Beat the Words

1. Say the first vocabulary word. Ask the learners to repeat it after you.
2. Say:
 - Listen while I clap the syllables in this word.
3. Say the word again while clapping the syllables.
4. Repeat with learners.

Teaching Syllables:

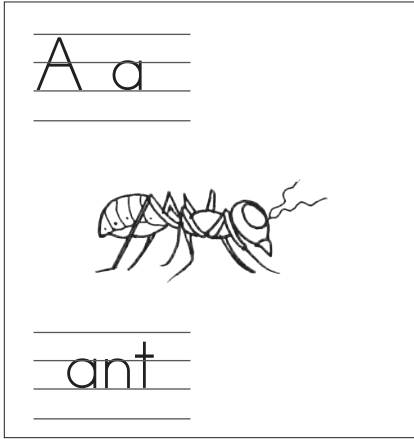
A **syllable** is a group of letters that make a sound when said together.

Syllables in Vocabulary Words

- **boy**: 1 syllable = 1 clap
- **girl**: 1 syllable = 1 clap
- **man**: 1 syllable = 1 clap
- **wo / man**: 2 syllables = 2 claps
- **ant**: 1 syllable = 1 clap
- **dog**: 1 syllable = 1 clap

5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
6. Repeat with the other vocabulary words.

Activity 4: Alphabet Chart

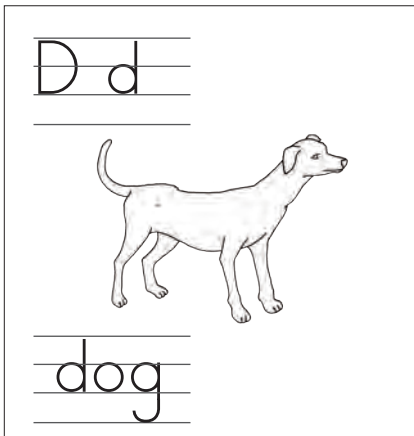


1. Use the alphabet chart.
2. Point to the picture for **A a**.
3. Ask:
 - What is this?
4. Say:
 - Listen carefully, this is an ant.
 - Repeat the word after me: ant, ant, ant, ant.
5. Say:
 - Listen carefully to the sound at the beginning of the word: **/a/**.
 - Repeat the sound after me: **/a/, /a/, /a/, /a/**.

Name and Sound:

- Name: **A, a**
- Sound: **/A/** and **/a/** (both sound like **ah**)
- English words starting with letter sound **/a/**:
 - at
 - and
 - am

6. Point to big letter **A** on the chart.
7. Say:
 - My name is big **A**.
 - My sound is **/a/**.
8. Point to small letter **a** on the chart.



9. Say:
 - My name is small **a**.
 - My sound is **/a/**.
10. Point to the picture for **D d**.
11. Ask:
 - What is this?
12. Say:
 - Listen carefully, this is a dog.
 - Repeat the word after me: dog, dog, dog, dog.

13. Say:

- Listen carefully to the sound at the beginning of the word:
/d/.
- Repeat the sound after me: **/d/, /d/, /d/, /d/**.

Name and Sound:

- Name: **D, d**
- Sound: **/D/** and **/d/** (both sound like **duh**)
- English words starting with letter sound **/d/**:
 - do
 - dig
 - dot

14. Point to big letter **D** on the chart.

15. Say:

- My name is big **D**.
- My sound is **/d/**.

16. Point to small letter **d** on the chart.

17. Say:

- My name is small **d**.
- My sound is **/d/**.

18. Point to the pictures on the alphabet chart for **A a** and **D d** and ask children to say the sounds.

19. Ask a learner to come to the front.

20. Ask the learner to listen to the sound you make. Have them show you on the chart the picture for the sound **/a/** or **/d/**.

21. Repeat with 5-10 learners.

Materials:

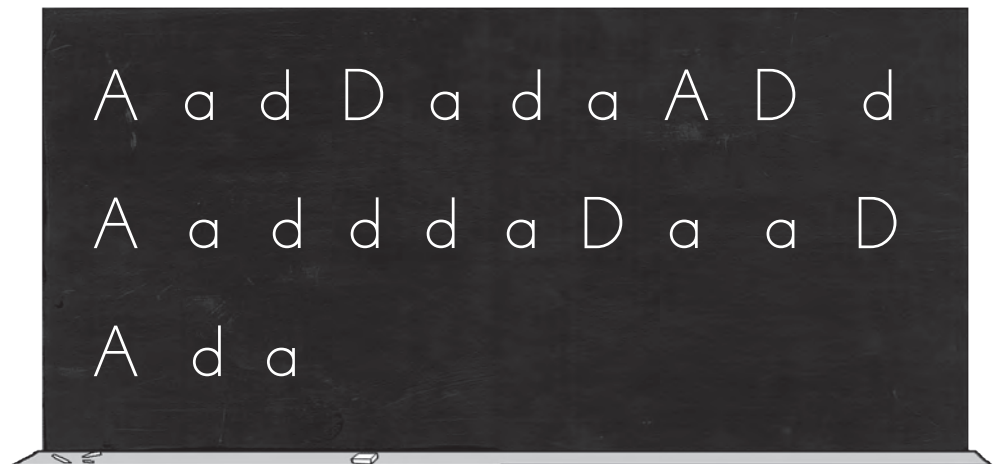
Make large letter cards for each of the following letters: **A, a, D, d**

Activity 5: Reading Titles

1. Use the **Monkey and Fish** picture story.
2. Ask:
 - What is the story called?
 - Can you remember the story?
3. Point to the story title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask the learners to say the title with you. Point to **each word** as you read it together.
6. Ask a learner to point to the monkey.
7. Ask a learner to point to the fish.
8. Show the letter card for **a**.
9. Ask a learner to find **a** in the story title **Monkey and Fish**.
10. Repeat for letter **d**.
11. Repeat steps 9 and 10 using the Module 1, Session 1 picture "Psychosocial well-being".

Activity 6: Find the Letters

1. Write many different big and small letters on the blackboard.

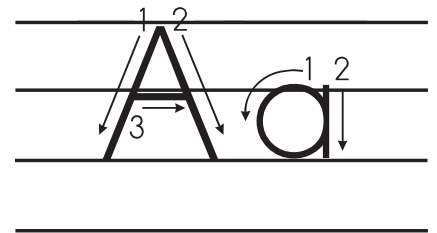


2. Ask learners to come to the front and circle the big **A** and small **a**.
3. Repeat with different learners until all the big **A** and small **a** letters have been circled.

- Repeat the activity with the big letter **D** and small letter **d**. Have learners underline the big letter **D** and small letter **d**.
- Repeat with different learners until all of the big **A** and small **a** and the big **D** and small **d** letters have been found correctly.

Activity 7: Write the Letters

- Draw 4 guiding lines on the blackboard.
- Write the big letter **A** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
- Use your finger to trace the letters while saying the letter formation phrase.



Letter Formation Phrase:

A: Down, down and across

- Draw 4 guiding lines on the blackboard.
- Instruct the learners to do the following for the big letter **A**:
 - Write the big letter **A** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **A** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **A** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letter **A** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
- Write the small letter **a** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
- Use your finger to trace the letters while saying the letter formation phrase.

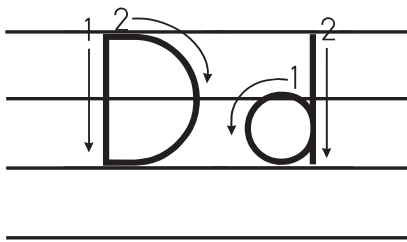
Letter Formation Phrase:

a: Round, round, round, up, down

8. Instruct the learners to do the following for the small letter **a**:

- Write the small letter **a** in the air and say the letter formation phrase. Repeat 3 times.
- Write the small letter **a** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the small letter **a** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the small letter **a** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

9. Draw 4 guiding lines on the blackboard.



10. Write the big letter **D** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

11. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

D: Down, down. Round, round, round

12. Instruct the learners to do the following for the big letter **D**:

- Write the big letter **D** in the air and say the letter formation phrase. Repeat 3 times.
- Write the big letter **D** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the big letter **D** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the big letter **D** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

13. Draw 4 guiding lines on the blackboard.

14. Write the small letter **d** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

15. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

d: Round, round, round, up, up, down, down

16. Instruct the learners to do the following for the small letter **d**:
- Write the small letter **d** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **d** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **d** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letter **d** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

Activity 8: **Beginning Reading**

1. Ask learners to come to the front and hold the cards for **a**, **d** and **d**.
2. Ask learners to say the sound for their card.
3. Arrange 2 learners holding their cards in this order:
a – d
4. Point to each letter and say the sounds slowly:
/a/ – /d/. Repeat the sounds faster to say the word:
ad.
5. Ask learners to read the word: **ad**.
6. Arrange 2 learners holding their cards in this order: **d–a**
7. Point to each letter and say the sounds slowly:
/d/ – /a/. Repeat the sounds faster to say the word:
da.
8. Ask learners to read the word: **da**.
9. Arrange 3 learners holding their cards in this order:
d–a–d

Materials:

Letter cards for: **a, d, d**

English Words:

- Explain that in English, **dad** is another word for father.
- Explain that in English, **add** is another word for sum. It is written as + in mathematics

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

10. Point to each letter and say the sounds slowly:

/d/ - /a/ - /d/. Repeat the sounds faster to say the word: **dad**.

11. Ask learners to read the word: **dad**.

12. Arrange 3 learners holding their cards in this order:

a-d-d

13. Point to each letter and say the sounds slowly:

/a/ - /d/ - /d/. Repeat the sounds faster to say the word: **add**.

14. Ask learners to read the word: **add**.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.

a	d	d
d	a	a
a	d	d

2. Point to the letter grid.

3. Say the word: **ad**. Point to each letter in the grid and say the sounds slowly: **/a/ - /d/**. Then say the sounds faster to say the word: **ad**.

4. Say the word: **da**. Point to each letter in the grid and say the sounds slowly: **/d/ - /a/**. Then say the sounds faster to say the word: **da**.

5. Say the word: **dad**. Point to each letter in the grid and say the sounds slowly: **/d/ - /a/ - /d/**. Then say the sounds faster to say the word: **dad**.

6. Say the word: **add**. Point to each letter in the grid and say the sounds slowly: **/a/ - /d/ - /d/**. Then say the sounds faster to say the word: **add**.

Words to Build:

- ad
- da
- dad
- add

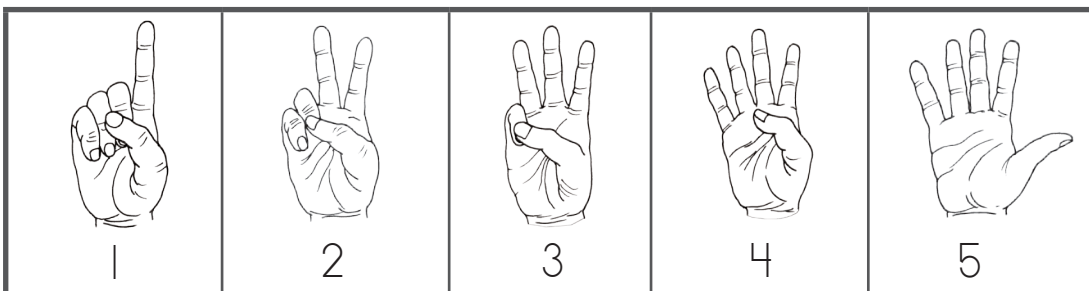
7. On the blackboard draw 4 guiding lines.
8. Write the words **dad** and **add** using the guiding lines.
Draw pictures next to each word.
9. Ask learners to write the words **dad** and **add** using the guiding lines. Tell them to draw pictures next to each word.

Activity 10: Numeracy

1. Ask 5 learners to come to the front.
2. Count the learners standing at the front aloud.

Teaching Ideas for Activity 10:

- If you are outside, ask learners to make groups of 5, groups of 4, groups of 3 or groups of 2.



3. Ask learners to repeat the numbers after you.
4. Hold your hand up in a fist. Count your fingers as they open.
5. Ask learners to say the numbers with you.
6. Ask a learner to come to the front and count their fingers.
7. Repeat with 4 more learners.

Activity 11: Picture Numeracy

1. Hold up the Module 1, Session 1 picture.
2. Say: Tell me the answer.
 - Point and say: How many boys?
 - Point and say: How many girls?
3. Repeat with the other vocabulary words.
4. Ask a learner to come to the front.
5. Say: Tell me the answer.
 - Point and say: How many boys?
6. Ask the learner to count the boys.
7. Repeat with 5-10 learners using different vocabulary words.

Teaching Ideas for Activity 12:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 12:

- Translate the key message into your local language so learners understand it.

Activity 12: Key Message

1. Ask learners if they remember the key message.
2. Read out the key message:
Remember the things that make you happy.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - How many **A** or **a** can you see?
 - How many **D** or **d** can you see?
 - Say the key message aloud.
 - Ask learners the following:
 - How many **/a/** sounds can you hear?
 - How many **/d/** sounds can you hear?
6. Say the key message. Ask learners to repeat it after you.
7. Say: Listen while I clap **each word** of the key message.
8. Say the key message again while clapping **each word**.
9. Repeat with learners.

10. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Number of Words in the Key Message:

- 7 words

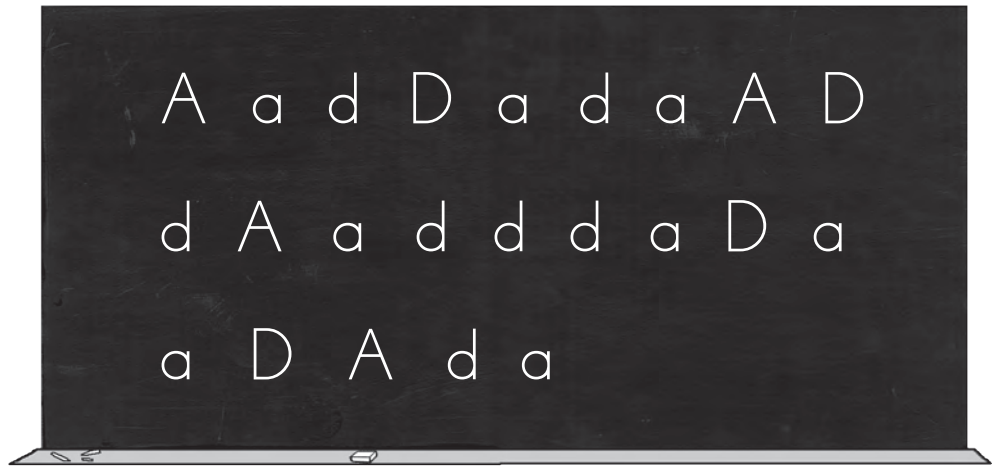
11. Repeat steps 7-10 by clapping the syllables in each word of the key message.

Syllables in the Key Message:

- **re / mem / ber:** 3 syllables = 3 claps
- **the:** 1 syllable = 1 clap
- **things:** 1 syllable = 1 clap
- **that:** 1 syllable = 1 clap
- **make:** 1 syllable = 1 clap
- **you:** 1 syllable = 1 clap
- **hap / py:** 2 syllables = 2 claps

Activity 13: **Assessment**

1. Point to a person in the Module 1, Session 1 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 1, Session 1 picture. Point to the different people.
 - Ask: What is this?
 - Learners should respond in English: This is a _____.
5. Write different big and small letters **A, a, D, d** on the blackboard.



6. Ask learners to come to the front and circle the big **A** and small **a**.
7. Ask learners to come to the front and underline the big **D** and small **d**.
8. Point to the big **A** and small **a**.
9. Ask learners to say the letter name and sound.
10. Point to the big **D** and small **d**.
11. Ask learners to say the letter name and sound.
12. Draw a letter grid on the blackboard using the letters **a** and **d**.

a	d	d
d	a	a
a	d	d

13. Ask learners to come to the front and build the words **ad**, **da**, **add** and **dad** by pointing to the letters and saying the letter sounds together to make a word.

Session 2: Sharing Our Feelings

Key Message | Talk about your feelings with people you trust.

Activity 1: Introduction

1. Ask:
 - What letter sounds did you learn in the last lesson?
 - What English words did you learn in the last lesson?
2. Say:
 - Today we are going to learn how to say our feelings using English words.
 - We will listen and find the sounds in words.
 - We will learn how to write those sounds.

English Letters and Words:

Letters: M m N n

Vocabulary:

- sad
- happy
- angry
- afraid
- net
- man

Word Building:

- an
- am
- mad
- and

Activity 2: Picture Vocabulary



1. Hold up the Module 1, Session 2 picture.
2. Ask:
 - What can you see in this picture?

Using Local Language to Describe Words:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:
 - Let's learn the English words.
4. Point to the picture and say:
 - This is a boy. He is **happy**.
 - This is a boy. He is **sad**.
 - This is a boy. He is **angry**.
 - This is a boy. He is **afraid**.

English Phrases:

- What is this?
- This is a _____.
- That is a _____.
- How is he?
- He is _____.
- How is she?
- She is _____.

Teaching Ideas for Activity 2:

- Ask learners to write:
- He is _____.
- She is _____.

5. Point to one of the boy's pictures and say: Tell me the answer.
 - Point and say: This is a boy. How is he?
 - Learners should respond in English: This is a boy. He is _____.
6. Repeat with 5-10 learners.
7. Say:
 - Find a **happy** boy.
 - Find a **sad** boy.
 - Find an **angry** boy.
 - Find a boy who is **afraid**.
8. Repeat with 5-10 learners.

Activity 3: Beat the Words

1. Say the first vocabulary word. Ask the learners to repeat it after you.
2. Say:
 - Listen while I clap the syllables in this word.

Teaching Syllables:

Syllables in Vocabulary Words

- **sad**: 1 syllable = 1 clap
- **hap / py**: 2 syllables = 2 claps
- **an / gry**: 2 syllables = 2 claps
- **a / fraid**: 2 syllables = 2 claps
- **net**: 1 syllable = 1 clap
- **man**: 1 syllable = 1 clap

3. Say the word again while clapping the syllables.
4. Repeat with learners.
5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
6. Repeat with the other vocabulary words.

Activity 4: Alphabet Chart

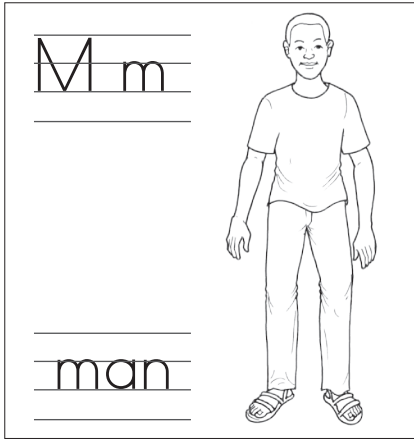
1. Use the alphabet chart.
2. Point to the picture for **N n**.
3. Ask:
 - What is this?
4. Say:
 - Listen carefully, this is a net.
 - Repeat the word after me: net, net, net, net.
5. Say:
 - Listen carefully to the sound at the beginning of the word:
/n/.
 - Repeat the sound after me: **/n/**, **/n/**, **/n/**, **/n/**.



Name and Sound:

- Name: **N, n**
- Sound: **/N/** and **/n/** (both sound like **nuh**)
- English words starting with letter sound **/n/**:
 - neck
 - no
 - nine

6. Point to big letter **N** on the chart.
7. Say:
 - My name is big **N**.
 - My sound is **/n/**.
8. Point to small letter **n** on the chart.
9. Say:
 - My name is small **n**.
 - My sound is **/n/**.
10. Point to the picture for **M m**.
11. Ask:
 - What is this?



12. Say:

- Listen carefully, this is a man.
- Repeat the word after me: man, man, man, man.

13. Say:

- Listen carefully to the sound at the beginning of the word:
/m/.
- Repeat the sound after me: **/m/**, **/m/**, **/m/**, **/m/**.

Name and Sound:

- Name: M, m
- Sound: /M/ and /m/ (both sound like **muh**)
- English words starting with letter sound /m/:
 - me
 - moon
 - mouth

14. Point to big letter **M** on the chart.

15. Say:

- My name is big **M**.
- My sound is **/m/**.

16. Point to small letter m on the chart.

17. Say:

- My name is small **m**.
- My sound is **/m/**.

18. Point to the pictures on the alphabet chart for **N n** and **M m** and ask children to say the sounds.

19. Ask a learner to come to the front.

20. Ask the learner to listen to the sound you make. Have them show you on the chart the picture for the sound **/n/** or **/m/**.

21. Repeat with 5-10 learners.

Activity 5: Reading Titles

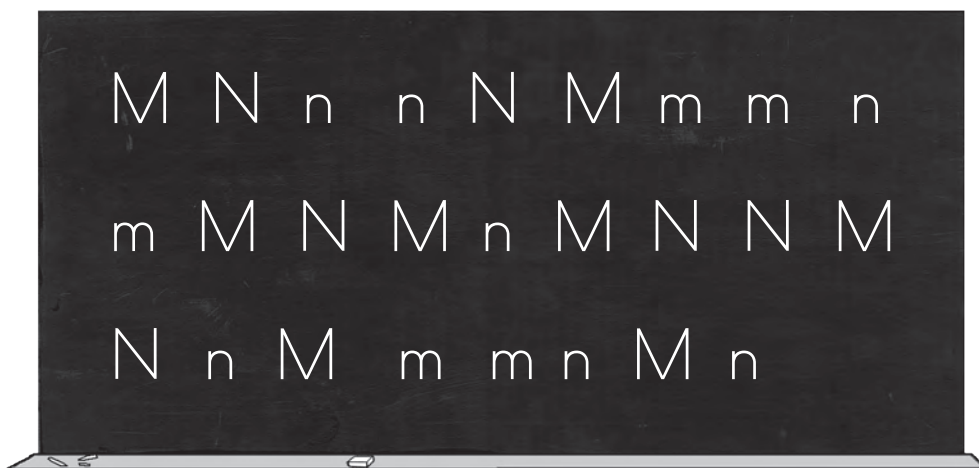
1. Use the **Monkey and Fish** picture story.
2. Ask:
 - What is the story called?
 - Can you remember the story?
3. Point to the story title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask the learners to say the title with you. Point to **each word** as you read it together.
6. Ask a learner to point to the monkey.
7. Ask a learner to point to the fish.
8. Show the letter card for **n**.
9. Ask a learner to find **n** in the story title **Monkey and Fish**.
10. Repeat for letter **M**.
11. Say: What other letters can you find?
12. Repeat steps 9, 10 and 11 using the Module 1, Session 2 picture "Expressing our feelings".

Materials:

Make large letter cards for each of the following letters: **N, n, M, m**

Activity 6: Find the Letters

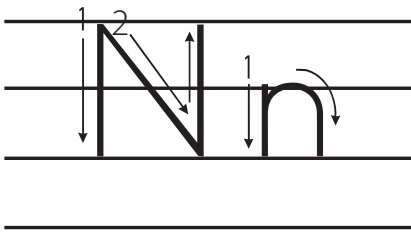
1. Write many different big and small letters on the blackboard.



2. Ask different learners to come to the front and circle the big **N** and small **n**.

- Repeat with different learners until all the big **N** and the small **n** letters have been circled.
- Repeat the activity with the big letter **M** and the small letter **m**. Ask learners to underline the big letter **M** and small letter **m**.
- Repeat with different learners until all of the big letters **N** and the small letters **n** and the big letters **M** and small letters **m** have been found correctly.

Activity 7: Write the Letters



- Draw 4 guiding lines on the blackboard.
- Write the big letter **N** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
- Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

N: Down, then down, up

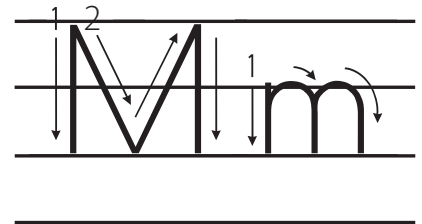
- Instruct the learners to do the following for the big letter **N**:
 - Write the big letter **N** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **N** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **N** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letter **N** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
- Draw 4 guiding lines on the blackboard.
- Write the small letter **n** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

7. Use your finger to trace the letter while saying the letter formation phrases.

Letter Formation Phrase:

n: Down, up, round, down

8. Instruct the learners to do the following for the small letter **n**:
- Write the small letter **n** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **n** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **n** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letter **n** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
9. Draw 4 guiding lines on the blackboard.
10. Write the big letter **M** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
11. Use your finger to trace the letter while saying the letter formation phrase.



Letter Formation Phrase:

M: Down, then down, up, down

12. Instruct the learners to do the following for the big letter **M**:
- Write the big letter **M** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **M** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **M** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letter **M** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

13. Draw 4 guiding lines on the blackboard.
14. Write the small letter **m** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
15. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

m: Down, up, round, down, up, round, down

16. Instruct the learners to do the following for the small letter **m**:
 - Write the small letter **m** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **m** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **m** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letter **m** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

Materials:

Letter cards for: **n**, **m**,
a, **d**

Activity 8: **Beginning Reading**

1. Ask 4 learners to come to the front and hold the cards for **n**, **m**, **a**, and **d**.
2. Ask learners to say the sound for their card.
3. Arrange 2 learners holding their cards in this order:
a-n
4. Point to each letter and say the sounds slowly:
/a/ - /n/. Repeat the sounds faster to say the word:
an.
5. Ask learners to read the word: **an**
6. Arrange 2 learners holding their cards in this order:
a-m
7. Point to each letter and say the sounds slowly:
/a/ - /m/. Repeat the sounds faster to say the word:
am.

8. Ask learners to read the word: **am**.
9. Arrange 3 learners holding their cards in this order:
a-n-d
10. Point to each letter and say the sounds slowly:
/a/ - /n/ - /d/. Repeat the sounds faster to say the word: **and**.
11. Ask learners to read the word: **and**.
12. Arrange 3 learners holding their cards in this order:
m-a-n
13. Point to each letter and say the sounds slowly:
/m/ - /a/ - /n/. Repeat the sounds faster to say the word: **man**.
14. Ask learners to read the word: **man**.
15. Arrange 3 learners holding their cards in this order:
m-a-d
16. Point to each letter and say the sounds slowly:
/m/ - /a/ - /d/. Repeat the sounds faster to say the word: **mad**.
17. Ask learners to read the word: **mad**.
18. On the blackboard draw 4 guiding lines.
19. Write the words **man** and **mad** using the guiding lines.
Draw pictures next to each word.
20. Ask the learners to write the words **man** and **mad** using the guiding lines. Tell them to draw pictures next to each word.

English Words:

- Explain that in English, **and** is a word used to connect two different words. Example: He likes meat and rice.
- Explain that in English, **man** is another word for a male person.
- Explain that in American English, **mad** is another word for angry. In British English, it refers to someone who is crazy.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.

m	n
n	m
a	d

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

2. Point to the letter grid.
3. Say the word: **am**. Point to each letter in the grid and say the sounds slowly: /a/ – /m/. Then say the sounds faster to say the word: **am**.
4. Say the word: **man**. Point to each letter in the grid and say the sounds slowly: /m/ – /a/ – /n/. Then say the sounds faster to say the word: **man**.
5. Say the word: **and**. Point to each letter in the grid and say the sounds slowly: /a/ – /n/ – /d/. Then say the sounds faster to say the word: **and**.
6. Say the word: **an**. Point to each letter in the grid and say the sounds slowly: /a – n/. Then say the sounds faster to say the word: **an**.

More Words to Build:

- mama
- madam
- mad
- dam

Words to Build:

- man
- an
- am
- and

7. On the blackboard draw 4 guiding lines.
8. Write the words **man** and **mama** using the guiding lines. Draw pictures next to each word.
9. Ask learners to write the words **man** and **mama** using the guiding lines. Tell them to draw pictures next to each word.

Teaching Ideas for Activity 10:

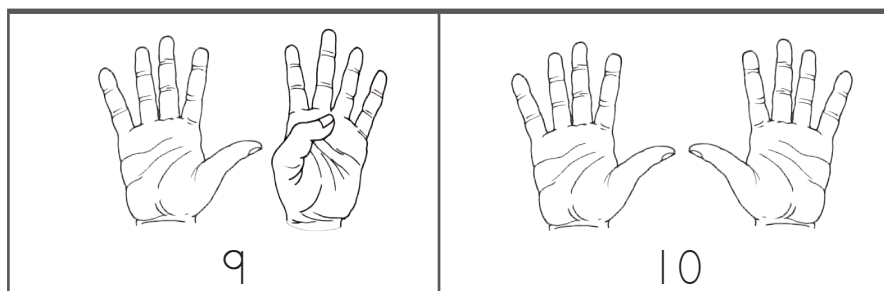
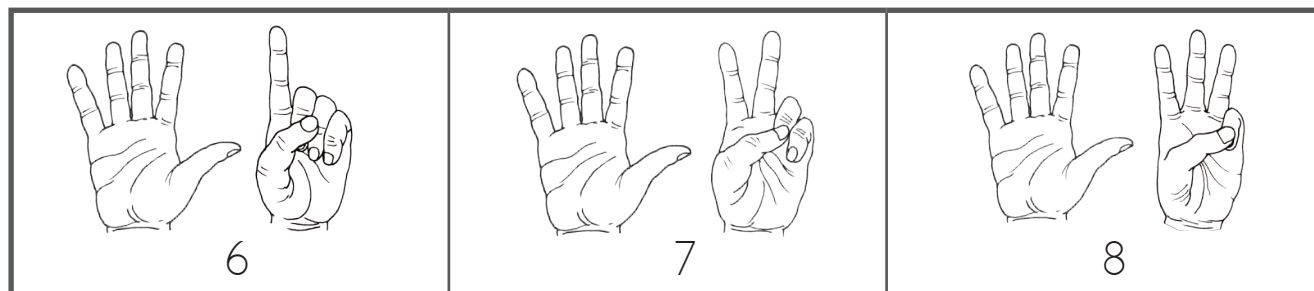
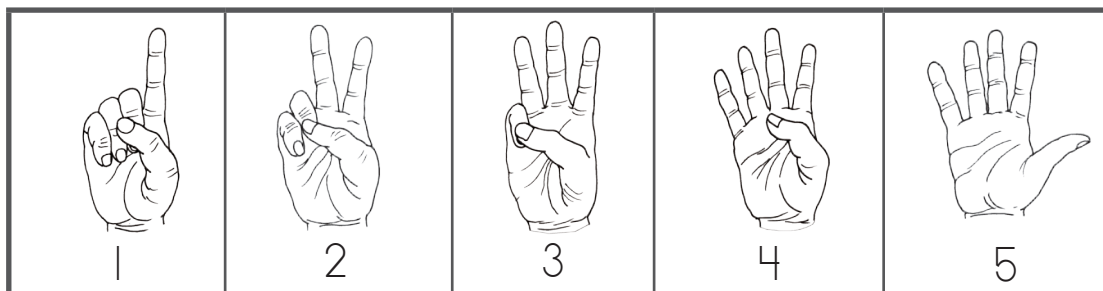
- If you are outside, ask the learners to make groups of 3, groups of 7, or groups of 9.

Activity 10: Numeracy

1. Ask 10 learners to come to the front.
2. Count the learners standing at the front aloud.
3. Ask learners to repeat the numbers after you.
4. Hold both your hands up in fists. Count your fingers as they open.
5. Ask learners to say the numbers with you.

6. Ask a learner to come to the front and count their fingers.

7. Repeat with 4 more learners.



Activity 11: Picture Numeracy

1. Hold up the Module 1, Session 2 picture.

2. Say: Tell me the answer.

- Point and say: How many **boys**?
- Point and say: How many **girls**?
- Point and say: How many **children**?

3. Ask a learner to come to the front.

4. Say: Tell me the answer.

- Point and say: How many boys?

5. Ask the learner to count the boys.

6. Repeat with 5-10 learners using different vocabulary words.

Teaching Ideas for Activity 12:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 12:

- Translate the key message into your local language so learners understand it.

Activity 12: Key Message

1. Ask learners if they remember the key message.
2. Read out the key message:
Talk about your feelings with people you trust.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - How many **N** or **n** can you see?
 - How many **M** or **m** can you see?
 - What other letters can you see?
 - Say the key message aloud.
 - Ask learners the following:
 - How many **/n/** sounds can you hear?
 - How many **/m/** sounds can you hear?
 - What other sounds can you hear?
6. Say the key message. Ask learners to repeat it after you.
7. Say: Listen while I clap **each word** of the key message.
8. Say the key message again while clapping **each word**.
9. Repeat with learners.
10. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Number of Words in the Key Message:

- 8 words

11. Repeat steps 7-10 by clapping the syllables in each word of the key message.

Syllables in the Key Message:

- **talk:** 1 syllable = 1 clap
- **a / bout:** 2 syllables = 2 claps
- **your:** 1 syllable = 1 clap
- **feel / ings:** 2 syllables = 2 claps
- **with:** 1 syllable = 1 clap
- **peo / ple:** 2 syllables = 2 claps
- **you:** 1 syllable = 1 clap
- **trust:** 1 syllable = 1 clap

Activity 13: Writing

1. Say: Now that we have learnt some English words and letters we can write a sentence.
2. Write a sentence on the blackboard using one of the English phrases.
 - This is a man.
3. Ask some learners to read the sentence.
4. Ask 4 learners to come to the front.
5. Give each learner one word card.
6. Ask another learner to put the words in order.
7. Ask: Can we change the words to make another sentence?
 - This is a boy.
8. Form sentences with the learners using the other English phrases and vocabulary words from the lesson.
9. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

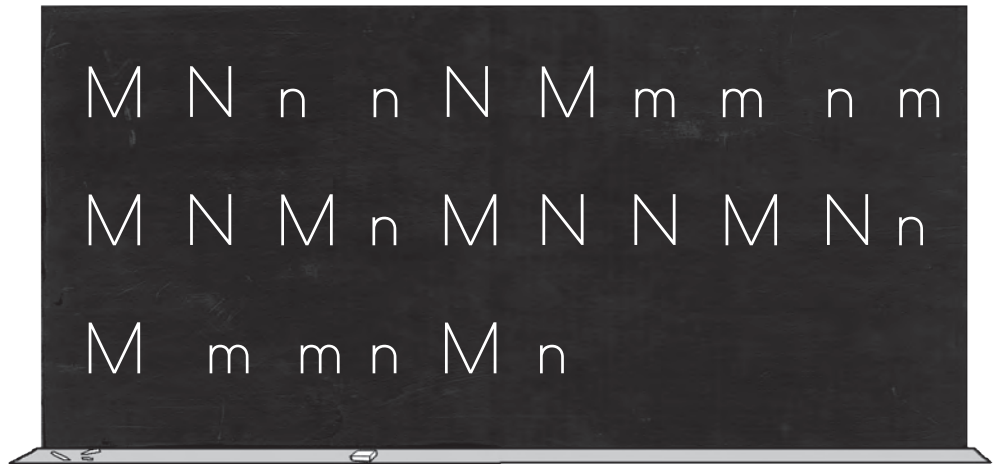
Materials:

Make large word cards for: **this, is, a, man, boy**

Activity 14: Assessment

1. Point to something in the Module 1, Session 2 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 1, Session 2 picture. Point to the pictures of the boy.
 - Ask: How is he?
 - Learners should respond in English: He is_____.

5. Write different big and small letters **N, n, M, m** on the blackboard.



6. Ask different learners to come to the front and circle the big **N** and small **n**.
7. Ask different learners to come to the front and underline the big **M** and small **m**.
8. Point to the big **N** and small **n**.
9. Ask learners to say the letter name and sound.
10. Point to the big **M** and small **m**.
11. Ask learners to say the letter name and sound.
12. Draw a letter grid on the blackboard using the letters **a, d, m** and **n**.

m	n
n	m
a	d

13. Ask learners to come to the front and build the words **man, an, am, and** by pointing to the letters and saying the letter sounds together to make a word.

Session 3: Good Communication

Key Message | Talk with your teachers when you feel upset.

Activity 1: Introduction

1. Ask:
 - What letter sounds did you learn in the last lesson?
 - What English words did you learn in the last lesson?
2. Say:
 - Today we are going to learn how to write our names.
 - We will listen and find the sounds in words.
 - We will learn how to write those sounds.

English Letters and Words:

Letters: C c E e

Vocabulary:

- teacher
- friend
- cow
- egg

Word Building:

- name
- den
- me
- can

Activity 2: Picture Vocabulary



1. Hold up the Module 1, Session 3 picture.
2. Ask:
 - What can you see in this picture?

Using Local Language to Describe Words:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

English Phrases:

- What is your name?
- My name is _____.
- What is this?
- This is a _____.
- That is a _____.

3. Say:
 - Let's learn the English words.
4. Point to the people in the picture and say:
 - This is a **girl**.
 - This is a **teacher**.
 - This is a **friend**.
5. Point to the people in the picture and ask: What is this?
 - Learners should respond in English: That is a _____.

6. Repeat with 5-10 learners.
7. Say:
 - Find a **girl**.
 - Find a **teacher**.
 - Find a **friend**.
8. Repeat with 5-10 learners.

Activity 3: Beat the Words

1. Say the first vocabulary word. Ask the learners to repeat it after you.
2. Say:
 - Listen while I clap the syllables in this word.

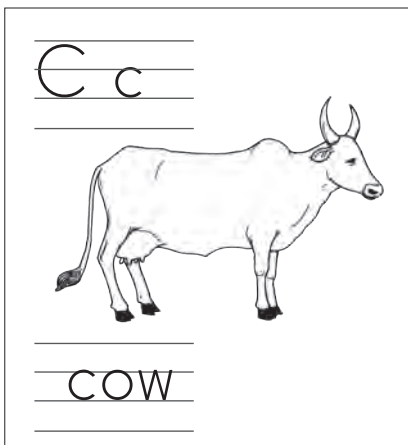
Teaching Syllables:

Syllables in Vocabulary Words

- **teach / er:** 2 syllables = 2 claps
- **friend:** 1 syllable = 1 clap
- **cow:** 1 syllable = 1 clap
- **egg:** 1 syllable = 1 clap

3. Say the word again while clapping the syllables.
4. Repeat with learners.
5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
6. Repeat with the other vocabulary words.

Activity 4: Alphabet Chart



1. Use the alphabet chart.
2. Point to the picture for **C c**.
3. Ask:
 - What is this?
4. Say:
 - Listen carefully, this is a cow.
 - Repeat the word after me: cow, cow, cow, cow.
5. Say:
 - Listen carefully to the sound at the beginning of the word: **/c/**.

- Repeat the sound after me: /c/, /c/, /c/, /c/.

Name and Sound:

- Name: C, c
- Sound: /C/ and /c/ (both sound like **cu**)
- English words starting with letter sound /c/:
 - cat
 - car
 - cut

6. Point to big letter **C** on the chart.

7. Say:

- My name is big **C**.
- My sound is /c/.

8. Point to small letter **c** on the chart.

9. Say:

- My name is small **c**.
- My sound is /c/.

10. Point to the picture for **E e**.

11. Ask:

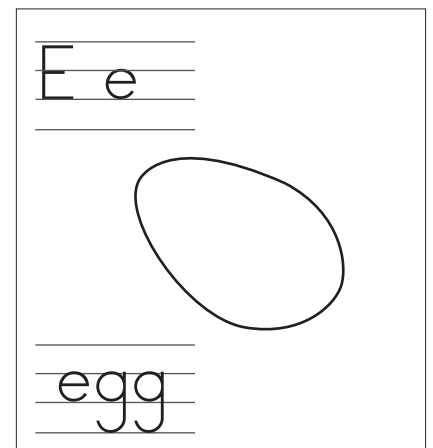
- What is this?

12. Say:

- Listen carefully, this is an egg.
- Repeat the word after me: egg, egg, egg, egg.

13. Say:

- Listen carefully to the sound at the beginning of the word:
/e/.
- Repeat the sound after me: /e/, /e/, /e/, /e/.



Name and Sound:

- Name: E, e
- Sound: /E/ and /e/ (both sound like **eh**)
- English words starting with letter sound /e/:
 - every
 - end
 - eleven

14. Point to big letter **E** on the chart.

15. Say:

- My name is big **E**.
- My sound is **/e/**.

16. Point to small letter **e** on the chart.

17. Say:

- My name is small **e**.
- My sound is **/e/**.

18. Point to the pictures on the alphabet chart for **C c** and **E e** and ask children to say the sounds.

19. Ask a learner to come to the front.

20. Ask the learner to listen to the sound you make. Have them show you on the chart the picture for the sound **/c/** or **/e/**.

21. Repeat with 5-10 learners.

Materials:

Make large letter cards for each of the following letters: **C, c, E, e**

Activity 5: Reading Titles

1. Use the **Good Communication** picture.
2. Ask:
 - What is the picture called?
3. Point to the picture title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask learners to say the title with you. Point to **each word** as you read it together.
6. Ask a learner to point to the girl.
7. Ask a learner to point to the teacher.
8. Show the letter card for **C**.
9. Ask a learner to find **C** in the chart title **Good Communication**.
10. What other letters can learners find?

Activity 6: Find the Letters

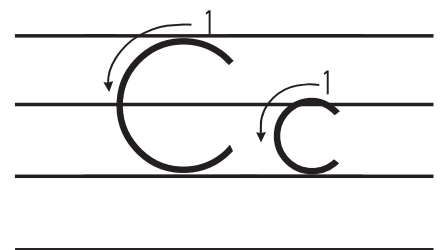
1. Write many different big and small letters on the blackboard.



2. Ask different learners to come to the front and circle the big **C** and the small **c**.
3. Repeat with different learners until all of the big **C** and small **c** letters have been circled.
4. Repeat the activity with the big letter **E** and the small letter **e**. Ask learners to underline the big **E** and small **e** letters.
5. Repeat with different learners until all of the big **C** and small **c** and the big **E** and small **e** letters have been found correctly.

Activity 7: Write the Letters

1. Draw 4 guiding lines on the blackboard.
2. Write the big letter **C** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
3. Use your finger to trace the letter while saying the letter formation phrase.



Letter Formation Phrase:

C: Round, round

4. Instruct the learners to do the following for the big letter **C**:
 - Write the big letter **C** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **C** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **C** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letter **C** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
5. Draw 4 guiding lines on the blackboard.
6. Write the small letter **c** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
7. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

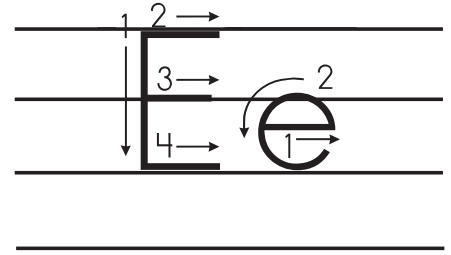
C: Round, round

8. Instruct the learners to do the following for the small letter **c**:
 - Write the small letter **c** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **c** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **c** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letter **c** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
9. Draw 4 guiding lines on the blackboard.
10. Write the big letter **E** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

11. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

E: Down down, down. Across, across, across



12. Instruct the learners to do the following for the big letter **E**:

- Write the big letter **E** in the air and say the letter formation phrase. Repeat 3 times.
- Write the big letter **E** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the big letter **E** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the big letter **E** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

13. Draw 4 guiding lines on the blackboard.

14. Write the small letter **e** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

15. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

e: Across, round, round

16. Instruct the learners to do the following for the small letter **e**:

- Write the small letter **e** in the air and say the letter formation phrase. Repeat 3 times.
- Write the small letter **e** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the small letter **e** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the small letter **e** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

Materials:

Letter cards for: e, c, n, m, a, d

English Words:

- Explain that in English, a **den** is a place where wild animals like foxes, lions and hyenas live.
- Explain that in English, a **can** is a metal container that stores food.
- Explain that in English, **men** is a word to describe more than one man.

Activity 8: Beginning Reading

1. Ask 6 learners to come to the front and hold the cards for **e**, **c**, **n**, **m**, **a** and **d**.
2. Ask learners to say the sound for their card.
3. Arrange 3 learners holding their cards in this order:
d-e-n
4. Point to each letter and say the sounds slowly: **/d/ - /e/ - /n/**. Repeat the sounds faster to say the word: **den**.
5. Ask learners to read the word: **den**.
6. Arrange 3 learners holding their cards in this order:
c-a-n
7. Point to each letter and say the sounds slowly: **/c/ - /a/ - /n/**. Repeat the sounds faster to say the word: **can**.
8. Ask learners to read the word: **can**.
9. Arrange 3 learners holding their cards in this order:
m-e-n
10. Point to each letter and say the sounds slowly: **/m/ - /e/ - /n/**. Repeat the sounds faster to say the word: **men**.
11. Ask learners to read the word: **men**.

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.

c	e
a	d
m	n

3. Say the word: **can**. Point to each letter in the grid and say the sounds slowly: /c/-/a/-/n/. Then say the sounds faster to say the word: **can**.
4. Say the word: **den**. Point to each letter in the grid and say the sounds slowly: /d/-/e/-/n/. Then say the sounds faster to say the word: **den**.
5. Say the word: **men**. Point to each letter in the grid and say the sounds slowly: /m/-/e/-/n/. Then say the sounds faster to say the word: **men**.

Words to Build:

- can
- den
- men

More Words to Build:

- man
- came
- dead
- deed
- made
- cane

7. On the blackboard draw 4 guiding lines.
8. Write the words **can**, **den** and **men** using the guiding lines. Draw pictures next to each word.
9. Ask learners to write the words **can**, **den** and **men** using the guiding lines. Tell them to draw pictures next to each word.

Activity 10: Numeracy

1. Hold your hand up in a fist. Count your fingers as they open.
2. Count your fingers from 0 up to 10.
3. Count your fingers from 10 down to 0.
4. Ask the learners to count from 0 up to 10 with you.
5. Ask the learners to count from 10 down to 0 with you.
6. Ask a learner to come to the front.
7. Ask the learner to follow your instructions:
 - Count from 5 up to 9 then stop.
 - Count from 8 down to 4 then stop.
 - Count from 3 up to 10 then stop.
 - Count from 10 down to 3 then stop.
8. Repeat with 4 more learners.

Teaching Ideas for Activity 10:

- If you are outside, ask learners to make groups of 10, 9, 8, 7 and so on.

Teaching Ideas for Activity 11:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 11:

- Translate the key message into your local language so learners understand it.

Activity 11: Key Message

1. Ask learners if they remember the key message.
2. Read out the key message:
Talk with your teachers when you feel upset.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - How many **C** or **c** can you see?
 - How many **E** or **e** can you see?
 - What other letters can you see?
 - Say the key message aloud.
 - Ask learners the following:
 - How many **/c/** sounds can you hear?
 - How many **/e/** sounds can you hear?
 - What other sounds can you hear?
6. Say the key message. Ask learners to repeat it after you.
7. Say: Listen while I clap **each word** of the key message.
8. Say the key message again while clapping **each word**.
9. Repeat with learners.
10. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Number of Words in the Key Message:

- 8 words

11. Repeat steps 7-10 by clapping the syllables in each word of the key message.

Syllables in the Key Message

- **talk:** 1 syllable = 1 clap
- **with:** 1 syllable = 1 clap
- **your:** 1 syllable = 1 clap
- **teach / ers:** 2 syllables = 2 claps
- **when:** 1 syllable = 1 clap
- **you:** 1 syllable = 1 clap
- **feel:** 1 syllable = 1 clap
- **up / set:** 2 syllables = 2 claps

Activity 12: Speaking English

1. Point to yourself and say:
 - My name is _____ .
2. Repeat 3 times.
3. Ask learners to repeat after you. Say:
 - My name is _____ .
4. Ask a learner to stand up. Ask:
 - What is your name?
5. The learner should respond:
 - My name is _____ .
6. Repeat with 5-10 more learners.
7. Put learners into groups of 2.
 - One learner should ask: What is your name?
 - The other learner should respond: My name is _____ .
8. Ask all learners to stand. They must ask each learner the question and get an answer.
9. Continue until all learners have asked and answered the question 5 times.

Materials:

Make large word cards for: **what, your, my, name, is, teacher**

Activity 13: Writing

1. Say: Now that we have learnt some English words and letters we can write a sentence.
2. Write a sentence on the blackboard using one of the English phrases.
 - My name is teacher.
3. Ask some learners to read the sentence.
4. Ask 5 learners to come to the front.
5. Give each learner one word card: my, name, is, teacher.
6. Ask another learner to put the words in order.
7. Ask: Can we change the words to make another sentence?
 - What is your name?
8. Form sentences with the learners using the other English phrases and vocabulary words from the lesson.
9. Ask learners to write the sentences in their notebooks and draw pictures to go with them.
10. Visit each learner and write their name in their notebook using the 4 guiding lines.
11. Help learners to trace and copy their name.

Activity 14: Assessment

1. Point to a person in the Module 1, Session 3 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 1, Session 3 picture. Point to the different people.
 - Ask: What is this?
 - Learners should respond in English: That is a _____.
5. Write different big and small letters **C, c, E, e** on the blackboard.



6. Ask different learners to come to the front and circle the big **C** and small **c**.
7. Ask different learners to come to the front and underline the big **E** and small **e**.
8. Point to the big **C** and small **c**.
9. Ask learners to say the letter name and sound.
10. Point to the big **E** and small **e**.
11. Ask learners to say the letter name and sound.
12. Draw a letter grid on the blackboard using the letters **a**, **d**, **m**, **n**, **c** and **e**.

c	e
a	d
m	n

13. Ask learners to come to the front and build the words **can**, **den** and **men** by pointing to the letters and saying the letter sounds together to make a word.

Session 4: How Emergencies Affect Us

Key Message

It is normal to feel stressed or upset during sad and scary times.

English Letters and Words:

Letters: O o S s

Vocabulary:

- orange
- sun
- school
- class

Word Building:

- on
- one
- sad
- son

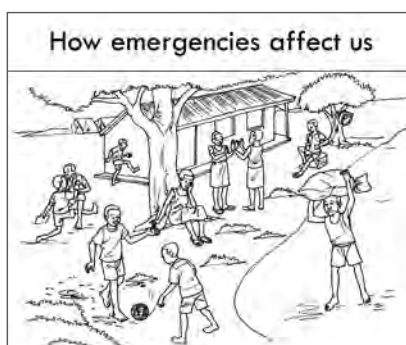
English Phrases:

- What is this?
- This is my _____.
- That is my _____.

Activity 1: Introduction

1. Ask:
 - What letter sounds did you learn in the last lesson?
 - What English words did you learn in the last lesson?
2. Say:
 - Today we are going to learn more about numbers.
 - We will listen and find the sounds in words.
 - We will learn how to write those sounds.

Activity 2: Picture Vocabulary



1. Hold up the Module 1, Session 4 picture.
2. Ask:
 - What can you see in this picture?

Using Local Language to Describe Words:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:
 - Let's learn the English words.
4. Point to the picture and say:
 - This is a **school**.
 - This is a **class**.
5. Point to picture and ask: What is this?
 - Learners should respond in English: This is a _____.
6. Repeat with 5-10 learners.

7. Say:
 - Find a **school**.
 - Find a **class**.
 - Find a **boy**.
 - Find a **girl**.

8. Repeat with 5-10 learners.

Teaching Ideas for Activity 2:

- Ask learners to write:
This is a _____.

Activity 3: Beat the Words

1. Say the first vocabulary word. Ask the learners to repeat it after you.
2. Say:
 - Listen while I clap the syllables in this word.

Teaching Syllables:

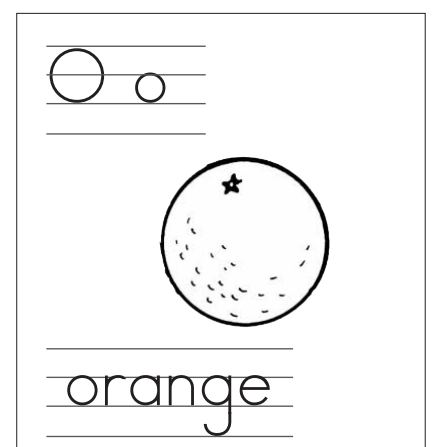
Syllables in Vocabulary Words

- **school**: 1 syllable = 1 clap
- **class**: 1 syllable = 1 clap
- **or / ange**: 2 syllables = 2 claps
- **sun**: 1 syllable = 1 clap

3. Say the word again while clapping the syllables.
4. Repeat with learners.
5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
6. Repeat with the other vocabulary words.

Activity 4: Alphabet Chart

1. Use the alphabet chart.
2. Point to the picture for **O o**.
3. Ask:
 - What is this?
4. Say:
 - Listen carefully, this is an orange.
 - Repeat the word after me: orange, orange, orange, orange.
5. Say:
 - Listen carefully to the sound at the beginning of the word:
/o/.



- Repeat the sound after me: /o/, /o/, /o/, /o/.

Name and Sound:

- Name: O, o
- Sound: /O/ and /o/ (both sound like oh)
- English words starting with letter sound /o/:
 - open
 - only
 - own

6. Point to big letter O on the chart.

7. Say:

- My name is big O.
- My sound is /o/.

8. Point to small letter o on the chart.

9. Say:

- My name is small o.
- My sound is /o/.

10. Point to the picture for S s.

11. Ask:

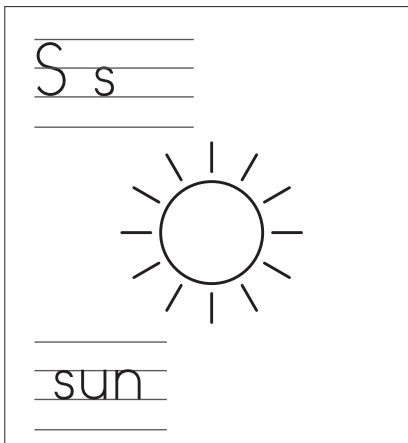
- What is this?

12. Say:

- Listen carefully, this is a sun.
- Repeat the word after me: sun, sun, sun, sun.

13. Say:

- Listen carefully to the sound at the beginning of the word: /s/.
- Repeat the sound after me: /s/, /s/, /s/, /s/.



Name and Sound:

- Name: S, s
- Sound: /S/ and /s/ (both sound like suh)
- English words starting with letter sound /s/:
 - see
 - six
 - sad

14. Point to big letter **S** on the chart.
15. Say:
 - My name is big **S**.
 - My sound is **/s/**.
16. Point to small letter **s** on the chart.
17. Say:
 - My name is small **s**.
 - My sound is **/s/**.
18. Point to the pictures on the alphabet chart for **O o** and **S s** and ask learners to say the sounds.
19. Ask a learner to come to the front.
20. Ask the learner to listen to the sound you make. Have them show you on the chart the picture for the sound **/o/** or **/s/**.
21. Repeat with 5-10 learners.

Activity 5: Reading Titles

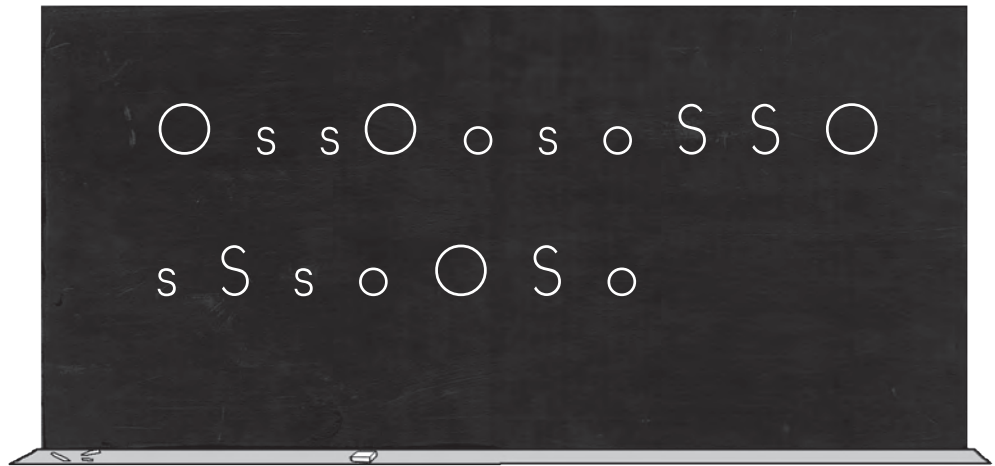
1. Use the **Tortoise and the Birds** picture story.
2. Ask:
 - What is the story called?
 - Can you remember the story?
3. Point to the story title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask the learners to say the title with you. Point to **each word** as you read it together.
6. Ask a learner to point to the tortoise.
7. Ask a learner to point to the birds.
8. Show the letter card for **O**.
9. Ask a learner to find **O** in the story title **Tortoise and the Birds**.
10. Repeat for letter **S**.
11. What other letters can learners find?
12. Repeat steps 9-11 using the Module 1, Session 4 picture "How emergencies affect us".

Materials:

Make large letter cards for each of the following letters: **O, o, S, s**

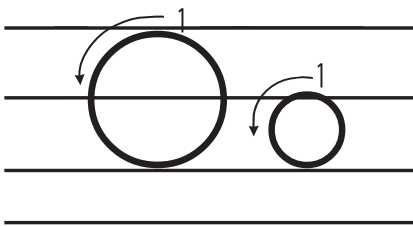
Activity 6: Find the Letters

1. Write many different big and small letters on the blackboard.



2. Ask different learners to come to the front and circle the big **O** and the small **o**.
3. Repeat with different learners until all the big **O** and the small **o** letters have been circled.
4. Repeat the activity with the big letter **S** and the small letter **s**. Ask learners to underline the big **S** and small **s** letters.
5. Repeat with different learners until all of the big **O** and the small **o** and the big **S** and small **s** letters have been found correctly.

Activity 7: Write the Letters



1. Draw 4 guiding lines on the blackboard.
2. Write the big letter **O** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
3. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

O: Round, round, round, round

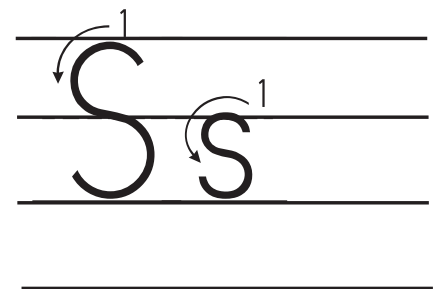
4. Instruct the learners to do the following for the big letter **O**:
 - Write the big letter **O** in the air and say the letter formation phrase. Repeat 3 times.

- Write the big letter **O** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **O** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letter **O** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
5. Draw 4 guiding lines on the blackboard.
 6. Write the small letter **o** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
 7. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

O: Round, round, round, round

8. Instruct the learners to do the following for the small letter **o**:
 - Write the small letter **o** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **o** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **o** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letter **o** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
9. Draw 4 guiding lines on the blackboard.
10. Write the big letter **S** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
11. Use your finger to trace the letter while saying the letter formation phrase.



Letter Formation Phrase:

S: Round and round

12. Instruct the learners to do the following for the big letter **S**:
- Write the big letter **S** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **S** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **S** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letter **S** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
13. Draw 4 guiding lines on the blackboard.
14. Write the small letter **s** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
15. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

S: Round and round

16. Instruct the learners to do the following for the small letter **s**:
- Write the small letter **s** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **s** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **s** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letter **s** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

Materials:

Letter cards for **o, s, n, e, a, d**

Activity 8: **Beginning Reading**

1. Ask 6 learners to come to the front and hold the cards for **o, s, n, e, a, and d**.
2. Ask learners to say the sound for their card.

3. Arrange 2 learners holding their cards in this order: **o-n**
4. Point to each letter and say the sounds slowly:
/o/ - /n/. Repeat the sounds faster to say the word:
on.
5. Ask learners to read the word: **on**.
6. Arrange 3 learners holding their cards in this order:
s-o-n
7. Point to each letter and say the sounds slowly:
/s/ - /o/ - /n/. Repeat the sounds faster to say the word: **son**.
8. Ask learners to read the word: **son**.
9. Arrange 3 learners holding their cards in this order:
s-a-d
10. Point to each letter and say the sounds slowly:
/s/ - /a/ - /d/. Repeat the sounds faster to say the word: **sad**.
11. Ask learners to read the word: **sad**.
12. Arrange 3 learners holding their cards in this order:
o-n-e
13. Say:
 - Sometimes letters make different sounds in English words.
 - We have to learn these words by sight.
 - We have to learn to say the whole word, rather than the different sounds.
14. Say the word: **one**.
15. Ask learners to repeat the word **one** after you 3 times.
16. On the blackboard draw 4 guiding lines.
17. Write the words **one**, **sad** and **son** using the guiding lines. Draw pictures next to each word.
18. Ask the learners to write the words **one**, **sad**, **son** using the guiding lines. Tell them to draw a picture next to the words.

English Words:

- Explain that in English, **son** is another word for the boy child in a family.
- **Example:** The father is walking with his son.

Teaching Ideas for Activity 8:

- Ask learners if they remember the picture of the sad boy.
- Ask learners to make a sad face.

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.

s	o	e
m	n	a
d	m	c

2. Point to the letter grid.
3. Say the word: **son**. Point to each letter in the grid and say the sounds slowly: /s/ – /o/ – /n/. Say the sounds faster to say the word: **son**.
4. Say the word: **mom**. Point to each letter in the grid and say the sounds slowly: /m/ – /o/ – /m/. Then say the sounds faster to say the word: **mom**.
5. Say the word: **see**. Point to each letter in the grid and say the sounds slowly: /s/ – /e/ – /e/. Then say the sounds faster to say the word: **see**.
6. Say the word: **sad**. Point to each letter in the grid and say the sounds slowly: /s/ – /a/ – /d/. Then say the sounds faster to say the word: **sad**.

More Words to Build:

- done
- some
- come
- soda

Words to Build:

- son
- mom
- sad
- see

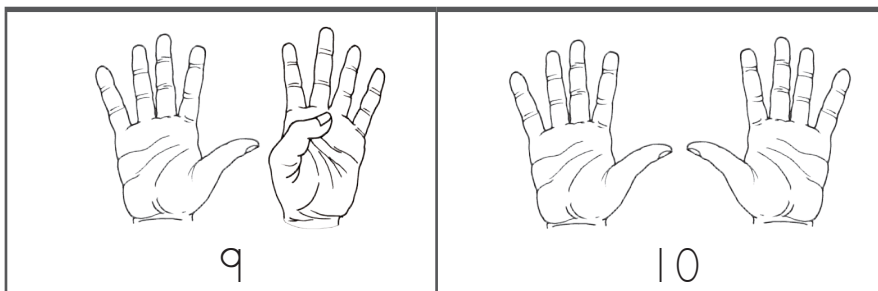
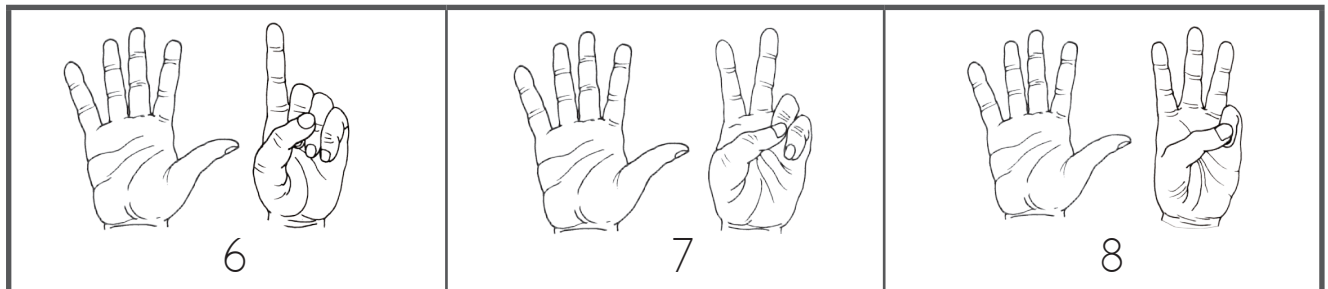
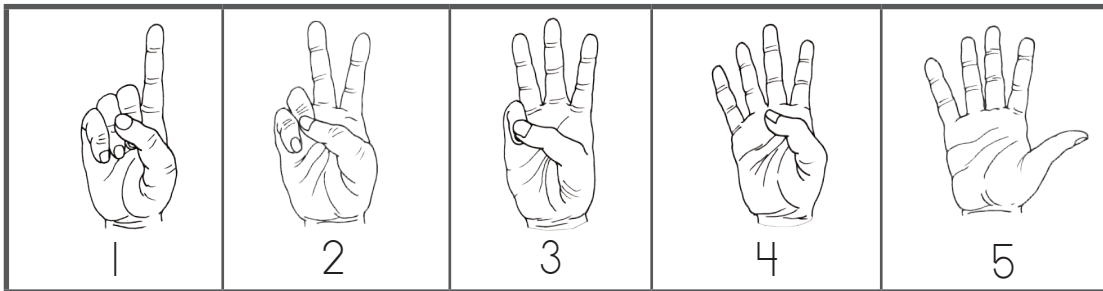
7. On the blackboard draw 4 guiding lines.
8. Write the words **mom** and **son** using the guiding lines. Draw pictures next to each word.
9. Ask learners to write the words **mom** and **son** using the guiding lines. Tell them to draw pictures next to each word.

Activity 10: Numeracy

1. Hold your hand up in a fist. Count your fingers as they open.
2. Count your fingers from 0 up to 10.
3. Count your fingers from 10 down to 0.
4. Ask the learners to count from 0 up to 10 with you.

Teaching Ideas for Activity 10:

- If you are outside, ask learners to make groups of 10, 9, 8, 7, and so on.



5. Ask the learners to count from 10 down to 0 with you.
6. Ask a learner to come to the front.
7. Ask the learner to follow your instructions:
 - Count from 2 up to 7 then stop.
 - Count from 6 down to 1 then stop.
 - Count from 4 up to 10 then stop.
 - Count from 10 down to 4 then stop.
8. Repeat with 4 more learners.

Teaching Ideas for Activity 11:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 11:

- Translate the key message into your local language so learners understand it.

Activity 11: Key Message

1. Ask learners if they remember the key message.
2. Read out the key message:
It is normal to feel stressed and upset during sad and scary times.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - How many **O** or **o** can you see?
 - How many **S** or **s** can you see?
 - What other letters can you see?
 - Say the key message aloud.
 - Ask learners the following:
 - How many **/o/** sounds can you hear?
 - How many **/s/** sounds can you hear?
 - What other sounds can you hear?
6. Say the key message. Ask learners to repeat it after you.
7. Say: Listen while I clap each word of the key message.
8. Say the key message again while clapping each word.
9. Repeat with learners.
10. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Number of Words in the Key Message:

- 13 words

- Repeat steps 7-10 by clapping the syllables in each word of the key message.

Syllables in the Key Message:

- **it:** 1 syllable = 1 clap
- **is:** 1 syllable = 1 clap
- **nor / mal:** 2 syllables = 2 claps
- **to:** 1 syllable = 1 clap
- **feel:** 1 syllable = 1 clap
- **stressed:** 1 syllable = 1 clap
- **or:** 1 syllable = 1 clap
- **up / set:** 2 syllables = 2 claps
- **dur / ing:** 2 syllables = 2 claps
- **sad:** 1 syllable = 1 clap
- **and:** 1 syllable = 1 clap
- **scar / y:** 2 syllables = 2 claps
- **times:** 1 syllable = 1 clap

Activity 12: Speaking English

- Ask a learner to stand up.
- Ask: What is your name?
 - Learners should respond: My name is _____.
- Repeat with 5-10 more learners.
- Put learners into groups of 2.
 - One learner should ask: What is your name?
 - The other learner should say: My name is _____.
- Say:
 - This is my class.
- Repeat 3 times.
- Ask learners to repeat after you. Say:
 - This is my class.
- Ask one learner to stand up and say:
 - My name is _____. This is my class.
- Repeat with 5-10 learners.
- Say:
 - This is my school.
- Repeat 3 times.

12. Ask learners to repeat after you. Say:
 - This is my school.
13. Ask one learner to stand up and say:
 - My name is _____. This is my class. This is my school.
14. Repeat with 5-10 learners.

Materials:

Make large word cards for: **this, is, my, school, class.**

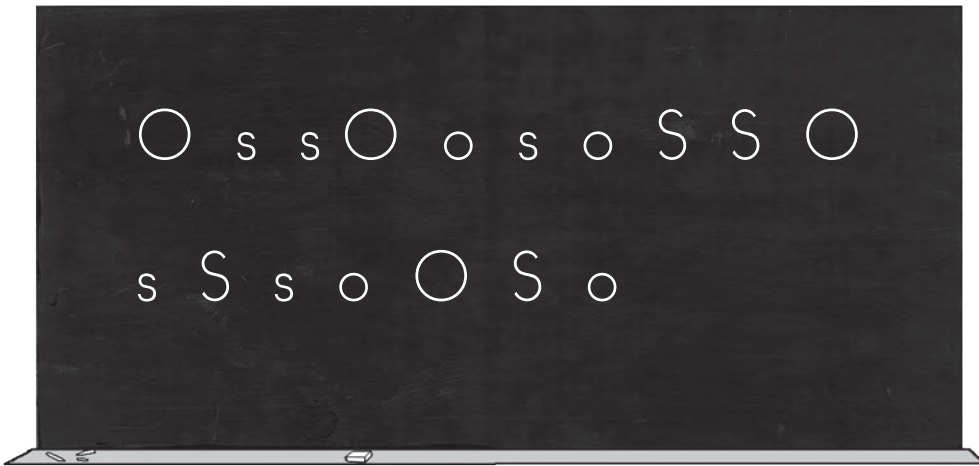
Activity 13: **Writing**

1. Say: Now that we have learnt some English words and letters we can write a sentence.
2. Write a sentence on the blackboard using one of the English phrases.
 - This is my school.
3. Ask some learners to read the sentence.
4. Ask 5 learners to come to the front.
5. Give each learner one word card: this, is, my, school.
6. Ask another learner to put the words in order.
7. Ask: Can we change the words to make another sentence?
 - This is my class.
8. Form sentences with the learners using the other English phrases and vocabulary words from the lesson.
9. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

Activity 14: **Assessment**

1. Point to something in the Module 1, Session 4 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 1, Session 4 picture. Point to the different images.
 - Ask: What is this?
 - Learners should respond in English: That is a _____.

5. Write different big and small letters **O**, **o**, **S**, **s** on the blackboard.



6. Ask different learners to come to the front and circle the big **O** and small **o**.
7. Ask different learners to come to the front and underline the big **S** and small **s**.
8. Point to the big **O** and small **o**.
9. Ask learners to say the letter name and sound.
10. Point to the big **S** and small **s**.
11. Ask learners to say the letter name and sound.
12. Draw a letter grid on the blackboard using the letters **a**, **d**, **m**, **n**, **c**, **e**, **o**, and **s**.

s	o	e
m	n	a
d	m	c

13. Ask learners to come to the front and build the words **son**, **mom**, **see** and **sad** by pointing to the letters and saying the letter sounds together to make a word.

Session 5: Class Meeting

Key Message | Share your fears during class meetings.

English Letters and Words:

Letters: I i L l

Vocabulary:

- insect
- lion
- nose
- eye
- ear
- mouth

Word Building:

- ill
- is
- in

English Phrases:

What is this?

This is a _____.

That is a _____.

This is my _____.

What is your name?

My name is _____.

Activity 1: Introduction

1. Ask:
 - What letter sounds did you learn in the last lesson?
 - What English words did you learn in the last lesson?
2. Say:
 - Today we are going to learn words for the parts of our face.
 - We will listen and find the sounds in words.
 - We will learn how to write those sounds.

Activity 2: Picture Vocabulary



1. Hold up the Module 1, Session 5 picture.
2. Ask:
 - What can you see in this picture?

Using Local Language to Describe the Picture:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:
 - Let's learn the English words.
4. Point to your face and say:
 - This is a **nose**.
 - This is a **mouth**.
 - This is an **eye**.
 - This is an **ear**.

5. Point to your face and ask: What is this?
 - Learners should respond in English: This is a _____.
6. Repeat with 5-10 learners.
7. Say:
 - Point to your **nose**.
 - Point to your **mouth**.
 - Point to your **eye**.
 - Point to your **ear**.
8. Repeat with 5-10 learners.

Teaching Ideas for Activity 2:

- Ask learners to write:
This is a _____.

Activity 3: **Beat the Words**

1. Say the first vocabulary word. Ask the learners to repeat it after you.
2. Say:
 - Listen while I clap the syllables in this word.

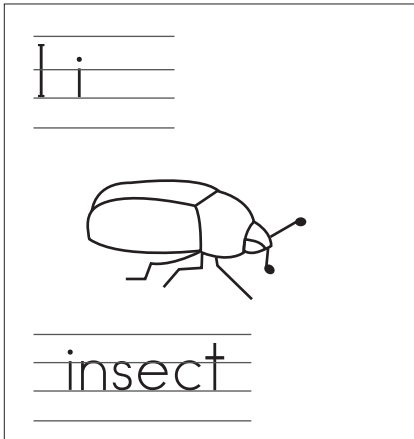
Teaching Syllables:

Syllables in Vocabulary Words

- **in / sect**: 2 syllables = 2 claps
- **li / on**: 2 syllables = 2 claps
- **nose**: 1 syllable = 1 clap
- **mouth**: 1 syllable = 1 clap
- **eye**: 1 syllable = 1 clap
- **ear**: 1 syllable = 1 clap

3. Say the word again while clapping the syllables.
4. Repeat with learners.
5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
6. Repeat with the other vocabulary words.

Activity 4: Alphabet Chart

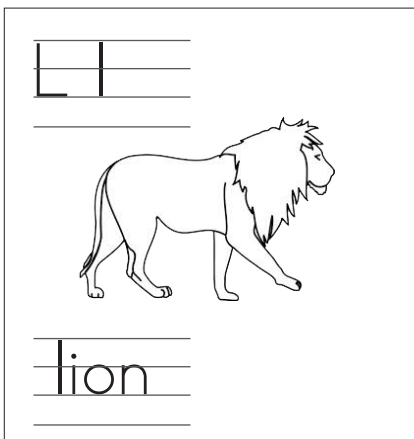


1. Use the alphabet chart.
2. Point to the picture for **I i**.
3. Ask:
 - What is this?
4. Say:
 - Listen carefully, this is an insect.
 - Repeat the word after me: insect, insect, insect, insect.
5. Say:
 - Listen carefully to the sound at the beginning of the word: /i/.
 - Repeat the sound after me: /i/, /i/, /i/, /i/.

Name and Sound:

- Name: I, i
- Sound: /I/ and /i/ (both sound like **ih**)
- English words starting with letter sound /i/:
 - if
 - in
 - is

6. Point to big letter **I** on the chart.
7. Say:
 - My name is big **I**.
 - My sound is /i/.
8. Point to small letter **i** on the chart.
9. Say:
 - My name is small **i**.
 - My sound is /i/.
10. Point to the picture for **L l**.
11. Ask:
 - What is this?
12. Say:
 - Listen carefully, this is a lion.
 - Repeat the word after me: lion, lion, lion, lion.



13. Say:

- Listen carefully to the sound at the beginning of the word:
/l/.
- Repeat the sound after me: **/l/ , /l/ , /l/ , /l/**.

Name and Sound:

- Name: L, l
- Sound: /L/ and /l/ (both sound like **luh**)
- English words starting with letter sound /l/:
 - leg
 - left
 - land

14. Point to big letter **L** on the chart.

15. Say:

- My name is big **L**.
- My sound is **/l/**.

16. Point to small letter **l** on the chart.

17. Say:

- My name is small **l**.
- My sound is **/l/**.

18. Point to the pictures on the alphabet chart for **I i** and **L l** and ask children to say the sounds.

19. Ask a learner to come to the front.

20. Ask the learner to listen to the sound you make. Have them show you on the chart the picture for the sound **/i/** or **/l/**.

21. Repeat with 5-10 learners.

Activity 5: Reading Titles

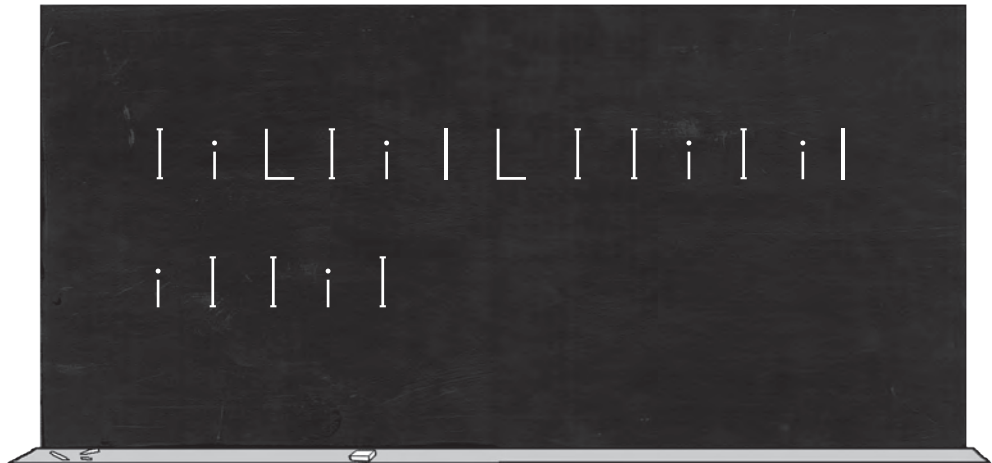
Materials:

Make large letter cards for each of the following letters: I, i, L, l

1. Use the **Weekly Class Meetings** picture.
2. Ask:
 - What is the picture called?
3. Point to the picture title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask the learners to say the title with you. Point to **each word** as you read it together.
6. Ask a learner to point to a girl.
7. Ask a learner to point to a boy.
8. Show the letter card for **i**.
9. Ask a learner to find **i** in the chart title **Weekly Class Meetings**.
10. Repeat for letter **l**.
11. What other letters can learners find?

Activity 6: Find the Letters

1. Write many different big and small letters on the blackboard.



2. Ask different learners to come to the front and circle the big **I** and the small **i** by drawing a circle around it.
3. Repeat with different learners until all of the big **I** and the small **i** letters have been circled.
4. Repeat the activity with the big letter **L** and the small letter **l**. Ask learners to underline the big **L** and small **l** letters.

5. Repeat with different learners until all of the big **I** and small **i** and the big **L** and small **l** letters have been found correctly.

Activity 7: Write the Letters

1. Draw 4 guiding lines on the blackboard.
2. Write the big letter **I** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
3. Use your finger to trace the letter while saying the letter formation phrase.

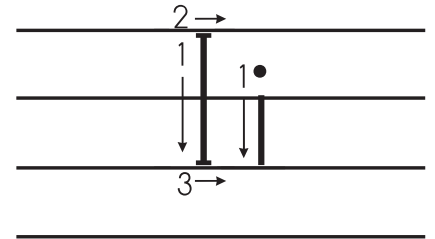
Letter Formation Phrase:

I: Down, down. Across, across

4. Instruct the learners to do the following for the big letter **I**:
 - Write the big letter **I** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **I** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **I** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letter **I** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
5. Draw 4 guiding lines on the blackboard.
6. Write the small letter **i** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
7. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

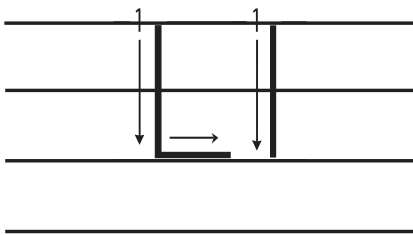
i: Down, dot



8. Instruct the learners to do the following for the small letter **i**:

- Write the small letter **i** in the air and say the letter formation phrase. Repeat 3 times.
- Write the small letter **i** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the small letter **i** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the small letter **i** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

9. Draw 4 guiding lines on the blackboard.



10. Write the big letter **L** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

11. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

L: Down, down, across

12. Instruct the learners to do the following for the big letter **L**:

- Write the big letter **L** in the air and say the letter formation phrase. Repeat 3 times.
- Write the big letter **L** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the big letter **L** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the big letter **L** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

13. Draw 4 guiding lines on the blackboard.

14. Write the small letter **l** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

15. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

l: Down, down

16. Instruct the learners to do the following for the small letter **l**:
- Write the small letter **l** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **l** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **l** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letter **l** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

Activity 8: Beginning Reading

1. Ask 5 learners to come to the front and hold the cards for **o**, **s**, **n**, **i** and **l**.
2. Ask learners to say the sound for their card.
3. Arrange 2 learners holding their cards in this order: **i-s**
4. Point to each letter and say the sounds slowly: **/i/ - /s/**. Repeat the sounds faster to say the word: **is**.
5. Ask learners to read the word: **is**.
6. Arrange 3 learners holding their cards in this order: **i-l-l**
7. Point to each letter and say the sounds slowly: **/i/ - /l/ - /l/**. Repeat the sounds faster to say the word: **ill**.
8. Ask learners to read the word: **ill**.
9. Arrange 3 learners holding their cards in this order: **l-i-o-n**
10. Point to each letter and say the sounds slowly: **/l/ - /i/ - /o/ - /n/**. Repeat the sounds faster to say the word: **lion**.

Materials:

Letter cards for: **o**, **s**, **n**, **i**, **l**

English Words:

- Explain that in English, **ill** is another word for sick.
- Explain that in English, a **lion** is a big cat that lives in the wild.

11. Ask learners to read the word: **lion**.
12. On the blackboard draw 4 guiding lines.
13. Write the words **ill** and **lion** using the guiding lines. Draw pictures next to each word.
14. Ask the learners to write the words **ill** and **lion** using the guiding lines. Tell them to draw pictures next to each word.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.
3. Say the word: **loss**. Point to each letter in the grid and say the sounds slowly: /l/ - /o/ - /s/ - /s/. Then say the sounds faster to say the word: **loss**.

i	l	l
o	n	e
c	s	a

4. Say the word: **less**. Point to each letter in the grid and say the sounds slowly: /l/ - /e/ - /s/ - /s/. Then say the sounds faster to say the word: **less**.
5. Say the word: **lion**. Point to each letter in the grid and say the sounds slowly: /l/ - /i/ - /o/ - /n/. Then say the sounds faster to say the word: **lion**.
6. Say the word: **sell**. Point to each letter in the grid and say the sounds slowly: /s/ - /e/ - /l/ - /l/. Then say the sounds faster to say the word: **sell**.

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

More Words to Build:

- call
- son
- can
- one

Words to Build:

- loss
- less
- lion
- sell

- On the blackboard draw 4 guiding lines.
- Write the words **lion** and **sell** using the guiding lines.
Draw pictures next to each word.
- Ask learners to write the words **lion** and **sell** using the guiding lines. Tell them to draw pictures next to each word.

Activity 10: Numeracy

- Ask 10 learners to come to the front.
- Count the learners standing at the front aloud
- Ask learners to repeat the numbers after you.
- Give each of the 10 learners a word card: one, two, three, four, five, six, seven, eight, nine, ten.

Materials

- Make large cards for numbers **one, two, three, four, five, six, seven, eight, nine** and **ten**

1	2	3	4	5
one	two	three	four	five

6	7	8	9	10
six	seven	eight	nine	ten

- Read the numbers. Move your finger under **each word** as you read it.
- Ask the learners to say the numbers with you. Point to **each word** as you read it together.
- Hold up the number card that says: one
- Ask 1 learner to stand up and tell you the name of the number.
- Ask the learner to hold up 1 finger.

10. Repeat with 4 more learners.
11. Repeat steps 7-10 with the other number cards.

Activity 11: Key Message

1. Ask learners if they remember the key message.
2. Read out the key message:
Share your fears during class meetings.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - How many **I** or **i** can you see?
 - How many **L** or **l** can you see?
 - What other letters can you see?
 - Say the key message aloud.
 - Ask learners the following:
 - How many **/i/** sounds can you hear?
 - How many **/l/** sounds can you hear?
 - What other sounds can you hear?
6. Say the key message. Ask learners to repeat it after you.
7. Say: Listen while I clap **each word** of the key message.
8. Say the key message again while clapping **each word**.
9. Repeat with learners.
10. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Teaching Ideas for Activity 11:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 11:

- Translate the key message into your local language so learners understand it.

Number of Words in the Key Message:

- 6 words

11. Repeat steps 7-10 by clapping the syllables in each word of the key message.

Syllables in the Key Message:

- **share:** 1 syllable = 1 clap
- **your:** 1 syllable = 1 clap
- **fears:** 1 syllable = 1 clap
- **dur / ing:** 2 syllables = 2 claps
- **class:** 1 syllable = 1 clap
- **meet / ings:** 2 syllables = 2 claps

Activity 12: **Speaking English**

1. Ask a learner to stand up.
2. Ask: What is your name?
 - Learners should respond: My name is _____.
3. Repeat with 5-10 more learners.
4. Point and say: This is my nose.
5. Repeat 3 times.
6. Ask learners to repeat after you. Point and say:
 - This is my nose.
10. Repeat steps 4-6 for mouth, eye and ear.
11. Point to your nose, mouth, eye or ear and ask: What is this?
 - Learners should respond: This is my _____.
12. Repeat with 5-10 more learners.
13. Put learners into groups of 2.
14. One learner should point to a body part and ask: What is this?
 - The other learner should say: This is my _____.

Activity 13: **Writing**

1. Say: Now that we have learnt some English words and letters we can write a sentence.
2. Write a sentence on the blackboard using one of the English phrases.
 - This is a nose.

Materials:

Make large word cards for: **This, is, a nose, mouth.**

3. Ask some learners to read the sentence.
4. Ask 4 learners to come to the front.
5. Give each learner one word card: This, is, a, nose.
6. Ask another learner to put the words in order.
7. Ask: Can we change the words to make another sentence?
 - This is a mouth.
8. Form sentences with the learners using the other English phrases and vocabulary words from the lesson.
9. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

Activity 14: **Assessment**

1. Point to something in the Module 1, Session 5 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 1, Session 5 picture. Point to the different images.
 - Ask: What is this?
 - Learners should respond in English: This is a _____.
5. Write different big and small letters **I, i, L, l** on the blackboard.



6. Ask different learners to come to the front and circle the big **I** and small **i**.
7. Ask different learners to come to the front and underline the big **L** and small **l**.
8. Point to the big **I** and small **i**.
9. Ask learners to say the letter name and sound.
10. Point to the big **L** and small **l**.
11. Ask learners to say the letter name and sound.
12. Draw a letter grid on the blackboard using the letters **a, n, c, e, o, s, i** and **l**.

i	l	l
o	n	e
c	s	a

13. Ask learners to come to the front and build the words **is, ill, son, lion** and **less** by pointing to the letters and saying the letter sounds together to make a word.

Module 2

Note to the teacher:

Before teaching any session, first refer to the chart below. It tells you what new letters, words, phrases and numbers you will teach that day. It helps you be prepared so you can have a successful session.

Also look at the Sound Chart on pages 8-10, the Alphabet Chart on page 23 and the Letter Writing Chart on page 24 to review what you need to know for the day.

Good luck and have a great session!

Session	1	2	3	4	5
Letters	R r H h	P p B b	T t F f	G g	U u Y y
English Words:	head hair shoulders knees hand toes	pen bed boy body peace mother father brother sister	tree fish ten bird cow donkey foot	goat green red grey girl talking blue	yam umbrella under bottle beer sweets posho rice
Word Building:	ear red ran	bag pin bad	cat fit fat	big dog sing ring	us you yes boy run
English Phrases:	What can you see? I can see _____. What is this? This is a _____. That is a _____. How many are there? There are _____. Find _____.	What is this? This is a _____. That is a _____. How many are there? There are _____. Find _____.	What is this? This is a _____. That is a _____. What do you have? I have a _____.	What is this? This is a _____. That is a _____. What do you like? I like _____. What is he doing? He is _____ing. What is she doing? She is _____ing. What time is it? It is _____.	What is this? This is a _____. That is a _____. How many are there? There are _____. What are they doing? They are _____. I like _____. What time is it? It is _____. Find _____.
Numeracy Skills:	Number literacy 1-10	Counting 1-12	Numeracy 1-12	Telling time	Telling time

Session 1: Going to School

Key Message

All children and youth have the right to go to school.

Activity 1: Introduction

1. Ask:

- What letter sounds did you learn in the last lesson?
- What English words did you learn in the last lesson?

2. Say:

- Today we are going to learn English words for the names of our body parts.
- We will listen and find the sounds in words.
- We will learn to write those sounds.

English Letters and Words:

Letters: R r H h

Vocabulary:

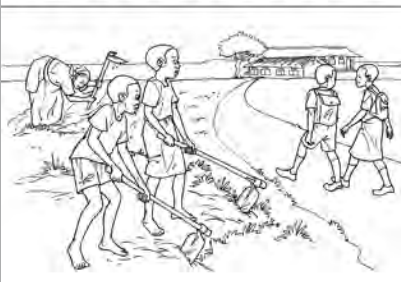
- head
- hair
- shoulders
- knees
- hand
- toes

Word Building:

- ear
- red
- ran

Activity 2: Picture Vocabulary

All children should attend school



1. Hold up the Module 2, Session 1 picture.

2. Ask:

- What can you see in this picture?

Using Local Language to Describe Words:

- Allow learners to name what they see in the picture using their local language. Use these local language words when teaching the English words in step 4.

English Phrases:

- What can you see?
- I can see _____.
- What is this?
- This is a _____.
- That is a _____.
- How many are there?
- There are _____.
- Find _____.

3. Say:

- Let's learn the English words.

4. Point to the people in the picture and say:

- This is a **girl**.
- This is a **boy**.
- This is a **woman**.

Teaching Ideas for Activity 2:

- Ask learners to write:
This is a _____.

5. Point to the people in the picture and ask: What is this?
 - Learners should respond in English: This is a _____.
6. Repeat with 5-10 learners.
7. Point to a body part of one of the people in the picture and say:
 - This is a **nose**.
 - This is a **mouth**.
 - This is an **eye**.
 - This is an **ear**.
 - This is a **head**.
 - This is a **shoulder**.
8. Repeat with learners.
9. Point to a body part in the picture and ask: What is this?
 - Learners should respond in English: This is a _____.
10. Repeat with 5-10 learners.
11. Say:
 - Find a **nose**.
 - Find a **mouth**.
 - Find an **eye**.
 - Find an **ear**.
 - Find a **head**.
 - Find a **shoulder**.
12. Repeat with 5-10 learners.

Activity 3: Beat the Words

1. Say the first vocabulary word. Ask learners to repeat it after you.
2. Say:
 - Listen while I clap the syllables in this word.

Teaching Syllables:

A **syllable** is a group of letters that make a sound when said together.

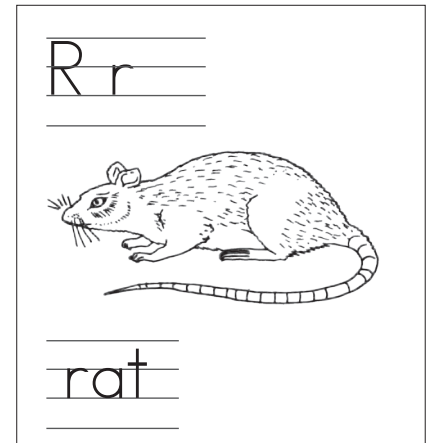
Syllables in the Weekly Vocabulary Words

- **nose**: 1 syllable = 1 clap
- **mouth**: 1 syllable = 1 clap
- **eye**: 1 syllable = 1 clap
- **ear**: 1 syllable = 1 clap
- **head**: 1 syllable = 1 clap
- **shoul / der**: 2 syllables = 2 claps

3. Say the word again while clapping the syllables.
4. Repeat with learners.
5. Ask learners to identify the number of syllables in the word.
Use your fingers to count the number of syllables together with the class.
6. Repeat with the other vocabulary words.

Activity 4: Alphabet Chart

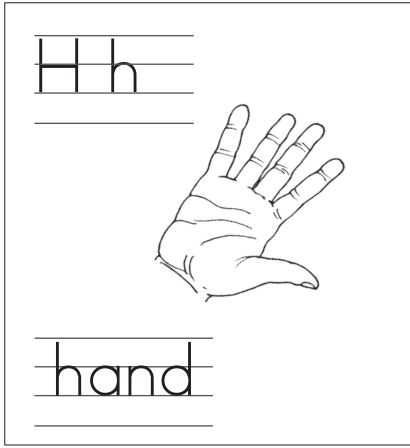
1. Use the alphabet chart.
2. Point to the picture for **R r**.
3. Ask:
 - What is this?
4. Say:
 - Listen carefully, this is a rat.
 - Repeat the word after me: rat, rat, rat, rat.
5. Say:
 - Listen carefully to the sound at the beginning of the word, **/r/**.
 - Repeat the sound after me, **/r/, /r/, /r/, /r/**.



Name and Sound:

- Name: **R, r**
- Sound: **/R/** and **/r/** (both sound like **ruh**)
- English words starting with letter sound **/r/**:
 - run
 - rice
 - roof

6. Point to the big letter **R** on the chart.
7. Say:
 - My name is big **R**.
 - My sound is **/r/**.
8. Point to small letter **r** on the chart.
9. Say:
 - My name is small **r**.
 - My sound is **/r/**.



10. Point to the picture for **H h**.

11. Ask:

- What is this?

12. Say:

- Listen carefully, this is a hand.
- Repeat the word after me: hand, hand, hand, hand.

13. Say:

- Listen carefully to the sound at the beginning of the word:
/h/.
- Repeat the sound after me: **/h/**, **/h/**, **/h/**, **/h/**.

Name and Sound:

- Name: **H, h**
- Sound: **/H/** and **/h/** (both sound like **huh**)
- English words starting with letter sound **/h/**:
 - hat
 - honey
 - hut

14. Point to the big letter **H** on the chart.

15. Say:

- My name is big **H**.
- My sound is **/h/**.

16. Point to small letter **h** on the chart.

17. Say:

- My name is small **h**.
- My sound is **/h/**.

18. Point to the pictures on the alphabet chart for **R r** and **H h** and ask children to say the sounds.

19. Ask a learner to come to the front.

20. Ask the learner to listen to the sound you make. Have them show you on the chart the picture for the sound **/r/** or **/h/**.

21. Repeat with 5-10 learners.

Activity 5: Reading Titles

1. Use the **Esther Talks to the Chief** picture story.
2. Ask:
 - What is the story called?
 - Can you remember the story?

Using Local Language to Describe the Story:

- Allow learners to tell the story using their local language. Ask them to use the English words they know. Help them to learn the English words they do not know.

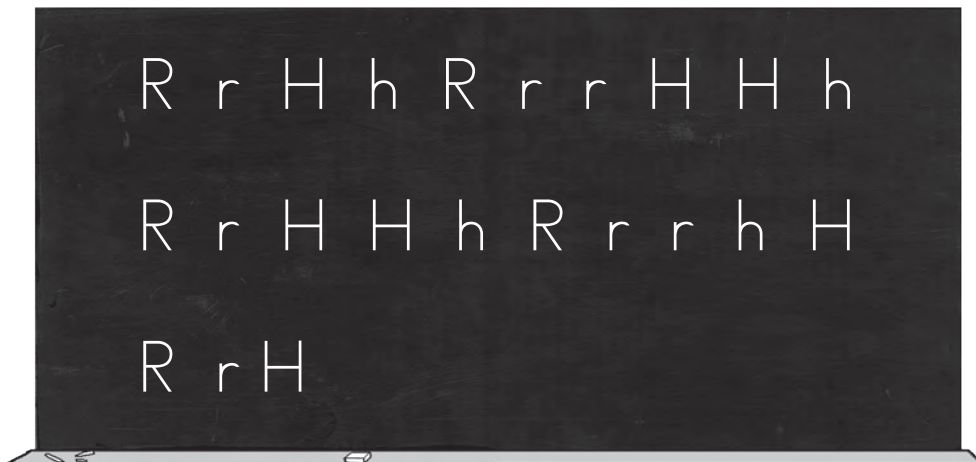
3. Point to the story title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask the learners to say the title with you. Point to **each word** as you read it together.
6. Ask a learner to point to the chief.
7. Ask a learner to point to Esther.
8. Show the letter card for **r**.
9. Ask a learner to find **r** in the story title **Esther Talks to the Chief**.
10. Repeat for the letter **h**.
11. What other letters can learners find?
12. Repeat steps 9-11 using the Module 2, Session 1 picture "All children should attend school".

Materials:

Make large letter cards for each of the following letters: **R, r, H, h**

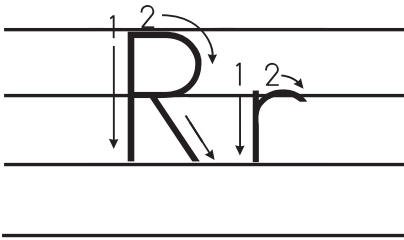
Activity 6: Find the Letters

1. Write many different big and small letters on the blackboard.



2. Ask the different learners to come to the front and circle the big **R** and the small **r**.
3. Repeat with different learners until all the big **R** and small **r** letters have been circled.
4. Repeat the activity with the big letter **H** and the small letter **h**. Ask learners to underline the big **H** and small **h** letters.
5. Repeat with different learners until all of the big **R** and small **r** and the big **H** and small **h** letters have been found correctly.

Activity 7: Write the Letters



1. Draw 4 guiding lines on the blackboard.
2. Write the big letter **R** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
3. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

R: Down, down and round, round, round and down

4. Instruct the learners to do the following for the big letter **R**:
 - Write the big letter **R** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **R** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **R** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letter **R** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
5. Draw 4 guiding lines on the blackboard.
6. Write the small letter **r** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

7. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

r: Down, up, round, stop

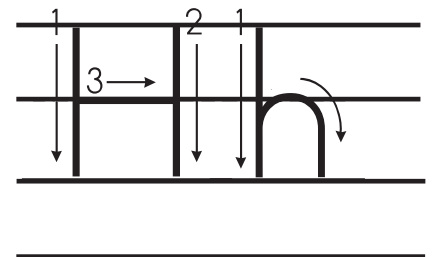
8. Instruct the learners to do the following for the small letter **r**:

- Write the small letter **r** in the air and say the letter formation phrase. Repeat 3 times.
- Write the small letter **r** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the small letter **r** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the small letter **r** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

9. Draw 4 guiding lines on the blackboard.

10. Write the big letter **H** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

11. Use your finger to trace the letter while saying the letter formation phrase.



Letter Formation Phrase:

H: Down and down then across

12. Instruct the learners to do the following for the big letter **H**:

- Write the big letter **H** in the air and say the letter formation phrase. Repeat 3 times.
- Write the big letter **H** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the big letter **H** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the big letter **H** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

13. Draw 4 guiding lines on the blackboard.
14. Write the small letter **h** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
15. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

h: Down, down, up round, down

16. Instruct the learners to do the following for the small letter **h**:
 - Write the small letter **h** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **h** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **h** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letter **h** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

Materials:

Letter cards for: r, h, e, d, a, i, n

English Word:

- Explain that **red** is a colour. Say the colour red in the local language.

Activity 8: **Beginning Reading**

1. Ask learners to come to the front and hold the cards for: **r, h, e, d, a, i, n**.
2. Ask learners to say the sound for their card.
3. Arrange 3 learners holding their cards in this order:
r-e-d
4. Point to each letter and say the sounds slowly: **/r/ - /e/ - /d/**. Repeat the sounds faster to say the word: **red**.
5. Ask learners to read the word: **red**.
6. Arrange 4 learners holding their cards in this order:
h-e-a-d

7. Point to each letter and say the sounds slowly:
/h/ – /e/ – /a/ – /d/. Repeat the sounds faster to say the word: **head**.
8. Ask learners to read the word: **head**.
9. Arrange 4 learners holding their cards in this order:
h-a-i-r
10. Point to each letter and say the sounds slowly:
/h/ – /a/ – /i/ – /r/. Repeat the sounds faster to say the words: **hair**.
11. Ask the learners to read the word: **hair**.
12. On the blackboard, draw 4 guiding lines.
13. Write the words **red**, **head** and **hair** using the guiding lines. Draw pictures next to each word.
14. Ask the learners to write the words **red**, **head** and **hair** using the guiding lines. Tell them to draw pictures next to each word.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.
3. Say the word: **head**. Point to each letter in the grid and say the sounds slowly: /h/ – /e/ – /a/ – /d/. Then say the sounds faster to say the word: **head**.
4. Say the word: **red**. Point to each letter in the grid and say the sounds slowly: /r/ – /e/ – /d/. Then say the sounds faster to say the word: **red**.
5. Say the word: **ear**. Point to each letter in the grid and say the sounds slowly: /e/ – /a/ – /r/. Then say the sounds faster to say the word: **ear**.
6. Say the word: **ran**. Point to each letter in the grid and say the sounds slowly: /r/ – /a/ – /n/. Then say the sounds faster to say the word: **ran**.

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

More Words to Build:

- hear
- hard
- dear

Words to Build:

- head
- red
- ear
- ran

7. On the blackboard draw 4 guiding lines.
8. Write the words **ear** and **ran** using the guiding lines. Draw pictures next to each word.
9. Ask learners to write the words **ear** and **ran** using the guidelines. Tell them to draw pictures next to each word.

Materials:

Number and word cards for the numbers 1-10

Teaching Ideas for Activity 10:

- If you are inside, move outside.

Activity 10: Numeracy

1. Hold your hand up in a fist.
2. Count your fingers from 1 up to 10.
3. Then count from 1 up to 10 using the number cards.
4. Ask the learners to repeat the numbers with you.
5. Ask a learner to come to the front.
6. Show a number card and ask the learner to tell you the number.
7. Repeat with 5-10 learners.
8. Write the numbers 1 to 10 on the blackboard. Count the numbers with learners.
9. Write the following sentences on the blackboard:
 - There are three huts and two rivers in the village.
 - The girl has two ears and ten fingers.
 - The village chief has eight huts and one head.
10. Ask learners to underline the number words.
 - Answer: three, two, ten, eight, one
11. Ask learners to write the numbers using the symbol (3, 2, 10, 8, 1) next to the sentence.
12. Ask learners to count the number of words in each sentence. Tell them to write the numbers in their notebooks.

Activity 11: Picture Numeracy

1. Hold up the Module 2, Session 1 picture.
2. Say: Tell me the answer.
 - Point and say: How many heads?
 - Point and say: How many hands?
3. Repeat with the other vocabulary words.
4. Ask a learner to come to the front.
5. Say: Tell me the answer.
 - Point and say: How many heads?
6. Repeat with 5-10 learners using the other vocabulary words.
 - nose, mouth, eye, ear, shoulder

Activity 12: Key Message

1. Ask learners if they remember the key message.
2. Read the key message:
All children and youth have the right to go to school.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - How many **R** or **r** can you see?
 - How many **H** or **h** can you see?
 - What other letters can you see?
 - Say the key message aloud.
 - Ask learners the following:
 - How many **/r/** sounds can you hear?
 - How many **/h/** sounds can you hear?
 - What other sounds can you hear?
6. Say the key message. Ask learners to repeat after you.
7. Say: Listen while I clap each word of the key message.
8. Say the key message again while clapping each word.
9. Repeat with learners.

Teaching Ideas for Activity 12:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 12:

- Translate the key message into your local language so learners understand it.

10. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words with the class.

Number of Words in the Key Message:

- 11 words

11. Repeat steps 7-10 by clapping the syllables in each word of the key message.

Syllables in the Key Message:

- **all:** 1 syllable = 1 clap
- **chil / dren:** 2 syllables = 2 claps
- **and:** 1 syllable = 1 clap
- **youth:** 1 syllable = 1 clap
- **have:** 1 syllable = 1 clap
- **the:** 1 syllable = 1 clap
- **right:** 1 syllable = 1 clap
- **to:** 1 syllable = 1 clap
- **go:** 1 syllables = 1 clap
- **school:** 1 syllable = 1 clap

Activity 13: Speaking English

Teaching Ideas for Activity 13:

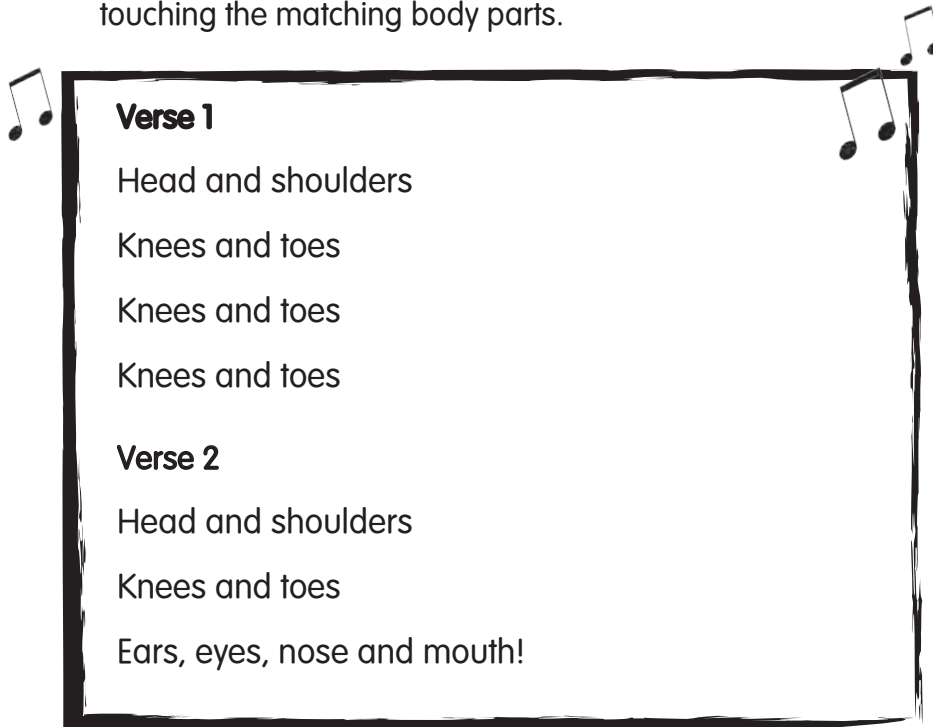
- Explain that **like** means to enjoy something. Give many examples of things you like.
- Examples: I like dancing. I like singing. I like rice. I like friends.

1. Tell learners to make groups of 2.
2. Ask them to practise speaking to each other:
 - What is your name? My name is _____.
 - This is my class. This is my school.
3. Say:
 - I like school.
4. Ask learners to repeat after you: I like school.
5. Ask a learner to stand up and say:
 - I like _____.
6. Repeat with 5-10 more learners.
7. Ask learners to turn to a partner and practise saying things they like using vocabulary words they know.
8. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

9. Visit each learner and write their name in their notebook using the four guiding lines.
10. Help learners to trace and copy their name.

Activity 14: **Song**

1. Sing the song "Head, shoulders, knees and toes" while touching the matching body parts.



Verse 1

Head and shoulders
Knees and toes
Knees and toes
Knees and toes

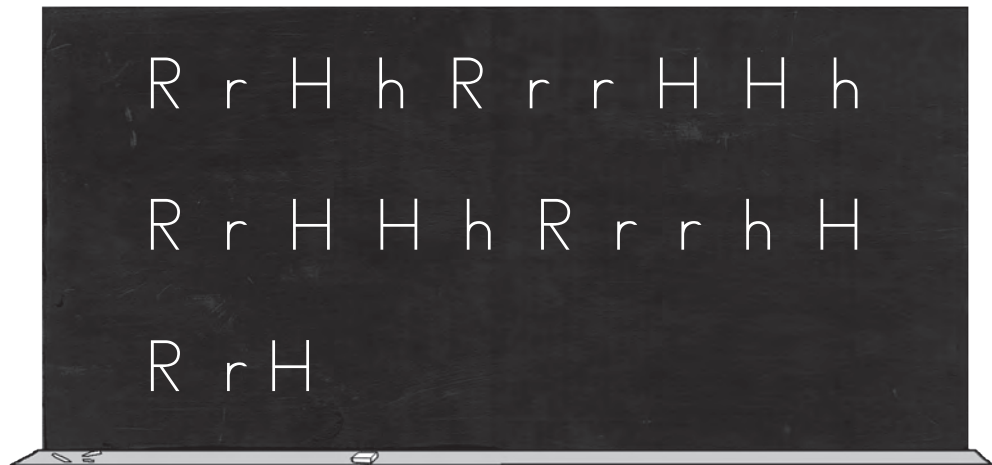
Verse 2

Head and shoulders
Knees and toes
Ears, eyes, nose and mouth!

2. Repeat the song 3 times while touching the matching body parts.
3. Say: This is my head. Repeat 3 times.
4. Ask learners to repeat after you.
5. Repeat steps 4 and 5 with your shoulders, knees and toes.
6. Point at your knee and ask: What is this?
 - Learners should respond: That is a knee.
7. Repeat step 6 with shoulders, head, ears, toes, nose and mouth.

Activity 15: Assessment

1. Point to the Module 2, Session 1 picture. Ask learners to say the vocabulary words using the English phrases.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 2, Session 1 picture. Point to the different body parts.
 - Ask: What is this?
 - Learners should respond in English: That is a _____.
5. Write different big and small letters **R, r, H, h** on the blackboard.



6. Ask different learners to come to the front and circle the big **R** and small **r**.
7. Ask different learners to come to the front and underline the big **H** and small **h**.
8. Point to the big **R** and small **r**.
9. Ask learners to say the letter name and sound.
10. Point to the big **H** and small **h**.
11. Ask learners to say the letter name and sound.

12. Draw a letter grid on the blackboard using the letters **r**, **a**, **e**, **d**, **n** and **h**.

h	r
a	e
d	n

13. Ask learners to come to the front and build the words **head**, **ear**, **ran** and **hand** by pointing to the letters and saying the letter sounds together to make a word.

Session 2: Peace

Key Message | Peace is everyone's responsibility.

English Letters and Words:

Vocabulary:

- mother
- father
- brother
- sister
- pen
- bed
- boy
- body
- peace

Word Building:

- bag
- pin
- bad

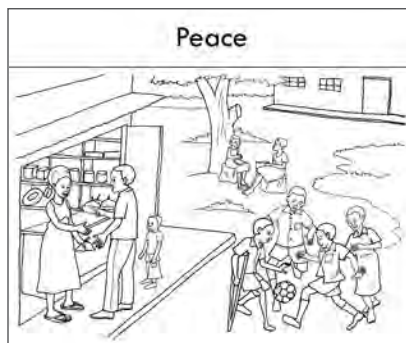
English Phrases:

- What is this?
- This is a _____ .
- That is a _____ .
- How many are there?
- There are _____ .
- Find _____ .

Activity 1: Introduction

1. Ask:
 - What letter sounds did you learn in the last lesson?
 - What English words did you learn in the last lesson?
2. Say:
 - Today we are going to learn more English words.
 - We will listen and find the sounds in words.
 - We will learn how to write those sounds.

Activity 2: Picture Vocabulary



1. Hold up the Module 2, Session 2 picture.
2. Ask:
 - What can you see in this picture?

Using Local Language to Describe Words:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:
 - Let's learn the English words.
4. Point to the people in the picture and say:
 - This is a **boy**.
 - This is **girl**.
 - This is a **mother**.
 - This is a **father**.
 - This is a **brother**.

- This is a **sister**.
 - This is a **bag**.
 - This is a **book**.
 - This is a **ball**.
5. Point to the picture and ask: What is this?
 - Learners should respond in English: This is a _____.
 6. Repeat with 5-10 learners.
 7. Say:
 - Find a **mother**.
 - Find a **father**.
 - Find a **brother**.
 - Find a **sister**.
 - Find a **bag**.
 - Find a **ball**.
 - Find a **book**.
 - Find a **boy**.
 8. Repeat with 5-10 learners.

Teaching Ideas for Activity 2:

- Ask learners to write:
This is a _____ .

Activity 3: Beat the Words

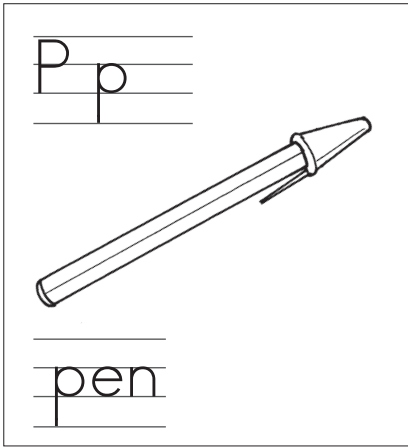
1. Say the first vocabulary word. Ask learners to repeat it after you.
2. Say:
 - Listen while I clap the syllables in this word.

Teaching Syllables:

Syllables in Vocabulary Words

- **moth / er**: 2 syllables = 2 claps
- **fath / er**: 2 syllables = 2 claps
- **broth / er**: 2 syllables = 2 claps
- **sis / ter**: 2 syllables = 2 claps
- **bag**: 1 syllable = 1 clap
- **ball**: 1 syllable = 1 clap
- **book**: 1 syllable = 1 clap
- **pen**: 1 syllables = 1 clap

3. Say the word again while clapping the syllables.
4. Repeat with learners.
5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
6. Repeat with the other vocabulary words.



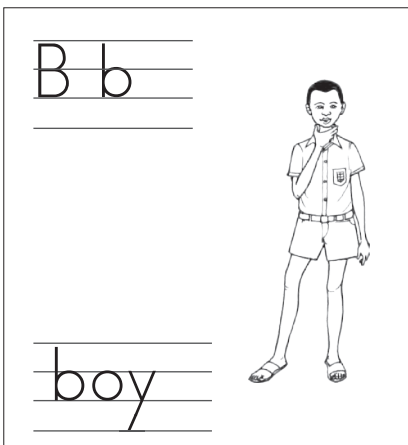
Activity 4: Alphabet Chart

1. Use the alphabet chart.
2. Point to the picture for **P p**.
3. Ask:
 - What is this?
4. Say:
 - Listen carefully, this is a pen.
 - Repeat the word after me: pen, pen, pen, pen.
5. Say:
 - Listen carefully to the sound at the beginning of the word:
/p/.
 - Repeat the sound after me: **/p/ /p/ /p/ /p/**.

Name and Sound:

- Name: **P, p**
- Sound: **/P/** and **/p/** (both sound like **puh**)
- English words starting with letter sound **/p/**:
 - pull
 - put
 - pot

6. Point to the big letter **P** on the chart.
7. Say:
 - My name is big **P**.
 - My sound is **/p/**.
8. Point to the small letter **p** on the chart.
9. Say:
 - My name is small **p**.
 - My sound is **/p/**.
10. Point to the picture for **B b**.
11. Ask:
 - What is this?
12. Say:
 - Listen carefully, this is a boy.
 - Repeat the word after me: boy, boy, boy, boy.



13. Say:

- Listen carefully to the sound at the beginning of the word:
/b/.
- Repeat the sound after me: **/b/, /b/, /b/, /b/**.

Name and Sound:

- Name: **B, b**
- Sound: **/B/** and **/b/** (both sound like **buh**)
- English words starting with letter sound **/b/**:
 - banana
 - book
 - brother

14. Point to big letter **B** on the chart.

15. Say:

- My name is big **B**.
- My sound is **/b/**.

16. Point to the small letter **b** on the chart.

17. Say:

- My name is small **b**.
- My sound is **/b/**.

18. Point to the pictures on the alphabet chart for **P p** and **B b** and ask learners to say the sounds.

19. Ask a learner to come to the front.

20. Ask the learner to listen to the sound you make. Have them show you on the chart the picture for the sound **/p/** or **/b/**.

21. Repeat with 5-10 learners.

Activity 5: Reading Titles

1. Use the **The Blind Man and the Lame Man** picture story.
2. Ask:
 - What is the story called?
 - Can you remember the story?

Materials:

Make large letter cards for each of the following letters: **P, p, B, b**

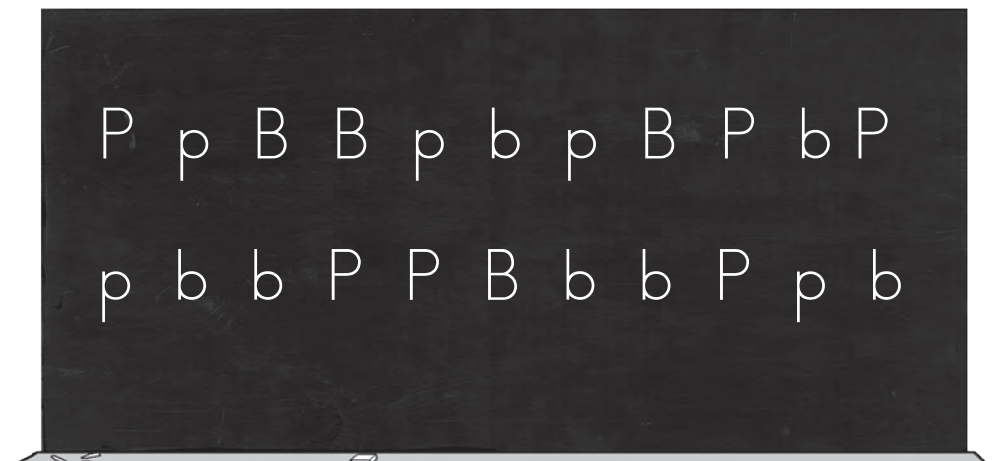
Using Local Language to Describe the Story:

- Allow learners to tell the story using their local language. Ask them to use the English words they know. Help them to learn the English words they do not know.

3. Point to the story title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask the learners to say the title with you. Point to **each word** as you read it together.
6. Ask a learner to point to the blind man.
7. Ask a learner to point to the lame man.
8. Show the letter card for **B**.
9. Ask a learner to find **B** in the story title **The Blind Man and the Lame Man**.
10. What other letters can learners find?
11. Show the letter card for **P**.
12. Ask a learner to find **P** using the Module 2, Session 2 picture "Peace".
13. What other letters can learners find?

Activity 6: Find the Letters

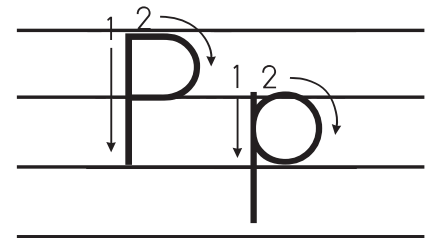
1. Write many different big and small letters on the blackboard.



2. Ask learners to come to the front and circle the big **P** and the small **p**.
3. Repeat with different learners until all the big **P** and the small **p** letters have been circled.
4. Repeat the activity with the big letter **B** and the small letter **b**. Ask learners to underline the big **B** and small **b** letters.
5. Repeat with different learners until all of the big **P** and the small **p** and the big **B** and small **b** letters have been found correctly.

Activity 7: Write the Letters

1. Draw 4 guiding lines on the blackboard.
2. Write the big letter **P** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.



Letter Formation Phrase:

P: Down, down, up, up, round, round

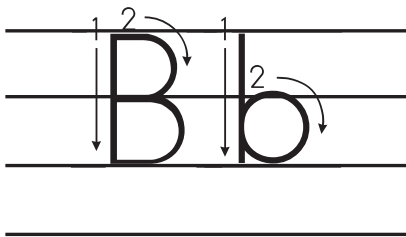
3. Use your finger to trace the letter while saying the letter formation phrase.
4. Instruct the learners to do the following for the big letter **P**:
 - Write the big letter **P** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **P** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **P** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letter **P** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
5. Draw 4 guiding lines on the blackboard.

6. Write the small letter **p** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
7. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

p: Down, down, up, up, round, round

8. Instruct the learners to do the following for the small letter **p**:
 - Write the small letter **p** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **p** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **p** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letter **p** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.



9. Draw 4 guiding lines on the blackboard.

10. Write the big letter **B** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

11. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

B: Down, down then round, round, round, then round, round, round

12. Instruct the learners to do the following for the big letter **B**:
 - Write the big letter **B** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **B** on your hand and say the letter formation phrase. Repeat 3 times.

- Write the big letter **B** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the big letter **B** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

13. Draw 4 guiding lines on the blackboard.

14. Write the small letter **b** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

15. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

b: Down, down, up, round, round

16. Instruct the learners to do the following for the small letter **b**:

- Write the small letter **b** in the air and say the letter formation phrase. Repeat 3 times.
- Write the small letter **b** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the small letter **b** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the small letter **b** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

Activity 8: **Beginning Reading**

1. Ask 4 learners to come to the front and hold the cards for **p**, **b**, **a**, **d**, **n**, **l**, **e**.
2. Ask learners to say the sound for their card.
3. Arrange 3 learners holding their cards in this order:
p-e-n

Materials:

Letter cards for: **p**, **b**, **a**, **d**, **n**, **l**, **e**

English Word:

- Explain that in English, the word **nap** means to take a short sleep.

4. Point to each letter and say the sounds slowly:
/p/ – /e/ – /n/. Repeat the sounds faster to say the word: **pen**.
5. Ask learners to read the word: **pen**.
6. Arrange 3 learners holding their cards in this order:
n–a–p
7. Point to each letter and say the sounds slowly:
/n/ – /a/ – /p/. Repeat the sounds faster to say the word: **nap**.
8. Ask learners to read the word: **nap**.
9. Arrange 3 learners holding their cards in this order:
b–a–d
10. Point to each letter and say the sounds slowly:
/b/ – /a/ – /d/. Repeat the sounds faster to say the word: **bad**.
11. Ask learners to read the word: **bad**.
12. Arrange 4 learners holding their cards in this order:
b–a–l–l
13. Point to each letter and say the sounds slowly:
/b/ – /a/ – /l/ – /l/. Repeat the sounds faster to say the word: **ball**.
14. Ask learners to read the word: **ball**.
15. On the blackboard draw 4 guiding lines.
16. Write the words **pen** and **ball** using the guiding lines.
Draw pictures next to each word.
17. Ask the learners to write the words **pen** and **ball** using the guiding lines. Tell them to draw pictures next to each word.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.

b	p
a	l
n	d
o	i

3. Say the word: **bill**. Point to each letter in the grid and say the sounds slowly: /b/ – /i/ – /l/ – /l/. Then say the sounds faster to say the word: **bill**.
4. Say the word: **pan**. Point to each letter in the grid and say the sounds slowly: /p/ – /a/ – /n/. Then say the sounds faster to say the word: **pan**.
5. Say the word: **pin**. Point to each letter in the grid and say the sounds slowly: /p/ – /i/ – /n/. Then say the sounds faster to say the word: **pin**.
6. Say the word: **bad**. Point to each letter in the grid and say the sounds slowly: /b/ – /a/ – /d/. Then say the sounds faster to say the word: **bad**.

Words to Build:

- bill
- pan
- pin
- bad

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

7. On the blackboard draw 4 guiding lines.
8. Write the words **pin** and **bad** using the guiding lines. Draw pictures next to each word.
9. Ask learners to write the words **pin** and **bad** using the guiding lines. Tell them to draw pictures next to each word.

More Words to Build:

- pad
- pill
- pop
- bop
- no
- on

Materials:

Number and word cards for the numbers 1-12

Teaching Ideas for Activity 10:

- If you are inside, move outside.

Activity 10: Numeracy

1. Show the word cards for the numbers 1 to 10.
2. Say the number and show the matching word card.
3. Repeat steps 1 and 2 with different cards.
4. Show a word card and ask learners to tell you the matching number.
5. Add the word cards for the numbers 11 and 12.
6. Say the numbers as you show the cards to the learners.
7. Ask the learners to repeat the numbers after you.
8. Ask 11 learners to come to the front.
9. Count them with the learners.
10. Repeat with 5-10 learners.
11. Ask a learner to stand up and count the learners.
12. Repeat steps 8 to 11 with the number 12.

Activity 11: Key Message

1. Ask learners if they remember the key message.
2. Read out the key message:
Peace is everyone's responsibility.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - How many **P** or **p** can you see?
 - How many **B** or **b** can you see?
 - What other letters can you see?
 - Say the key message aloud.
 - Ask learners the following:
 - How many **/p/** sounds can you hear?
 - How many **/b/** sounds can you hear?
 - How many other sounds can you hear?

Teaching Ideas for Activity 11:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 11:

- Translate the key message into your local language so learners understand it.

6. Say the key message. Ask learners to repeat it after you.
7. Say: Listen while I clap each word of the key message.
8. Say the key message again while clapping each word.
9. Repeat with learners.
10. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Number of Words in the Key Message:

- 4 words

11. Repeat steps 7-10 by clapping the syllables in each word of the key message.

Syllables in the Key Message:

- **peace**: 1 syllable = 1 clap
- **is**: 1 syllable = 1 clap
- **eve / ry / one's**: 3 syllables = 3 claps
- **re / spon / si / bil / i / ty**: 6 syllables = 6 claps

Activity 12: **Writing**

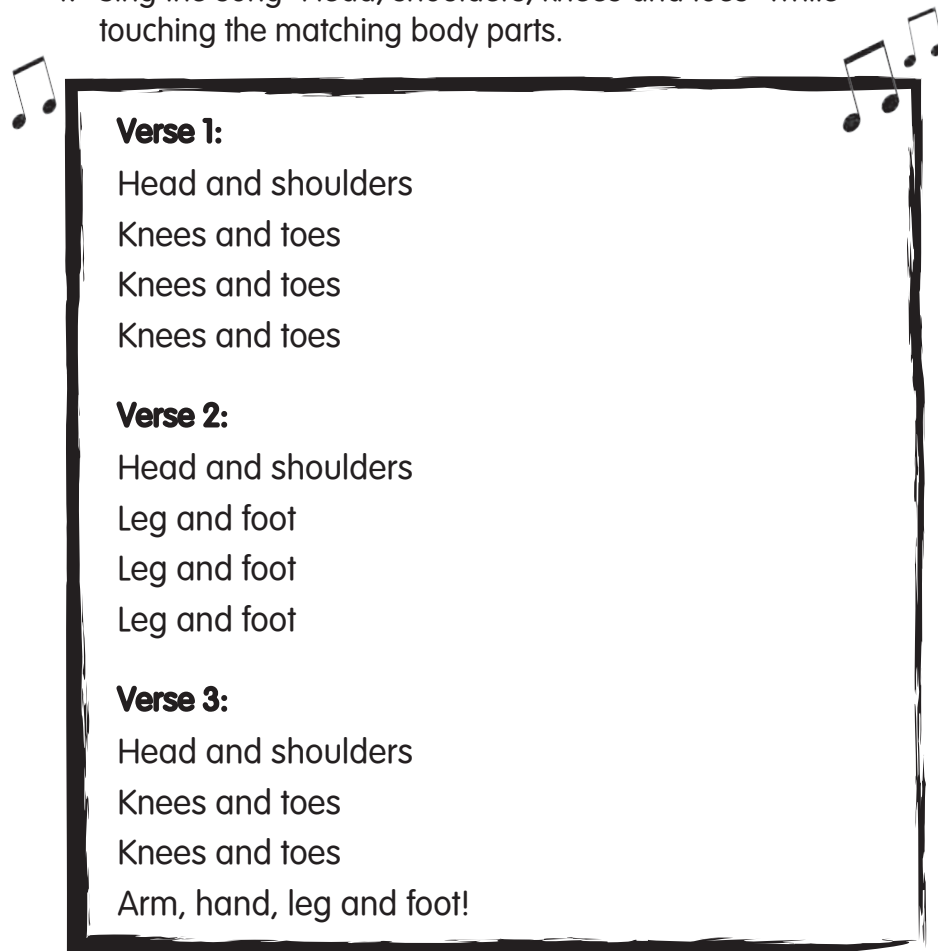
1. Say: Now that we have learnt some English words and letters we can write a sentence.
2. Write a sentence on the blackboard using one of the English phrases.
 - This is a body.
3. Ask some learners to read the sentence.
4. Ask 4 learners to come to the front.
5. Give each learner one word card: This, is, a, body.
6. Ask another learner to put the words in order.
7. Ask: Can we change the words to make another sentence?
 - This is an arm.
 - This is a leg.
 - This is a foot.
7. Form sentences with the learners using the other English phrases and vocabulary words from the lesson.
8. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

Materials:

Make large word cards for: **This, is, a, an, body, arm, leg, foot**

Activity 13: **Song: Head and Shoulders**

1. Sing the song "Head, shoulders, knees and toes" while touching the matching body parts.



Verse 1:
Head and shoulders
Knees and toes
Knees and toes
Knees and toes

Verse 2:
Head and shoulders
Leg and foot
Leg and foot
Leg and foot

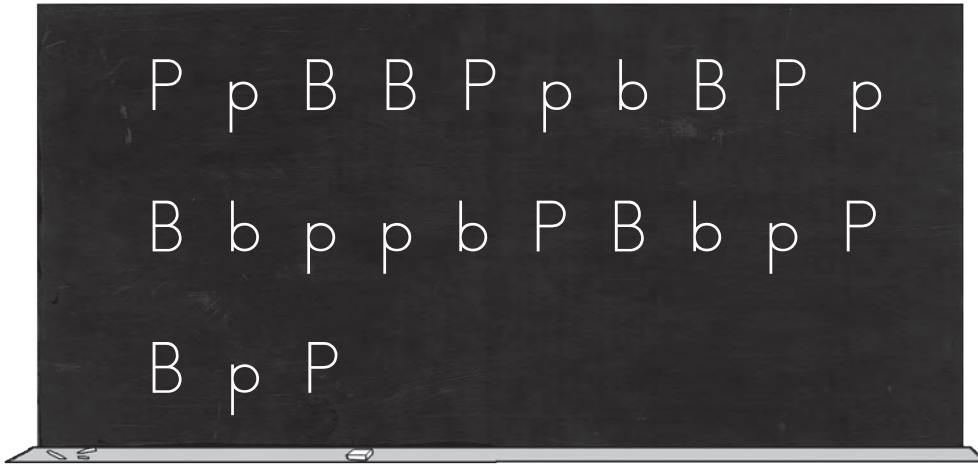
Verse 3:
Head and shoulders
Knees and toes
Knees and toes
Arm, hand, leg and foot!

2. Repeat the song 3 times while touching the matching body parts.
3. Say: This is my foot. Repeat 3 times.
4. Ask learners to repeat after you.
5. Repeat steps 3 and 4 with your arm, leg and hand.
6. Point at your foot and ask: What is this?
 - Learners should respond: That is a foot.
7. Repeat step 6 with your arm, hand and leg.

Activity 14: **Assessment**

1. Point to something in the Module 2, Session 2 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.

3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 2, Session 2 picture. Point to different things in the picture.
 - Ask: What is this?
 - Learners should respond in English: This is a _____.
5. Write different big and small letters **P, p, B, b** on the blackboard.



6. Ask different learners to come to the front and circle the big **P** and small **p**.
7. Ask different learners to come to the front and underline the big **B** and small **b**.
8. Point to the big **P** and small **p**.
9. Ask learners to say the letter name and sound.
10. Point to the big **B** and small **b**.
11. Ask learners to say the letter name and sound.
12. Draw a letter grid on the blackboard using the letters **p, a, l, n, d, o, i** and **b**.

b	p
a	l
n	d
o	i

13. Ask learners to come to the front and build the words **bad**, **pin**, **nap** and **ball** by pointing to the letters and saying the letter sounds together to make a word.

Session 3: Conflict

Key Message | Do not fight to solve a problem.

English Letters and Words:

Letters: T t F f

Vocabulary:

- tree
- ten
- bird
- cow
- donkey
- fish
- foot

Word Building:

- cat
- fit
- fat

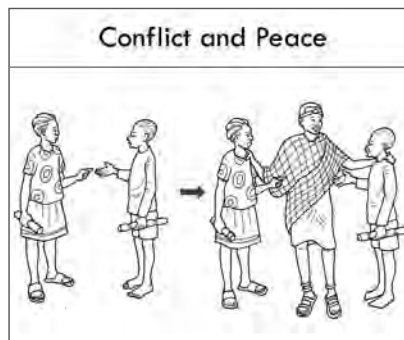
English Phrases:

- What is this?
- This is a _____ .
- That is a _____ .
- What do you have?
- I have a _____ .

Activity 1: Introduction

1. Ask:
 - What letter sounds did you learn in the last lesson?
 - What English words did you learn in the last lesson?
2. Say:
 - Today we are going to learn some English words for animals.
 - We will listen and find sounds in words.
 - We will learn how to write those sounds.

Activity 2: Picture Vocabulary



1. Hold up the Module 2, Session 3 picture.
2. Ask:
 - What can you see in this picture?

Using Local Language to Describe Words:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:
 - Let's learn the English words.
4. Point to the people in the picture and say:
 - This is a **boy**.
 - This is a **girl**.
 - This is a **friend**.

5. Point to the body parts of the people in the picture and ask: What is this?
 - Learners should respond in English: This is a _____.
6. Repeat with 5-10 learners.
7. Say:
 - Find a **nose**.
 - Find a **head**.
 - Find a **brother**.
 - Find a **sister**.
 - Find a **foot**.
8. Repeat with 5-10 learners.

Teaching Ideas for Activity 2:

- Ask learners to write: This is a _____.

Activity 3: **Beat the Words**

1. Say the first vocabulary word. Ask learners to repeat it after you.
2. Say:
 - Listen while I clap the syllables in this word.

Teaching Syllables:

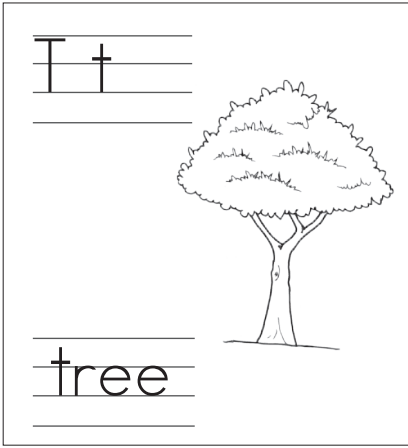
Syllables in Vocabulary Words

- **ten**: 1 syllable = 1 clap
- **bird**: 1 syllable = 1 clap
- **cow**: 1 syllable = 1 clap
- **don / key**: 2 syllables = 2 claps
- **fish**: 1 syllable = 1 clap
- **foot**: 1 syllable = 1 clap

3. Say the word again while clapping the syllables.
4. Repeat with learners.
5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
6. Repeat with the other vocabulary words.

Activity 4: **Alphabet Chart**

1. Use the alphabet chart.
2. Point to the picture for **T t**.



3. Ask:

- What is this?

4. Say:

- Listen carefully, this is a tree.
- Repeat the word after me: tree, tree, tree, tree.

5. Say:

- Listen carefully to the sound at the beginning of the word:
/t/.
- Repeat the sound after me: **/t/**, **/t/**, **/t/**, **/t/**.

Name and Sound:

- Name: T, t
- Sound: /T/ and /t/ (both sound like **tuh**)
- English words starting with letter sound /t/:
 - take
 - turn
 - tin
 - toes

6. Point to big letter **T** on the chart.

7. Say:

- My name is big **T**.
- My sound is **/t/**.

8. Point to small letter **t** on the chart.

9. Say:

- My name is small **t**.
- My sound is **/t/**.

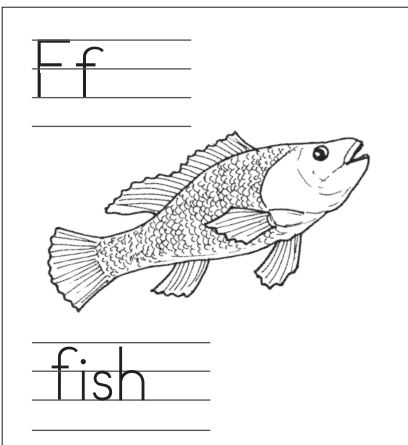
10. Point to the picture for **F f**.

11. Ask:

- What is this?

12. Say:

- Listen carefully, this is a fish.
- Repeat the word after me: fish, fish, fish, fish.



13. Say:

- Listen carefully to the sound at the beginning of the word: /f/.
- Repeat the sound after me: /f/, /f/, /f/, /f/.

Name and Sound:

- Name: F, f
- Sound: /F/ and /f/ (both sound like **fu**)
- English words starting with letter sound /f/:
 - four
 - fit
 - fat

14. Point to big letter **F** on the chart.

15. Say:

- My name is big **F**.
- My sound is /f/.

16. Point to small letter **f** on the chart.

17. Say:

- My name is small **f**.
- My sound is /f/.

18. Point to the pictures on the alphabet chart for **T t** and **F f** and ask children to say the sounds.

19. Ask a learner to come to the front.

20. Ask the learner to listen to the sound you make. Have them show you on the chart the picture for the sound /t/ or /f/.

21. Repeat with 5-10 learners.

Activity 5: Reading Titles

1. Use **The Cow and the Donkey** picture story.
2. Ask:
 - What is the story called?
 - Can you remember the story?

Materials:

Make large letter cards for each of the following letters: T, t, F, f

Using Local Language to Describe the Story:

- Allow learners to tell the story using their local language. Ask them to use the English words they know. Help them to learn the English words they do not know.

3. Point to the story title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask the learners to say the title with you. Point to **each word** as you read it together.
6. Ask a learner to point to the cow.
7. Ask a learner to point to the donkey.
8. Show the letter cards for **T** and **t**.
9. Ask a learner to find **T** or **t** in the story title **The Cow and the Donkey**.
10. What other letters can learners find?
11. Show the letter card for **f**.
12. Ask a learner to find **f** in the Module 2, Session 3 picture "Conflict and Peace".
13. Repeat with the letter **T** and **t**.
14. What other letters can learners find?

Activity 6: Find the Letters

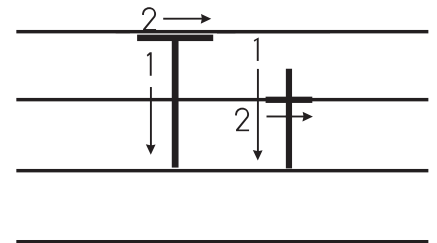
1. Write many different big and small letters on the blackboard.



2. Ask different learners to come to the front and circle the big **T** and the small **t**.
3. Repeat with different learners until all the big **T** and the small **t** letters have been circled.
4. Repeat the activity with the big letter **F** and the small letter **f**. Ask learners to underline the big **F** and small **f** letters.
5. Repeat with different learners until all of the big **T** and the small **t** and the big **F** and the small **f** letters have been found correctly.

Activity 7: Write the Letters

1. Draw 4 guiding lines on the blackboard.
2. Write the big letter **T** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
3. Use your finger to trace the letter while saying the letter formation phrase.



Letter Formation Phrase:

T: Down, down then across

4. Instruct the learners to do the following for the big letter T:
 - Write the big letter **T** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **T** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **T** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letter **T** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
5. Draw 4 guiding lines on the blackboard.
6. Write the small letter **t** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

7. Use your finger to trace the letter while saying the letter formation phrase.

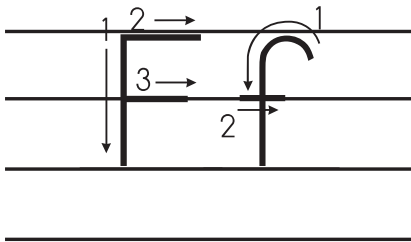
Letter Formation Phrase:

†: Down, down, across

8. Instruct the learners to do the following for the small letter †:

- Write the small letter † in the air and say the letter formation phrase. Repeat 3 times.
- Write the small letter † on your hand and say the letter formation phrase. Repeat 3 times.
- Write the small letter † with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the small letter † in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

9. Draw 4 guiding lines on the blackboard.



10. Write the big letter **F** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

11. Use your finger to trace the letter while saying the letter formation phrase

Letter Formation Phrase:

F: Down, down then across, across

12. Instruct the learners to do the following for the big letter **F**:

- Write the big letter **F** in the air and say the letter formation phrase. Repeat 3 times.
- Write the big letter **F** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the big letter **F** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the big letter **F** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

13. Draw 4 guiding lines on the blackboard.
14. Write the small letter **f** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
15. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

f: Round, down, down, across

16. Instruct the learners to do the following for the small letter **f**:
 - Write the small letter **f** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **f** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **f** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letter **f** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

Activity 8: Beginning Reading

1. Ask 4 learners to come to the front and hold the cards for **f**, **i**, **t**, **n**.
2. Ask learners to say the sound for their card.
3. Arrange 2 learners holding their cards in this order: **i-t**
4. Point to each letter and say the sounds slowly: **/i/ - /t/**. Repeat the sounds faster to say the word: **it**.
5. Ask learners to read the word **it**.
6. Arrange 3 learners holding their cards in this order: **f-i-t**.
7. Point to each letter and say the sounds slowly: **/f/ - /i/ - /t/**. Repeat the sounds faster to say the word: **fit**.

Materials:

Make large letter cards for each of the following letters: **f**, **i**, **t**, **n**

English Words:

- Explain that in English, the word **fit** means to be strong physically.
- Explain that in English, the word **tin** means a container. It sounds like the number **ten**, which is spelled differently.

8. Ask learners to read the word: **fit**.
9. Arrange 3 learners holding their cards in this order: **t-i-n**
10. Point to each letter and say the sounds slowly: /t/ – /i/ – /n/. Repeat the sounds faster to say the word: **tin**.
11. Ask learners to read the word: **tin**.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.

t	f
i	s
n	a
c	m

3. Say the word: **it**. Point to each letter in the grid and say the sounds slowly: /i/ – /t/. Then say the sounds faster to say the word: **it**.
4. Say the word: **sit**. Point to each letter in the grid and say the sounds slowly: /s/ – /i/ – /t/. Then say the sounds faster to say the word: **sit**.
5. Say the word: **fit**. Point to each letter in the grid and say the sounds slowly: /f/ – /i/ – /t/. Then say the sounds faster to say the word: **fit**.
6. Say the word: **tin**. Point to each letter in the grid and say the sounds slowly: /t/ – /i/ – /n/. Then say the sounds faster to say the word: **tin**.

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

Words to Build:

- it
- sit
- fit
- tin

More Words to Build:

- can
- fat
- cat
- mat
- sat

7. On the blackboard draw 4 guiding lines.
8. Write the words **fit** and **tin** using the guiding lines. Draw pictures next to each word.
9. Ask learners to write the words **fit** and **tin** using the guiding lines. Tell them to draw pictures next to each word.

Activity 10: Numeracy

1. Ask 12 learners to come to the front.
2. Count the learners standing at the front aloud.
3. Ask learners to repeat the numbers after you.
4. Show the word cards for the numbers 1 - 12.
5. Say the number and show the matching word card.
6. Ask learners to repeat the numbers after you.
7. Draw a clock face on the board.
8. Count the numbers around the clock face.
9. Ask learners to repeat the numbers after you.
10. Hold up a word card and ask a learner to find the matching number on the clock face.
11. Repeat with 5-10 learners.

Activity 11: Key Message

1. Ask learners if they remember the key message.
2. Read out the key message:
Do not fight to solve a problem.
3. Say the key message to the music beat.
4. Repeat with learners.

Teaching Ideas for Activity 11:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 11:

- Translate the key message into your local language so learners understand it.

5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - How many **T** or **t** can you see?
 - How many **F** or **f** can you see?
 - What other letters can you see?
 - Say the key message aloud.
 - Ask learners the following:
 - How many **/t/** sounds can you hear?
 - How many **/f/** sounds can you hear?
 - How many other sounds can you hear?
6. Say the key message. Ask learners to repeat it after you.
7. Say: Listen while I clap **each word** of the key message.
8. Say the key message again while clapping **each word**.
9. Repeat with learners.
10. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Number of Words in the Key Message:

- 7 words

11. Repeat steps 7-10 by clapping the syllables in each word of the key message.

Syllables in the Key Message

- **do:** 1 syllable = 1 clap
- **not:** 1 syllable = 1 clap
- **fight:** 1 syllable = 1 clap
- **to:** 1 syllable = 1 clap
- **solve:** 1 syllable = 1 clap
- **a:** 1 syllable = 1 clap
- **prob / lem:** 2 syllables = 2 claps

Activity 12: **Animal Sounds**

1. Write the story title **The Cow and the Donkey** on the blackboard.
2. Read the title. Move your finger under **each word** as you read it.
3. Ask the learners to say the title with you. Point to **each word** as you read it together.
4. Say the word **COW** and make the matching animal noise.
5. Ask learners to repeat the noise.
6. Say the word **donkey** and make the matching animal noise.
7. Ask learners to repeat the noise.
8. Ask learners to mention other animals they know.
9. Ask learners to make the matching animal noises.
10. Say: I have a **cow**. I have a **donkey**.
11. Ask a learner to stand up.
12. Ask: What do you have?
 - Learners should respond: I have a _____.
13. Repeat with 5-10 more learners.
14. Put learners into groups of 2.
15. One learner should ask: What do you have?
 - The other learner should respond: I have a _____.

Activity 13: **Writing**

1. Say: Now that we have learnt some English words and letters we can write a sentence.
2. Write a sentence on the blackboard using one of the English phrases.
 - I have a cow.
3. Ask some learners to read the sentence.
4. Ask 4 learners to come to the front.
5. Give each learner one word card: I, have, a, cow.
6. Ask another learner to put the words in order.
7. Ask: Can we change the words to make another sentence?
 - I have a donkey.

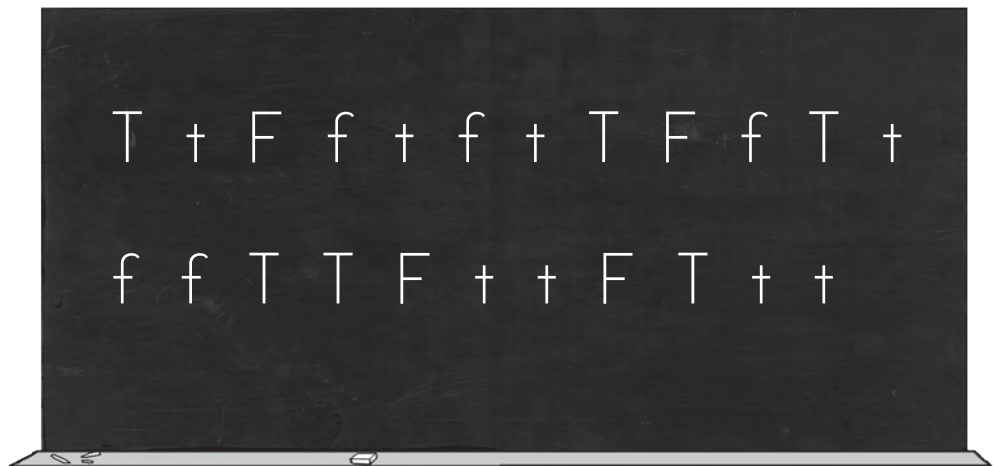
Materials:

Make large word cards for: **I, have, a, cow, donkey**

8. Form sentences with the learners using the other English phrases and vocabulary words from the lesson.
9. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

Activity 14: **Assessment**

1. Point to a person in the Module 2, Session 3 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, have learners clap the syllables.
3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 2, Session 3 picture. Point to the different people.
 - Ask: What is this?
 - Learners should respond in English: This is a _____.
5. Write different big and small letters **T**, **t**, **F**, **f** on the blackboard.



6. Ask different learners to come to the front and circle the big **T** and small **t**.
7. Ask different learners to come to the front and underline the big **F** and small **f**.
8. Point to the big **T** and small **t**.
9. Ask learners to say the letter name and sound.

10. Point to the big **F** and small **f**.
11. Ask learners to say the letter name and sound.
12. Draw a letter grid on the blackboard using the letters **t, i, s, n, a, c, m** and **f**.

t	f
i	s
n	a
c	m

13. Ask learners to come to the front and build the words **fit**, **it**, **fit**, **fat**, **pin** and **pat** by pointing to the letters and saying the letter sounds together to make a word.

Session 4: Communication During Disagreements

Key Message | Talk with others to solve a problem.

English Letters and Words:

Letters: G, g

Vocabulary:

- blue
- green
- red
- grey
- girl
- goat
- talking

Word Building:

- big
- dog
- sing
- ring

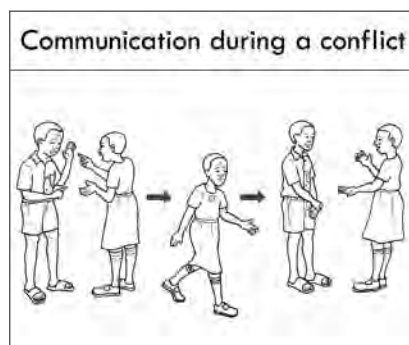
English Phrases:

- What is this?
- This is a _____ .
- That is a _____ .
- What do you like?
- I like _____ .
- What is he doing?
- He is _____ ing.
- What is she doing?
- She is _____ ing.
- What time is it?
- It is _____ .

Activity 1: Introduction

1. Ask:
 - What sounds or letters did you learn in the last lesson?
 - What English words did you learn in the last lesson?
2. Say:
 - Today we are going to learn more English words.
 - We will listen and find the sounds in words.
 - We will learn how to write those sounds.

Activity 2: Picture Vocabulary



1. Hold up the Module 2, Session 4 picture.
2. Ask:
 - What can you see in this picture?

Using Local Language to Describe Words:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:
 - Let's learn the English words.
4. Point to the colours in the picture and say:
 - This is the colour **blue**.
 - This is the colour **green**.
 - This is the colour **red**.

5. Repeat with 5-10 learners.

6. Say:

- Find a **boy**.
- Find a **girl**.
- Find the colour **green**.
- Find the colour **blue**.

7. Repeat with 5-10 learners.

Teaching Ideas for Activity 2:

- Ask learners to write:
This is _____

Activity 3: Beat the Words

1. Say the first vocabulary word. Ask learners to repeat it after you.

2. Say:

- Listen while I clap the syllables in this word.

Teaching Syllables:

Syllables in Vocabulary Words

- **green**: 1 syllable = 1 clap
- **girl**: 1 syllable = 1 clap
- **grey**: 1 syllable = 1 clap
- **talk / ing**: 2 syllables = 2 claps
- **goat**: 1 syllable = 1 clap

3. Say the word again while clapping the syllables.

4. Repeat with learners.

5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.

6. Repeat with the other vocabulary words.

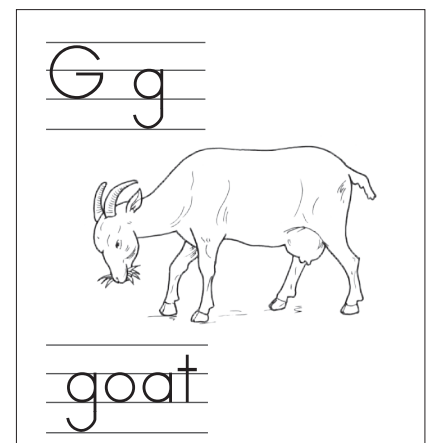
Activity 4: Alphabet Chart

1. Use the alphabet chart.

2. Point to the picture for **G g**.

3. Ask:

- What is this?



4. Say:

- Listen carefully, this is a goat.
- Repeat the word after me: goat, goat, goat, goat.

5. Say:

- Listen carefully to the sound at the beginning of the word:
/g/.
- Repeat the sound after me: **/g/ /g/ /g/ /g/**.

Name and Sound:

- Name: **G, g**
- Sound: **/G/** and **/g/** (both sound like **guh**)
- English words starting with letter sound **/g/**:
 - goat
 - go
 - get
 - green
 - good

6. Point to big letter **G** on the chart.

7. Say:

- My name is big **G**.
- My sound is **/g/**.

8. Point to small letter **g** on the chart.

9. Say:

- My name is small **g**.
- My sound is **/g/**.

10. Point to the pictures on the alphabet chart for **G g** and ask children to say the sound.

11. Ask a learner to come to the front.

12. Ask the learner to listen to the sound you make. Have them show you on the chart the picture for the sound **/g/**.

13. Repeat with 5-10 learners.

Activity 5: Reading Titles

1. Use the **Father and Son Solve a Conflict** picture story.
2. Ask:
 - What is the story called?
 - Can you remember the story?

Materials:

Make large letter cards for each of the following letters: **G, g**

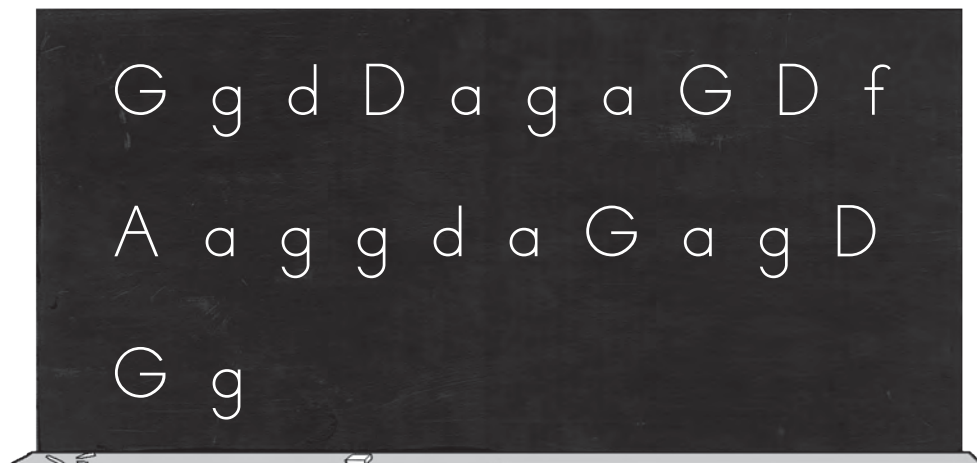
Using Local Language to Describe the Story:

- Allow learners to tell the story using their local language. Ask them to use the English words they know. Help them to learn the English words they do not know.

3. Point to the story title.
4. Read the title. Move your finger under each word as you read it.
5. Ask the learners to say the title with you. Point to each word as you read it together.
6. Ask a learner to point to the **father**.
7. Ask a learner to point to the **son**.
8. What letters can learners find in the title?
9. Show the letter cards for **g**.
10. Ask a learner to find **g** in the Module 2, Session 4 picture "Communication during a conflict".
11. What other letters can learners find?

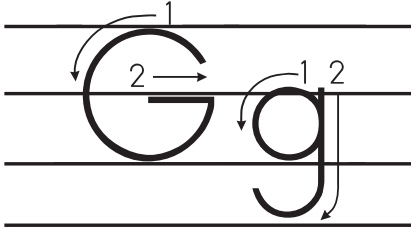
Activity 6: Find the Letters

1. Write many different big and small letters on the blackboard.



2. Ask different learners to come to the front and circle the big **G** and the small **g**.
3. Repeat with different learners until all of the big **G** and the small **g** letters have been found correctly.

Activity 7: Write the Letters



1. Draw 4 guiding lines on the blackboard.
2. Write the big letter **G** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
3. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

G: Round, round, round, across

4. Instruct the learners to do the following for the big letter **G**:
 - Write the big letter **G** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **G** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **G** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letter **G** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
5. Draw 4 guiding lines on the blackboard.
6. Write the small letter **g** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
7. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

g: Round, round, round, up, down, down, round

8. Instruct the learners to do the following for the small letter **g**:
 - Write the small letter **g** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **g** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **g** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letter **g** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

Activity 8: Beginning Reading

1. Ask 8 learners to come to the front and hold the cards for:
g, d, o, b, i, r, s, n.
2. Ask learners to say the sound for their card.
3. Arrange 3 learners holding their cards in this order:
d-o-g
4. Point to each letter and say the sounds slowly:
/d/ - /o/ - /g/. Repeat the sounds faster to say the word: **dog**.
5. Ask learners to read the word **dog**.
6. Arrange 3 learners holding their cards in this order:
b-i-g
7. Point to each letter and say the sounds slowly:
/b/ - /i/ - /g/. Repeat the sounds faster to say the word: **big**.
8. Ask learners to read the word: **big**.
9. Arrange 4 learners holding their cards in this order:
s-i-n-g

Materials:

Letter cards for: **g, d, o, b, i, r, s, n**

10. Point to each letter and say the sounds slowly:

/s/ - /i/ - /n/ - /g/. Repeat the sounds faster to say the word: **sing**.

11. Ask learners to read the word: **sing**.

12. Repeat step 9- 11 for **r-i-n-g**

13. Write the words **big** and **dog** using the guiding lines. Tell them to draw a picture next to the words.

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.

g	o
e	n
t	d
a	r

3. Say the word: **go**. Point to each letter in the grid and say the sounds slowly: **/g/ - /o/**. Then say the sounds faster to say the word: **go**.
4. Say the word: **get**. Point to each letter in the grid and say the sounds slowly: **/g/ - /e/ - /t/**. Then say the sounds faster to say the word: **get**.
5. Say the word: **good**. Point to each letter in the grid and say the sounds slowly: **/g/ - /o/ - /o/ - /d/**. Then say the sounds faster to say the word: **good**.
6. Say the word: **goat**. Point to each letter in the grid and say the sounds slowly: **/g/ - /o/ - /a/ - /t/**. Then say the sounds faster to say the word: **goat**.

Words to Build:

- go
- get
- good
- goat

More Words to Build:

- deer
- ten
- age
- green
- nod
- rod
- toad

7. On the blackboard draw 4 guiding lines.
8. Write the words **good** and **goat** using the guiding lines. Draw pictures next to each word.
9. Ask learners to write the words **good** and **goat** using the guiding lines. Tell them to draw pictures next to each word.

Activity 10: Tell the Time

1. Count from 1 to 12. For each number, show the matching word card.
2. Repeat 3 times.
3. Hold up the Module 2, Session 4 picture chart "Communication during a conflict".
4. Count the numbers around the clock face.
5. Ask the learners to count with you.
6. Point to the big hand and say:
 - The big hand tells the minutes.
7. Point to the short hand and say:
 - The short hand tells the hours.
8. Using the clocks on the chart ask:
 - What number is the big hand on?
 - What number is the short hand on?
9. Say:
 - When the short hand is pointing at 3 and the long hand is pointing at 12, the time is 3 o'clock.
 - When the short hand is pointing at 8 and the long hand is pointing at 12, the time is 8 o'clock.
10. On the black board draw clocks showing 1:00, 2:00, 4:00.

Materials:

Number and word cards for the numbers 1-12

11. Ask:
 - What time is it?
 - Learners should respond: It is _____ o'clock.
12. Repeat with 5-10 learners.

Activity 11: **Picture Numeracy**

1. Hold up the Module 2, Session 4 picture.
2. Say: Tell me the answer.
 - Point and say: How many colours can you see?
 - Point and say: Show me the colour green.
3. Repeat with the other vocabulary words.
4. Ask a learner to come to the front.
5. Say: Tell me the answer.
 - Point and say: How many colours?
6. Ask the learner to count the colours.
7. Repeat with 5-10 learners using the colours green, blue, red and white.

Teaching Ideas for Activity 12:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 12:

- Translate the key message into your local language so learners understand it.

Activity 12: **Key Message**

1. Ask learners if they remember the key message.
2. Read out the key message:
Talk with others to solve a problem.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - How many **G** or **g** can you see?
 - What other letters can you see?
 - Say the key message aloud.
 - Ask learners the following:
 - How many **/g/** sounds can you hear?
 - What other sounds can you hear?

6. Say the key message. Ask learners to repeat it after you.
7. Say: Listen while I clap each word of the key message.
8. Say the key message again while clapping each word.
9. Repeat with learners.
10. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Number of Words in the Key Message:

- 7 words

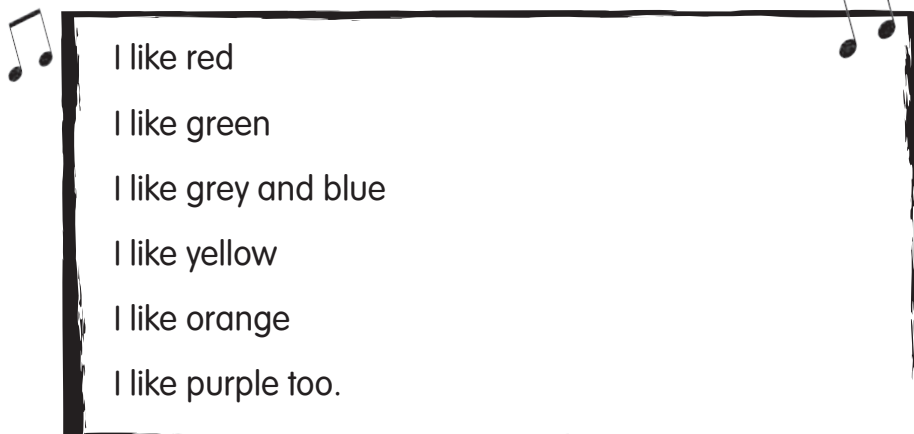
11. Repeat steps 7-10 by clapping the syllables in each word of the key message.

Syllables in the Key Message:

- **talk:** 1 syllable = 1 clap
- **with:** 1 syllable = 1 clap
- **oth / ers:** 2 syllables = 2 claps
- **to:** 1 syllable = 1 clap
- **solve:** 1 syllable = 1 clap
- **a:** 1 syllable = 1 clap
- **con / flict:** 2 syllables = 2 claps

Activity 13: Song: I Like Colours

1. Pick 7 learners wearing different colours to come to the front.
2. Arrange the learners in order of the colours in the song below.
3. Sing:



I like red
 I like green
 I like grey and blue
 I like yellow
 I like orange
 I like purple too.

Teaching Ideas for Activity 13:

- If learners are not wearing all of the colours in the song, use other objects around the class or compound that have those colours. You can also change the words of the song to match the colours around you.

4. Sing the song 3 times. Point to the colours as you sing.
5. Ask the learners to repeat after you.
6. Tell learners to point to the colours on their clothes or around the room as they sing.

Materials:

Make large word cards for: I, like, grey, and, green

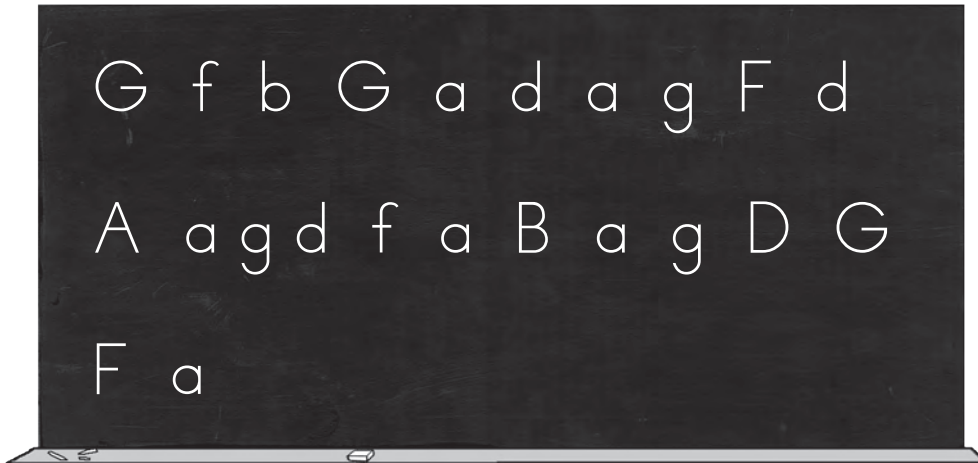
Activity 14: Writing

1. Say: Now that we have learnt some English words and letters we can write a sentence.
2. Write a sentence on the blackboard using one of the English phrases.
 - I like green and grey.
3. Ask some learners to read the sentence.
4. Ask 5 learners to come to the front.
5. Give each learner one word card: I, like, green
6. Ask another learner to put the words in order.
7. Ask: Can we change the words to make another sentence?
 - I like grey and green.
8. Form sentences with the learners using the other English phrases and vocabulary words from the lesson.
9. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

Activity 15: Assessment

1. Point to a person in the Module 2, Session 4 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 2, Session 4 picture. Point to the different people.
 - Ask: What is this?
 - Learners should respond in English: This is a _____.

5. Write different big and small letters **G, g, B, b, F, f, D, d, A, a** on the blackboard.



6. Ask different learners to come to the front and circle the big **G** and small **g**.
7. Point to the big **G** and small **g**.
8. Ask learners to say the letter name and sound.
9. Draw a letter grid on the blackboard.

g	o
e	n
t	d
a	r

10. Ask learners to come to the front and build the words **go**, **get**, **goat** and **good** by pointing to the letters and saying the letter sounds together to make a word.

Session 5: Peer Pressure

Key Message | Respect the choices of other people.

English Letters and Words:

Letters: U u Y y

Vocabulary:

- yam
- umbrella
- under
- bottle
- beer
- sweets
- posho
- rice

Word Building:

- us
- you
- yes
- boy
- run

English Phrases:

- What is this?
- This is a _____ .
- That is a _____ .
- How many _____ are there?
- There are _____ .
- What are they doing?
- They are _____ ing.
- I like _____ .
- Find _____ .

Activity 1: Introduction

1. Ask:
 - What letter sounds did you learn in the last lesson?
 - What English words did you learn in the last lesson?
2. Say:
 - Today we are going to learn the English names for food.
 - We will listen and find sounds in words.
 - We will learn how to write those sounds.

Activity 2: Picture Vocabulary



1. Hold up the Module 2, Session 5 picture.
2. Ask:
 - What can you see in this picture?
 - What colours can you see?
 - What time is it?

Using Local Language to Describe Words:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:
 - Let's learn the English words.
4. Point to the picture and say:
 - This is a **girl**.
 - This is a **boy**.
 - This is a **bottle**.
 - This is a **bottle of beer**.

5. Repeat with 5-10 learners.

6. Say:

- Find a **girl**.
- Find a **boy**.
- Find a **bottle**.

7. Repeat with 5-10 learners.

Activity 3: **Beat the Words**

1. Say the first vocabulary word. Ask learners to repeat it after you.

2. Say:

- Listen while I clap the syllables in this word.

Teaching Syllables:

Syllables in Vocabulary Words

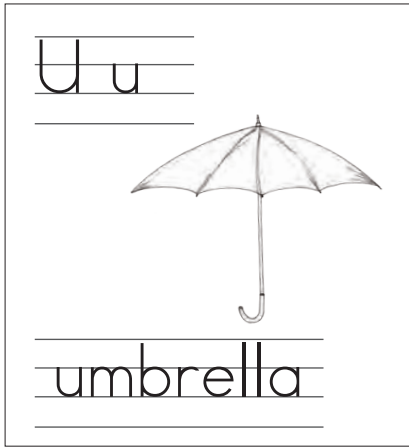
- **yam**: 1 syllable = 1 clap
- **un / der**: 2 syllables = 2 claps
- **bot / tle**: 2 syllables = 2 claps
- **beer**: 1 syllable = 1 clap
- **um / brel / la**: 3 syllables = 3 claps
- **sweets**: 1 syllable = 1 clap
- **po / sho**: 2 syllables = 2 claps
- **rice**: 1 syllable = 1 clap

3. Say the word again while clapping the syllables.

4. Repeat with learners.

5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.

6. Repeat with the other vocabulary words.



Activity 4: Alphabet Chart

1. Use the alphabet chart.
2. Point to the picture for **U u**.
3. Ask:
 - What is this?
4. Say:
 - Listen carefully, this is an umbrella.
 - Repeat the word after me: umbrella, umbrella, umbrella, umbrella.
5. Say:
 - Listen carefully to the sound at the beginning of the word: **/u/**.
 - Repeat the sound after me: **/u/, /u/, /u/, /u/**.

Name and Sound:

- Name: **U, u**
- Sound: **/U/** and **/u/** (both sound like **uh**)
- English words starting with letter sound **/u/**:
 - under
 - us
 - up

6. Point to big letter **U** on the chart.
7. Say:
 - My name is big **U**.
 - My sound is **/u/**.
8. Point to small letter **u** on the chart.
9. Say:
 - My name is small **u**.
 - My sound is **/u/**.

10. Point to the picture for **Y y**.

11. Ask:

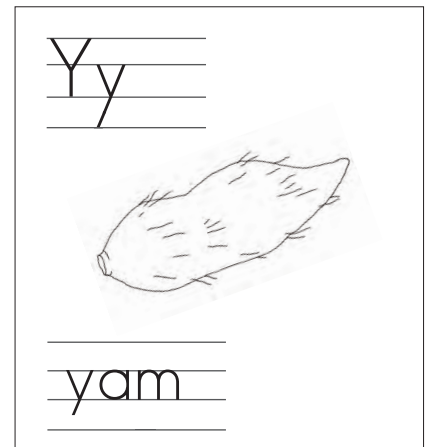
- What is this?

12. Say:

- Listen carefully, this is a yam.
- Repeat the word after me: yam, yam, yam, yam.

13. Say:

- Listen carefully to the sound at the beginning of the word:
/y/.
- Repeat the sound after me: **/y/**, **/y/**, **/y/**, **/y/**.



Name and Sound:

- Name: **Y, y**
- Sound: **/Y/** and **/y/** (both sound like **yuh**)
- English words starting with letter sound **/y/**:
 - you
 - yes
 - yellow

14. Point to big letter **Y** on the chart.

15. Say:

- My name is big **Y**.
- My sound is **/y/**.

16. Point to small letter **y** on the chart.

17. Say:

- My name is small **y**.
- My sound is **/y/**.

18. Point to the pictures on the alphabet chart for **U u** and **Y y** and ask children to say the sounds.

19. Ask a learner to come to the front.

20. Ask the learner to listen to the sound you make. Have them show you on the chart the picture for the sound /u/ or /y/.
21. Repeat with 5-10 learners.

Materials:

Make large letter cards for each of the following letters: **U, u, Y, y**

Activity 5: Reading Titles

1. Use the **Dem Cannot Say No** picture story.
2. Ask:
 - What is the story called?
 - Can you remember the story?

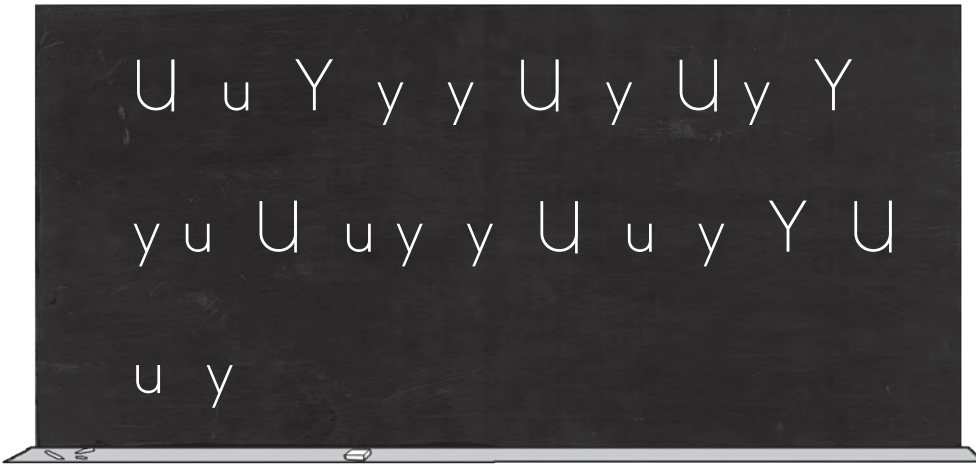
Using Local Language to Describe the Story:

- Allow learners to tell the story using their local language. Ask them to use the English words they know. Help them to learn the English words they do not know.

3. Point to the story title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask the learners to say the title with you. Point to **each word** as you read it together.
6. Ask a learner to point to Samuel.
7. Ask a learner to point to Dem.
8. Show the letter card for **Y**.
9. Ask a learner to find **Y** in the story title **Dem Cannot Say No**.
10. What other letters can learners find?
11. Repeat steps 8-10 using the Module 2, Session 5 picture "Peer pressure and saying no".

Activity 6: Find the Letters

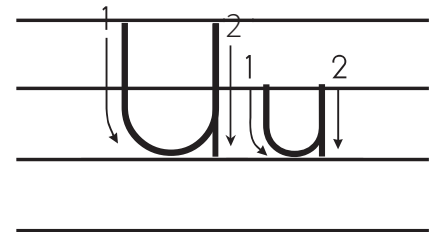
1. Write many different big and small letters on the blackboard.



2. Ask different learners to come to the front and circle the big **U** and the small **u**.
3. Repeat with different learners until all the big **U** and the small **u** letters have been circled.
4. Repeat the activity with the letter big **Y** and the small letter **y**. Ask learners to underline the big **Y** and small **y** letters.
5. Repeat with different learners until all of the big **U** and the small **u** and the big **Y** and the small **y** letters have been found correctly.

Activity 7: Write the Letters

1. Draw 4 guiding lines on the blackboard.
2. Write the big letter **U** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
3. Use your finger to trace the letter while saying the letter formation phrase.



Letter Formation Phrase:

U: Down, down, round, up, up, down, down

4. Instruct the learners to do the following for the big letter **U**:

- Write the big letter **U** in the air and say the letter formation phrase. Repeat 3 times.
- Write the big letter **U** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the big letter **U** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the big letter **U** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

5. Draw 4 guiding lines on the blackboard.

6. Write the small letter **u** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

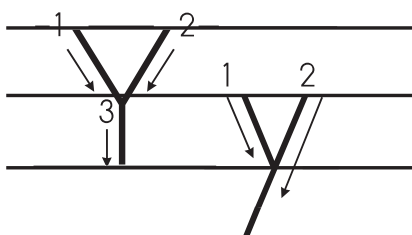
7. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

U: Down, round, up, down

8. Instruct the learners to do the following for the small letter **u**:

- Write the small letter **u** in the air and say the letter formation phrase. Repeat 3 times.
- Write the small letter **u** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the small letter **u** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the small letter **u** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.



9. Draw 4 guiding lines on the blackboard.

10. Write the big letter **Y** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

11. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

Y: Slide down then slide down then down

12. Instruct the learners to do the following for the big letter **Y**:

- Write the big letter **Y** in the air and say the letter formation phrase. Repeat 3 times.
- Write the big letter **Y** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the big letter **Y** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the big letter **Y** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

13. Draw 4 guiding lines on the blackboard.

14. Write the small letter **y** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

15. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

y: Slide down, then down, down, down

16. Instruct the learners to do the following for the small letter **y**:

- Write the small letter **y** in the air and say the letter formation phrase. Repeat 3 times.
- Write the small letter **y** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the small letter **y** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the small letter **y** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

Materials:

Letter cards for: **y, e, u, s, o, r, n**

Activity 8: **Beginning Reading**

1. Ask 6 learners to come to the front and hold the cards for **y, e, u, s, o, r, n**
2. Ask learners to say the sound for their card.
3. Arrange 3 learners holding their cards in this order:
y-e-s
4. Point to each letter and say the sounds slowly: **/y/ - /e/ - /s/**. Repeat the sounds faster to say the word: **yes**.
5. Ask learners to read the word: **yes**.
6. Arrange 2 learners holding their cards in this order: **u-s**
7. Point to each letter and say the sounds slowly: **/u/ - /s/**. Repeat the sounds faster to say the word: **us**.
8. Ask learners to read the word: **us**.
9. Arrange 3 learners holding their cards in this order:
r-u-n
10. Point to each letter and say the sounds slowly: **/r/ - /u/ - /n/**. Repeat the sounds faster to say the word: **run**.
11. Ask learners to read the word: **run**.
12. Arrange 3 learners holding their cards in this order:
y-o-u
13. Point to each letter and say the sounds slowly: **/y/ - /o/ - /u/**. Repeat the sounds faster to say the word: **you**.
14. Ask learners to read the word: **you**.
15. On the blackboard draw 4 guiding lines.
16. Write the words **run** and **you** using the guiding lines. Draw pictures next to each word.

17. Ask the learners to write the words **run** and **you** using the guiding lines. Tell them to draw pictures next to each word.

Activity 9: **Word Building**

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.

u	y
s	r
n	e
o	t

3. Say the word: **us**. Point to each letter in the grid and say the sounds slowly: /u/ – /s/. Then say the sounds faster to say the word: **us**.
4. Say the word: **run**. Point to each letter in the grid and say the sounds slowly: /r/ – /u/ – /n/. Then say the sounds faster to say the word: **run**.
5. Say the word: **sun**. Point to each letter in the grid and say the sounds slowly: /s/ – /u/ – /n/. Then say the sounds faster to say the word: **sun**.
6. Say the word: **yet**. Point to each letter in the grid and say the sounds slowly: /y/ – /e/ – /t/. Then say the sounds faster to say the word: **yet**.
7. Say the word: **you**. Point to each letter in the grid and say the sounds slowly: /y/ – /o/ – /u/. Then say the sounds faster to say the word: **you**.

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

More Words to Build:

- yes
- son
- run
- net
- ten

Words to Build:

- us
- run
- sun
- yet
- you

8. On the blackboard draw 4 guiding lines.
9. Write the words **sun** and **yet** using the guiding lines. Draw pictures next to each word.
10. Ask learners to write the words **sun** and **yet** using the guiding lines. Tell them to draw pictures next to each word.

Materials:

Number and word cards for the numbers 1-12

Activity 10: Tell the Time

1. Count from 1 up to 12. For each number you say, show the matching word card.
2. Repeat 3 times.
3. Hold up the clock chart.
4. Count the numbers around the clock face.
5. Ask the learners to count with you.
6. Point to the big hand and say:
 - The big hand tells the minutes.
7. Point to the short hand and say:
 - The short hand tells the hours.
8. Using the clocks on the chart ask:
 - What number is the big hand on?
 - What number is the short hand on?
9. Say:
 - When the short hand is pointing at 1 and the long hand is pointing at 12, the time is 1 o'clock.
 - When the short hand is pointing at 6 and the long hand is pointing at 12, the time is 6 o'clock.
10. On the black board draw clocks showing 7:00, 11:00, 2:00
11. Ask:
 - What time is it?
 - Learners should respond: It is _____ o'clock.

12. Repeat with 5-10 learners.

Activity 11: Picture Numeracy

1. Hold up the Module 2, Session 5 picture.
2. Say: Tell me the answer.
 - Point and say: How many **boys**?
 - Point and say: How many **girls**?
 - Point and say: How many **bottles**?
 - Point and say: How many **books**?
3. Repeat with the other vocabulary words.
4. Ask a learner to come to the front.
5. Say: Tell me the answer.
 - Point and say: How many bottles?
6. Ask the learner to count the bottles.
7. Repeat with 5-10 learners using different vocabulary words.

Activity 12: Key message

1. Ask learners if they remember the key message.
2. Read out the key message:
Respect the choices of other people.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - How many **U** or **u** can you see?
 - How many **Y** or **y** can you see?
 - What other letters can you hear?
 - Say the key message aloud.
 - Ask learners the following:
 - How many **/u/** sounds can you hear?
 - How many **/y/** sounds can you hear?
 - What other sounds can you hear?
6. Say the key message. Ask learners to repeat it after you.

Teaching Ideas for Activity 12:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 12:

- Translate the key message into your local language so learners understand it.

7. Say: Listen while I clap **each word** of the key message.
8. Say the key message again while clapping **each word**.
9. Repeat with learners.
10. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Number of Words in the Key Message:

- 6 words

11. Repeat steps 7-10 by clapping the syllables in each word of the key message.

Syllables in the Key Message

- **re / spect**: 2 syllables = 2 claps
- **the**: 1 syllable = 1 clap
- **choice / s**: 2 syllables = 2 claps
- **of**: 1 syllable = 1 clap
- **oth / er**: 2 syllables = 2 claps
- **peo / ple**: 2 syllables = 2 claps

Activity 13: Things I Like

1. Use the picture story: **Dem Cannot Say No**.
2. Point to the chart and say:
 - These are **sweets**.
 - This is **posho**.
 - This is **rice**.
 - This is a **ball**.
3. Ask the learners to tell you the names of the things they can see in the picture.
 - Learners should respond in English: This is a _____.
4. Ask a learner to come to the front.
5. Ask the learner to point at and say the names of things they like in the picture.
 - Learners should respond in English: I like _____.

6. Ask: What do you like?
 - Learners should respond in English: I like _____.
7. Repeat with 5-10 more learners.
8. Put learners into groups of 2.
 - One learner should ask: What do you like?
 - The other learner should say: I like _____.
9. Repeat with 5-10 learners.

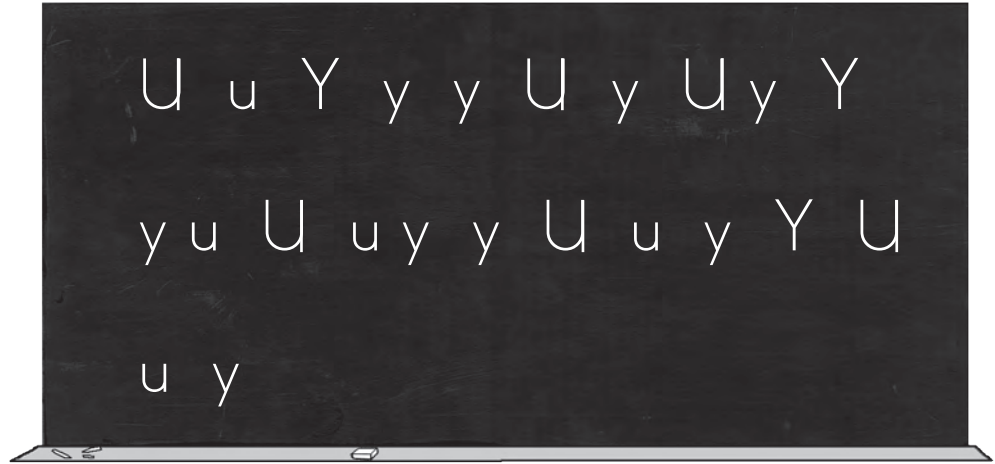
Activity 14: **Writing**

1. Say: Now that we have learnt some English words and letters we can write a sentence.
2. Write a sentence on the blackboard using one of the English phrases.
 - I like rice.
3. Ask some learners to read the sentence.
4. Ask 5 learners to come to the front.
5. Give each learner one word card: I, like, rice
6. Ask another learner to put the words in order.
7. Ask: Can we change the words to make another sentence?
 - I like sweets.
8. Form sentences with the learners using the other English phrases and vocabulary words from the lesson.
9. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

Activity 15: **Assessment**

1. Point to a person in the Module 2, Session 5 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
3. Ask learners to count how many syllables they hear in each word.

4. Hold up the Module 2, Session 5 picture. Point to the different people.
 - Ask: What is this?
 - Learners should respond in English: This is a _____.
5. Write different big and small letters **U, u, Y, y** on the blackboard.



6. Ask different learners to come to the front and circle the big **U** and small **u**.
7. Ask different learners to come to the front and underline the big **Y** and small **y**.
8. Point to the big **U** and small **u**.
9. Ask learners to say the letter name and sound.
10. Point to the big **Y** and small **y**.
11. Ask learners to say the letter name and sound.
12. Draw a letter grid on the blackboard.

u	y
s	r
n	e
o	t

13. Ask learners to come to the front and build the words **sun**, **run**, **us**, **yes**, **not** and **you** by pointing to the letters and saying the letter sounds together to make a word.

Module 3

Note to the teacher:

Before teaching any session, first refer to the chart below. It tells you what new letters, words, phrases and numbers you will teach that day. It helps you be prepared so you can have a successful session.

Also look at the Sound Chart on pages 8-10, the Alphabet Chart on page 23 and the Letter Writing Chart on page 24 to review what you need to know for the day.

Good luck and have a great session!

Session	1	2	3	4
Letters	X x K k	J j	Numbers 1-6	Numbers 7-10
English Words:	x-ray key tree lion spider giraffe gazelle fox	jug bowl pot jerrycan	fence flag car fire stop drop roll move run	stone ground path sign near run
Word Building:	ox fox key kind keep box	Juba jump job jam joke	one two three four five six	seven eight nine ten
English Phrases:	What is this? This is a _____. That is a _____. How many are there? There are _____. What time is it? It is _____. Find_____.	What is this? This is a _____. That is a _____. How many are there? There are _____. What time is it? It is _____. Find_____.	What is this? This is a _____. That is a _____. How many are there? There are _____. What time is it? It is _____. Find_____.	What is this? This is a _____. That is a _____. How many are there? There are _____. What time is it? It is _____. Find_____. Where is _____? He/she/it is _____.
Numeracy Skills:	Telling time	Telling time	Telling time	Counting to 20

Session 1: Protection When Going to School

Key Message | Stay together when you travel.

English Letters and Words:

Letters: X x K k

Vocabulary:

- key
- x-ray
- tree
- lion
- spider
- giraffe
- gazelle
- fox

Word Building:

- ox
- fox
- key
- kind
- keep
- box

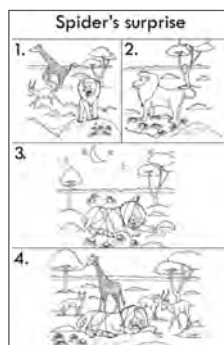
English Phrases:

- What is this?
- This is a _____ .
- That is a _____ .
- How many _____ are there?
- There are _____ .
- What time is it?
- It is _____ .
- Find _____ .
- Where is _____ ?
- He/she/it is _____ .

Activity 1: Introduction

1. Ask:
 - What letter sounds did you learn in the last lesson?
 - What English words did you learn in the last lesson?
2. Say:
 - Today we are going to learn how to say some English words.
 - We will listen and find the sounds in words.
 - We will learn how to write those sounds.

Activity 2: Picture Vocabulary



1. Hold up the Module 3, Session 1 picture story: **Spider's surprise**.
2. Ask:
 - What can you see in this picture?

Using Local Language to Describe the Picture:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:
 - Let's learn the English words.
4. Point to the things in the picture and say:
 - This is a **tree**.
 - This is a **lion**.
 - This is a **spider**.
 - This is a **giraffe**.

- This is a **gazelle**.
 - This is a **fox**.
- Point to the things in the picture and ask: What is this?
 - Learners should respond in English: This is a _____.
 - Repeat with 5-10 learners.
 - Say:
 - Find a **lion**.
 - Find a **spider**.
 - Find a **giraffe**.
 - Find a **gazelle**.
 - Find a **fox**.
 - Find a **tree**.
 - Repeat with 5-10 learners.

Teaching Ideas for Activity 2:

- Ask learners to write:
This is a _____.

Activity 3: **Beat the Words**

- Say the first vocabulary word. Ask the learners to repeat it after you.
- Say:
 - Listen while I clap the syllables in this word.

Teaching Syllables:

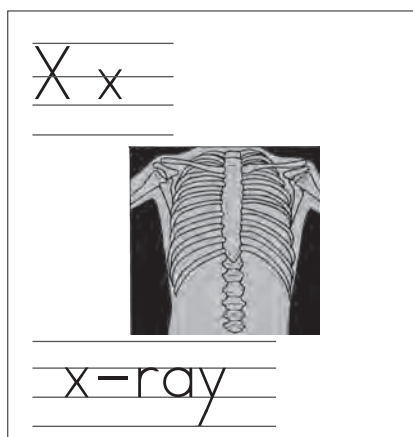
A **syllable** is a group of letters that make a sound when said together.

Syllables in Vocabulary Words

- **key**: 1 syllable = 1 clap
- **x / ray**: 2 syllables = 2 claps
- **ox**: 1 syllable = 1 clap
- **fox**: 1 syllable = 1 clap

- Say the word again while clapping the syllables.
- Repeat with learners.
- Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
- Repeat with the other vocabulary words.

Activity 4: Alphabet Chart



1. Use the alphabet chart.
2. Point to the picture for **X** **x**.
3. Ask:
 - What is this?
4. Say:
 - Listen carefully, this is an x-ray.
 - Repeat the word after me: x-ray, x-ray, x-ray, x-ray.
5. Say:
 - Listen carefully to the sound at the beginning of the word: /x/.
 - Repeat the sound after me: /x/ , /x/ , /x/ , /x/ .

Name and Sound:

- Name: **X**, **x**
- Sound: /X/ and /x/ (both sound like xss)
- English words starting with letter sound /x/:
 - box
 - six
 - fox

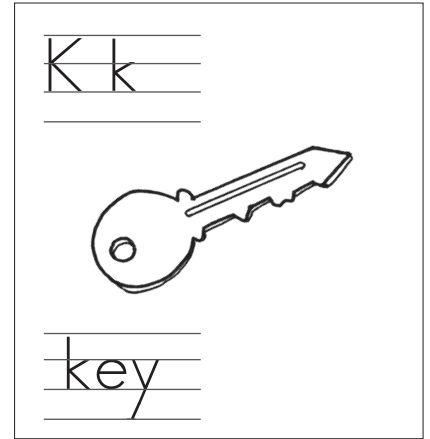
6. Point to big letter **X** on the chart.
7. Say:
 - My name is big **X**.
 - My sound is /x/.
8. Point to small letter **x** on the chart.
9. Say:
 - My name is small **x**.
 - My sound is /x/.
10. Point to the picture for **K** **k**.
11. Ask:
 - What is this?
12. Say:
 - Listen carefully, this is a key.
 - Repeat the word after me: key, key, key, key.

13. Say:

- Listen carefully to the sound at the beginning of the word:
/k/.
- Repeat the sound after me: **/k/**, **/k/**, **/k/**, **/k/**.

Name and Sound:

- Name: **K, k**
- Sound: **/K/** and **/k/** (both sound like **kuh**)
- English word starting with the letter sound **/k/**
 - kit
 - kid
 - kin



14. Point to big letter **K** on the chart.

15. Say:

- My name is big **K**.
- My sound is **/k/**.

16. Point to small letter **k** on the chart.

17. Say:

- My name is small **k**.
- My sound is **/k/**.

18. Point to the pictures on the alphabet chart for **X x** and **K k** and ask children to say the sounds.

19. Ask a learner to come to the front.

20. Ask the learner to listen to the sound you make. Have them show you on the chart the picture for the sound **/x/** or **/k/**.

21. Repeat with 5-10 learners.

Activity 5: Reading Titles

1. Use the **Protection when going to school** picture.

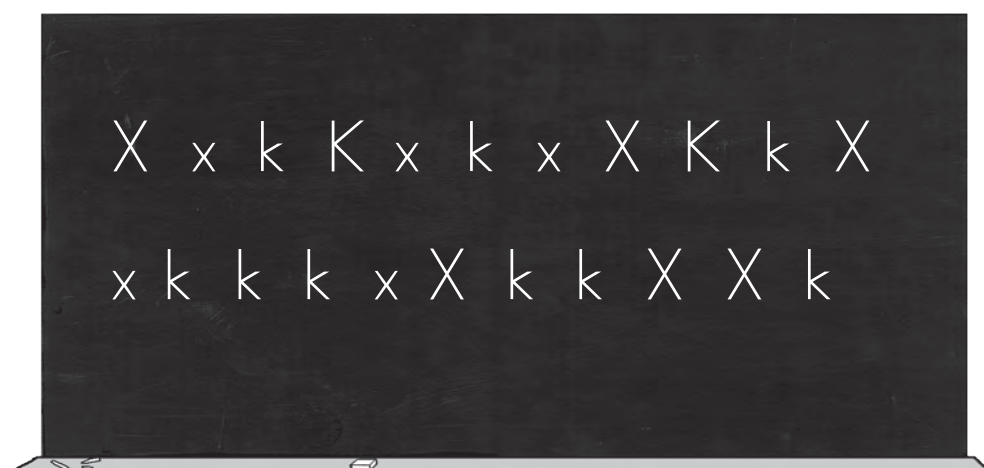
Using Local Language to Describe the Picture:

- Allow learners to name what they see in the picture using their local language.

2. Point to the picture title:
3. Read the title. Move your finger under **each word** as you read it.
4. Ask the learners to say the title with you. Point to **each word** as you read it together.
5. Ask a learner to point to the **X**.
6. Say:
 - The letter **X** is used to show when something is wrong.
7. Ask the learner to point to the **✓**.
8. Say:
 - A **✓** is used to show when something is right.
9. Ask the learners to find letters that they know in the picture "Protection when going to school".

Activity 6: Find the Letters

1. Write many different big and small letters on the blackboard.



2. Ask different learners to come to the front and circle the big **X** and the small **x**.

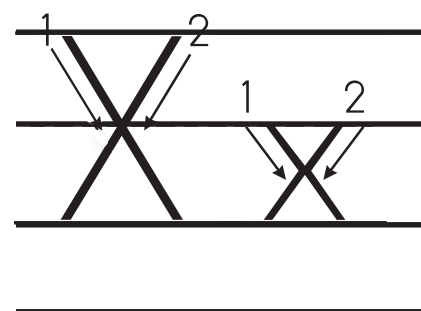
- Repeat with different learners until all the big **X** and the small **x** letters have been circled.
- Repeat the activity with the big letter **K** and the small **k**. Ask learners to underline the big **K** and small **k** letters.
- Repeat with different learners until all of the big **X** and small **x** and the big **K** and small **k** letters have been found correctly.

Activity 7: Write the Letters

- Draw 4 guiding lines on the blackboard.
- Write the big letter **X** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
- Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

X: Across, across



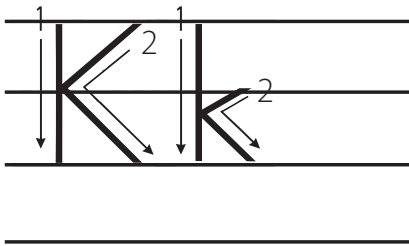
- Instruct the learners to do the following for the big letter **X**:
 - Write the big letter **X** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **X** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **X** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letter **X** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
- Draw 4 guiding lines on the blackboard.
- Write the small letter **x** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
- Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

X: Across, across

8. Instruct the learners to do the following for the small letter **X**:

- Write the small letter **X** in the air and say the letter formation phrase. Repeat 3 times.
- Write the small letter **X** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the small letter **X** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the small letter **X** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.



9. Draw 4 guiding lines on the blackboard.

10. Write the big letter **K** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

11. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

K: Down, down, across, across

12. Instruct the learners to do the following for the big letter **K**:

- Write the big letter **K** in the air and say the letter formation phrase. Repeat 3 times.
- Write the big letter **K** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the big letter **K** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the big letter **K** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

13. Draw 4 guiding lines on the blackboard.

14. Write the small letter **k** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
15. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

k: Down, down, across, across

16. Instruct the learners to do the following for the small letter **k**:
 - Write the small letter **k** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **k** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **k** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letter **k** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

Activity 8: Beginning Reading

1. Ask 8 learners to come to the front and hold the cards for **X, k, o, y, e, e, p, f**
2. Ask learners to say the sound for their card.
3. Arrange 2 learners holding their cards in this order: **O-X**
4. Point to each letter and say the sounds slowly: **/o/ - /x/**. Repeat the sounds faster to say the word: **ox**.
5. Ask learners to read the word: **ox**.
6. Arrange 3 learners holding their cards in this order: **f-o-x**
7. Point to each letter and say the sounds slowly: **/f/ - /o/ - /x/**. Repeat the sounds faster to say the word: **fox**.
8. Ask learners to read the word: **fox**.

Materials:

Letter cards for: **x, k, o, y, e, e, p, f,**

English Word:

- Explain that in English, the word **keep** means to get something and not let it go

9. Arrange 3 learners holding their cards in this order:

k-e-y

10. Point to each letter and say the sounds slowly:

/k/ - /e/ - /y/. Repeat the sounds faster to say the word: **key**.

11. Ask learners to read the word: **key**.

12. Arrange 4 learners holding their cards in this order:

k-e-e-p

13. Point to each letter and say the sounds slowly:

/k/ - /e/ - /e/ - /p/. Repeat the sounds faster to say the word: **keep**.

14. Ask learners to read the word: **keep**.

15. On the blackboard draw 4 guiding lines.

16. Write the words **fox** and **key** using the guiding lines.

Draw pictures next to each word.

17. Ask the learners to read the words **fox** and **key** using the guiding lines. Tell them to draw pictures next to each word.

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.

2. Point to the letter grid.

x	k	i
o	b	n
e	y	d

3. Say the word: **OX**. Point to each letter in the grid and say the sounds slowly: **/o/-/x/**. Then say the sounds faster to say the word: **OX**.

4. Say the word: **box**. Point to each letter in the grid and say the sounds slowly: /b/ – /o/ – /x/. Then say the sounds faster to say the word: **box**.

Words to Build:

- ox
- box
- key
- kind

More Words to Build:

- oxen
- kid
- kit
- boy
- bed

5. Say the word: **key**. Point to each letter in the grid and say the sounds slowly: /k/ – /e/ – /y/. Then say the sounds faster to say the word: **key**.
6. Say the word: **kind**. Point to each letter in the grid and say the sounds slowly: /k/ – /i/ – /n/ – /d/. Then say the sounds faster to say the word: **kind**.
7. On the blackboard draw 4 guiding lines.
8. Write the words **ox** and **key** using the guiding lines. Draw pictures next to each word.
9. Ask learners to write the words **ox** and **key** using the guiding lines. Tell them to draw pictures next to each word.

Activity 10: Tell the Time

1. Count from 1 up to 12. For each number you say, show the matching word card.
2. Repeat with learners 3 times.
3. On the blackboard draw some clocks. Show 3 o'clock.
4. Count the numbers around the clock face.
5. Ask the learners to count with you.
6. Point to the big hand and say:
 - The big hand tells the minutes.
7. Point to the short hand and say:
 - The short hand tells the hours.

Materials:

Number and word cards for the numbers 1-12

8. Using the clocks on the chart ask:
 - What number is the big hand on?
 - What number is the short hand on?
9. Say:
 - When the short hand is pointing to 7:00 in the morning, it is breakfast time.
 - When the short hand is pointing to 12:00 in the afternoon, it is lunchtime.
 - When the short hand is pointing to 8:00 in the evening, it is dinner time.
10. On the blackboard draw clocks showing 7:00, 12:00, 8:00.
11. Ask:
 - What time is it?
 - Learners should respond: It is _____ o'clock.
12. Repeat with 5-10 learners.

Teaching Ideas for Activity 11:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 11:

- Translate the key message into your local language so learners understand it.

Activity 11: Key Message

1. Ask learners if they remember the key message.
2. Read out the key message:
Stay together when you travel. Keep safe.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - How many **K** or **k** can you see?
 - What other letters can you see?
 - Say the key message aloud.
 - Ask learners the following:
 - How many **/k/** sounds can you hear?
 - How many other sounds can you hear?
6. Say the key message. Ask learners to repeat it after you.
7. Say: Listen while I clap **each word** of the key message.
8. Say the key message again while clapping **each word**.
9. Repeat with learners.

10. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Number of Words in the Key Message:

- 7 words



11. Repeat steps 7-10 by clapping the syllables in each word of the key message.

Syllables in the Key Message:

- **stay**: 1 syllable = 1 clap
- **to / geth / er**: 3 syllables = 3 claps
- **when**: 1 syllable = 1 clap
- **you**: 1 syllable = 1 clap
- **trav / el**: 2 syllables = 2 claps
- **keep**: 1 syllable = 1 clap
- **safe**: 1 syllable = 1 clap

Activity 12: Song

1. Ask 10 learners to come to the front.
2. Ask them to count from 1 up to 10. Each learner should pick a number from 1 up to 10.
3. Sing the song "Little Children".



Verse 1

One little, two little, three little children
Four little, five little, six little children
Seven little, eight little, nine little children
Ten little children together.

4. Sing the song 3 times. Each time you sing a number, the learner with that number should step forward.
5. Ask different groups of 5-10 learners to sing the song.

Materials:

Make large word cards for: **The, fox, giraffe, is, running**

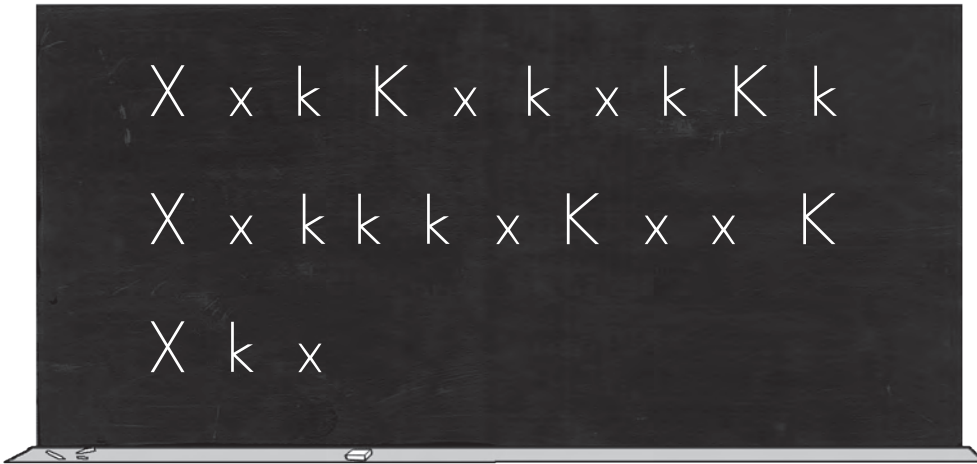
Activity 13: **Writing**

1. Say: Now that we have learnt some English words and letters we can write a sentence.
2. Write a sentence on the blackboard using one of the English phrases.
 - The giraffe is running.
3. Ask some learners to read the sentence.
4. Ask 4 learners to come to the front.
5. Give each learner one word card: The, giraffe, is, running.
6. Ask another learner to put the words in order.
7. Ask: Can we change the words to make another sentence?
 - The fox is running.
8. Form sentences with the learners using the other English phrases and vocabulary words from the lesson.
9. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

Activity 14: **Assessment**

1. Point to something in the Module 3, Session 1 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 3, Session 1 picture. Point to the different people.
 - Ask: What is this?
 - Learners should respond in English: This is a _____.

5. Write different big and small letters **X, x, K, k** on the blackboard.



6. Ask different learners to come to the front and circle the big **X** and small **x**.
7. Ask different learners to come to the front and underline the big **K** and small **k**.
8. Point to the big **X** and small **x**.
9. Ask learners to say the letter name and sound.
10. Point to the big **K** and small **k**.
11. Ask learners to say the letter name and sound.
12. Draw a letter grid on the blackboard using the letters **X, i, o, b, n, e, y, d** and **k**.

x	k	i
o	b	n
e	y	d

13. Ask learners to come to the front and build the words **OX**, **box**, **key** and **kind** by pointing to the letters and saying the letter sounds together to make a word.

Session 2: Protection at School

Key Message

Violence is not acceptable at school, home or in the community.

English Letters and Words:

Letters: J j

Vocabulary:

- jug
- bowl
- pot
- jerrycan

Word Building:

- Juba
- jump
- job
- jam
- joke

English Phrases:

- What is this?
- This is a _____.
- That is a _____.
- How many ___ are there?
- There are _____.
- What time is it?
- It is _____.
- Find _____.

Activity 1: Introduction

1. Ask:

- What letter sounds did you learn in the last lesson?
- What English words did you learn in the last lesson?

2. Say:

- Today we are going to learn how to say some English words.
- We will listen and find the sounds in words.
- We will learn how to write those sounds.

Activity 2: Picture Vocabulary



1. Hold up the Module 3, Session 2 picture story. **John feels bad.**

2. Ask:

- What can you see in this picture?

Using Local Language to Describe the Picture:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:

- Let's learn the English words.

4. Point to the things in the picture and say:

- This is a **jug**.
- This is a **bowl**.
- This is a **pot**.
- This is a **jerry can**.

5. Point to the things in the picture and ask: What is this?
 - Learners should respond in English: This is a _____.
6. Repeat with 5-10 learners.
7. Say:
 - Find a **jug**.
 - Find a **bowl**.
 - Find a **pot**.
 - Find a **jerrycan**.
8. Repeat with 5-10 learners.

Teaching Ideas for Activity 2:

- Ask learners to write:
This is a _____.

Activity 3: Beat the Words

1. Say the first vocabulary word. Ask the learners to repeat it after you.
2. Say:
 - Listen while I clap the syllables in this word.

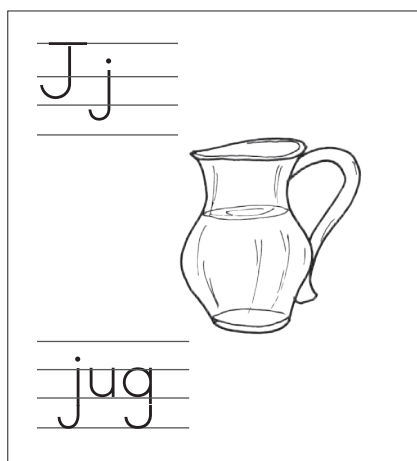
Teaching Syllables:

Syllables in Vocabulary Words

- **jug**: 1 syllable = 1 clap
- **bowl**: 1 syllable = 1 clap
- **pot**: 1 syllable = 1 clap
- **jer / ry / can**: 3 syllables = 3 claps

3. Say the word again while clapping the syllables.
4. Repeat with learners.
5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
6. Repeat with the other vocabulary words.

Activity 4: Alphabet Chart



1. Use the alphabet chart.
2. Point to the picture for **Jj**.
3. Ask:
 - What is this?
4. Say:
 - Listen carefully, this is a jug.
 - Repeat the word after me: jug, jug, jug, jug.
5. Say:
 - Listen carefully to the sound at the beginning of the word: /j/.
 - Repeat the sound after me: /j/, /j/, /j/, /j/.

Name and Sound:

- Name: J, j
- Sound: /J/ and /j/ (both sound like **juh**)
- English words starting with letter sound /j/:
 - jam
 - job
 - joke

6. Point to big letter **J** on the chart.
7. Say:
 - My name is big **J**.
 - My sound is /j/.
8. Point to small letter **j** on the chart.
9. Say:
 - My name is small **j**.
 - My sound is /j/.
10. Point to the picture on the alphabet chart for **Jj** and ask children to say the sounds.
11. Ask a learner to come to the front.
12. Ask the learner to listen to the sound you make. Ask them to show you on the chart the picture for the sound /j/.
13. Repeat with 5-10 learners.

Activity 5: Reading Titles

1. Use the **John Feels Bad** picture story.
2. Ask:
 - What is the story called?
 - Can you remember the story?

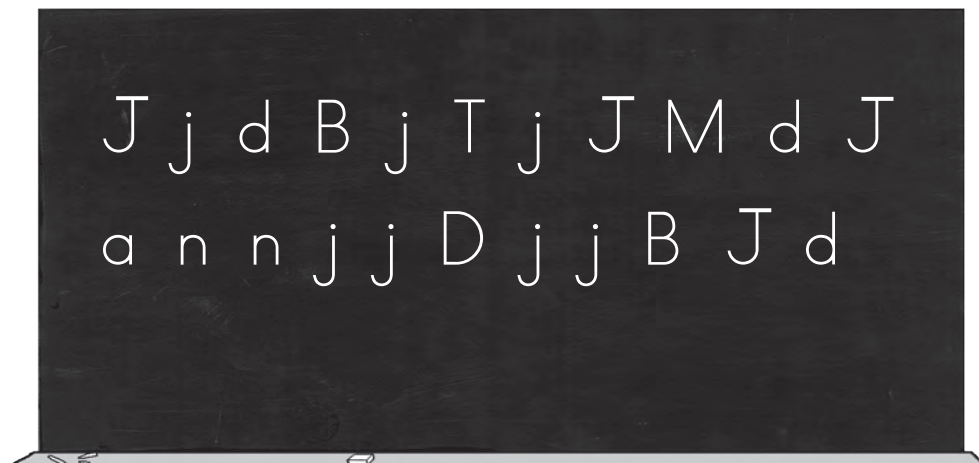
Using Local Language to Describe the Picture:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Point to the story title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask the learners to say the title with you. Point to **each word** as you read it together.
6. Ask a learner to point to John.
7. Ask a learner to point to John's father.
8. Show the letter card for **J**.
9. Ask a learner to find **J** in the story title **John Feels Bad**.

Activity 6: Find the Letters

1. Write many different big and small letters on the blackboard.

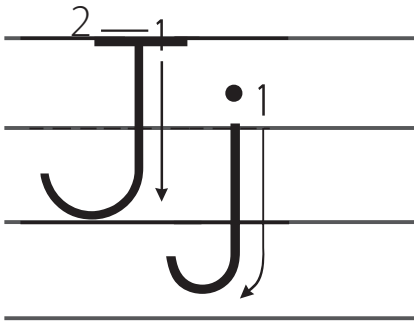


Materials:

Make large letter cards for each of the following letters: **J, j**

2. Ask different learners to come to the front and circle the big **J** and the small **j**.
3. Repeat with different learners until all the big **J** and the small **j** letters have been circled.
4. Repeat with different learners until other letters have been found correctly.

Activity 7: Write the Letters



1. Draw 4 guiding lines on the blackboard.
2. Write the big letter **J** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
3. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

J: Down, down, round, across

4. Instruct the learners to do the following for the big letter **J**:
 - Write the big letter **J** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **J** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **J** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letter **J** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
5. Draw 4 guiding lines on the blackboard.
6. Write the small letter **j** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
7. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

j: Down, down, round, dot

8. Instruct the learners to do the following for the small letter **j**:
- Write the small letter **j** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **j** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **j** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letter **j** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

Activity 8: Beginning Reading

1. Ask 8 learners to come to the front and hold the cards for **j, u, g, m, p, b, a, o**.
2. Ask learners to say the sound for their card.
3. Arrange 3 learners holding their cards in this order:
j-u-g
4. Point to each letter and say the sounds slowly: **/j/ - /u/ - /g/**. Repeat the sounds faster to say the word: **jug**.
5. Ask learners to read the word: **jug**.
6. Arrange 3 learners holding their cards in this order:
j-o-b
7. Point to each letter and say the sounds slowly: **/j/ - /o/ - /b/**. Repeat the sounds faster to say the word: **job**.
8. Ask learners to read the word: **job**.
9. Arrange 4 learners holding their cards in this order:
j-u-m-p
10. Point to each letter and say the sounds slowly: **/j/ - /u/ - /m/ - /p/**. Repeat the sounds faster to say the word: **jump**.
11. Ask learners to read the word: **jump**.

Materials:

Letter cards for: **j, u, g, m, p, b, a, o**

English Words:

- Explain that in English, the word **jug** means a jar for liquid.
- Explain that in English, the word **job** means a task that someone does, usually for money.

12. Arrange 4 learners holding their cards in this order:

J-u-b-a

10. Point to each letter and say the sounds slowly:

/J/ - /u/ - /b/ - /a/. Repeat the sounds faster to say the word: **Juba**.

11. Ask learners to read the word: **Juba**.

12. On the blackboard draw 4 guiding lines.

13. Write the words **jug** and **job** using the guiding lines.
Draw pictures next to each word.

14. Ask the learners to read the words **jug** and **job** using the guiding lines. Tell them to draw pictures next to each word.

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.

j	a	e
u	g	k
m	o	u
r	d	b

3. Say the word: **jug**. Point to each letter in the grid and say the sounds slowly: **/j/ - /u/ - /g/**. Then say the sounds faster to say the word: **jug**.
4. Say the word: **jam**. Point to each letter in the grid and say the sounds slowly: **/j/ - /a/ - /m/**. Then say the sounds faster to say the word: **jam**.

- Say the word: **joke**. Point to each letter in the grid and say the sounds slowly: /j/ - /o/ - /k/ - /e/. Then say the sounds faster to say the word: **joke**.
- Say the word: **job**. Point to each letter in the grid and say the sounds slowly: /j/ - /o/ - /b/. Then say the sounds faster to say the word: **job**.

Words to Build:

- jug
- jam
- joke
- job

More Words to Build:

- Juba
- jar
- judge
- jab
- June

- On the blackboard draw 4 guiding lines.
- Write the words **joke** and **job** using the guiding lines. Draw pictures next to each word.
- Ask learners to write the words **joke** and **job** using the guiding lines. Tell them to draw pictures next to each word.

Activity 10: Tell the Time

- Draw 3 clocks on the blackboard that read:
7 o'clock, **12 o'clock** and **8 o'clock**.
- Point to the clock reading **7 o'clock** and say:
 - It is **7 o'clock**. It is breakfast time.
- Point to the clock reading **12 o'clock** and say:
 - It is **12 o'clock**. It is lunchtime.
- Point to the clock reading **8 o'clock** and say:
 - It is **8 o'clock**. It is dinner time.
- Ask a learner to come to the front.
- Point to the clock on the blackboard and ask:
 - What time is it?
 - The learner should respond: It is _____ o'clock.

Materials:

Clock chart

7. Ask the class:
 - What do we do at _____ o'clock?
8. Repeat with 5-10 learners.
9. Ask learners to name what they do at different times of the day.

Teaching Ideas for Activity 11:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 11:

- Translate the key message into your local language so learners understand it.

Activity 11: Key Message

1. Ask learners if they remember the key message.
2. Read out the key message:
Violence is not acceptable at school, home or in the community.
3. Say the key message to the music beat.
4. Repeat with learners.
5. Say the key message. Ask learners to repeat it after you.
6. Say: Listen while I clap **each word** of the key message.
7. Say the key message again while clapping **each word**.
8. Repeat with learners.
9. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.
10. Repeat steps 7-10 by clapping the syllables in each word of the key message.

Number of Words in the Key Message:

- 11 words

- 11 Repeat steps 7-10 by clapping the syllables in each word of the key message.

Teaching Syllables:

Syllables in Vocabulary Words

- **vi / o / lence:** 3 syllables = 3 claps
- **is:** 1 syllable = 1 clap
- **not:** 1 syllable = 1 clap
- **ac / cept / a / ble:** 4 syllables = 4 claps
- **at:** 1 syllable = 1 clap
- **home:** 1 syllable = 1 clap
- **school:** 1 syllable = 1 clap
- **or:** 1 syllable = 1 clap
- **in:** 1 syllable = 1 clap
- **the:** 1 syllable = 1 clap
- **com / mu / ni / ty:** 4 syllables = 4 claps

Activity 12: Writing

1. Say: Now that we have learnt some English words and letters we can write a sentence.
2. Write a sentence on the blackboard using one of the English phrases.
 - I am jumping to Juba.
3. Ask some learners to read the sentence.
4. Ask 5 learners to come to the front.
5. Give each learner one word card: I, am, jumping, to, Juba
6. Ask another learner to put the words in order.
7. Ask: Can we change the words to make another sentence?
 - I am jumping with mother.
8. Form sentences with the learners using the other English phrases and vocabulary words from the lesson.
9. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

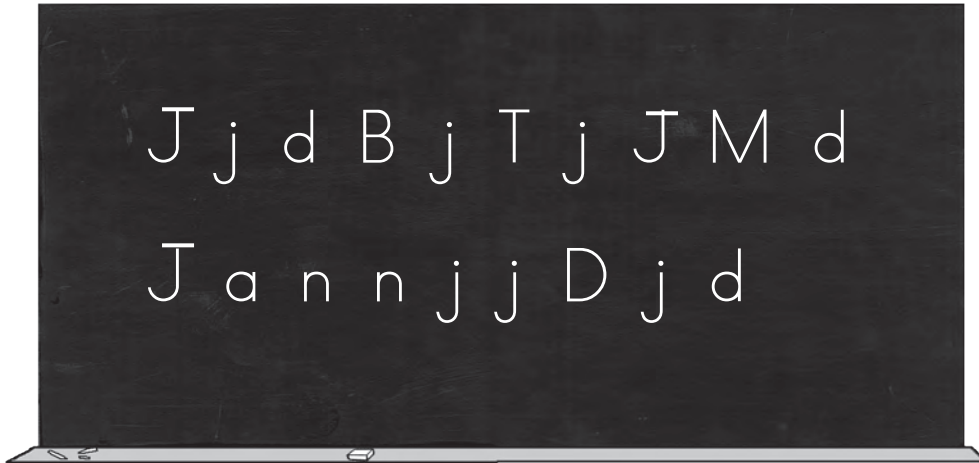
Materials:

Make large word cards for: I, am, jumping, to, with, Juba, mother

Activity 13: Assessment

1. Point to a person in the in the Module 3, Session 2 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.

3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 3, Session 2 picture. Point to the different people.
 - Ask: What is this?
 - Learners should respond in English: This is a _____.
5. Write different big and small letters on the blackboard.



6. Ask different learners to come to the front and circle the big **J** and small **j**.
7. Point to the big **J** and small **j**.
8. Ask learners to say the letter name and sound.
9. Draw a letter grid on the blackboard using the letters: **j, a, m, g, u, k, e, o**

j	a	e
u	g	k
m	o	u
r	d	b

10. Ask learners to come to the front and build the words **jug**, **jam**, **joke** and **job** by pointing to the letters and saying the letter sounds together to make a word.

Session 3: Protection in an Emergency

Key Message | School is a safe place for children.

Activity 1: Introduction

1. Ask:

- What letter sounds did you learn in the last lesson?
- What English words did you learn in the last lesson?

2. Say:

- Today we are going to learn how to say some English words.
- We will listen and find the sounds in words.
- We will learn how to write those sounds.

Activity 2: Picture Vocabulary



1. Hold up the Module 3, Session 3 picture.

2. Ask:

- What can you see in this picture?

Using Local Language to Describe the Picture:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:

- Let's learn the English words.

4. Point to the picture and say:

- This is a **fence**.
- This is a **flag**.
- This is a **car**.
- This is a **fire**.

English Letters and Words:

Numbers: 1–6

Vocabulary:

- fence
- flag
- car
- fire
- stop
- drop
- roll
- move
- run

Word Building:

- one
- two
- three
- four
- five
- six

English Phrases:

- What is this?
- This is a _____.
- That is a _____.
- How many _____ are there?
- There are _____.
- What time is it?
- It is _____.
- Find _____.

Teaching Ideas for Activity 2:

- Ask learners to write:
This is a _____.

5. Point to the picture and ask: What is this?
 - Learners should respond in English: This is a _____.
6. Repeat with 5-10 learners.
7. Say:
 - Find a **fence**.
 - Find a **flag**.
 - Find a **car**.
 - Find a **fire**.
8. Repeat with 5-10 learners.

Activity 3: **Beat the Words**

1. Say the first vocabulary word. Ask the learners to repeat it after you.
2. Say:
 - Listen while I clap the syllables in this word.

Teaching Syllables:

Syllables in Vocabulary Words

- **fence**: 1 syllable = 1 clap
- **flag**: 1 syllable = 1 clap
- **car**: 1 syllable = 1 clap
- **fire**: 1 syllable = 1 clap
- **stop**: 1 syllable = 1 clap
- **drop**: 1 syllable = 1 clap
- **roll**: 1 syllable = 1 clap
- **move**: 1 syllable = 1 clap
- **run**: 1 syllable = 1 clap

3. Say the word again while clapping the syllables.
4. Repeat with learners.
5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
6. Repeat with the other vocabulary words.

Activity 4: Alphabet Chart

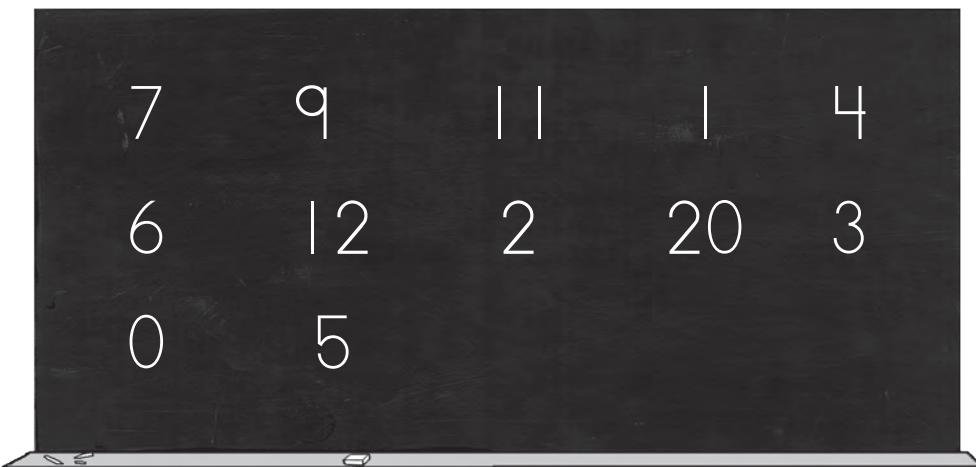
1. Use the **Protection in an emergency** picture.
2. Ask:
 - What is the picture called?
3. Point to the picture title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask the learners to say the title with you. Point to **each word** as you read it together.
6. Ask a learner to point to the school.
7. Ask a learner to point to the tree.
8. Show the number word cards.
9. Ask:
 - How many children are in the picture?
 - How many trees are in the picture?
 - How many women are in the picture?
 - How many motor cars are in the picture?
 - Learners should respond: There are _____ in the picture.
 - What other things can you see in the picture?
 - Learners should respond: I can see a _____.

Materials:

Make 6 large number cards for each of the following numbers: 1, 2, 3, 4, 5, 6

Activity 5: Find the Numbers

1. Write many different numbers in figures on the blackboard.



Materials:

Number cards for: 1, 2, 3, 4, 5, 6

2. Say the number **1**.
3. Ask learners to repeat after you.
4. Draw a circle around the number **1** on the blackboard.
5. Say the number **2**.
6. Ask learners to repeat after you.
7. Ask a learner to come to the front and draw a circle around the number 2 on the blackboard.
8. Repeat steps 5-7 with different learners until all numbers from 1-6 have been circled.
9. Write the numbers out of order on the board.
 - **4, 6, 3, 1, 5, 2**
10. With the learners, write the numbers correctly from smallest to largest.
 - Answer: **1, 2, 3, 4, 5, 6**

Materials:

Number cards for: 1, 2, 3, 4, 5, 6

Activity 6: Write the Numbers

1. Draw 4 guiding lines on the blackboard.
2. Write the number **1** using the guidelines and the writing (stroke) marks. Say the number formation phrase as you right the letter.
3. Use your finger to trace the letter while saying the number formation phrase.

Number Formation Phrase:

1: Down, down

4. Instruct the learners to do the following for number **1**:
 - Write the number **1** in the air and say the number formation phrase. Repeat 3 times.
 - Write the number **1** on your hand and say the number formation phrase. Repeat 3 times.
 - Write the number **1** with your finger on the book and say the number formation phrase. Repeat 3 times.

- Stretch your arms and hands.
 - Write the number **1** in your notebook 10 times. Use the guiding lines and say the number formation phrase.
5. Repeat steps 1-4 for the numbers **2, 3, 4, 5, and 6.**

Number Formation Phrases:

2: Round, round, down, across

3: Round, round, across, round, round, round

4: Down, across, stop. Down

5: Across, down, round, round, round

6: Down, down, round, round, round

Activity 7: **Beginning Reading**

1. Ask 6 learners to come to the front and hold the cards for: **one, two, three, four, five, six.**
2. Ask learners to say the word on their card.
3. Ask the learner holding the card for **one** to step forward.
4. Point to the word and say: /o/ – /n/ – /e/.
5. Instruct learners to:
 - Repeat after you.
 - Write the word **one** in their books.
6. Repeat steps 3-5 for the rest of the numbers.

Materials:

Word cards for: **one, two, three, four, five, six.**

Activity 8: **Word Building**

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.

Teaching Ideas for Activity 8:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

o	t	h	f
w	n	v	x
r	u	e	i
e	o	r	s

3. Say the word: **one**. Point to each letter in the grid and say: /o/ - /n/ - /e/. Then say the word: **one**.
4. Say the word: **two**. Point to each letter in the grid and say: /t/ - /w/ - /o/. Then say the word: **two**.
5. Say the word: **three**. Point to each letter in the grid and say: /t/ - /h/ - /r/ - /e/ - /e/. Then say the word: **three**.
6. Say the word: **four**. Point to each letter in the grid and say: /f/ - /o/ - /u/ - /r/. Then say the word: **four**.
7. Say the word: **five**. Point to each letter in the grid and say: /f/ - /i/ - /v/ - /e/. Then say the word: **five**.
8. Say the word: **six**. Point to each letter in the grid and say: /s/ - /i/ - /x/. Then say the word: **six**.

Words to Build:

- one
- two
- three
- four
- five
- six

9. On the blackboard draw 4 guiding lines.

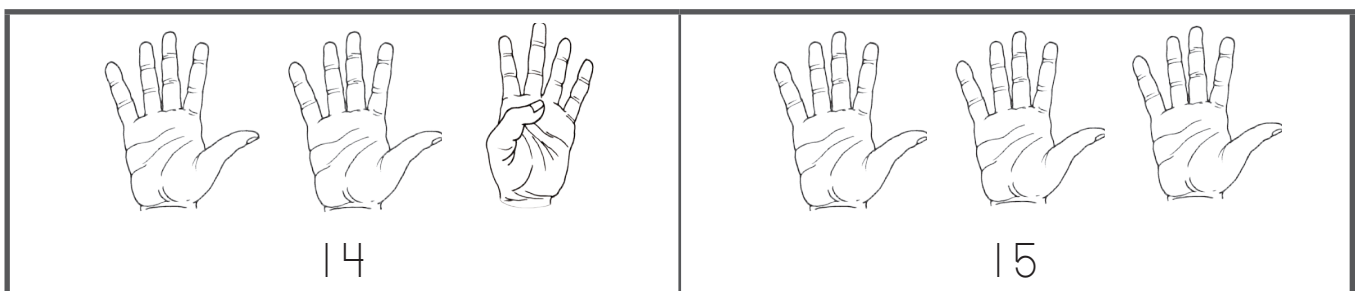
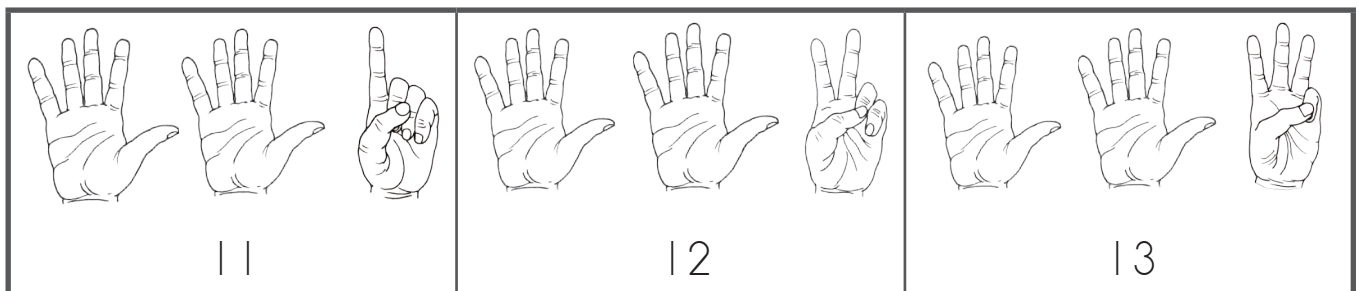
10. Write the words **one, two, three, four, five** and **six** using the guiding lines. Write the correct number next to each number word.
11. Ask learners to write the words **one, two, three, four, five** and **six** using the guiding lines. Tell them to write the correct number next to each number word.

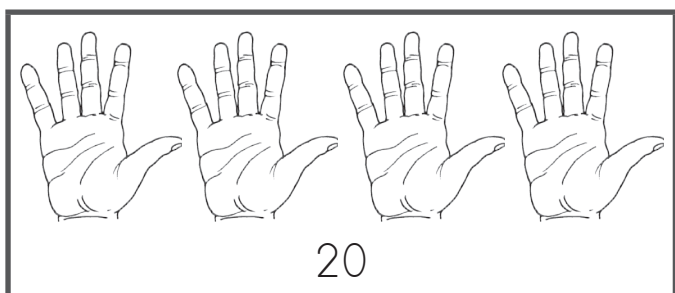
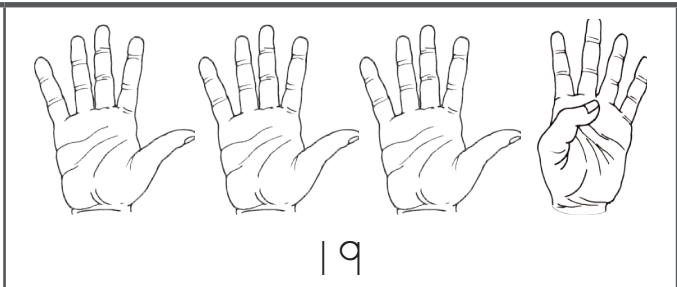
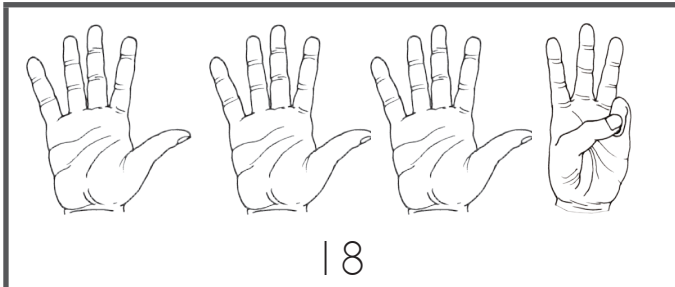
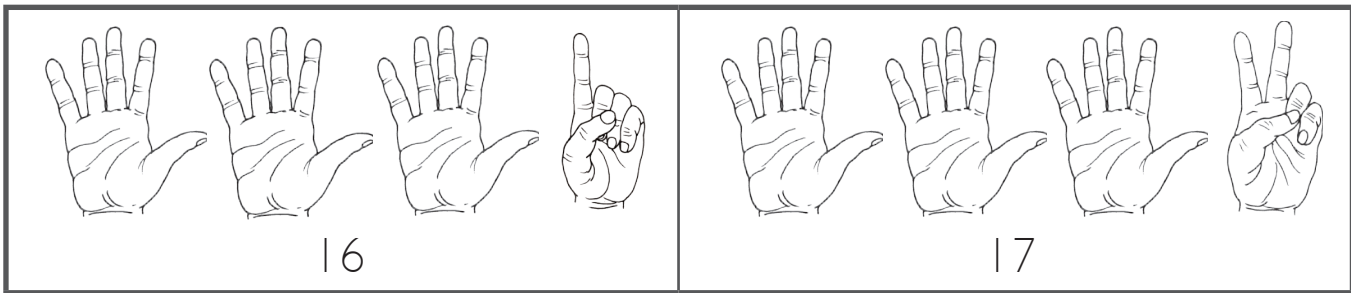
Activity 9: Numeracy

1. Ask a learner to come to the front.
2. Ask the learner to raise both of their hands.
3. Count all of the fingers on the learner's hands from 1 up to 10.
4. Hold up both of your hands and hold them next to the learner's hands.
5. Count all of the fingers together from 1 up to 20.
6. Repeat steps 3 and 4. Ask the class to count with you.
7. Put learners into groups of 2.
8. Ask each group to count their fingers.
9. Ask groups to change partners and repeat step 8.

Teaching Ideas for Activity 9:

- Ask learners to make groups of 2.





Teaching Ideas for Activity 10:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 10:

- Translate the key message into your local language so learners understand it.

Activity 10: Key Message

1. Ask learners if they remember the key message.
2. Read out the key message:
School is a safe place for children.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - How many letters can you see?
 - Say the key message aloud.
 - Ask learners the following:
 - How many sounds can you hear?
6. Say the key message. Ask learners to repeat it after you.
7. Say: Listen while I clap **each word** of the key message.
8. Say the key message again while clapping **each word**.

- Repeat with learners.
- Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Number of Words in the Key Message:

- 7 words

- Repeat steps 7-10 by clapping the syllables in each word of the key message.

Teaching Syllables:

Syllables in Vocabulary Words

- **school:** 1 syllable = 1 clap
- **is:** 1 syllable = 1 clap
- **a:** 1 syllable = 1 clap
- **safe:** 1 syllable = 1 clap
- **place:** 1 syllable = 1 clap
- **for:** 1 syllable = 1 clap
- **chil / dren:** 2 syllables = 2 claps

Activity 11: Action Words

- Hold up the Module 3, Session 3 picture "Protection in an emergency".
- Read the title. Move your finger under **each word** as you read it.
- Ask the learners to say the title with you. Point to **each word** as you read it together.
- Point to the picture and say:
 - This is a **school**.
 - This is a **fire**.
- Ask: What must you do if there is a fire on your clothes?
- Say: You must **stop** — **drop** — **roll** — **move**.
- Demonstrate the actions.
- Repeat 3 times.
- Ask learners to repeat the actions after you.
- Ask a learner to say the words and make the actions.

Teaching Ideas for Activity 11:

- If you are inside, move outside

11. Repeat with 5-10 more learners.
12. Ask the learners if they can say other action words in English.

Materials:

Make large word cards for: I, can, stop, drop, roll, move

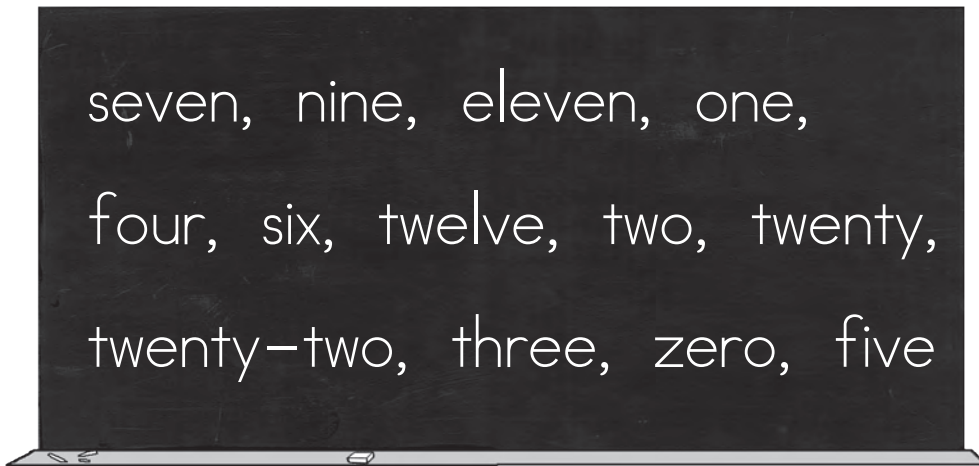
Activity 12: Writing

1. Say: Now that we have learnt some English words and letters we can write a sentence.
2. Write a sentence on the blackboard using one of the English phrases.
 - I can stop.
3. Ask some learners to read the sentence.
4. Ask 3 learners to come to the front.
5. Give each learner one word card: I, can, stop.
6. Ask another learner to put the words in order.
7. Ask: Can we change the words to make another sentence?
 - I can drop.
 - I can roll.
 - I can move.
8. Form sentences with the learners using the other English phrases and vocabulary words from the lesson.
9. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

Activity 13: Assessment

1. Point to something in the Module 3, Session 3 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 3, Session 3 picture. Point to the different people.
 - Ask: What is this?
 - Learners should respond in English: This is a _____.

5. Write different number words on the blackboard.



6. Ask different learners to come to the front and circle the words for the numbers 1-6.

7. Ask learners to say the word that matches the number.

8. Draw the letter grid on the blackboard.

o	t	h	f
w	n	v	x
r	u	e	i
e	o	r	s

9. Ask learners to come to the front and build the words **one**, **two**, **three**, **four**, **five** and **six** by pointing to the letters to make a word.

Session 4: Landmines

Key Message | Play in a safe place.

English Letters and Words:

Numbers: 7-10

Vocabulary:

- stone
- ground
- path
- sign
- near
- run

Word Building:

- seven
- eight
- nine
- ten

English Phrases:

- What is this?
- This is a _____ .
- That is a _____ .
- How many _____ are there?
- There are _____ .
- Find _____ .
- Where is _____ ?

Activity 1: Introduction

1. Ask:

- What letter sounds did you learn in the last lesson?
- What English words did you learn in the last lesson?

2. Say:

- Today we are going to learn how to say some English words.
- We will listen and find the sounds in words.
- We will learn how to write those sounds.

Activity 2: Picture Vocabulary



1. Hold up the Module 3, Session 4 picture.

2. Ask:

- What can you see in this picture?

Using Local Language to Describe the Picture:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:

- Let's learn the English words.

4. Point to the picture and say:

- This is a **stone**.
- This is a **sign**.
- This is a **path**.
- This is a **landmine**.
- This is **ground**.

5. Point to the picture and ask: What is this?
 - Learners should respond in English: This is a _____.
6. Repeat with 5-10 learners.
7. Say:
 - Find a **stone**.
 - Find a **sign**.
 - Find a **path**.
 - Find a **landmine**.
8. Repeat with 5-10 learners.

Teaching Ideas for Activity 2:

- Ask learners to write:
This is a _____.

Activity 3: **Beat the Words**

1. Say the first vocabulary word. Ask the learners to repeat it after you.
2. Say:
 - Listen while I clap the syllables in this word.

Teaching Syllables:

Syllables in Vocabulary Words

- **stone**: 1 syllable = 1 clap
- **ground**: 1 syllable = 1 clap
- **path**: 1 syllable = 1 clap
- **sign**: 1 syllable = 1 clap
- **near**: 1 syllable = 1 clap
- **run**: 1 syllable = 1 clap

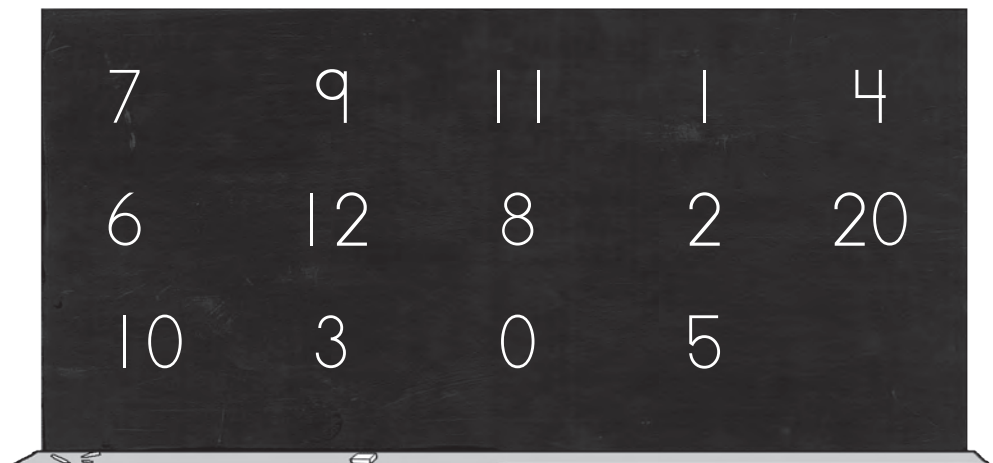
3. Say the word again while clapping the syllables.
4. Repeat with learners.
5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
6. Repeat with the other vocabulary words.

Activity 4: Reading Titles

1. Use the **Francis and the Landmine** picture story.
2. Ask:
 - What is the story called?
3. Point to the story title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask the learners to say the title with you. Point to **each word** as you read it together.
6. Ask a learner to point to Francis.
7. Ask a learner to point to a landmine.
8. Show the word cards for the numbers.
9. Ask:
 - How many children are in the picture?
 - How many cows are in the picture?
 - How many landmines are in the picture?
 - Learners should respond: There are _____ in the picture.
10. Write the numbers on the blackboard.
11. Ask learners to write the numbers in their notebooks.

Activity 5: Find the Numbers

1. Write many different numbers in figures on the blackboard.



2. Say the number **7**.
3. Ask learners to repeat after you.

4. Draw a circle around the number **7** on the blackboard.
5. Say the number **8**.
6. Ask learners to repeat after you.
7. Ask a learner to come to the front and draw a circle around the number **8** on the blackboard.
8. Repeat steps 5-7 with different learners until all numbers from **7-10** have been circled.
9. Write the numbers out of order on the board.
 - **10, 8, 7, 9**
10. With the learners, write the numbers correctly from smallest to largest.
 - Answer: **7, 8, 9, 10**

Activity 6: **Write the Numbers**

1. Draw 4 guiding lines on the blackboard.
2. Write the number **7** using the guidelines and the writing (stroke) marks. Say the number formation phrase as you write the letter.
3. Use your finger to trace the letter while saying the number formation phrase.

Number Formation Phrases:

7: Across, down, down

4. Instruct the learners to do the following for number **7**:
 - Write the number **7** in the air and say the number formation phrase. Repeat 3 times.
 - Write the number **7** on your hand and say the number formation phrase. Repeat 3 times.
 - Write the number **7** with your finger on the book and say the number formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the number **7** in your notebook 10 times. Use the guiding lines and say the number formation phrase.

Materials:

Make large number cards for each of the following numbers: **7, 8, 9, 10**

5. Repeat steps 1-4 for the numbers **8**, **9** and **10**.

Number Formation Phrases:

8: Round, round, change, round, round, up to the top

9: Round, round, round, round, down, down

10: Down, down stop. Round, round, round, round

Materials:

Word cards for: **seven**, **eight**, **nine**, **ten**.

Activity 7: **Beginning Reading**

1. Ask 4 learners to come to the front and hold the cards for **seven**, **eight**, **nine** and **ten**.
2. Ask learners to say the word on their card.
3. Ask the learner holding the card for **seven** to step forward.
4. Point to the word and say:
/s/ - /e/ - /v/ - /e/ - /n/.
5. Instruct learners to:
 - Repeat after you.
 - Write the word **seven** in their books.
6. Repeat steps 3-5 for the rest of the numbers.

Teaching Ideas for Activity 8:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

Activity 8: **Word Building**

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.

s	t
e	n
g	i
h	v

3. Say the word: **seven**. Point to each letter in the grid and say: /s/ - /e/ - /v/ - /e/ - /n/. Then say the word: **seven**.
4. Say the word: **eight**. Point to each letter in the grid and say: /e/ - /i/ - /g/ - /h/ - /t/. Then say the word: **eight**.
5. Say the word: **nine**. Point to each letter in the grid and say: /n/ - /i/ - /n/ - /e/. Then say the word: **nine**.
6. Say the word: **ten**. Point to each letter in the grid and say: /t/ - /e/ - /n/. Then say the word: **ten**.

Words to Build:

- seven
- eight
- nine
- ten

7. On the blackboard draw 4 guiding lines.
8. Write the words **seven**, **eight**, **nine** and **ten** using the guiding lines. Write the correct number next to each number word.
9. Ask learners to write the words **seven**, **eight**, **nine** and **ten** using the guiding lines. Write the correct number next to each number word.

Activity 9: Numeracy

1. Ask a learner to come to the front.
2. Ask the learner to raise both of their hands.
3. Count all of the fingers on the learner's hands from 1 up to 10.
4. Hold up both of your hands and hold them next to the learner's hands.
5. Count all of the fingers together from 1 up to 20.
6. Repeat steps 3 and 4. Ask the class to count with you.
7. Put learners into groups of 2.

Teaching Ideas for Activity 9:

- If you are outside, ask learners to make groups of **20**, **15**, **18**, **11**.

8. Ask each group to count their fingers.
9. Ask groups to change partners and repeat step 8.

Teaching Ideas for Activity 10:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 10:

- Translate the key message into your local language so learners understand it.

Activity 10: **Key Message**

1. Ask learners if they remember the key message.
2. Read out the key message:
Play in a safe place.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - How many letters can you see?
 - Say the key message aloud.
 - Ask learners the following:
 - How many sounds can you hear?
6. Say the key message. Ask learners to repeat it after you.
7. Say: Listen while I clap each word of the key message.
8. Say the key message again while clapping each word.
9. Repeat with learners.
10. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Number of Words in the Key Message:

- 5 words

11. Repeat steps 7-10 by clapping the syllables in each word of the key message.

Teaching Syllables:

Syllables in Vocabulary Words

- **play**: 1 syllable = 1 clap
- **in**: 1 syllable = 1 clap
- **a**: 1 syllable = 1 clap
- **safe**: 1 syllable = 1 clap
- **place**: 1 syllable = 1 clap

Activity 11: **Where is it?**

1. Hold up the Module 3, Session 4 picture “**Landmine awareness**”.
2. Read the title. Move your finger under **each word** as you read it.
3. Ask the learners to say the title with you. Point to **each word** as you read it together.
4. Point to the man and say:
 - The man is **on** the path.
5. Point to the landmine and say:
 - The landmine is **on** the ground.
6. Point to the boy and say:
 - The boy is **near** the tree.
7. Ask learners to repeat each sentence after you.
8. Ask:
 - Where is the **man**?
 - Where is the **landmine**?
 - Where is the **sign**?
 - Where is the **boy**?
9. Learners should answer the questions using the words **on** or **near**.
10. Use the picture story **Francis and the Landmine**.
11. Ask:
 - Where is **Francis**?
 - Where is the **landmine**?
 - Where is the **cow**?
 - Where is the **stone**?
12. Learners should answer the questions using the words **on** or **near**.
13. Repeat with 5-10 learners.

Materials:

Make large word cards for: **The, cow, donkey, is, near, the, tree**

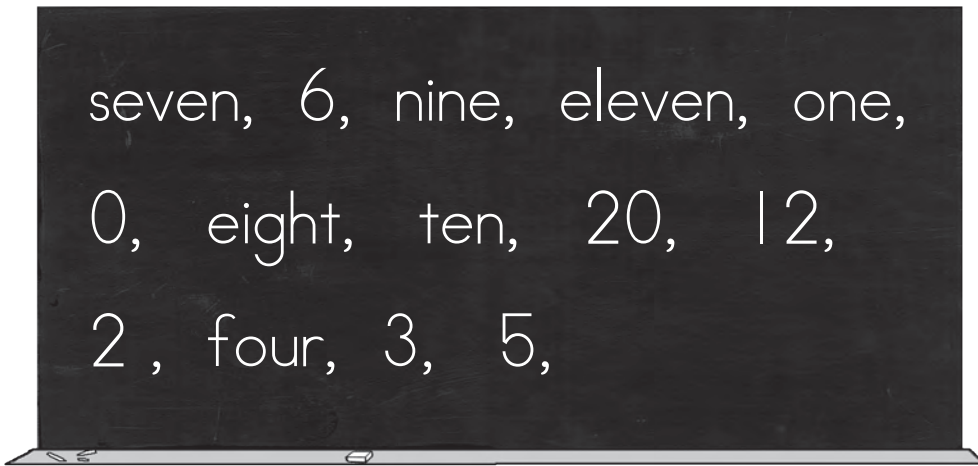
Activity 12: **Writing**

1. Say: Now that we have learnt some English words and letters we can write a sentence.
2. Write a sentence on the blackboard using one of the English phrases.
 - The cow is near the tree.
3. Ask some learners to read the sentence.
4. Ask 6 learners to come to the front.
5. Give each learner one word card: The, cow, is, near, the, tree.
6. Ask another learner to put the words in order.
7. Ask: Can we change the words to make another sentence?
 - The donkey is near the tree.
8. Form sentences with the learners using the other English phrases and vocabulary words from the lesson.
9. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

Activity 13: **Assessment**

1. Point to something in the in the Module 3, Session 4 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 3, Session 4 picture. Point to the different people.
 - Ask: What is this?
 - Learners should respond in English: This is a _____.

5. Write words and figures for different numbers on the blackboard.



6. Ask different learners to come to the front and circle the words for the numbers 7-10.
7. Ask learners to say the word.
8. Draw a letter grid on the blackboard.

s	t
e	n
g	i
h	v

9. Ask learners to come to the front and build the words **seven**, **eight**, **nine** and **ten** by pointing to the letters and saying the letter sounds together to make a word.

Module 4

Note to the teacher:

Before teaching any session, first refer to the chart below. It tells you what new letters, words, phrases and numbers you will teach that day. It helps you be prepared so you can have a successful session.

Also look at the Sound Chart on pages 8-10, the Alphabet Chart on page 23 and the Letter Writing Chart on page 24 to review what you need to know for the day.

Good luck and have a great session!

Session	1	2	3	4	5	6
Letters	V v W w	Z z	No new letters	No new letters	No new letters	Q q
English Words:	vest woman water soap latrine hand	zip flies faeces food fingers	Monday Tuesday Wednesday Thursday Friday Saturday Sunday	pot handpump bucket jerrycan	door window roof wall	queen bed net pillow sheet
Word Building:	wash we will over visit	razor size maize buzz	day week	today drink safe water	morning noon afternoon evening night-time	question quiz mosquito
English Phrases:	This is the way I _____. What is this? This is a _____. Find _____.	What is this? This is a _____. That is a _____. Where is the fly? The fly is on the _____. Where is _____? It is _____.	Keep your ____ clean. What is this? This is a _____. That is a _____. Touch your _____.	What is today? Today is _____. What do you do every day? Every day I _____.	What is your name? My name is _____. Where do you live? I live in _____. What day is today? Today is _____.	What is your name? My name is _____. What can you do? I can _____.
Numeracy Skills:	Counting 1-20	Counting 1-20	Days of the week	Days of the week	Times of the day	Times of the day

Session 1: Hand Washing

Key Message | Wash your hands with soap and clean water.

Activity 1: Introduction

1. Ask:
 - What letter sounds did you learn in the last lesson?
 - What English words did you learn in the last lesson?
2. Say:
 - Today we are going to learn how to say the English words for being clean.
 - We will listen and find the sounds in words.
 - We will learn how to write those sounds.

English Letters and Words:

Letters: V v W w

Vocabulary:

- vest
- woman
- water
- soap
- latrine
- hand

Word Building:

- wash
- we
- will
- over
- visit

Activity 2: Picture Vocabulary



1. Hold up the Module 4, Session 1 picture.
2. Ask:
 - What can you see in this picture?

Using Local Language to Describe the Picture:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

English Phrases:

- This is the way I _____. (wash my hands, brush my teeth, wash my face).

3. Say:
 - Let's learn the English words.
4. Point to the images in the picture and say:
 - This is **water**.
 - This is **soap**.
 - This is a **latrine**.
 - This is a **hand**.
5. Point to images in the picture and ask: What is this?
 - Learners should respond in English: This is a _____.

Teaching Ideas for Activity 2:

- Ask learners to write: This is a _____.

6. Repeat with 5-10 learners.

7. Say:

- Find the **water**.
- Find the **soap**.
- Find the **latrine**.
- Find the **hand**.

8. Repeat with 5-10 learners.

Activity 3: **Beat the Words**

1. Say the first vocabulary word. Ask the learners to repeat it after you.

2. Say:

- Listen while I clap the syllables in this word.

Teaching Syllables:

A **syllable** is a group of letters that make a sound when said together.

Syllables in Vocabulary Words

- **vest**: 1 syllable = 1 clap
- **wo / man**: 2 syllables = 2 claps
- **wa / ter**: 2 syllables = 2 claps
- **soap**: 1 syllable = 1 clap
- **la / trine**: 2 syllables = 2 claps
- **hand**: 1 syllable = 1 clap

3. Say the word again while clapping the syllables.

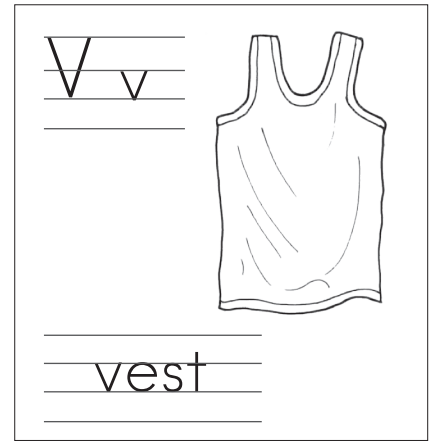
4. Repeat with learners.

5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.

6. Repeat with the other vocabulary words.

Activity 4: Alphabet Chart

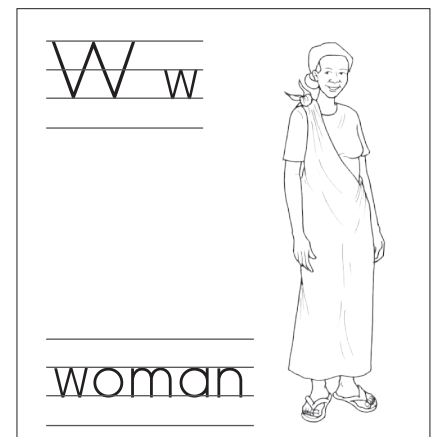
1. Use the alphabet chart.
2. Point to the picture for **V v**.
3. Ask:
 - What is this?
4. Say:
 - Listen carefully, this is a vest.
 - Repeat the word after me: vest, vest, vest, vest.
5. Say:
 - Listen carefully to the sound at the beginning of the word: /v/.
 - Repeat the sound after me: /v/, /v/, /v/, /v/.



Name and Sound:

- Name: **V, v**
- Sound: /V/ and /v/ (both sound like **vah**)
- English words starting with letter sound /v/:
 - van
 - vote
 - village

6. Point to big letter **V** on the chart.
7. Say:
 - My name is big **V**.
 - My sound is /v/.
8. Point to small letter **v** on the chart.
9. Say:
 - My name is small **v**.
 - My sound is /v/.
10. Point to the picture for **W w**.
11. Ask:
 - What is this?
12. Say:
 - Listen carefully, this is a woman.
 - Repeat the word after me: woman, woman, woman, woman.



13. Say:

- Listen carefully to the sound at the beginning of the word: /w/.
- Repeat the sound after me: /w/, /w/, /w/, /w/.

Name and Sound:

- Name: **W**, **w**
- Sound: /W/ and /w/ (both sound like **wah**)
- English words starting with letter sound /w/:
 - watch
 - wall
 - window

14. Point to big letter **W** on the chart.

15. Say:

- My name is big **W**.
- My sound is /w/.

16. Point to small letter **w** on the chart.

17. Say:

- My name is small **w**.
- My sound is /w/.

18. Point to the pictures on the alphabet chart for **V v** and **W w** and ask children to say the sounds.

19. Ask a learner to come to the front.

20. Ask the learner to listen to the sound you make. Have them show you on the chart the picture for the sound /v/ or /w/.

21. Repeat with 5-10 learners.

Activity 5: Reading Titles

1. Use the **The Boy Who Never Washed His Hands** picture story.
2. Ask:
 - What is the story called?
 - Can you remember the story?

Using Local Language to Describe the Story:

- Allow learners to tell you what they remember about the story using their local language. Use these local language words to introduce the English words in the story.

3. Point to the story title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask the learners to say the title with you. Point to **each word** as you read it together.
6. Ask a learner to point to the latrine.
7. Ask a learner to point to the water.
8. Show the letter card for **V**.
9. Ask a learner to find **V** in the chart title **The Boy Who Never Washed His Hands**.
10. Repeat for letter **W**.
11. Repeat step 10 using the Module 4, Session 1 picture "Hand washing".

Materials:

Make large letter cards for each of the following letters: **V, v, W, w**

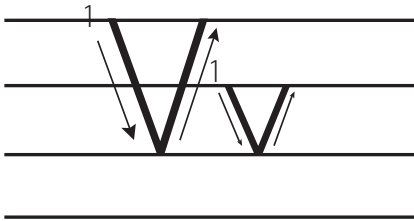
Activity 6: Find the Letters

1. Write many different big and small letters on the blackboard.



2. Ask different learners to come to the front and circle the big **V** and the small **v**.
3. Repeat with different learners until all of the big **V** and the small **v** letters have been circled.
4. Repeat the activity with the big letter **W** and the small letter **w**. Ask learners underline the big **W** and small **w** letters.
5. Repeat with different learners until all of the big **V** and the small **v** and the big **W** and small **w** letters have been found correctly.

Activity 7: Write the Letters



1. Draw 4 guiding lines on the blackboard.
2. Write the big letter **V** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
3. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

V: Down, down, up, up

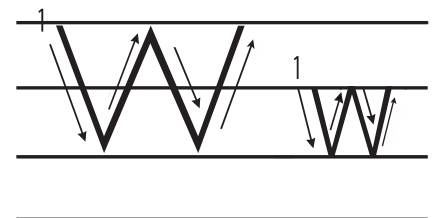
4. Instruct the learners to do the following for the big letter **V**:
 - Write the big letter **V** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **V** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **V** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letter **V** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
5. Draw 4 guiding lines on the blackboard.

6. Write the small letter **V** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
7. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

V: Down, up

8. Instruct the learners to do the following for the small letter **V**:
 - Write the small letter **V** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **V** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **V** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letter **V** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
9. Draw 4 guiding lines on the blackboard.
10. Write the big letter **W** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
11. Use your finger to trace the letter while saying the letter formation phrase.



Letter Formation Phrase:

W: Down, up, down, up

12. Instruct the learners to do the following for the big letter **W**:
 - Write the big letter **W** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **W** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **W** with your finger on the book and say the letter formation phrase. Repeat 3 times.

- Stretch your arms and hands.
- Write the big letter **W** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

13. Draw 4 guiding lines on the blackboard.

14. Write the small letter **w** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.

15. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

W: Down, up, down, up

16. Instruct the learners to do the following for the small letter **w**:

- Write the small letter **w** in the air and say the letter formation phrase. Repeat 3 times.
- Write the small letter **w** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the small letter **w** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the small letter **w** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

Materials:

Letter cards for: **w, v, e, o, r, a, i, i, s** and **t**.

Teaching Ideas for Activity 8:

- Explain the meaning of the words in this activity to learners using your local language.

Activity 8: Beginning Reading

1. Ask 10 learners to come to the front and hold the cards **W, v, e, o, r, a, i, i, s** and **t**.
2. Ask learners to say the sound for their card.
3. Arrange 2 learners holding their cards in this order: **w-e**
4. Point to each letter and say the sounds slowly: **/w/ - /e/**. Repeat the sounds faster to say the word: **we**.
5. Ask learners to read the word: **we**.
6. Arrange 4 learners holding their cards in this order: **o-v-e-r**.

7. Point to each letter and say the sounds slowly:
/o/ - /v/ - /e/ - /r/. Repeat the sounds faster to say the word: **over**.
8. Ask learners to read the word: **over**.
9. Arrange 5 learners holding their cards in this order:
w-a-t-e-r.
10. Point to each letter and say the sounds slowly:
/w/ - /a/ - /t/ - /e/ - /r/. Repeat the sounds faster to say the word: **water**.
11. Ask learners to read the word: **water**.
12. Arrange 5 learners holding their cards in this order:
v-i-s-i-t
13. Point to each letter and say the sounds slowly:
/v/ - /i/ - /s/ - /i/ - /t/. Repeat the sounds faster to say the word: **visit**.
14. Ask learners to read the word: **visit**.
15. On the blackboard draw 4 guiding lines.
16. Write the word **water** and **visit** using the guiding lines.
Draw pictures next to each word.
17. Ask the learners to read the words **water** and **visit** using the guiding lines. Tell them to draw pictures next to each word.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.

v	w	g
a	i	t
e	o	r
s	h	l

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

3. Say the word: **we**. Point to each letter in the grid and say the sounds slowly: /w/ – /e/. Then say the sounds faster to say the word: **we**.
4. Say the word: **village**. Point to each letter in the grid and say the sounds slowly: /v/ – /i/ – /l/ – /l/ – /a/ – /g/ – /e/. Then say the sounds faster to say the word: **village**.
5. Say the word: **will**. Point to each letter in the grid and say the sounds slowly: /w/ – /i/ – /l/ – /l/. Then say the sounds faster to say the word: **will**.
6. Say the word: **wash**. Point to each letter in the grid and say the sounds slowly: /w/ – /a/ – /s/ – /h/. Then say the sounds faster to say the word: **wash**.

More Words to Build:

- water
- wow
- wave
- save
- vase
- waste
- visit

Words to Build:

- we
- village
- will
- wash

7. On the blackboard draw 4 guiding lines.
8. Write the words **village** and **wash** using the guiding lines. Draw pictures next to each word.
9. Ask learners to write the words **village** and **wash** using the guiding lines. Tell them to draw pictures next to each word.

Activity 10: Numeracy

1. Hold your hand up in a fist. Count your fingers as they open.
2. Ask learners to repeat the numbers after you.
3. Count from 1 up to 20.
4. Count from 20 down to 1.
5. Ask every learner to come to the front and stand in a line.
6. Ask the first learner to count, starting from 1.
7. Each learner should say the next number until they reach 20.
8. The next learner should start counting down from 20.
9. Continue counting until the learners reach 1.
10. Repeat until all learners have counted forward and backward.

Teaching Ideas for Activity 10:

- If you are inside, move outside.

Activity 11: Key Message

1. Ask learners if they remember the key message.
2. Read out the key message:
Wash your hands with soap and clean water.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - How many **W** or **w** can you see?
 - What other letters can you see?
 - Say the key message aloud.
 - Ask learners the following:
 - How many **/w/** sounds can you hear?
 - What other sounds can you hear?
6. Say the key message. Ask learners to repeat it after you.
7. Say: Listen while I clap each **word** of the key message.
8. Say the key message again while clapping each **word**.

Teaching Ideas for Activity 11:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 11:

- Translate the key message into your local language so learners understand it.

9. Repeat with learners.

10. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Number of Words in the Key Message:

- 8 words

11. Repeat steps 7-10 by clapping the syllables in each word of the key message.

Syllables in the Key Message:

- **wash:** 1 syllable = 1 clap
- **your:** 1 syllable = 1 clap
- **hands:** 1 syllable = 1 clap
- **with:** 1 syllable = 1 clap
- **soap:** 1 syllable = 1 clap
- **and:** 1 syllable = 1 clap
- **clean:** 1 syllable = 1 clap
- **wa / ter:** 2 syllables = 2 claps

Activity 12: **Song**

1. Sing the song "This is the way I wash my hands".



Verse 1

This is the way I wash my hands,
wash my hand, wash my hands,
this is the way I wash my hands,
early in the morning.

Verse 2

This is the way I brush my teeth,
brush my teeth, brush my teeth,
this is the way I brush my teeth,
early in the morning.

Verse 3

This is the way I wash my face,
wash my face, wash my face,
this is the way I wash my face,
early in the morning.

2. Sing the song 3 times. Each time you sing a verse, do the actions for the words.
3. Repeat with learners.
4. Ask different groups of learners to sing the song.

Activity 13: **Writing**

1. Say: Now we have learnt some English words and letters we can write a sentence.
2. Write a sentence on the blackboard using one of the English phrases.
 - We wash our hands to remove germs.
3. Ask some learners to read the sentence.

Materials:

Make large word cards for: **We, wash, our, hands, to, remove, germs, teeth, hair, body**

4. Ask 7 learners to come to the front.
5. Give each learner one word card: We, wash, our, hands, to, remove, germs.
6. Ask another learner to put the words in order. Read the sentence again with the class.
7. Ask: Can we change the words to make another sentence?
 - We wash our **teeth** to remove germs.
 - We wash our **hair** to remove germs.
 - We wash our **body** to remove germs.
8. Form sentences with the learners using the other English phrases and vocabulary words from the lesson.
9. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

Activity 14: **Assessment**

1. Point to something in the Module 4, Session 1 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 4, Session 1 picture. Point to different things in the picture.
 - Ask: What is this?
 - Learners should respond in English: This is a _____.
5. Write different big and small letters **V**, **v**, **W**, **w** on the blackboard.



6. Ask different to learners come to the front and circle the big **V** and small **v**.

7. Ask different learners to come to the front and underline the big **W** and small **w**.
8. Point to the big **V** and small **v**.
9. Ask learners to say the letter name and sound.
10. Point to the big **W** and small **w**.
11. Ask learners to say the letter name and sound.
12. Draw a letter grid on the blackboard using all of the letters that have been taught.

v	w	g
a	i	t
e	o	r
s	h	l

13. Ask learners to come to the front and build the words **is**, **we**, **will**, **visit**, **vow** and **water** by pointing to the letters and saying the letter sounds together to make a word.

Session 2: Flies and Diarrhoea

Key Message | Practise healthy behaviour to prevent sickness.

English Letters and Words:

Letters: Z z

Vocabulary:

- zip
- flies
- faeces
- food
- fingers

Word Building:

- razor
- size
- maize
- buzz

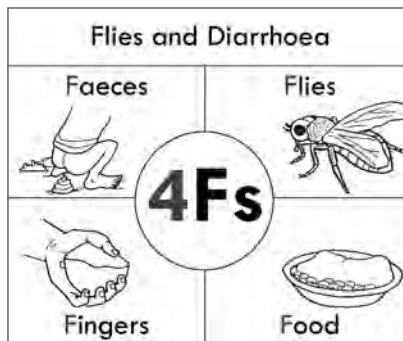
English Phrases:

- What is this?
- This is _____.
- That is _____.
- What is the fly on?
- The fly is on the _____.
- Where is _____?
- It is _____.

Activity 1: Introduction

1. Ask:
 - What letter sounds did you learn in the last lesson?
 - What English words did you learn in the last lesson?
2. Say:
 - Today we are going to learn how to say where something is.
 - We will listen and find the sounds in words.
 - We will learn how to write those sounds.

Activity 2: Picture Vocabulary



1. Hold up the Module 4, Session 2 picture.
2. Ask:
 - What can you see in this picture?
 - What English words can you read?

Using Local Language to Describe the Picture:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:
 - Let's learn the English words.
4. Point to the images in the picture and say:
 - These are **flies**.
 - This is **food**.
 - These are **fingers**.
 - These are **faeces**.
5. Point to images in the picture and ask: What is this?
 - Learners should respond in English: These are _____.
 - This is _____.

6. Repeat with 5-10 learners.

7. Say:

- Find the **flies**.
- Find the **food**.
- Find the **fingers**.
- Find the **faeces**.

8. Repeat with 5-10 learners.

Teaching Ideas for Activity 2:

- Ask learners to write:
This is a _____.

Activity 3: Beat the Words

1. Say the first vocabulary word. Ask the learners to repeat it after you.

2. Say:

- Listen while I clap the syllables in this word.

Teaching Syllables:

Syllables in Vocabulary Words

- **zip**: 1 syllable = 1 clap
- **flies**: 1 syllable = 1 clap
- **food**: 1 syllable = 1 clap
- **fin / gers**: 2 syllables = 2 claps
- **fae / ces**: 2 syllables = 2 claps

3. Say the word again while clapping the syllables.

4. Repeat with learners.

5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.

6. Repeat with the other vocabulary words.

Activity 4: Alphabet Chart

1. Use the alphabet chart.

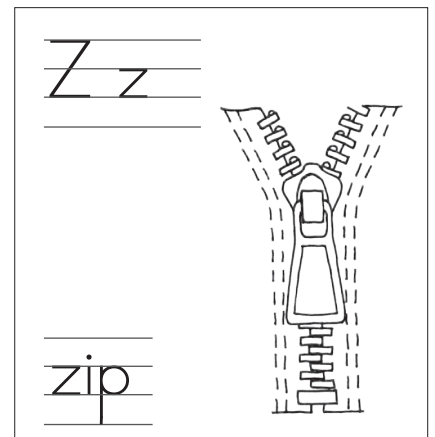
2. Point to the picture for **Z z**.

3. Ask:

- What is this?

4. Say:

- Listen carefully, this is a zip.
- Repeat the word after me: zip, zip, zip, zip.



5. Say:

- Listen carefully to the sound at the beginning of the word: /z/.
- Repeat the sound after me: /z/, /z/, /z/, /z/.

Name and Sound:

- Name: Z, z
- Sound: /Z/ and /z/ (both sound like **zuh**)
- English words starting with letter sound /z/:
 - zebra
 - zero
 - zone

6. Point to big letter **Z** on the chart.

7. Say:

- My name is big **Z**.
- My sound is /z/.

8. Point to small letter **z** on the chart.

9. Say:

- My name is small **z**.
- My sound is /z/.

10. Point to the picture on the alphabet chart for **Z z** and ask children to say the sound.

11. Ask a learner to come to the front.

12. Ask the learner to listen to the sound you make. Have them show you on the chart the picture for the sound /z/.

13. Repeat with 5-10 learners.

Activity 5: Reading Titles

1. Use the **The Fly** picture story.
2. Ask:
 - What is the story called?
 - Can you remember the story?

Using Local Language to Describe the Story:

- Allow learners to tell you what they remember about the story using their local language. Use these local language words to introduce the English words in the story.

3. Point to the story title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask the learners to say the title with you. Point to **each word** as you read it together.
6. Ask a learner to point to the fly.
7. Ask a learner to point to the fingers.
8. Show the letter card for **Z**.
9. Ask a learner to find **Z** in the chart **The Fly**.

Activity 6: Find the Letters

1. Write many different big and small letters on the blackboard.



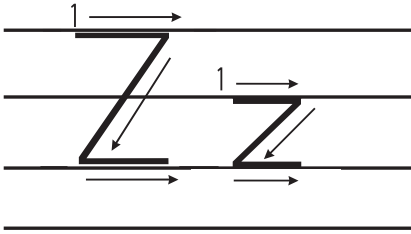
2. Ask different learners to come to the front and circle the big **Z** and the small **z**.

Materials:

Make large letter cards for each of the following letters: **Z, z**

- Repeat with different learners until all of the big **Z** and the small **z** letters have been circled.

Activity 7: Write the Letters



- Draw 4 guiding lines on the blackboard.
- Write the big letter **Z** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
- Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

Z: Across, slant down, across

- Instruct the learners to do the following for the big letter **Z**:
 - Write the big letter **Z** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **Z** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **Z** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letter **Z** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
- Draw 4 guiding lines on the blackboard.
- Write the small letter **z** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
- Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

z: Across, slant down, across

8. Instruct the learners to do the following for the small letter **Z**:
 - Write the small letter **Z** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **Z** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the small letter **Z** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letter **Z** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

Activity 8: **Beginning Reading**

1. Ask 9 learners to come to the front and hold the cards for **Z**, **i**, **p**, **s**, **e**, **r**, **r**, **a** and **o**.
2. Ask learners to say the sound for their card.
3. Arrange 3 learners holding their cards in this order:
z-i-p
4. Point to each letter and say the sounds slowly: **/z/ - /i/ - /p/**. Repeat the sounds faster to say the word: **zip**.
5. Ask learners to read the word: **zip**.
6. Arrange 4 learners holding their cards in this order:
s-i-z-e.
7. Point to each letter and say the sounds slowly: **/s/ - /i/ - /z/ - /e/**. Repeat the sounds faster to say the word: **size**.
8. Ask learners to read the word: **size**.
9. Arrange 5 learners holding their cards in this order:
r-a-z-o-r
10. Point to each letter and say the sounds slowly: **/r/ - /a/ - /z/ - /o/ - /r/**. Repeat the sounds faster to say the word: **razor**.
11. Ask learners to read the word: **razor**.

Materials:

Letter cards for: **z**, **i**, **p**, **s**, **e**, **r**, **r**, **a** and **o**.

English words:

- Explain that in English, the word **zip** means to close (fasten) something together, usually clothing.
- Explain that in English, some people call it a **razor blade**.

12. On the blackboard draw 4 guiding lines.
13. Write the words **zip** and **razor** using the guiding lines. Draw pictures next to each word.
14. Ask the learners to read the words **zip** and **razor** using the guiding lines. Tell them to draw pictures next to each word.

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.

z	z	o
s	i	b
u	e	m
p	r	a

3. Say the word: **zip**. Point to each letter in the grid and say the sounds slowly: /z/ - /i/ - /p/. Then say the sounds faster to say the word: **zip**.
4. Say the word: **size**. Point to each letter in the grid and say the sounds slowly: /s/ - /i/ - /z/ - /e/. Then say the sounds faster to say the word: **size**.
5. Say the word: **razor**. Point to each letter in the grid and say the sounds slowly: /r/ - /a/ - /z/ - /o/ - /r/. Then say the sounds faster to say the word: **razor**.

More Words to Build:

- zebra
- buzz
- amaze
- maize

Words to Build:

- zip
- size
- razor

6. On the blackboard draw 4 guiding lines.
7. Write the words **zip** and **razor** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **zip** and **razor** using the guiding lines. Tell them to draw pictures next to each word.

Activity 10: Numeracy

1. Hold your hand up in a fist. Count your fingers as they open.
2. Ask learners to repeat the numbers after you.
3. Count from 1 up to 20.
4. Count from 20 down to 1.
5. Say:
 - When I say a number, make a group of that size.
 - For example, if I say the number 20 you should make groups of twenty.
 - Any learners that do not find a group are out of the game. They should sit down.
6. Start naming numbers from 20 getting smaller as learners make groups.
7. The last learners standing are the winners.

Teaching Ideas for Activity 10:

- If you are inside, move outside.

Teaching Ideas for Activity 11:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 11:

- Translate the key message into your local language so learners understand it.

Activity 11: Key Message

1. Ask learners if they remember the key message.
2. Read out the key message:
Practise healthy behaviour to prevent sickness.
3. Say the key message to the music beat.
4. Repeat with learners.
5. Say the key message. Ask learners to repeat it after you.
6. Say: Listen while I clap **each word** of the key message.
7. Say the key message again while clapping **each word**.
8. Repeat with learners.
9. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Number of Words in the Key Message:

- 6 words

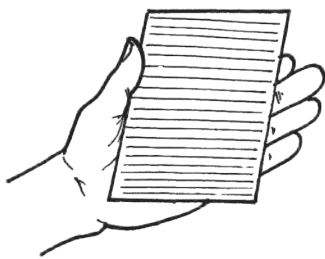
10. Repeat steps 7-10 by clapping the syllables in each word of the key message.

Syllables in the Key Message:

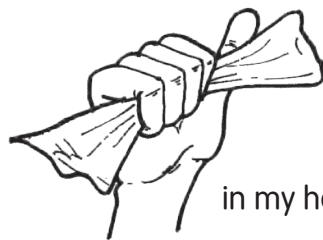
- **prac / tise:** 2 syllables = 2 claps
- **health / y:** 2 syllables = 2 claps
- **be / hav / iour:** 3 syllables = 3 claps
- **to:** 1 syllable = 1 clap
- **pre / vent:** 2 syllables = 2 claps
- **sick / ness:** 2 syllables = 2 claps

Activity 12: Position Words

1. Say: We are going to practise the English words **on**, **in**, **under** and **near**.
2. Take a piece of paper. Tell learners to imagine this paper is a fly.
3. Say the sentences below. Position the fly (the piece of paper) according to the action described.
 - The fly is **on** my hand.
 - The fly is **under** my hand.
 - The fly is **near** my hand.
 - The fly is **in** my hand.



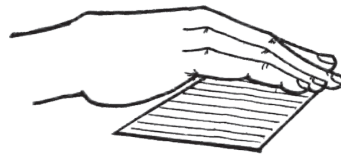
on my hand



in my hand



near my hand



under my hand

4. Repeat and ask the learners:
 - Where is the fly?
 - Learners should respond in English: The fly is _____ my hand.
5. Use the story picture: **The Fly**.
6. Ask:
 - Where is the fly?
7. Practise:
 - The fly is on the **faeces**.
 - The fly is on the **hand**.
 - The fly is on the **food**.
 - The fly is on the **baby**.
8. Put the learners in groups of 2.

9. One learner should take a piece of paper or other object and pretend it is a fly. They should place the fly in different positions.
 - This learner should ask: Where is the fly?
 - The other learner should say: The fly is _____.
10. After 2 minutes, learners should switch roles.

Materials:

Make large word cards for: **The, fly, is, on, the, hand, faeces, baby, food**

Activity 13: Writing

1. Write this table on the blackboard.

The fly is on the	hand.
	faeces.
	baby.
	food.

2. Read a sentence. Move your finger under **each word** as you read it.
3. Make 4 different sentences.
4. Ask a learner to read one sentence each.
5. Ask 9 learners to come to the front.
6. Give each learner a word card: The, fly, is, on, the, hand, faeces, baby, food.
7. Ask another learner to put the words in order to make a sentence.
8. Allow other learners to make sentences.
9. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

Activity 14: Assessment

1. Point to something in the Module 4, Session 2 picture.
Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 4, Session 2 picture. Point to different things in the picture.
 - Ask: What is this?
 - Learners should respond in English: These are _____.
This is _____.
5. Write different big and small letters **Z z** on the blackboard.



6. Ask different learners to come to the front and circle the big **Z** and small **z**.
7. Ask different learners to come to the front and underline the big **Z** and small **z**.
8. Ask learners to say the letter name and sound.
9. Draw a letter grid on the blackboard.

z	z	o
s	i	b
u	e	m
p	r	a

10. Ask learners to come to the front and build the words **zip**, **size** and **razor** by pointing to the letters and saying the letter sounds together to make a word.

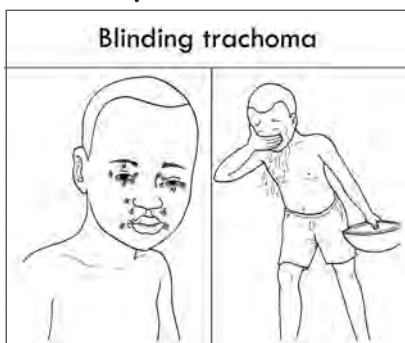
Session 3: Blinding Trachoma

Key Message | Keep your face clean.

Activity 1: Introduction

1. Ask:
 - What letter sounds did you learn in the last lesson?
 - What English words did you learn in the last lesson?
2. Say:
 - Today we are going to learn the days of the week.
 - We will practise writing big and small letters.

Activity 2: Picture Vocabulary



1. Hold up the Module 4, Session 3 picture.
2. Ask:
 - What can you see in this picture?

Using Local Language to Describe the Picture:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:
 - Let's learn the English words.
4. Say:
 - How many flies do you see?
 - Learners should answer: There are _____ flies.
 - Where are the flies?
 - Learners should respond: The flies are on _____.
5. Ask a learner to come to the front.
6. Say:
 - Where is the fly?
 - The learner should answer: The fly is _____.

English Letters and Words:

Letters: No new letters

Vocabulary:

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

Word Building:

- day
- week

English Phrases:

- Keep your _____ clean. (face, hands, eyes, nose)
- What is this?
- This is _____.
- That is _____.
- Touch your _____.

Teaching Ideas for Activity 2:

- Ask learners to write: This is a _____.

7. Repeat with 5-10 learners.

Activity 3: **Beat the Words**

1. Say the first vocabulary word. Ask the learners to repeat it after you.
2. Say:
 - Listen while I clap the syllables in this word.

Teaching Syllables:

Syllables in Vocabulary Words

- **Mon / day:** 2 syllables = 2 claps
- **Tues / day:** 2 syllables = 2 claps
- **Wed / nes / day:** 3 syllables = 3 claps
- **Thurs / day:** 2 syllables = 2 claps
- **Fri / day:** 2 syllables = 2 claps
- **Sat / ur / day:** 3 syllables = 3 claps
- **Sun / day:** 2 syllables = 2 claps

3. Say the word again while clapping the syllables.
4. Repeat with learners.
5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
6. Repeat with the other vocabulary words.

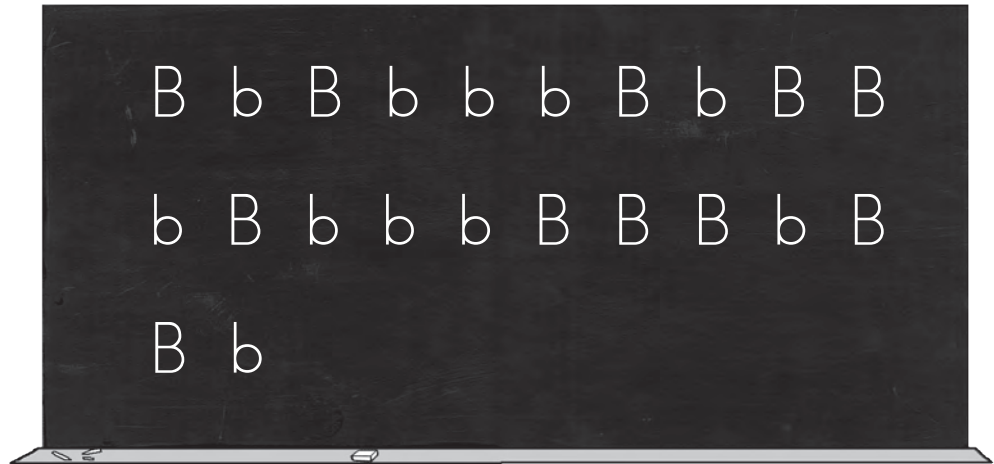
Activity 4: **Reading Titles**

1. Use the **Blinding trachoma** picture.
2. Ask:
 - What is the picture called?
3. Point to the picture title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask the learners to say the title with you. Point to **each word** as you read it together.
6. Point to the first letter: **B**linding trachoma
7. Show the letter card for **b**.

8. Say: Is the **B** in the picture the same as the **b** on the letter card?
- Answer: No, the **B** in the picture is big and the **b** on the letter card is small.
9. Say: Big letters are used at the beginning of a sentence or for the proper name of a person or place.
10. On the blackboard, write:
- Big dogs scare me.
 - The big dog scares me.
 - Bring me a pencil.
 - Can you bring me a pencil?
 - Break that stick.
 - I will break that stick.
 - My name is Ben.
 - I live in Bor.
11. Ask a learner to circle a small **b** in one sentence.
12. Ask a learner to underline a big **B** in another sentence.
13. Repeat until all of the big **B** and the small **b** have been found correctly.
14. Ask: Does anyone see the pattern?
- Learners should explain that a big **B** comes at the beginning of a sentence and a small **b** comes in the middle of a sentence.
 - Learners should explain that the proper names of people and places start with a big **B** no matter where they come in a sentence.

Activity 5: Find the Letters

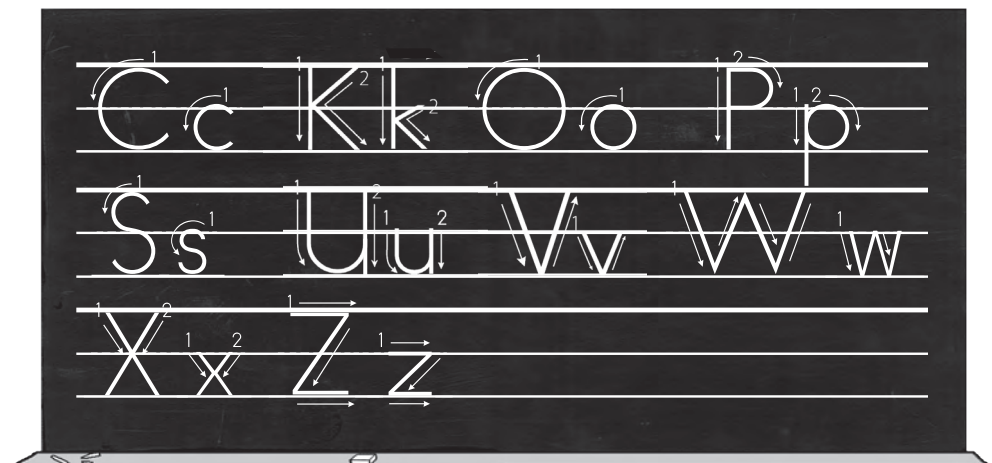
1. Write many different big and small letters on the blackboard.



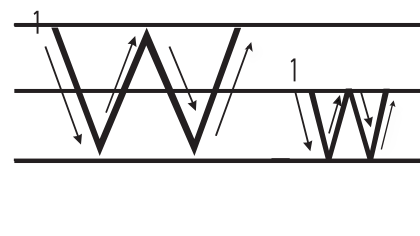
2. Demonstrate finding the big letter **B** by drawing a circle around it.
3. Repeat with different learners until all of the big **B** letters have been circled.
4. Repeat the activity with the small letter **b**. Have learners underline the small **b**.
5. Repeat with different learners until all of the **B** and **b** letters have been found correctly.

Activity 6: Write the Letters

1. Draw 4 guiding lines on the blackboard.
2. On the blackboard write the following letters: **C c, K k, O o, P p, S s, U u, V v, W w, X x, Z z**





3. Say the letter formation phrase as you write each letter.
4. Ask learners to say each of the letter sounds.
5. Say:
 - These letters have the same shape for both capital and small letters.
 - The small letters grow bigger to become capital letters.
6. Write the big letters **C, K, O, P, S, U, V, W, X** and **Z** again using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write each letter.
7. Use your finger to trace the letters while saying the letter formation phrases.
8. Instruct the learners to do the following for the big letters:
 - Write the big letters in the air and say the letter formation phrases. Repeat 3 times.
 - Write the big letters on your hand and say the letter formation phrases. Repeat 3 times.
 - Write the big letters with your finger on the book and say the letter formation phrases. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letters in your notebook 10 times. Use the guiding lines and say the letter formation phrases.
9. Draw 4 guiding lines on the blackboard.
10. Write the small letters **c, k, o, p, s, u, v, w, x** and **z** again using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write each letter.
11. Use your finger to trace the letters while saying the letter formation phrases.
12. Instruct the learners to do the following for the small letters:
 - Write the small letters in the air and say the letter formation phrases. Repeat 3 times.
 - Write the small letters on your hand and say the letter formation phrases. Repeat 3 times.
 - Write the small letters with your finger on the book and say the letter formation phrases. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letters in your notebook 10 times. Use the guiding lines and say the letter formation phrases.



Activity 7: Song

1. Sing the song "The days of the week".



Verse 1

Monday, Tuesday,
Wednesday, Thursday,
Friday, Saturday,
Sunday

3. Repeat the song 3 times.
4. Ask learners to name things they like to do each day of the week.
 - Learners should respond: I like to _____ on (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday).
5. Have learners sing the song again while acting out the activities they like to do each day of the week.

Materials:

Large word cards for:
Monday, Tuesday,
Wednesday, Thursday,
Friday, Saturday,
Sunday

Activity 8: Beginning Reading

1. Ask 7 learners to come to the front and hold each of the word cards.
2. Say:
 - I am going to say the name of one of the days of the week.
 - The learner holding that day should step forward.
3. Say each of the days of the week and make sure the right learner steps forward.
4. Repeat 2 times.
5. Ask 7 different learners to come to the front.
6. Repeat steps 3 and 4.
7. Ask 7 more learners to come to the front.
8. Give each learner a word card.
9. Say:
 - Stand in the correct order so that the days of the week are in order from Monday to Sunday.

Correct order:

The learner holding Monday should be on the far left and the learner holding Sunday should be on the far right.

10. On the blackboard draw 4 guiding lines.
11. Write the days of the week.
12. Ask a learner to circle the capital letter in Monday.
13. Repeat with different learners for the other days of the week.
14. Ask learners to circle different small letters in the words for the days of the week.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.

W	w	A	S	u
a	i	D	H	I
d	y	E	s	Y
n	M	m	T	U
o	N	R	h	r
F	e	f	t	O

3. Say the word: **Monday**. Point to each letter in the grid and say the sounds slowly: /M/ - /o/ - /n/ - /d/ - /a/ - /y/. Then say the sounds faster to say the word: **Monday**.
4. Say the word: **Wednesday**. Point to each letter in the grid and say the sounds slowly: /W/ - /e/ - /d/ - /n/ - /e/ - /s/ - /d/ - /a/ - /y/. Then say the sounds faster to say the word: **Wednesday**.
5. Say the word: **Friday**. Point to each letter in the grid and say the sounds slowly: /F/ - /r/ - /i/ - /d/ - /a/ - /y/. Then say the sounds faster to say the word: **Friday**.

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.
- Remind learners to use the big and small letters correctly.

More Words to Build:

- Tuesday
- Thursday
- Saturday
- Sunday

Words to Build:

- Monday
- Wednesday
- Friday

6. On the blackboard draw 4 guiding lines.
7. Write the words **Monday** and **Friday** using the guiding lines. Draw pictures of what you do on those days next to each word.
8. Ask learners to write the words **Monday** and **Friday** using the guiding lines. Tell them to draw pictures of what they do on those days next to each word.

Teaching Ideas for Activity 10:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 10:

- Translate the key message into your local language so learners understand it

Activity 10: Key Message

1. Ask learners if they remember the key message.
2. Read out the key message:
Keep your face clean.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - What letters can you see?
 - Say the key message aloud.
 - Ask learners the following:
 - What sounds can you hear?
6. Ask a learner to come to the front and underline the word: **face**.
7. Repeat with different learners until all words have been correctly identified and underlined.
8. Ask a learner to circle the capital letter in the key message.
9. Say the key message. Ask learners to repeat it after you.
10. Say: Listen while I clap each word of the key message.
11. Say the key message again while clapping each word.

12. Repeat with learners.

13. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Number of Words in the Key Message:

- 4 words

14. Repeat steps 10-13 by clapping the syllables in each word of the key message.

Syllables in the Key Message:

- **keep:** 1 syllable = 1 clap
- **your:** 1 syllable = 1 clap
- **face:** 1 syllable = 1 clap
- **clean:** 1 syllable = 1 clap

Activity 11: Simon Says

1. Say:

- We are going to review our body parts by playing a fun game called Simon Says.

2. Point to your face and say:

- This is a **nose**.
- This is a **mouth**.
- This is an **eye**.
- This is an **ear**.

3. Point and say:

- This is a **head**.
- This is a **shoulder**.
- This is an **arm**.
- This is a **hand**.
- This is a **finger**.
- This is a **leg**.
- This is a **knee**.
- This is a **foot**.
- This is a **toe**.

8. Point to a body part and ask learners: What is this?

- Learners should respond in English: This is a _____.
This is an _____.

9. Repeat with small groups of 5-10 learners.

10. Say:

- Please stand up.
- In this game, I am the leader.
- Only copy my actions if I say, "Simon says."
- For example: "Simon says touch your nose." (Everyone should touch their nose.)
- If I do not say, "Simon says" do not follow my instructions.
- For example: "Touch your head". (No one should touch their head.)
- If you have touched your head, you made a mistake. You are out of the game.

11. Play Simon Says using the body parts.

Activity 12: **Writing**

Materials:

Make large word cards for: **Keep, you, face, hands, eyes, nose, clean**

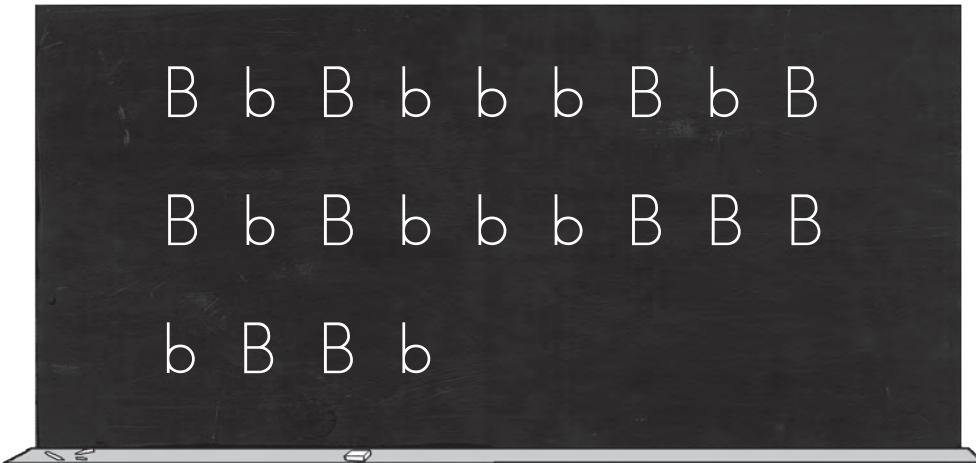
1. Write this table on the blackboard.
2. Read a sentence. Move your finger under **each word** as you read it.

Keep your	face	clean.
	hands	
	eyes	
	nose	

3. Make 4 different sentences.
4. Ask a learner to read one sentence each.
5. Ask 10 learners to come to the front.
6. Give each learner a word card: **Keep, you, face, hands, eyes, nose, clean.**
7. Ask another learner to put the words in order to make a sentence.
8. Allow other learners to make sentences.
9. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

Activity 13: Assessment

1. Point to something in the Module 4, Session 3 picture.
Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 4, Session 3 picture. Point to different things.
 - Ask: What is this?
 - Learners should respond in English: This is a _____.
5. Write different big and small letters **B b** on the blackboard.



6. Ask different learners to come to the front and circle the big **B**.
7. Ask different learners to come to the front and underline the small **b**.
8. Point to the big **B** and small **b**.
9. Ask learners to say the letter name and sound.
10. Repeat step 9 for the letters **c, k, o, p, s, u, v, w, x** and **z**.

11. Draw a letter grid on the blackboard using all of the letters that have been taught.

W	w	A	S	u
a	i	D	H	l
d	y	E	s	Y
n	M	m	T	U
o	N	R	h	r
F	e	f	t	O

12. Ask learners to come to the front and build the words **Sunday, Monday, Tuesday, Wednesday, Thursday, Friday** and **Saturday** by pointing to the letters and saying the letter sounds together to make a word.

Session 4: Safe Water

Key Message | Drink water from boreholes.
Do not drink from the river.

Activity 1: Introduction

1. Ask:
 - What English words did you learn in the last lesson?
2. Say:
 - Today we are going to practise the days of the week.
 - We will practise writing more big and small letters.

Activity 2: Picture Vocabulary



1. Hold up the Module 4, Session 4 picture.
2. Ask:
 - What can you see in this picture?

Using Local Language to Describe the Picture:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:
 - Let's learn the English words.
4. Point to the images in the picture and say:
 - This is a **pot**.
 - This is a **handpump**.
 - This is a **bucket**.
 - This is a **jerrycan**.
5. Point to images in the picture and ask: What is this?
 - Learners should respond in English: This is a _____.
6. Repeat with 5-10 learners.

English Letters and Words:

Letters: No new letters

Vocabulary:

- pot
- handpump
- bucket
- jerrycan

Word Building:

- today
- drink
- safe
- water

English Phrases:

- What day is today?
- Today is _____.
- What do you do every day?
- Every day _____.

Teaching Ideas for Activity 2:

- Ask learners to write: This is a _____.

7. Say:
 - Find the **pot**.
 - Find the **handpump**.
 - Find the **bucket**.
 - Find the **jerrycan**.
8. Repeat with 5-10 learners.

Activity 3: **Beat the Words**

1. Say the first vocabulary word. Ask the learners to repeat it after you.
2. Say:
 - Listen while I clap the syllables in this word.

Teaching Syllables:

Syllables in Vocabulary Words

- **pot**: 1 syllable = 1 clap
- **hand / pump**: 2 syllables = 2 claps
- **buck / et**: 2 syllables = 2 claps
- **jer / ry / can**: 3 syllables = 3 claps

3. Say the word again while clapping the syllables.
4. Repeat with learners.
5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
6. Repeat with the other vocabulary words.

Materials:

Make a large letter card for the letter: s

Activity 4: **Reading Titles**

1. Use the "Safe water" picture.
2. Ask:
 - What is the picture called?
3. Point to the picture title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask the learners to say the title with you. Point to **each word** as you read it together.
6. Point to the first letter: **S**afe water

7. Show the letter card for **S**.
8. Say: Is the **S** in the picture the same as the **s** on the letter card?
 - Answer: No, the **S** in the picture is big and the **s** on the letter card is small.
9. Say: Big letters are used at the beginning of a sentence or for the proper name of a person or place.
10. On the blackboard, write:
 - She likes to play jump rope.
 - Sometimes she likes to play jump rope.
 - Are you going to the market on Saturday?
 - Will you visit on Sunday?
 - Is Sarah in the garden?
 - Yes, she is in the garden.
11. Ask a learner to circle a small **s** in one sentence.
12. Ask a learner to underline a big **S** in another sentence.
13. Repeat until all of the **S** and **s** have been found correctly.
14. Ask: Does anyone see the pattern?
 - Learners should explain that a big **S** comes at the beginning of a sentence and a small **s** comes in the middle of a sentence.
 - Learners should explain that the proper names of people and places start with a big **S** no matter where they come in a sentence.

Activity 5: Find the Letters

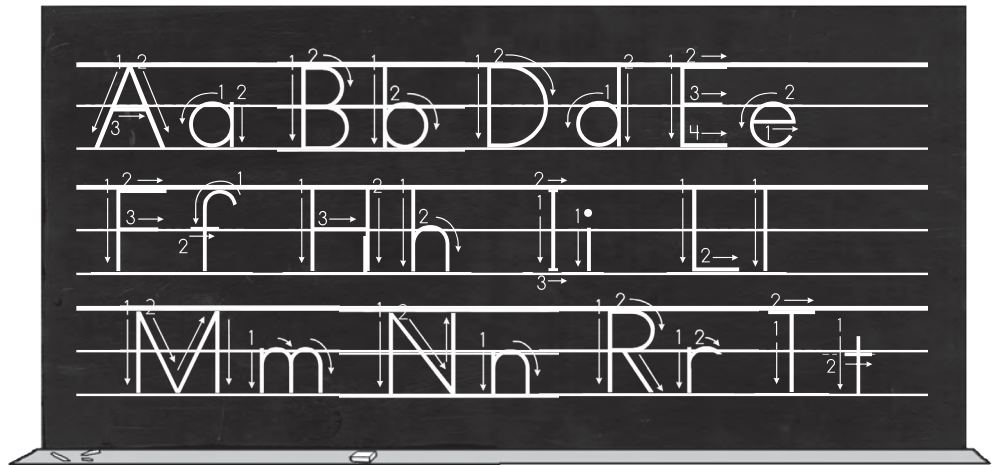
1. Write many different big and small letters on the blackboard.



2. Demonstrate finding a big letter by drawing a circle around it.
3. Repeat with different learners until all of the big letters have been circled.
4. Demonstrate finding a small letter by underlining it.
5. Repeat with different learners until all of the small letters have been underlined.

Activity 6: Write the Letters

1. Draw 4 guiding lines on the blackboard.
2. On the blackboard write the following letters: **A a, B b, D d, E e, F f, H h, I i, L l, M m, N n, R r, T t**

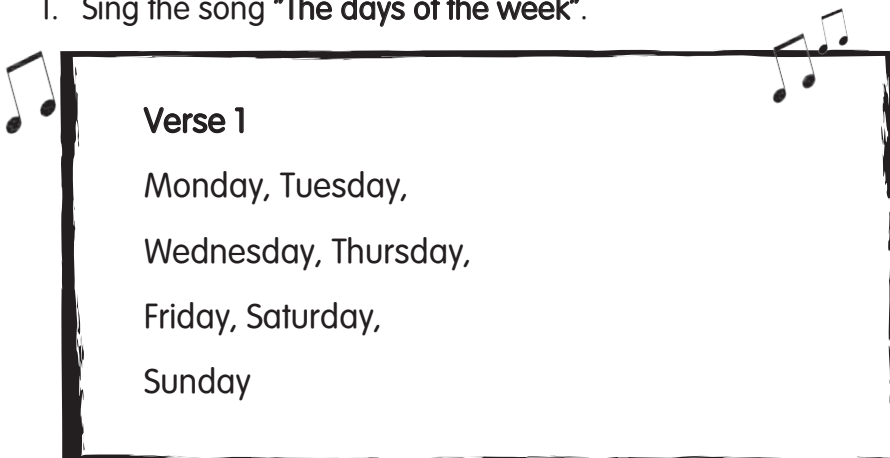


3. Say the letter formation phrase as you write each letter.
4. Ask learners to say each of the letter sounds.
5. Say: These letters have a different shape for both capital and small letters.
6. Write the big letters **A, B, D, E, F, H, I, L, M, N, R** and **T** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write each letter.
7. Use your finger to trace the letters while saying the letter formation phrases.

8. Instruct the learners to do the following for the big letters:
 - Write the big letters in the air and say the letter formation phrases. Repeat 3 times.
 - Write the big letters on your hand and say the letter formation phrases. Repeat 3 times.
 - Write the big letters with your finger on the book and say the letter formation phrases. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letters in your notebook 10 times. Use the guiding lines and say the letter formation phrases.
9. Draw 4 guiding lines on the blackboard.
10. Write the small letters **a, b, d, e, f, h, i, l, m, n, r** and **t** again using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write each letter.
11. Use your finger to trace the letters while saying the letter formation phrases.
12. Instruct the learners to do the following for the small letters:
 - Write the small letters in the air and say the letter formation phrases. Repeat 3 times.
 - Write the small letters on your hand and say the letter formation phrases. Repeat 3 times.
 - Write the small letters with your finger on the book and say the letter formation phrases. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letters in your notebook 10 times. Use the guiding lines and say the letter formation phrases.

Activity 7: **Song**

1. Sing the song "The days of the week".



Verse 1

Monday, Tuesday,
Wednesday, Thursday,
Friday, Saturday,
Sunday

Materials:

Large word cards for:
Monday, Tuesday,
Wednesday, Thursday,
Friday, Saturday,
Sunday

Correct order:

The learner holding Wednesday should be on the far left and the learner holding Tuesday should be on the far right.

3. Repeat the song 3 times.
4. Ask learners to name things they like to do each day of the week.
 - Learners should respond: I like to _____ on (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday).
5. Have learners sing the song again while acting out the activities they like to do each day of the week.

Activity 8: Beginning Reading

1. Ask 7 learners to come to the front and hold each of the word cards.
2. Say:
 - I am going to say the name of one of the days of the week.
 - The learner holding that day should step forward.
3. Say each of the days of the week and make sure the right learner steps forward.
4. Repeat 2 times.
5. Ask 7 different learners to come to the front.
6. Repeat steps 3 and 4.
7. Ask 7 more learners to come to the front.
8. Give each learner a word card.
9. Say:
 - Stand in the correct order so that the days of the week are in order from Wednesday to Tuesday.
10. On the blackboard draw 4 guiding lines.
11. Write the days of the week.
12. Ask a learner to circle the capital letter in Wednesday.
13. Repeat with different learners for the other days of the week.
14. Ask learners to circle different small letters in the words for the days of the week.
15. Ask:
 - What day is today?
 - Learners should say: Today is _____.
16. Repeat 3 times.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.

h	p	d
a	k	t
u	y	j
n	r	b
o	m	i
u	e	c

3. Say the word: **pot**. Point to each letter in the grid and say the sounds slowly: /p/ - /o/ - /t/. Then say the sounds faster to say the word: **pot**.
4. Say the word: **handpump**. Point to each letter in the grid and say the sounds slowly: /h/ - /a/ - /n/ - /d/ - /p/ - /u/ - /m/ - /p/. Then say the sounds faster to say the word: **handpump**.
5. Say the word: **bucket**. Point to each letter in the grid and say the sounds slowly: /b/ - /u/ - /c/ - /k/ - /e/ - /t/. Then say the sounds faster to say the word: **bucket**.
6. Say the word: **jerrycan**. Point to each letter in the grid and say the sounds slowly: /j/ - /e/ - /r/ - /r/ - /y/ - /c/ - /a/ - /n/. Then say the sounds faster to say the word: **jerrycan**.

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

Saying the /ck/ sound:

- The sounds for /c/ and /k/ are the same. When saying the word bucket, explain to learners that you say the two letters as one sound.

More Words to Build:

- today
- drink
- happy
- pour

Words to Build:

- pot
- handpump
- bucket
- jerrycan

7. On the blackboard draw 4 guiding lines.
8. Write the words **bucket** and **jerrycan** using the guiding lines. Draw pictures next to each word.
9. Ask learners to write the words **bucket** and **jerrycan** using the guiding lines. Tell them to draw pictures next to each word.

Teaching Ideas for Activity 10:

- Ask learners to write the key message and draw a picture to go with it.

Teaching Ideas for Activity 10:

- Translate the key message into your local language so learners understand it.

Activity 10: Key Message

1. Ask learners if they remember the key message.
2. Read out the key message:
Drink water from boreholes. Do not drink from the river.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - What letters can you see?
 - Say the key message aloud.
 - Ask learners the following:
 - What sounds can you hear?
6. Ask a learner to come to the front and underline the word: **water**.
7. Repeat with different learners until all words have been correctly identified and underlined.
8. Ask a learner to circle the capital letter in the key message.
9. Say the key message. Ask learners to repeat it after you.

10. Say: Listen while I clap **each word** of the key message.
11. Say the key message again while clapping **each word**.
12. Repeat with learners.
13. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of **words** together with the class.

Number of Words in the Key Message:

- 10 words

14. Repeat steps 10-13 by clapping the **syllables** in each word of the key message.

Syllables in the Key Message:

- **drink:** 1 syllable = 1 clap
- **wa / ter:** 2 syllables = 2 claps
- **from:** 1 syllable = 1 clap
- **bore / holes:** 2 syllables = 2 claps
- **do:** 1 syllable = 1 clap
- **not:** 1 syllable = 1 clap
- **drink:** 1 syllable = 1 clap
- **from:** 1 syllable = 1 clap
- **the:** 1 syllable = 1 clap
- **ri / ver:** 2 syllables = 2 claps

Activity 11: **Song**



1. Sing the song "South Sudan".

Verse 1

South Sudan has beautiful places

South Sudan has beautiful faces

Verse 2

Boys and girls, women and men

Together we'll build this land again

Verse 3

Come and enjoy the beautiful places

Come and meet the beautiful faces

2. Sing the song 3 times. Each time you sing a verse, create actions for the words.
3. Repeat with learners.
4. Ask different groups of learners to sing the song and do the actions.

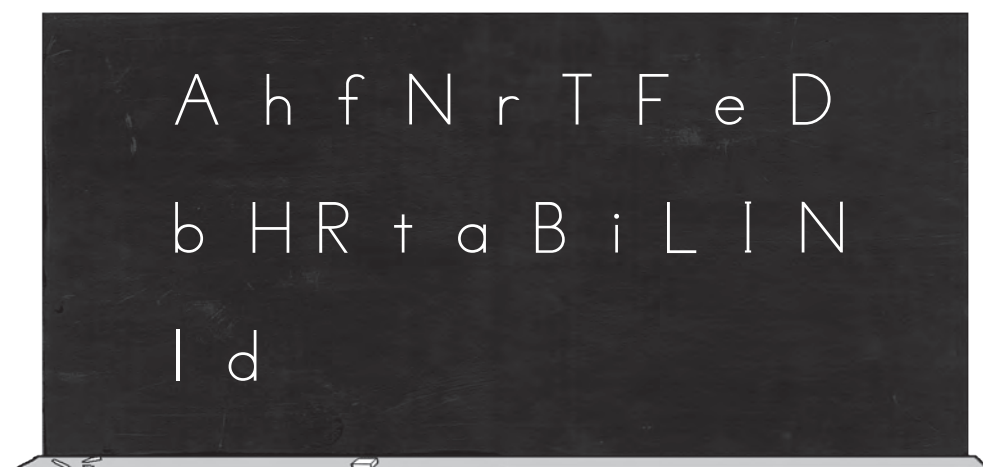
Activity 12: **Writing**

1. Say: Now that we have learnt some English words and letters we can write a sentence.
2. Write a sentence on the blackboard using one of the English phrases.
 - Every day I _____.
3. Read the sentence. Move your finger under **each word** as you read it.
4. Ask the learners to say the sentence with you. Point to **each word** as you read it together.
5. Ask: How can we finish this sentence?
6. Ask learners to give their ideas.

7. Write some learners' sentences on the blackboard.
8. Read the sentences. Move your finger under **each word** as you read it.
9. Ask the learners to say the sentences with you. Point to each word as you read it together.
10. Ask a learner to come to the front and read a sentence.
11. Repeat with other learners.
12. Ask a learner to underline the word that you say.
13. Repeat with other learners.
14. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

Activity 13: **Assessment**

1. Point to something in the in the Module 4, Session 4 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 4, Session 4 picture. Point to different thing.
 - Ask: What is this?
 - Learners should respond in English: This is a _____.
5. Write different big and small letters on the blackboard.



6. Ask different learners to come to the front and circle the big letters.
7. Ask different learners to come to the front and underline the small letters.
8. Point to different big and small letters.
9. Ask learners to say the letter name and sound.
10. Draw a letter grid on the blackboard.

h	p	d
a	k	t
u	y	j
n	r	b
o	m	i
u	e	c

11. Ask learners to come to the front and build the words **pot**, **bucket**, **handpump** and **jerrycan** by pointing to the letters and saying the letter sounds together to make a word.

Session 5: Sanitation

Key Message | Use a latrine or bury your stool.

Activity 1: Introduction

1. Ask:
 - What English words did you learn in the last lesson?
2. Say:
 - Today we are going to practise talking about the time of day.
 - We will practise writing more big and small letters.

Activity 2: Picture Vocabulary



1. Hold up the Module 4, Session 5 picture.
2. Ask:
 - What can you see in this picture?

Using Local Language to Describe the Picture:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:
 - Let's learn the English words.
4. Point to the images in the picture and say:
 - This is a **door**.
 - This is a **window**.
 - This is a **roof**.
 - This is a **wall**.
5. Point to images in the picture and ask: What is this?
 - Learners should respond in English: This is a _____.
6. Repeat with 5-10 learners.

English Letters and Words:

Letters: No new letters

Vocabulary:

- door
- window
- roof
- wall

Word Building:

- morning
- noon
- afternoon
- evening
- night-time

English Phrases:

- What is your name?
• My name is _____.
- Where do you live?
• I live in _____.
- What day is today?
• Today is _____.

Teaching Ideas for Activity 2:

- Ask learners to write:
This is a _____.

7. Say:
 - Find the **door**.
 - Find the **window**.
 - Find the **roof**.
 - Find the **wall**.
8. Repeat with 5-10 learners.

Activity 3: **Beat the Words**

1. Say the first vocabulary word. Ask the learners to repeat it after you.
2. Say:
 - Listen while I clap the syllables in this word.

Teaching Syllables:

Syllables in Vocabulary Words

- **door**: 1 syllable = 1 clap
- **win / dow**: 2 syllables = 2 claps
- **roof**: 1 syllable = 1 clap
- **wall**: 1 syllable = 1 clap

3. Say the word again while clapping the syllables.
4. Repeat with learners.
5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
6. Repeat with the other vocabulary words.

Materials:

Make a large letter card for the letter: s

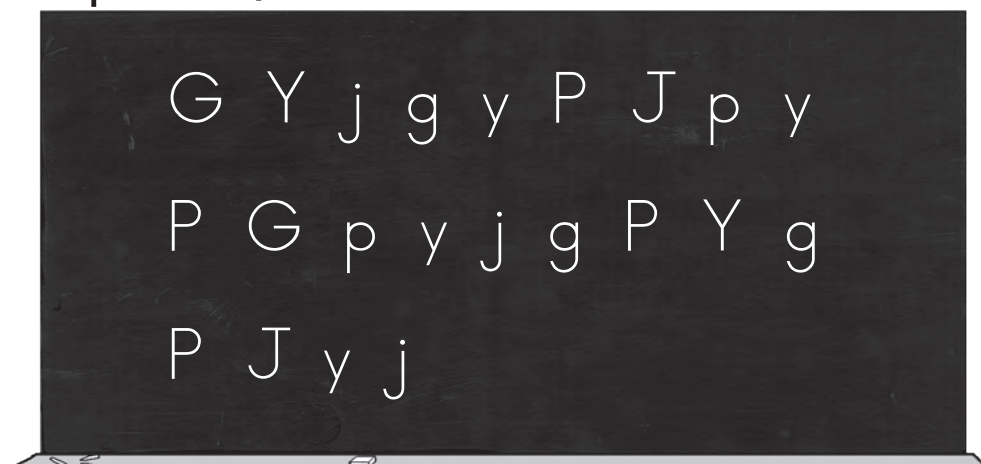
Activity 4: **Reading Titles**

1. Use the "Sanitation" picture.
2. Ask:
 - What is the picture called?
3. Point to the picture title.
4. Read the title. Move your finger under **each word** as you read it.
5. Ask the learners to say the title with you. Point to **each word** as you read it together.
6. Point to the first letter: **S**anitation

7. Show the letter card for **S**.
8. Say: Is the **S** in the picture the same as the **s** on the letter card?
 - Answer: No, the **S** in the picture is big and the **s** on the letter card is small.
9. Say: Big letters are used at the beginning of a sentence or for the proper name of a person or place.
10. On the blackboard, write:
 - She walks to the market every day.
 - Every day she walks to the market.
 - On Saturday, Sarah meets her friend Sandra.
 - On Saturday, she meets her friend Sandra.
 - I live in South Sudan.
11. Ask a learner to circle a small **s** in one sentence.
12. Ask a learner to underline a big **S** in another sentence.
13. Repeat until all of the **S** and **s** have been found correctly.
14. Ask: Does anyone see the pattern?
 - Learners should explain that a big **S** comes at the beginning of a sentence and a small **s** comes in the middle of a sentence.
 - Learners should explain that the proper names of people and places start with a big **S** no matter where they come in a sentence.

Activity 5: Find the Letters

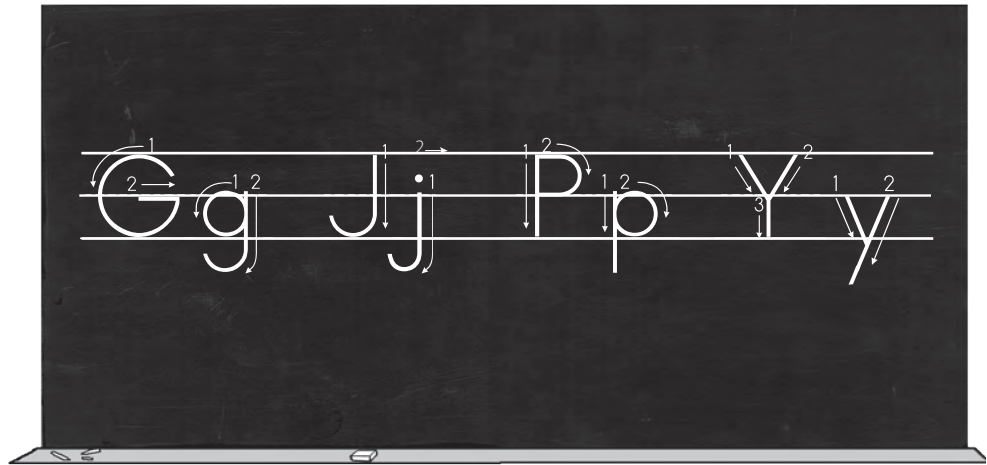
1. Write many different big and small letters **G g, J j, P p** and **Y y** on the blackboard.



2. Demonstrate finding a big letter by drawing a circle around it.
3. Repeat with different learners until all of the big letters have been circled.
4. Demonstrate finding a small letter by underlining it.
5. Repeat with different learners until all of the small letters have been underlined.

Activity 6: Write the Letters

1. Draw 4 guiding lines on the blackboard.
2. On the blackboard write the following letters: **G g, J j, P p, Y y**



3. Say the letter formation phrase as you write each letter.
4. Ask learners to say each of the letter sounds.
5. Say: All of these small letters look different than the big letters. All of the small letters have tails that hang down.
6. Write the big letters **G, J, P** and **Y** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write each letter.
7. Use your finger to trace the letters while saying the letter formation phrases.
8. Instruct the learners to do the following for the big letters:
 - Write the big letters in the air and say the letter formation phrases. Repeat 3 times.
 - Write the big letters on your hand and say the letter formation phrases. Repeat 3 times.
 - Write the big letters with your finger on the book and say the letter formation phrases. Repeat 3 times.

- Stretch your arms and hands.
 - Write the big letters in your notebook 10 times. Use the guiding lines and say the letter formation phrases.
9. Draw 4 guiding lines on the blackboard.
10. Write the small letters **g**, **j**, **p** and **y** again using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write each letter.
11. Use your finger to trace the letters while saying the letter formation phrases.
12. Instruct the learners to do the following for the small letters:
- Write the small letters in the air and say the letter formation phrases. Repeat 3 times.
 - Write the small letters on your hand and say the letter formation phrases. Repeat 3 times.
 - Write the small letters with your finger on the book and say the letter formation phrases. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the small letters in your notebook 10 times. Use the guiding lines and say the letter formation phrases.

Activity 7: **Song**

1. Sing the song "The times of the day".



Verse 1

I wake up in the morning,
I wake up in the morning,
I wake up in the morning,
I like the morning.

Verse 2

I eat lunch in the noon time,
I eat lunch in the noon time,
I eat lunch in the noon time,
I like the noon time.

Verse 3

I play football in the afternoon,
I play football in the afternoon,
I play football in the afternoon,
I like the afternoon time.

Verse 4

I go to bed in the evening,
I go to bed in the evening,
I go to bed in the evening,
I like the evening time.

Verse 5

I sleep in the night-time,
I sleep in the night-time,
I sleep in the night-time,
I like the night-time.

3. Repeat the song 3 times.
4. Ask learners to name things they like to do at different times of the day.
 - Learners should respond: I like to _____ in the _____ (morning, noon, afternoon, evening, night-time).
5. Have learners sing the song again while acting out the activities they like to do during different times of the day.

Activity 8: **Beginning Reading**

1. Ask 5 learners to come to the front and hold each of the word cards.
2. Say:
 - I am going to say a time of the day.
 - The learner holding that time should step forward.
3. Say each of the times and make sure the right learner steps forward.
4. Repeat 2 times.
5. Ask 5 different learners to come to the front.
6. Repeat steps 3 and 4.
7. Ask 5 more learners to come to the front.
8. Give each learner a word card.
9. Say:
 - Stand in the correct order so that the times of the day are in order from morning to night-time.
12. Say:
 - Today is _____. In the morning, I eat breakfast.
 - Today is _____. In the afternoon, I go school.
13. Ask one learner to stand up and say a similar sentence using a day of the week and time of the day.
 - Today is _____. In the night-time, I _____.
14. Repeat with 5-10 different learners using different times of the day.

Materials:

Large word cards for: **morning, noon, afternoon, evening, night-time**

Correct order:

The learner holding morning should be on the far left and the learner holding night-time should be on the far right.

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.

m	n	f
a	o	i
r	g	v
t	e	h

Saying the /oo/ Sound

- The sound for /oo/ makes a long /u/ sound.
- Words that have the /oo/ sound include:
 - mood
 - food
 - soon
 - boot
- Practise the sound with learners.

More Words to Build:

- noon
- night-time

3. Say the word: **morning**. Point to each letter in the grid and say the sounds slowly: /m/ – /o/ – /r/ – /n/ – /i/ – /n/ – /g/. Then say the sounds faster to say the word: **morning**.
4. Say the word: **afternoon**. Point to each letter in the grid and say the sounds slowly: /a/ – /f/ – /t/ – /e/ – /r/ – /n/ – /o/ – /o/ – /n/. Then say the sounds faster to say the word: **afternoon**.
5. Say the word: **evening**. Point to each letter in the grid and say the sounds slowly: /e/ – /v/ – /e/ – /n/ – /i/ – /n/ – /g/. Then say the sounds faster to say the word: **evening**.

Words to Build:

- morning
- afternoon
- evening

6. On the blackboard draw 4 guiding lines.
7. Write the words **morning** and **evening** using the guiding lines. Draw pictures of what you do at those times next to each word.
8. Ask learners to write the words **morning** and **evening** using the guiding lines. Tell them to draw pictures of what they do at those times next to each word.

Activity 10: **Key Message**

1. Ask learners if they remember the key message.
2. Read out the key message:
Use a latrine or bury your stool.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - What letters can you see?
 - Say the key message aloud.
 - Ask learners the following:
 - What sounds can you hear?
6. Ask a learner to come to the front and underline the word: **bury**.
7. Repeat with different learners until all words have been correctly identified and underlined.
8. Ask a learner to circle the capital letter in the key message.
9. Say the key message. Ask learners to repeat it after you
10. Say: Listen while I clap each word of the key message.
11. Say the key message again while clapping each word.
12. Repeat with learners.
13. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Teaching Ideas for Activity 10:

- Ask learners to write the key message and draw a picture to go with it.

Number of Words in the Key Message:

- 7 words



14. Repeat steps 10-13 by clapping the syllables in each word of the key message.

Syllables in the Key Message:

- **use:** 1 syllable = 1 clap
- **a:** 1 syllable = 1 clap
- **from:** 1 syllable = 1 clap
- **la / trine:** 2 syllables = 2 claps
- **or:** 1 syllable = 1 clap
- **bur / y:** 2 syllables = 2 claps
- **your:** 1 syllable = 1 clap
- **stool:** 1 syllable = 1 clap

Activity 11: Song

1. Sing the song "South Sudan".



Verse 1
South Sudan has beautiful places
South Sudan has beautiful faces

Verse 2
Boys and girls, women and men
Together we'll build this land again

Verse 3
Come and enjoy the beautiful places
Come and meet the beautiful faces

2. Sing the song 3 times. Each time you sing a verse, create actions for the words.
3. Repeat with learners.
4. Ask different groups of learners to sing the song and do the actions.
5. Write South Sudan on the board.
6. Ask a learner to circle the capital letters.
7. Say:
 - South Sudan is the name of a country so we use capital letters.
 - We also use capital letters for the names of villages, towns and cities.
 - We also use capital letters for our names and other people's names.
8. On the blackboard, write:
 - My name is _____. I live in South Sudan.
9. Ask a learner to fill in their name and underline the capital letters in the sentence.
10. Repeat with other learners.

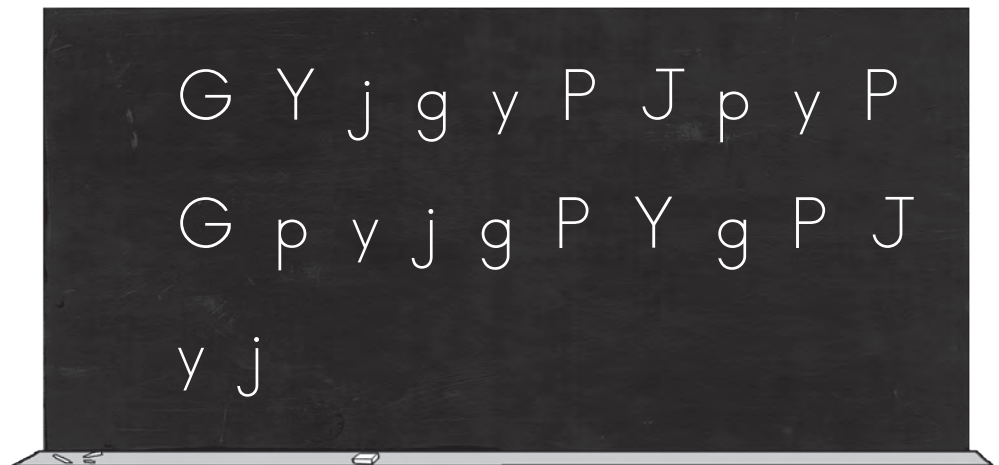
Activity 12: **Writing**

1. Say: Now that we have learnt some English words and letters we can write a sentence.
2. Write a sentence on the blackboard using one of the English phrases.
 - My name is _____. I live in _____.
3. Read the sentence. Move your finger under **each word** as you read it.
4. Ask the learners to say the sentence with you. Point to **each word** as you read it together.
5. Ask: How can we finish this sentence?
6. Ask learners to give their ideas.
7. Write some learners' sentences on the blackboard.
8. Read the sentences. Move your finger under **each word** as you read it.
9. Ask the learners to say the sentences with you. Point to **each word** as you read it together.

10. Ask a learner to come to the front and read a sentence.
11. Repeat with other learners.
12. Ask a learner to underline the word that you say.
13. Repeat with other learners.
14. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

Activity 13: **Assessment**

1. Point to something in the in the Module 4, Session 5 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
3. Ask learners to count how many syllables they hear in each word.
4. Hold up the Module 4, Session 5 picture. Point to different thing.
 - Ask: What is this?
 - Learners should respond in English: This is a _____.
5. Write different big and small letters on the blackboard.



6. Ask different learners to come to the front and circle the big letters.
7. Ask different learners to come to the front and underline the small letters.
8. Point to the big and small letters.
9. Ask learners to say the letter name and sound.
10. Draw a letter grid on the blackboard.

m	n	f
a	o	i
r	g	v
t	e	h

11. Ask learners to come to the front and build the words **morning**, **afternoon** and **evening** by pointing to the letters and saying the letter sounds together to make a word.

Session 6: Malaria

Key Message | Sleep under a mosquito net.

English Letters and Words:

Letters: Q q

Vocabulary:

- queen
- bed
- net
- pillow
- sheet

Word Building:

- question
- quiz
- mosquito

English Phrases:

- What is your name?
- My name is _____.
- What can you do?
- I can _____.

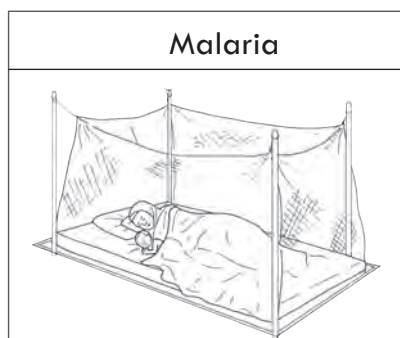
Teaching Ideas for Activity 2:

- Ask learners to write: This is a _____.

Activity 1: Introduction

1. Ask:
 - What English words did you learn in the last lesson?
2. Say:
 - Today we are going to learn some words for our home.
 - We will listen and find the sounds in words.
 - We will learn how to write those sounds.

Activity 2: Picture Vocabulary



1. Hold up the Module 4, Session 6 picture.
2. Ask:
 - What can you see in this picture?

Using Local Language to Describe the Picture:

- Allow learners to name what they see in the picture using their local language. Use these local language words to introduce the English words in step 4.

3. Say:
 - Let's learn the English words.
4. Point to the images in the picture and say:
 - This is a **bed**.
 - This is a **net**.
 - This is a **pillow**.
 - This is a **sheet**.
5. Point to images in the picture and ask: What is this?
 - Learners should respond in English: This is a _____.

6. Repeat with 5-10 learners.

7. Say:

- Find the **bed**.
- Find the **net**.
- Find the **pillow**.
- Find the **sheet**.

8. Repeat with 5-10 learners.

Activity 3: **Beat the Words**

1. Say the first vocabulary word. Ask the learners to repeat it after you.

2. Say:

- Listen while I clap the syllables in this word.

Teaching Syllables:

Syllables in Vocabulary Words

- **queen**: 1 syllable = 1 clap
- **bed**: 1 syllable = 1 clap
- **net**: 1 syllable = 1 clap
- **pil / low**: 2 syllables = 2 claps
- **sheet**: 1 syllable = 1 clap

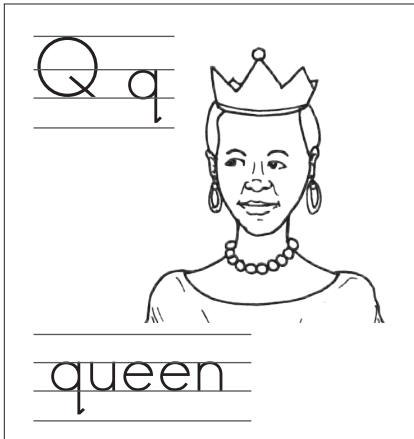
3. Say the word again while clapping the syllables.

4. Repeat with learners.

5. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.

6. Repeat with the other vocabulary words.

Activity 4: Alphabet Chart



1. Use the alphabet chart.
2. Point to the picture for **Q q**.
3. Ask:
 - What is this?
4. Say:
 - Listen carefully, this is a queen.
 - Repeat the word after me: queen, queen, queen, queen.
5. Say:
 - Listen carefully to the sound at the beginning of the word: /q/.
 - Repeat the sound after me: /q/, /q/, /q/, /q/.

Name and Sound:

- Name: **Q q**
- Sound: /Q/ and /q/ (both sound like **quh**). The sound /q/ is always followed by the /u/ sound in English.
- English words starting with letter sound /q/:
 - question
 - quick
 - quiz

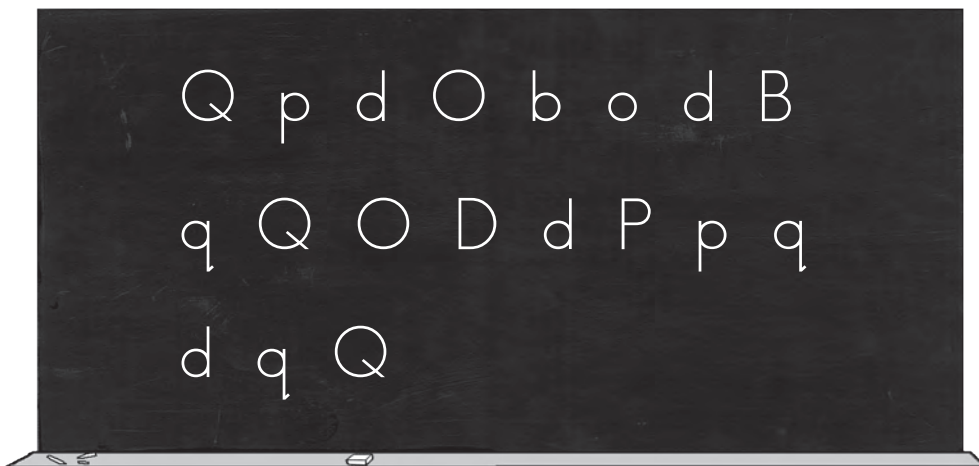
6. Point to big letter **Q** on the chart.
7. Say:
 - My name is big **Q**.
 - My sound is /q/.
8. Point to small letter **q** on the chart.
9. Say:
 - My name is small **q**.
 - My sound is /q/.
10. Point to the picture for **Q q** and ask children to say the sounds.
11. Ask a learner to come to the front.
12. Ask the learner to listen to the sound you make. Ask them to show you on the chart the picture for the sound /q/.
13. Repeat with 5-10 learners.

Activity 5: Reading Titles

1. Use the "Malaria" picture.
2. Ask:
 - What is the story called?
3. Point to the picture title.
4. Read the title. Move your finger under each word as you read it.
5. Ask the learners to say the title with you. Point to each word as you read it together.
6. Ask: What causes malaria?
 - Answer: mosquitoes
7. On the board, write the key message:
Sleep under a mosquito net.
8. Read the key message.
9. Ask learners to read the key message with you.
10. Ask a learner to circle a **q** in the key message.

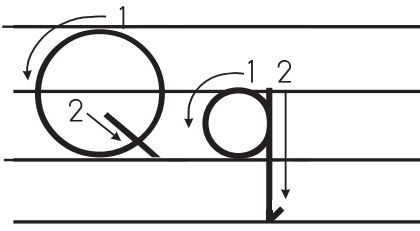
Activity 6: Find the Letters

1. Write many different big and small letters **Q q, B b, D d, O o, and P p** on the blackboard.



2. Ask different learners to come to the front and circle the big **Q** and the small letter **q**.
3. Repeat with different learners until all of the big **Q** and the small **q** letters have been circled.

Activity 7: Write the Letters



1. Draw 4 guiding lines on the blackboard.
2. Write the big letter **Q** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
3. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

Q: Round, round, round, round. Slant down.

4. Instruct the learners to do the following for the big letter **Q**:
 - Write the big letter **Q** in the air and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **Q** on your hand and say the letter formation phrase. Repeat 3 times.
 - Write the big letter **Q** with your finger on the book and say the letter formation phrase. Repeat 3 times.
 - Stretch your arms and hands.
 - Write the big letter **Q** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.
5. Draw 4 guiding lines on the blackboard.
6. Write the small letter **q** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
7. Use your finger to trace the letter while saying the letter formation phrase.

Letter Formation Phrase:

q: Round, round, round, up, down, down, flick.

8. Instruct the learners to do the following for the small letter **q**:

- Write the small letter **q** in the air and say the letter formation phrase. Repeat 3 times.
- Write the small letter **q** on your hand and say the letter formation phrase. Repeat 3 times.
- Write the small letter **q** with your finger on the book and say the letter formation phrase. Repeat 3 times.
- Stretch your arms and hands.
- Write the small letter **q** in your notebook 10 times. Use the guiding lines and say the letter formation phrase.

Activity 8: **Beginning Reading**

1. Ask 10 learners to come to the front and hold the cards **q, u, i, z, e, s, o, n, m** and **t**.
2. Ask learners to say the sound for their card.
3. Arrange 4 learners holding their cards in this order:
q-u-i-z
4. Point to each letter and say the sounds slowly:
/q/ - /u/ - /i/ - /z/. Repeat the sounds faster to say the word: **quiz**.
5. Ask learners to read the word: **quiz**.
6. Arrange 8 learners holding their cards in this order:
q-u-e-s-t-i-o-n
7. Point to each letter and say the sounds slowly:
/q/ - /u/ - /e/ - /s/ - /t/ - /i/ - /o/ - /n/. Repeat the sounds faster to say the word:
question.
8. Ask learners to read the word: **question**.
9. Arrange 8 learners holding their cards in this order:
m-o-s-q-u-i-t-o

Materials:

Letter cards for: **q, u, i, z, e, s, o, n, m** and **t**

10. Point to each letter and say the sounds slowly:
/m/ - /o/ - /s/ - /q/ - /u/ - /i/ - /t/ - /o/. Repeat the sounds faster to say the word:
mosquito.

11. On the blackboard draw 4 guiding lines.

12. Write the words **question** and **mosquito** using the guiding lines. Draw a picture next to each word.

13. Ask the learners to read the words **question** and **mosquito** using the guiding lines. Tell them to draw pictures next to each word.

Teaching Ideas for Activity 9:

- If you do not have a blackboard, use the dirt or a piece of paper. You can also use the letter cards.

Activity 9: Word Building

1. Draw a letter grid on the blackboard.

2. Point to the letter grid.

q	u
o	i
s	n
m	t
e	z

3. Say the word: **quiz**. Point to each letter in the grid and say the sounds slowly: **/q/ - /u/ - /i/ - /z/**. Then say the sounds faster to say the word: **quiz**.

4. Say the word: **queen**. Point to each letter in the grid and say the sounds slowly:

/q/ - /u/ - /e/ - /e/ - /n/. Then say the sounds faster to say the word: **queen**.

5. Say the word: **question**. Point to each letter in the grid and say the sounds slowly: /q/ - /u/ - /e/ - /s/ - /t/ - /i/ - /o/ - /n/. Then say the sounds faster to say the word: **question**.
6. Say the word: **mosquito**. Point to each letter in the grid and say the sounds slowly: /m/ - /o/ - /s/ - /q/ - /u/ - /i/ - /t/ - /o/. Then say the sounds faster to say the word: **mosquito**.
7. On the blackboard draw 4 guiding lines.

Words to Build:

- quiz
- queen
- question
- mosquito

More Words to Build:

- quick
- quit
- quiet

8. Write the words **question** and **quiz** using the guiding lines. Draw pictures next to each word.
9. Ask learners to write the words **question** and **quiz** using the guiding lines. Tell them to draw pictures next to each word.

Activity 10: Song

1. Sing the song "Mosquitoes".



Verse 1

The mosquito bites in the evening
The mosquito bites in the evening
The mosquito bites in the evening
I don't like mosquitoes

Verse 2

The mosquito bites in the night-time
The mosquito bites in the night-time
The mosquito bites in the night-time
I don't like mosquitoes

2. Sing the song 3 times. Each time you sing a verse, create actions for the words.
3. Repeat with learners.
4. Ask different groups of learners to sing the song.

Teaching Ideas for Activity 11:

- Ask learners to write the key message and draw a picture to go with it.

Activity 11: Key Message

1. Ask learners if they remember the key message.
2. Read out the key message:
Sleep under a mosquito net.
3. Say the key message to the music beat.
4. Repeat with learners.
5. If the key message uses alphabet letters the learners have been taught, do the following activities:
 - Write the key message on the blackboard.
 - Ask learners the following:
 - How many **Q** or **q** can you see?
 - What other letters can you see?

- Say the key message aloud.
 - Ask learners the following:
 - How many /q/ sounds can you hear?
 - What other sounds can you hear?
6. Say the key message. Ask learners to repeat it after you.
 7. Say: Listen while I clap each word of the key message.
 8. Say the key message again while clapping each word.
 9. Repeat with learners.
 10. Ask learners to identify the number of words they hear in the key message. Use your fingers to count the number of words together with the class.

Number of Words in the Key Message:

- 5 words

11. Repeat steps 7-10 by clapping the syllables in each word of the key message.

Syllables in the Key Message:

- **sleep:** 1 syllable = 1 clap
- **un / der:** 2 syllables = 2 claps
- **a:** 1 syllable = 1 clap
- **mos / qui / to:** 3 syllables = 3 claps
- **net:** 1 syllable = 1 clap

Teaching Ideas for Activity 11:

- Translate the key message into your local language so learners understand it.

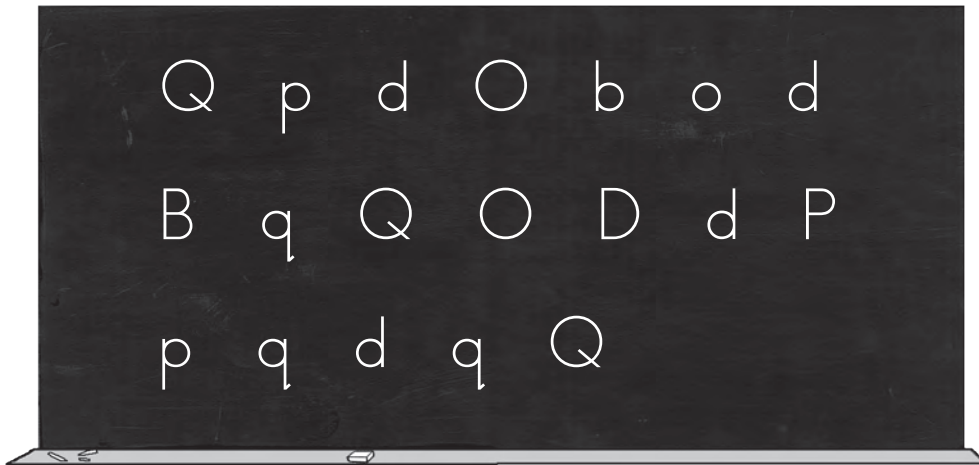
Activity 12: **Writing**

1. Say: Now that we have learnt some English words and letters we can write a sentence.
2. Write a sentence on the blackboard using one of the English phrases.
 - My name is _____. I can read and write.
3. Read the sentence. Move your finger under **each word** as you read it.
4. Ask the learners to say the sentence with you. Point to **each word** as you read it together.
5. Ask: What is another way we can finish this sentence?
6. Ask learners to give their ideas.
7. Write some learners' sentences on the blackboard.
8. Read the sentences. Move your finger under **each word** as you read it.
9. Ask the learners to say the sentences with you. Point to **each word** as you read it together.
10. Ask a learner to come to the front and read a sentence.
11. Repeat with other learners.
12. Ask a learner to underline the word that you say.
13. Repeat with other learners.
14. Ask learners to write the sentences in their notebooks and draw pictures to go with them.

Activity 13: **Assessment**

1. Point to something in the in the Module 4, Session 6 picture. Ask learners to say the vocabulary word using the English phrase.
2. Say each of the vocabulary words. For each word, ask to learners clap the syllables.
3. Ask learners to count how many syllables they hear in each word.

4. Hold up the Module 4, Session 6 picture. Point to different things.
 - Ask: What is this?
 - Learners should respond in English: This is a _____.
5. Write different big and small letters on the blackboard.



6. Ask different learners to come to the front and circle the big **Q** and small **q**.
7. Point to the big **Q** and small **q**.
8. Ask learners to say the letter name and sound.
9. Draw a letter grid on the blackboard.

q	u
o	i
s	n
m	t
e	z

10. Ask learners to come to the front and build the words **quiz**, **question**, **queen** and **mosquito** by pointing to the letters and saying the letter sounds together to make a word.



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