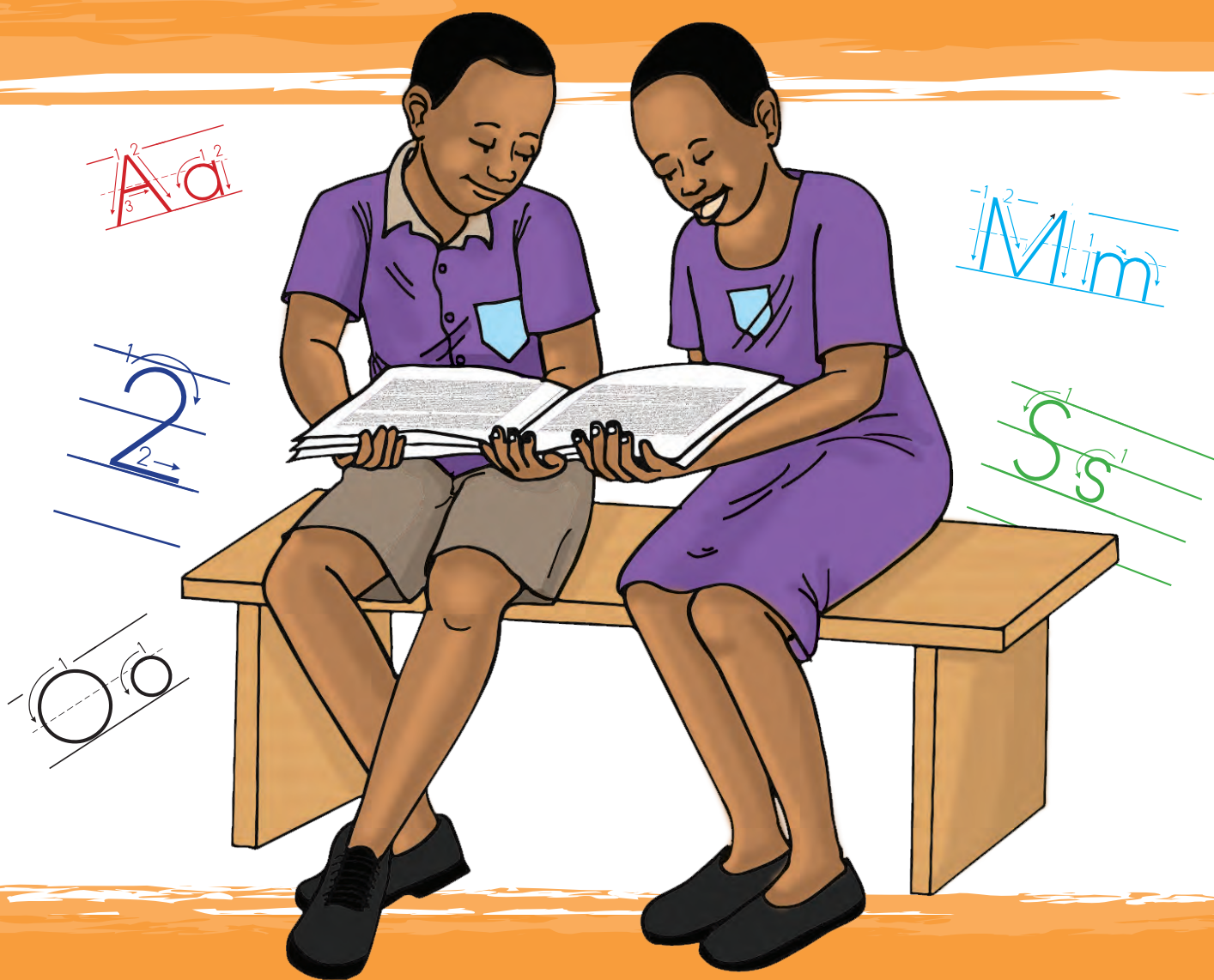


# Literacy for Life

## for Youth



**MDG**  **F**

MDG ACHIEVEMENT FUND



United Nations  
Educational, Scientific and  
Cultural Organization

Juba  
Office

# Literacy for Life

## for Youth



Juba  
Office

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

- Mother Tongue Training Handouts - SIL-South Sudan [www.sil.org](http://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
<b>Literacy for Life for Children:</b> Teacher Guide for Children	<b>Skills for Life for Children:</b> Picture Charts <b>Skills for Life for Children:</b> Picture Stories
<b>Literacy for Life:</b> Alphabet chart	
<b>Literacy for Life for Youth:</b> Teacher Guide for Youth	<b>Skills for Life for Youth:</b> Picture Charts <b>Skills for Life for Youth:</b> Picture Stories
<b>Literacy for Life:</b> 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 and youth 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 Youth starts with activities for learners who have a very basic understanding of how to read, write or speak English. It covers common sound combination (letter pairs) found in English words, common words, simple sentences and numbers from 1 to 50. 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 a difficult time 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 youth useful skills. This guide follows the modules from the Skills for Life for Youth and uses the same charts, posters and key messages. The four modules are:

1. Adolescence
2. Gender and Violence
3. HIV/AIDS
4. Early Marriage and Motherhood

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. Practise saying the English words and letters and check you are writing the words and sentences correctly by referring to the Letter Formation Chart in the Annex.

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

In the Literacy for Life for Children Course, children are taught the letter names and sounds of all 44 sounds that make up the English language. In the Literacy for Life for Youth course, learners will be introduced to new sound combinations. Sometimes these new sounds are two or more consonants blended together, sometimes they are vowels combined together.

Review this New Sound Chart to help you teach these new sound combinations. Also, refer to the Name and Sound box next to each new sound in the Teacher Guide to help you remember the sounds as you teach.

<b>Bl</b>	<b>Br</b>	<b>Ch</b>	<b>Cl</b>
Blue Blood Bloom	Brother Break Braid	Cheek Chin Chest	Clean Clap Clamp
<b>Cr</b>	<b>Dr</b>	<b>Ea</b>	<b>Ee</b>
Cry Crash Crawl	Drink Drug Drop	Eat Meat Seat	Tree See Feel
<b>Gr</b>	<b>ight</b>	<b>Kn</b>	<b>Oo</b>
Green Grass Grow	Fight Tight Right	Know Knock Knife	Moon Soon Foot

Pl	Pr	Sh	Sk
Play Plan Plug	Prepare Prop Preach	Shirt Shoes Shirt	Sky Skirt Skill
Sl	Sm	St	Th
Sleep Slam Slant	Smile Smoke Smell	Stop Start Steal	Thick Thumb Think
Tr	Un	Wh	
Try Trip Train	Unhappy Under Uncle	Who What Where	

### 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 practice.

## **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

## Daily Edit

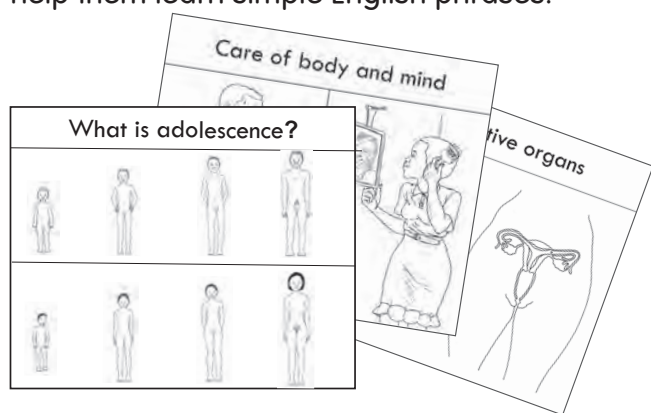
Every session starts with an introduction and a daily edit. The daily edit is a sentence taken from the previous session and practises the reading, spelling and understanding skills of learners. The sentence has mistakes which the learners correct. It is important that a learner only corrects one mistake and that many learners have the chance to make a correction. The sentence must make sense. Some examples of correct sentences are given but some classes may want to write a different sentence to match their situation.

## Alphabet Chart Revision

Every session contains an activity to review the alphabet letters and sounds learnt in the Literacy for Life for Children course. The Alphabet Chart is reintroduced and learners are asked to remember 2-3 letter names and sounds. These letters are used to create new sounds in the New Sound activity.

## Picture Stories

Every session contains a picture from the Skills for Life materials. The pictures are used to introduce English vocabulary words and practice using those words in simple phrases. The chart title is used to identify letters and practice reading words. The people or items in the picture are used to practice new vocabulary. 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.

## Beat the Words

Every session contains an activity that practices 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.

## **New Sounds**

Every session contains an activity that introduces learners to new sounds using the alphabet letters they already know. These new sounds are made up of 2-3 letters. The new sounds are usually consonant blends (2 or more consonants together) that come at the beginning or ending of words, but they can also be vowel combinations that come in the middle of words.

Learners are introduced to several words with the new sound. They then practise identifying when they hear the new sound in a series of words. Finally, they write a few words with the new sound and draw pictures to go with them.

## **Building Sentences**

Most sessions contains an activity that shows learners word cards with new words and asks learners to “build” sentences. Learners are first asked to clap and identify the new words’ syllables. A table drawn on the blackboard gives learners many different possible sentence combinations. As the facilitator, you first demonstrate forming a sentence using words from the table. Learners are then asked to form their own sentences and write them in their notebooks.

Many times, the words in the table are words found in the session picture chart. Learners can use their knowledge of the picture chart to help them form sentences.

## **Letter/Word Hunt**

Every session contains an activity that asks learners to identify different letters or words. In the Letter Hunt activity, learners must identify the difference between big and small letters and between consonants and vowels. In the Word Hunt activities, learners must identify vocabulary words found in the session picture.

## **Numeracy**

Every session contains an activity for learners to practice different numeracy skills. Topics include counting up to 50, simple addition and subtraction and telling the time of day.

Numeracy activities sometimes require the learners to go outside. Learners are often called to the front to demonstrate counting, addition and subtraction.

## **Reading**

Most sessions have an activity to practise reading. These activities either use the session picture story or the picture chart to create sentences about the pictures.

Learners first practise reading the title of the chart and then name everything they see in the picture. Learners are asked to say one sentence in English about the picture. A table is provided with sample beginner and advanced sentences. Learners practise reading each word in the sentences and then are asked to find key words in the sentences.

## Storytelling

Some sessions contain an activity that asks learners to make up their own stories about the session picture. Learners first think of a title for their story as a large group. Learners are then divided into smaller groups where they will create a short story using simple sentences. Some sentences are then shared, written on the blackboard and read together.

These stories form the basis of written paragraphs used to practise literacy skills. The stories and literacy skills can be in English or local languages. This activity uses the learners' own stories and ideas for reading and writing, making literacy more relevant to their lives.

## Word Building

Every session contains an activity that practises creating new words using sounds and letters learners already know. The activity asks the teacher to draw a letter table (grid) on the blackboard. Newly learnt sounds 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.

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 New Sound Chart on page 3 - 4 to familiarise yourself with how the letters sound.

## Key Messages

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

Learners are asked to identify letters and words in the key message and draw a picture to reinforce comprehension. 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 practice speaking English. Sometimes songs are used to lead into another activity such as practicing numeracy or understanding good healthy behaviours.

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.

## Using English to Give Directions

As well as learning key words, new sounds and practising writing, most sessions practice 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 directions, teachers can use local language to help explain the meaning of the direction and then repeat it in English.

## Games

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

## 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 words, sounds and syllables. They also name vocabulary words and build 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 practice.

Each module has a final assessment that tests learners on words and literacy/numeracy skills learnt during the entire module. This assessment helps you to measure how much learning occurred throughout the module.

There is also a final assessment at the end of the Literacy for Life for Youth course. It involves a short reading and English assessment. Also, there are maths and writing assessments that can be done as a class.

## 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.

# Module 1

## Note to the teacher:

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

Also look at the New Sound Chart on pages 3 - 4 to review sounds that you will teach in the session.

Good luck and have a great session!

Session	1	2	3	4	5	6	7
<b>New sound:</b>	<b>ch</b> – beginning sound	<b>sh</b> – beginning sound <b>d</b> – ending sound	<b>th</b> – beginning sound	<b>br</b> – beginning sound <b>s</b> – ending sound	<b>ee</b> – middle sound	<b>gr</b> – beginning sound	<b>pl</b> – beginning sound
<b>Vocabulary</b>	adolescent short tall old young boy girl man woman a stomach an elbow a chin teeth chest cheek	shirt shorts shoes skirt dress blouse clothes happy sad angry worried afraid clean dirty	mother father son daughter children brother sister husband wife baby chest cheek	female blood menstruation ovary egg head eye ear nose mouth knee toe hand finger arm foot face hair stomach elbow chin teeth breast	skirt shirt blouse shorts shoes have has blue red yellow green orange black grey white	cow calf hen chick pregnant goat dog cat donkey pig sheep big small fat thin young old	jump rope skipping jumping running racing
<b>Word Building:</b>	chin chest cheek set ten sit nest	shirt shoes shorts ship sheep shop	thumb throw three think this the	bread broom brush break brim brick	green sheep tree feet feel sleep three	green grey grass grow grin	play plate place plan plug plank
<b>English Phrases:</b>	What is adolescence? It is _____. What is this? This is a _____.	What is this? This is a _____. How are you? I am _____. How do you ____? This is how I _____. What do you like to do? I like to _____.	What is this? This is _____. Who is this? This is _____. How many do you have? I have _____.	What is this? This is a _____. How are you? I am _____. How do you ____? This is how I _____. What do you like to do? I like to _____.	What is this? This is a _____. These are _____. What do you have? I have a _____. She has a _____. He has a _____. What colour is this? That is _____. Those are _____.	What is this? This is a _____. These are _____. What are you doing? I am _____.	What is this? This is a _____. I am good at _____. You are good at _____. What are you doing? I am _____.
<b>Writing Skills:</b>	Identifying capital (big) and small letters Writing words	Identifying capital (big) and small letters Writing words	Identifying capital (big) and small letters Writing words	Identifying capital (big) and small letters Writing words	Writing complete sentences	Writing complete sentences	Writing complete sentences
<b>Numeracy Skills:</b>	Measurement	Counting up to 20	Counting up to 30	Counting up to 40	Counting up to 50	Recognising bigger and smaller numbers	Recognising bigger and smaller numbers



# Session 1: What is Adolescence?

## Key Message

Changes to your mind and body are normal.

### Reading Skills:

#### English Letters and Words:

Vowels: a, e, i, o, u

Letter sound: ch – chin, chest, cheek

Beginning sounds: i, a

Words: a, an

#### Vocabulary – Picture Chart:

- adolescent

#### Vocabulary – Opposites:

- short/tall
- old/young
- boy/girl
- man/woman

#### Vocabulary – Body Parts:

- a stomach
- an elbow
- a chin
- teeth
- chest
- cheek

## Activity 1: Introduction

1. Conduct the daily edit.
2. Write the following on the blackboard:  
**a b f g t m i c b d h e z.**
3. Say:
  - Something is wrong with the order of these letters.
4. Ask:
  - Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.
6. Check the order of the letters.
7. Say:
  - The letters are now in alphabetical order.
8. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn new words to describe people.

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. Write on the board the letters: **c, h**.
5. Say: These letters are called consonants.
6. Ask: What is the letter name? What is the letter sound?
  - Learners should respond: The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

### Name and Sound

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

### Name and Sound

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

7. Write the alphabet on the blackboard in small letters.



### English Phrases:

- What is adolescence?
- It is \_\_\_\_\_.
- What is this?
- This is a \_\_\_\_\_.

### Story:

Anna is happy.  
Anna is angry.  
Anna is with friends.  
Anna is sad.  
Father is worried.

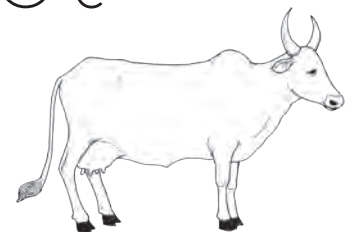
### Writing Skills:

- Identifying capital (big) and small letters
- Writing words

### Numeracy Skills:

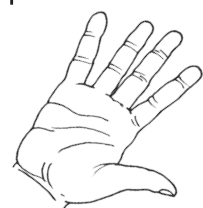
- Measurement

C c



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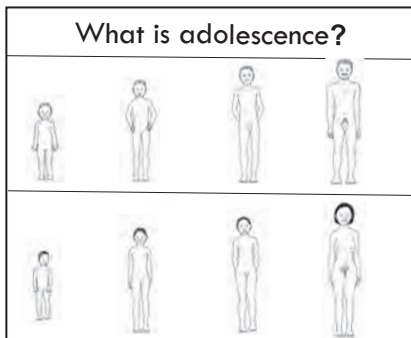
H h



hand

8. Read the letters with learners.
9. Rub some letters out and ask learners to fill in the missing letters.
10. Ask learners to copy the alphabet and write in the missing letters.

## Activity 3: Vocabulary



1. Hold up the Module 1, Session 1 picture: 'What is adolescence?'
2. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

### Teaching Idea for Activity 3:

- Ask learners to draw a body and label all the parts they know.

3. Point and say: Let's remember the English words. What is this?
  - Learners should respond in English:
  - This is a \_\_\_\_ (boy, girl, man, woman).
  - This is a \_\_\_\_ (head, shoulder, nose, mouth, knee, toe, hand, finger, body, leg, foot, face).
  - This is an \_\_\_\_ (arm, eye, ear).
  - This is \_\_\_\_ (hair).
4. Point to different things in the picture and say: What is this?
  - Learners should respond in English: This is a \_\_\_\_\_.
5. Repeat with 5-10 learners.
6. Point and say: Let's learn some new English words.
  - This is a chin.
  - This is a stomach.
  - This is an elbow.
  - These are teeth.
  - This is a chest.
  - This is a cheek.

7. Point to different body parts and ask: What is this?
  - Learners should respond in English: This is a \_\_\_\_\_.  
These are \_\_\_\_\_.
8. Ask 5-10 learners to come to the front and name different body parts.
9. Play the game 'Simon Says' to practise the words.

### Instructions for Simon Says:

1. Say:
  - Please stand up.
  - We are going to play a game.
  - 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.
2. Play the game. Give the instructions quickly.
3. After about 10 statements, say one thing but do another. For example, say "Simon says touch your head" but instead touch your nose.
4. See how many participants copied your actions and how many listened to your words.
5. Repeat with different tricky statements and actions.

### Teaching Idea for Activity 3:

- Play another game. Make groups of 2 learners each. One learner asks, "What is this?" and points to a part of their body. The other learner answers.

## Activity 4: 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

- **a / do / les / cent:** 4 syllables = 4 claps
- **boy:** 1 syllable = 1 clap
- **girl:** 1 syllable = 1 clap
- **man:** 1 syllable = 1 clap
- **wo / man:** 2 syllables = 2 claps
- **sto / mach:** 2 syllables = 2 claps
- **el / bow:** 2 syllables = 2 claps
- **chin:** 1 syllable = 1 clap
- **teeth:** 1 syllable = 1 clap
- **cheek:** 1 syllable = 1 clap
- **chest:** 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 5: New Sounds

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **ch** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - This is a **chin**.
  - This is a **cheek**.
  - This is a **chest**.
4. Say:
  - Listen carefully to the sound at the beginning of the word:  
**/ch/**.
  - Repeat the sound after me: **/ch/, /ch/, /ch/, /ch/, /ch/**.

### Letter Sound:

- Sound: /Ch/ and /ch/ (both sound like **cha**)
- English words starting with the letter sound /ch/:
  - church
  - children
  - chop

5. Point to your body parts and say: chin, cheek, chest.
6. Repeat with learners.
7. Say:
  - I will say a word.
  - If the word begins with /ch/, put your finger on the body part.
  - **Words:** head, arm, chin, nose, cheek, leg, foot, chest, shoulder
    - **Answers:** Underlined words start with the sound /ch/.
8. Write on the blackboard: **chin, cheek, chest**.
9. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

1. Hold up the Module 1, Session 1 picture: 'What is adolescence?'
2. Read the title. Move your finger under each word as you read it.
3. Ask learners to say the title with you. Point to each word as you read it together.
4. Ask learners to point to words with the beginning sounds /i/ and /a/.
5. Say: **i** and **a** are vowels. The other vowels are **e, o, u**.
6. Write **a, e, i, o, u** on the blackboard.
7. Write a vowel on the blackboard or show a letter card.
8. Ask learners to say English words that they know that begin with that vowel sound (for example: ant for the sound /a/).

### Materials:

Make large letter cards for the following letters:  
**a, e, i, o, u**

### Consonants:

b, c, d, f, g, h, j, k, l, m,  
n, p, q, r, s, t, v, w, x, y, z

### Vowels:

a, e, i, o, u

9. Say: Let's play a game.
  - Make 5 groups.
  - Give each group a letter card with a vowel sound  
(a, e, i, o, u)
10. Say: I will say a word. If the word starts with your letter, your group should stand up.
11. Play the game with learners using these words:
  - head, ant, shoulder, egg, ear, nose, open, mouth, umbrella, finger, insect, body, arm, leg, elbow, chin, under, in, orange, teeth
  - Answers: Underlined words start with vowels.
12. Say: When a word starts with a consonant (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z), we use the word **a** before the word when using it in a sentence.
  - Examples: a chair, a book, a dog, a fish
13. Say: When a word starts with a vowel (a, e, i, o, u), we use the word **an** before the word when using it in a sentence.
  - Examples: an ant, an egg, an insect, an orange, an umbrella
14. Write the words from step 11 on the blackboard. Read the words with learners.
15. Ask learners to write **a** or **an** in front of the word. Then read the words together.
16. Ask learners to copy some (or all) of the words and draw a picture next to each word.

## Activity 7: Asking and Answering Questions

### Materials:

Make a large card for the each of the following: **what**, **is**, **this**, **youth**, **a**, **.**, **?**

1. Write the sentence "What is adolescence?" on the blackboard.
2. Practise reading the question: What is adolescence?
3. Cover the word **adolescence** with the word card **this**. Read the sentence: What is this?
4. Give 7 learners the word cards:
  - What
  - is
  - this

- ?
- youth
- a
- .

5. Ask learners to use the words cards to make the question: What is this?
6. Ask learners to use the word cards to make the answer: This is a youth.
7. Say: Questions and answers use many of the same words.
8. Repeat making the question and answer with other learners.
9. Write on the blackboard:
  - What is this?

This	is	a	boy.
			girl.
			man.
			woman.

10. Read one sentence, pointing to **each word** as you read it.
11. Ask learners to read the sentence with you.
12. Repeat with the other sentences.
13. Ask learners to come to the front and read a sentence.
14. Ask learners to write their own sentences.

## Activity 8: Building Sentences

1. Hold up the Module 1, Session 1 picture: 'What is adolescence?'
2. Point and say:
  - This boy is young. This boy is old.
  - This girl is short. This girl is tall.
3. Show word cards for **short, tall, young, old**. Say the words clearly. Ask learners to repeat.
4. Say the first vocabulary word. Ask the learners to repeat it after you.
5. Say:
  - Listen while I clap the syllables in this word.

### Materials:

Make large word cards for the each of the following words: **short, tall, young, old**



## Teaching Syllables:

### Syllables in Vocabulary Words

- **short:** 1 syllable = 1 clap
- **tall:** 1 syllable = 1 clap
- **old:** 1 syllable = 1 clap
- **young:** 1 syllable = 1 clap

6. Say the word again while clapping the syllables.
7. Repeat with learners.
8. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
9. Repeat with the other vocabulary words.
10. Ask learners to come to the front and point to the **young, old, short, tall** boys and girls.
11. Take the learners outside. Ask learners to line up from short to tall.
12. Ask learners to line up from young to old.
13. Ask learners to make groups of 4.
14. Say:
  - The short learners in your group, stand up.
  - The tall learners in your group, stand up.
  - The young learners in your group, stand up.
  - The old learners in your group, stand up.
15. Return inside.
16. Add another column to the table on the blackboard.
17. Make one sentence, pointing to **each word** as you read.
18. Ask learners to read the sentence with you.

This	is	a	short	boy.
		an	tall	girl.
			young	man.
			old	woman.

19. Make other sentences and read them with learners.

20. Ask learners to come to the front and make or read a sentence.
21. Ask learners to write their own sentences.

## Activity 9: Letter Hunt

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



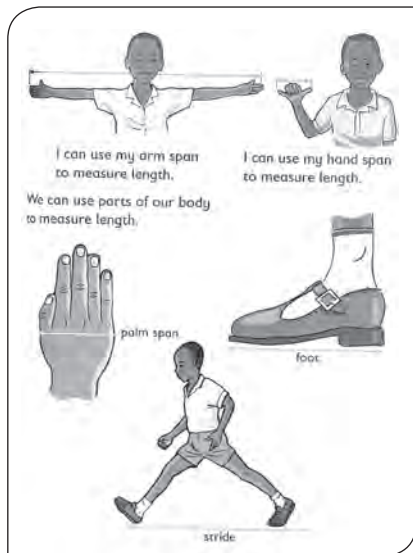
2. Ask a learner to underline 1 capital letter.
3. Repeat with different learners.
4. Ask a learner to circle 1 small letter.
5. Repeat with different learners.
6. Ask a learner to rub out a vowel.
7. Repeat with different learners.

## Activity 10: Numeracy

1. Ask: How can we measure the height of a learner?
2. Say: We can use parts of our body to measure length.
3. Ask: Which parts of our body can we use?
  - Answers: finger span, palm span, hand span, arm span, foot span, stride
4. Who uses their body to measure things?
  - Answers: A farmer in the field, a shopkeeper who sells cloth, a carpenter and a builder to measure wood
5. Show how to use a finger span to measure the short boy on the chart. Count aloud while you measure his height using your finger span.

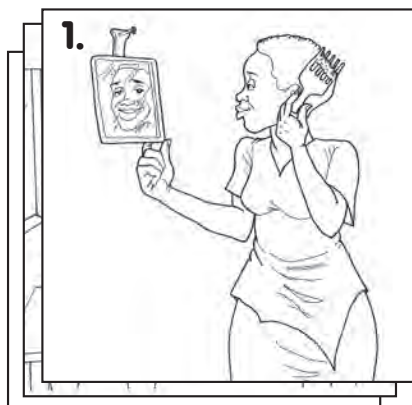
### Teaching Idea for Activity 10:

- Span means the width from one side to the other.



6. Ask learners to come to the front and measure the other people on the chart using finger spans. Ask them to count aloud while they measure.
7. Ask: Which is best to measure the height of a learner: a finger, palm, hand, foot, arm or stride?
8. Make groups of 2.
9. Tell one learner to measure the second learner using palm spans.
10. Tell the second learner to measure the first learner using hand spans.
11. Ask learners to draw a picture of their partner. Tell them to write the height of their partner using the number of palm or hand spans.

## Activity 11: Reading Stories



1. Use the picture story **Anna's story**.
2. Ask:
  - What is the story called?
  - Can you remember the story?
3. Ask learners to tell you the story in local language or English.
4. Read the title of the story. 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:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.
7. Repeat with each picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

8. Say: Let's remember the English words for feelings: **happy, sad, angry, worried**.

9. Say each word again. Show learners the feelings on your face as you say each word.
10. Ask learners to show you the feeling when you say the word.  
Say:
  - Show me **happy**.
  - Show me **sad**.
  - Show me **angry**.
  - Show me **worried**.
11. For each picture, ask: How does Anna feel? How does Father feel?
12. Ask learners to tell you one sentence in English about each picture.
13. Write the sentence on the blackboard. For example:

Beginners	More Advanced
Anna is happy.	Anna is growing up into a woman.
Anna is angry.	She wants to do the same things as adults.
Anna is with friends.	Anna makes new friends. They share things.
Anna is sad.	Anna does not listen to her mother. She wants to decide what to do.
Father is worried.	Father is worried about Anna. He wants to talk with a local healer.

14. Read the sentences. Move your finger under **each word** as you read it.
15. Ask learners to say the sentences with you. Point to **each word** as you read it together.
16. Ask learners to find the vowels **a, e, i, o, u** in the sentences.
17. Ask learners to find the words **happy, sad, angry, worried** in the story sentences.
18. Ask learners to rearrange the letters to form words for feelings: **asd, gryan, ppahy**

### Feelings:



Happy



Sad



Angry



Worried

### Teaching Idea for Activity 12:

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

## Activity 12: Word Building

1. Draw a letter grid on the blackboard.

ch	e	m	t
i	n	s	k

2. Point to the letter grid.
3. Say the word: **chin**. Point to each letter in the grid and say the sounds slowly: /ch/ – /i/ – /n/. Then say the sounds faster to say the word: **chin**.
4. Say the word: **chest**. Point to each letter in the grid and say the sounds slowly: /ch/ – /e/ – /s/ – /t/. Then say the sounds faster to say the word: **chest**.
5. Say the word: **cheek**. Point to each letter in the grid and say the sounds slowly: /ch/ – /e/ – /e/ – /k/. Then say the sounds faster to say the word: **cheek**.

### More Words to Build:

- set
- ten
- sit
- nest

### Words to Build:

- chin
- chest
- cheek

6. On the blackboard draw 4 guiding lines.
7. Write the words **chin**, **chest** and **cheek** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **chin**, **chest** and **cheek** using the guiding lines. Tell them to draw pictures next to each word.

### Teaching Idea for Activity 13:

- Write the word **adolescence** on the board. Ask learners to look at the word **adolescence**. See how many words they can make using the letters in the word. For example: and, den.

## Activity 13: Key Message

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Changes to your mind and body are normal.**
3. Read the message. Move your finger under each word as you read it.

4. Ask learners to say the message with you. Point to **each word** as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the message.
7. Ask learners to circle all of the vowels in the message.
8. Ask the learners to find words with /ch/.
9. Ask learners to find a word in the message, such as: **and, to, body.**
10. Write the following words on the blackboard: **\_nd, t\_, b\_dy.**
11. Ask learners to fill in the missing letters.
12. Ask learners to copy the message and draw a picture to go with it.

## Activity 14: **Assessment**

1. Hold up the Module 1, Session 1 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Write many different words on the blackboard.



3. Ask different learners to come to the front and underline some of the words pictured in the Module 1, Session 1 picture. Ask them to read the word and point to the picture.
4. Ask different learners to come to the front and circle a word with the sound /ch/.

5. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
6. Ask learners to circle all of the vowels in the message.
7. Ask the learners to find words with /ch/.
8. Draw a letter grid on the blackboard.

ch	k	i
e	f	o
s	n	t

9. Ask learners to come to the front and build words **chin**, **chest**, and **cheek** by pointing to the letters and saying the letter sounds together to make a word.
10. Put learners into groups of 2.
11. Ask each learner to measure their partner using hand spans.
12. Ask each learner to read the words to their partner.
13. Ask each learner to read all the writing they did today to their partner.
14. Ask each group of learners to talk about the following questions:
  - Which English words did you learn today?
  - What will you tell your family about today?
15. Ask some groups to share their answers with the class.
16. Say: When you are at home, read the writing you did today to your family.

# Session 2: Caring for Your Body and Mind

**Key Message** | Keep your body and mind healthy as you grow.

## Activity 1: Introduction

1. Conduct the daily edit.
2. Write the following on the blackboard: 1 2 8 5 4 9 7 3 0 6
3. Say: Something is wrong with these numbers.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.
6. Check the order of the numbers.
7. Say: The numbers are now in order.
8. Ask:
  - What words did you learn to read and write in the last lesson?
  - Which English words did you learn in the last lesson?
9. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn some new words to describe people.

### Reading Skills:

#### English Letters and Words:

Letter sound: sh – shirt, shorts, shoes

Ending sound: d – wanted, worried, hand

Words: and, of

#### Vocabulary – Picture Chart:

- shirt
- shorts
- shoes
- skirt
- dress
- blouse
- clothes

#### Vocabulary – Action Words:

- happy
- sad
- angry
- worried
- afraid
- clean
- dirty



### English Phrases:

- What is this?
- This is a \_\_\_\_\_.
- How are you?
- I am \_\_\_\_\_.
- How do you \_\_\_\_\_?
- This is how I \_\_\_\_\_.
- What do you like to do?
- I like to \_\_\_\_\_.

### Writing Skills:

- Identifying capital (big) and small letters
- Writing words

### Numeracy Skills:

- Counting up to 20

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. Write on the board the letters: **s, h**.
5. Say: These letters are called consonants.
6. Ask: What is the letter name? What is the letter sound?
  - Learners should respond: The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

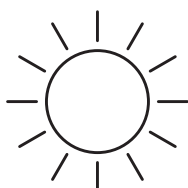
### Name and Sound

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

### Name and Sound

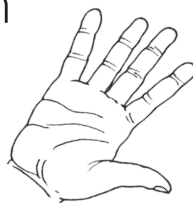
- Name: **H, h**
- Sound: /H/ and /h/ (both sound like **huh**)
- English words starting with letter sound /h/:
  - hat
  - honey
  - hut

S s



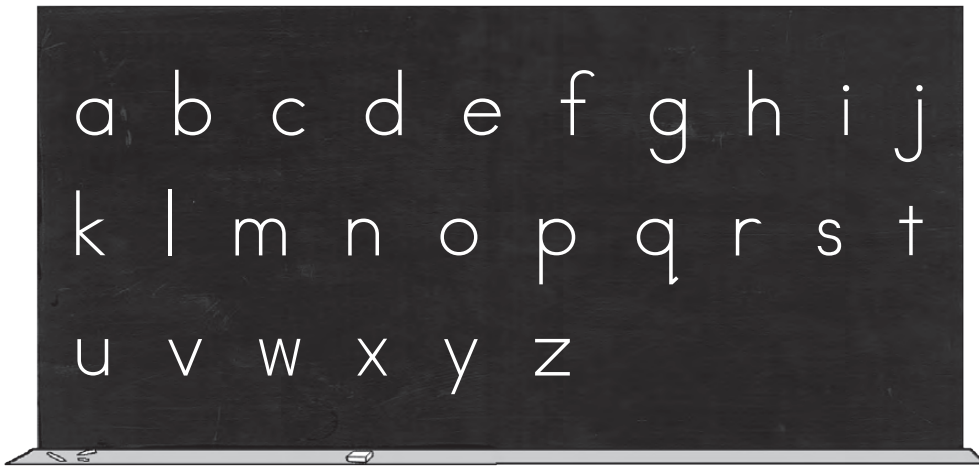
sun

H h



hand

7. Write the alphabet on the blackboard in small letters.



8. Read the letters with learners.

9. Rub some vowels out and ask learners to fill in the missing letters.

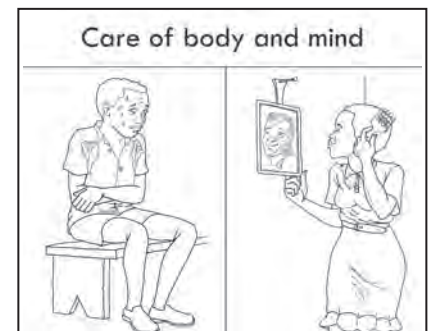
10. Ask learners to copy the alphabet and write in the missing letters.

### Activity 3: Vocabulary

1. Hold up the Module 1, Session 2 picture: 'Care of body and mind'.

2. Ask:

- What can you see in this picture?
- Use English to name everything you see in the picture.



#### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

3. Repeat with 5-10 learners.

4. Point and say: Let's learn the English words.

- This is a **shirt**.
- This is a **skirt**.
- This is a **blouse**.
- This is a **dress**.
- These are **shoes**.
- These are **shorts**.
- These are **clothes**.

### Teaching Idea for Activity 3:

- Play a game. Make groups of 2 learners each. One learner asks, "What is this?" and points to an item of clothing. The other learner answers.

5. Point to different items of clothing and ask: What is this?
  - Learners should respond in English: This is a \_\_\_\_\_.  
These are\_\_\_\_\_.
6. Ask 5-10 learners to come to the front and say what they are wearing.
  - Learners should respond in English: This is a \_\_\_\_\_.  
These are\_\_\_\_\_.
7. Say:
  - Stand up when you hear a word for what you are wearing.
8. Say one of the following items of clothing and ask learners to stand up if they are wearing that item.
  - dress, shirt, shoes, blouse, shorts, skirt, clothes

## Activity 4: **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

- **shirt:** 1 syllable = 1 clap
- **shorts:** 1 syllable = 1 clap
- **shoes:** 1 syllable = 1 clap
- **dress:** 1 syllable = 1 clap
- **blouse:** 1 syllable = 1 clap
- **clothes:** 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 5: New Sounds

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **sh** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - This is a **shirt**.
  - These are **shorts**.
  - These are **shoes**.
4. Say:
  - Listen carefully to the sound at the beginning of the word:  
**/sh/**.
  - Repeat the sound after me: **/sh/, /sh/, /sh/, /sh/, /sh/**.

### Letter Sound:

- Sound: **/Sh/** and **/sh/** (both sound like **sha**)
- English words starting with the letter sound **/sh/**:
  - shout
  - sheep
  - shop

5. Point to your clothing or a learner's clothing and say: shirt, shoes, shorts.
6. Repeat with learners.
7. Say:
  - I will say a word.
  - If the word begins with **/sh/**, put up your hand.
  - **Words:** dress, skirt, **shirt**, sandals, **shorts**, blouse, clothes, **shoes**
    - **Answers:** Underlined words start with the sound **/sh/**.
8. Write on the blackboard: **shirt, shorts, shoes**.
9. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

### Materials:

Make large letter cards for the following letter:  
**d**

### Consonants:

b, c, d, f, g, h, j, k, l, m,  
n, p, q, r, s, t, v, w, x, y, z



### Vowels:

a, e, i, o, u

1. Hold up the Module 1, Session 2 picture: 'Care of body and mind'.
2. Read the title. Move your finger under each word as you read it.
3. Ask learners to say the title with you. Point to each word as you read it together.
4. Ask learners to point to words with the letter sounds /c/, /b/ and /m/.
5. Say: **c**, **b** and **m** are consonants.
6. Ask learners to find other consonants in the title.
7. Ask learners to find vowels in the title.
8. Ask learners to find words in the title that end with the sound /d/.
9. Write **d** on the blackboard or show the letter card.
10. Ask learners to say English words that they know that end with the letter sound /d/ (for example: sad).
11. Say: Let's play a game.
12. Say: I will say a word. If the word ends with the sound /d/, stand up.
13. Play the game with learners using these words:
  - shirt, shoes, worried, dress, body, angry, shorts, afraid, dirty, mind, happy, sad, clean, clothes
  - **Answers: Underlined** words end with the sound /d/.
14. Write the words from step 13 on the blackboard. Read the words with learners.
15. Ask learners to copy some (or all) of the words and draw a picture next to each word.

## Activity 7: **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 hands, 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. Repeat the song 3 times with learners. Do actions for the words as you sing.
3. Say: Let's add more verses and actions.
4. Say and demonstrate: This is the way I comb my hair.
5. Sing the new verse and do the action with learners.
6. Repeat steps 4 and 5 for:
  - This is the way I eat good food.
  - This is the way I exercise.
  - This is the way I sleep at night.
7. Sing all of the verses and make the actions 3 times with learners.

## Activity 8: Building Sentences

### Materials:

Make large word cards for each of the following words: **happy, sad, angry, worried, afraid, clean, dirty**

1. Use the Module 1, Session 2 picture: 'Care of body and mind'.
2. Ask:
  - What is the picture called?
3. Read the title of the picture. Move your finger under **each word** as you read it.
4. Ask learners to say the title with you. Point to **each word** as you read it together.
5. Point and say:
  - This is a sad boy. He has dirty clothes.
  - This is a happy girl. She has clean clothes.
6. Show word cards for **happy, sad, angry, worried, afraid, clean, dirty**.
7. Say:
  - Let's remember the English words for feelings: happy, sad, angry, worried.
  - Let's learn some new English words: clean, dirty.
  - Listen while I clap the syllables in these new words.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **hap / py**: 2 syllables = 2 claps
- **sad**: 1 syllable = 1 clap
- **an / gry**: 2 syllables = 2 claps
- **worr / ied**: 2 syllables = 2 claps
- **af / raid**: 2 syllables = 2 claps
- **clean**: 1 syllable = 1 clap
- **dir / ty**: 2 syllables = 2 claps

8. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
9. Repeat with the other vocabulary words.
10. Ask learners to come to the front and point to the:
  - dirty clothes
  - clean clothes
  - sad boy
  - happy girl
11. Ask:
  - What is the boy doing?
  - What is the girl doing?

12. Learners should respond:

- The boy is\_\_\_\_\_.
- The girl is\_\_\_\_\_.

13. Draw the table below on the blackboard.

The	boy	is	happy.
	girl		sad.
	clothes	are	clean.
			dirty.

14. Make one sentence, pointing to each word as you read.

15. Ask learners to read the sentence with you.

16. Make other sentences and read them with learners.

17. Ask learners to come to the front and make or read a sentence.

18. Ask learners to write their own sentences.

## Activity 9: Letter Hunt

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



2. Ask a learner to underline 1 capital letter.

3. Repeat with different learners.

4. Ask a learner to circle 1 small letter.

5. Repeat with different learners.

6. Ask a learner to rub out a vowel.

7. Repeat with different learners.



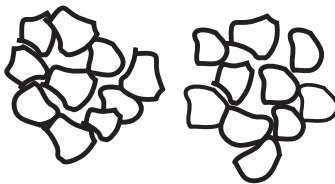
## Activity 10: Numeracy

### Materials:

Pot



20 or more stones



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 next to the learner's hands.
5. Count all of the fingers to make 20 fingers all together.
6. Repeat steps 3-5. Ask the class to count with you.
7. Put learners into groups of 2.
8. Ask each pair to count their fingers.
9. Ask groups to change partners and repeat step 8.
10. Ask a learner to come to the front of the class.
11. Show the learner the stones.
12. Say:
  - Count 20 stones and put them in the pot.
13. Ask a different learner to come to the front of the class and count the stones out of the pot.
14. Repeat with 5-10 learners.
15. Write the numbers from 1 up to 20 on the blackboard.
16. Read each number. Move your finger under **each number** as you say it aloud.
17. Ask learners to say the numbers with you. Point to **each number** as you read it together.
18. Ask a learner to read the numbers alone.
19. Repeat with 5-10 learners.
20. Read the numbers backwards from 20 down to 1.
21. Ask learners to count backwards with you.
22. Ask a learner to read the numbers backwards.
23. Repeat with 5-10 learners.
24. Ask learners to copy the numbers.

## Activity 11: **Storytelling**

1. Show the Module 1, Session 2 picture 'Care of body and mind'.
2. Say:
  - In groups, you are going to think of a story that matches this picture.
  - First, we need a title for our story.
  - Look at the picture. What should we call our story?
3. Help learners think of a title. Write that title on the blackboard.
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 learners to make groups of 2 or 3.
7. Say:
  - Each group will think of a story to go with this title and picture.
  - Think about the beginning, middle and ending of your story.
  - Think about who is in your story and what they are doing.
  - Think about the problem and solution in the story.
8. Give learners some time to think about and discuss their stories in groups.
9. Ask 1 group to retell their story.
10. Repeat with 2-3 more groups.
11. Ask learners to give you simple sentences in English about their story and write them on the board.
12. Read the sentences. Move your finger under **each word** as you read it.
13. Ask the learners to read the sentences with you. Point to **each word** as you read it together.
14. Ask a learner to read the sentences on their own.
15. Repeat with 2-3 more learners.

## Activity 12: Word Building

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

sh	o	e	r
p	i	s	t

3. Say the word: **shirt**. Point to each letter in the grid and say the sounds slowly: /sh/ – /i/ – /r/ – /t/. Then say the sounds faster to say the word: **shirt**.
4. Say the word: **shoes**. Point to each letter in the grid and say the sounds slowly: /sh/ – /o/ – /e/ – /s/. Then say the sounds faster to say the word: **shoes**.
5. Say the word: **shorts**. Point to each letter in the grid and say the sounds slowly: /sh/ – /o/ – /r/ – /t/ – /s/. Then say the sounds faster to say the word: **shorts**.

### Teaching Idea for Activity 12:

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

### More Words to Build:

- ship
- sheep
- shop

### Words to Build:

- shirt
- shoes
- shorts

6. On the blackboard draw 4 guiding lines.
7. Write the words **shirt**, **shoes** and **shorts** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **shirt**, **shoes** and **shorts** using the guiding lines. Tell them to draw pictures next to each word.

## Activity 13: Key Message

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Keep your body and mind healthy as you grow.**
3. Read the message. Move your finger under **each word** as you read it.

4. Ask learners to say the message with you. Point to **each word** as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the message.
7. Ask learners to circle all the vowels in the message.
8. Ask learners to come to the front and find a word in the message such as: **and, as, body, healthy**
9. Write the following words on the blackboard: **\_s, bo\_y, \_ealthy.**
10. Ask learners to fill in the missing letters.
11. Ask learners to copy the message and draw a picture to go with it.

### Teaching Idea for Activity 13:

- Write the word **healthy** on the board. Ask the learners to look at the word **healthy**. See how many words they can make using the letters in the word. For example: at

## Activity 14: Assessment

1. Hold up the Module 1, Session 2 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people.
  - Ask:
    - What is the girl doing?
    - What is the boy doing?
  - Learners should respond in English: The girl/boy is \_\_\_\_\_. They are\_\_\_\_\_.
3. Write many different words on the blackboard.

skirt	woman	table
head	boy	shoes
book	girl	blouse
hair	shirt	chair
man	dress	

4. Ask different learners to come to the front and underline some of the words pictured in the Module 1, Session 2 picture. Ask them to read the word and point to the picture.
5. Ask different learners to come to the front and circle a word with the sound /sh/.
6. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
7. Ask learners to count how many syllables they hear in each word.
8. Draw a letter grid on the blackboard.

sh	o	e	r
p	i	s	t

9. Ask learners to come to the front and build the words **shirt**, **shoes** and **shorts** by pointing to the letters and saying the letter sounds together to make a word.
10. Put learners into groups of 2.
11. Ask each learner to read the words to their partner.
12. Ask each learner to read all the writing they did today to their partner.
13. Ask each learner to tell their partners all the numbers in order from 0 to 20 then 20 to 0.
13. Ask each group of learners to talk about the following questions:
  - Which English words did you learn today?
  - What will you tell your family about today?
14. Ask some groups to share their answers with the class.
15. Say: When you are at home, read the writing you did today to your family.

# Session 3: Reproductive Organs

## Key Message

Understanding reproduction keeps us healthy and safe.

## Activity 1: Introduction

1. Conduct the daily edit.
2. Write the following on the blackboard: I aM happy.
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.
  - Possible answer: I am happy.
6. Say: Only the first letter of the word at the start of the sentence should be a capital letter.
7. Ask:
  - What words did you learn to read and write in the last lesson?
  - Which English words did you learn in the last lesson?
8. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn some new words to describe people.

## Reading Skills:

### English Letters and Words:

Letter sound: th – this, that, thumb

Words: and, us

### Vocabulary – Family:

- mother
- father
- son
- daughter
- children
- brother
- sister
- husband
- wife
- baby
- chest
- cheek

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. On the blackboard, write the letters: **t**, **h**.
5. Say: These letters are called consonants.

### English Phrases:

- What is this?
- This is \_\_\_\_\_.
- Who is this?
- This is \_\_\_\_\_.
- How many \_\_\_\_\_ do you have?
- I have \_\_\_\_\_.

### Writing Skills:

- Identifying consonant and vowel letters
- Writing words

### Numeracy Skills:

- Counting up to 30

6. Ask: What is the letter name? What is the letter sound?

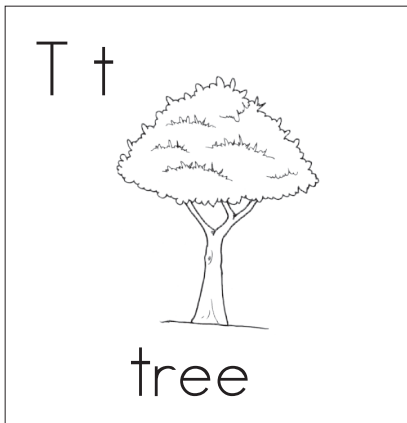
- Learners should respond: The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

### 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

### Name and Sound

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



7. Write the alphabet on the blackboard in small letters.



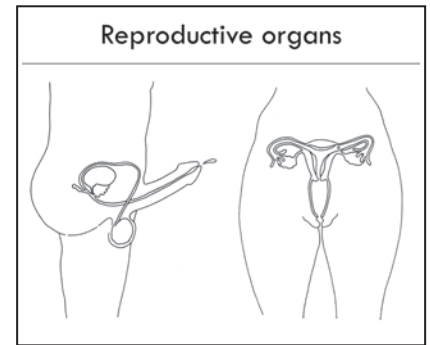
8. Read the letters with learners.

9. Rub some consonant letters out and ask learners to fill in the missing letters.

10. Ask learners to copy the alphabet and write in the missing letters.

## Activity 3: Vocabulary

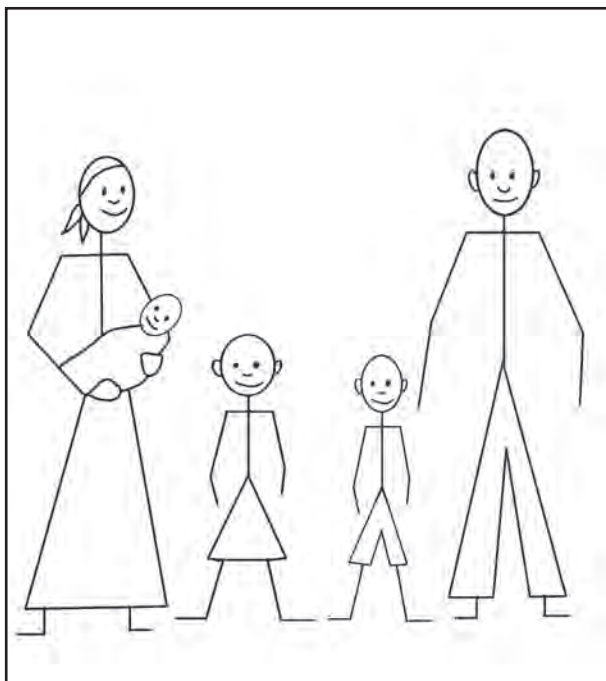
1. Hold up the Module 1, Session 3 picture: **Reproductive organs**.
2. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.



### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

3. Say:
  - Reproduction is the act of making children and creating a family.
4. Copy the drawing of the family on the board.



### Teaching Idea for Activity 3:

- Ask learners to draw a picture of their family and label all of the people in the picture (mother, father, brother, sister).

5. Point and say: Let's remember the English words for families. Who is this?
  - Learners should respond in English:
    - This is a \_\_\_\_ (mother, father, son, daughter, baby).
    - This is a \_\_\_\_ (husband, wife).
    - This is a \_\_\_\_ (brother, sister).



### Teaching Idea for Activity 3:

- Ask different learners to come to the front and create different groups of family members such as aunt, uncle, grandmother, grandfather, cousin.

6. Repeat with 5-10 learners.
7. Point and say: Let's learn the English words.
  - This is a **mother**.
  - This is a **father**.
  - This is a **son**.
  - This is a **daughter**.
  - This is a **brother**.
  - This is a **sister**.
  - This is a **baby**.
  - This is a **wife**.
  - This is a **husband**.
  - These are **children**.
8. Point to different people in the drawing and ask: Who is this?
  - Learners should respond in English: This is a \_\_\_\_\_.  
These are\_\_\_\_\_.
9. Ask 5-10 learners to come to the front and name the different people.
  - Learners should respond in English: This is a \_\_\_\_\_.  
These are\_\_\_\_\_.
10. Ask 4 learners to come to the front and make a family.
11. Point and say:
  - This is a (mother, father, sister, brother, son, daughter, wife, husband).
12. Ask a learner to come to the front and name the family members.
  - Learners should respond in English: This is a \_\_\_\_\_.  
These are \_\_\_\_\_.
13. Ask learners to draw a picture of their family.

## Activity 4: **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

- **moth / er:** 2 syllables = 2 claps
- **fath / er:** 2 syllables = 2 claps
- **son:** 1 syllable = 1 clap
- **daugh / ter:** 2 syllables = 2 claps
- **broth / er:** 2 syllables = 2 claps
- **sis / ter:** 2 syllables = 2 claps
- **chil / dren:** 2 syllables = 2 claps
- **hus / band:** 2 syllables = 2 claps
- **wife:** 1 syllable = 1 clap
- **ba / by:** 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 5: New Sounds

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **th** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - This is a **thumb**.
4. Say:
  - Listen carefully to the sound at the beginning of the word:  
**/th/**.
  - Repeat the sound after me: **/th/, /th/, /th/, /th/, /th/**.

### Letter Sound:

- Sound: **/Th/** and **/th/** (both sound like **tha**)
- English words starting with the letter sound **/th/**:
  - think
  - thief
  - throw

5. Say:

- I will say a word.
- If the word begins with /th/, make a fist and put your thumbs up.
- **Words:** family, sister, **throw**, **thin**, brother, mother, **thumb**, son, daughter, **thick**
  - **Answers:** Underlined words start with the sound /th/.

6. Write on the blackboard: **throw**, **thin**, **thumb**, **thick**.

7. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

### Materials:

Make large letter cards for each of the following letters: r, p, t

### Consonants:

b, c, d, f, g, h, j, k, l, m,  
n, p, q, r, s, t, v, w, x, y, z

### Vowels:

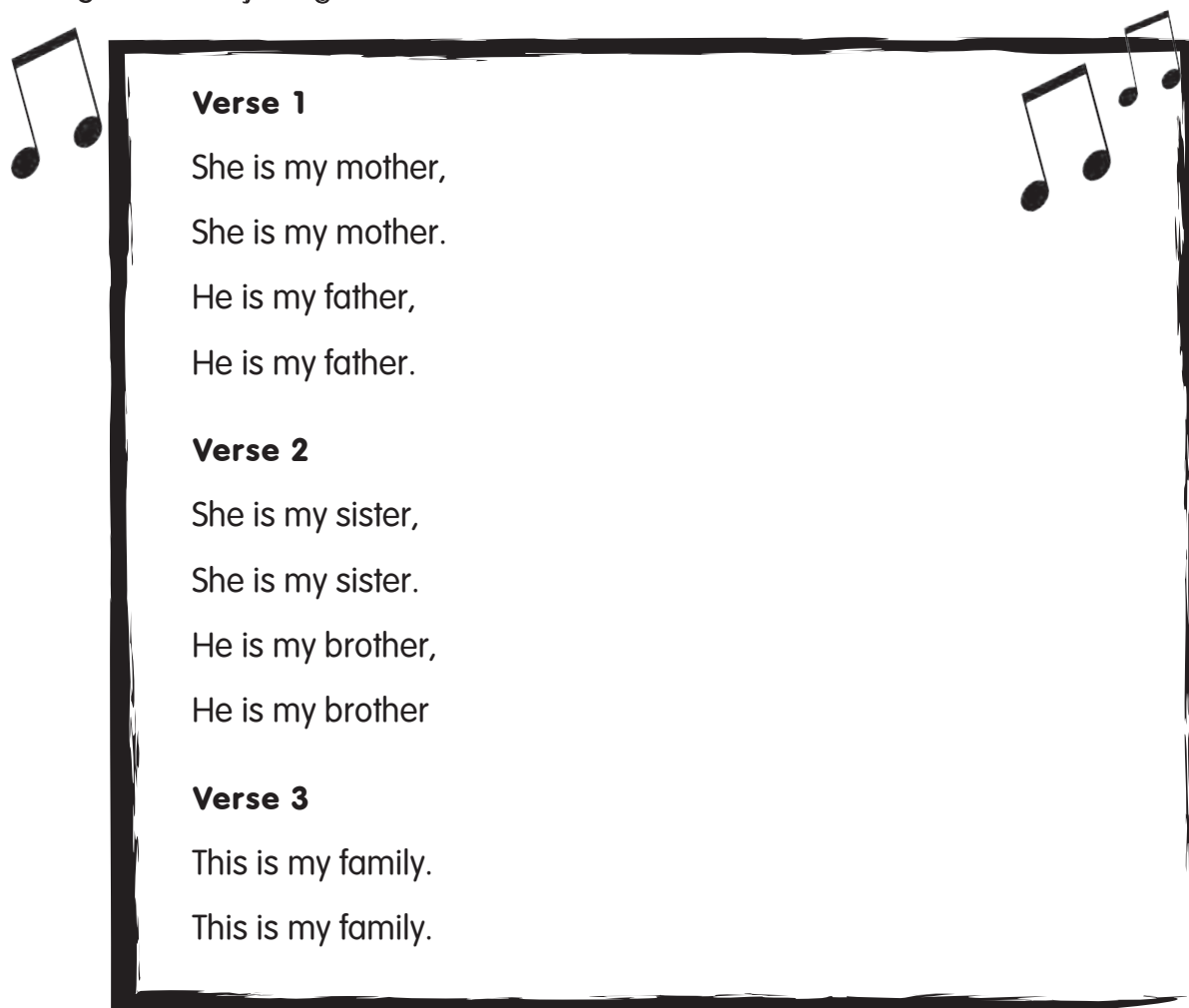
a, e, i, o, u

1. Hold up the Module 1, Session 3 picture: "Reproductive organs".
2. Read the title. Move your finger under each word as you read it.
3. Ask learners to say the title with you. Point to each word as you read it together.
4. Ask learners to point to words with the letter sounds /r/, /p/ and /t/.
5. Say: r, p and t are consonants.
6. Ask learners to find other consonants in the title.
7. Ask learners to find vowels in the title.
8. Write a consonant on the blackboard or show a letter card.
9. Ask learners to say English words that they know that begin with that consonant sound (for example: rock for the sound /r/).
10. Say: Let's play a game.
  - Make 3 groups.
  - Give each group a letter card with a consonant:  
(r, p, t)
11. Say: I will say a word. If the word starts with your letter, your group should stand up.

12. Play the game with learners using these words:
- run, walk, time, people, son, daughter, river, baby, pack, pit, red, teach, thank, rich, feel, grandmother, thumb, pants, shorts
  - Answer: Underlined words start with the letters r, p, t.
13. Write the words from step 12 on the blackboard. Read the words with learners.
14. Ask learners to copy some (or all) of the words and draw a picture next to each word.

## Activity 7: **Song**

1. Sing 'The Family Song'.



**Verse 1**

She is my mother,  
She is my mother.  
He is my father,  
He is my father.

**Verse 2**

She is my sister,  
She is my sister.  
He is my brother,  
He is my brother

**Verse 3**

This is my family.  
This is my family.

2. Repeat the song 3 times with learners.
3. Ask 1 girl and 1 boy to come to the front and stand together.
4. Say: These are the mother and father.
5. Ask 1 girl and 1 boy to come to the front and stand together.
6. Say: These are the brother and sister.

7. Ask a learner to come to the front and sing the song.
  - The learner should point to the correct family member as they sing.
  - For example, the learner should point to the sister when singing “She is my sister”.
8. Repeat step 7 with 3 more learners.

## Activity 8: **Building Sentences**

### Materials:

Make large word cards for each of the following words: **sister**, **brother**, **mother**, **father** and a large letter card for the letter: **s**

1. Use the drawing of the family.
2. Point and say:
  - This is a mother. She has one baby.
  - This is a father. He has one wife.
  - This is a brother. He has one sister.
  - These are parents. They have three children.
  - They are a family.
3. Show word cards for **sister**, **brother**, **mother** and **father**.
4. Say the first vocabulary words. Ask the learners to repeat it after you.
5. Ask learners to come to the front and point to the:
  - husband and wife
  - brother and sister
  - parents and children
  - mother and baby
6. Ask:
  - How many brothers and sisters do you have?
7. Say:
  - In English, when we want to say that we have more than one of something we add an **S** to the end of the word.
  - For example, if you have more than one brother, you will say, “I have many **brothers**.”
- Show a letter card for **S** or write **S** on the blackboard.

8. Draw the table below on the blackboard.

I	have	one	sister.
			brother.
		two	brothers. sisters.
		three	
		four	
		five	

9. Make one sentence, pointing to each word as you read.
10. Ask learners to read the sentence with you.
11. Make other sentences and read them with learners.
12. Ask learners to come to the front and make or read a sentence.
13. Ask learners to write their own sentences.

## Activity 9: Letter Hunt

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

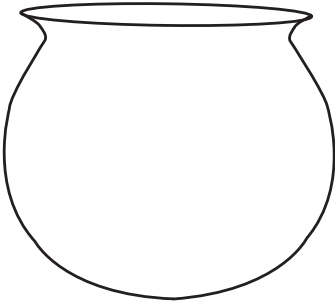


2. Ask a learner to underline 1 capital letter.
3. Repeat with different learners.
4. Ask a learner to circle 1 small letter.
5. Repeat with different learners.
6. Ask a learner to rub out a vowel.
7. Repeat with different learners.

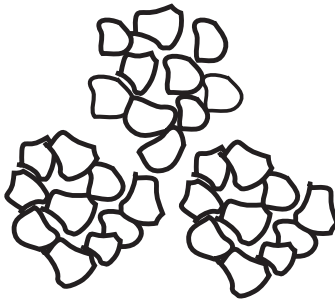
## Activity 10: Numeracy

### Materials:

Pot



30 or more stones



1. Ask 3 learners to come to the front.
2. Ask learners to raise their hands.
3. Count all of the fingers on the learners' hands, from 1 up to 10, from 11 up to 20, then from 21 up to 30.
4. Repeat step 3. Ask the class to count with you.
5. Put learners into groups of 3.
6. Ask each group to count their fingers.
7. Ask learners to change groups and repeat step 6.
8. Ask a learner to come to the front of the class.
9. Show the learner the stones.
10. Say:
  - Count 30 stones and put them in the pot.
11. Ask a different learner to come to the front of the class and count the stones out of the pot.
12. Repeat steps 10 and 11 with 5-10 learners.
13. Write the numbers from 20 up to 30 on the blackboard.
14. Read each number. Move your finger under **each number** as you read it.
15. Ask learners to say the numbers with you. Point to **each number** as you read it together.
16. Ask a learner to read the numbers alone.
17. Repeat with 5-10 learners.
18. Read the numbers backwards from 30 down to 20.
19. Ask learners to count backwards with you.
20. Ask a learner to read the numbers backwards.
21. Repeat with 5-10 learners.
22. Ask learners to copy the numbers.

## Activity 11: **Storytelling**

1. Use the drawing of the family.
2. Write on the board: This is my family.
3. Read the sentence on the board. Move your finger under **each word** as you read it.
4. Ask learners to say the sentence with you. Point to **each word** as you read it together.
5. Say:
  - In groups, you are going to think of a story that matches this picture.
6. Ask learners to make groups of 2 or 3.
7. Say:
  - Each group will think of a story to go with this title and picture.
  - Think about the beginning, middle and ending of your story.
  - Think about who is in your story and what they are doing.
  - Think about the problem and solution in the story.
8. Give learners some time to think about and discuss their stories in groups.
9. Ask 1 group to retell their story.
10. Repeat with 2-3 more groups.
11. Ask learners to give you simple sentences in English about their story and write them on the board.
12. Read the sentences. Move your finger under each word as you read it.
13. Ask the learners to read the sentences with you. Point to each word as you read it together.
14. Ask a learner to read the sentences on their own.
15. Repeat with 2-3 more learners.



## Activity 12: Word Building

1. Draw a letter grid on the blackboard.
2. Point to the letter grid.
3. Say the word: **thumb**. Point to each letter in the grid and say the sounds slowly: /th/ – /u/ – /m/ – /b/. Then say the sounds faster to say the word: **thumb**.
4. Say the word: **throw**. Point to each letter in the grid and say the sounds slowly: /th/ – /r/ – /o/ – /w/. Then say the sounds faster to say the word: **throw**.

### Teaching Idea for Activity 12:

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

th	w	b	k
e	m	o	i
r	u	n	s

5. Say the word: **three**. Point to each letter in the grid and say the sounds slowly: /th/ – /r/ – /e/ – /e/. Then say the sounds faster to say the word: **three**.
6. On the blackboard draw 4 guiding lines.
7. Write the words **thumb**, **throw** and **three** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **thumb**, **throw** and **three** using the guiding lines. Tell them to draw pictures next to each word.

### More Words to Build:

- think
- this
- there

### Words to Build:

- thumb
- throw
- three

## Activity 13: Key Message

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Understanding reproduction keeps us healthy and safe.**

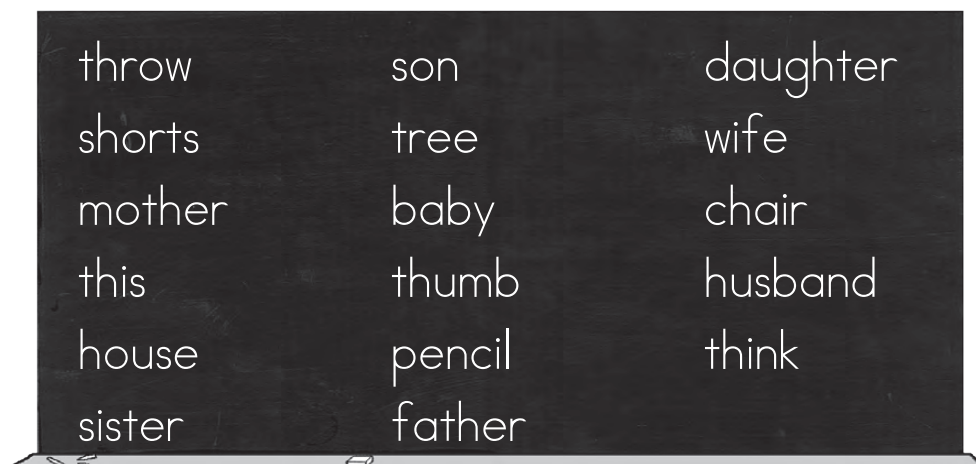
3. Read the message. Move your finger under **each word** as you read it.
4. Ask learners to say the message with you. Point to **each word** as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the message.
7. Ask learners to circle all of the vowels in the message.
8. Ask the learners to find words with **/th/**.
9. Ask learners to find a word in the message, such as: **us, and, safe, healthy.**
10. Write the following words on the blackboard:  
an\_, u\_, \_afe, heal \_\_y.
11. Ask learners to fill in the missing letters.
12. Ask learners to copy the message and draw a picture to go with it.

### Teaching Idea for Activity 13:

- Write the word **reproduction** on the board. Ask the learners to look at the word **reproduction**. See how many words they can make using the letters in the word. For example: pot

## Activity 14: **Assessment**

1. Use the drawing of the family. Point to someone in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people.
  - Ask:
    - Who is this?
  - Learners should respond in English: This is \_\_\_\_\_.
3. Write many different words on the blackboard.



4. Ask different learners to come to the front and underline some of the words pictured in the Module 1, Session 3 picture. Ask them to read the word and point to the picture.
5. Ask different learners to come to the front and circle a word with the sound /**th**/.
6. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
7. Ask learners to count how many syllables they hear in each word.

th	w	b	k
e	m	o	i
r	u	n	s

8. Draw a letter grid on the blackboard.
9. Ask learners to come to the front and build the words **thumb**, **three**, **think**, **this** and **the** by pointing to the letters and saying the letter sounds together to make a word.
10. Put learners into groups of 2.
11. Ask each learner to read the words to their partner.
12. Ask each learner to read all the writing they did today to their partner.
13. Ask each learner to tell their partners all the numbers in order from 0 to 30 then 30 to 0.
14. Ask each group of learners to talk about the following questions:
  - Which English words did you learn today?
  - What will you tell your family about today?
14. Ask some groups to share their answers with the class.
15. Say: When you are at home, read the writing you did today to your family.

# Session 4: Menstruation

## Key Message

Be respectful of young women during menstruation.

## Activity 1: Introduction

1. Conduct the daily edit.
2. Write the following on the blackboard: I hv 2 sister
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.
  - Possible answers: I have two sisters. I have two brothers. I have one sister.
6. Say:
  - Always capitalise the first word in a sentence.
  - Always capitalise the word "I", no matter where it is in the sentence.
  - If we have more than one thing, we add an **S** to the end of the word.
7. Ask:
  - What words did you learn to read and write in the last lesson?
  - Which English words did you learn in the last lesson?
8. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn new words to describe people.

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

## Reading Skills:

### English Letters and Words:

Letter sound: br – brush, breakfast, brother

Ending sound: s – legs, arms, hands

### Vocabulary – Picture Chart:

- female
- blood
- menstruation
- ovary
- egg

### Vocabulary – Body Parts:

- head
- eye
- ear
- nose
- mouth
- knee
- toe
- hand
- finger
- arm
- foot
- face
- hair
- stomach
- elbow
- chin
- breast

### English Phrases:

- What is this?
- This is \_\_\_\_\_.
- How are you?
- I am \_\_\_\_\_.
- How do you \_\_\_\_\_?
- This is how I \_\_\_\_\_.
- What do you like to do?
- I like to \_\_\_\_\_.

### Writing Skills:

- Identifying consonant and vowel letters
- Writing words

### Numeracy Skills:

- Counting up to 40

3. Practise with the whole class and with individual learners.
4. On the blackboard, write the letters: **b, r**.
5. Say: These letters are called consonants.
6. Ask: What is the letter name? What is the letter sound?
  - Learners should respond: The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

### Name and Sound

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

### Name and Sound

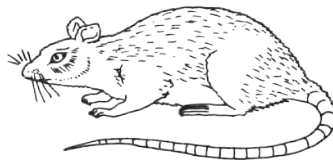
- Name: **R, r**
- Sound: /R/ and /r/ (both sound like **ruh**)
- English words starting with letter sound /r/:
  - rat
  - rice
  - roof

B b



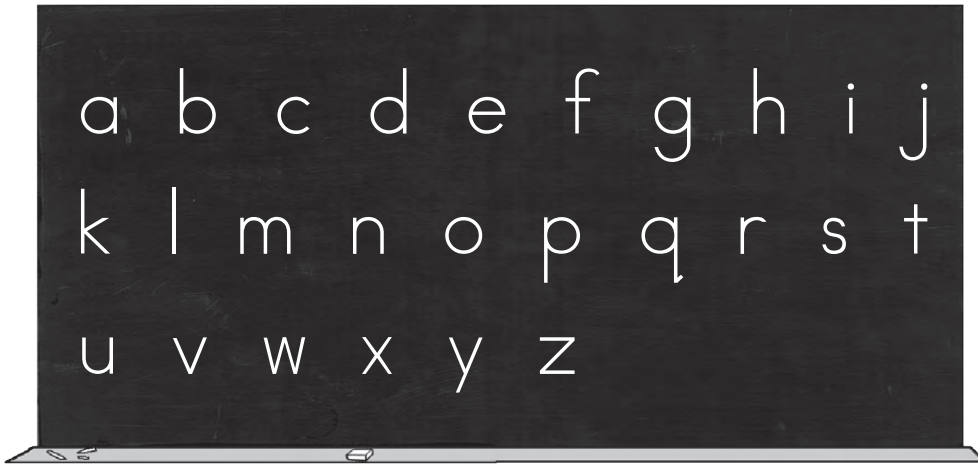
boy

R r



rat

7. Write the alphabet on the blackboard in small letters.



8. Read the letters with learners.

9. Rub some consonant letters out and ask learners to fill in the missing letters.

10. Ask learners to copy the alphabet and write in the missing letters.

### Activity 3: Vocabulary

1. Hold up the Module 1, Session 4 picture: 'Menstrual cycle'.

2. Ask:

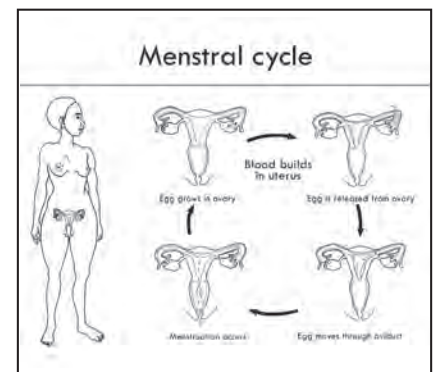
- What can you see in this picture?
- Use English to name all the parts of the body.

#### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

3. Point and say: Let's remember the English words. What is this?

- This is a \_\_\_\_ (head, shoulder, knee, mouth, leg, chin, nose, stomach).
- This is an \_\_\_\_ (arm, elbow).
- These are \_\_\_\_ (eyes, ears, feet, fingers, toes, teeth, breasts).



#### Teaching Idea for Activity 3:

- Ask learners to draw a man and woman and label all the body parts they know.

### Materials:

Make large lettercards for the following letter: s

### Teaching Idea for Activity 3:

- Play a game. Make groups of 2 learners each. One learner asks, "What is this?" and points to a body part. The other learner answers.

4. Point to different things in the picture and say: What is this?
  - Learners should respond in English: This is a \_\_\_\_\_.
5. Repeat with 5-10 learners.
6. Point and say: Let's learn the English words.
  - One leg. Two legs.
  - One arm. Two arms.
  - One eye. Two eyes.
  - One hand. Two hands.
  - One shoulder. Two shoulders.
  - One knee. Two knees.
  - One finger. Ten fingers.
  - One toe. Ten toes.
  - One breast. Two breasts.
7. Say:
  - In English, when we want to say that we have more than one of something we add an **S** to the end of the word.
  - For example, "I have 10 **toes**."
  - Show a letter card for **S** or write **S** on the blackboard.
8. Point to different body parts and ask: How many?
  - Learners should respond in English: One \_\_\_\_\_.  
Two\_\_\_\_\_.
  - Make sure learners add an **S** at the end of the word if there is more than one.
9. Repeat with 5-10 learners.
10. Ask 5-10 learners to come to the front, point to a body part and say the correct number and body part using an **S**.
  - Learners should respond in English: I have \_\_\_\_\_.
  - For example: I have two arms.
11. Say:
  - Stand up when you hear a word that ends in **S**.
12. Play the game with learners using these words.
  - head, teeth, eyes, legs, elbow, finger, fingers, ear, nose, hands, toes, knee
  - **Answer:** The underlined words are the correct words.

## Activity 4: **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

- **eyes:** 1 syllable = 1 clap
- **ears:** 1 syllable = 1 clap
- **knees:** 1 syllable = 1 clap
- **toes:** 1 syllable = 1 clap
- **hands:** 1 syllable = 1 clap
- **fin / gers:** 2 syllables = 2 claps
- **arms:** 1 syllable = 1 clap
- **should / ers:** 2 syllables = 2 claps
- **legs:** 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 5: **New Sounds**

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **br** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - This is a **brother**.
  - This is **bread**.
  - This is a **brick**.
4. Say:
  - Listen carefully to the sound at the beginning of the word:  
**/br/**.
  - Repeat the sound after me: **/br/ /br/ /br/ /br/ /br/**.



### Letter Sound:

- Sound: /Br/ and /br/ (both sound like **bra**)
- English words starting with the letter sound /br/:
  - breakfast
  - broom
  - brush

### 5. Say:

- I will say a word.
- If the word begins with /br/, raise your hand.
- Words: blood, **brick**, house, **brother**, mother, baby, **breasts**, shoulder.
  - Answers: Underlined words start with the sound /br/.

### 6. Write on the blackboard: **brick, brother, bread.**

### 7. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

1. Hold up the Module 1, Session 4 picture: 'Menstrual cycle'.
2. Read the title. Move your finger under each word as you read it.
3. Ask learners to say the title with you. Point to each word as you read it together.
4. Ask learners to point to words with the letter sounds /s/, /t/ and /r/.
5. Say: **s**, **t** and **r** are consonants.
6. Ask learners to find other consonants in the title.
7. Ask learners to find vowels in the title.
8. Write a consonant on the blackboard and show a letter card.
9. Ask learners to say English words they know that begin with that consonant (for example: top for the sound /t/).
10. Say: Let's play a game.
  - Make 3 groups.
  - Give each group a letter card with a consonant sound (**s, t, r**)

### Materials:

Make large letter cards for each of the following letters: s, t, r

11. Say: I will say a word. If the word begins with your letter, your group should stand up.
12. Play the game with learners using these words:
  - run, stomach, leg, mouth, roof, elbow, teeth, sister, toes.
  - Answers: Underlined words start with the letters s, t, r.
13. Write the words from step 12 on the blackboard. Read the words with learners.
14. Ask learners to copy some (or all) of the words and draw a picture next to each word.

### Consonants:

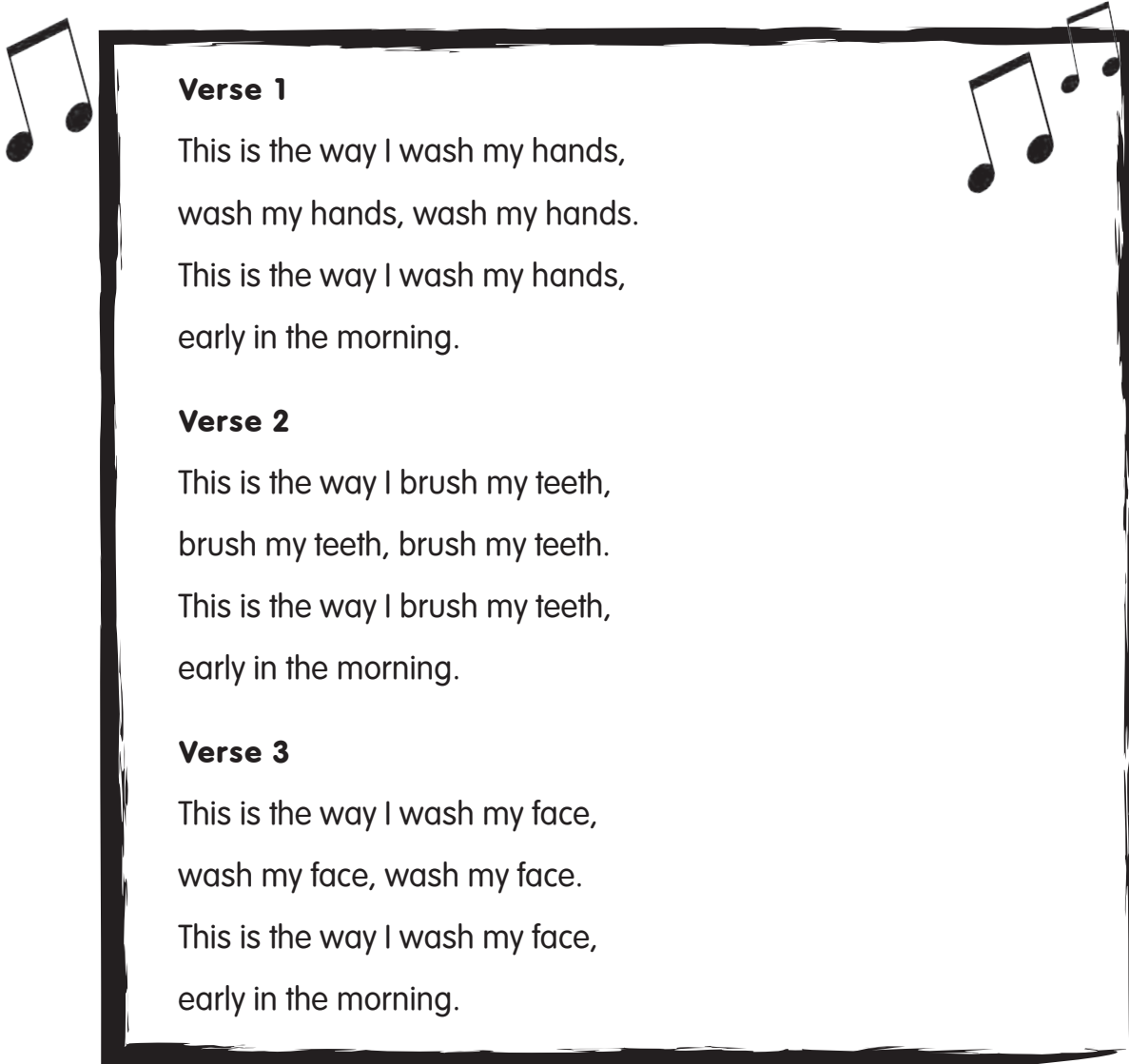
b, c, d, f, g, h, j, k, l, m,  
n, p, q, r, s, t, v, w, x, y, z

### Vowels:

a, e, i, o, u

## Activity 7: 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 hands, 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. Repeat the song 3 times with learners. Do the actions for the words as you sing.
3. Write on the board:
  - I eat good food.
  - Mother eats good food.
  - She eats good food.
  - Father eats good food.
  - He eats good food.
4. Ask a learner to come to the front and circle a word that ends with **S**.
5. Repeat until all words ending in **S** are circled.
6. Ask a male and female learner to come to the front.
7. Say:
  - When I say a sentence that starts with "he", the male learner will do the action.
  - When I say a sentence that starts with "she", the female learner will do the action.
8. Say:
  - He eats good food.
  - She eats good food.
9. Say:
  - I will say a sentence. If it begins with "he", "father" or "brother", all male learners will do the action.
  - If it begins with "she", "mother" or "sister", all female learners will do the action.
10. Say these sentences to the class and have male and female learners do the actions:
  - She washes her hands.
  - He brushes his teeth.
  - He washes his face.
  - She eats good food.
  - She exercises.
  - Mother washes her hands.
  - Father brushes his teeth.
  - Brother washes his face.
  - Sister eats good food.
  - This is the way mother washes her hands.
  - This is the way father brushes his teeth.
  - This is the way brother washes his face.
  - This is the way sister eats good food.
  - This is the way baby exercises.
  - This is the way my family sleeps at night.
11. Repeat with learners 3 times.

## Activity 8: Building Sentences

1. Show word cards for **washes, brushes, eats** and **sleeps**. Say the words clearly. Ask learners to repeat.
2. Say the first vocabulary word. Ask the learners to repeat it after you.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **wash / es**: 2 syllables = 2 claps
- **brush / es**: 2 syllables = 2 claps
- **eats**: 1 syllable = 1 clap
- **sleeps**: 1 syllable = 1 clap

### Materials:

Make large word cards for each of the following words:  
**washes, brushes, eats, sleeps**

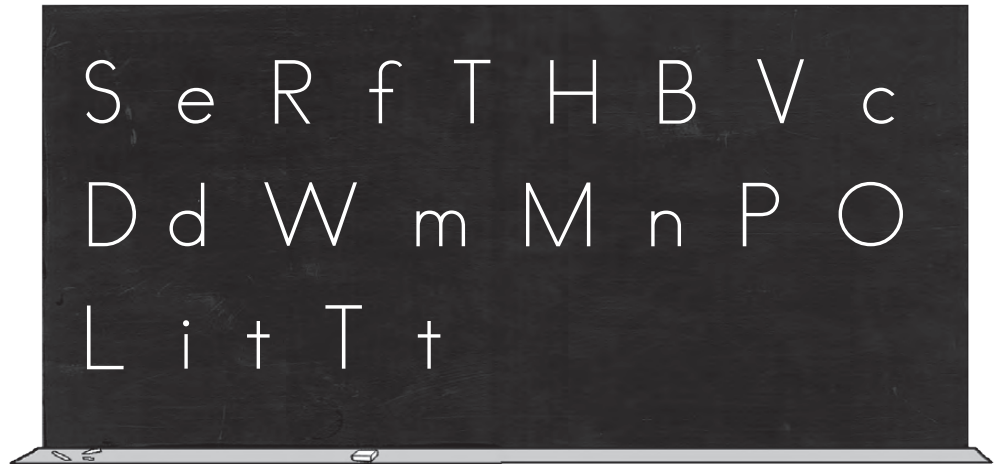
3. Say:
  - Listen while I clap the syllables in this word.
4. Say the word again while clapping the syllables.
5. Repeat with learners.
6. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
7. Repeat with the other vocabulary words.
8. Draw the table below on the blackboard.

Mother	washes	her	hands.
Father	brushes	his	teeth.
Brother	eats	good	food.
Sister	sleeps	at	night.
Baby			face.

9. Make one sentence, pointing to **each word** as you read.
10. Ask learners to read the sentence with you.
11. Make other sentences and read them with learners.
12. Ask learners to come to the front and make or read a sentence.
13. Ask learners to write their own sentences.

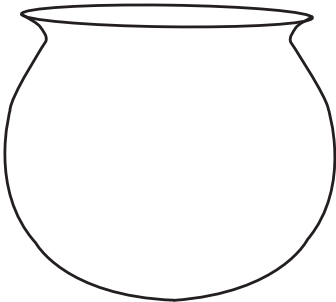
## Activity 9: Word Hunt

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

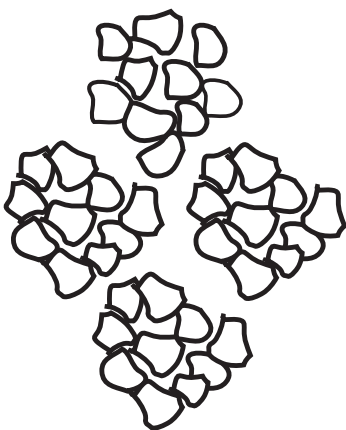


### Materials:

Pot



40 or more stones



2. Ask a learner to underline 1 capital letter.
3. Repeat with different learners.
4. Ask a learner to circle 1 small letter.
5. Repeat with different learners.
6. Ask a learner to rub out a vowel.
7. Repeat with different learners.

## Activity 10: Numeracy

1. Ask 4 learners to come to the front.
2. Ask the learners to raise their hands.
3. Count all of the fingers on the learners' hands, from 1 up to 10, from 11 up to 20, from 21 up to 30, then from 31 up to 40.
4. Repeat step 3. Ask the class to count with you.
5. Put learners into groups of 4.
6. Ask each group to count their fingers.
7. Ask learners to change groups and repeat step 6.
8. Ask a learner to come to the front of the class.
9. Show the learner the stones.
10. Say:
  - Count 40 stones and put them in the pot.

11. Ask a different learner to come to the front of the class and count the stones out of the pot.
12. Repeat steps 10 and 11 with 5-10 learners.
13. Write the numbers from 30 up to 40 on the blackboard.
14. Read each number. Move your finger under **each number** as you read it.
15. Ask learners to say the numbers with you. Point to **each number** as you read it together.
16. Ask 1 learner to read the numbers alone.
17. Repeat with 5-10 learners.
18. Read the numbers backwards from 40 down to 30.
19. Ask learners to count backwards with you.
20. Ask 1 learner to read the numbers backwards.
21. Repeat with 5-10 learners.
22. Rub out some numbers and ask learners to fill in the missing numbers.
23. Ask learners to copy the numbers.

## Activity 11: Reading

1. Use the Module 1, Session 4 picture 'Menstrual cycle'.
2. Ask:
  - What is the picture called?
3. Read the title of the picture. Move your finger under **each word** as you read it.
4. Ask learners to say the title with you. Point to **each word** as you read it together.
5. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

6. Say:
- Let's learn some new English words: **egg, ovary, blood, menstruation.**
  - Listen while I clap the syllables in these words.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **egg:** 1 syllable = 1 clap
- **o / var / y:** 3 syllables = 3 claps
- **blood:** 1 syllable = 1 clap
- **men / stru / a / tion:** 4 syllables = 4 claps

7. Say the words again while clapping the syllables.
8. Repeat with learners.
9. Ask learners to identify the number of syllables in the words. Use your fingers to count the number of syllables together with the class.
10. Read the sentences on the chart. Move your finger under **each word** as you read it.
11. Ask learners to say the sentences with you. Point to **each word** as you read it together.
12. Ask learners to find the words **egg, ovary, blood, menstruation** in the sentences.
13. Ask learners to find the words in the sentences that end in **S**. (builds, is, moves, occurs, grows)
14. Ask learners to rearrange the letters to form words for menstruation: **geg, ovyar, dlobo,**

## Activity 12: Word Building

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

br	i	s	h
o	e	c	k
u	m	a	d

### Teaching Idea for Activity 12:

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

- Say the word: **bread**. Point to each letter in the grid and say the sounds slowly: /br/ – /e/ – /a/ – /d/. Then say the sounds faster to say the word: **bread**.
- Say the word: **broom**. Point to each letter in the grid and say the sounds slowly: /br/ – /o/ – /o/ – /m/. Then say the sounds faster to say the word: **broom**.
- Say the word: **brush**. Point to each letter in the grid and say the sounds slowly: /br/ – /u/ – /s/ – /h/. Then say the sounds faster to say the word: **brush**.

#### Words to Build:

- bread
- broom
- brush

#### More Words to Build:

- break
- brim
- brick

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

## Activity 13: Key Message

- Ask learners if they remember the key message.
- Write the key message on the blackboard.  
**Be respectful of young women during menstruation.**
- Read the message. Move your finger under each word as you read it.
- Ask learners to say the message with you. Point to each word as you read it together.
- Ask different learners to read the message.
- Ask learners to come to the front and underline all of the consonants in the message.

#### Teaching Idea for Activity 13:

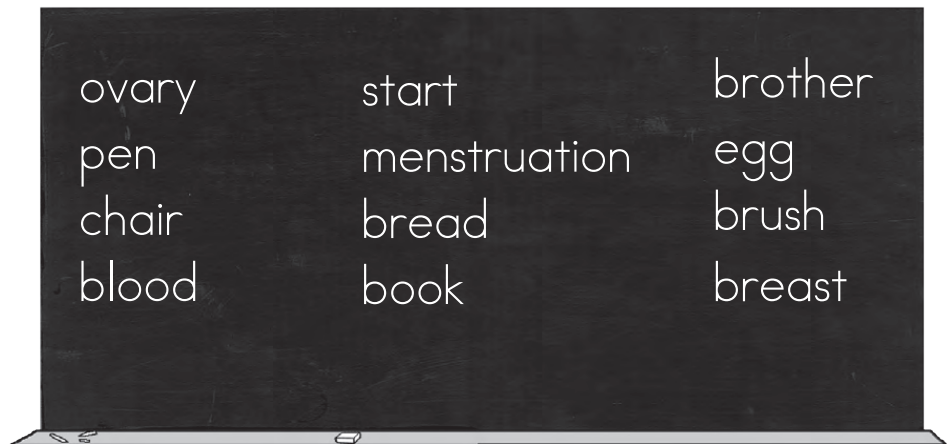
- Write the word **menstruation** on the board. Ask the learners to look at the word **menstruation**. See how many words they can make using the letters in the word. For example: ten



7. Ask learners to find all of the vowels in the message.
8. Ask learners to find a word in the message, such as: **be, of, during.**
9. Write the following words on the blackboard:  
b\_, \_f, d\_ring
10. Ask learners to fill in the missing letters.
11. Ask learners to copy the message and draw a picture to go with it.

## Activity 14: **Assessment**

1. Hold up the Module 1, Session 4 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Write many different words on the blackboard.



3. Ask different learners to come to the front and underline some of the words pictured in the Module 1, Session 4 picture. Ask them to read the word and point to the picture.
4. Ask different learners to come to the front and circle a word with the sound **/br/**.
5. Say each of the vocabulary words. For **each word**, ask learners to clap the syllables.
6. Ask learners to count how many syllables they hear in **each word**.

7. Draw a letter grid on the blackboard.

br	i	s	h
o	e	c	k
u	m	a	d

8. Ask learners to come to the front and build the words **bread**, **broom** and **brush** by pointing to the letters and saying the letter sounds together to make a word.
9. Put learners into groups of 2.
10. Ask each learner to read the words to their partner.
11. Ask each learner to read all the writing they did today to their partner.
12. Ask each learner to tell their partners all the numbers in order from 0 to 40 then 40 to 0.
13. Ask each group of learners to talk about the following questions:
- Which English words did you learn today?
  - What will you tell your family about today?
14. Ask some groups to share their answers with the class.
15. Say: When you are at home, read the writing you did today to your family.

# Session 5: Feelings of Attraction

**Key Message** | Use both your head and your heart to keep you healthy and safe.

## Reading Skills:

### English Letters and Words:

Letter sound: ee –  
green, sheep, tree

### Vocabulary – Picture Chart:

- skirt
- shirt
- blouse
- shorts
- shoe
- have
- has

### Vocabulary – Colour Words:

- blue
- red
- yellow
- green
- orange
- black
- grey
- white

## Activity 1: Introduction

1. Conduct the daily edit.
2. Write the following on the blackboard: hee eat food.
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.
  - Possible answers: He eats food. She eats food. I eat food.
6. Say:
  - Only the first letter of the word at the start of the sentence should be a capital letter.
  - We must use correct spelling.
  - If we use “he” then we must add an **S** to eat.
7. Ask:
  - What words did you learn to read and write in the last lesson?
  - Which English words did you learn in the last lesson?
8. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn some new words to describe people and animals.

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. On the blackboard, write the letters: **ee**
5. Say: These letters are called vowels.
6. Ask: What is the letter name? What is the letter sound?
  - Learners should respond: The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

### Name and Sound

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

### English Phrases:

- What is this?
- This is a \_\_\_\_\_.
- These are \_\_\_\_\_.
- What do you have?
- I have a \_\_\_\_\_.
- She has a \_\_\_\_\_.
- He has a \_\_\_\_\_.
- What colour is this?
- That is \_\_\_\_\_.
- Those are \_\_\_\_\_.

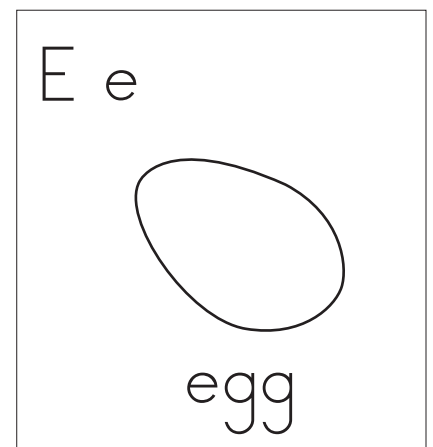
### Writing Skills:

- Writing complete sentences

### Numeracy Skills:

- Counting up to 50

7. Write the alphabet on the blackboard in small letters.



8. Read the letters with learners.
9. Rub some vowels out and ask learners to fill in the missing letters.
10. Ask learners to copy the alphabet and write in the missing letters.

## Activity 3: Vocabulary



1. Hold up the Module 1, Session 5 picture: 'Feelings of attraction'.
2. Ask:
  - What can you see in this picture?
  - Use English to name things you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

### Teaching Idea for Activity 3:

- Play a game. Make groups of 2 learners each. One learner asks, "What colour is this?" and points to a colour on their clothes. The other learner answers.

3. Point and say: Let's remember the English words. What is this?
  - Learners should respond in English:
  - This is a \_\_\_\_ (shirt, blouse, skirt, dress).
  - These are \_\_\_\_ (shorts, shoes, clothes).
4. Point to different things in the picture and say: What is this?
  - Learners should respond in English: This is a \_\_\_\_\_.
5. Repeat with 5-10 learners.
6. Point and say: Let's learn the English words for colours.
  - This is **orange**.
  - This is **grey**.
  - This is **black**.
  - This is **white**.
7. Point to different things in the picture and in the room and ask: What colour is this?
  - Learners should respond in English: That is \_\_\_\_\_. Those are \_\_\_\_\_.

## Activity 4: **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

- **blue**: 1 syllable = 1 clap
- **red**: 1 syllable = 1 clap
- **yel / low**: 2 syllables = 2 claps
- **green**: 1 syllable = 1 clap
- **or / ange**: 2 syllables = 2 claps
- **grey**: 1 syllable = 1 clap
- **black**: 1 syllable = 1 clap
- **white**: 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 5: **New Sounds**

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **ee** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - This is **green**.
  - This is a **sheep**.
  - This is a **tree**.
4. Say:
  - Listen carefully to the sound in the middle of the word:  
**/ee/**.
  - Repeat the sound after me: **/ee/, /ee/, /ee/, /ee/, /ee/**.

### Letter Sound:

- Sound: /Ee/ and /ee/ (both sound like e)
- English words with the letter sound /ee/:
  - green
  - sheep
  - tree

5. Say:

- I will say a word.
- If the word has /ee/, raise your hand.
- Words: green, blue, three, ten, tree, knee, dress, shoe  
ñ Answers: Underlined words have the sound /ee/.

6. Write on the blackboard: green, sheep, tree.

7. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

### Materials:

Make large letter cards for each of the following letters: s, l, r, t

1. Hold up the Module 1, Session 5 picture: "Feelings of attraction".

2. Read the title. Move your finger under each word as you read it.

3. Ask learners to say the title with you. Point to each word as you read it together.

4. Ask learners to point to the words with the /ee/ sound.

5. Say: **s**, **l**, **r** and **t** are consonants.

6. What other consonants can you see in the title?

7. Ask learners to find vowels in the title.

8. Write a consonant on the blackboard or show a letter card for **s**, **l**, **r**, or **t**

9. Ask learners to say English words that they know that begin with the letter sounds (for example: sleep for the sound /s/).

10. Say: Let's play a game.

- Make 3 groups.
- Give each group a letter card with a consonant sound (**s**, **l**, **r**, **t**)

11. Say: I will say a word. If the word starts with your letter, your group should stand up.

12. Play the game with learners using these words:

- short, large, hut, team, small, week, leg, red, love, teach, child, sell, top
- Answer: Underlined words start with the letters s, l, r, t.

13. Write the words from step 12 on the blackboard. Read the words with learners.

14. Ask learners to copy some (or all) of the words and draw a picture next to each word.

### Consonants:

b, c, d, f, g, h, j, k, l, m,  
n, p, q, r, s, t, v, w, x, y, z

### Vowels:

a, e, i, o, u

## Activity 7: I Have, You Have, She Has

1. Hold up the Module 1, Session 5 picture: 'Feelings of attraction'.

2. Point and say:

- He **has** a red shirt.
- He **has** blue shorts.
- He **has** grey shoes.
- She **has** a blue blouse.
- She **has** a green skirt.
- She **has** red shoes.

3. Ask a male and a female learner to come to the front.

4. Point to yourself and say:

- I **have** a \_\_\_\_\_ shirt/blouse.

5. Point to the male learner and say:

- He **has** a \_\_\_\_\_ shirt.

6. Point to the female learner and say:

- She **has** a \_\_\_\_\_ shirt/blouse.

7. Ask all of the learners to stand up in a line.

8. Say:

- Say what colour your shirt or blouse is.
- Look at the person on your right.
- Say what colour the shirt or blouse is that they are wearing.

9. Each learner must say:

- I **have** a \_\_\_\_\_ shirt/blouse.
- He/she **has** a \_\_\_\_\_ shirt/blouse.



10. On the board, write
  - I have a green shirt.
  - I have a red shirt.
  - I have a blue shirt.
  - I have a black shirt.
  - I have a yellow shirt.
11. Say:
  - I am going to read a sentence.
  - If you have this colour shirt, stand up.
12. Read one sentence, pointing to **each word** as you read it.
13. Ask the learners who are standing to read the sentence with you.
14. Repeat with the other sentences.
15. Ask learners to come to the front and read a sentence.
16. Ask learners to write their own sentences.

## Activity 8: Building Sentences

1. Hold up the Module 1, Session 5 picture: 'Feelings of attraction'.
2. Point and say:
  - He has a red shirt. She has a blue blouse.
  - He has blue shorts. She has a green skirt.
3. Show word cards for **red, green, blue, yellow**. Say the words clearly. Ask learners to repeat.
4. Ask learners to come to the front and point to the:
  - Red shirt
  - Blue blouse
  - Blue shorts
  - Green skirt
5. Ask:
  - What is the girl wearing?
  - What is the boy wearing?
6. Learners should respond:
  - The girl is wearing\_\_\_\_\_.
  - The boy is wearing\_\_\_\_\_.

### Materials:

Make large word cards for each of the following words: **red, blue, green, yellow**

7. Draw the table below on the blackboard.

He	has	a	red	shirt.
She	have		green	blouse.
I			blue	dress.
You			yellow	shoes.

8. Make one sentence, pointing to each word as you read.

9. Ask learners to read the sentence with you.

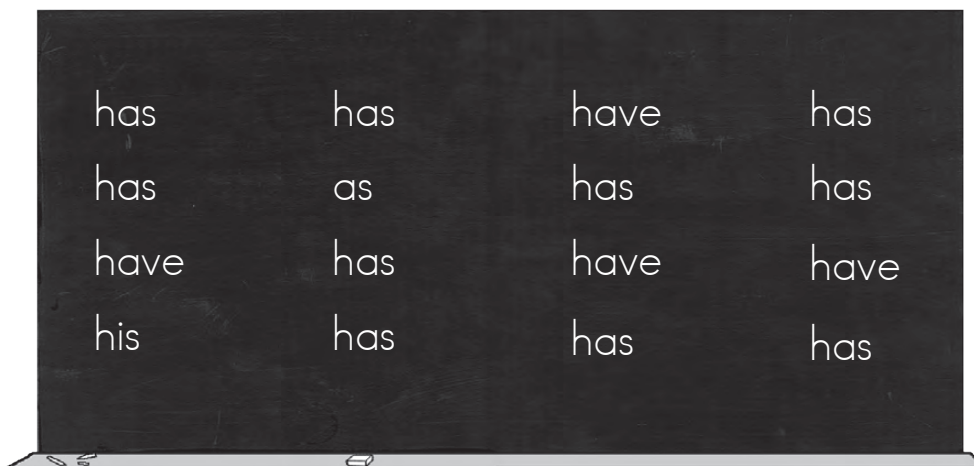
10. Make other sentences and read them with learners.

11. Ask learners to come to the front and make or read a sentence.

12. Ask learners to write their own sentences.

## Activity 9: **Word Hunt**

1. Write many different words on the blackboard.



2. Ask a learner to underline the word that is different in each line.

3. Repeat with different learners.

4. Ask a learner to circle the word: **have**.

5. Repeat with different learners.

6. Repeat with other words.

## Activity 10: Numeracy

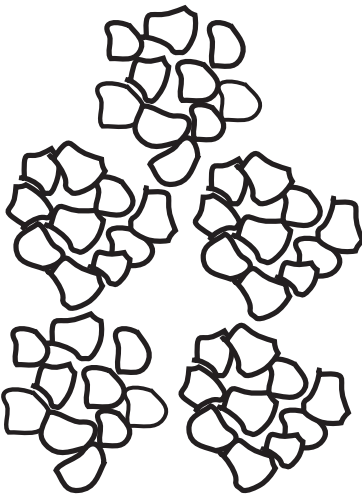
1. Ask 5 learners to come to the front.
2. Ask the learners to raise their hands.
3. Count all of the fingers on the learners' hands, from 1 up to 10, from 11 up to 20, from 21 up to 30, from 31 up to 40, then from 41 up to 50.
4. Repeat step 3. Ask the class to count with you.
5. Put learners into groups of 5.
6. Ask each group to count their fingers.
7. Ask learners to change groups and repeat step 6.
8. Ask a learner to come to the front of the class.
9. Show the learner the stones.
10. Say:
  - Count 50 stones and put them in the pot.
11. Ask a different learner to come to the front of the class and count the stones out of the pot.
12. Repeat steps 10 and 11 with 5-10 learners.
13. Write the numbers between 40 and 50 on the blackboard.
14. Read each number. Move your finger under **each number** as you read it.
15. Ask learners to say the numbers with you. Point to **each number** as you read it together.
16. Ask 1 learner to read the numbers alone.
17. Repeat with 5-10 learners.
18. Read the numbers backwards from 50 down to 40.
19. Ask learners to count backwards with you.
20. Ask 1 learner to read the numbers backwards.
21. Repeat with 5-10 learners.
22. Rub out some numbers and ask learners to fill in the missing numbers.
23. Ask learners to copy the numbers.

### Materials:

Pot



50 or more stones



## Activity 11: Reading

1. Use the Module 1, Session 5 picture 'Feelings of attraction'.
2. Ask:
  - What is the picture called?
3. Read the title of the picture. Move your finger under **each word** as you read it.
4. Ask learners to say the title with you. Point to **each word** as you read it together.
5. Ask:
  - What can you see in this picture?

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

- Use English to name everything you see in the picture.
6. Point to the picture and ask: How does the young man feel? How does the young woman feel?
    - Learners should respond: He/she feels \_\_\_\_\_.
  7. Ask learners to tell you one sentence in English about the picture.
  8. Write the following sentences on the blackboard. For example:

Beginners	More Advanced
The young man wants to get married.	The young man thinks the young woman is very beautiful. He wants to sit and talk with her.
The young woman likes the young man.	The young woman likes the young man. She wants to talk with him.

9. Read the sentences. Move your finger under **each word** as you read it.
10. Ask learners to say the sentences with you. Point to **each word** as you read it together.

11. Ask learners to find the words: **likes, wants, young, married** in the sentences.
12. Ask learners to rearrange the letters to form words: **kiles, antws, mdarrie, gouyn**

## Activity 12: **Storytelling**

1. Show the Module 1, Session 5 picture 'Feelings of attraction'.
2. Say:
  - In groups, you are going to think of a story that matches this picture.
  - First, we need a title for our story.
  - Look at the picture. What should we call our story?
3. Help learners think of a title. Write that title on the blackboard.
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 learners to make groups of 2 or 3.
7. Say:
  - Each group will think of a story to go with this title and picture.
  - Think about the beginning, middle and ending of your story.
  - Think about who is in your story and what they are doing.
  - Think about the problem and solution in the story.
8. Give learners some time to think about and discuss their stories in groups.
9. Ask 1 group to retell their story.
10. Repeat with 2-3 more groups.
11. Ask learners to give you simple sentences in English about their story and write them on the board.
12. Read the sentences. Move your finger under **each word** as you read it.
13. Ask the learners to read the sentences with you. Point to **each word** as you read it together.
14. Ask a learner to read the sentences on their own.
15. Repeat with 2-3 more learners.

## Activity 13: Word Building

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

ee	g	r	n	f
t	s	h	p	l

3. Say the word: **green**. Point to each letter in the grid and say the sounds slowly: /g/ - /r/ - /ee/ - /n/. Then say the sounds faster to say the word: **green**.
4. Say the word: **sheep**. Point to each letter in the grid and say the sounds slowly: /s/ - /h/ - /ee/ - /p/. Then say the sounds faster to say the word: **sheep**.
5. Say the word: **tree**. Point to each letter in the grid and say the sounds slowly: /t/ - /r/ - /ee/. Then say the sounds faster to say the word: **tree**.

### Words to Build:

- green
- sheep
- tree

### More Words to Build:

- feet
- feel
- sleep
- three

6. On the blackboard draw 4 guiding lines.
7. Write the words **green**, **sheep** and **tree** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **green**, **sheep** and **tree** using the guiding lines. Tell them to draw pictures next to each word.

## Activity 14: Key Message

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Use both your head and your heart to keep you healthy and safe.**

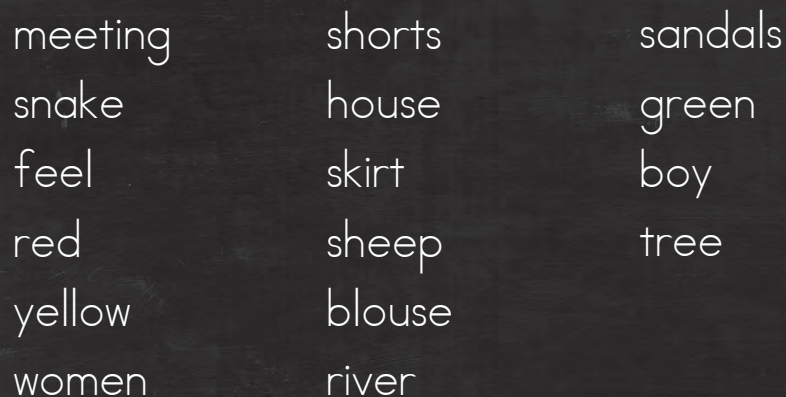
### Teaching Idea for Activity 14:

- Write the word **attraction** on the board. Ask the learners to look at the word **attraction**. See how many words they can make using the letters in the word. For example: rat

3. Read the message. Move your finger under **each word** as you read it.
4. Ask learners to say the message with you. Point to **each word** as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the message.
7. Ask learners to circle all of the vowels in the message.
8. Ask learners to find words starting with **h** and **y**.
9. Ask learners to find words which have the **/ee/** sound.
10. Ask learners to find a word in the message, such as:  
**keep, you, head, healthy, safe**
11. Write the following words on the blackboard:  
**k\_\_p, hea\_, heal\_\_y, s\_fe, \_ou**
12. Ask learners to fill in the missing letters.
13. Ask learners to copy the message and draw a picture to go with it.

### Activity 15: Assessment

1. Hold up the Module 1, Session 5 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people. Ask:
  - What is the boy wearing?
  - What is the girl wearing?
  - Learners should respond in English: The boy/girl has \_\_\_\_\_.
3. Write many different words on the blackboard.



meeting	shorts	sandals
snake	house	green
feel	skirt	boy
red	sheep	tree
yellow	blouse	
women	river	

4. Ask different learners to come to the front and underline some of the words pictured in the Module 1, Session 5 picture. Ask them to read the word and point to the picture.
5. Ask different learners to come to the front and circle a word with the sound /ee/.
6. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
7. Ask learners to count how many syllables they hear in each word.
8. Draw a letter grid on the blackboard.

ee	g	r	n	f
t	s	h	p	l

9. Ask learners to come to the front and build the words **green**, **sheep** and **tree** by pointing to the letters and saying the letter sounds together to make a word.
10. Put learners into groups of 2.
11. Ask each learner to read the words to their partner.
12. Ask each learner to read all the writing they did today to their partner.
13. Ask each learner to tell their partners all the numbers in order from 0 to 50 then 50 to 0.
14. Ask each group of learners to talk about the following questions:
  - Which English words did you learn today?
  - What will you tell your family about today?
15. Ask some groups to share their answers with the class.
16. Say: When you are at home, read the writing you did today to your family.



# Session 6: Reproduction

**Key Message** | Make healthy choices about when to have a baby.

## Reading Skills:

### English Letters and Words:

Letter sound: gr – green, grey, grass

### Vocabulary – Picture Chart:

- cow
- calf
- hen
- chick
- pregnant

### Vocabulary – Animals:

- goat
- dog
- cat
- donkey
- pig
- sheep

### Vocabulary – Opposites:

- big/small
- fat/thin
- young/old

## Activity 1: Introduction

1. Conduct the daily edit.
2. Write the following on the blackboard: He have a red dress.
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.
  - Possible answers: He has a red shirt. or She has a red dress.
6. Say:
  - We use have with I, you, we and they.
  - We use has with he, she or it.
  - We start with he or she so we must use has.
  - Only the first letter of the word at the start of the sentence should be a capital letter.
7. Ask:
  - What words did you learn to read and write in the last lesson?
  - Which English words did you learn in the last lesson?
8. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn some new words to describe people and animals.

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. On the blackboard, write the letters: **g, r**.
5. Say: These letters are called consonants.
6. Ask: What is the letter name? What is the letter sound?
  - Learners should respond: The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

### English Phrases:

- What is this?
- This is a \_\_\_\_\_.
- These are \_\_\_\_\_.

### Writing Skills:

- Writing complete sentences

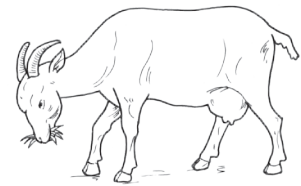
### Numeracy Skills:

- Recognising bigger and smaller numbers

### Name and Sound

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

G g



goat

### Name and Sound

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

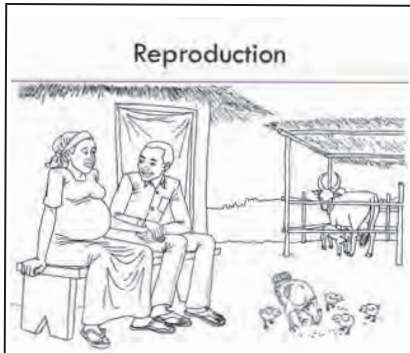
R r



rat

7. Write the words on the blackboard: r\_t, d\_g, \_nt, c\_w, f\_sh
8. Ask learners to fill in the missing vowels to make words for animals.
9. Ask learners to copy the words and write the missing letters.

## Activity 3: Vocabulary



1. Hold up the Module 1, Session 6 picture: 'Reproduction'.
2. Ask:
  - What can you see in this picture?
  - Use English to name things you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

### Teaching Idea for Activity 3:

- Play a game. Make groups of 2 learners each. One learner asks, "What is happening in the picture?" The other learner answers.

3. Point and say: Let's remember the English words. What is this?
  - Learners should respond in English:
  - This is a \_\_\_\_ (man, woman).
  - This is a \_\_\_\_ (head, shoulder, nose, mouth, knee, toe, hand, finger, body, leg, foot, face).
  - This is an \_\_\_\_ (arm, eye, ear).
  - This is \_\_\_\_ (hair).
4. Point to different things in the picture and say: What is this?
  - Learners should respond in English: This is a \_\_\_\_\_.
5. Repeat with 5-10 learners.
6. Point and say: Let's learn the English words for animals.
  - This is a hen.
  - This is a chick.
  - This is a cow.
  - This is a calf.
  - This is a dog.
  - This is a puppy.
  - This is a cat.
  - This is a kitten.

7. Point to different things in the picture and ask: What is this?
  - Learners should respond in English: This is a \_\_\_\_\_.  
These are \_\_\_\_\_.
8. Ask 5-10 learners to come to the front and name different things in the picture.
9. Ask 5-10 learners to name other animals they know (cat, dog, goat, pig, donkey, sheep).

## Activity 4: **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

- **cow:** 1 syllable = 1 clap
- **hen:** 1 syllable = 1 clap
- **calf:** 1 syllable = 1 clap
- **chick:** 1 syllable = 1 clap
- **don / key:** 2 syllables = 2 claps
- **goat:** 1 syllable = 1 clap
- **cat:** 1 syllable = 1 clap
- **dog:** 1 syllable = 1 clap
- **pig:** 1 syllable = 1 clap
- **pup / py:** 2 syllables = 2 claps
- **kitt / en:** 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 5: New Sounds

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **gr** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - This is **green**.
  - This is **grey**.
  - This is **grass**.
4. Say:
  - Listen carefully to the sound at the beginning of the word:  
**/gr/**.
  - Repeat the sound after me: **/gr/, /gr/, /gr/, /gr/, /gr/**.

### Letter Sound:

- Sound: /Gr/ and /gr/ (both sound like **gruh**)
- English words with the letter sound /gr/:
  - green
  - grey
  - grass

5. Say:
  - I will say a word.
  - If the word has **/gr/**, raise your hand.
  - **Words:** goat, **green**, girl, **grey**, **grass**, **grandmother**, get, go, **grow**.
  - **Answers:** Underlined words start with the sound **/gr/**.
6. Write on the blackboard: **green, grey, grass**.
7. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

1. Hold up the Module 1, Session 6 picture: **Reproduction**.
2. Read the title. Move your finger under **each word** as you read it.
3. Ask learners to say the title with you. Point to **each word** as you read it together.

### Materials:

Make large letter cards for each of the following letters: **p, r, d**

4. Ask learners to point to words with the letter sounds /p/, /r/ and /d/.
5. Say: **p**, **r** and **d** are consonants.
6. What other consonants can you see in the title?
7. Ask learners to find vowels in the title.
8. Write a consonant on the blackboard or show a letter card.
9. Ask learners to say English words that they know that begin with the letter sounds (for example: dog for the sound /d/).
10. Say: Let's play a game.
  - Make 3 groups.
  - Give each group a letter card with a consonant sound (**p**, **r**, **d**)
11. Say: I will say a word. If the word starts with your letter, your group should stand up.
12. Play the game with learners using these words:
  - peace, red, donkey, run, dog, cat, pig, sleep, dance
  - Answer: Underlined words start with the letters p, r, d.
13. Write the words from step 12 on the blackboard. Read the words with learners.
14. Ask learners to copy some (or all) of the words and draw a picture next to each word.

### Consonants:

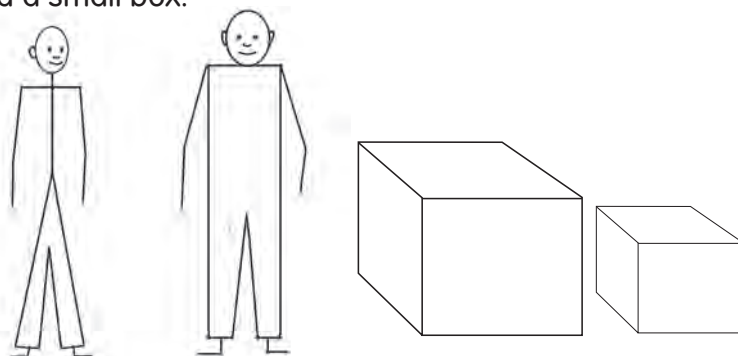
b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

### Vowels:

a, e, i, o, u

## Activity 7: Learning Opposites

1. Ask 4 learners to come to the front.
2. Point and say:
  - Let's remember our opposite words.
  - This is a young boy. This is an old boy.
  - This is a short girl. This is a tall girl.
3. On the blackboard, draw a thin man, a fat man, a big box and a small box.



4. Point and say:
  - This is a thin/fat man.
  - This is a big/small box.
5. Say the first vocabulary word. Ask the learners to repeat it after you.
6. Say:
  - Listen while I clap the syllables in this word.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **thin:** 1 syllable = 1 clap
- **fat:** 1 syllable = 1 clap
- **big:** 1 syllable = 1 clap
- **small:** 1 syllable = 1 clap

7. Say the word again while clapping the syllables.
8. Repeat with learners.
9. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
10. Repeat with the other vocabulary words.
11. Hold up the Module 1, Session 6 picture “**Reproduction**”.
12. Point and say:
  - This is a small hen. This is a big hen.
  - This is a young cow. This is an old cow.
13. Point to different things in the picture and say: What is this?
  - Learners should respond in English: This is a \_\_\_\_\_. That is a\_\_\_\_\_.
14. Ask learners to draw people or animals that are **tall, short, fat, thin, young, old, big and small**.
15. Make groups of 2.
16. Say: One learner tells the other about the animals they have drawn. For example: This is a small dog.

## Activity 8: Building Sentences

1. Hold up the Module 1, Session 6 picture: “Reproduction”.
2. Point and say:
  - This is a small hen. This is a big hen.
  - This is an old cow. This is a young cow.
3. Show word cards for **small, big, old, young**. Say the words clearly. Ask learners to say the words with you.
4. Ask learners to come to the front and point to the:
  - small hen
  - old hen
  - big cow
  - young cow
5. Draw the table below on the blackboard.

This	is	a	big	hen.
			small	cow.
			fat	dog.
			thin	cat.
			young	pig.
			old	sheep.
				goat.
				donkey.

6. Make one sentence, pointing to each word as you read.
7. Ask learners to read the sentence with you.
8. Make other sentences and read them with learners.
9. Ask learners to come to the front and make or read a sentence.
10. Ask learners to write their own sentences.

### Teaching Idea for Activity 8:

- Play a game. Make groups of 2 learners each. One learner asks, “What is this?” and points to the drawing. The other learner answers.

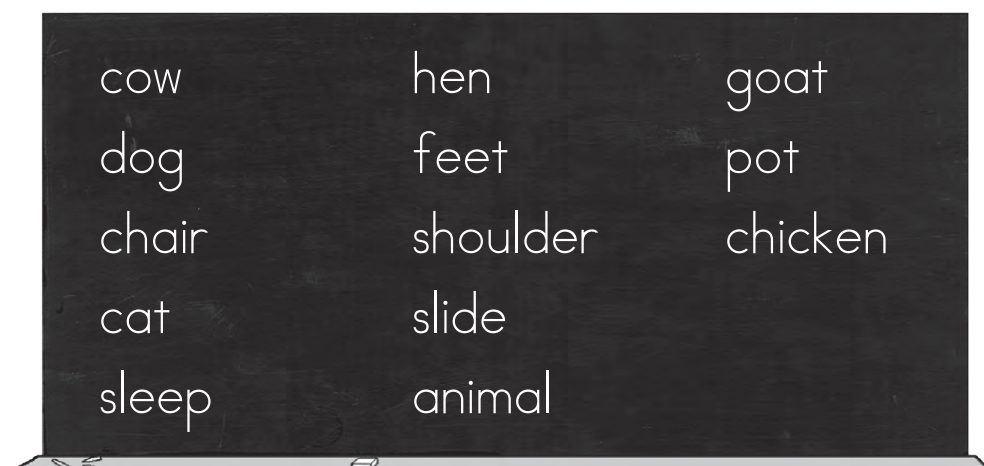
### Materials:

Make large word cards for each of the following words: **small, big, old, young**



## Activity 9: **Word Hunt**

1. Write many different words on the blackboard.



2. Ask a learner to underline some of the words pictured in the Module 1, Session 6 picture.
3. Repeat with different learners.
4. Ask a learner to circle the word: **animal**.
5. Repeat with different learners.
6. Repeat with other words.

## Activity 10: **Numeracy**

Take learners outside for this activity

1. Go outside. Ask learners to stand in a circle.
2. Say: We are going to clap as we count from 1 up to 30.
3. Clap while counting together from 1 up to 30 with learners.
4. Say:
  - We will go around the circle and count from 1 up to 30.
  - Each person is going to clap and say the next number.
  - I will start.
5. Clap and say "one".
6. Go around the circle up to 30.
7. Repeat 3 times.
8. Divide learners into large groups of equal size.
9. Say:
  - I am going to give each group a number.
  - You need to form a group that matches that number.

10. Give each group a number that is less than their total number of learners.
  - For example, if the groups have a total of 30 learners each, only give them a number that is less than 30.
11. When the groups have been formed, ask the learners which group is biggest and which group is smallest.
12. Repeat steps 10 and 11 many times with different numbers.
13. Bring learners back inside.
14. Write these numbers on the blackboard: 24 18
15. Ask a learner to point to the biggest number.
16. Ask a different learner to point to the smallest number.
17. Repeat steps 14 - 16 with many different pairs of numbers between 1 and 30.

## Activity 11: Reading

1. Use the Module 1, Session 6 picture 'Reproduction'.
2. Ask:
  - What is the picture called?
3. Read the title of the picture. Move your finger under **each word** as you read it.
4. Ask learners to say the title with you. Point to **each word** as you read it together.
5. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

6. Point to the picture and ask: How does the man feel? How does the woman feel?
  - Learners should respond: He/she feels \_\_\_\_\_.
7. Ask learners to tell you one sentence in English about the picture.

8. Write the following sentences on the blackboard. For example:

Beginners	More Advanced
They are happy.	The man and woman are happy. They are going to have a baby.
The big hen has babies.	The big hen has babies. They are called chicks.
The old cow has a baby.	The old cow has a baby. It is called a calf.

9. Read the sentences. Move your finger under **each word** as you read it.
10. Ask learners to say the sentences with you. Point to **each word** as you read it together.
11. Ask learners to find the words **happy, baby, old, big** in the sentences.
12. Ask learners to rearrange the letters to form words: **bbya, nhe, ocw, bgi, dol.**

## Activity 12: Storytelling

1. Show the Module 1, Session 6 picture 'Reproduction'.
2. Say:
  - In groups, you are going to think of a story that matches this picture.
  - First, we need a title for our story.
  - Look at the picture. What should we call our story?
3. Help learners think of a title. Write that title on the blackboard.
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 learners to make groups of 2 or 3.

7. Say:
  - Each group will think of a story to go with this title and picture.
  - Think about the beginning, middle and ending of your story.
  - Think about who is in your story and what they are doing.
  - Think about the problem and solution in the story.
8. Give learners some time to think about and discuss their stories in groups.
9. Ask 1 group to retell their story.
10. Repeat with 2-3 more groups.
11. Ask learners to give you simple sentences in English about their story and write them on the board.
12. Read the sentences. Move your finger under **each word** as you read it.
13. Ask the learners to read the sentences with you. Point to **each word** as you read it together.
14. Ask a learner to read the sentences on their own.
15. Repeat with 2-3 more learners.

## Activity 13: Word Building

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

gr	e	n
a	s	y
r	w	i

3. Say the word: **green**. Point to each letter in the grid and say the sounds slowly: /g/ - /r/ - /ee/ - /n/. Then say the sounds faster to say the word: **green**.
4. Say the word: **grey**. Point to each letter in the grid and say the sounds slowly: /gr/ - /e/ - /y/. Then say the sounds faster to say the word: **grey**.
5. Say the word: **grass**. Point to each letter in the grid and say the sounds slowly: /gr/ - /a/ - /s/ - /s/. Then say the sounds faster to say the word: **grass**.

### Teaching Idea for Activity 13:

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

### More Words to Build:

- grow
- grin

### Words to Build:

- green
- grey
- grass

6. On the blackboard draw 4 guiding lines.
7. Write the words **green**, **grey** and **grass** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **green**, **grey** and **grass** using the guiding lines. Tell them to draw pictures next to each word.

## Activity 14: Key Message

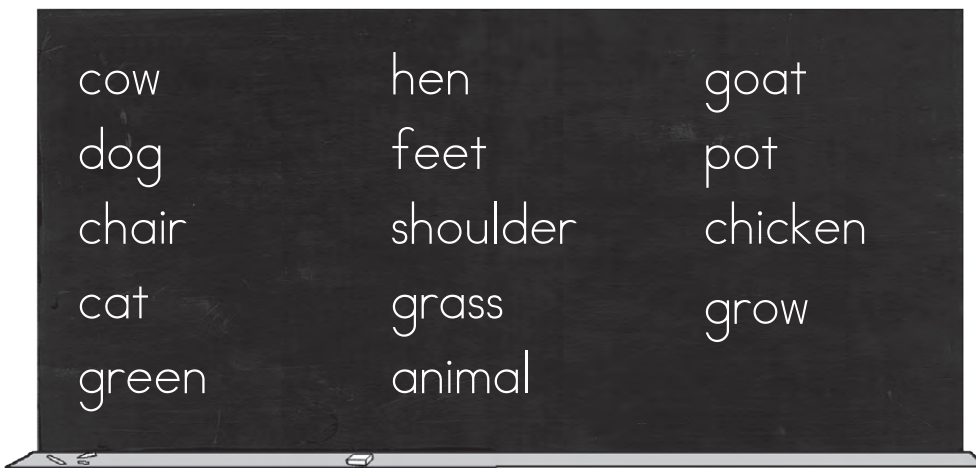
### Teaching Idea for Activity 14:

- Write the word **reproduction** on the board. Ask the learners to look at the word **reproduction**. See how many words they can make using the letters in the word. For example: red

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Make healthy choices about when to have a baby.**
3. Read the message. Move your finger under **each word** as you read it.
4. Ask learners to say the message with you. Point to **each word** as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the message.
7. Ask learners to circle all of the vowels in the message.
8. Ask learners to find a word in the message, such as: **to**, **have**, **baby**, **about**
9. Write the following words on the blackboard: t\_, \_ave, b\_by, \_bout
10. Ask learners to fill in the missing letters.
11. Ask learners to copy the message and draw a picture to go with it.

## Activity 15: Assessment

1. Hold up the Module 1, Session 6 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people. Ask:
  - What is the woman doing?
  - What is the man doing?
  - What is happening in the picture?
  - Learners should respond in English: The woman/man is \_\_\_\_\_. They are\_\_\_\_\_.
3. Write many different words on the blackboard.



4. Ask different learners to come to the front and underline some of the words pictured in the Module 1, Session 6 picture. Ask them to read the word and point to the picture.
5. Ask different learners to come to the front and circle a word with the sound /gr/.
6. Say each of the vocabulary words. For **each word**, ask learners to clap the syllables.
7. Ask learners to count how many syllables they hear in **each word**.
8. Draw a letter grid on the blackboard.

gr	e	n
a	s	y
r	w	i

9. Ask learners to come to the front and build the words **green**, **grey** and **grass** by pointing to the letters and saying the letter sounds together to make a word.

10. Put learners into groups of 2.
11. Ask each learner to read the words to their partner.
12. Ask each learner to read all the writing they did today to their partner.
13. Write the following pairs of numbers on the blackboard.

20 30	14 9	25 18	23 26
-------	------	-------	-------

14. Ask learners to point to the bigger number.
15. Ask each group of learners to talk about the following questions:
  - Which English words did you learn today?
  - What will you tell your family about today?
16. Ask some groups to share their answers with the class.
17. Say: When you are at home, read the writing you did today to your family.

# Session 7: Self-esteem

**Key Message** | Respect yourself and be proud of who you are.

## Activity 1: Introduction

1. Conduct the daily edit.
2. Write the following on the blackboard: The cow have a chick.
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.
  - Possible answers: The cow has a calf. or The hen has a chick.
6. Say:
  - We use have with I, you, we and they.
  - We use has with he, she or it.
  - The subject of the sentence is the cow. It is like he, she or it and so we must use has.
  - Only the first letter of the word at the start of the sentence should be a capital letter.
  - We must make sure the sentence makes sense.
7. Ask:
  - What words did you learn to read and write in the last lesson?
  - Which English words did you learn in the last lesson?
8. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn some new words to describe people and animals.

### Reading Skills:

#### English Letters and Words:

Letter sound: pl –  
play, plane, plate

#### Vocabulary – Picture Chart:

- jump rope
- skipping
- jumping
- running
- racing

### English Phrases:

- What is this?
- This is a \_\_\_\_\_.
- I am good at \_\_\_\_\_.
- You are good at \_\_\_\_\_.
- What are you doing?
- I am \_\_\_\_\_.

### Writing Skills:

- Writing complete sentences

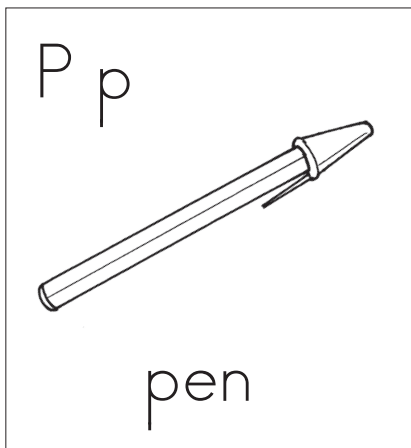
### Numeracy Skills:

- Recognising bigger and smaller numbers



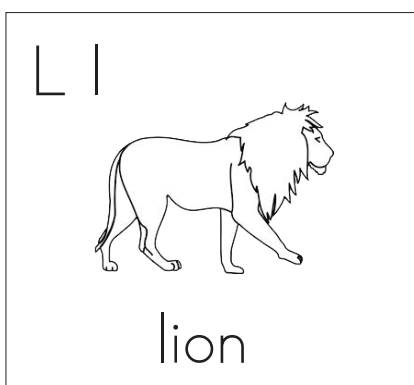
## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. On the blackboard, write the letters: **p, l**.
5. Say: These letters are called consonants.
6. Ask: What is the letter name? What is the letter sound?
  - Learners should respond: The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.



### Name and Sound

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



### Name and Sound

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

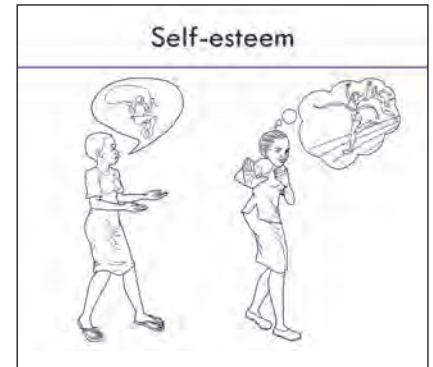
7. Write the following words on the blackboard:  
r\_d, gr\_y, gr\_\_n, y\_llow, \_range, bl\_ck, bl\_e
8. Ask learners to fill in the missing vowels to make words for colours.
9. Ask learners to copy the words and write the missing letters.

## Activity 3: Vocabulary

1. Hold up the Module 1, Session 7 picture: 'Self-esteem'.
2. Ask:
  - What can you see in this picture?
  - Use English to name things you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.



3. Point and say: Let's remember the English words. What is this?
  - Learners should respond in English:
  - This is a \_\_\_\_ (girl, shirt, skirt, blouse).
  - These are \_\_\_\_ (shoes, sandals).
  - This is a \_\_\_\_ (green blouse, blue skirt, red dress, yellow shirt).
4. Point to different things in the picture and say: What is this?
  - Learners should respond in English: This is a \_\_\_\_.
  - These are \_\_\_\_.
5. Repeat with 5-10 learners.
6. Point and say: Let's learn the English words for sports.
  - This is a jump rope.
  - This is a race.
  - This is running
  - This is skipping.
7. Act out the following sports.
  - This is playing football.
  - This is volleyball.
8. Point to different things in the picture and ask: What is this?
  - Learners should respond in English: This is \_\_\_\_ .

### Teaching Idea for Activity 3:

- Play a game. Make groups of 2 learners each. One learner acts out a sport and asks, "What is this?" The other learner answers.

## Activity 4: **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:

#### Syllables in Vocabulary Words

- **jump / rope:** 2 syllables = 2 claps
- **play / ing:** 2 syllables = 2 claps
- **skip / ping:** 2 syllables = 2 claps
- **jump / ing:** 2 syllables = 2 claps
- **run / ning:** 2 syllables = 2 claps
- **rac / ing:** 2 syllables = 2 claps
- **foot / ball:** 2 syllables = 2 claps
- **vol / ley / ball:** 3 syllables = 3 claps

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 5: **New Sounds**

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **pl** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - This is a **plane**.
  - This is a **plate**.
  - This is a **plank**.
4. Say:
  - Listen carefully to the sound at the beginning of the word:  
**/pl/**.
  - Repeat the sound after me: **/pl/**, **/pl/**, **/pl/**, **/pl/**,  
**/pl/**.

### Letter Sound:

- Sound: /Pl/ and /pl/ (both sound like **pla**)
- English words with the letter sound /pl/:
  - play
  - plane
  - plate

#### 5. Say:

- I will say a word.
- If the word has /pl/, raise your hand.
- **Words:** play, pig, plug, plate, palm, plane, pen, pot, plan, plank  
ñ **Answers:** Underlined words start with the sound /pl/.

6. Write on the blackboard: **play, plane, plate**

7. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

1. Hold up the Module 1, Session 7 picture: 'Self-esteem'.
2. Read the title. Move your finger under each word as you read it.
3. Ask learners to say the title with you. Point to each word as you read it together.
4. Ask learners to point to words with the letter sounds /s/, /m/ and /t/.
5. Say: **s**, **m** and **t** are consonants.
6. What other consonants can you see in the title?
7. Ask learners to find vowels in the title.
8. Ask learners to find /ee/ in the title.
9. Ask learners to say English words that they know that begin with the letter sounds (for example: mama for the sound /m/).
10. Say: Let's play a game.
  - Make 3 groups.
  - Give each group a letter card with a consonant sound (**s, m, t**)

### Materials:

Make large letter cards for each of the following letters: **s, m, t**

### Consonants:

b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

### Vowels:

a, e, i, o, u

11. Say: I will say a word. If the word starts with your letter, your group should stand up.
12. Play the game with learners starting with these words:
  - stop, tree, mouth, live, yellow, water, mother, tap, sheep
  - Answer: Underlined words start with the letters s, m, t.
13. Write the words from step 12 on the blackboard. Read the words with learners.
14. Ask learners to copy some (or all) of the words and draw a picture next to each word.

## Activity 7: What Are You Doing?

1. Sing the song "This is the way I wash my hands".
2. Ask 4 learners to come to the front.
3. Say:
  - Each of you should do an action.
  - For example, you could pretend to brush your teeth, run, skip, or eat.
3. Ask 1 learner to do an action.
4. Ask: What are you doing?
5. Ask learners to repeat after you.
  - The learner doing the action should respond: I am \_\_\_\_\_-ing.
  - For example: I am playing.
6. Repeat with 3 other learners.
7. Ask learners to make groups of 4.
8. Say:
  - Each person must do an action.
  - The group will ask: What are you doing?
  - Each person must answer.
9. Play the game. Ask learners to change groups and play the game again.

### Materials:

Make large word cards for each of the following words:  
**jumping, running, reading, writing**

## Activity 8: Building Sentences

1. Hold up the Module 1, Session 7 picture: "Self-esteem".
2. Point and say:
  - This girl is good at skipping.
  - That girl is good at running.

3. Show word cards for **jumping, running, reading, writing**. Say the words clearly. Ask learners to repeat.
4. Say the first vocabulary word. Ask the learners to repeat it after you.
5. Say:
  - Listen while I clap the syllables in this word.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **jump / ing**: 2 syllables = 2 claps
- **run / ning**: 2 syllables = 2 claps
- **read / ing**: 2 syllables = 2 claps
- **writ / ing**: 2 syllables = 2 claps

6. Say the word again while clapping the syllables.
7. Repeat with learners.
8. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
9. Repeat with the other vocabulary words.
10. Ask learners to come to the front and point to the:
  - Girl who is good at jumping rope
  - Girl who is good at running
11. Ask:
  - What is this girl good at?
  - What is that girl good at?
12. Learners should respond:
  - This girl is good at\_\_\_\_\_.
  - That girl is good at\_\_\_\_\_.

13. Draw the table below on the blackboard.

This	girl	is	good	at	playing.
That		am			reading.
I					writing.
					jumping.
					running.
					talking.
					brushing.
					washing.

14. Make one sentence, pointing to each word as you read.

15. Ask learners to read the sentence with you.

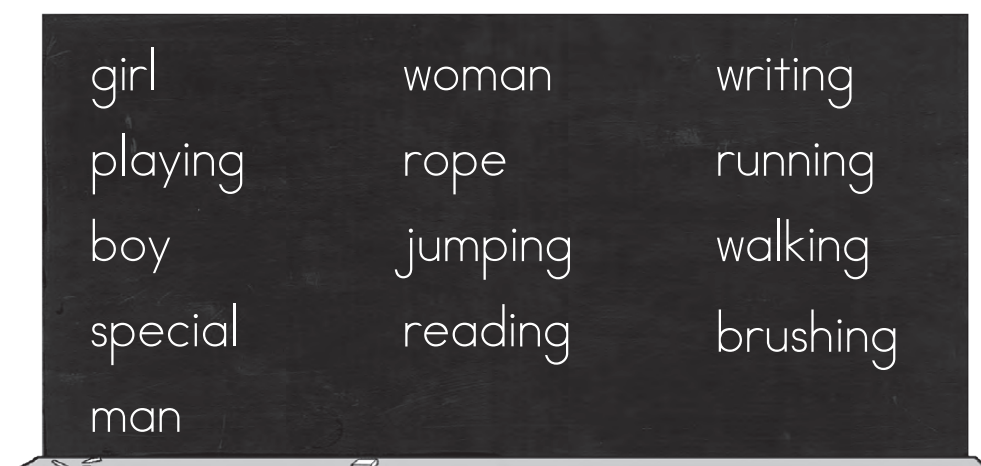
16. Make other sentences and read them with learners.

17. Ask learners to come to the front and make or read a sentence.

18. Ask learners to write their own sentences.

## Activity 9: Word Hunt

1. Write many different words on the blackboard.



2. Ask a learner to underline some of the words pictured in the Module 1, Session 7 picture.

3. Repeat with different learners.

4. Ask a learner to circle a word ending in: **ing** such as **jumping**.

5. Repeat with different learners.
6. Ask a learner to find a sport word.

## Activity 10: Numeracy

1. Go outside. Ask learners to stand in a circle.
2. Say: We are going to clap as we count from 1 up to 50.
3. Clap while counting together from 1 up to 50 with learners.
4. Say:
  - We will go around the circle and count from 1 up to 50.
  - Each person is going to clap and say the next number.
  - I will start.
5. Clap and say "one".
6. Go around the circle, counting up to 50.
7. Repeat 3 times.
8. Divide learners into groups of equal size.
9. Say:
  - I am going to give each group a number.
  - You need to form a group that matches that number.
10. Give each group a number that is less than their total number of learners.
  - For example, if the groups have a total of 30 learners each, only give them a number that is less than 30.
11. When the groups have been formed, ask the learners which group is biggest and which group is smallest.
12. Repeat steps 10 and 11 many times with different numbers.
13. Bring learners back inside.
14. Write these numbers on the blackboard: 37 48
15. Ask a learner to point to the biggest number.
16. Ask a different learner to point to the smallest number.
17. Repeat steps 14 - 16 with many different pairs of numbers between 1 and 50.
18. Write pairs of numbers on the blackboard for learners to copy.
19. Ask learners to circle the biggest number in each pair.

Take learners outside for this activity



## Activity 11: Reading

1. Use the Module 1, Session 7 picture 'Self-esteem'.
2. Ask:
  - What is the picture called?
3. Read the title of the picture. Move your finger under **each word** as you read it.
4. Ask learners to say the title with you. Point to **each word** as you read it together.
5. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

6. Point to the picture and ask: How does this girl feel? How does that girl feel?
  - Learners should respond: This/that girl feels \_\_\_\_\_.
7. Ask learners to tell you one sentence in English about the picture.
8. Write the following sentences on the blackboard. For example:

Beginners	More Advanced
This girl wants to play jump rope.	This girl wants to play jump rope. She wants that girl to play with her.
That girl wants to run in a race.	That girl wants to run in a race. She knows that she is good at running.

9. Read the sentences. Move your finger under **each word** as you read it.
10. Ask learners to say the sentences with you. Point to **each word** as you read it together.
11. Ask learners to find the words **want, jump, run** in the sentences.
12. Ask learners to rearrange the letters to form words: **jpum, wtan, nru**

## Activity 12: **Storytelling**

1. Show the Module 1, Session 7 picture 'Self-esteem'.
2. Say:
  - In groups, you are going to think of a story that matches this picture.
  - First, we need a title for our story.
  - Look at the picture. What should we call our story?
3. Help learners think of a title. Write that title on the blackboard.
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 learners to make groups of 2 or 3.
7. Say:
  - Each group will think of a story to go with this title and picture.
  - Think about the beginning, middle and ending of your story.
  - Think about who is in your story and what they are doing.
  - Think about the problem and solution in the story.
8. Give learners some time to think about and discuss their stories in groups.
9. Ask 1 group to retell their story.
10. Repeat with 2-3 more groups.
11. Ask learners to give you simple sentences in English about their story and write them on the board.
12. Read the sentences. Move your finger under **each word** as you read it.
13. Ask the learners to read the sentences with you. Point to **each word** as you read it together.
14. Ask a learner to read the sentences on their own.
15. Repeat with 2-3 more learners.

### Teaching Idea for Activity 13:

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

## Activity 13: Word Building

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

pl	a	y	n	g
e	t	k	u	c

3. Say the word: **play**. Point to each letter in the grid and say the sounds slowly: /pl/ – /a/ – /y/. Then say the sounds faster to say the word: **play**.
4. Say the word: **plate**. Point to each letter in the grid and say the sounds slowly: /pl/ – /a/ – /t/ – /e/. Then say the sounds faster to say the word: **plate**.
5. Say the word: **plane**. Point to each letter in the grid and say the sounds slowly: /pl/ – /a/ – /n/ – /e/. Then say the sounds faster to say the word: **plane**.

### More Words to Build:

- place
- plan
- plug
- plank

### Words to Build:

- play
- plate
- plane

6. On the blackboard draw 4 guiding lines.
7. Write the words **play**, **plane** and **plate** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **play**, **plane** and **plate** using the guiding lines. Tell them to draw pictures next to each word.

## Activity 14: Key Message

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Respect yourself and be proud of who you are.**
3. Read the message. Move your finger under each word as you read it.

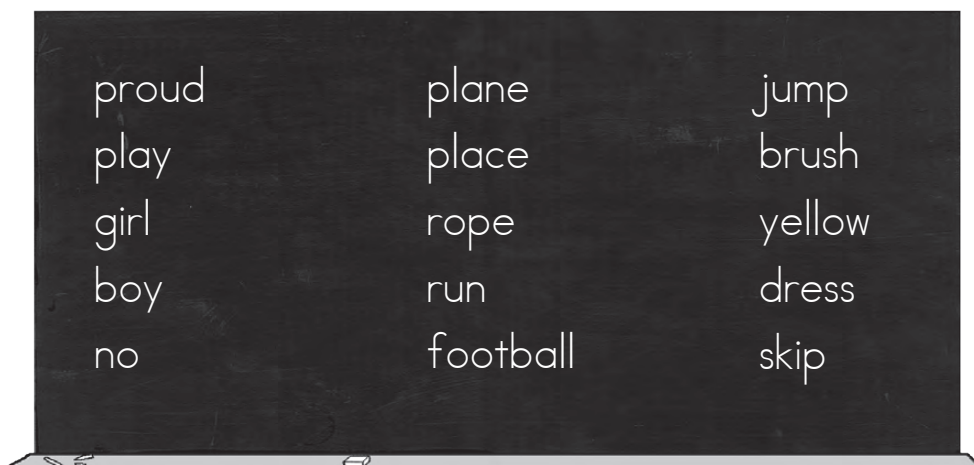
4. Ask learners to say the message with you. Point to **each word** as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the message.
7. Ask learners to circle all of the vowels in the message.
8. Ask learners to find a word in the message, such as: **and, be, of, you, proud, respect, yourself.**
9. Write the following words on the blackboard: **\_roud, res\_ect, \_f, b\_, \_ou.**
10. Ask learners to fill in the missing letters.
11. Ask learners to copy the message and draw a picture to go with it.

### Teaching Idea for Activity 14:

- Write the word **self-esteem** on the board. Ask the learners to look at the word **self-esteem**. See how many words they can make using the letters in the word. For example: me

## Activity 15: Assessment

1. Hold up the Module 1, Session 7 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people. Ask:
  - What is this girl doing?
  - What is that girl doing?
  - What is happening in the picture?
  - Learners should respond in English: This/that girl is \_\_\_\_\_.
3. Write many different words on the blackboard.



4. Ask different learners to come to the front and underline some of the words pictured in the Module 1, Session 7 picture. Ask them to read the word and point to the picture.

5. Ask different learners to come to the front and circle a word with the sound /pl/.
6. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
7. Ask learners to count how many syllables they hear in each word.
8. Draw a letter grid on the blackboard.

pl	a	y	n	g
e	t	k	u	c

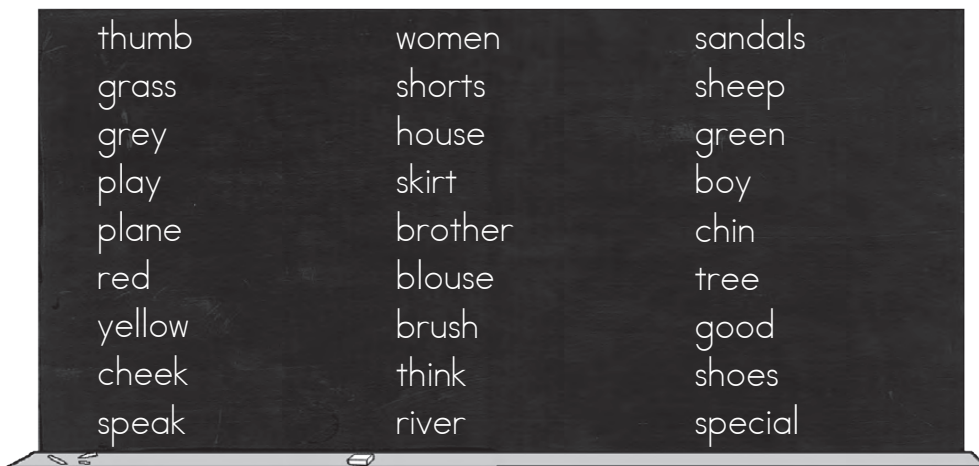
9. Ask learners to come to the front and build the words **play**, **plane** and **plate** by pointing to the letters and saying the letter sounds together to make a word.
10. Put learners into groups of 2.
11. Ask each learner to read the words to their partner.
12. Ask each learner to read all the writing they did today to their partner.
13. Write the following pairs of numbers on the blackboard.

40 - 30	26 - 36	19 - 42	39 - 31
---------	---------	---------	---------

14. Ask learners to point to the bigger number.
15. Ask each group of learners to talk about the following questions:
  - Which English words did you learn today?
  - What will you tell your family about today?
16. Ask some groups to share their answers with the class.
17. Say: When you are at home, read the writing you did today to your family.

## Module 1: **Assessment**

1. Hold up different session pictures. Point to something in the pictures and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people. Ask:
  - What is the boy wearing?
  - What is the girl wearing?
  - What is the woman doing?
  - What is the man doing?
  - What is this girl doing?
  - What is that boy doing?
  - What is happening in the picture?
  - Who is this?
3. Write many different words on the blackboard.



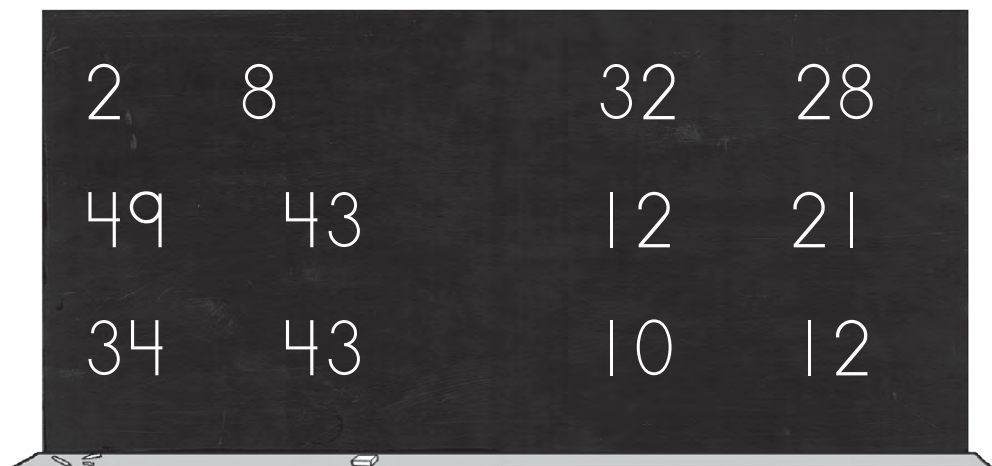
4. Ask different learners to come to the front and underline some of the words pictured in the session pictures.
5. Ask different learners to come to the front and circle a word with the sounds /ch/, /sh/, /th/, /gr/, /ee/, /pl/, /br/.
6. Say the following vocabulary words. For each word, have learners clap the syllables.
  - shirt
  - happy
  - worried
  - finger
  - stomach
  - running
  - jumping
  - short
  - young
  - children

- baby
- father
- yellow
- green
- orange
- donkey
- sheep
- cow

7. Ask learners to count how many syllables they hear in each word.
8. Draw a letter grid on the blackboard.

sh	gr	ee	ch
th	pl	br	k
i	o	e	s
p	a	u	r

9. Ask learners to come to the front and build the words: **grass, sheep, shoes, plane, brush, think** and **cheek** by pointing to the letters and saying the letter sounds together to make a word.
10. Ask different learners to come to the front and demonstrate counting from 1-10, 1-20, 1-30, 1-40 and 1-50.
11. Write many different pairs of numbers on the blackboard.



12. Ask different learners to come to the front and circle the bigger number in the pair.
13. Ask different learners to come to the front and underline the smaller number in the pair.

14. Ask the learners to listen carefully and write the following letters and words.
15. Say: I will repeat the letter and word 3 times.  
**Letters:** s, d, a, m, y  
**Words:** it, and, ten, has, tree  
**Sentence:** I am happy.  
**Numbers:** 3, 9, 15, 26, 47
16. To check the answers, ask a different learner to write the letter, word, sentence or number on the blackboard. Check it is correct.
17. Make groups of 5 learners.
18. Use the chart for Session 6: Reproduction.
19. Each group must say all the words they know in English in the picture.
20. Ask each group to write any words they know.
21. Ask each group to say one English word in turn.



# Module 2

## Note to the teacher:

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

Also look at the New Sound Chart on page 3 - 4 to review sounds that you will teach in the session.

Good luck and have a great session!

Session	1	2	3	4	5
<b>New sound:</b>	tr – beginning sound ing – ending sound	st – beginning sound ing – ending sound	oo – middle sound	un – beginning sound ea – beginning/middle sound	ee/ea – beginning/middle sound ight – ending sound
<b>Vocabulary</b>	stove ladder basin hut trousers pula sandals a mother a brother a sister a baby	teacher bench chart sandals cart ox wheel friend dizzy farmer sitting talking raising meeting loading helping waving	a classroom a playground a door a window school playground rope classroom children door window playing skipping laughing touching	love unacceptable unhappy children hitting beating kicking anger circle square triangle heart rectangle	children angry sad calm unhappy shout fight talk listen count manage
<b>Word Building:</b>	train truck track trust trap tree	stand start stop street stretch string	moon foot soon room took noon school	unable uncle under undo run	tea meet fight see seam team feet light night might sight
<b>English Phrases:</b>	What is this? This is a _____.  What is she doing? She is _____.  What is he wearing? He is wearing _____.	What is this? This is a _____.  What are you doing? It is _____.  What is happening in the picture? The cow is _____. The man is _____.	What is this? This is a _____.  Can you do this? I can _____. I cannot _____.	What is this? This is a _____.	What is this? This is a _____.  Can you ____? I can _____.
<b>Writing Skills:</b>	Building sentences	Building sentences	Building sentences	Building sentences Identifying consonants and vowels letters Writing words	Writing sentences Writing words
<b>Numeracy Skills:</b>	Addition (+) and equal (=) signs	Writing addition problems	Adding up to 10	Practising counting Counting on	Writing addition problems Counting on

# Session 1: Gender Roles

**Key Message** | Young women and young men have the same rights.

## Reading Skills:

### English Letters and Words:

Letter sound: tr –  
truck, track, tree

Beginning sounds: i a

Ending sound: ing –  
doing, feeding

Words: the, have

### Vocabulary – Picture Chart:

- stove
- ladder
- basin
- hut
- trousers
- pula
- sandals

### Vocabulary – Family Members:

- a mother
- a brother
- a sister
- a baby

## Activity 1: Introduction

1. Conduct the daily edit
2. Write the following on the blackboard: the girl is happy
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.
  - Possible answers: The girl is happy. or The boy is happy.
6. Say:
  - The first letter of the word at the start of the sentence should be a capital letter.
  - The sentence needs to have a full stop at the end.
  - We must use correct spellings.
7. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn some new words to describe people.

### English Phrases:

- What is this?
- This is a \_\_\_\_\_.
- What is she doing?
- She is \_\_\_\_\_.
- What is he wearing?
- He is wearing \_\_\_\_\_.

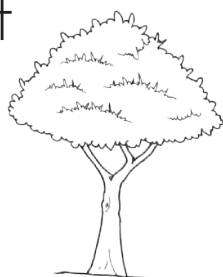
### Writing Skills:

- Building sentences
  - Mother is building a hut.
  - Father is feeding the baby.

### Numeracy Skills:

- Addition (+) and equal (=) signs

T t



tree

R r



rat

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. On the blackboard, write the letters: **t, r**
5. Say: These letters are called consonants.
6. Ask: What is the letter name? What is the letter sound?
  - Learners should respond: The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

### Name and Sound

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

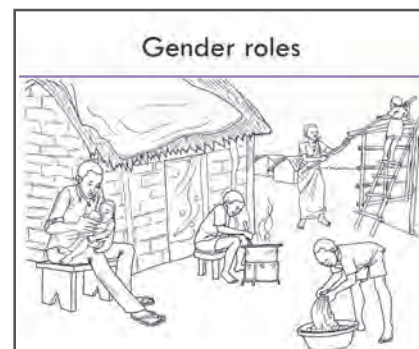
### Name and Sound

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

7. Write the following words on the blackboard: **dr\_ss, sk\_rt, sh\_rts, sh\_rt, h\_t**
8. Ask learners to fill in the missing vowels to make words for clothes.
9. Ask learners to copy the words and write the missing letters.

## Activity 3: Vocabulary

1. Hold up the Module 2, Session 1 picture: "Gender roles".
2. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.



### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.
3. Point and say: Let's remember the English words for clothes and colours. What is this?
    - Learners should respond in English:
    - This is a \_\_\_\_ (shirt, dress).
    - This is \_\_\_\_ (red, yellow, green, blue).
    - This is a \_\_\_\_ (green shirt, red shirt, red skirt).
    - These are \_\_\_\_ (shoes, shorts).
  4. Point to different things in the picture and say: What is this?
    - Learners should respond in English: This is a \_\_\_\_\_ .
  5. Repeat with 5-10 learners.
  6. Point and say: Let's learn the English words.
    - This is a **stove**.
    - This is a **ladder**.
    - This is a **basin**.
    - This is a **hut**.
    - This is a **pula**.
    - These are **trousers**.
    - These are **sandals**.

7. Point to different things in the picture and ask: What is this?
  - Learners should respond in English: This is a \_\_\_\_\_ .  
These are \_\_\_\_\_.
8. Ask 5-10 learners to come to the front and name different things in the picture.

## Activity 4: **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

- **stove**: 1 syllable = 1 clap
- **lad / der**: 2 syllables = 2 claps
- **ba / sin**: 2 syllables = 2 claps
- **hut**: 1 syllable = 1 clap
- **trou / sers**: 2 syllables = 2 claps
- **san / dals**: 2 syllables = 2 claps
- **pu / la**: 2 syllables = 2 claps

### Teaching Idea for Activity 3:

- Play a game. Make groups of 2 learners each. One learner asks, "What is this?" and points to a piece of clothing. The other learner answers.

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 5: **New Sounds**

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **tr** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - This is a truck.
  - This is a tree.
  - This is a trap.

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

#### Letter Sound:

- Sound: /Tr/ and /tr/ (both sound like **truh**)
- English words starting with the letter sound /tr/:
  - track
  - truth
  - tray
  - train

5. Say:
- I will say a word.
  - If the word begins with **/tr/**, raise your hand.
  - Words: turn, **truck**, top, **treat**, tap, take, **track**, tune  
ñ Answers: Underlined words start with the sound **/tr/**.
6. Write on the blackboard: **truck, trap, track**.
7. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

1. Hold up the Module 2, Session 1 picture: **Gender roles**.
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. Ask learners to point to words with the letter sounds **/n/**, **/d/**, and **/r/**.
5. Say: These letters are consonants.
6. Ask learners to find other consonants in the title.
7. Ask learners to find vowels in the title.
8. Write a consonant on the blackboard or show a letter card.
9. Ask learners to say English words they know that begin with that consonant sound (for example: net for the sound **/n/**).

#### Materials:

Make large letter cards for each of the following letters: **t, r, s**

## Consonants:

b, c, d, f, g, h, j, k, l, m,  
n, p, q, r, s, t, v, w, x, y, z

10. Say: Let's play a game.
  - Make 3 groups.
  - Give each group a letter card with a consonant sound  
(**t, r, s**)
11. Say: I will say a word. If the word starts with your letter, your group should stand up.
12. Play the game with learners using these words:
  - man, woman, brother, sister, mother, baby, role, tree, sandals, blouse, shirt, red, hut, food, trousers, fire, chair, basin, stove, gender
  - ñ Answer: Underlined words start with the letters **t, r, s**
13. Write the words from step 12 on the blackboard. Read the words with learners.
14. Ask learners to copy some (or all) of the words and draw a picture next to each word.

## Activity 7: Asking and Answering Questions

1. Write the sentence "What is father wearing?" on the blackboard.
2. Practise reading the question: What is father wearing?
3. Cover the word **father** with the word card **mother**. Read the sentence: What is mother wearing?
4. Give 7 learners the word cards:
  - What
  - is
  - father
  - ?
  - wearing
  - trousers
  - green
5. Ask the learners to use the words cards to make the question: What is father wearing?
6. Ask learners to use the word cards to make the answer: Father is wearing green trousers.
7. Say: Questions and answers use many of the same words.
8. Repeat making the question and answer with other learners.

9. Point to the picture and ask learners the questions: What is he wearing? What is she wearing?
  - Learners respond: He is wearing \_\_\_\_\_.
  - She is wearing \_\_\_\_\_.
10. Ask 4 learners to come to the front.
11. Ask: What is he wearing? What is she wearing?
  - Learners respond: He is wearing \_\_\_\_\_.
  - She is wearing \_\_\_\_\_.
12. Make groups of 4.
13. In your group, practise asking and answering the question: What is he/she wearing?

## Activity 8: Building Sentences

1. Hold up the Module 2, Session 1 picture: 'Gender roles'.
2. Point and say:
  - Father is feeding the baby. Mother is building a hut.
  - Brother is washing clothes. Sister is cooking food.
3. Show word cards for **feeding, building, washing, cooking**.
4. Say the first vocabulary word. Ask the learners to repeat it after you.
5. Say:
  - Listen while I clap the syllables in this word.

### Materials:

Make large word cards for each of the following words:  
**feeding, building, washing, cooking**

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **feed / ing:** 2 syllables = 2 claps
  - **build / ing:** 2 syllables = 2 claps
  - **wash / ing:** 2 syllables = 2 claps
  - **cook / ing:** 2 syllables = 2 claps
6. Say the word again while clapping the syllables.

7. Repeat with learners.
8. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
9. Repeat with the other vocabulary words.
10. Ask learners to come to the front and point to the **feeding, cooking, building, washing** actions in the picture.



11. Ask:

- What is brother doing?
- What is father doing?
- What is mother doing?
- What is sister doing?

12. Learners should respond:

- Brother is \_\_\_\_\_.
- Father is \_\_\_\_\_.
- Mother is \_\_\_\_\_.
- Sister is \_\_\_\_\_.

13. Draw the table below on the blackboard.

Brother	is	washing	the	clothes.
Father		feeding		baby.
Sister		cooking		food.
Mother		building		hut.

14. Make one sentence, pointing to **each word** as you read.

15. Ask learners to read the sentence with you.

16. Make other sentences and read them with learners.

17. Ask learners to come to the front and make or read a sentence.

## Activity 9: **Word Hunt**

1. Write many different words on the blackboard.



2. Ask a learner to underline some of the words pictured in the Module 2, Session 1 picture. Ask them to read the word and point to the picture.
3. Repeat with different learners.
4. Ask learners to point to words beginning with /tr/.
5. Repeat with different learners.
6. Repeat with other words.

## Activity 10: Numeracy

1. Ask a learner to come to the front.
2. Say: This is 1 learner.
3. Ask another learner to come to the front. Ask the 2 learners to stand in line.
4. Say: 1 learner plus 1 learner equals 2 learners.
5. Write the plus (+) and equals (=) signs on the blackboard.
6. Write on the blackboard:  $1 + 1 = 2$
7. Ask another learner to come to the front. Ask the learner to stand in line with the other 2 learners.
8. Say: 2 learners plus 1 learner equals 3 learners.
9. Write on the blackboard:  $2 + 1 = 3$
10. Repeat steps 7-9 with 2 more learners until you have a total of 5 learners.
11. Ask learners to write the problems and sums in their books.

Addition sign:



Equal sign:



## Activity 11: Storytelling

1. Show the Module 2, Session 1 picture 'Gender roles'.
2. Say:
  - In groups, you are going to think of stories that match this picture.
3. Say:
  - First, we need a title for our story.
  - Look at the picture. What should we call our story?
4. Write that title on the blackboard.
5. Read the title. Move your finger under each word as you read it.

6. Ask the learners to say the title with you. Point to **each word** as you read it together.
7. Ask learners to make groups of 2 or 3.
8. Say:
  - Each group will think of a story to go with this title and picture.
9. Say:
  - Create your own story for this picture and title.
  - Think about the beginning, middle and ending of your story.
  - Think about who is in your story and what they are doing.
  - Think about the problem and solution in the story.
10. Give learners some time to think about and discuss their stories in their groups.
11. Ask 1 group to retell their story.
12. Repeat with 2-3 more groups.
13. Ask learners to give you simple sentences in English about their story and write them on the board.
14. Read the sentences. Move your finger under **each word** as you read it.
15. Ask the learners to read the sentences with you. Point to **each word** as you read it together.
16. Ask a learner to read the sentences on their own.
17. Repeat with 2-3 more learners.
18. Ask learners to draw a picture of their favourite part of the story and write a sentence to go with it.

## Activity 12: **Word Building**

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

tr	k	h
s	u	e
a	i	p
c	n	t

### Teaching Ideas for Activity 12:

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

3. Say the word: **train**. Point to each letter in the grid and say the sounds slowly: /tr/ – /a/ – /i/ – /n/. Then say the sounds faster to say the word: **train**.
4. Say the word: **truck**. Point to each letter in the grid and say the sounds slowly: /tr/ – /u/ – /c/ – /k/. Then say the sounds faster to say the word: **truck**.
5. Say the word: **track**. Point to each letter in the grid and say the sounds slowly: /tr/ – /a/ – /c/ – /k/. Then say the sounds faster to say the word: **track**.

#### Words to Build:

- train
- truck
- track

#### More Words to Build:

- trust
- trap
- tree

6. On the blackboard draw 4 guiding lines.
7. Write the words **train**, **truck** and **track** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **train**, **truck** and **track** using the guiding lines. Tell them to draw pictures next to each word.

## Activity 13: Key Message

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Young women and young men have the same rights.**
3. Read the message. Move your finger under each word as you read it.
4. Ask learners to say the message with you. Point to each word as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the message.
7. Ask learners to circle all of the vowels in the message.

#### Teaching Ideas for Activity 13:

- Write the words **gender roles** on the board. Ask the learners to look at the words **gender roles**. See how many words they can make using the letters in the words. For example: red.

8. Ask learners to find a word in the message, such as:  
**same, rights, young, and, have, the.**
9. Write the following words on the blackboard: th\_, ha\_e,  
sa\_e, r\_ghts, youn\_
10. Ask learners to fill in the missing letters.
11. Ask learners to copy the message and draw a picture to go with it.

## Activity 14: **Assessment**

1. Hold up the Module 2, Session 1 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people. Ask:
  - What is mother doing?
  - What is sister doing?
  - What is brother doing?
  - What is father doing?
  - Learners should respond in English: Mother/Sister/ Brother/Father is \_\_\_\_\_.
3. Write many different words on the blackboard.



4. Ask different learners to come to the front and underline some of the words pictured in the Module 2, Session 1 picture. Ask them to read the word and point to the picture.
5. Ask different learners to come to the front and circle a word with the sound /tr/.
6. Say each of the vocabulary words. For each word, ask learners to clap the syllables.

7. Ask learners to count how many syllables they hear in each word.
8. Draw a letter grid on the blackboard.

tr	k	h
s	u	e
a	i	p
c	n	t

9. Ask learners to come to the front and build the words **track**, **truck** and **trust** by pointing to the letters and saying the letter sounds together to make a word.
10. Put learners into groups of 2.
11. Ask each learner to read the words to their partner.
12. Ask each learner to read all the writing they did today to their partner.
13. Write the following sums on the blackboard.

$2 + 2 =$	$1 + 3 =$	$4 + 1 =$
-----------	-----------	-----------

14. Ask the learners to copy the sums in their books and write the answers.
15. Ask each group of learners to talk about the following questions:
  - Which English words did you learn today?
  - What will you tell your family about today?
16. Ask some groups to share their answers with the class.
17. Say: When you are at home, read the writing you did today to your family.

# Session 2: Gender-based Violence

**Key Message** | Stand up against gender-based violence.

## Reading Skills:

### English Letters and Words:

Letter sound: st – stand, star, start

Ending sound: ing – walking, talking, jumping

Words: a, an

### Vocabulary – Picture Chart:

- cart
- ox
- wheel
- friend
- dizzy
- farmer
- teacher
- bench
- chart
- sandals

### Vocabulary – Action

#### Words:

- sitting
- talking
- raising
- meeting
- loading
- helping
- waving

## Activity 1: Introduction

1. Conduct the daily edit
2. Write the following on the blackboard: mother is feed bay
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.
  - ï Possible answers: Mother is feeding baby.
6. Say:
  - ï Only the first letter of the word at the start of the sentence should be a capital letter.
  - ï We need to use a full stop at the end of the sentence.
  - ï Actions have the ending —ing.
7. Ask:
  - ï Which words did you learn to read and write in the last lesson?
  - ï Which English words did you learn in the last lesson?
8. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn some new words to describe people and animals.

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. On the blackboard, write the letters: **s, t**.
5. Say: These letters are called consonants.
6. Ask: What is the letter name? What is the letter sound?
  - Learners should respond: The letter name is \_\_\_\_\_ . The letter sound is \_\_\_\_\_ .

### Name and Sound

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

### 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

7. Write the following on the blackboard: **br\_ther, s\_ster, m\_ther, f\_ther**.
8. Ask learners to fill in the missing vowels to make words for family.
9. Ask learners to copy the words and write the missing letters.

### English Phrases:

- What is this?
- This is a \_\_\_\_\_ .
- What are you doing?
- I am \_\_\_\_\_ .
- What is happening in the picture?
- The cow is \_\_\_\_\_ .
- The man is \_\_\_\_\_ .

### Story:

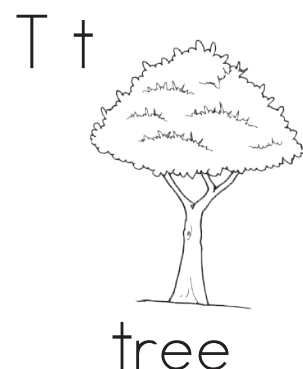
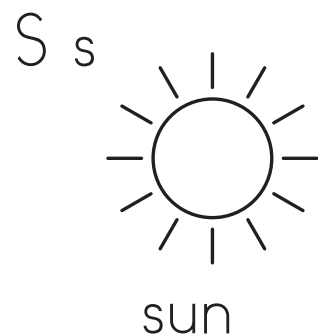
The cart

### Writing Skills:

- Building sentences
  - The cow is walking.
  - The man is standing.

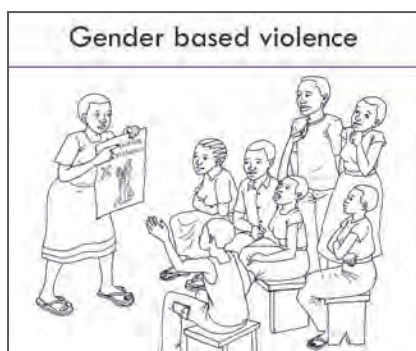
### Numeracy Skills:

- Writing addition problems
  - $1+1=2$





## Activity 3: Vocabulary



### Teaching Idea for Activity 3:

- Play a game. Make groups of 2 learners each. One learner asks, "What is this?" and points to the picture. The other learner answers.

1. Hold up the Module 2, Session 2 picture: "Gender-based violence".
2. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

3. Point and say: Let's remember the English words for colours and clothes. What is this?
  - Learners should respond in English:
    - This is a \_\_\_\_ (yellow shirt, green skirt, white shirt).
    - These are \_\_\_\_\_ (green sandals).
4. Repeat with 5-10 learners.
5. Ask learners the questions: What is she wearing? What is he wearing?
  - Learners respond: He is wearing \_\_\_\_\_.  
She is wearing \_\_\_\_\_.
6. Ask 4 learners to come to the front.
7. Ask: What is she wearing? What is he wearing?
  - Learners respond: He/she is wearing \_\_\_\_\_.
8. Point and say: Let's learn the English words.
  - This is a teacher.
  - This is a bench.
  - This is a chart.
  - He is standing up. She is standing up.
  - He is sitting down. She is sitting down.
9. Point to different things in the picture and ask: What is this?
  - Learners should respond in English: This is a \_\_\_\_\_.  
These are \_\_\_\_\_.
10. Ask 5-10 learners to come to the front and name different things in the picture.
11. Ask learners to follow your instructions:
  - Stand up, sit down, sit down, stand up.
12. Ask a learner to come to the front to give the instructions.

13. Say:

- Make groups of 4.
- In your group, practise giving the instructions: stand up, sit down.

## Activity 4: **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
- **bench:** 1 syllable = 1 clap
- **chart:** 1 syllable = 1 clap
- **sitt / ing:** 2 syllables = 2 claps
- **stand / ing:** 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 5: **New Sounds**

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **st** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - This is a **star**.
  - This is a **stand**.
  - This is a **stop**.

4. Say:

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

#### Letter Sound:

- Sound: /St/ and /st/ (both sound like **sta**)
- English words starting with the letter sound /st/:
  - start
  - stop
  - stand
  - stick

5. Say:

- I will say a word.
- If the word begins with /st/, raise your hand.
- **Words:** seed, stick, house, star, sell, see, stand, shoulder
  - **Answers:** Underlined words start with the sound /st/.

6. Write on the blackboard: **stick, star, stand.**

7. Ask learners to copy the words and draw a picture next to each word.

#### Materials:

Make large letter cards for each of the following letters: **g, b, v, l**

## Activity 6: Reading Titles

1. Hold up the Module 2, Session 2 picture: 'Gender-based violence'.
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. Ask learners to point to words with the letter sounds /g/, /b/, /v/ and /l/.
5. Say: These letters are consonants.
6. What other consonants can you see in the title?
7. Ask learners to find vowels in the title.
8. Write a consonant on the blackboard or show a letter card.

9. Ask learners to say English words that they know that begin with the letter sounds (for example: goat for the sound /g/ and look for the sound /l/).
10. Say: Let's play a game.
  - Make 4 groups.
  - Give each group a letter card with a consonant sound (g, b, v, l)
11. Say: I will say a word. If the word starts with your letter, your group should stand up.
12. Play the game with learners starting with these words:
  - leg, girl, boy, voice, wet, lesson, life, get, love, basin, kid, dig, violence, dirt, van
13. Ask learners to copy some (or all) of the words and draw a picture next to each word.

### Consonants:

b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

### Vowels:

a, e, i, o, u

## Activity 7: Asking and Answering Questions

1. Sing the song "This is the way I wash my hands".
2. Ask 4 learners to come to the front.
3. Say:
  - Each of you should do an action.
  - For example, you could pretend to brush your teeth, run, skip, or eat.
3. Ask 1 learner to do an action.
4. Ask: What are you doing?
5. Ask learners to repeat after you.
  - The learner doing the action should respond: I am \_\_\_\_\_-ing.
  - For example: I am playing.
6. Repeat with 3 other learners.
7. Write the sentence "What are you doing?" on the blackboard.
8. Practise reading the question: What are you doing?
9. Give 5 learners the word cards:
  - What
  - are
  - you
  - doing
  - ?

10. Ask learners to use the words cards to make the question: "What are you doing?"
11. Ask 4 learners to come to the front and make an action.
12. Ask: What are you doing?  
Learners respond: I am \_\_\_\_\_ (standing/sitting/ running).
13. Say: Make groups of 4.
14. In your group, practise asking and answering the question: What are you doing?

## Activity 8: Building Sentences

### Materials:

Make large word cards for each of the following words: **sitting**, **talking**, **raising**, **meeting**

1. Hold up the Module 2, Session 2 picture: 'Gender based violence'.
2. Point and say:
  - She is talking. She has a chart.
  - The man is sitting. He is raising his hand.
  - This is a meeting.
3. Show word cards for **sitting**, **talking**, **raising** and **meeting**. Say the words clearly. Ask learners to repeat.
4. Say the first vocabulary word. Ask the learners to repeat it after you.
5. Say:
  - Listen while I clap the syllables in this word.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **sitt / ing**: 2 syllables = 2 claps
- **talk / ing**: 2 syllables = 2 claps
- **rais / ing**: 2 syllables = 2 claps
- **meet / ing**: 2 syllables = 2 claps

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

10. Ask learners to come to the front and point to the:

- woman talking
- man sitting
- man raising his hand
- people listening

11. Ask:

- What is the woman doing?
- What is the man doing?
- What are the people doing?

12. Learners should respond:

- The woman is \_\_\_\_\_.
- The man is \_\_\_\_\_.
- The people are \_\_\_\_\_.

13. Draw the table below on the blackboard.

The	woman	is	talking	to	people.
	man		raising	his	hand.
	people	are	waiting	to	talk.
			meeting.		

14. Make one sentence, pointing to **each word** as you read.

15. Ask learners to read the sentence with you.

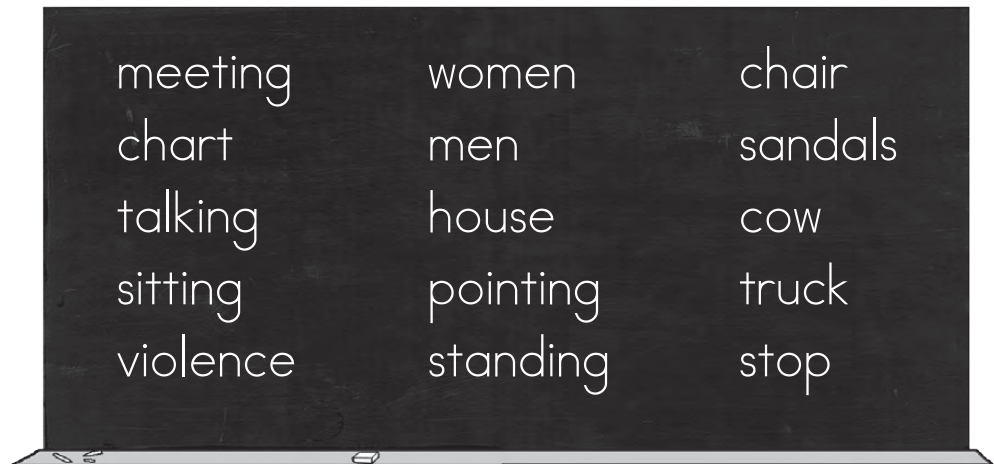
16. Make other sentences and read them with learners.

17. Ask learners to come to the front and make or read a sentence.

18. Ask learners to write their own sentences.

## Activity 9: Word Hunt

1. Write many different words on the blackboard.



2. Ask a learner to underline some of the words pictured in the Module 2, Session 2 picture.
3. Repeat with different learners.
4. Ask the learners to point to words ending in: **ing**.
5. Ask learners to point to words beginning with **/st/**.
6. Ask a learner to circle the word: **meeting**.

## Activity 10: Numeracy

1. Ask 3 learners to come to the front.
2. Say: These are 3 learners.
3. Ask another learner to come to the front. Ask the 4 learners to stand in line.
4. Say: 3 learners plus 1 learner equals 4 learners.
5. Write the plus (+) and equals (=) signs on the blackboard.
6. Write on the blackboard:  $3+1=4$
7. Ask another learner to come to the front. Ask the learner to stand in line with the other 4 learners.
8. Say: 4 learners plus 1 learner equals 5 learners.
9. Write on the blackboard:  $4+1=5$
10. Repeat steps 7-9 with 2 more learners until you have a total of 10 learners.
11. Ask learners to write the problems and sums in their book.

Addition sign:

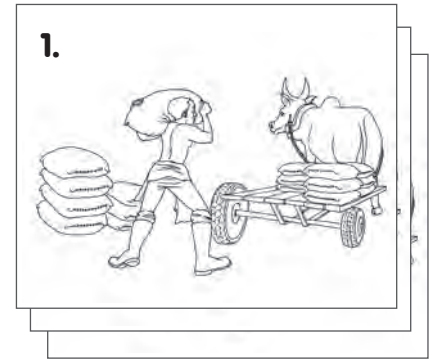


Equal sign:



# Activity 11: Reading Stories

1. Use the picture story 'The Cart'.
2. Ask:
  - What is the story called?
  - Can you remember the story?
3. Ask the learners to tell you the story in local language or English.
4. Read the title of the story. 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:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.



## Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

7. Repeat with each picture.
8. Say: Let's learn the English words: **cart, ox, wheel, friend, dizzy, farmer.**
9. Say each word again. Point to the items in the picture as you say the word.
10. Ask the learners to show you the items in the picture. Say:
  - Show me a **cart**.
  - Show me an **ox**.
  - Show me a **wheel**.
  - Show me a **dizzy ox**.
  - Show me a **farmer**.
  - Show me a **friend**.
11. Ask learners to tell you one sentence in English about each picture.



12. Write the following sentence on the blackboard. For example:

Beginners	More Advanced
The farmer is loading the cart.	The farmer is loading the cart with bags of groundnuts.
The cart is old.	The cart is old. The wheels are old.
The ox is dizzy.	The ox is dizzy. The wheels break.
The bags fall.	The cart falls down. The bags fall down too.
The friend is helping.	The farmer's friend is helping to fix the cart.
The farmer is waving.	The farmer is waving to his friend.

13. Read the sentences. Move your finger under **each word** as you read it.

14. Ask learners to say the sentences with you. Point to **each word** as you read it together.

15. Ask learners to find the words **farmer, cart, wheel, ox, dizzy** in the story's sentences.

## Activity 12: Storytelling

- Show the Module 2, Session 2 picture 'Gender-based violence'.
- Say:
  - In groups, you are going to think of stories that match this picture.
- Say:
  - First, we need a title for our story.
  - Look at the picture. What should we call our story?
- Write that title on the blackboard.
- 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.
- Ask learners to make groups of 2 or 3.
- Say:
  - Each group will think of a story to go with this title and picture.

9. Say:
  - Create your own story for this picture and title.
  - Think about the beginning, middle and ending of your story.
  - Think about who is in your story and what they are doing.
  - Think about the problem and solution in the story.
10. Give learners some time to think about and discuss their stories in their groups.
11. Ask 1 group to retell their story.
12. Repeat with 2-3 more groups.
13. Ask learners to give you simple sentences in English about their story and write them on the board.
14. Read the sentences. Move your finger under **each word** as you read it.
15. Ask the learners to read the sentences with you. Point to **each word** as you read it together.
16. Ask a learner to read the sentences on their own.
17. Repeat with 2-3 more learners.
18. Ask learners to draw a picture of their favourite part of the story and write a sentence to go with it.

## Activity 13: Word Building

1. Draw a letter grid on the blackboard.

st	i	d	g
p	a	r	e
ch	n	o	t

2. Point to the letter grid.
3. Say the word: **stand**. Point to each letter in the grid and say the sounds slowly: /st/ – /a/ – /n/ – /d/. Then say the sounds faster to say the word: **stand**.

### Teaching Ideas for Activity 13:

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

- Say the word: **start**. Point to each letter in the grid and say the sounds slowly: /st/ – /a/ – /r/ – /t/. Then say the sounds faster to say the word: **start**.
- Say the word: **stop**. Point to each letter in the grid and say the sounds slowly: /st/ – /o/ – /p/. Then say the sounds faster to say the word: **stop**.

#### More Words to Build:

- street
- stretch
- string

#### Words to Build:

- stand
- start
- stop

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

#### Teaching Ideas for Activity 14:

- Write the word **violence** on the board. Ask the learners to look at the word **violence**. See how many words they can make using the letters in the word. For example: lion

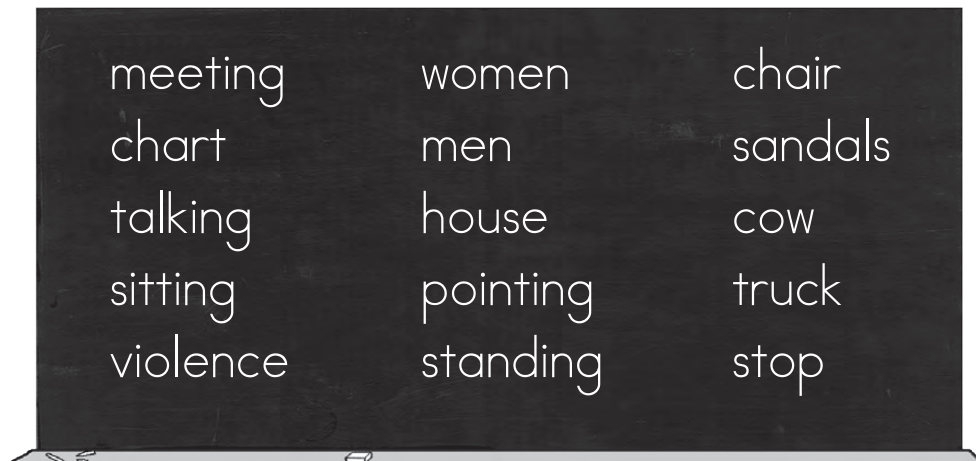
### Activity 14: Key Message

- Ask learners if they remember the key message.
- Write the key message on the blackboard.  
**Stand up against gender-based violence.**
- Read the message. Move your finger under **each word** as you read it.
- Ask learners to say the message with you. Point to **each word** as you read it together.
- Ask different learners to read the message.
- Ask learners to come to the front and underline all of the consonants in the message.
- Ask learners to circle all of the vowels in the message.
- Ask learners to find words beginning with /st/.
- Ask learners to find a word in the message, such as: **against, up, violence**.

10. Write the following words on the blackboard:  
again\_\_ , \_\_p, \_\_iolence
11. Ask learners to fill in the missing letters.
12. Ask learners to copy the message and draw a picture to go with it.

## Activity 15: **Assessment**

1. Hold up the Module 2, Session 2 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people. Ask:
  - What is the woman doing?
  - What is the man doing?
  - What is happening in the picture?
  - Learners should respond in English: The woman/man is \_\_\_\_\_.
3. Write many different words on the blackboard.



4. Ask different learners to come to the front and underline some of the words pictured in the Module 2, Session 2 picture. Ask them to read the word and point to the picture.
5. Ask different learners to come to the front and circle a word with the sound /st/.
6. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
7. Ask learners to count how many syllables they hear in each word.

8. Draw a letter grid on the blackboard.

st	i	d	g
p	a	r	e
ch	n	o	t

9. Ask learners to come to the front and build the words **stop**, **start**, and **stand**, by pointing to the letters and saying the letter sounds together to make a word.

10. Put learners into groups of 2.

11. Ask each learner to read the words to their partner.

12. Ask each learner to read all the writing they did today to their partner.

13. Write the following sums on the blackboard:

$6 + 1 =$	$8 + 1 =$	$6 + 2 =$
-----------	-----------	-----------

14. Ask learners to copy the sums in their books and write the answers.

15. Ask each group of learners to talk about the following questions:

- Which English words did you learn today?
- What will you tell your family about today?

16. Ask some groups to share their answers with the class.

17. Say: When you are at home, read the writing you did today to your family.

# Session 3: Gender Violence at School

## Key Message

Report violence to an adult you trust.

## Activity 1: Introduction

1. Conduct the daily edit.
2. Write the following on the blackboard: what is the farmer doing?
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.
  - Possible answers: What is the farmer doing?
6. Say: We need to use a question mark at the end of the question.
7. Ask:
  - What words did you learn to read and write in the last lesson?
  - Which English words did you learn in the last lesson?
8. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn new words to describe people.

## Reading Skills:

### English Letters and Words:

Letter sound: oo –  
boot, moon, spoon

Words: you, to, in

### Vocabulary – School-related words:

- a classroom
- a playground
- a door
- a window
- school
- playground
- rope
- classroom
- children
- door
- window
- playing
- skipping
- laughing
- touching

### English Phrases:

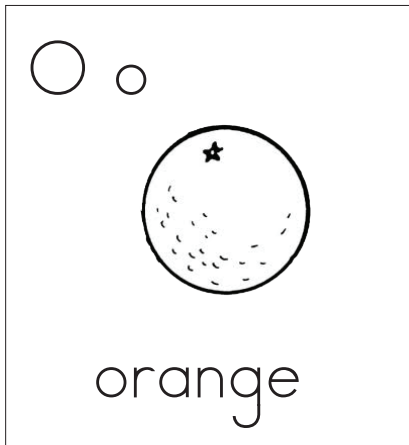
- What is this?
- This is a \_\_\_\_\_.
- Can you do this?
- I can \_\_\_\_\_.
- I cannot \_\_\_\_\_.

### Writing Skills:

- Building sentences

### Numeracy Skills:

- Adding up to 10



## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. Write on the board the vowel: **O**.
5. Say: This is a vowel.
6. Ask: What is the letter name? What is the letter sound?
  - Learners should respond: The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

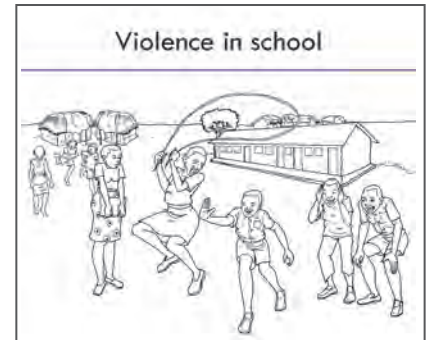
### Name and Sound

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

7. Write the following words on the blackboard:  
**st\_nd, s\_t, r\_n, sk\_p, t\_lk, m\_\_t**
8. Ask learners to fill in the missing vowels to make words for actions.
9. Ask learners to copy the words and write the missing letters.

## Activity 3: Vocabulary

1. Hold up the Module 2, Session 3 picture: **Violence in school**.
2. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.



### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

3. Point and say: Let's remember the English words. What is this?
  - Learners should respond in English:  
ñ This is a \_\_\_\_ (boy, girl, school, rope, tree).
4. Point to different things in the picture and say: What is this?
  - Learners should respond in English: This is a \_\_\_\_\_ .
5. Repeat with 5-10 learners.
6. Point and say: Let's learn the English words. What is he wearing? What is she wearing?
  - Learners should respond in English:  
ñ He is wearing a \_\_\_\_ (blue shirt, red shirt, grey trousers).  
ñ She is wearing a \_\_\_\_ (blue dress, green shirt, red skirt).
7. Point and say: Let's learn the English words.
  - This is a **school**.
  - This is a **playground**.
  - This is a **rope**.
  - This is a **classroom**.
  - These are **children**.
  - This is a **door**.
  - This is a **window**.
8. Point to different things in the picture and ask: What is this?
  - Learners should respond in English: This is a \_\_\_\_\_ .  
These are \_\_\_\_\_ .
9. Ask 5-10 learners to come to the front and name different things in the picture.



## Activity 4: **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
- **rope**: 1 syllable = 1 clap
- **door**: 1 syllable = 1 clap
- **win / dow**: 2 syllables = 2 claps
- **play / ground**: 2 syllables = 2 claps
- **chil / dren**: 2 syllables = 2 claps
- **class / room**: 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 5: **New Sounds**

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **oo** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - This is a **room**.
  - This is **moon**.
  - This is a **boot**.
4. Say:
  - Listen carefully to the sound in the middle of the word:  
**/oo/**.
  - Repeat the sound after me: **/oo/, /oo/, /oo/, /oo/**.

### Letter Sound:

- Sound: /oo/ and /oo/ (both sound like oo)
- English words with the letter sound /oo/:
  - soon
  - school

#### 5. Say:

- I will say a word.
  - If the word has /oo/, raise your hand.
  - **Words:** soon, hard, nose, moon, hut, bone, foot, shoulder
- ñ Answers: Underlined words have the sound /oo/.

#### 6. Write on the blackboard: **room, moon, boot.**

#### 7. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

1. Hold up the Module 2, Session 3 picture: **Violence in school**.
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. Ask learners to point to words with the letter sound /oo/.
5. Say: **o** is a vowel.
6. What other vowels do you see in the title?
7. Ask learners to find consonants in the title.
8. Ask learners to say English words that they know that have the letter sound /oo/, (for example: mood).
9. Say: Let's play a game.
10. Say: I will say a word. If the word has the sound /oo/, stand up.

### Materials:

Make a large letter card for the sound: /oo/

11. Play the game with learners using these words. You can also add your own words.
  - play, touch, room, rope, school, moon, shoes, girls, boys, soon, shout, mood, stand, windows, food, skip
  - Answer: Underlined words have the sound /oo/.
12. Write the words from step 11 on the blackboard. Read the words with learners.
13. Ask learners to copy the words and draw a picture next to each word.

## Activity 7: Asking and Answering Questions

1. Say:
  - I can touch the blackboard.
2. Touch the blackboard.
3. Repeat 3 times.
4. Repeat steps 1-3 with the picture chart, the ground and a pencil.
5. Say:
  - I cannot touch the ceiling.
6. Reach for the ceiling, but do not touch the ceiling.
7. Repeat 3 times.
8. Ask 2 learners to come to the front.
9. Say:
  - I can touch the blackboard. Can you touch the blackboard?
  - I can touch the chart. Can you touch the chart?
  - I can touch the ground. Can you touch the ground?
  - I can touch the pencil. Can you touch the pencil?
10. The learner should respond in English: I can touch the \_\_\_\_\_.
11. Say:
  - I cannot touch the ceiling. Can you touch the ceiling?  
ñ The learner should respond in English: I cannot touch the ceiling.
13. Repeat with 5-10 learners.
14. Take the learners outside.

15. Say:

- I can jump.

16. Jump 3 times.

17. Ask:

- Can you jump?  
ñ All learners should respond: I can jump.  
ñ All learners should jump.

18. Repeat steps 15-17 with walk, run, wave, sing and dance.

## Activity 8: **Building Sentences**

1. Hold up the Module 2, Session 3 picture: 'Violence in school'.
2. Point and say:
  - The girl is playing. She is skipping.
  - The boys are laughing at the girl.
3. Show word cards for **playing, skipping, laughing**. Say the words clearly. Ask learners to repeat.
4. Say the first word. Ask the learners to repeat it after you.
5. Say:
  - Listen while I clap the syllables in this word.

### Materials:

Make large word cards for the following words:  
**playing, skipping, laughing, touching**

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **play / ing:** 2 syllables = 2 claps
- **skip / ping:** 2 syllables = 2 claps
- **laugh / ing:** 2 syllables = 2 claps
- **touch / ing:** 2 syllables = 2 claps

6. Say the word again while clapping the syllables.
7. Repeat with learners.
8. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
9. Repeat with the other vocabulary words.
10. Ask learners to come to the front and point to the **laughing boys, skipping girl, classroom**

11. Ask:

- What is the girl doing?
- What is the boy doing?
- What are the other boys doing?
- What is the girl's friend doing?

12. Learners should respond:

- The girl is\_\_\_\_\_.
- The boy is\_\_\_\_\_.
- The boys are\_\_\_\_\_.
- The girl's friend is\_\_\_\_\_.

13. Draw the table below on the blackboard.

The	girl	is	skipping	the	rope.
The	boy		touching		girl.
The	boys	are	laughing	at the	boy.

14. Make one sentence, pointing to each word as you read.

15. Ask learners to read the sentence with you.

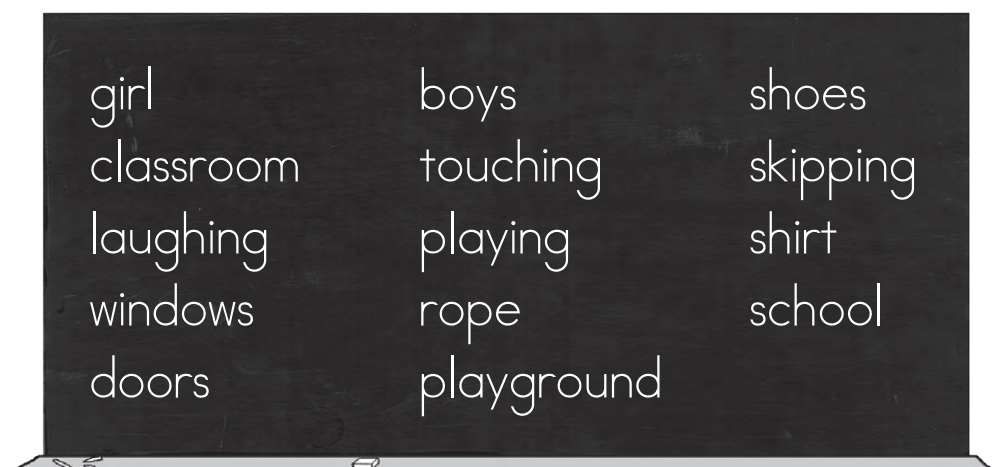
16. Make other sentences and read them with learners.

17. Ask learners to come to the front and make or read a sentence.

18. Ask learners to write their own sentences.

## Activity 9: **Word Hunt**

1. Write many different words on the blackboard.



2. Ask a learner to underline some of the words pictured in the Module 2, Session 3 picture.
3. Repeat with different learners.
4. Ask learners to find words with /oo/.
5. Ask a learner to circle the word: **laughing**.
6. Repeat with different learners.
7. Repeat with other words.

## Activity 10: Numeracy

1. Ask a learner to come to the front.
2. Say: This is 1 learner.
3. Ask 5 more learners to come to the front. Ask the 6 learners to stand in line.
4. Say: 1 learner plus 5 learners equals 6 learners.
5. Write the plus (+) and equals (=) signs on the blackboard.
6. Write on the blackboard:  $1+5=6$
7. Ask another learner to come to the front. Ask the learner to stand in line with the other 6 learners.
8. Say: 6 learners plus 1 learner equals 7 learners.
9. Write on the blackboard:  $6+1=7$
10. Ask 3 learners to come to the front. Ask the learners to stand in line with the other 7 learners.
11. Say: 7 learners plus 3 learners equals 10 learners.
12. Write on the blackboard:  $7+3=10$
13. Ask learners to write the problems and sums in their books.

Addition sign:



Equal sign:



## Activity 11: **Storytelling**

1. Show the Module 2, Session 3 picture 'Violence in school'.
2. Say:
  - In groups, you are going to think of stories that match this picture.
  - First, we need a title for our story.
  - Look at the picture. What should we call our story?
3. Help learners think of a title. Write that title on the blackboard.
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 learners to make groups of 2 or 3.
7. Say:
  - Each group will think of a story to go with this title and picture.
  - Think about the beginning, middle and ending of your story.
  - Think about who is in your story and what they are doing.
  - Think about the problem and solution in the story.
8. Give learners some time to think about and discuss their stories in their groups.
9. Ask 1 group to retell their story.
10. Repeat with 2-3 more groups.
11. Ask learners to give you simple sentences in English about their story and write them on the board.
12. Read the sentences. Move your finger under **each word** as you read it.
13. Ask the learners to read the sentences with you. Point to **each word** as you read it together.
14. Ask a learner to read the sentences on their own.
15. Repeat with 2-3 more learners.

## Activity 12: Word Building

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

oo	s	k
f	t	c
n	m	d

3. Say the word: **moon**. Point to each letter in the grid and say the sounds slowly: /m/ – /oo/ – /n/. Then say the sounds faster to say the word: **moon**.
4. Say the word: **foot**. Point to each letter in the grid and say the sounds slowly: /f/ – /oo/ – /t/. Then say the sounds faster to say the word: **foot**.
5. Say the word: **soon**. Point to each letter in the grid and say the sounds slowly: /s/ – /oo/ – /n/. Then say the sounds faster to say the word: **soon**.

### Words to Build:

- moon
- foot
- soon

### More Words to Build:

- room
- took
- noon
- school

6. On the blackboard draw 4 guiding lines.
7. Write the words **moon**, **foot** and **soon** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **moon**, **foot** and **soon** using the guiding lines. Tell them to draw pictures next to each word.



### Teaching Ideas for Activity 13:

- Write the words **report**, **violence** on the board. Ask the learners to look at the words **report**, **violence**. See how many words they can make using the letters in the word. For example: pot, root.

## Activity 13: Key Message

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Report violence to an adult you trust.**
3. Read the message. Move your finger under **each word** as you read it.
4. Ask learners to say the message with you. Point to **each word** as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the message.
7. Ask learners to find all of the vowels in the message.
8. Ask learners to find a word in the message, such as:  
**report, you, violence, trust.**
9. Write the following words on the blackboard:  
re\_ort, \_ou, \_iolence, \_\_rust
10. Ask learners to fill in the missing letters.
11. Ask learners to copy the message and draw a picture to go with it.

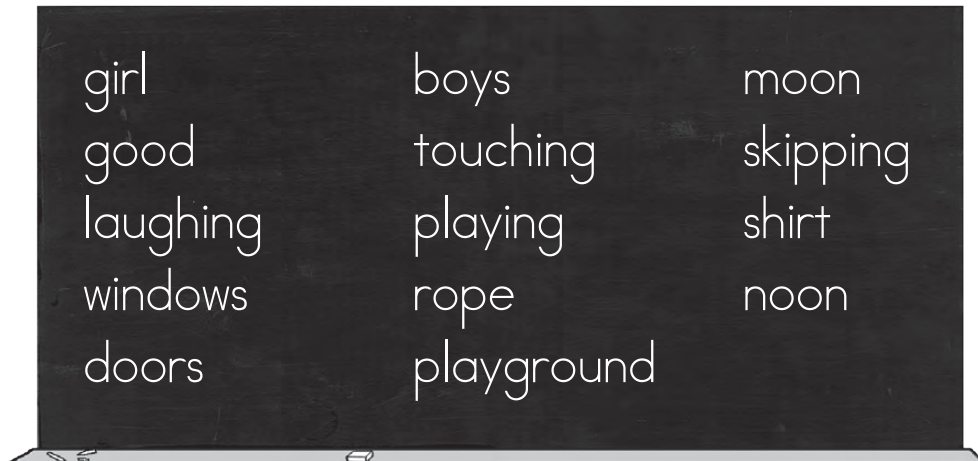
### Teaching Ideas for Activity 14:

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

## Activity 14: Assessment

1. Hold up the Module 2, Session 3 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people. Ask:
  - What is the girl doing?
  - What is the boy doing?
  - What are the boys doing?
  - What is happening in the picture?
  - Learners should respond in English: The girl is \_\_\_\_\_.
3. Write many different words on the blackboard.

4. Ask different learners to come to the front and underline some of the words pictured in the Module 2, Session 3 picture. Ask them to read the word and point to the picture.



5. Ask different learners to come to the front and circle a word with the sound /oo/.
6. Say each of the vocabulary words. For each word, have learners clap the syllables.
7. Ask learners to count how many syllables they hear in each word.
8. Draw a letter grid on the blackboard.

oo	s	k
f	t	c
n	m	d

9. Ask learners to come to the front and build the words **moon**, **foot**, **doom** and **soon** by pointing to the letters and saying the letter sounds together to make a word.
10. Put learners into groups of 2.
11. Ask each learner to read the words to their partner.
12. Ask each learner to read all the writing they did today to their partner.

13. Write the following sums on the blackboard:

$2 + 4 =$	$5 + 3 =$	$1 + 7 =$
-----------	-----------	-----------

14. Ask the learners to copy the sums in their books and write the answers.

15. Ask each group of learners to talk about the following questions:

- Which English words did you learn today?
- What will you tell your family about today?

16. Ask some groups to share their answers with the class.

17. Say: When you are at home, read the writing you did today to your family.

# Session 4: Violence is Unacceptable

**Key Message** | Violence is not a way to show love.

## Activity 1: Introduction

1. Conduct the daily edit
2. Write the following on the blackboard: i cn touch the bok.
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.
  - Possible answers: I can touch the book. I cannot touch the book.
6. Say:
  - Only the first letter of the word at the start of the sentence should be a capital letter.
  - Always use a capital for the word "I".
7. Ask:
  - What words did you learn to read and write in the last lesson?
  - Which English words did you learn in the last lesson?
8. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn new words to describe people.

### Reading Skills:

#### English Letters and Words:

##### Beginning sounds:

un – unhappy, under, unloved

Vowel sounds: ea – eat, tea, clean, bean

**Words:** not, show, love

#### Vocabulary – Picture Chart:

- love
- unacceptable
- unhappy
- children

#### Vocabulary – Violent Actions:

- hitting
- beating
- kicking

#### Vocabulary – Emotions:

- love
- anger

#### Vocabulary – Shapes:

- circle
- square
- triangle
- heart
- rectangle

### English Phrases:

- What is it?
- This is a \_\_\_\_\_.

### Writing Skills:

- Building sentences
- Identifying consonant and vowel letters
- Writing words

### Numeracy Skills:

- Practising counting
- Counting on

U u



umbrella

N n



net

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. Write on the board the letters: **U, n**.
5. Ask: What is the letter name? What is the letter sound?
  - Learners should respond: The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

### Name and Sound

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

### Name and Sound

- Name: **N, n**
- Sound: /N/ and /n/ (both sound like **nuh**)
- English words starting with letter sound /n/:
  - nose
  - net
  - neck

6. Write the following words on the blackboard: sch\_ \_l, classr\_ \_m, d\_ \_r, w\_ \_ndow, pl\_ \_yground
7. Ask learners to fill in the missing vowels to make words for school.
8. Ask learners to copy the words and write the missing letters.

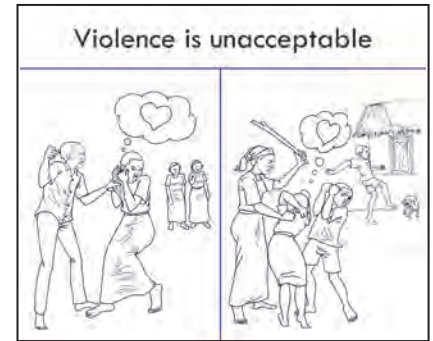
## Activity 3: Vocabulary

1. Hold up the Module 2, Session 4 picture: **Violence is unacceptable**.
2. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

3. Point and say: Let's remember the English words. What is this?
  - Learners should respond in English:  
ñ This is a \_\_\_\_ (boy, girl, man, woman, hut).
4. Point to different things in the picture and say: What is this?
  - Learners should respond in English: This is a \_\_\_\_\_ .
5. Repeat with 5-10 learners.
6. Point and say: Let's remember the English words. What is he wearing? What is she wearing?
  - Learners should respond in English:  
ñ He is wearing a \_\_\_\_ (red shirt, grey trousers).  
ñ She is wearing a \_\_\_\_ (blue skirt, yellow shirt).
7. Point and say: Let's learn the English words.
  - This is a stick.
  - This is a boy.
  - This is a girl.
  - This is a heart.
  - This is hitting.
  - This is kicking.
  - This is beating.
  - These are children.
  - These are parents.



### Teaching Idea for Activity 3:

- Play a game. Make groups of 2 learners each. One learner asks, "What is this?" and points to the picture. The other learner answers.

8. Ask 5-10 learners to come to the front and name different things in the picture.

## Activity 4: **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

- **hit / ting:** 2 syllables = 2 claps
- **beat / ing:** 2 syllables = 2 claps
- **kick / ing:** 2 syllables = 2 claps
- **love:** 1 syllable = 1 clap
- **an / ger:** 2 syllables = 2 claps
- **un / hap / py:** 3 syllables = 3 claps
- **heart:** 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 5: **New Sounds**

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **un** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - **unhappy**
  - **unfriendly**
  - **unclean**

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

#### Letter Sound:

- Sound: /Un/ and /un/ (both sound like **uh-nuh**)
- English words starting with the letter sound /un/:
  - unloved
  - unwell
  - unable

5. Say:
- I will say a word.
  - If the word begins with /un/, raise your hand.
  - Words: over, unhappy, house, under, chair, oven, unloved, all
    - Answers: Underlined words start with the sound /un/.
6. Write on the blackboard: **unhappy, under, unloved.**
7. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

1. Hold up the Module 2, Session 4 picture: **Violence is unacceptable.**
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. Ask learners to point to words with the letter sound /un/.
5. Ask: What vowels and consonants do you see in the title?
6. Ask learners to say English words that they know that begin with the letter sound /un/, (for example: unhappy).
7. Say: Let's play a game.



### Vowels:

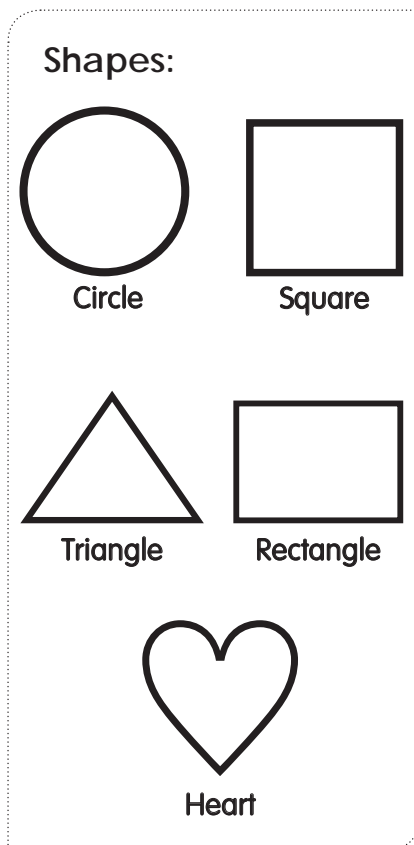
a, e, i, o, u

### Materials:

Make a large letter card for the sound: /un/

- Say: I will say a word. If the word starts with the sound /un/, stand up.
- Play the game with learners starting with these words:
  - hitting, sad, love, unexcited, underwear, you, mother, boy, unhappy, kick, unfaithful, unloved, shout, verse, hand, uncle, stick
  - Answer: **Underlined** words start with the letter sound /un/.
- Write the words from step 9 on the blackboard. Read the words with learners.
- Ask learners to copy some (or all) of the words and draw a picture next to each word.

## Activity 7: Shapes



- Draw these shapes on the blackboard: 2 circles, 2 squares, 2 triangles, 2 rectangles, 2 hearts.
- Point and say:
  - This is a **circle**.
  - This is a **square**.
  - This is a **triangle**.
  - This is a **rectangle**.
  - This is a **heart**.
- Point to the circle and ask: What is this?
  - Learners should respond: This is a \_\_\_\_\_.
- Repeat with the other shapes - **square, triangle, rectangle, heart**.
- Say: The heart is the shape for love.
- Ask a learner to come to the front.
- Say:
  - Can you touch the circle?
  - Can you touch the square?
  - Can you touch the triangle?
  - Can you touch the heart?
  - Can you touch the rectangle?Learners should respond: I can touch the \_\_\_\_\_.
- Repeat with 5-10 learners with the other shapes.
- Ask learners to write the names of the shapes and draw the shapes in their notebooks.

## Activity 8: Building Sentences

1. Hold up the Module 2, Session 4 picture: **Violence is unacceptable.**
2. Point and say:
  - The parents are fighting. The man is beating the woman.
  - The mother is beating her children.
  - The boy is kicking the dog.
3. Show word cards for **fighting, beating, kicking, children**. Say the words clearly. Ask learners to repeat.
4. Say the first word. Ask the learners to repeat it after you.
5. Say:
  - Listen while I clap the syllables in this word.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **fight / ing:** 2 syllables = 2 claps
- **beat / ing:** 2 syllables = 2 claps
- **kick / ing:** 2 syllables = 2 claps
- **chil / dren:** 2 syllables = 2 claps

6. Say the word again while clapping the syllables.
7. Repeat with learners.
8. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
9. Repeat with the other vocabulary words.
10. Ask learners to come to the front and point to the:
  - man beating a woman
  - woman beating children
  - boy kicking dog
11. Ask:
  - What is the man doing?
  - What is the woman doing?
  - What is the boy doing?
12. Learners should respond:
  - The man is \_\_\_\_\_.
  - The woman is \_\_\_\_\_.
  - The boy is \_\_\_\_\_.

### Materials:

Make large word cards for the following words:  
**fighting, beating, kicking, children**

13. Draw the table below on the blackboard.

The	man	is	beating	the	woman.
The	woman		kicking		children.
The	boy			the	dog.

14. Make one sentence, pointing to **each word** as you read.

15. Ask learners to read the sentence with you.

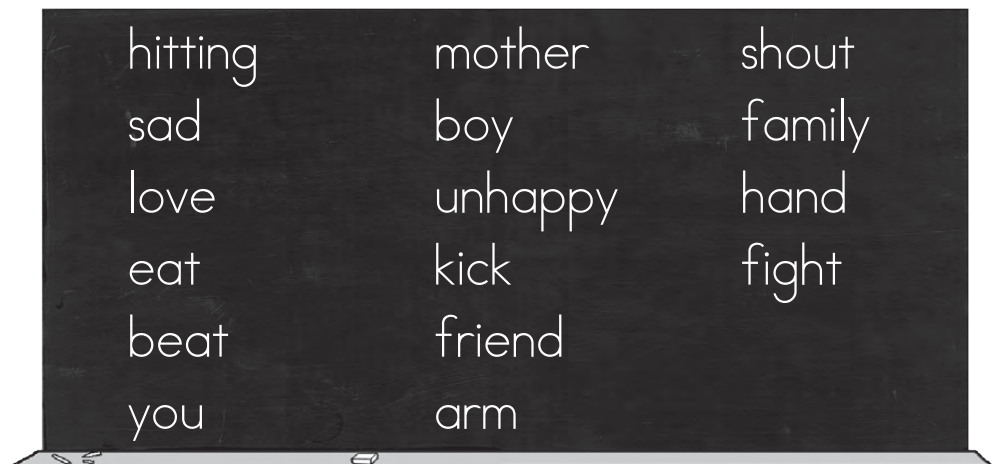
16. Make other sentences and read them with learners.

17. Ask learners to come to the front and make or read a sentence.

18. Ask learners to write their own sentences.

## Activity 9: Word Hunt

1. Write many different words on the blackboard.
2. Ask a learner to underline some of the words pictured in the Module 2, Session 4 picture.
3. Repeat with different learners.
4. Ask learners to find words with /un/.
5. Ask a learner to circle the word: **love**.



6. Repeat with different learners.

7. Repeat with other words.

## Activity 10: Numeracy - Counting on

1. Use your fingers to show a simple addition problem such as  $6 + 3 = 9$
2. Repeat with addition problems up to 10.
3. Write on the blackboard:  $9 + 3$ .
4. Say: We only have 10 fingers so we have to practice "counting on" to get the answer.
5. Say and demonstrate: Remember 9 in your head. Count from 9 to 10, 11, 12.
6. Ask the learners to do the counting on with you.
7. Repeat with other additions:  $6 + 5$ ,  $7 + 2$ ,  $8 + 4$
8. Write some simple addition problems on the board:  $4 + 7$ ,  $6 + 3$ ,  $8 + 3$
9. Ask the learners to copy and solve the addition problems using counting on.
10. When the learners have finished, ask learners to come to the front and read out the addition problem and fill in the answer.

## Activity 11: Storytelling

1. Show the Module 2, Session 4 picture "Violence is unacceptable".
2. Say:
  - In groups, you are going to think of stories that match this picture.
  - First, we need a title for our story.
  - Look at the picture. What should we call our story?
4. Help learners think of a title. Write that title on the blackboard.
5. Read the title. Move your finger under each word as you read it.
6. Ask the learners to say the title with you. Point to each word as you read it together.
7. Ask learners to make groups of 2 or 3.

8. Say:
  - Each group will think of a story to go with this title and picture.
  - Create your own story for this picture and title.
  - Think about the beginning, middle and ending of your story.
  - Think about who is in your story and what they are doing.
  - Think about the problem and solution in the story.
9. Give learners some time to think about and discuss their stories in their groups.
10. Ask 1 group to retell their story.
11. Repeat with 2-3 more groups.
12. Ask learners to give you simple sentences in English about their story and write them on the board.
13. Read the sentences. Move your finger under **each word** as you read it.
14. Ask the learners to read the sentences with you. Point to **each word** as you read it together.
16. Ask a learner to read the sentences on their own.
17. Repeat with 2-3 more learners.

## Activity 12: **Word Building**

1. Draw a letter grid on the blackboard.

u	n	a	r
l	d	e	
o	c	b	

### Teaching Ideas for Activity 12:

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

2. Point to the letter grid.
3. Say the word: **unable**. Point to each letter in the grid and say the sounds slowly: /un/ – /a/ – /b/ – /l/ – /e/. Then say the sounds faster to say the word: **unable**.
4. Say the word: **uncle**. Point to each letter in the grid and say the sounds slowly: /un/ – /c/ – /l/ – /e/. Then say the sounds faster to say the word: **uncle**.

5. Say the word: **under**. Point to each letter in the grid and say the sounds slowly: /un/ – /d/ – /e/ – /r/. Then say the sounds faster to say the word: **under**.

#### Words to Build:

- unable
- uncle
- under

#### More Words to Build:

- undo
- run

6. On the blackboard draw 4 guiding lines.
7. Write the words **unable**, **uncle** and **under** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **unable**, **uncle** and **under** using the guiding lines. Tell them to draw pictures next to each word.

### Activity 13: Key Message

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Violence is not a way to show love.**
3. Read the message. Move your finger under **each word** as you read it.
4. Ask learners to say the message with you. Point to **each word** as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the message.
7. Ask learners to find all of the vowels in the message.
8. Ask learners to find a word in the message, such as: **not**, **way**, **violence** and **love**.
9. Ask learners to copy the message and draw a picture to go with it.
10. Write the following words on the blackboard:  
**n\_t, w\_y, vio\_ence, l\_ve**

#### Teaching Ideas for Activity 13:

- Write the words **heart**, **love** on the board. Ask the learners to look at the words **heart**, **love**. See how many words they can make using the letters in the word. For example: vote

11. Ask learners to fill in the missing letters.
12. Ask learners to copy the message and draw a picture to go with it.

## Activity 14: Assessment

1. Hold up the Module 2, Session 4 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people. Ask:
  - What is the woman doing?
  - What is the man doing?
  - What are the children doing?
  - What is happening in the picture?
  - Learners should respond in English: The woman/man is \_\_\_\_\_. The children/they are \_\_\_\_\_.
3. Write many different words on the blackboard.



4. Ask different learners to come to the front and underline some of the words pictured in the Module 2, Session 4 picture. Ask them to read the word and point to the picture.
5. Ask different learners to come to the front and circle a word with the sound /un/.
6. Say each of the vocabulary words. For each word, have learners clap the syllables.
7. Ask learners to count how many syllables they hear in each word.

8. Draw a letter grid on the blackboard.

un	a	r
l	d	e
o	c	b

9. Ask learners to come to the front and build the words **unable**, **uncle**, **under** and **undo** by pointing to the letters and saying the letter sounds together to make a word.

10. Put learners into groups of 2.

11. Ask each learner to read the words to their partner.

12. Ask each learner to read all the writing they did today to their partner.

13. Write the following sums on the blackboard.

$8 + 4 =$	$9 + 3 =$	$5 + 6 =$
-----------	-----------	-----------

14. Ask the learners to copy the sums in their books and write the answers.

15. Ask each group of learners to talk about the following questions:

- Which English words did you learn today?
- What will you tell your family about today?

16. Ask some groups to share their answers with the class.

17. Say: When you are at home, read the writing you did today to your family.



# Session 5: Dealing with Anger

## Key Message

Do not hurt others when you are angry.

### Reading Skills:

#### English Letters and Words:

**Ending sound:** ight – fight, might, sight

**Vowel sound:** ea and ee – eat, read, tea, tree, see, knee

#### Vocabulary – Picture Chart:

- children

#### Vocabulary – Emotions:

- angry
- sad
- calm
- unhappy

#### Vocabulary – Action Words:

- shout
- fight
- talk
- listen
- count
- manage

## Activity 1: Introduction

1. Conduct the daily edit.
2. Write the following on the blackboard: kuol and dem love schol.
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.  
Possible answers: Kuol and Dem love school.
6. Say:  
The first letter of the name of a person has a capital letter.
7. Ask:
  - What words did you learn to read and write in the last lesson?
  - Which English words did you learn in the last lesson?
8. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn new words to describe people.

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. Write on the board the letters: **e, a**.
5. Say: These letters are vowels.
6. Say: When **e** and **a** are combined, they make the sound **/ea/**. This sound is the same as **/ee/**.

### Name and Sound

- Name: **Ea, ea**
- Sound: **/Ea/** and **/ea/** (both sound like e)
- English words with letter sound **/ea/**:
  - eat
  - seat
  - beat

### Name and Sound

- Name: **Ee, ee**
- Sound: **/Ee/** and **/ee/** (both sound like e)
- English words with letter sound **/ee/**:
  - see
  - knee
  - sleep

### English Phrases:

- What is this?
- This is a \_\_\_\_\_.
- Can you \_\_\_\_?
- I can \_\_\_\_\_.

### Story:

- Kuol is Angry

### Writing Skills:

- Writing sentences
- Writing words

### Numeracy Skills:

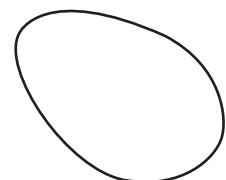
- Writing addition problems
- Counting on

A a



ant

E e



egg

7. Words with the sound /ea/ include: eat, beat, pea, tea.
8. Words with the sound /ee/ include: tree, see, seem.
9. Write the following words on the blackboard: c\_rcle, squa\_e, hear\_, \_riangle rect\_ngle
10. Ask learners to fill in the missing letters to make words for shapes.
11. Ask learners to copy the words and write the missing letters.

## Activity 3: Vocabulary



1. Hold up the Module 2, Session 5 picture: **Dealing with anger**.
2. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

3. Point and say: Let's remember the English words. What is this?
  - Learners should respond in English:
    - This is a \_\_\_\_ (boy, girl, man, woman).
    - This is a \_\_\_\_ (head, shoulder, nose, mouth, knee, toe, hand, finger, body, leg, foot, face).
    - This is an \_\_\_\_ (arm, eye, ear).
    - This is \_\_\_\_ (hair).
4. Point to different things in the picture and ask: What is happening in the picture?
  - Learners should respond in English: She/he is \_\_\_\_\_. They are\_\_\_\_\_.
5. Repeat with 5-10 learners.

6. Point and say: Let's learn the English words.
  - The girl is **angry**.
  - The girl is **shouting**.
  - She **calms down**.
  - She **talks** to the boy.
  - She **manages** her anger.
7. Ask 5-10 learners to come to the front and name different things in the picture.

## Activity 4: **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

- **calm**: 1 syllable = 1 clap
- **shout**: 1 syllable = 1 clap
- **fight**: 1 syllable = 1 clap
- **talk**: 1 syllable = 1 clap
- **un / hap / py**: 3 syllables = 3 claps
- **man / ag / es**: 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 5: New Sounds

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **ight** using the guiding lines and the writing (stroke) marks.

3. Say: Listen carefully.

• **ight**  
• **ight**  
• **ight**

4. Say:

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

### Letter Sound:

- Sound: **/ight/** (sounds like **eye-t**)
- English words with the letter sound **/ight/**:
  - bright
  - right
  - sight

5. Say:

- I will say a word.
- If the word begins with **/ight/**, raise your hand.
- Words: **light**, bad, **bright**, hurt, **fight**, worry, talk, **right**, listen.
  - Answers: **Underlined** words have the sound **/ight/**.

6. Write on the blackboard: **light**, **bright**, **fight**.

7. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

1. Hold up the Module 2, Session 5 picture: 'Dealing with anger'.
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. Ask learners to point to words with the letter sound /ea/.
5. Say: **e** and **a** are vowels. The other vowels are **i, o, u**.
6. Ask learners to find vowels in the title.
7. Write a vowel on the blackboard or show a letter card.
8. Ask learners to say English words that they know that begin with that vowel sound (for example: ant for the sound /a/.)
9. Say: Let's play a game.
  - Make 5 groups.
  - Give each group a letter card with a vowel sound:  
**a, e, i, o, u**.
10. Say: I will say a word. If the word starts with your letter, your group should stand up.
11. Play the game with learners using these words:
  - eat, ask, ear, light, aunt sad, in, open, happy, up, unfriendly, fight, right, angry, elbow, listen, off, talk
  - Answer: Underlined words start with vowels.
12. Write the words from step 11 on the blackboard. Read the words with learners.
13. Ask learners to copy some (or all) of the words and draw a picture next to each word.

### Materials:

Make large letter cards for the following letters:  
**a, e, i, o, u**

## Activity 7: What Are You Doing?

1. Use the picture story *Kuol is Angry*.
2. Read the title of the story. Move your finger under each word as you read it.
3. Ask learners to say the title with you. Point to each word as you read it together.
4. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

5. Point and ask:
  - What is Kuol doing?
  - What is father doing?
6. Point and say: Let's learn the English words.
  - Father is milking the cow.
  - Kuol is running to school.
  - Kuol is shouting at James.
  - Kuol is counting to ten.
7. Point to different things in the picture and ask: What is he doing?
  - Learners should respond in English: He is \_\_\_\_\_.
8. Repeat with 5-10 learners.
9. Take the learners outside.
10. Say and demonstrate:
  - I am running.
11. Repeat 3 times.
12. Repeat steps 10-11 with counting, shouting and dancing.
13. Ask 2 learners to come to the front.
14. Say and demonstrate:
  - I am milking a cow. Can you milk a cow?
  - I am fetching water. Can you fetch water?
  - I am cooking good food. Can you cook good food?
  - I am brushing my teeth. Can you brush your teeth?
15. The learner should respond in English: I am \_\_\_\_\_.
16. Repeat with 5-10 learners.
17. Say:
  - I am laughing.
18. Laugh 3 times.
19. Ask:
  - What are you doing?
20. All learners should respond: I am laughing.
21. All learners should laugh.
22. Repeat steps 19-21 with **smile, skip, clap, turn around** and **hop**.

## Activity 8: Building Sentences

1. Hold up the Module 2, Session 5 picture: 'Dealing with anger'.
2. Point and say:
  - This girl is young. This girl is angry.
  - The girl talks to the boy. The boy listens to her.
3. Show word cards for **calm down, angry, talk, listen, count**. Say the words clearly. Ask learners to repeat.
4. Say the first vocabulary word. Ask the learners to repeat it after you.
5. Say:
  - Listen while I clap the syllables in this word.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **calm**: 1 syllable = 1 clap
- **ang / ry**: 2 syllables = 2 claps
- **talk**: 1 syllable = 1 clap
- **lis / ten**: 2 syllables = 2 claps
- **count**: 1 syllable = 1 clap

### Materials:

Make large word cards for the following words: **calm down, angry, talk, listen, count**

6. Say the word again while clapping the syllables.
7. Repeat with learners.
8. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
9. Repeat with the other vocabulary words.
10. Ask learners to come to the front and point to the **angry, calm, boy** and **girl**.
11. Ask:
  - What is the girl doing?
  - What is the boy doing?
12. Learners should respond:
  - The girl is \_\_\_\_\_.
  - The boy is \_\_\_\_\_.



13. Draw the table below on the blackboard.

The girl	counts	to ten.
The boy	talks	angry.
He	calms	down.
	listens	to the boy.
	is	to the girl.

14. Make one sentence, pointing to **each word** as you read.

15. Ask learners to read the sentence with you.

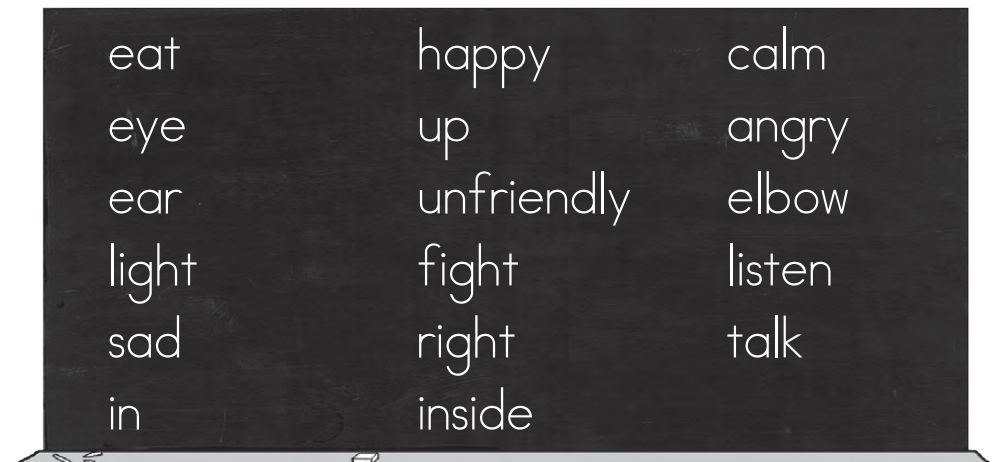
16. Make other sentences and read them with learners.

17. Ask learners to come to the front and make or read a sentence.

18. Ask learners to write their own sentences.

## Activity 9: **Word Hunt**

1. Write many different words on the blackboard.



2. Ask a learner to underline some of the words pictured in the Module 2, Session 5 picture.

3. Repeat with different learners.

4. Ask a learner to circle the word: **angry**.

5. Repeat with different learners.

6. Repeat with other words.

## Activity 10: Numeracy - Counting on

1. Use your fingers to show a simple addition problem such as  $10 + 3 = 13$
2. Write on the blackboard  $10 + 3$ .
3. Say: Remember 10 in your head.
4. Use your fingers to count from 10 and say: 10 to 11, 12, 13.
5. Ask the learners to do the counting on with you.
6. Repeat with other additions:  $15 + 3$ ,  $13 + 5$ ,  $14 + 2$
7. Write some addition problems on the board:  
 $9 + 7$ ,  $19 + 3$ ,  $17 + 1$ ,  $10 + 6$
8. Ask the learners to copy and solve the addition problems using counting on.
9. When the learners have finished, ask learners to come to the front and read out the addition problem and fill in the answer.

Addition sign:



Equal sign:



## Activity 11: Storytelling

1. Show the Module 2, Session 5 picture story 'Koul is angry'.
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. Ask learners to make groups of 2 or 3.
5. Say:
  - Each group will think of a story to go with this title and picture.
  - Create your own story for this picture and title.
  - Think about the beginning, middle and ending of your story.
  - Think about who is in your story and what they are doing.
  - Think about the problem and solution in the story.
6. Give learners some time to think about and discuss their stories in their groups.
7. Ask 1 group to retell their story.
8. Repeat with 2-3 more groups.
9. Ask learners to give you simple sentences in English about their story and write them on the board.

10. Read the sentences. Move your finger under **each word** as you read it.
11. Ask the learners to read the sentences with you. Point to **each word** as you read it together.
12. Ask a learner to read the sentences on their own.

## Activity 12: Word Building

### Teaching Idea for Activity 12:

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

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

ea	ee	ight
t	m	f
s	n	l

3. Say the word: **tea**. Point to each letter in the grid and say the sounds slowly: /t/ – /ea/. Then say the sounds faster to say the word: **tea**.
4. Say the word: **meet**. Point to each letter in the grid and say the sounds slowly: /m/ – /ee/ – /t/. Then say the sounds faster to say the word: **meet**.
5. Say the word: **fight**. Point to each letter in the grid and say the sounds slowly: /f/ – /ight/. Then say the sounds faster to say the word: **fight**.

### More Words to Build:

- see
- seam
- team
- feet
- light
- night
- might
- sight

### Words to Build:

- tea
- meet
- fight

6. On the blackboard draw 4 guiding lines.
7. Write the words **tea**, **meet** and **fight** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **tea**, **meet** and **fight** using the guiding lines. Tell them to draw pictures next to each word.

## Activity 13: Key Message

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Do not hurt others when you are angry.**
3. Read the message. Move your finger under each word as you read it.
4. Ask learners to say the message with you. Point to each word as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the message.
7. Ask learners to find all of the vowels in the message.
8. Ask learners to find a word in the message, such as: **others, hurt** and **angry**.
9. Ask learners to copy the message and draw a picture to go with it.
10. Write the following words on the blackboard:  
o\_\_ers, h\_rt, \_ngry.
11. Ask learners to fill in the missing letters.
12. Ask learners to copy the message and draw a picture to go with it.

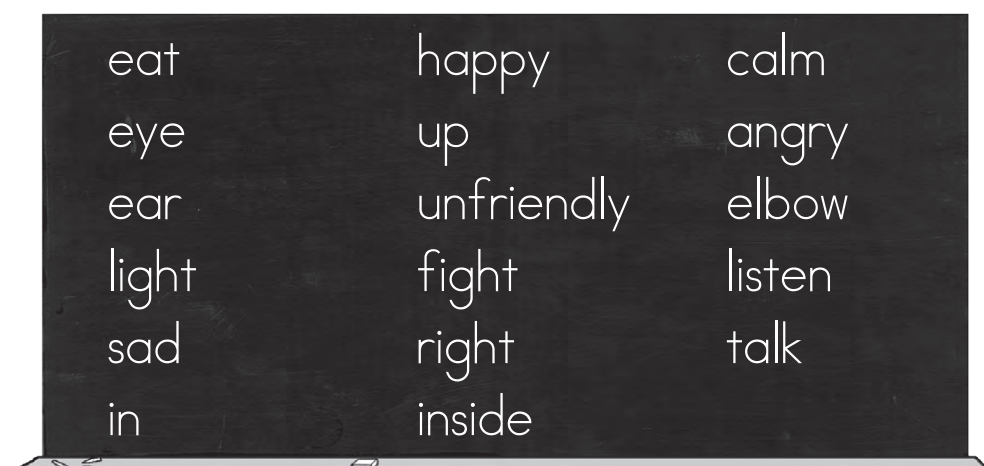
### Teaching Ideas for Activity 13:

- Write the words **angry, hurt** on the board.  
Ask the learners to look at the words **angry, hurt**. See how many words they can make using the letters in the word.  
For example: turn

## Activity 14: Assessment

1. Hold up the Module 2, Session 5 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people. Ask:
  - What is the girl doing?
  - What is the boy doing?
  - What is happening in the picture?
  - Learners should respond in English: The girl/boy is\_\_\_\_\_.

3. Write many different words on the blackboard.



4. Ask different learners to come to the front and underline some of the words pictured in the Module 2, Session 5 picture. Ask them to read the word and point to the picture.

5. Ask different learners to come to the front and circle a word with the sound /ea/.

6. Ask different learners to come to the front and circle a word with the sound /ee/.

7. Ask different learners to come to the front and circle a word with the sound /ight/.

8. Say each of the vocabulary words. For each word, ask learners to clap the syllables.

9. Ask learners to count how many syllables they hear in each word.

10. Draw a letter grid on the blackboard.

ea	ee	ight
t	m	f
s	n	l

11. Have learners come to the front and build the words **night**, **light**, **tea** and **meet** by pointing to the letters and saying the letter sounds together to make a word.

12. Put learners into groups of 2.

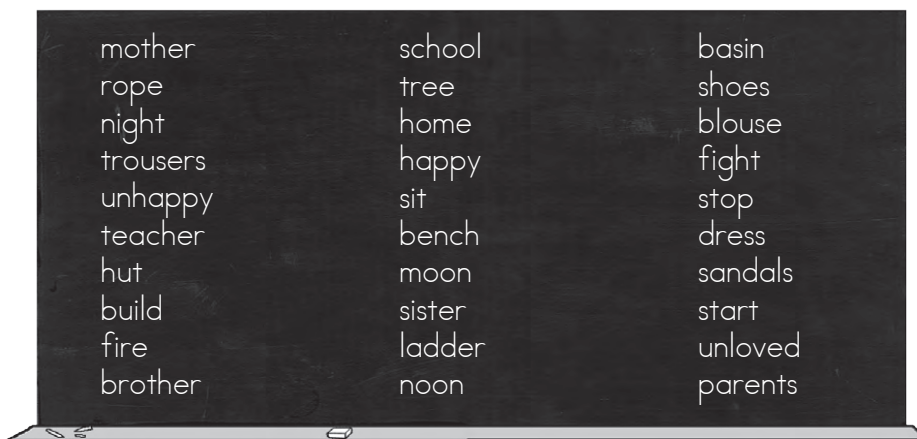
13. Ask each learner to read the words to their partner.
14. Ask each learner to read all the writing they did today to their partner.
15. Write the following sums on the blackboard.

$11 + 4 =$	$15 + 3 =$	$18 + 2 =$
------------	------------	------------

16. Ask the learners to copy the sums in their books and write the answers.
17. Ask each group of learners to talk about the following questions:
- Which English words did you learn today?
  - What will you tell your family about today?
18. Ask some groups to share their answers with the class.
19. Say: When you are at home, read the writing you did today to your family.

## Module 2: Assessment

1. Hold up different session pictures. Point to something in the pictures and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people. Ask:
  - What is brother doing?
  - What is mother doing?
  - What is father doing?
  - What is sister doing?
  - What are the boys doing?
  - What are the children doing?
  - What is she doing?
  - What is he doing?
  - What is happening in the picture?
3. Write many different words on the blackboard.

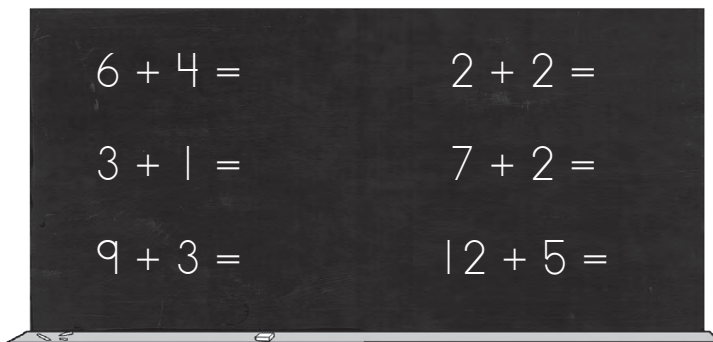


4. Ask different learners to come to the front and underline some of the words pictured in the session pictures.
5. Ask different learners to come to the front and circle a word with the sounds /tr/, /st/, /oo/, /un/.
6. Say the following vocabulary words. For each word, have learners clap the syllables.
  - basin
  - ladder
  - loading
  - violence
  - school
  - classroom
  - anger
  - unhappy
  - love
  - shout
  - listen
  - calm
  - young

7. Ask learners to count how many syllables they hear in each word.
8. Draw a letter grid on the blackboard.

st	tr	oo	un
ight	e	a	g
r	i	l	s
k	m	c	n

9. Ask learners to come to the front and build the words **stick, track, soon, uncle, and right** by pointing to the letters and saying the letter sounds together to make a word.



10. Write many different addition problems on the blackboard.
11. Ask different learners to come to the front and solve a problem.
12. Write the following numbers on the board. The learners must put the numbers in order: 7 3 42 21 15 35
13. Ask the learners to listen carefully and write the following letters and words. Say: I will repeat the letter and word 3 times.  
**Letters:** t, r, oo, st  
**Words:** have, tree, under, stop, skipping  
**Sentence:** He is wearing a red shirt.
14. To check the answers, ask a different learner to write the letter, word, sentence or number on the blackboard. Check it is correct.
15. Make groups of 5 learners.
16. Use the picture chart for Session 5: Koul is angry.
17. Each group must say all the words they know in English in the picture.
18. Ask each group to write any words they know.
19. Ask each group to say one English word in turn.



# Module 3

## Note to the teacher:

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

Also look at the New Sound Chart on pages 3 - 4 to review sounds that you will teach in the session.

Good luck and have a great session!

Session	1	2	3	4	5	6
<b>New sound:</b>	<b>bl</b> – beginning sound	<b>dr</b> – beginning sound <b>ing</b> – ending sound <b>kn</b> – beginning sound	<b>pr</b> – beginning sound	<b>sk</b> – beginning sound	<b>wh</b> – beginning sound	<b>cr</b> – beginning sound
<b>Vocabulary</b>	pin razor knife needle bed blanket pregnant sex	shaking drinking sneezing moving licking taking off	abstain faithful condom bed belt box like talk hold kiss touch want	risky behaviour unfaithful lodge drunk make decisions bottle chair table	testing results counselling nurse medicine doctor genital itch clinic listen explain unfaithful lodge drunk make decisions	care support mosquito net bed pillow blanket sheet sick weak cares fire broom cross grave
<b>Word Building:</b>	blood blink bloom black blue blank blind	drink dress drop drunk drug drip	price prepare preach proud prior	risk sex agree skin sky skill skim skinny	who why what where when wheel which whip	cry crop cross crowd crawl cream crude
<b>English Phrases:</b>	What is this? This is a _____. How many are there? There are _____.	What is this? This is a _____. What are you doing? I am _____. What is he doing? He is _____. What are they doing? They are _____.	What is this? This is a _____. Do you have a ____? I have a _____. I do not have a _____. What do you want? I want _____.	What is this? This is a _____. Can you? I can _____. Can he? He can _____. Can they? They can _____.	What is this? This is a _____. Where do you live? I live in _____. How many are there? There are _____. What day is it today? It is _____. What month are we in? We are in _____.	What is this? This is a _____. What day is it today? It is _____. What time is it? It is _____.
<b>Writing Skills:</b>	Correct spellings Building sentences	Correct spellings Building sentences	Correct spellings Building sentences	Identifying missing words Building sentences Writing words	Identifying missing words Writing sentences Writing words	Identifying missing words Writing sentences Writing words
<b>Numeracy Skills:</b>	Subtraction (-)	Subtraction (-)	Subtraction (-)	Subtraction (-)	Days of the week Months of the year	Times of the day

# Session 1: What Is HIV/AIDS?

**Key Message** | Understand how HIV spreads and keep safe.

## Activity 1: Introduction

1. Conduct the daily edit.
2. Write the following on the blackboard: she is agnry
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.  
Possible answers: She is angry. He is angry.
6. Say:
  - The first letter of the word at the start of the sentence should be a capital letter.
  - The sentence needs to have a full stop at the end.
  - We must check we spell the words correctly.
7. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn new words to describe people.

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. On the blackboard, write the consonants: **b, l**.
5. Say: These letters are called consonants.
6. Ask: What is the letter name? What is the letter sound?
  - Learners should respond: The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

### Reading Skills:

#### English Letters and Words:

Letter sound: bl – blood, block, black

Words: how, have

#### Vocabulary – Picture Chart:

- pin
- razor
- knife
- needle
- bed
- blanket
- pregnant
- sex

### English Phrases:

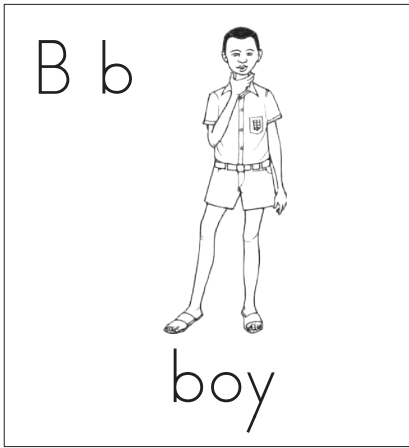
- What is this?
- This is a \_\_\_\_\_.
- How many are there?
- There are \_\_\_\_\_.

### Writing Skills:

- Correct spellings
- Building sentences

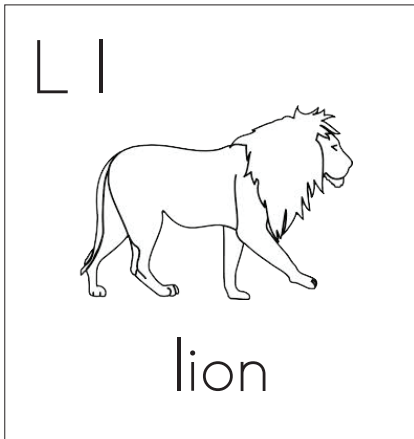
### Numeracy Skills:

- Subtraction (-) sign



### Name and Sound

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



### Name and Sound

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

7. Write the following words on the blackboard: **s\_d, h\_ppy, \_ngry, w\_rried, c\_lm, \_fraid**

8. Ask learners to fill in the missing vowels to make words for feelings.

9. Ask learners to copy the words and write the missing letters.

## Activity 3: Vocabulary



1. Hold up the Module 3, Session 1 picture: “**How is HIV spread?**”

2. Ask:

- What can you see in this picture?
- Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

3. Point and say: Let's remember the English words. What is this?
  - Learners should respond in English:
  - This is a \_\_\_\_ (man, woman).
  - This is a \_\_\_\_ (dress).
  - This is a \_\_\_\_ (bed, bench).
  - These are \_\_\_\_ (sandals).
4. Point to different things in the picture and ask: What is this?
  - Learners should respond in English: This is a \_\_\_\_.
  - These are \_\_\_\_.
5. Repeat with 5-10 learners.
6. Point and say: Let's learn the English words.
  - This is a **mother**.
  - This is a **razor**.
  - This is a **safety pin**.
  - This is a **knife**.
  - This is a **needle**.
  - This is a **syringe**.
  - This is a **bed**.
  - This is a **blanket**.
7. Point to different things in the picture and ask: What is this?
  - Learners should respond in English: This is a \_\_\_\_.
  - These are \_\_\_\_.
8. Ask 5-10 learners to come to the front and name different things in the picture.

## Activity 4: **Beat the Words**

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

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **wom / an:** 2 syllables = 2 claps
- **man:** 1 syllable = 1 clap
- **sy / ringe:** 2 syllables = 2 claps
- **mo / ther:** 2 syllables = 2 claps
- **ba / by:** 2 syllables = 2 claps
- **blan / ket:** 2 syllables = 2 claps
- **nee / dle:** 2 syllables = 2 claps
- **ra / zor:** 2 syllables = 2 claps
- **knife:** 1 syllable = 1 clap
- **bed:** 1 syllable = 1 clap
- **pin:** 1 syllable = 1 clap

2. Say:
  - Listen while I clap the syllables in this word.
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 5: New Sounds

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **bl** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - This is **blood**.
  - This is **blue**.
  - This is **black**.
4. Say:
  - Listen carefully to the sound at the beginning of the word: /b/.  
/b/.
  - Repeat the sound after me: /b/, /b/, /b/, /b/, /b/.

### Letter Sound:

- Sound: /b/ and /bl/ (both sound like **bluh**)
- English words starting with the letter sound /b/:
  - blank
  - blouse
  - block

5. Say:
  - I will say a word.
  - If the word begins with /b/, raise your hand.
  - **Words:** blood, house, blade, nose, blind, shoulder
    - **Answers:** Underlined words start with the sound /b/.
6. Write on the blackboard: **blood, blade, blind**.
7. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

1. Hold up the Module 3, Session 1 picture: 'How is HIV spread?'
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. Ask learners to point to words with the letter sounds /h/, /s/, /m/
5. Say: **h**, **s** and **m** are consonants.
6. Ask learners to find other consonants in the title.
7. Ask learners to find vowels in the title.
8. Write a consonant on the blackboard or show a letter card.
9. Ask learners to say English words that they know that begin with that consonant sound (for example: house for the sound /h/).
10. Say: Let's play a game.
  - Make 3 groups.
  - Give each group a letter card with a consonant sounds (**h**, **s**, **m**).
11. Say: I will say a word. If the word starts with your letter, your group should stand up.
12. Play the game with learners using these words:
  - man, woman, HIV, spread, mother, baby, bed, shirt, glass, syringe, blood, sex, have, safety pin, black, chair, basin, many, gender
  - Answer: The underlined words start with the letters h, s, m.
13. Say: When a word starts with a consonant we use the word **a** before the word when using it in a sentence.
  - Examples: a baby, a mother, a knife, a virus
14. Say: When a word starts with a vowel we use the word **an** before the word when using it in a sentence.
  - Examples: an ant, an egg, an insect, an orange, an umbrella
15. Write the words from step 10 on the blackboard. Read the words with learners.

### Materials:

Make large letter cards for each of the following letters: **h**, **s**, **m**

### Consonants:

b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

### Vowels:

a, e, i, o, u

16. Ask learners to write **a** or **an** in front of the word. Then read the words together.
17. Ask learners to copy some (or all) of the words and draw a picture next to each word.

## Activity 7: Asking and Answering Questions

1. Use the Session 1 picture: ‘How is HIV spread?’
2. Practise reading the question: How is HIV spread?
3. Say: “How” is a question word. At the end we have a question mark.
4. Point at the chart and ask: How many women are there?
  - Learners respond: There are \_\_ women.
5. Write on the blackboard: How many women are there?
6. Practise reading the question: How many women are there?
7. Give 7 learners the word cards:
  - How
  - many
  - women
  - are
  - there
  - ?
  - two
8. Ask the learners to use the word cards to make the question: How many women are there?
9. Ask learners to use the word cards to make the answer: There are two women.
10. Say: Questions and answers use many of the same words.
11. Repeat making the question and answer with other learners.
12. Point to the picture and ask learners the questions:
  - How many men are there?
    - Learners respond: There are \_\_ men.
  - How many women are there?
    - Learners respond: There are \_\_ women.
  - How many circles are there on the dress?
    - Learners respond: There are \_\_ circles.
  - How many sandals are there?
    - Learners respond: There are \_\_ sandals.
13. Say: Make groups of 4.

14. In your group, practise asking and answering the question:  
How many \_\_\_\_\_ are there?

## Activity 8: Building Sentences

1. Draw the table below on the blackboard.

How many	boys	are	there	?
	girl			
	learners			
	pens			
	books			

2. Read out one sentence pointing to each word as you read.  
3. Ask learners to read the question with you.  
4. Make other questions and read them with the learners.  
5. Ask learners to come to the front and make or read a question.

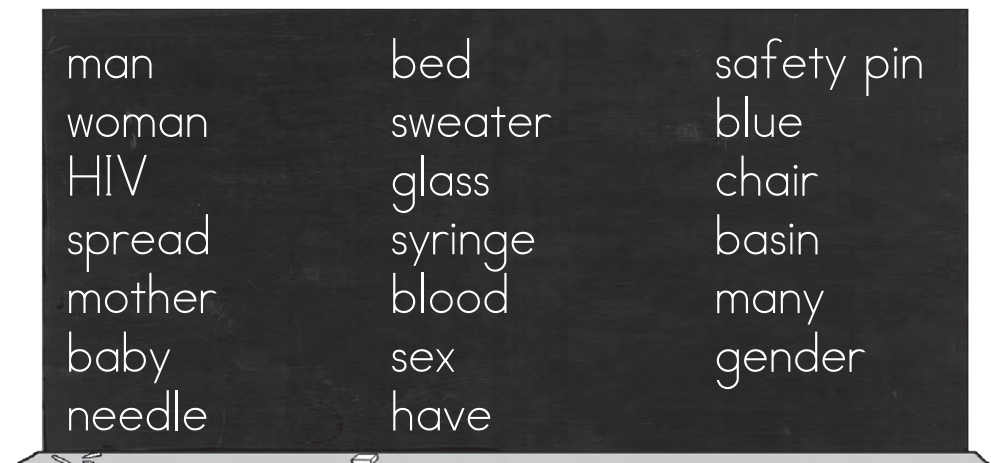
There are		boys.
		girl.
		learners.
		pens.
		books.

6. Repeat steps 2-5 with the table of answers.  
7. Ask learners to write their own sentences and draw a picture.



## Activity 9: Word Hunt

1. Write many different words on the blackboard.



2. Ask a learner to underline some of the words pictured in the Module 3, Session 1 picture. Ask them to read the word and point to the picture.
3. Repeat with different learners.
4. Ask learners to point to words beginning with /b/.  
5. Repeat with different learners.
6. Repeat with other words.

## Activity 10: Numeracy

1. Ask 5 learners to come to the front.
2. Ask: How many learners are there?
3. Ask 1 learner to go back.
4. Ask : How many learners are left?
5. Say: 5 learners take away 1 learner leaves 4 learners.
6. Say: This is called subtraction in mathematics.
7. Write the minus (-) sign on the blackboard.
8. Say: This is the sign we use for subtraction.
9. Write on the blackboard:  $5 - 1 = 4$
10. Ask another learner to go back.
11. Ask: How many learners are left?
12. Say: 4 learners take away 1 leaves 3 learners.
13. Write on the blackboard:  $4 - 1 = 3$

Subtraction (minus)  
sign:



14. Repeat for 3-1 and 2-1.

15. Ask learners to write the subtraction problems in their books.

## Activity 11: Reading

1. Use the Module 3, Session 1 picture 'How is HIV spread?'.
2. Ask:
  - What is the picture called?
3. Read the title of the picture. Move your finger under **each word** as you read it.
4. Ask learners to say the title with you. Point to **each word** as you read it together.
5. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

6. Show word cards for **pregnant, baby, love, sex**. Say the words clearly. Ask learners to repeat.
7. Say the first vocabulary word. Ask the learners to repeat it after you.
8. Say:
  - Listen while I clap the syllables in this word.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **preg/ nant**: 2 syllables = 2 claps
- **ba / by**: 2 syllables = 2 claps
- **love**: 1 syllable = 1 clap
- **sex**: 1 syllable = 1 clap

9. Say the word again while clapping the syllables.
10. Repeat with learners.
11. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.

### Materials:

Make large word cards for each of the following words: **pregnant, baby, love, sex**

12. Repeat with the other vocabulary words.
13. Ask learners to come to the front and point to:
  - a pregnant woman
  - a couple in love
  - a sharp object
14. Ask learners to tell you one sentence in English about the picture.
15. Write the following sentences on the blackboard. For example:

Beginners	More Advanced
The man and woman have sex.	The man and woman have sex. They must use condoms so they do not get HIV.
The woman is pregnant.	The woman is pregnant. She can pass HIV to her baby. She must take ARVs.
The sharp objects can cut.	The sharp objects can cut. They can pass HIV.

16. Read the sentences. Move your finger under **each word** as you read it.
17. Ask learners to say the sentences with you. Point to **each word** as you read it together.
18. Ask learners to find the words **pregnant, sex, sharp, HIV** in the sentences.

## Activity 12: Word Building

### Teaching Ideas for Activity 12:

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

1. Draw a letter grid on the blackboard.

bl	i	c	k
o	d	m	n
a	u	e	h

2. Point to the letter grid.
3. Say the word: **blood**. Point to each letter in the grid and say the sounds slowly: /b/ – /l/ – /o/ – /o/ – /d/. Then say the sounds faster to say the word: **blood**.

4. Say the word: **black**. Point to each letter in the grid and say the sounds slowly: /b/ - /l/ - /a/ - /c/ - /k/. Then say the sounds faster to say the word: **black**.

5. Say the word: **blue**. Point to each letter in the grid and say the sounds slowly: /b/ - /l/ - /u/ - /e/. Then say the sounds faster to say the word: **blue**.

#### Words to Build:

- blood
- black
- blue

#### More Words to Build:

- blink
- bloom
- blank
- blind

6. On the blackboard draw 4 guiding lines.

7. Write the words **blood**, **black** and **blue** using the guiding lines. Draw pictures next to each word.

8. Ask learners to write the words **blood**, **black** and **blue** using the guiding lines. Tell them to draw pictures next to each word.

## Activity 13: Key Message

1. Ask learners if they remember the key message.

2. Write the key message on the blackboard.

**Understand how HIV spreads and keep safe.**

3. Read the message. Move your finger under each word as you read it.

4. Ask learners to say the message with you. Point to each word as you read it together.

5. Ask different learners to read the message.

6. Ask learners to come to the front and underline all of the consonants in the message.

7. Ask learners to circle all of the vowels in the message.

8. Ask learners to find words with the sounds /st/, /un/, /ee/.

9. Ask learners to find a word in the message, such as: **HIV**, **spreads**, **safe**, **how**.

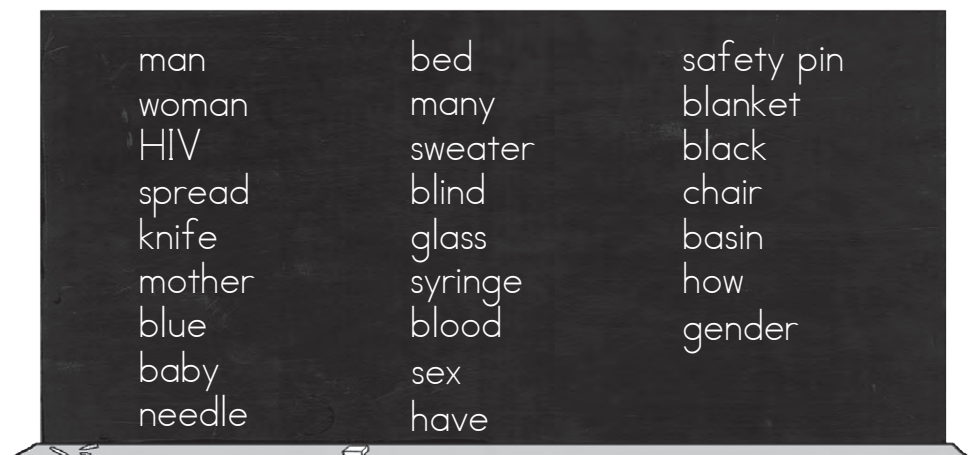
#### Teaching Ideas for Activity 13:

- Write the letters **HIV** on the board. Ask the learners to say English words they know that begin with the sounds **H**, **I** and **V**. For example: hut.

10. Write the following words on the blackboard: h\_w, sa\_e, \_\_ reads
11. Ask learners to fill in the missing letters.
12. Ask learners to copy the message and draw a picture to go with it.

## Activity 14: Assessment

1. Hold up the Module 3, Session 1 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people.
  - Ask:
    - What is the woman doing?
    - What is the man doing?
    - What is happening in the picture?
  - Learners should respond in English: The woman/man is \_\_\_\_\_. They are\_\_\_\_\_.
3. Write many different words on the blackboard.



4. Ask different learners to come to the front and underline some of the words pictured in the Module 3, Session 1 picture. Ask them to read the word and point to the picture.
5. Have different learners come to the front and circle a word with the sound /b/.
6. Say each of the vocabulary words. For each word, have learners clap the syllables.
7. Ask learners to count how many syllables they hear in each word.

8. Draw a letter grid on the blackboard.

bl	i	c	k
o	d	m	n
a	u	e	h

9. Have learners come to the front and build the words **blood**, **blue**, **bloom** and **black** by pointing to the letters and saying the letter sounds together to make a word.

10. Put learners into groups of 2.

11. Ask each learner to read the words to their partner.

12. Ask each learner to read all the writing they did today to their partner.

13. Write the following sums on the blackboard.

$5 - 1 =$	$3 - 1 =$
-----------	-----------

14. Ask the learners to copy the sums in their books and write the answers.

15. Ask each group of learners to talk about the following questions:

- Which English words did you learn today?
- What will you tell your family about today?

16. Ask some groups to share their answers with the class.

17. Say: When you are at home, read the writing you did today to your family.

# Session 2: Myths About HIV

**Key Message** | Know the facts about HIV to stay safe.

## Reading Skills:

### English Letters and Words:

Letter sound: dr – drink, dress, drum

Ending sound: ing – walking, talking, eating

Beginning sound: kn – know, knee, knife

Words: to, about

### Vocabulary – Action Words:

- shaking
- drinking
- sneezing
- moving
- licking
- taking off

## Activity 1: Introduction

1. Conduct the daily edit.
2. Write the following on the blackboard: how meny are left.
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.  
Possible answers: How many are left?
6. Say:
  - The first letter of the word at the start of the sentence should be a capital letter.
  - We need to use a question mark at the end of a question.
7. Ask:
  - What words did you learn to read and write in the last lesson?
  - Which English words did you learn in the last lesson?
8. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn new words to describe people and animals.

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. Write on the board the consonants: **d, r**.

## Name and Sound

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

## Name and Sound

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

5. Say: These letters are called consonants.
6. Ask: What is the letter name? What is the letter sound?
  - Learners should respond: The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
7. Write the following words on the blackboard: **br\_ther, s\_ster, m\_ther, f\_ther.**
8. Ask learners to fill in the missing vowels to make words for family.
9. Ask learners to copy the words and write the missing letters.

## English Phrases:

- What is this?
- This is a \_\_\_\_\_.
- What are you doing?
- I am \_\_\_\_\_.
- What is he doing?
- He is \_\_\_\_\_.
- What are they doing?
- They are \_\_\_\_\_.

## Writing Skills:

- Correct spellings
- Building sentences
  - I am drinking.
  - They are shaking hands.

## Numeracy Skills:

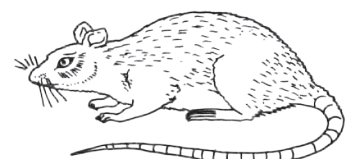
- Writing subtraction problems
  - $7 - 2 = 5$

D d



dog

R r



rat



## Activity 3: Vocabulary



1. Hold up the Module 3, Session 2 picture: "Myths about catching HIV".

2. Ask:

- What can you see in this picture?
- Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

3. Point and say: Let's remember the English words for colours and clothes. What is this?

- Learners should respond in English:  
ñ This is a \_\_\_\_ (yellow shirt, blue skirt, green shorts).

4. Point to different things in the picture and say: What is this?

- Learners should respond in English: This is a/an \_\_\_\_\_.

5. Repeat with 5-10 learners.

6. Ask learners the questions: What is she wearing? What is she wearing?

- Learners should respond: He is wearing \_\_\_\_\_.  
She is wearing \_\_\_\_\_.

7. Ask: What is he doing?

8. Point and say: Let's learn the English words.

- He is shaking hands.
- She is drinking.
- The dog is licking.
- He is taking off his shirt
- He is sneezing.

8. Say and demonstrate the action: **shaking/ drinking/ licking/ taking off/ sneezing/ moving.**

9. Ask learners to make actions for the words: I am **shaking/ drinking/ licking/ taking off/ sneezing/ moving.**

10. Ask a learner to come to the front.

11. Ask: What are you doing?

The learner should make an action and tell the answer:  
I am \_\_\_\_\_.

12. Repeat with other learners.

13. Say:

- Make groups of 4.
- In your group, practise asking the question and giving the answer.

## Activity 4: **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

- **drink / ing:** 2 syllables = 2 claps
- **sneez / ing:** 2 syllables = 2 claps
- **lick / ing:** 2 syllables = 2 claps
- **tak / ing:** 2 syllables = 2 claps
- **off:** 1 syllable = 1 clap
- **shak / ing:** 2 syllables = 2 claps
- **mov / ing:** 2 syllables = 2 claps
- **glass:** 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 5: **New Sounds**

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **dr** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - This is a **drink**.
  - This is a **dress**.
  - This is a **drum**.
4. Say:
  - Listen carefully to the sound at the beginning of the word:  
**/dr/**.

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

#### Letter Sound:

- Sound: /Dr/ and /dr/ (both sound like dur)
- English words starting with the letter sound /dr/:
  - drop
  - drive
  - drip

#### 5. Say:

- I will say a word.
- If the word begins with /dr/, raise your hand.
- **Words:** dig, **drop**, do, **drink**, dirt, deal, **drag**, dull, **drunk**
  - **Answers:** Underlined words start with the sound /dr/.

#### 6. Write on the blackboard: **drink, drop, drunk.**

#### 7. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

#### Materials:

Make large letter cards for each of the following letters: s, t, m, f, d

1. Hold up the Module 3, Session 2 picture: **Myths about catching HIV**.
2. Read the title. Move your finger under **each word** as you read it.
3. Ask learners to say the title with you. Point to **each word** as you read it together.
4. Ask learners to point to words with the sounds /ch/, /th/.
5. Ask learners to point to words with the letter sounds /s/, /t/, /m/.
6. Ask learners to find other consonants in the title.
7. Ask learners to find vowels in the title.
8. Write a consonant on the blackboard or show a letter card.

9. Ask learners to say English words that they know that begin with the letter sounds (for example: sand for the sound /s/).
10. Say: Let's play a game.
  - Make 3 groups.
  - Give each group a letter card with a consonant sound (s, t, m)
11. Say: I will say a word. If the word starts with your letter, your group should stand up.
12. Play the game with learners using these words:
  - catch, move, size, food, glass, love, tick, lick, shake, safe, blood, water, meet, contact, sound, together, many
  - Answer: The underlined words start with the letters: s, t, m.

### Consonants:

b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

### Vowels:

a, e, i, o, u

## Activity 7: Asking and Answering Questions

1. Ask 1 learner to do an action.
2. Ask: What are you doing?
3. Ask learners to repeat the question after you.
  - The learner doing the action should respond: I am \_\_\_\_\_-ing.
  - For example: I am playing.
4. Repeat with 3 other learners.
5. Draw the table below on the blackboard.

What	am	I	doing?
	are	you	
		we	
		they	
	is	he	
		she	
		it	

6. Read out one question, pointing to each word as you read.
7. Ask learners to read the question with you.
8. Make other questions and read them with the learners.
9. Ask learners to come to the front and make or read a question.
10. Use the Session 2 chart: Myths about catching HIV.
11. Ask a question for each picture. Point to the words for the question.
  - Learners respond with the answer.
12. Ask learners to write their own questions.

## Activity 8: Building Sentences

1. Hold up the Module 3, Session 2 picture: 'Myths about catching HIV'.
2. Ask learners to come to the front and point to the:
  - boy with the dog
  - boy sneezing
  - girl drinking
  - boys bathing
3. Ask:
  - What is the boy doing?
  - What is the girl doing?
  - What is the dog doing?
4. Learners should respond:
  - The boy is \_\_\_\_\_.
  - The girl is \_\_\_\_\_.
  - The dog is \_\_\_\_\_.
5. Draw the table below on the blackboard.

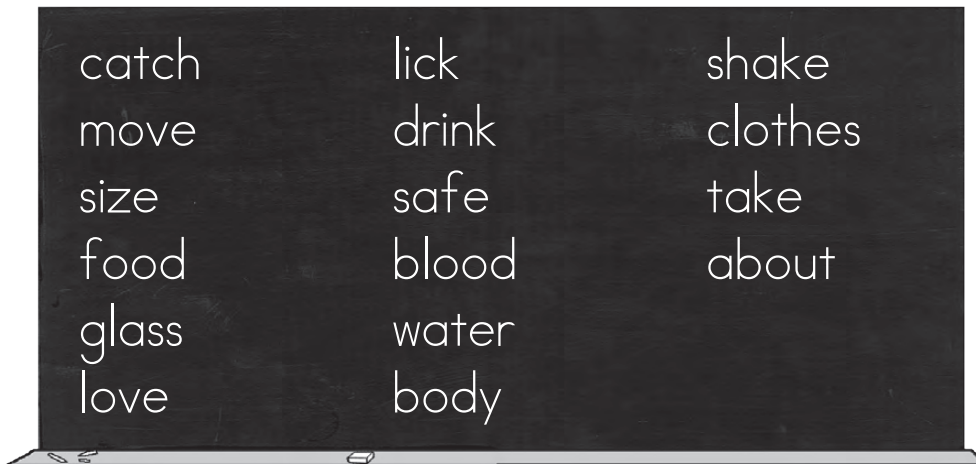
The	boy	is	drinking	water.
	girl		shaking	hands.
	dog		licking	
			taking off	his shirt.
			sneezing	

6. Make one sentence, pointing to **each word** as you read.
7. Ask learners to read the sentence with you.

8. Make other sentences and read them with learners.
9. Ask learners to come to the front and make or read a sentence.
10. Ask learners to write their own sentences.

## Activity 9: **Word Hunt**

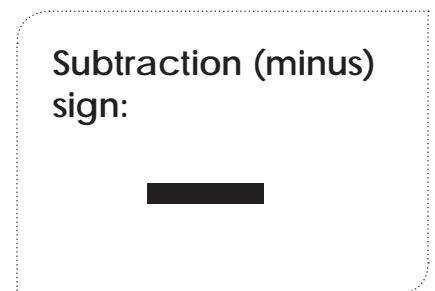
1. Write many different words on the blackboard.



2. Ask a learner to underline some of the words pictured in the Module 3, Session 2 picture.
3. Repeat with different learners.
4. Ask learners to find words beginning with /dr/.
5. Ask a learner to circle the word: **safe**.
6. Repeat with other words.

## Activity 10: **Numeracy**

1. Ask 7 learners to come to the front.
2. Ask: How many learners are there?
3. Ask 2 learners to go back.
4. Ask: How many learners are left?
5. Say: 7 learners take away 2 learners leaves 5 learners.
6. Say: This is called subtraction in mathematics.
7. Write the minus (-) sign on the blackboard.
8. Say: This is the sign we use for subtraction.



9. Write on the blackboard:  $7 - 2 = 5$
10. Ask another learner to go back.
11. Ask: How many learners are left?
12. Say: 5 learners take away 1 leaves 4 learners.
13. Write on the blackboard:  $5 - 1 = 4$
14. Repeat for  $4 - 2$  and  $2 - 1$
15. Ask learners to write the subtraction problems in their books.

## Activity 11: Storytelling

1. Show the Module 3, Session 2 picture 'Myths about catching HIV'.
2. Say: In groups, you are going to think of stories that match this picture.
3. Say:
  - First, we need a title for our story.
  - Look at the picture. What should we call our story?
4. Write that title on the blackboard.
5. Read the title. Move your finger under **each word** as you read it.
6. Ask the learners to say the title with you. Point to **each word** as you read it together.
7. Ask learners to make groups of 2 or 3.
8. Say: Each group will think of a story to go with this title and picture.
9. Say:
  - Create your own story for this picture.
  - Think about who is in your story (the characters) and what they are doing (the action).
  - Think about the problem and solution in the story.
  - Think about the:
    - beginning (the problem the characters have);
    - the middle (the characters trying to solve the problem);
    - and
    - ending (the solution the characters take to solve the problem) of your story.
10. Give learners some time to think about and discuss their stories in groups.
11. Ask 1 group to retell their story.

12. Repeat with the other groups.
13. Ask learners to give you simple sentences in English about their story and write them on the blackboard.
14. Read the sentences. Move your finger under **each word** as you read it.
15. Ask the learners to read the sentences with you. Point to **each word** as you read it together.
16. Ask a learner to read the sentences on their own.
17. Repeat with 5-10 more learners
18. Ask learners to find important words.
19. Write some key words. Rub out one letter in each word.
20. Ask learners to fill in the missing letters.

## Activity 12: **Word Building**

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

dr	u	k	s
p	o	n	h
e	i	g	l

3. Say the word: **drink**. Point to each letter in the grid and say the sounds slowly: /dr/ - /i/ - /n/ - /k/. Then say the sounds faster to say the word: **drink**.
4. Say the word: **dress**. Point to each letter in the grid and say the sounds slowly: /dr/ - /e/ - /s/ - /s/. Then say the sounds faster to say the word: **dress**.
5. Say the word: **drop**. Point to each letter in the grid and say the sounds slowly: /dr/ - /o/ - /p/. Then say the sounds faster to say the word: **drop**.



### More Words to Build:

- drunk
- drug
- drip

### Words to Build:

- drink
- dress
- drop

6. On the blackboard draw 4 guiding lines.
7. Write the words **drink**, **dress** and **drop** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **drink**, **dress** and **drop** using the guiding lines. Tell them to draw pictures next to each word.

### Teaching Idea for Activity 13:

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

## Activity 13: Key Message

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Know the facts about HIV to stay safe.**
3. Read the message. Move your finger under **each word** as you read it.
4. Ask learners to say the message with you. Point to **each word** as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the message.
7. Ask learners to circle all the vowels in the message.
8. Ask learners to find words beginning with **/kn/**.
9. Draw 4 guiding lines on the blackboard.
10. Write the letters **kn** using the guiding lines and the writing (stroke) marks.
11. Say: Listen carefully.
  - This is know.
  - This is a knife

12. Say:

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

### Letter Sound:

- Sound: **/Kn/** and **/kn/** (both sound like **nah**)
- English words starting with the letter sound **/kn/**:
  - know
  - knee
  - knock
  - knot

13. Ask learners to find a word in the message, such as:

**know, stay, safe, facts.**

14. Write the words on the blackboard: **\_ \_ ow, \_ \_ ay, sa\_e,**  
**\_acts.**

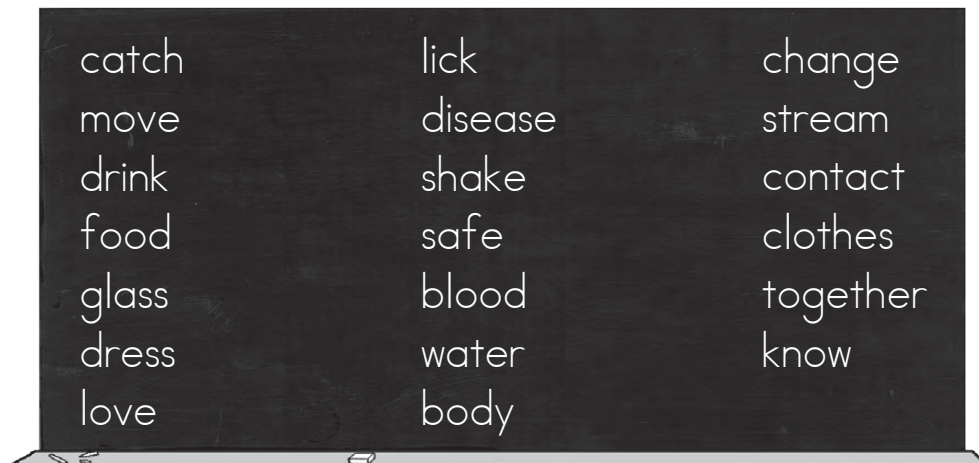
15. Ask learners to fill in the missing letters.

16. Ask learners to copy the message and draw a picture to go with it.

## Activity 14: **Assessment**

1. Hold up the Module 3, Session 2 picture. Point to something in the picture and ask learners to say the vocabulary word using the England phrase.
2. Point to the different people.
  - Ask:
    - What is the woman doing?
    - What is the man doing?
    - What is happening in the picture?
  - Learners should respond in English: The woman/man is \_\_\_\_\_. They are\_\_\_\_\_.

3. Write many different words on the blackboard.



4. Ask different learners to come to the front and underline some of the words pictured in the Module 3, Session 2 picture. Ask them to read the word and point to the picture.
5. Ask different learners to come to the front and circle a word with the sound /dr/.
6. Say each of the vocabulary words. For **each word**, ask learners to clap the syllables.
7. Ask learners to count how many syllables they hear in **each word**.
8. Draw a letter grid on the blackboard.

dr	u	k	s
p	o	n	h
e	i	g	l

9. Ask learners come to the front and build the words **drink**, **dress**, **drop** and **drunk** by pointing to the letters and saying the letter sounds together to make a word.
10. Put learners into groups of 2.
11. Ask each learner to read the words to their partner.
12. Ask each learner to read all the writing they did today to their partner.

13. Write the following sums on the blackboard.

$7 - 1 =$	$4 - 2 =$	$4 - 1 =$
-----------	-----------	-----------

14. Ask the learners to copy the sums in their books and write the answers.

15. Ask each group of learners to talk about the following questions:

- Which English words did you learn today?
- What will you tell your family about today?

16. Ask some groups to share their answers with the class.

17. Say: When you are at home, read the writing you did today to your family.

# Session 3: HIV Prevention

**Key Message** | Prevent HIV, use ABC: Abstain, Be faithful, use Condoms.

## Reading Skills:

### English Letters and Words:

Letters: a, b, c

Beginning sound: pr – prepare, press, proud

Words: want, do not want

### Vocabulary – Picture Chart:

- abstain
- faithful
- condom
- belt
- bed
- box

### Vocabulary – Action Words:

- like
- talk
- hold
- kiss
- touch
- want

## Activity 1: Introduction

1. Conduct the daily edit.
2. Write the following on the blackboard: They is dinking water.
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.  
Possible answers: They are drinking water. He is drinking water.
6. Say:
  - A sentence must have a subject and a verb to be complete.
  - The subject is who or what the sentence is about.
  - The verb tells what the subject is doing. It describes the action.
  - We use **am** with I.
  - We use **is** with he, she and it.
  - We use **are** with you, we and they.
  - We need to match the subject and verb. The verb in this sentence is “is”. This matches with he she or it.  
The subject is “they”. This matches with “are”.
7. Ask:
  - What words did you learn to read and write in the last lesson?
  - Which English words did you learn in the last lesson?
8. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn new words to describe people.

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. Write on the board the letters: **p, r**.
5. Say: These letters are called consonants.
6. Ask: What is the letter name? What is the letter sound?
  - Learners should respond: The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

### Name and Sound

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

### Name and Sound

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

7. Write the following words on the blackboard: **dr\_nk, ch\_ange, sh\_ke, l\_ck, sn\_\_ze**
8. Ask learners to fill in the missing vowels to make words for actions.
9. Ask learners to copy the words and write the missing letters.

### English Phrases:

- What is this?
- This is a \_\_\_\_\_.
- Do you have a \_\_\_\_\_?
- I have a \_\_\_\_\_.
- I do not have a \_\_\_\_\_.
- What do you want?
- I want \_\_\_\_\_.

### Story:

Risks in love

### Writing Skills:

- Correct spellings
- Building sentences
  - I do not want.

### Numeracy Skills:

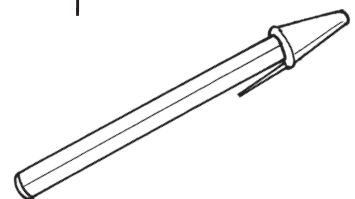
- Subtraction

R r



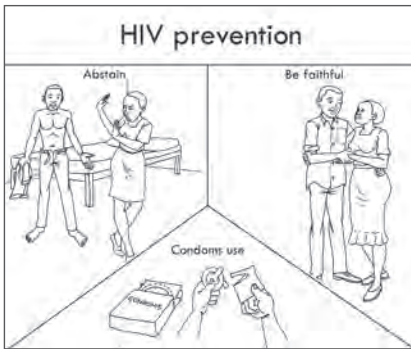
rat

P p



pen

## Activity 3: Vocabulary



1. Hold up the Module 3, Session 3 picture: 'HIV prevention'.
2. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

3. Point and say: Let's remember the English words. What is he wearing? What is she wearing?
  - Learners should respond in English:
  - He is wearing a \_\_\_\_ (blue shirt, blue trousers).
  - She is wearing a \_\_\_\_ (green shirt, red skirt).
4. Point and say: Let's learn the English words.
  - This is a **condom**.
  - This is a **belt**.
  - This is a **bed**.
  - This is a **box**.
5. Point to different things in the picture and ask: What is this?
  - Learners should respond in English: This is a \_\_\_\_\_.
6. Ask 5-10 learners to come to the front and name the different things in the picture.

## Activity 4: **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

- **con / dom:** 2 syllables = 2 claps
- **ab / stain:** 2 syllables = 2 claps
- **faith / ful:** 2 syllables = 2 claps
- **belt:** 1 syllable = 1 clap
- **bed:** 1 syllable = 1 clap
- **box:** 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 5: New Sounds

1. Draw 4 guiding lines on the blackboard.
2. Write the letters pr using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - This is a prince.
  - This is a prize.
  - This is a priest.
4. Say:
  - Listen carefully to the sound at the beginning of the word:  
**/pr/**.
  - Repeat the sound after me: **/pr/**, **/pr/**, **/pr/**,  
**/pr/**, **/pr/**.

### Letter Sound:

- Sound: /Pr/ and /pr/ (both sound like pra)
- English words starting with the letter sound /pr/:
  - pray
  - pride
  - price

5. Say:
  - I will say a word.
  - If the word begins with **/pr/**, raise your hand.
  - **Words:** pink, **pray**, pop, **proud**, pull, put, **price**, peel
    - **Answers:** Underlined words start with the sound **/pr/**.
6. Write on the blackboard: **prince**, **proud**, **preach**.
7. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

### Materials:

Make large letter cards for each of the following letters: a, p, d, r, b

1. Hold up the Module 3, Session 3 picture: "HIV prevention".
2. Read the title. Move your finger under **each word** as you read it.
3. Ask learners to say the title with you. Point to **each word** as you read it together.
4. Ask learners to find consonants in the title.

5. Ask learners to find vowels in the title.
6. Ask learners to find /pr/ in the title.
7. Write a consonant on the blackboard or show a letter card.
8. Ask learners to say English words that they know that begin with the consonant sound: (for example: prevention for the sound /p/).
9. Say: Let's play a game.
  - Make 3 groups.
  - Give each group a letter card with a consonant sound:  
( p, r, n )
10. Say: I will say a word. If the word has your letter, your group should stand up.
11. Play the game with learners using these words:
  - play, touch, talk, kiss, roof, prevention, rectangle, hold, needle, read, want, neck, condom, HIV, risk, person, abstain
  - Answer: The underlined words start with the letters: **p**, **r**, **n**.
12. Write the words from step 11 on the blackboard. Read the words with learners.
13. Ask learners to copy some (or all) of the words and draw a picture next to each word.

## Activity 7: Asking and Answering Questions

1. Say and demonstrate:
  - I have a book.
2. Repeat 3 times.
3. Repeat steps 1-2 with pen, chalk and shirt.
4. Ask 2 learners to come to the front.
5. Say and demonstrate:
  - I have a bag. Do you have a bag?
  - I have a pencil. Do you have a pencil?
  - I have shoes. Do you have shoes?
  - I have fingers. Do you have fingers?
6. The learner should respond in English: I have \_\_\_\_\_.
7. Repeat with 5-10 learners.

8. Say:

- I do not have a \_\_\_\_\_. Do you have a \_\_\_\_\_.
- Learners should respond: I do/do not have \_\_\_\_\_.

9. Repeat with 5-10 learners.

10. Play a game.

- Make groups of 2 learners each.
- One learner asks, Do you have a \_\_\_\_\_?
- The other learner answers, I do/do not have a \_\_\_\_\_.

## Activity 8: Building Sentences

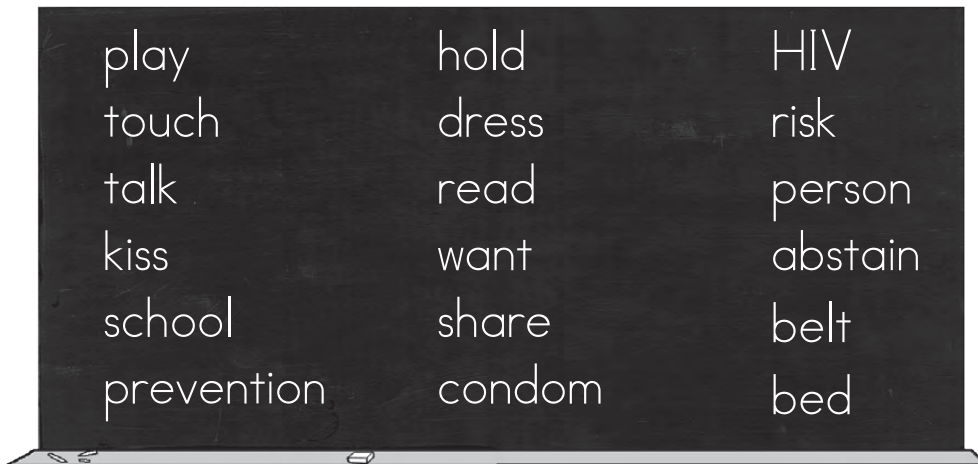
1. Draw the table below on the blackboard.

I		want	to finish school.
			to read.
			to speak English.
			to abstain from sex.
	do not		to be faithful.
			to use a condom.
			to get married.
			to have sex.

2. Make one sentence, pointing to **each word** as you read.
3. Ask learners to read the sentence with you.
4. Make other sentences and read them with learners.
5. Ask learners to come to the front and make or read a sentence.
6. Ask learners to write their own sentences.

## Activity 9: Word Hunt

1. Write many different words on the blackboard.



2. Ask a learner to underline some of the words pictured in the Module 3, Session 3 picture.
3. Repeat with different learners.
4. Ask a learner to circle the word: **abstain**.
5. Repeat with different learners.
6. Repeat with other words.

## Activity 10: Numeracy



1. Ask 10 learners to come to the front.
2. Ask: How many learners are there?
3. Ask 2 learners to go back.
4. Ask: How many learners are left?
5. Say: 10 learners take away 2 learners leaves 8 learners.
6. Say: This is called subtraction in mathematics.
7. Write the minus (-) sign on the blackboard.
8. Say: This is the sign we use for subtraction.
9. Write on the blackboard:  $10 - 2 = 8$
10. Ask 2 learners to go back.
11. Ask: How many learners are left?
12. Say: 8 learners take away 2 learners leaves 6 learners.
13. Write on the blackboard:  $8 - 2 = 6$
14. Repeat for  $6 - 2$ ,  $4 - 2$  and  $2 - 2$
15. Ask learners to write the subtraction problems in their books.

Subtraction (minus)  
sign:



## Activity 11: Song



1. Say: We are going to sing a song called 'Green Bottles'.
2. Ask 10 learners to come to the front.
3. Say:
  - Let's pretend that these learners are green bottles.
  - When we sing, "one green bottle should fall away", one learner goes back to their seat.
4. Sing the first verse of the song 2 times. Ask learners to repeat it after you.



**Verse 1**

Ten green bottles sitting on the wall,  
Ten green bottles sitting on the wall,  
If one green bottle should fall away,  
There will be nine green bottles sitting on the wall.

5. When one learner goes back to their seat, there should be 9 learners standing. Sing the next verse with learners.



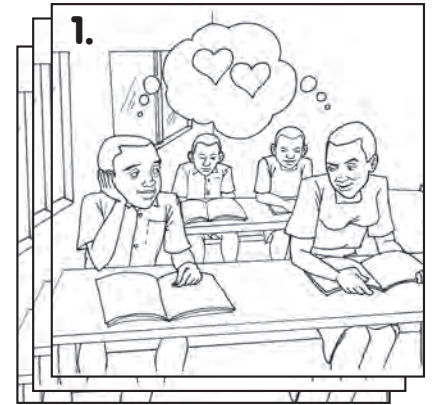
**Verse 2**

Nine green bottles sitting on the wall,  
Nine green bottles sitting on the wall,  
If one bottle should fall away,  
There will be eight green bottles sitting on the wall.

6. Repeat the song, counting down in each verse, until there are no learners standing.

## Activity 12: Reading Stories

1. Use the picture story 'Risks in Love'.
2. Ask:
  - What is the story called?
  - Can you remember the story?
3. Ask the learners to tell you the story in local language or English.
4. Read the title of the story. 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:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.



### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

7. Repeat with each picture.
8. Point and say: Let's learn the English words.
  - This is **like**.
  - This is **kiss**.
  - This is **touch**.
  - This is **hold**.
9. Point to different things in the pictures and say: What is this?  
Learners should respond: They \_\_\_\_\_ each other.  
For example: They like each other.
10. Say:
  - Listen while I clap the syllables in this word.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **like**: 1 syllable = 1 clap
- **kiss**: 1 syllable = 1 clap
- **touch**: 1 syllable = 1 clap
- **hold**: 1 syllable = 1 clap

11. Say the word again while clapping the syllables.
12. Repeat with learners.
13. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
14. Repeat with the other vocabulary words.
15. Ask learners to tell you one sentence in English about each picture.
16. Write the sentence on the blackboard. For example:

Utem and Victoria like each other.	Utem and Victoria are both young. They fall in love with each other.
They talk and hold hands.	They want to touch and hold each other all the time.
They go to the forest.	They go to the forest together.
They kiss each other.	They kiss each other.
They touch each other.	Utem touches Victoria's breasts.
They want to have sex.	They both want to have sex.
They do not have a condom.	Victoria does not want to have sex without a condom. She does not want to get pregnant.
They agree to wait until they have a condom.	They agree to wait until they get a condom.

17. Read the sentences. Move your finger under **each word** as you read it.
18. Ask learners to say the sentences with you. Point to **each word** as you read it together.
19. Ask learners to find the words **like, kiss, touch, want, agree** in the story sentences.

## Activity 13: **Storytelling**

1. Show the Module 3, Session 3 picture 'HIV prevention'.
2. Say:
  - In groups, you are going to think of stories that match this picture.
3. Say:
  - First, we need a title for our story.
  - Look at the picture. What should we call our story?
4. Write that title on the blackboard.
5. Read the title. Move your finger under **each word** as you read it.
6. Ask the learners to say the title with you. Point to **each word** as you read it together.
7. Ask learners to make groups of 2 or 3.
8. Say:
  - Each group will think of a story to go with this title and picture.
9. Say:
  - Create your own story for this picture and title.
  - Think about the beginning, middle and ending of your story.
  - Think about who is in your story and what they are doing.
  - Think about the problem and solution in the story.
10. Give learners some time to think about and discuss their stories in their groups.
11. Ask 1 group to retell their story.
12. Repeat with 2-3 more groups.
13. Ask learners to give you simple sentences in English about their story and write them on the board.
14. Read the sentences. Move your finger under each word as you read it.
15. Ask the learners to read the sentences with you. Point to each word as you read it together.
16. Ask a learner to read the sentences on their own.
17. Repeat with 2-3 more learners.
18. Ask learners to find important words.
19. Write some key words. Rub out one letter in each word.



20. Ask learners to fill in the missing letters.
21. Ask learners to draw a picture of their favourite part of the story and write a sentence to go with it.

## Activity 14: Word Building

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

pr	e	h
a	i	o
n	r	u
c	p	d

### Teaching Idea for Activity 14:

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

3. Say the word: **price**. Point to each letter in the grid and say the sounds slowly: /pr/ – /i/ – /c/ – /e/. Then say the sounds faster to say the word: **price**.
4. Say the word: **prepare**. Point to each letter in the grid and say the sounds slowly: /pr/ – /e/ – /p/ – /a/ – /r/ – /e/. Then say the sounds faster to say the word: **prepare**.
5. Say the word: **preach**. Point to each letter in the grid and say the sounds slowly: /pr/ – /e/ – /a/ – /ch/. Then say the sounds faster to say the word: **preach**.

### More Words to Build:

- proud
- prior

### Words to Build:

- price
- prepare
- preach

6. On the blackboard draw 4 guiding lines.
7. Write the words **price**, **prepare** and **preach** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **price**, **prepare** and **preach** using the guiding lines. Tell them to draw pictures next to each word.

## Activity 15: Key Message

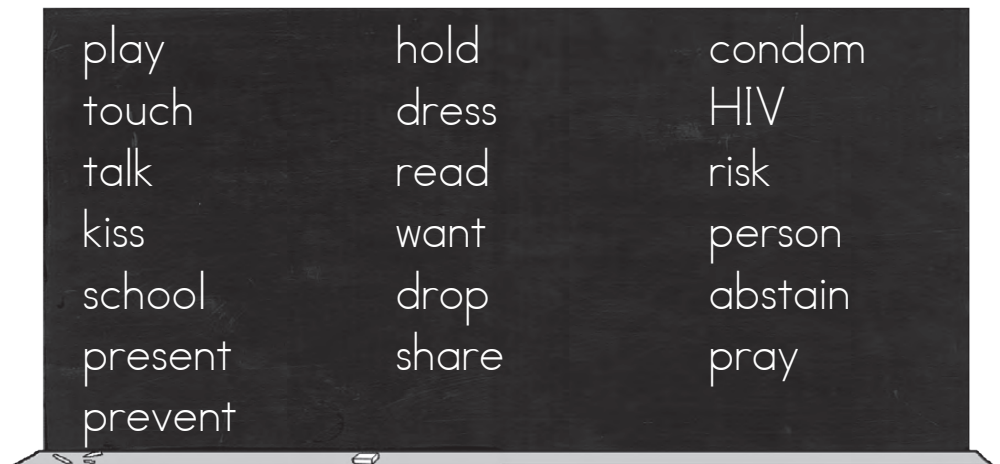
1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Prevent HIV, use ABC: Abstain, Be faithful, use Condoms.**
3. Read the message. Move your finger under each word as you read it.
4. Ask learners to say the message with you. Point to each word as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the message.
7. Ask learners to circle all of the vowels in the message.
8. Ask learners to find words with /pr/ and /th/.
9. Ask learners to find a word in the message, such as:  
**prevent, abstain, condom, faithful.**
10. Write the following words on the blackboard:  
\_\_event, ab\_\_ain, c\_ndom, fai\_\_ful.
11. Ask learners to fill in the missing letters.
12. Ask learners to copy the message and draw a picture to go with it.

### Teaching Idea for Activity 15

- Write the word **faithful** on the board. Ask the learners to look at the word **faithful**. See how many words they can make using the letters in the word. For example: fit, fat, hat, flat

## Activity 16: Assessment

1. Hold up the Module 3, Session 3 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people. Ask:
  - What is the girl doing?
  - What is the boy doing?
  - What is happening in the picture?
    - o Learners should respond in English: The girl/boy is \_\_\_\_\_. They are\_\_\_\_\_.
3. Write many different words on the blackboard.



4. Ask different learners to come to the front and underline some of the words pictured in the Module 3, Session 3 picture. Ask them to read the word and point to the picture.
5. Ask different learners to come to the front and circle a word with the sound /pr/.
6. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
7. Ask learners to count how many syllables they hear in each word.
8. Draw a letter grid on the blackboard.

pr	e	y
a	i	o
n	r	u
c	p	t

9. Ask learners to come to the front and build the words **prepare**, **price**, **practice** and **pray** by pointing to the letters and saying the letter sounds together to make a word.
10. Put learners into groups of 2.
11. Ask each learner to read the words to their partner.
12. Ask each learner to read all the writing they did today to their partner.
13. Write the following sums on the blackboard.

$10 - 4 =$	$9 - 2 =$	$5 - 2 =$
------------	-----------	-----------

14. Ask the learners to copy the sums in their books and write the answers.
15. Ask each group of learners to talk about the following questions:
- Which English words did you learn today?
  - What will you tell your family about today?
16. Ask some groups to share their answers with the class.
17. Say: When you are at home, read the writing you did today to your family.

# Session 4: Risky Behaviour

**Key Message** | Practice healthy behaviour.

## Reading Skills:

### English Letters and Words:

Letter sound: sk – skip, skin, skill

Words: are, your

### Vocabulary – Picture Chart:

- risky
- behaviour
- unfaithful
- lodge
- drunk
- make decisions

### Vocabulary – Things in a Home:

- bottle
- chair
- table

## English Phrases:

- What is this?
- This is a \_\_\_\_\_.
- Can you / he / they?
- I / he / they can \_\_\_\_\_.

## Writing Skills:

- Identifying missing words
- Building sentences
- Writing words

## Activity 1: Introduction

1. Conduct the daily edit.
2. Write the following on the blackboard: i do want to go to skool
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.  
Possible answers: I want to go to school. I do not want to go to school.
6. Say:
  - Always use a capital for the word "I".
  - To make a negative sentence, we add the word not.
7. Ask:
  - What words did you learn to read and write in the last lesson?
  - Which English words did you learn in the last lesson?
8. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn new words to describe people.

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. On the blackboard write the consonants: **s, k**.
5. Say: These letters are called consonants.

6. Ask: What is the letter name? What is the letter sound?
- Learners should respond: The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

### Name and Sound

- Name: **S, s**
- Sound: /S/ and /s/ (both sound like **suh**)
- English words starting with letter sound /s/:
  - safe
  - sun
  - sex

### Name and Sound

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

7. Write the following words on the blackboard: **leg, nose, arm, foot**
8. Ask learners to put the words in alphabetical order using the first letter of each word. For example, the first word in alphabetical order is arm.
9. Ask learners to copy the words in alphabetical order.

## Activity 3: Vocabulary

1. Hold up the Module 3, Session 4 picture: 'Risky behaviours'.
2. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

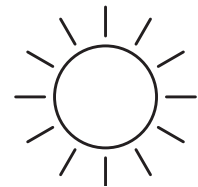
### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

### Numeracy Skills:

- Subtraction

S s



sun

K k



key



3. Point and say: Let's remember the English words. What are they wearing?
  - Learners should respond in English:
  - He is wearing \_\_\_\_ (blue trousers, white belt, red shirt).
  - She is wearing \_\_\_\_ (green blouse, red skirt).
4. Point and say: Let's remember the English words. What are they doing?
  - Learners should respond in English:
    - ñ They are \_\_\_\_ (drinking, talking, walking).
5. Repeat with 5-10 learners.
6. Point and say: Let's learn the English words.
  - This is a **bottle**.
  - This is a **table**.
  - This is a **chair**.
  - This is a **lodge**.
  - These are **girls**.
7. Point to different things in the picture and ask: What is this?
  - Learners should respond in English: This is a \_\_\_\_.
  - These are \_\_\_\_.
8. Repeat with 5-10 learners.

## Activity 4: **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

- **risk / y:** 2 syllables = 2 claps
- **be / hav / iour:** 3 syllables = 3 claps
- **bot / tle:** 2 syllables = 2 claps
- **ta / ble:** 2 syllables = 2 claps
- **chair:** 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 5: New Sounds

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **sk** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - skip
  - skin
  - skill
4. Say:
  - Listen carefully to the sound at the beginning of the word:  
**/sk/**.
  - Repeat the sound after me: **/sk/, /sk/, /sk/, /sk/, /sk/**.
5. Say:
  - I will say a word.

### Letter Sound:

- Sound: /Sk/ and /sk/ (both sound like **ska**)
- English words starting with the letter sound /sk/:
  - sky
  - skirt
  - skin

- If the word begins with **/sk/**, raise your hand.
- **Words:** start, **skin**, stop, **skate**, silly, soda, **skill**, seem  
ñ **Answers:** Underlined words start with the sound **/sk/**.

6. Write on the blackboard: **skin, sky, skill**.
7. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

1. Hold up the Module 2, Session 3 picture: 'Risky behaviours'.
2. Read the title. Move your finger under each word as you read it.
3. Ask learners to say the title with you. Point to each word as you read it together.
4. Ask learners to point to words with the sound **/sk/**.

### Materials:

Make large letter cards for each of the following letters: **sk, ch, th, br**



5. Ask learners to underline all the consonants in the title.
6. Ask learners to circle all the vowels in the title.
7. Write a new sound on the blackboard or show a letter card.
8. Ask learners to say English words that they know that have with the new sound **/sk/** (for example: skill).
9. Say: Let's play a game.
  - Make 5 groups.
  - Give each group a card with a new sound: **sk, ch, th, br.**
10. Say: I will say a word. If the word uses your sound, your group should stand up.
11. Play the game with learners using these words:
  - **chin, brother, teeth, eat, touch, you, think, skill, broken, risky, check,** behaviour, like, **skin.**
12. Write the words from step 11 on the blackboard. Read the words with learners.
13. Ask learners to copy some (or all) of the words and draw a picture next to each word.

## Activity 7: Asking and Answering Questions

1. Draw the tables below on the blackboard. One is a table of questions; the other is a table with answers.

Can	I	jump? skip? walk? drink? read? write?
	you	
	we	
	they	
	he	
	she	
	it	

I you we they he she it	can	jump. skip. walk.
	cannot	drink. read. write.

2. Read one question pointing to **each word** as you read.
3. Ask learners to read the question with you.
4. Read out the answer from the other table.
5. Make other questions and answers and read them with the learners.
6. Ask learners to come to the front and make or read a question and give the answer.
7. Use the Session 3 chart: Risky behaviour.
8. Ask a question for each picture. Point to the words for the question.
  - For example: Can they drink?
  - Learners respond with the answer.
9. Ask learners to write their own questions.

## Activity 8: Building Sentences

1. Hold up the Module 3, Session 4 picture: 'Risky behaviours'.
2. Point and say:
  - The man is unfaithful. He is taking two women to a lodge.
  - The women are drunk. They cannot make good decisions.

### Materials:

Make large letter cards for: **unfaithful, lodge, drunk, make decisions**

3. Show word cards for **unfaithful, lodge, drunk, make decisions**. Say the words clearly. Ask learners to repeat.
4. Say the first vocabulary word. Ask the learners to repeat it after you.
5. Say:
  - Listen while I clap the syllables in this word.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **un / faith / ful**: 3 syllables = 3 claps
- **lodge**: 1 syllable = 1 clap
- **drunk**: 1 syllable = 1 clap
- **make**: 1 syllable = 1 clap
- **good**: 1 syllable = 1 clap
- **de / ci / sions**: 3 syllables = 3 claps

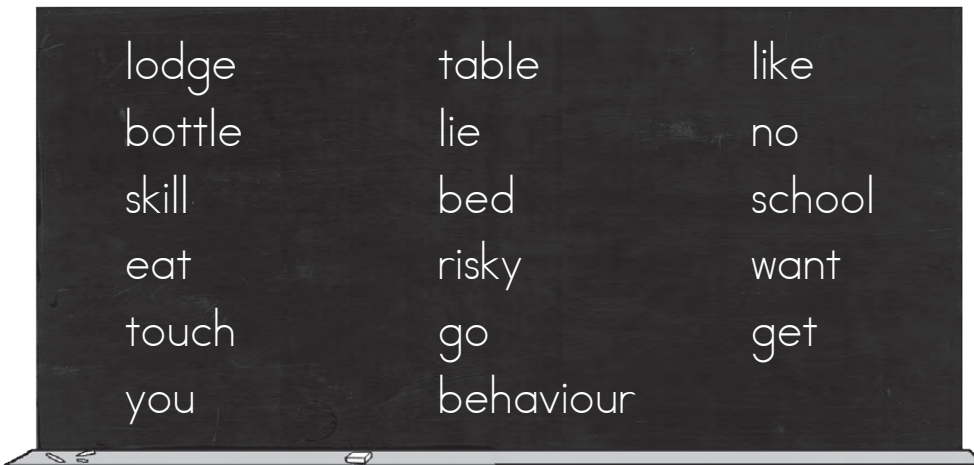
6. Say the word again while clapping the syllables.
7. Repeat with learners.
8. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
9. Repeat with the other vocabulary words.
10. Ask learners to come to the front and point to the:
  - man drinking with the women
  - drunk women
  - man taking the women to a lodge
11. Ask:
  - What is the man doing?
  - What are the women doing?
12. Learners should respond:
  - The man is \_\_\_\_\_.
  - The women are \_\_\_\_\_.
13. Draw this table on the blackboard.

The man	is	unfaithful.
He	sleeps	with many women.
The women	are	drunk.
They	cannot	make good decisions.

14. Make one sentence, pointing to each word as you read.
15. Ask learners to read the sentence with you.
16. Make other sentences and read them with learners.
17. Ask learners to come to the front and make or read a sentence.
18. Ask learners to write their own sentences.

## Activity 9: **Word Hunt**

1. Write many different words on the blackboard.



2. Ask a learner to underline some of the words pictured in the Module 3, Session 4 picture.
3. Repeat with different learners.
4. Ask a learner to circle the word: **risky**.
5. Repeat with different learners.
6. Repeat with other words.

## Activity 10: **Numeracy**

1. Ask 15 learners to come to the front.
2. Ask: How many learners are there?
3. Ask 3 learners to go back.
4. Ask: How many learners are left?
5. Say: 15 learners take away 3 learners leaves 12 learners.
6. Say: This is called subtraction in mathematics.
7. Write the minus (-) sign on the blackboard.

8. Say: This is the sign we use for subtraction.
9. Write on the blackboard:  $15 - 3 = 12$
10. Ask 3 learners to go back.
11. Ask: How many learners are left?
12. Say: 13 learners take away 3 leaves 10 learners.
13. Write on the blackboard:  $13 - 3 = 10$
14. Repeat for  $10 - 3$ ,  $7 - 3$  and  $3 - 3$ ,
15. Ask learners to write the subtraction problems in their books.

## Activity 11: Storytelling

1. Show the Module 3, Session 4 picture 'Risky behaviours'.
2. Say:
  - In groups, you are going to think of stories that match this picture.
3. Say:
  - First, we need a title for our story.
  - Look at the picture. What should we call our story?
4. Write that title on the blackboard.
5. Read the title. Move your finger under **each word** as you read it.
6. Ask the learners to say the title with you. Point to **each word** as you read it together.
7. Ask learners to make groups of 2 or 3.
8. Say:
  - Each group will think of a story to go with this title and picture.
9. Say:
  - Create your own story for this picture and title.
  - Think about the beginning, middle and ending of your story.
  - Think about who is in your story and what they are doing.
  - Think about the problem and solution in the story.
10. Give learners some time to think about and discuss their stories in their groups.
11. Ask 1 group to retell their story.
12. Repeat with 2-3 more groups.

13. Ask learners to give you simple sentences in English about their story and write them on the board.
14. Read the sentences. Move your finger under **each word** as you read it.
15. Ask the learners to read the sentences with you. Point to **each word** as you read it together.
16. Ask a learner to read the sentences on their own.
17. Repeat with 2-3 more learners.
18. Ask learners to find important words.
19. Write some key words. Rub out one letter in each word.
20. Ask learners to fill in the missing letters.
21. Ask learners to draw a picture of their favourite part of the story and write a sentence to go with it.

## Activity 12: **Word Building**

1. Draw a letter grid on the blackboard.

sk	x	r
a	g	n
s	e	i
y	l	m

2. Point to the letter grid.
3. Say the word: **risk**. Point to each letter in the grid and say the sounds slowly: /r/ – /i/ – /sk/. Then say the sounds faster to say the word: **risk**.
4. Say the word: **sex**. Point to each letter in the grid and say the sounds slowly: /s/ – /e/ – /x/. Then say the sounds faster to say the word: **sex**.

### More Words to Build:

- skin
- sky
- skill
- skim
- skinny

5. Say the word: **agree**. Point to each letter in the grid and say the sounds slowly: /a/ – /g/ – /r/ – /e/ – /e/. Then say the sounds faster to say the word: **agree**.

### Words to Build:

- risk
- sex
- agree

6. On the blackboard draw 4 guiding lines.
7. Write the words **risk**, **sex** and **agree** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **risk**, **sex** and **agree** using the guiding lines. Tell them to draw pictures next to each word.

## Activity 13: Key Message

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Practice healthy behaviour.**
3. Read the message. Move your finger under **each word** as you read it.
4. Ask learners to say the message with you. Point to **each word** as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the key message.
7. Ask learners to circle all of the vowels in the key message.
8. Ask learners to find words with /th/, /pr/.
9. Ask learners to find a word in the message, such as:  
**practice, behaviour.**
10. Write the following words on the blackboard: \_\_ **actice**,  
**beh\_vior**
11. Ask learners to fill in the missing letters.
12. Ask learners to copy the message and draw a picture to go with it.

### Teaching Idea for Activity 13:

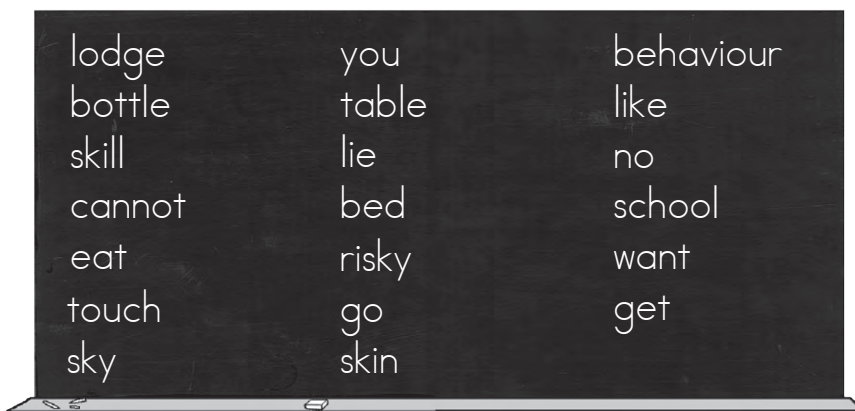
- If you do not have a blackboard, use the dirt or a piece of paper. You can also use letter cards.

### Teaching Idea for Activity 13:

- Write the word **behaviour** on the board. Ask the learners to look at the word **behaviour**. See how many words they can make using the letters in the word. For example: have, her, brave

## Activity 14: Assessment

1. Hold up the Module 3, Session 4 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people.
  - Ask:
    - ñ What is the man doing?
    - ñ What are the women doing?
    - ñ Where are the women going?
    - ñ What is happening in the picture?
  - Learners should respond in English: The man is \_\_\_\_\_.  
The women are \_\_\_\_\_.
3. Write many different words on the blackboard.



4. Ask different learners to come to the front and underline some of the words pictured in the Module 3, Session 4 picture. Ask them to read the word and point to the picture.
5. Have different learners come to the front and circle a word with the sound /sk/.
6. Say each of the vocabulary words. For each word, have learners clap the syllables.
7. Ask learners to count how many syllables they hear in each word.
8. Draw a letter grid on the blackboard.

sk	x	r
a	g	n
s	e	i
y	l	m



9. Have learners come to the front and build the words **risk**, **sex**, **skill**, **agree** and **skin** by pointing to the letters and saying the letter sounds together to make a word.
10. Put learners into groups of 2.
11. Ask each learner to read the words to their partner.
12. Ask each learner to read all the writing they did today to their partner.
13. Write the following sums on the blackboard.

$20 + 4 =$	$13 - 3 =$	$11 - 2 =$
------------	------------	------------

14. Ask the learners to copy the sums in their books and write the answers.
15. Ask each group of learners to talk about the following questions:
  - Which English words did you learn today?
  - What will you tell your family about today?
16. Ask some groups to share their answers with the class.
17. Say: When you are at home, read the writing you did today to your family.

# Session 5: Counselling, Testing and Treating HIV

**Key Message** | Use condoms to protect yourself and others from HIV.

## Activity 1: Introduction

1. Conduct the daily edit.
2. Write the following on the blackboard: dem cannot make a god decision
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.  
Possible answers: **Dem can make a good decision.**
6. Say:  
The first letter of the name of a person has a capital letter.
7. Ask:
  - Which words did you learn to read and write in the last lesson?
  - Which English words did you learn in the last lesson?
8. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn new words to describe people.

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. On the blackboard write the letters: **w, h.**
5. Say: These letters are consonants.

### Reading Skills:

#### English Letters and Words:

Beginning sound: wh – what, who, when, where, why

#### Vocabulary – Picture Chart:

- testing
- results
- counselling

#### Vocabulary – Medical Words:

- nurse
- medicine
- doctor
- genital
- itch
- clinic
- listen
- explain
- unfaithful
- lodge
- drunk
- make decisions

## English Phrases:

- What is this?
- This is a \_\_\_\_\_.
- Where do you live?
- I live in \_\_\_\_\_.
- How many are there?
- There are \_\_\_\_\_.
- What day is it today?
- It is \_\_\_\_\_.
- What month are we in today?
- We are in \_\_\_\_\_.

## Story:

Awol is Worried

## Writing Skills:

- Identifying missing words
- Writing sentences
- Writing words

## Numeracy Skills:

- Days of the week
- Months of the year

6. Ask: What is the letter name? What is the letter sound?

- Learners should respond: The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

## Name and Sound

- Name: **W, w**
- Sound: /W/ and /w/ (both sound like **wuh**)
- English words with letter sound /w/:
  - when
  - what
  - where

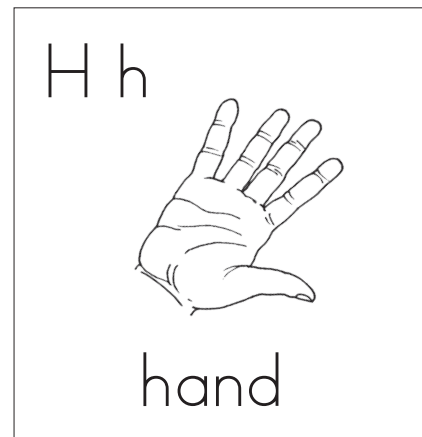
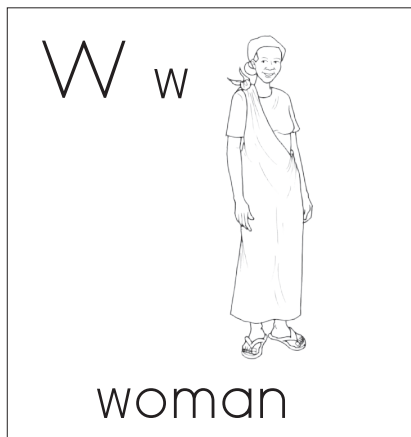
## Name and Sound

- Name: **H, h**
- Sound: /H/ and /h/ (both sound like **huh**)
- English words starting with letter sound /h/:
  - how
  - heart
  - home

7. Write the following words on the blackboard: **dress, shirt, trousers, blouse.**

8. Ask learners to put the words in alphabetical order using the first letter of each word. For example the first word in alphabetical order is blouse.

9. Ask learners to copy the words in alphabetical order.



## Activity 3: Vocabulary

1. Hold up the Module 3, Session 5 picture: 'What to do if you have HIV'.
2. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

3. Point to different people in the picture and ask: What are they wearing?
  - Learners should respond in English:
  - He is wearing \_\_\_\_ (green shirt, red trousers).
  - She is wearing \_\_\_\_\_ (white dress, red belt).
4. Repeat with 5-10 learners.
5. Point and say: Let's learn the English words.
  - This is a **nurse**
  - This is a **clinic**
  - This is **medicine**.
  - This is the **result**.
  - The man is **listening**.
  - The nurse is **explaining**.
6. Point to different people in the picture and ask: What is happening in the picture?
  - Learners should respond in English: This man is \_\_\_\_.
  - The nurse is \_\_\_\_\_.
7. Repeat with 5-10 learners.
8. Ask 5-10 learners to come to the front and say what is happening in the picture.



### Teaching Idea for Activity 3:

- Play a game. Make groups of 2 learners each. One learner asks, "What is happening in the picture?" The other learner answers.

## Activity 4: **Beat the Words**

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

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **nurse**: 1 syllable = 1 clap
- **res / ults**: 2 syllables = 2 claps
- **med / i / cine**: 3 syllables = 3 claps
- **test / ing**: 2 syllables = 2 claps
- **clin / ic**: 2 syllables = 2 claps
- **lis / ten**: 2 syllables = 2 claps
- **ex / plain**: 2 syllables = 2 claps

2. Say:
  - Listen while I clap the syllables in this word.
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 5: **New Sounds**

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **wh** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - **when**
  - **what**
  - **who**
4. Say:
  - Listen carefully to the sound at the beginning of the word: /wh/.
  - Repeat the sound after me: /wh/, /wh/, /wh/, /wh/, /wh/.

### Letter Sound:

- Sound: /Wh/ and /wh/ (both sound like **wah**)
- English words with the letter sound /wh/:
  - whisper
  - where
  - why

#### 5. Say:

- I will say a word.
- If the word has the sound /wh/, raise your hand.
- **Words:** white, bad, she, what, the, talk, where, listen, when, why, how
  - **Answers:** Underlined words start with the sound /wh/.

#### 6. Write on the blackboard: **whisper, white.**

#### 7. Ask learners to copy the words and draw a picture next to them.

## Activity 6: Reading Titles

1. Hold up the Module 3, Session 5 picture: **What to do if you have HIV?**
2. Read the title. Move your finger under each word as you read it.
3. Ask learners to say the title with you. Point to each word as you read it together.
4. Ask learners to point to words with the letter sound /wh/.
5. Say: **w** and **h** are consonants.
6. Ask learners to find other consonants in the title.
7. Ask learners to find vowels in the title.
8. Write a consonant on the blackboard or show a letter card.
9. Ask learners to say English words that they know that begin with that consonant sound (for example: hut for the sound /h/).
10. Say: Let's play a game.
  - Make 3 groups.
  - Give each group a letter card with a sound: **wh, n, d.**

### Materials:

Make large letter cards for each of the following letters: **wh, n, d**

11. Say: I will say a word. If the word starts with your sound, your group should stand up.
12. Play the game with learners using these words:
  - doctor, HIV, sad, black, nurse, how, time, when, bed, nothing, needle, whisper, next, drink, talk
  - Answer: Underlined words use the sounds wh, n, d.
13. Write the words from step 12 on the blackboard. Read the words with learners.
14. Ask learners to copy some (or all) of the words and draw a picture next to each word.

## Activity 7: Asking and Answering Questions

1. Write on the blackboard: **what, where, who, when, why.**
2. Say:
  - Most questions start with the letters **wh**.
  - What is this? This is a book.
  - Where is the book? The book is on the table.
  - Who is this? This is a boy.
  - When did he come? He came today.
  - Why did you miss school? I was sick.
3. Say: We use these question words to ask questions about people, places, times, objects and activities.
4. Write the following words on the blackboard:

When	People
What	Places
Who	Times
Where	Objects and activities
Why	Reasons

5. Ask a learner to read the first question word.
6. Ask the learner to join the question word with the list of words.

7. Repeat for all the question words.
  - Answers:
    - When and time
    - What and objects and activities
    - Who and people
    - Where and places
    - Why and reasons
8. Say: Let's practise a question: Where do you live? I live in \_\_\_\_\_.
9. Practise the question and answer with the learners.
10. Ask 5 learners to come to the front.
11. Ask each learner: Where do you live?
  - The learner should answer: I live in \_\_\_\_\_.
12. Say: Make groups of 4 learners.
13. Ask each learner to ask the question: Where do you live?
14. Continue until all learners have had a turn.

## Activity 8: Building Sentences

1. Hold up the Module 3, Session 5 picture: 'What to do if you have HIV'.
2. Point and say:
  - The man visits a clinic. He sees a nurse.
  - He tests for HIV. He receives counselling.
3. Show word cards for **clinic**, **nurse**, **tests**, **counselling**. Say the words clearly. Ask learners to repeat them after you.
4. Say the first vocabulary word. Ask the learners to repeat it after you.
5. Say:
  - Listen while I clap the syllables in this word.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **clin / ic**: 2 syllables = 2 claps
- **coun / sel / ling**: 3 syllables = 3 claps
- **nurse**: 1 syllable = 1 clap
- **tests**: 1 syllable = 1 clap



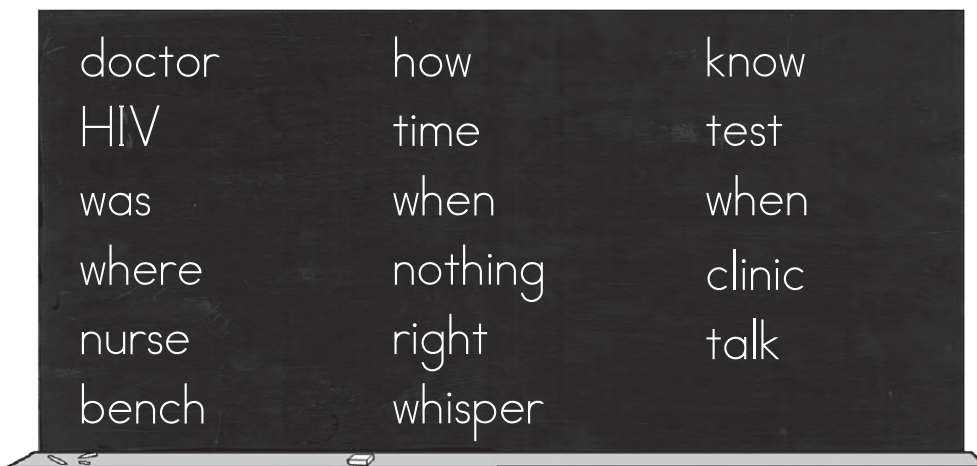
6. Say the word again while clapping the syllables.
7. Repeat with learners.
8. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
9. Repeat with the other vocabulary words.
10. Ask learners to come to the front and point to the:
  - nurse
  - man getting tested
  - counsellor
  - man taking medicine
11. Ask:
  - What is the nurse doing?
  - What is the man doing?
  - What is the counsellor doing?
12. Learners should respond:
  - The nurse is\_\_\_\_\_.
  - The man is\_\_\_\_\_.
  - The counsellor is\_\_\_\_\_.
13. Draw this table on the blackboard.

The man	visits	a clinic.
	talks	to a nurse.
	tests	for HIV.
	gets	counselling.

14. Make one sentence, pointing to **each word** as you read.
15. Ask learners to read the sentence with you.
16. Make other sentences and read them with learners.
17. Ask learners to come to the front and make or read a sentence.
18. Ask learners to write their own sentences.

## Activity 9: Word Hunt

1. Write many different words on the blackboard.



2. Ask a learner to underline some of the words pictured in the Module 3, Session 5 picture.
3. Repeat with different learners.
4. Ask a learner to find words with /wh/.
5. Ask a learner to circle the word: **test**.
6. Repeat with different learners.
7. Repeat with other words.

## Activity 10: Numeracy

1. Ask : What day is today?
  - Learners should respond: Today is \_\_\_\_\_.
2. Ask: How many days are in a week?
  - Learners should respond: There are \_\_\_\_\_ days in a week.
  - Answer: 7 days
3. Ask learners to tell you the names of the days of the week. Write the names of the days of the week on the blackboard.
  - Answer: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
4. Ask learners to repeat the names of the days of the week after you.
5. Ask: How many months are in a year?
  - Learners should respond: There are \_\_\_\_\_ months in a year.
  - Answer: 12 months

### Days of the week:

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

## Months of the year:

January

February

March

April

May

June

July

August

September

October

November

December



6. Ask learners to tell you the names of the months of the year. Write the names of the months of the year on the blackboard.
  - Answer: January, February, March, April, May, June, July, August, September, October, November, December
7. What month are we in today?
  - Learners should respond: We are in the month of \_\_\_\_\_ today.
8. Say the months again, slowly. Ask learners to repeat after you.
9. Ask learners to write the months in their books and draw a picture to show what they do each month of the year.

## Activity 11: Reading Stories

1. Use the picture story **Awol is Worried**.
2. Ask:
  - What is the story called?
  - Can you remember the story?
3. Ask the learners to tell you the story in local language or English.
4. Read the title of the story. 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:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

7. Point and say. Let's learn the English words.
  - These are **genitals**.
  - This is **itchy**.
8. Say: Let's remember the English words for feelings: **sick, worried, excited**.

9. Say each word again. Show learners the feelings on your face as you say each word.
10. Ask the learners to show you the feeling when you say the word. Say:
  - Show me **sick**.
  - Show me **worried**.
  - Show me **excited**.
11. For each picture, ask: How does Awol feel?
12. Ask learners to tell you one sentence in English about each picture.
13. Write the sentence on the blackboard. For example:

Beginners	More Advanced
Awol is in the bar with some women.	Awol goes to the bar. He is excited and he drinks too much alcohol.
He has sex. He does not use a condom.	He cannot control his feelings and he has sex with the bar girl.
Later his genitals are itching.	His genitals itch. He thinks he might have got a disease.
Awol is worried.	Awol is worried that he might have got HIV.
Awol goes to the clinic.	Awol goes to the clinic. The doctor wants Awol to take an HIV test.
Awol must wait 12 weeks before he can take the test.	Awol must wait 12 weeks before he can take the test.
He does not want to risk giving his wife HIV.	Awol does not return to his village. He does not want to risk giving his wife HIV.

### Feelings:



Sick



Worried



Excited

14. Read the sentences. Move your finger under **each word** as you read it.
15. Ask learners to say the sentences with you. Point to **each word** as you read it together.
16. Ask learners to find the words **itch**, **worried**, **drinks** in the story sentences.

## Activity 12: **Storytelling**

1. Show the Module 3, Session 5 picture 'What to do if you have HIV'.
2. Say:
  - In groups, you are going to think of stories that match this picture.
3. Say:
  - First, we need a title for our story.
  - Look at the picture. What should we call our story?
4. Write that title on the blackboard.
5. Read the title. Move your finger under **each word** as you read it.
6. Ask the learners to say the title with you. Point to **each word** as you read it together.
7. Ask learners to make groups of 2 or 3.
8. Say:
  - Each group will think of a story to go with this title and picture.
9. Say:
  - Create your own story for this picture and title.
  - Think about the beginning, middle and ending of your story.
  - Think about who is in your story and what they are doing.
  - Think about the problem and solution in the story.
10. Give learners some time to think about and discuss their stories in their groups.
11. Ask 1 group to retell their story.
12. Repeat with 2-3 more groups.
13. Ask learners to give you simple sentences in English about their story and write them on the board.
14. Read the sentences. Move your finger under **each word** as you read it.
15. Ask the learners to read the sentences with you. Point to **each word** as you read it together.
16. Ask a learner to read the sentences on their own.
17. Repeat with 2-3 more learners.
18. Ask learners to find important words.

19. Write some key words on the board. Rub out one letter in each word.
20. Ask learners to fill in the missing letters.
21. Ask learners to draw a picture of their favourite part of the story and write a sentence to go with it.

## Activity 13: **Word Building**

1. Draw a letter grid on the blackboard.

wh	a	i
t	r	ch
e	o	l
n	e	p

2. Point to the letter grid.
3. Say the word: **who**. Point to each letter in the grid and say the sounds slowly: /wh/ – /o/. Then say the sounds faster to say the word: **who**.
4. Say the word: **why**. Point to each letter in the grid and say the sounds slowly: /wh/ – /y/. Then say the sounds faster to say the word: **why**.
5. Say the word: **what**. Point to each letter in the grid and say the sounds slowly: /wh/ – /a/ – /t/. Then say the sounds faster to say the word: **what**.
6. Say the word: **where**. Point to each letter in the grid and say the sounds slowly: /wh/ – /e/ – /r/ – /e/. Then say the sounds faster to say the word: **where**.

### Teaching Idea for Activity 13:

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

7. Say the word: **when**. Point to each letter in the grid and say the sounds slowly: /wh/ – /e/ – /n/. Then say the sounds faster to say the word: **when**.

### More Words to Build:

- wheel
- which
- whip

### Words to Build:

- who
- why
- what
- where
- when

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

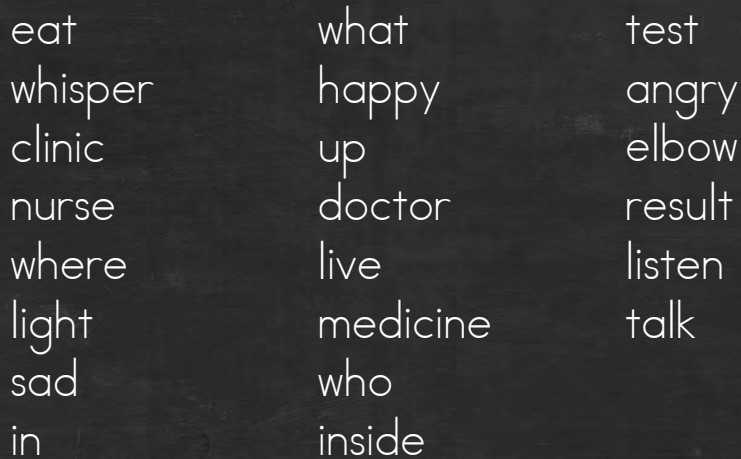
## Activity 14: Key Message

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Use condoms to protect yourself and others from HIV.**
3. Read the message. Move your finger under **each word** as you read it.
4. Ask learners to say the message with you. Point to **each word** as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the message.
7. Ask learners to circle all of the vowels in the message.
8. Ask learners to find a word in the message, such as:  
**protect, condoms, use, others**
9. Write the following words on the blackboard: **\_se, \_thers, \_\_otect, con\_oms**
10. Ask learners to fill in the missing letters.

11. Ask learners to copy the message and draw a picture to go with it.

## Activity 15: **Assessment**

1. Hold up the Module 3, Session 5 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people.
  - Ask:
    - What is the man doing?
    - What is the nurse doing?
    - What is happening in the picture?
  - Learners should respond in English: The man is \_\_\_\_\_.  
The nurse is\_\_\_\_\_.
3. Write many different words on the blackboard.



eat	what	test
whisper	happy	angry
clinic	up	elbow
nurse	doctor	result
where	live	listen
light	medicine	talk
sad	who	
in	inside	

4. Ask different learners to come to the front and underline some of the words pictured in the Module 3, Session 5 picture. Ask them to read the word and point to the picture.
5. Have different learners come to the front and circle a word with the sound /wh/.
6. Say each of the vocabulary words. For each word, have learners clap the syllables.
7. Ask learners to count how many syllables they hear in each word.



8. Draw a letter grid on the blackboard.

wh	a	i
t	r	ch
e	o	l
n	e	p

9. Have learners come to the front and build the words **where**, **when**, **who**, **why** and **what** by pointing to the letters and saying the letter sounds together to make a word.
10. Ask the learners to tell you which day and month it is.
11. Put learners into groups of 2.
12. Ask each learner to read the words to their partner.
13. Ask each learner to read all the writing they did today to their partner.
14. Ask each group of learners to talk about the following questions:
- Which English words did you learn today?
  - What will you tell your family about today?
15. Ask some groups to share their answers with the class.
16. Say: When you are at home, read the writing you did today to your family.

# Session 6: HIV Care and Support

**Key Message** | Fight stigma and discrimination.

## Activity 1: Introduction

1. Conduct the daily edit.
2. Write the following on the blackboard: The clinic can tst for HVI.
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.  
Possible answers: The clinic can test for HIV.
6. Say:
  - We must check how we spell words.
7. Ask:
  - What words did you learn to read and write in the last lesson?
  - Which English words did you learn in the last lesson?
8. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn new words to describe people.

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. On the blackboard write the letters: **C, Γ**.
5. Say: These letters are called consonants.

### Reading Skills:

#### English Letters and Words:

Letter sound: cr – cry, crawl, cross

#### Vocabulary – Picture Chart:

- care
- support

#### Vocabulary – Action Words:

- mosquito net
- pillow
- blanket
- sheet
- sick
- bed
- weak
- cares
- fire
- broom
- cross
- grave

### English Phrases:

- What is this?
- This is a \_\_\_\_\_.
  
- What day is it today?
- It is \_\_\_\_\_.
- What time is it?
- It is \_\_\_\_\_.

### Story:

Rebecca Cares for Her Mother

### Writing Skills:

- Identifying missing words
- Writing sentences
- Writing words

### Numeracy Skills:

- Times of the day

6. Ask: What is this? What is the letter name? What is the letter sound?

- Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

### Name and Sound

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

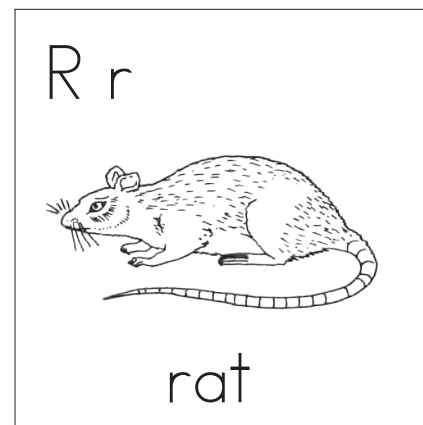
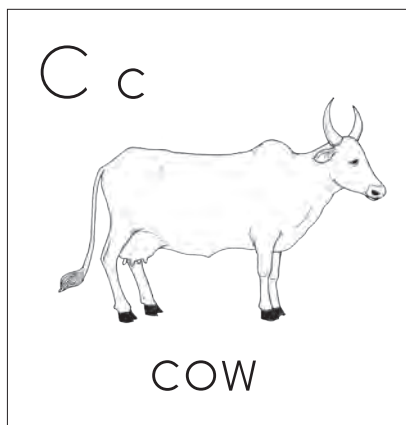
### Name and Sound

- Name: R, r
- Sound: /R/ and /r/ (both sound like **ruh**)
- English words starting with letter sound /r/:
  - ran
  - rod
  - rot

7. Write the following words on the blackboard: **rat, cow, dog, goat, sheep.**

8. Ask learners to put the words in alphabetical order using the first letter of each word. For example, the first word in alphabetical order is cow.

9. Ask learners to copy the words in alphabetical order.



## Activity 3: Vocabulary

1. Hold up the Module 3, Session 6 picture: "HIV care and support".
2. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

3. Point and say: Let's remember the English words. What is this?
  - Learners should respond in English:
  - This is a \_\_\_\_ (boy, man)
  - This is a \_\_\_\_ (table, glass, bed, medicine, window, door)
4. Point to different people in the picture and ask: What is happening in the picture?
  - Learners should respond in English: He is \_\_\_\_\_. They are \_\_\_\_\_.
5. Repeat with 5-10 learners.
6. Point and say: Let's learn the English words.
  - This is a **mosquito net**.
  - This is a **pillow**.
  - This is a **blanket**.
  - This is a **sheet**.
7. Point to different people in the picture and ask: What is happening in the picture?
  - Learners should respond in English: He is \_\_\_\_\_.
8. Ask 5-10 learners to come to the front and name different things in the picture.



### Teaching Idea for Activity 3:

- Play a game. Make groups of 2 learners each. One learner asks, "What is happening in the picture?" The other learner answers.

## Activity 4: **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

- **mos / qui / to:** 3 syllables = 3 claps
- **net:** 1 syllable = 1 clap
- **pil / low:** 2 syllables = 2 claps
- **sheet:** 1 syllable = 1 clap
- **blan / ket:** 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 5: **New Sounds**

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **CR** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - **cry**
  - **crop**
  - **crawl**

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

#### Letter Sound:

- Sound: **/Cr/** and **/cr/** (both sound like **cra**)
- English words with the letter sound **/cr/**:
  - crack
  - creep
  - cross

5. Read the words and explain what they mean in the local language.
6. Repeat with learners.
7. Say:
  - I will say a word.
  - If the word has the sound **/cr/**, stand up, if it does not have the sound, remain seated.
  - **Words:** crawl, call, cut, cross, cot, clear, crop, close
    - **Answers:** Underlined words start with the sound **/cr/**.
8. Write on the blackboard: **crawl, cross, crop**.
9. Ask learners to copy the words and draw a picture next to each.

## Activity 6: Reading Titles

1. Hold up the Module 3, Session 6 picture: **HIV care and support**.
2. Read the title. Move your finger under each word as you read it.
3. Ask learners to say the title with you. Point to each word as you read it together.
4. Ask learners to point to words with the letter sounds **/c/** and **/r/**.
5. Say: **C** and **R** are consonants.
6. Ask learners to find other consonants in the title.

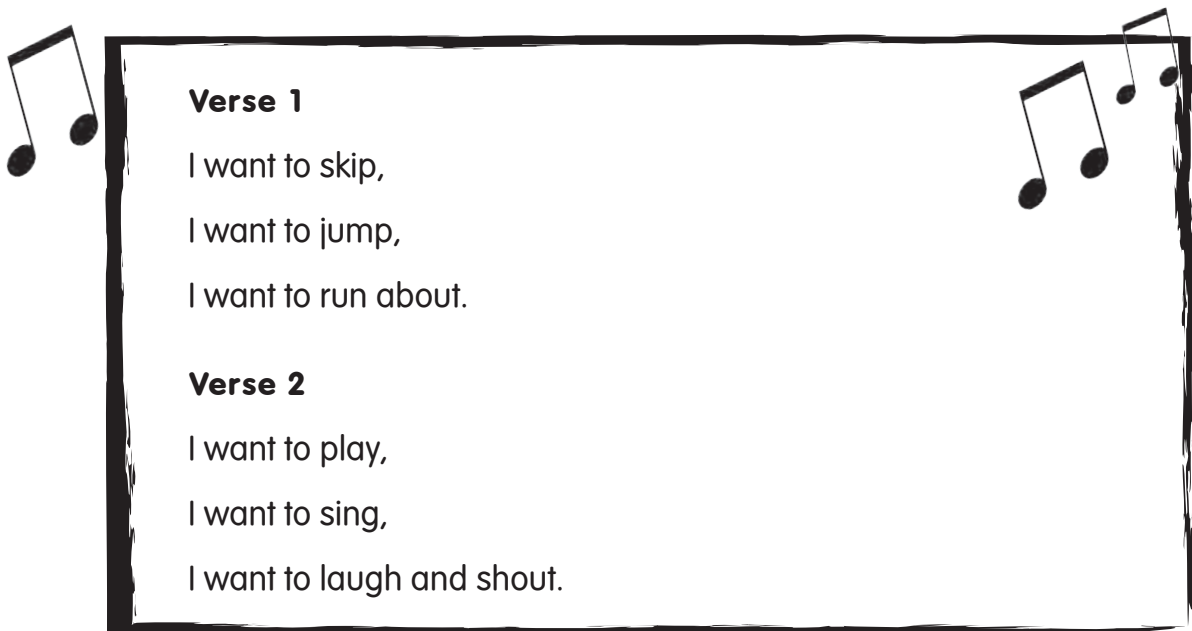
#### Materials:

Make large letter cards for each of the following letters: **c, r, s**

7. Ask learners to find vowels in the title.
8. Write a consonant on the blackboard or show a letter card.
9. Ask learners to say English words that they know that begin with that letter sound (for example: rat for the sound /r/).
10. Say: Let's play a game.
  - Make 3 groups.
  - Give each group a letter card with a vowel sound (c, r, s)
11. Say: I will say a word. If the word starts with your letter, your group should stand up.
12. Play the game with learners using these words:
  - HIV, care, baby, sheet, medicine, cat, have, clap, sick, rest, read, visit, home, small, word, rat, safe
  - Answer: Underlined words use the letters C, r, s.
13. Write the words from step 12 on the blackboard. Read the words with learners.
14. Ask learners to copy some (or all) of the words and draw a picture next to each word.

## Activity 7: Song

1. Sing "I want".



**Verse 1**

I want to skip,  
I want to jump,  
I want to run about.

**Verse 2**

I want to play,  
I want to sing,  
I want to laugh and shout.

2. Repeat the song 3 times with learners.
3. Write the song on the blackboard.
4. Read the song with learners.
5. Ask: What do you want to do?
6. Each learner should say and demonstrate: I want to \_\_\_\_\_.

## Activity 8: Building Sentences

1. Hold up the Module 3, Session 6 picture: **HIV care and support**.
2. Point and say:
  - The man is very sick. He is very weak.
  - He is in bed. The boy cares for his father.
3. Show word cards for **sick, weak, bed, cares**. Say the words clearly. Ask learners to repeat the words after you.
4. Say the first vocabulary word. Ask the learners to repeat it after you.
5. Say:
  - Listen while I clap the syllables in this word.

### Materials:

Make large word cards for each of the following words: **sick, weak, bed, cares**

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **sick**: 1 syllable = 1 clap
- **weak**: 1 syllable = 1 clap
- **bed**: 1 syllable = 1 clap
- **cares**: 1 syllable = 1 clap

6. Say the word again while clapping the syllables.
7. Repeat with learners.
8. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
9. Repeat with the other vocabulary words.
10. Ask learners to come to the front and point to the:
  - sick man
  - bed
  - boy



11. Ask:

- What is the sick man doing?
- What is the boy doing?

12. Learners should respond:

- The sick man is\_\_\_\_\_.
- The boy is\_\_\_\_\_.

13. Draw the table below on the blackboard.

The man	is	sick.
		weak.
		in bed.
The boy	cares	for his father.

14. Make one sentence, pointing to **each word** as you read.

15. Ask learners to read the sentence with you.

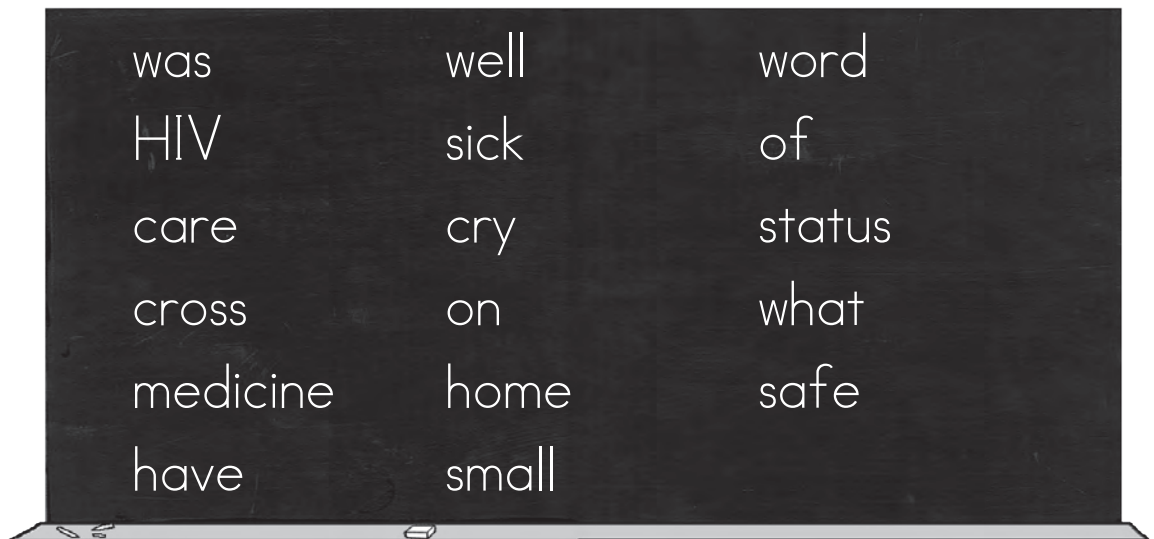
16. Make other sentences and read them with learners.

17. Ask learners to come to the front and make or read a sentence.

18. Ask learners to write their own sentences.

## Activity 9: **Word Hunt**

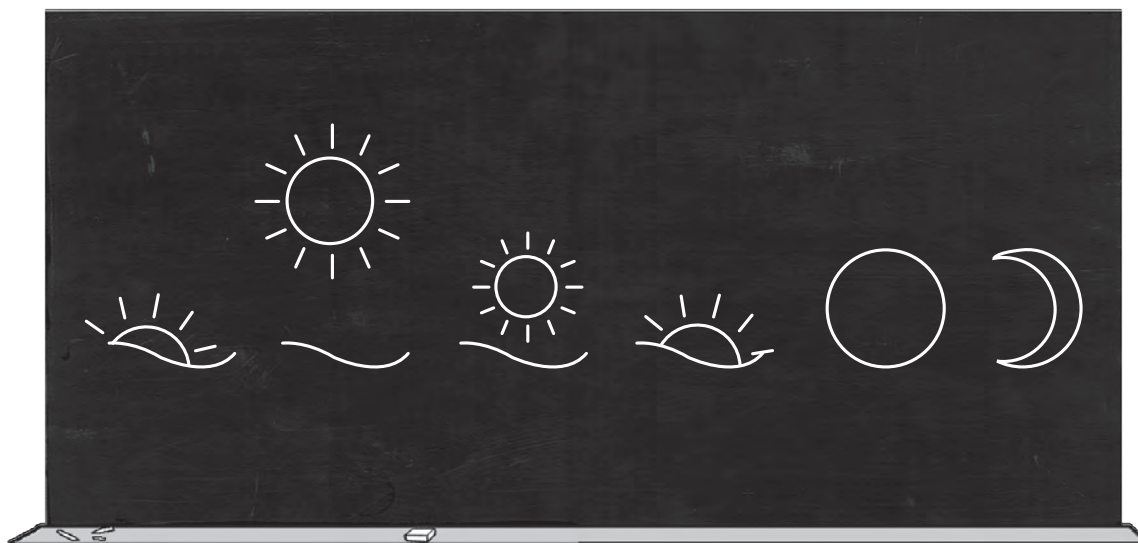
1. Write many different words on the blackboard.



2. Ask a learner to underline some of the words pictured in the Module 3, Session 6 picture.
3. Repeat with different learners.
4. Ask a learner to find words with /cr/
5. Ask a learner to circle the word: **care**.
6. Repeat with different learners.
7. Repeat with other words.

## Activity 10: Numeracy

1. Ask: What day is it today?
2. How many days are in one week?
3. Ask the learners to tell you the days of the week.
4. Say the days of the week.
5. Ask the learners to repeat the days with you.
6. Draw the pictures on the board:



7. Ask: What time is it? It is morning.
8. Repeat for each picture: Morning, midday, afternoon, evening, night, midnight
9. Ask the learners to repeat the times with you.
10. Ask learners to come to the front.
11. Point to a picture and ask: What time is it?
12. Ask learners to draw the picture of each time and what they do at that time.



## Activity 11: Reading Stories

1. Use the picture story **Rebecca Cares for Her Mother**.
2. Ask:
  - What is the story called?
  - Can you remember the story?
3. Ask the learners to tell you the story in local language or English.
4. Read the title of the story. 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:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.
7. Point and say: Let's remember the English words. What is this?
  - Learners should respond in English:
  - This is a \_\_\_\_ (window, door, cup, jug, pot, bowl, stone).
  - This is a \_\_\_\_ (bucket, soap, ball).
  - This is a \_\_\_\_ (bag, hut).
  - This is \_\_\_\_ (medicine).
8. Repeat with 5-10 learners.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

9. Point and say: Let's learn the English words.
  - This is a **fire**.
  - This is a **broom**.
  - This is a **cross**.
  - This is a **grave**.
10. Point to different things in the picture and ask: What is this?
  - Learners should respond in English: This is \_\_\_\_.
11. Ask 5-10 learners to come to the front and name different things in the picture.

12. Ask learners to tell you one sentence in English about each picture.

13. Write the sentence on the blackboard. For example:

Beginners	More Advanced
Rebecca is sad.	Rebecca is sad because her mother is in so much pain.
Her mother is very sick.	Her mother has AIDS. She coughs and has diarrhoea. Rebecca's mother is very weak.
She stops going to school.	Rebecca has to stay at home to take care of her mother and her younger brother.
She feels alone.	Her friends do not visit her because they think Rebecca has HIV. Some boys even call her bad names.

14. Read the sentences. Move your finger under **each word** as you read it.

15. Ask learners to say the sentences with you. Point to **each word** as you read it together.

16. Ask learners to find the letter sounds **/c/** and **/r/** in the sentences.

17. Ask learners to find the words **sad, sick, school, alone** in the story sentences.

## Activity 12: Storytelling

1. Show the Module 3, Session 6 picture "HIV care and support".
2. Say:
  - In groups, you are going to think of stories that match this picture.
3. Say:
  - First, we need a title for our story.
  - Look at the picture. What should we call our story?
4. Write that title on the blackboard.
5. Read the title. Move your finger under each word as you read it.

6. Ask the learners to say the title with you. Point to each word as you read it together.
7. Ask learners to make groups of 2 or 3.
8. Say:
  - Each group will think of a story to go with this title and picture.
9. Say:
  - Create your own story for this picture and title.
  - Think about the beginning, middle and ending of your story.
  - Think about who is in your story and what they are doing.
  - Think about the problem and solution in the story.
10. Give learners some time to think about and discuss their stories in their groups.
11. Ask 1 group to retell their story.
12. Repeat with 2-3 more groups.
13. Ask learners to give you simple sentences in English about their story and write them on the board.
14. Read the sentences. Move your finger under each word as you read it.
15. Ask the learners to read the sentences with you. Point to each word as you read it together.
16. Ask a learner to read the sentences on their own.
17. Repeat with 2-3 more learners.
18. Ask learners to find important words.
19. Write up key words. Rub out one letter in each word.
20. Ask learners to fill in the missing letters.
21. Ask learners to draw a picture of their favourite part of the story and write a sentence to go with it.

## Activity 13: Word Building

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

cr	w	y	l
e	d	o	m
s	p	a	u

3. Say the word: **cry**. Point to each letter in the grid and say the sounds slowly: /cr/ – /y/. Then say the sounds faster to say the word: **cry**.
4. Say the word: **crop**. Point to each letter in the grid and say the sounds slowly: /cr/ – /o/ – /p/. Then say the sounds faster to say the word: **crop**.
5. Say the word: **cross**. Point to each letter in the grid and say the sounds slowly: /cr/ – /o/ – /s/ – /s/. Then say the sounds faster to say the word: **cross**.

### Words to Build:

- cry
- crop
- cross

### Teaching Idea for Activity 13:

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

### More Words to Build:

- crowd
- crawl
- cream
- crude

6. On the blackboard draw 4 guiding lines.
7. Write the words **cry**, **crop** and **cross** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **cry**, **crop** and **cross** using the guiding lines. Tell them to draw pictures next to each word.

## Activity 14: Key Message

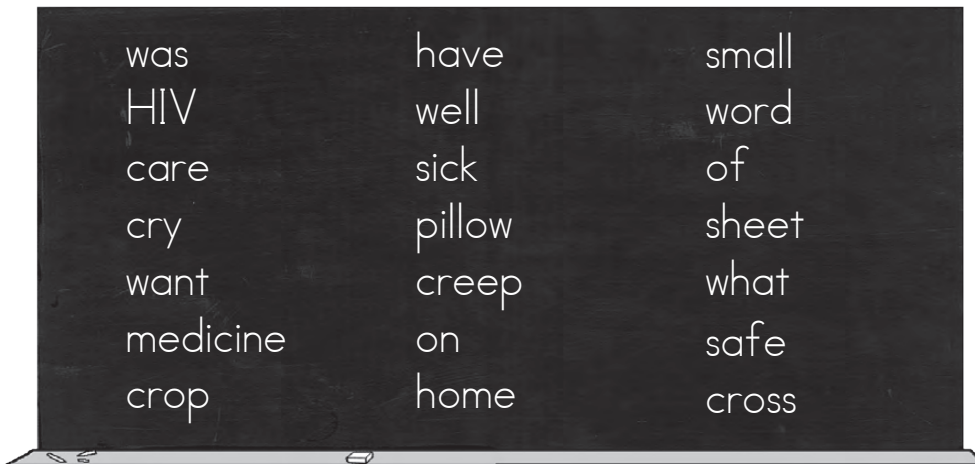
### Teaching Idea for Activity 14:

- Write the word **discrimination** on the board. Ask the learners to look at the word **discrimination**. See how many words they can make using the letters in the word. For example: cat

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Fight stigma and discrimination.**
3. Read the message. Move your finger under **each word** as you read it.
4. Ask learners to say the message with you. Point to **each word** as you read it together.
5. Ask different learners to read the message.
6. Ask learners to find all of the consonants in the key message.
7. Ask learners to find all of the vowels in the key message.
8. Ask learners to find words with /cr/, /ight/ and /st/.
9. Ask learners to find a word in the message, such as:  
**fight, stigma**
10. Write the following words on the blackboard:  
f\_\_\_\_ \_igma
11. Ask learners to fill in the missing letters.
12. Ask learners to copy the message and draw a picture to go with it.

## Activity 15: **Assessment**

1. Hold up the Module 3, Session 6 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people.
  - Ask:
    - What is the sick man doing?
    - What is the caregiver doing?
    - What is happening in the picture?
  - Learners should respond in English: The man is \_\_\_\_\_.  
The caregiver is \_\_\_\_\_. They are \_\_\_\_\_.
3. Write many different words on the blackboard.



4. Ask different learners to come to the front and underline some of the words pictured in the Module 3, Session 6 picture. Ask them to read the word and point to the picture.
5. Have different learners come to the front and circle a word with the sound /cr/.
6. Say each of the vocabulary words. For each word, have learners clap the syllables.
7. Ask learners to count how many syllables they hear in each word.



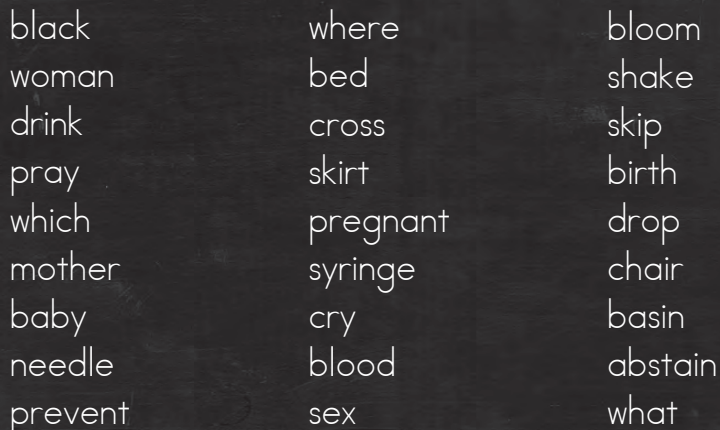
8. Draw a letter grid on the blackboard.

cr	w	y	l
e	d	o	m
s	p	a	u

9. Have learners come to the front and build the words **cross**, **cry** and **crawl** by pointing to the letters and saying the letter sounds together to make a word.
10. Put learners into groups of 2.
11. Ask each learner to read the words to their partner.
12. Ask each learner to read all the writing they did today to their partner.
13. Ask the learners to draw picture to represent night, and noon.
14. Ask each group of learners to talk about the following questions:
- Which English words did you learn today?
  - What will you tell your family about today?
15. Ask some groups to share their answers with the class.
16. Say: When you are at home, read the writing you did today to your family.

## Module 3: Assessment

1. Hold up different session pictures. Point to something in the pictures and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people. Ask:
  - What is the woman doing?
  - What is the man doing?
  - What is the girl doing?
  - What is the boy doing?
  - What are the women doing?
  - Where are the women going?
  - What is the nurse doing?
  - What is happening in the picture?
3. Write many different words on the blackboard.



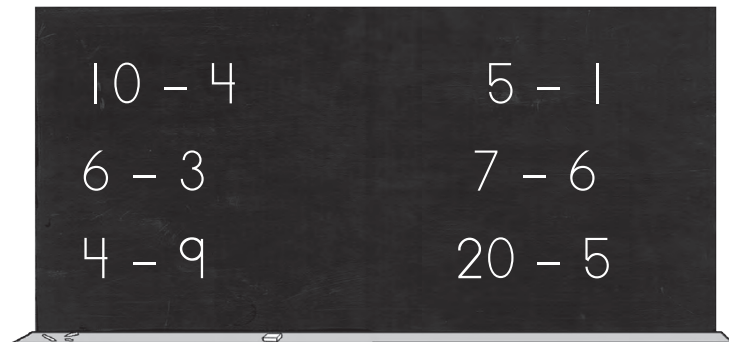
black	where	bloom
woman	bed	shake
drink	cross	skip
pray	skirt	birth
which	pregnant	drop
mother	syringe	chair
baby	cry	basin
needle	blood	abstain
prevent	sex	what

4. Ask different learners to come to the front and underline some of the words pictured in the session pictures.
5. Ask different learners to come to the front and circle a word with the sounds /b/, /pr/, /dr/, /sk/, /wh/, /cr/
6. Say the following vocabulary words. For each word, have learners clap the syllables.
  - syringe
  - needle
  - razor
  - licking
  - condom
  - abstain
  - faithful
  - risky
  - testing
  - medicine
  - support
  - jump

7. Ask learners to count how many syllables they hear in each word.
8. Draw a letter grid on the blackboard.

bl	pr	dr	sk
wh	cr	o	l
e	r	c	i
t	d	s	h

9. Ask learners to come to the front and build the words **blood, price, dress, skirt, wheel, and cross** by pointing to the letters and saying the letter sounds together to make a word.
10. Ask different learners to say the names of the months of the year in order.
11. Write many different subtraction problems on the blackboard.



12. Ask different learners to come to the front and solve a problem.
13. Ask the learners to listen carefully and write the following letters and words. Say: I will repeat the letter and word 3 times.
  - **Words:** want, you, use, black, where
  - **Sentence:** She lives in a small hut.
14. To check the answers, ask a different learner to write the word or sentence on the blackboard. Check it is correct.
15. Make groups of 5 learners
16. Use the chart for Session 6: Rebecca cares for her mother.
17. Each group must say all the words they know in English in the picture.
18. Ask each group to write any words they know.
19. Ask each group to say one English word in turn.

# Module 4

## Note to the teacher:

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

Also look at the New Sound Chart on page 3-4 to review sounds that you will teach in the session.

Good luck and have a great session!

Session	1	2	3
<b>New sound:</b>	<b>cl</b> – beginning sound	<b>sl</b> – beginning sound	<b>sm</b> – beginning sound <b>ing</b> – ending sound
<b>Vocabulary</b>	suit jacket tie gift young old parents father mother aunt uncle grandfather grandmother	twins motherhood fatherhood parenthood parent care want argue agree die early parenting	big rich sick small healthy poor strong weak angry calm old young fat thin
<b>Word Building:</b>	clean cloud clap clan clothes close	sleep slip slow slap slant slop	smile smoke smart smith smack small
<b>English Phrases:</b>	What is this? This is a _____.  Who is this? This is _____.  How old are you? I am _____ years old.  How old is he? He is _____ years old.	What is this? This is a _____.  Who is this? This is _____.  How do you feel? I feel _____.	What is this? This is a _____.  Who likes to eat? I like _____.
<b>Writing Skills:</b>	Identifying words Writing sentences Writing words	Identifying adverbs Writing sentences Writing words	Writing sentences Writing words
<b>Numeracy Skills:</b>	Subtraction	Subtraction	Addition and subtraction

# Session 1: Early Marriage

**Key Message** | Get married after the age of 18.

## Reading Skills:

### English Letters and Words:

Letter sound: cl – clap, clock, cliff

Words: get, age

### Vocabulary – Picture Chart:

- suit
- jacket
- tie
- gift
- young
- old

### Vocabulary – Family:

- parents
- father
- mother
- aunt
- uncle
- grandfather
- grandmother

## Activity 1: Introduction

1. Conduct the daily edit
2. Write the following on the blackboard: we care to our family?
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.
  - Possible answers: We care for our family.
6. Say:
  - The first letter of the word at the start of the sentence should be a capital letter.
  - The sentence needs to have a full stop at the end.
  - We must check we spell the words correctly.
7. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn new words to describe people.

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. Write on the board the letters: **c, l**.
5. Say: These letters are called consonants.

6. Ask: What is this? What is the letter name? What is the letter sound?

- Learners should respond: This is \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

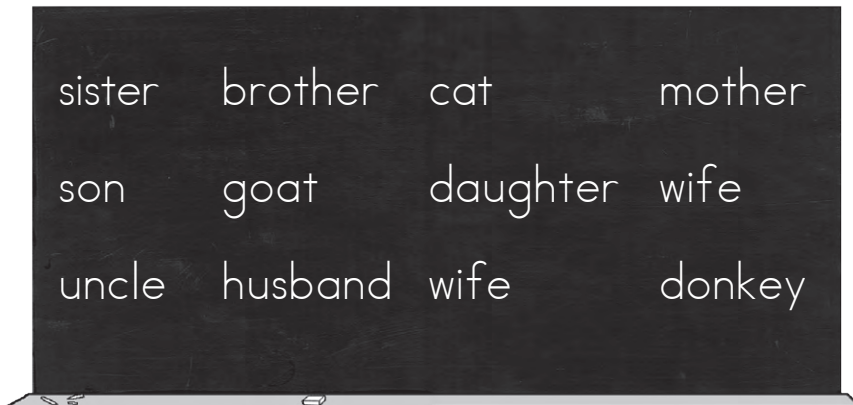
### Name and Sound

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

### Name and Sound

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

7. Write the following words on the blackboard:



8. Ask learners to read the first line of words and find the word that is different.
9. Ask a learner to come to the front, read the line of words and say the word that is different.
10. Repeat for the second and third line of words.
11. Say. Most of the words are family words. The different words are **cat, goat, and donkey.**
12. Ask learners to copy the family words.

### English Phrases:

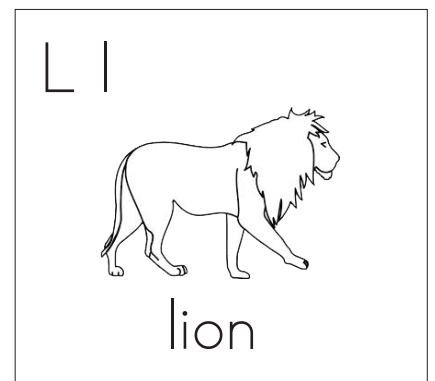
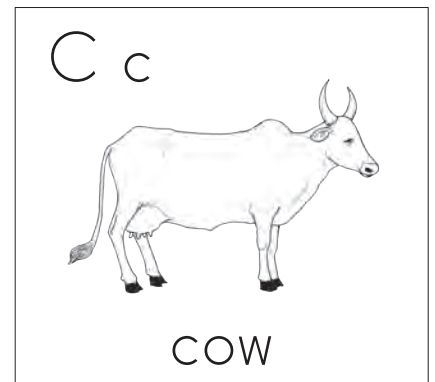
- What is this?
- This is a \_\_\_\_\_.
- Who is this?
- This is \_\_\_\_\_.
- How old are you?
- I am \_\_\_\_\_ years old.
- How old is he?
- He is \_\_\_\_\_ years old.

### Writing Skills:

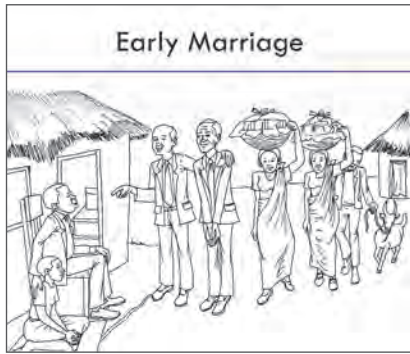
- Identifying words
- Writing sentences
- Writing words

### Numeracy Skills:

- Subtraction



## Activity 3: Vocabulary



1. Hold up the Module 4, Session 1 picture: 'Early marriage'.
2. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

3. Point and say: Let's remember the English words. What is this?
  - Learners should respond in English:
  - This is \_\_\_\_\_ (mother, sister, brother, father).
4. Point to different things in the picture and say: What is this?
  - Learners should respond in English:
  - This is a \_\_\_\_\_ (goat, chair, hut).
5. Repeat with 5-10 learners.
6. Ask learners the questions: What is he wearing? What is she wearing?
  - Learners respond: He is wearing \_\_\_\_\_.
  - She is wearing \_\_\_\_\_.
7. Point and say: Let's learn the English words.
  - This is a **grandmother**.
  - This is a **grandfather**.
  - This is an **aunt**.
  - This is an **uncle**.
  - This is a **jacket**.
  - This is a **tie**.
  - This is a **suit**.
  - These are **gifts**.
8. Repeat with 5-10 learners.
9. Ask 5-10 learners to come to the front and name different things in the picture.

## Activity 4: **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

- **aunt:** 1 syllable = 1 clap
- **un / cle:** 2 syllables = 2 claps
- **grand / fa / ther:** 3 syllables = 3 claps
- **grand / moth / er:** 3 syllables = 3 claps
- **jack / et:** 2 syllables = 2 claps
- **tie:** 1 syllable = 1 clap
- **suit:** 1 syllable = 1 clap
- **gifts:** 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 5: **New Sounds**

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **cl** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - This is a **clap**.
  - This is **cloud**.
  - These are **clothes**.
4. Say:
  - Listen carefully to the sound at the beginning of the word:  
**/cl/**.
  - Repeat the sound after me: **/cl/, /cl/, /cl/, /cl/**.



### Letter Sound:

- Sound: /Cl/ and /cl/ (both sound like **cluh**)
- Words starting with the letter sound /cl/:
  - click
  - clap
  - climb

#### 5. Say:

- I will say a word.
- If the word begins with /cl/, raise your hand.
- **Words:** cover, kick, cloud, check, clap, keep, cut, clothes
  - **Answers:** Underlined words start with the sound /cl/.

#### 6. Write on the blackboard: **cloud, clap, clothes.**

#### 7. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

#### 1. Hold up the Module 4, Session 1 picture: "Early marriage".

#### 2. Read the title. Move your finger under each word as you read it.

#### 3. Ask learners to say the title with you. Point to each word as you read it together.

#### 4. Ask learners to find consonants in the title.

#### 5. Ask learners to find vowels in the title.

#### 6. Write a consonant on the blackboard or show the letter card.

#### 7. Ask learners to say English words that they know that begin with that consonant sound (for example: go for the sound /g/).

#### 8. Say: Let's play a game.

- Make 3 groups.
- Give each group a letter card with a consonant sound: **l**, **g**, **m**.

#### 9. Say: I will say a word. If the word starts with your letter, stand up.

#### 10. Play the game with learners using these words:

- mother, fun, gift, older, married, angry, sad, going, uncle, let, clean, get, aunt, less
  - ñ Answers: Underlined words have the sounds **l**, **g**, **m**.

11. Write the words from step 10 on the blackboard. Read the words with learners.
12. Ask a learner to come to the board and circle a word that has the sound /g/.
13. Ask learners to copy some (or all) of the words and draw a picture next to each word.

**Materials:**

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

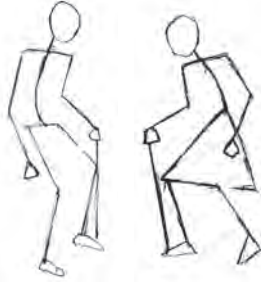
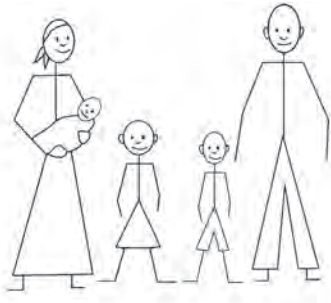
## Activity 7: Asking and Answering Questions

1. Ask some learners to come to the front.
2. Ask: How old are you? Explain the meaning in local language.
3. Ask the learners the question: How old are you?
4. After they answer say: I am \_\_\_\_\_ years old.
5. Repeat with many learners.
6. Draw the question and answer tables below on the blackboard.

How	old	are	you	?
			he	
		is	she	
			it	

I	am		years old.
He	is		
She			
It			

7. Read out one question pointing to each word as you read.
8. Ask the learners to read with you.
9. Read out the answer.
10. Ask learners to come to the front and read a question and give the answer.
11. Use the Session 1 picture chart: Early marriage.
12. Point to each person and ask: How old is he/she?
  - Learners respond with the answer.



## Activity 8: Building Sentences

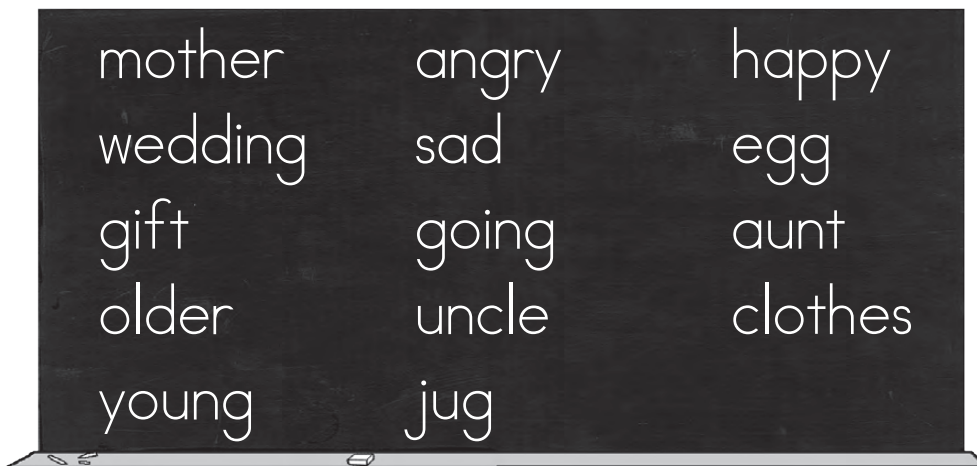
1. Draw a picture on the board of a family.
2. Point and say: Let's learn the English words.
  - This is a **mother**.
  - This is a **father**.
  - This is a **brother**.
  - This is a **sister**.
  - This is a **grandmother**
  - This is a **grandfather**
  - This is an **uncle**.
  - This is an **aunt**.
3. Point to different people in the drawing and ask: Who is this?
  - Learners should respond in English: This is a \_\_\_\_.
  - These are \_\_\_\_.
4. Ask 5-10 learners to come to the front and name the different people.
  - Learners should respond in English: This is a \_\_\_\_.
  - These are \_\_\_\_.
5. Draw the table below on the blackboard.

This is my	mother.	She	is		years	old
	father.	He				
	brother.					
	sister.					
	uncle.					
	aunt.					
	grandmother.					
	grandfather.					

6. Read out one sentence, pointing to each word as you read.
7. Ask learners to read the sentence with you.
8. Make other sentences and read them with the learners.
9. Ask learners to come to the front and make a sentence for their family
10. Ask learners to write their own sentences and draw a picture.

## Activity 9: **Word Hunt**

1. Write many different words on the blackboard.



2. Ask a learner to underline some of the words pictured in the Module 4, Session 1 picture.
3. Repeat with different learners.
4. Ask a learner to circle the word: **older**.
5. Repeat with different learners.
6. Repeat with other words.

## Activity 10: **Numeracy**

1. Ask a learner to come to the front.
2. Ask the learner to count 20 stones into a pot.
3. Ask another learner to count 10 stones out of the pot.
4. Ask: How many stones are left in the pot?
5. Say: We started with 20 stones and took out 10 stones. What is the difference?
6. Ask a learner to count the stones left in the pot.
7. Say: 20 stones take away 10 stones leaves 10 stones.
8. Write on the blackboard:  $20 - 10 = 10$
9. Repeat step 2 to 8 for the subtraction problems:  $20 - 8$ ,  $20 - 12$ ,  $20 - 15$
10. Put learners into groups of 2.
11. Ask each group to use their stones/sticks/straws to do the subtraction problems.
12. Ask learners to write the subtraction problems in their books.

### Teaching Ideas for Activity 10:

- Ask the learners to come to class with at least 100 straws or small sticks. If they cannot get straws and sticks, ask them to collect small stones.

## Activity 11: Reading Stories

1. Use the picture Module 1, Session 4 picture "Early marriage".
2. Ask:
  - What is the picture called?
3. Read the title of the picture. Move your finger under **each word** as you read it.
4. Ask learners to say the title with you. Point to **each word** as you read it together.
5. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

6. Say:
  - Let's remember the English words for feelings: **happy, sad, angry, worried.**
  - Let's remember our new English words: **young, old, gift.**
7. Ask:
  - How does the young girl feel?
  - How does the father feel?
  - How does the old man feel?
8. Ask learners to tell you one sentence in English about the picture.
9. Write the sentence on the blackboard. For example:

Beginners	More Advanced
The young girl is sad.	The young girl is sad. She has to marry an old man.
The father is happy.	The father is happy. He has been given gifts.
The old man is happy.	The old man is happy. He is going to marry a young girl.

10. Read the sentences. Move your finger under **each word** as you read it.
11. Ask learners to say the sentences with you. Point to **each word** as you read it together.

12. Ask learners to find the words **sad, old, younger, gift** in the sentences.

## Activity 12: **Word Building**

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

cl	e	t	n
s	o	a	h
d	p	u	m

3. Say the word: **clean**. Point to each letter in the grid and say the sounds slowly: /cl/ - /e/ - /a/ - /n/. Then say the sounds faster to say the word: **clean**.
4. Say the word: **cloud**. Point to each letter in the grid and say the sounds slowly: /cl/ - /o/ - /u/ - /d/. Then say the sounds faster to say the word: **cloud**.
5. Say the word: **clap**. Point to each letter in the grid and say the sounds slowly: /cl/ - /a/ - /p/. Then say the sounds faster to say the word: **clap**.

### Words to Build:

- clean
- cloud
- clap

### Teaching Ideas for Activity 12:

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

### More Words to Build:

- clan
- clothes
- close

6. On the blackboard draw 4 guiding lines.
7. Write the words **clean, cloud** and **clap** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **clean, cloud** and **clap** using the guiding lines. Tell them to draw pictures next to each word.

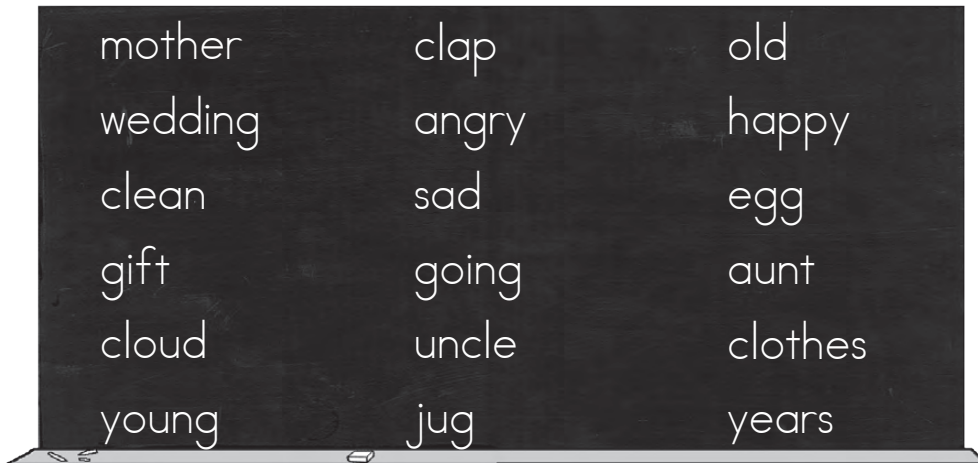
## Activity 13: Key Message

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Get married after the age of 18.**
3. Read the message. Move your finger under each word as you read it.
4. Ask learners to say the message with you. Point to each word as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the message.
7. Ask learners to come to the front and circle all of the vowels in the message.
8. Ask learners to find a word in the message, such as:  
**married, age, after.**
9. Write the following words on the blackboard:  
**m\_rried, \_ge, \_fter**
10. Ask learners to fill in the missing letters.
11. Ask learners to copy the message and draw a picture to go with it.

## Activity 14: Assessment

1. Hold up the Module 4, Session 1 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people.
  - Ask:
    - What is the girl doing?
    - What is the man doing?
    - What is happening in the picture?
  - Learners should respond in English: The girl is \_\_\_\_\_.  
The man is \_\_\_\_\_.

3. Write many different words on the blackboard.



4. Ask different learners to come to the front and underline some of the words pictured in the Module 4, Session 1 picture. Ask them to read the word and point to the picture.
5. Ask different learners to come to the front and circle a word with the sound /cl/.
6. Say each of the vocabulary words. For each word, have learners clap the syllables.
7. Ask learners to count how many syllables they hear in each word.
8. Draw a letter grid on the blackboard.

cl	e	t	n
s	o	a	h
d	p	u	m

9. Ask learners to come to the front and build the words **clan**, **cloud**, **clean** and **clothes** by pointing to the letters and saying the letter sounds together to make a word.
10. Put learners into groups of 2.
11. Ask each learner to read the words to their partner.
12. Ask each learner to read all the writing they did today to their partner.



13. Write the following sums on the blackboard.

$20 - 15 =$	$15 - 5 =$	$20 - 5 =$
-------------	------------	------------

14. Ask the learners to copy the sums in their books and write the answers.

15. Ask each group of learners to talk about the following questions:

- Which English words did you learn today?
- What will you tell your family about today?

16. Ask some groups to share their answers with the class.

17. Say: When you are at home, read the writing you did today to your family.

# Session 2: Early Motherhood and Fatherhood

**Key Message** | Only have a baby when you are prepared to be a parent.

## Activity 1: Introduction

1. Conduct the daily edit
2. Write the following on the blackboard: get married before the age of 15.
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.  
Possible answers: Get married after the age of 18.
6. Say:
  - The first letter of the word at the start of the sentence should be a capital letter.
  - We need to use correct facts.

## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_. The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. Write on the board the consonants: **s, l**.
5. Say: These letters are called consonants.
6. Ask:
  - What words did you learn to read and write in the last lesson?
  - Which English words did you learn in the last lesson?
7. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn new words to describe people.

### Reading Skills:

#### English Letters and Words:

Letter sound: sl – sleep, slap, slow

#### Vocabulary – Picture Chart:

- twins
- motherhood
- fatherhood
- parenthood
- parent
- care
- want
- argue
- agree
- die
- early
- parenting

#### Vocabulary – Adjectives:

- big
- rich
- sick
- small
- healthy
- poor
- strong
- weak
- angry
- calm
- old
- young
- fat
- thin

### English Phrases:

- What is this?
- This is a \_\_\_\_\_.
  
- Who is this \_\_\_?
- This is \_\_\_\_\_.
  
- How do you feel \_\_\_?
- I feel \_\_\_\_\_.

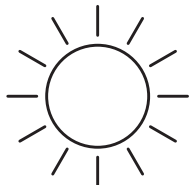
### Writing Skills:

- Identifying adverbs
- Writing sentences
- Writing words

### Numeracy Skills:

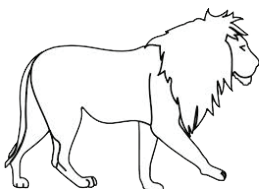
- Subtraction

S s



sun

L l



lion

6. Ask: What is the letter name? What is the letter sound?

- Learners should respond: The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.

### Name and Sound

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

### Name and Sound

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

7. Write the following words on the blackboard:

red      green      father      black  
shoes      shirt      shorts      sister  
five      baby      seven      ten

8. Ask learners to read the words on the first line and find the word that is different.

9. Ask a learner to come to the front, read the line of words and say the word that is different.

- Answer: father

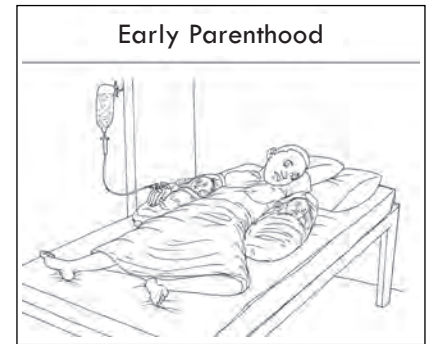
10. Repeat for the second and third line of words.

- Answers: sister, baby, father

12. Ask learners to copy the words that form a set.

## Activity 3: Vocabulary

1. Hold up the Module 4, Session 2 picture: 'Early parenthood'.
2. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.



### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

3. Point and say: Let's remember the English words. What is this?
  - Learners should respond in English:
  - This is a \_\_\_\_ (girl, baby, bed).
  - These are \_\_\_\_ (babies).
4. Point to different things in the picture and say: What is this?
  - Learners should respond in English: These are \_\_\_\_\_.
5. Repeat with 5-10 learners.
6. Point and say: Let's learn the English words.
  - These are **twins**.
  - These are **pillows**.
7. Point to different people in the picture and ask: What is this?
  - Learners should respond in English: This is a \_\_\_\_.
  - These are \_\_\_\_\_.
8. Ask 5-10 learners to come to the front and name the different things in the picture.

## Activity 4: **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

- **girl**: 1 syllable = 1 clap
- **ba / by**: 2 syllables = 2 claps
- **twins**: 1 syllable = 1 clap
- **pil / lows**: 2 syllables = 2 claps
- **moth / er / hood**: 3 syllables = 3 claps
- **fath / er / hood**: 3 syllables = 3 claps
- **par / ent / hood**: 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 5: New Sounds

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **sl** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - sleep
  - slow
  - slip
4. Say:
  - Listen carefully to the sound at the beginning of the word: /sl/.
  - Repeat the sound after me: /sl/, /sl/, /sl/, /sl/, /sl/.

### Letter Sound:

- Sound: /sl/ and /sl/ (both sound like **sluh**)
- English words with the letter sound /sl/:
  - slant
  - slop
  - slam

5. Say:
  - I will say a word.
  - If the word begins with /sl/, raise your hand.
  - **Words:** soap, sound, sleep, soup, slam, sat, sad, slow
    - **Answers:** Underlined words start with the sound /sl/.
6. Write on the blackboard: **sleep, slam, slow.**
7. Ask learners to copy the words and draw a picture next to each word.

## Activity 6: Reading Titles

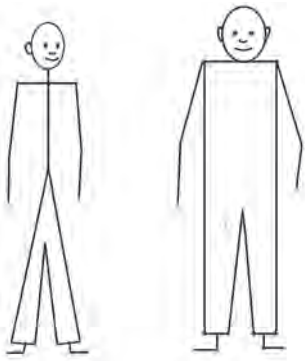
1. Hold up the Module 4, Session 2 picture: “**Early parenthood**”.
2. Read the title. Move your finger under each word as you read it.
3. Ask learners to say the title with you. Point to each word as you read it together.
4. Ask learners to point to words with the letter sounds /p/ and /r/.

### Materials:

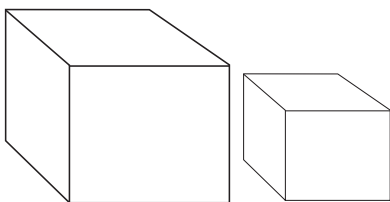
Make large word cards for each of the following words: **parent, care**

5. Say: **p** and **r** are consonants.
6. Write a consonant on the blackboard or show the letter card.
7. Ask learners to say English words that they know that begin with that consonant sound (for example: pray for the sound /p/).
8. Ask learners to find other consonants in the title.
9. Ask learners to find vowels in the title.
10. Say: Let's play a game.
  - Make 3 groups.
  - Give each group a letter card with a consonant sound:  
(**p, r, t**)
11. Say: I will say a word. If the word begins with your letter, your group should stand up.
12. Play the game with learners using these words:
  - tall, pin, tree, girl, red, pan, sad, poor, rich, egg, aunt,
  - ñ Answers: Underlined words start with the letters **p, r, t**.
13. Write the words from step 12 on the blackboard. Read the words with learners.
14. Ask learners to copy some (or all) of the words and draw a picture next to each word.

## Activity 7: Learning Opposites



1. Say: Let's remember our words for opposites.
  - Old and young
  - Small and big
  - Fat and thin
2. Say: Let's learn more opposites.
  - Rich and poor
  - Sick and healthy
  - Strong and weak
  - Angry and calm
3. Say the first vocabulary word. Ask the learners to repeat it after you.
4. Say:
  - Listen while I clap the syllables in this word.



5. Say the word again while clapping the syllables.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **rich**: 1 syllable = 1 clap
- **poor**: 1 syllable = 1 clap
- **sick**: 1 syllable = 1 clap
- **heal / thy**: 2 syllables = 2 claps
- **strong**: 1 syllable = 1 clap
- **weak**: 1 syllable = 1 clap
- **an / gry**: 2 syllables = 2 claps
- **calm**: 1 syllable = 1 clap

6. Repeat with learners.

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

8. Repeat with the other vocabulary words.

9. Hold up the picture story **Annette Has a Baby**.

10. Read the story.

11. Ask: In the story, who was:

- Sad and happy
- Old and young
- Rich and poor
- Sick and healthy
- Strong and weak

12. Ask learners to draw a picture of opposites.

## Activity 8: Building Sentences

1. Hold up the Module 4, Session 2 picture: **‘Early parenthood’**.

2. Point and say:

- The girl is young. She is going to become a parent.
- The girl is sad. She cannot take care of two children.

3. Show word cards for **young, sad, parent, care**. Say the words clearly. Ask learners to repeat the words after you.

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



5. Say:
  - Listen while I clap the syllables in this word.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **young:** 1 syllable = 1 clap
- **sad:** 1 syllable = 1 clap
- **par / ent:** 2 syllables = 2 claps
- **care:** 1 syllable = 1 clap

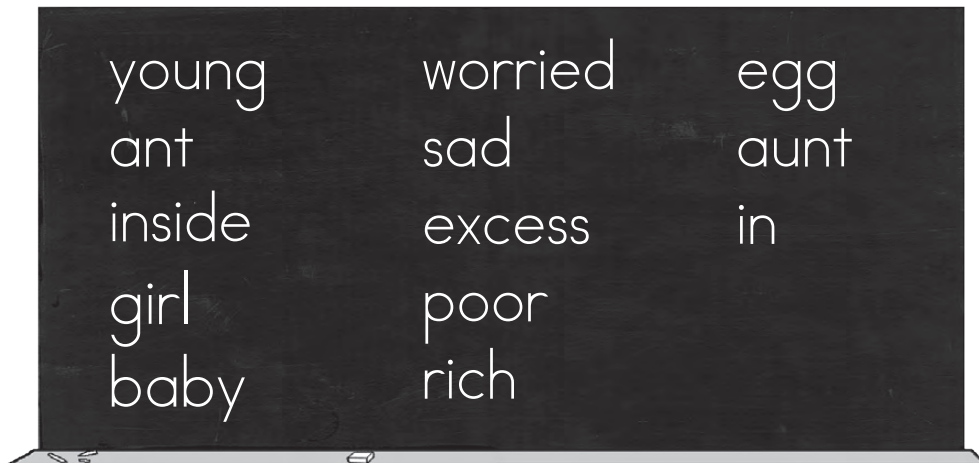
6. Say the word again while clapping the syllables.
7. Repeat with learners.
8. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
9. Repeat with the other vocabulary words.
10. Ask learners to come to the front and point to the:
  - young girl
  - babies
11. Ask:
  - What is the young girl doing?
  - What are the babies doing?
12. Learners should respond:
  - The young girl is \_\_\_\_\_.
  - The babies are \_\_\_\_\_.
13. Write the following table on the blackboard.

She	is	sad.
	has	babies.
		worried.
The babies	are	healthy

14. Make one sentence, pointing to **each word** as you read.
15. Ask learners to read the sentence with you.
16. Make other sentences and read them with learners.
17. Ask learners to come to the front and make or read a sentence.
18. Ask learners to write their own sentences and draw a picture next to each in their notebook.

## Activity 9: Word Hunt

1. Write many different words on the blackboard.



2. Ask a learner to underline some of the words pictured in the Module 4, Session 2 picture.
3. Repeat with different learners.
4. Ask a learner to circle the word: **young**.
5. Repeat with different learners.
6. Repeat with other words.

## Activity 10: Numeracy

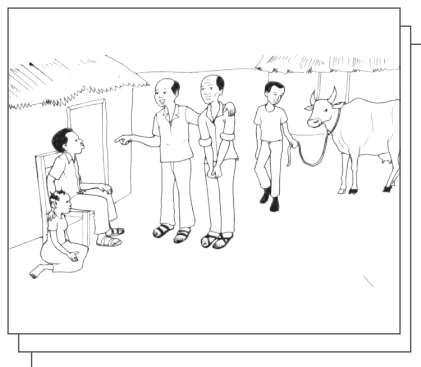
1. Ask a learner to come to the front.
2. Ask the learner to count 30 stones into a pot.
3. Ask another learner to count 10 stones out of the pot.
4. Ask: How many stones are left in the pot?
5. Say: We started with 30 stones and took out 10 stones. What is the difference?
6. Ask a learner to count the stones left in the pot.
7. Say: 30 stones take away 10 stones leaves 20 stones.
8. Write on the blackboard:  $30 - 10 = 20$
9. Repeat steps 2 - 8 for the subtraction problems:  $30 - 25$ ,  $30 - 15$ ,  $30 - 20$
10. Put learners into groups of 2.
11. Ask each group to use their stones/sticks/straws to do the subtraction problems.
12. Ask learners to write the subtraction problems in their books.

### Teaching Ideas for Activity 10:

- Ask learners to come to class with at least 100 straws or small sticks. If they cannot get straws and sticks, ask them to collect small stones.

## Activity 11: Reading

1. Use the picture story **Annette Has a Baby**.
2. Ask:
  - What is the story called?
  - Can you remember the story?
3. Ask learners to tell you the story in local language or English.
4. Read the title of the story. 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:
  - What can you see in this picture?
  - Use English to name everything you can remember in the story.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

7. Repeat with each picture.
8. Say:
  - Let's remember the English words for feelings: **happy, sad, angry, worried**.
  - Let's learn some new English words: **want, argue, agree, die**.
  - Listen while I clap the syllables in these words.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **want**: 1 syllable = 1 clap
- **ar / gue**: 2 syllables = 2 claps
- **ag / ree**: 2 syllables = 2 claps
- **die**: 1 syllable = 1 clap

9. Say the words again while clapping the syllables.
10. Repeat with learners.
11. Ask learners to identify the number of syllables in the words. Use your fingers to count the number of syllables together with the class.

12. Ask:

- How does Annette feel?
- How does John feel?

13. Ask learners to tell you one sentence in English about the story.

14. Write the sentence on the blackboard. For example:

15. Read the sentences. Move your finger under **each word** as you read it.

Beginners	More Advanced
Annette is 14. She gets married to John.	Annette is 14. She gets married to John.
John wants a baby. Annette wants to go to school.	Annette is sad. She wants to continue school, but she cannot.
John and Annette argue.	John and Annette argue. Annette agrees to have a baby.
She becomes pregnant.	She becomes pregnant. Annette feels weak.
Annette has the baby. The baby dies.	Annette has the baby. It damages Annette's body. The baby dies. Annette cries for her baby.
They were not ready to be parents.	Annette has health problems. John and Annette argue every day. They were not ready to be parents.

16. Ask learners to say the sentences with you. Point to **each word** as you read it together.

17. Ask learners to find the words **baby, want, argue, agree, die** in the sentences.

18. Make one sentence, pointing to each word as you read.

19. Ask learners to read the sentence with you.

20. Make other sentences and read them with learners.

21. Ask learners to come to the front and make or read a sentence.

22. Ask learners to write their own sentences.

## Activity 12: **Storytelling**

1. Show the Module 4, Session 2 picture 'Early parenthood'.
2. Say:
  - In groups, you are going to think of stories that match this picture.
3. Say:
  - First, we need a title for our story.
  - Look at the picture. What should we call our story?
4. Write that title on the blackboard.
5. Read the title. Move your finger under **each word** as you read it.
6. Ask the learners to say the title with you. Point to **each word** as you read it together.
7. Ask learners to make groups of 2 or 3.
8. Say:
  - Each group will think of a story to go with this title and picture.
9. Say:
  - Create your own story for this picture and title.
  - Think about the beginning, middle and ending of your story.
  - Think about who is in your story and what they are doing.
  - Think about the problem and solution in the story.
10. Give learners some time to think about and discuss their stories in their groups.
11. Ask 1 group to retell their story.
12. Repeat with 2-3 more groups.
13. Ask learners to give you simple sentences in English about their story and write them on the board.
14. Read the sentences. Move your finger under **each word** as you read it.
15. Ask the learners to read the sentences with you. Point to **each word** as you read it together.
16. Ask a learner to read the sentences on their own.
17. Repeat with 5-10 more learners.
18. Ask learners to find important words.
19. Write some key words. Rub out one letter in each word.
20. Ask learners to fill in the missing letters.

## Activity 13: Word Building

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

s	e	t
o	i	a
w	n	p

3. Say the word: **sleep**. Point to each letter in the grid and say the sounds slowly: /s/ - /e/ - /e/ - /p/. Then say the sounds faster to say the word: sleep.
4. Say the word: **slip**. Point to each letter in the grid and say the sounds slowly: /s/ - /i/ - /p/. Then say the sounds faster to say the word: slip.
5. Say the word: **slow**. Point to each letter in the grid and say the sounds slowly: /s/ - /o/ - /w/. Then say the sounds faster to say the word: slow.

### Words to Build:

- sleep
- slip
- slow

6. On the blackboard draw 4 guiding lines.
7. Write the words **sleep**, **slip** and **slow** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **sleep**, **slip** and **slow** using the guiding lines. Tell them to draw pictures next to each word.

### Teaching Ideas for Activity 13:

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

### More Words to Build:

- slap
- slant
- slop

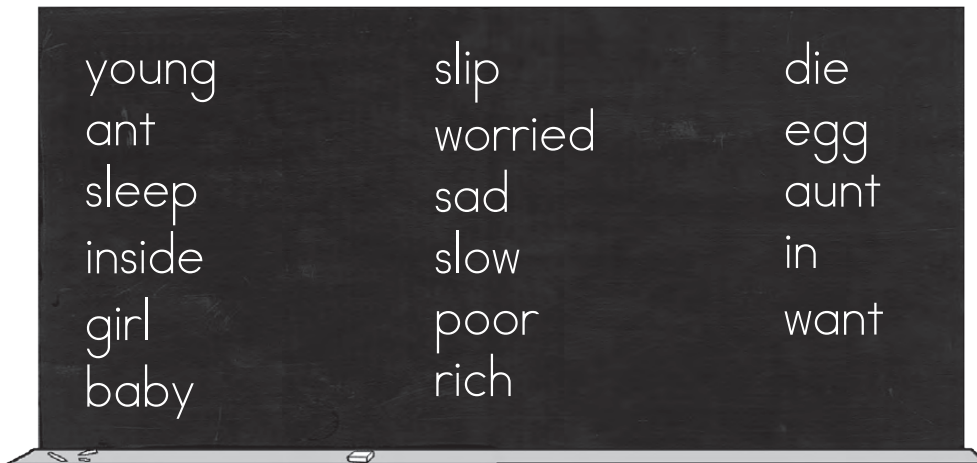
## Activity 14: Key Message

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Only have a baby when you are prepared to be a parent.**
3. Read the message. Move your finger under each word as you read it.
4. Ask learners to say the message with you. Point to each word as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the key message.
7. Ask learners to circle all of the vowels in the key message.
8. Ask learners to find a word in the message, such as:  
**ready, parent, only, when.**
9. Write the following words on the blackboard: r\_\_ dy,  
p\_ rent, \_ nly, wh\_ n
10. Ask learners to fill in the missing letters.
11. Ask learners to copy the message and draw a picture to go with it.

## Activity 15: Assessment

1. Hold up the Module 4, Session 2 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people.
  - Ask:
    - What is the girl doing?
    - What is happening in the picture?
  - Learners should respond in English: The girl is \_\_\_\_\_.

3. Write many different words on the blackboard.



4. Ask different learners to come to the front and underline some of the words pictured in the Module 4, Session 2 picture. Ask them to read the word and point to the picture.
5. Ask different learners to come to the front and circle a word with the sound /sl/.
6. Say each of the vocabulary words. For each word, ask learners to clap the syllables.
7. Ask learners to count how many syllables they hear in each word.
8. Draw the letter grid on the blackboard.

sl	e	t
o	i	a
w	n	p

9. Have learners come to the front and build the words **sleep**, **slow** and **slap** by pointing to the letters and saying the letter sounds together to make a word.
10. Put learners into groups of 2.
11. Ask each learner to read the words to their partner.
12. Ask each learner to read all the writing they did today to their partner.



13. Write the following sums on the blackboard.

$30 - 10 =$	$30 - 20 =$	$30 - 15 =$
-------------	-------------	-------------

14. Ask the learners to copy the sums in their books and write the answers.

15. Ask each group of learners to talk about the following questions:

- Which English words did you learn today?
- What will you tell your family about today?

16. Ask some groups to share their answers with the class.

17. Say: When you are at home, read the writing you did today to your family.

# Session 3: Caring for a Baby

**Key Message** | Breastfeeding is healthy for mothers and babies.

## Activity 1: Introduction

1. Conduct the daily edit.
2. Write the following on the blackboard: i am sad and sick. i am not happy.
3. Say: Something is wrong with this sentence.
4. Ask: Who wants to make one correction?
5. Allow each learner to make one change only. Continue with different learners. Stop when you think it is corrected.  
Possible answers: I am sad and sick. I am not happy. I am not sad and sick. I am happy.
6. Say:
  - The first letter of the word at the start of the sentence should be a capital letter.
  - We need to write a sentence that is correct to describe our feelings.
7. Ask:
  - What words did you learn to read and write in the last lesson?
  - Which English words did you learn in the last lesson?
8. Say:
  - Today we are going to review some of the things we have learnt.
  - We will also learn new words to describe people.

### Reading Skills:

#### English Letters and Words:

Letter sound: sm – smile, smart, smell

Letter sound: ing – feeding, crying, sleeping

#### Vocabulary – Picture Chart:

- kid
- puppy
- kitten
- calf
- baby
- breast

#### Vocabulary – Food Names:

- banana
- leaves
- mango
- yam
- grass
- milk

#### Vocabulary – Baby-related words:

- healthy
- refuse
- drink

### English Phrases:

- What is this?
- This is a \_\_\_\_\_.
- Who likes to eat \_\_\_\_\_?
- I like \_\_\_\_\_.

### Writing Skills:

- Writing sentences
- Writing words

### Numeracy Skills:

- Addition and subtraction

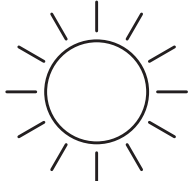
## Activity 2: Alphabet Chart Revision

1. Use the alphabet chart.
2. Point to different letters and ask: What is this? What is the letter name? What is the letter sound?
  - Learners should respond: This is a \_\_\_\_\_.  
The letter name is \_\_\_\_\_. The letter sound is \_\_\_\_\_.
3. Practise with the whole class and with individual learners.
4. Write on the board the letters: **S, m**.
5. Say: These letters are called consonants.
6. Ask: What is the letter name? What is the letter sound?
  - Learners should respond: The letter name is \_\_\_\_\_.  
The letter sound is \_\_\_\_\_.

### Name and Sound

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

S s



sun

### Name and Sound

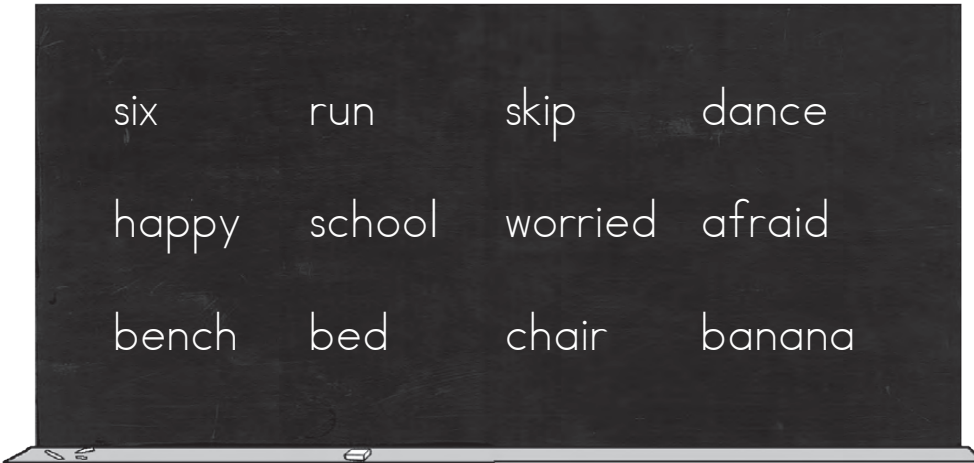
- Name: **M, m**
- Sound: /M/ and /m/ (both sound like **muh**)
- English words starting with letter sound /m/:
  - me
  - moon
  - much

M m



man

7. Write the following words on the blackboard:



8. Ask learners to read each line of words and find the word that is different.
9. Ask a learner to come to the front, read the first line of words and say the word that is different
  - Answer: Six. The other words are actions
10. Repeat for the second line of words.
  - Answers: School. The other words are feelings.
11. Repeat for the third line of words.
  - Answers: Banana. The other words are furniture.  
Chair. The other words start with b.
12. Ask learners to copy the words that form a set.

### Activity 3: Vocabulary

1. Hold up the Module 4, Session 3 picture: 'Caring for a baby'.
2. Ask:
  - What can you see in this picture?
  - Use English to name everything you see in the picture.

#### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.



3. Point and say: Let's remember the English words. What is this?
  - Learners should respond in English:
    - ī This is a \_\_\_\_ (girl, baby).

- i This is a \_\_\_\_\_ (goat, dog, cat, cow,)
  - i These are \_\_\_\_ (babies).
4. Point to different things in the picture and say: What is this?
    - Learners should respond in English: This is a \_\_\_\_\_.
  5. Repeat with 5-10 learners.
  6. Point and say: Let's learn the English words.
    - This is a **mother**.
    - This is an **baby**.
    - This is a **breast**.
    - This is a **kid**.
    - This is a **puppy**.
    - This is a **kitten**.
    - This is a **calf**.
  7. Point to different people in the picture and ask: What is this?
    - Learners should respond in English: This is a \_\_\_\_\_.
  8. Ask 5-10 learners to come to the front and name different things in the picture

## Activity 4: **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

- **moth** / **er**: 2 syllables = 2 claps
- **ba** / **by**: 2 syllables = 2 claps
- **breast**: 1 syllable = 1 clap
- **kid**: 1 syllable = 1 clap
- **pup** / **py**: 2 syllables = 2 claps
- **kit** / **ten**: 2 syllables = 2 claps
- **calf**: 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 5: New Sounds

1. Draw 4 guiding lines on the blackboard.
2. Write the letters **sm** using the guiding lines and the writing (stroke) marks.
3. Say: Listen carefully.
  - This is a **smile**.
  - This is **smoke**.
  - This is **small**.
4. Say:
  - Listen carefully to the sound at the beginning of the word: **/sm/**.
  - Repeat the sound after me:  
**/sm/, /sm/, /sm /, /sm/, /sm/.**

### Letter Sound:

- Sound: **/Sm/** and **/sm/** (both sound like **smuh**)
- Words starting with the letter sound **/sm/**:
  - smoke
  - smile
  - small

5. Say:
  - I will say a word.
  - If the word begins with **/sm/**, raise your hand.
  - **Words:** shake, sale, **smoke**, six, **smile**, seat, soup, **small**
    - **Answers:** Underlined words start with the sound **/sm/**.
6. Write on the chalkboard: **smoke, smile, small**.
7. Ask learners to copy the words and draw a picture next to each word.

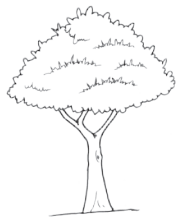
## Activity 6: Reading Titles

1. Hold up the Module 4, Session 3 picture: 'Caring for a baby'.
2. Read the title. Move your finger under each word as you read it.
3. Ask learners to say the title with you. Point to each word as you read it together.
4. Ask learners to find consonants in the title.
5. Ask learners to find vowels in the title.
6. Write a consonant on the blackboard or show the letter card.

### Materials:

Make large letter cards for each of the following letters: **b, t, c**

7. Ask learners to say English words that they know that begin with the letter sounds (for example: box for the letter /b/).
8. Say: Let's play a game.
  - Make 3 groups.
  - Give each group a letter card with a consonant sound:  
**b, t, c.**
9. Say: I will say a word. If the word starts with your letter, your group should stand up.
10. Play the game with learners using these words:
  - care, baby, breast, twins, sweet, could, food, big, poor, bad, took, mother, bag  
– Answers: Underlined words have the sounds **b, t, c.**
11. Write the words from step 10 on the blackboard. Read the words with learners.
12. Ask learners to copy some (or all) of the words and draw a picture next to each word.



## Activity 7: Asking and Answering Questions

1. Draw the following pictures on the blackboard: tree, leaves, banana, mango, yam, grass.
2. Point and say: Let's remember the English words. What is this?
  - Learners should respond in English:
  - This is a \_\_\_\_ (tree, banana, mango, yam).
  - This is \_\_\_\_ (grass).
  - These are \_\_\_\_ (leaves).
3. Point to different things in the picture and say: What is this?
  - Learners should respond in English: This is a \_\_\_\_\_.
4. Repeat with 5-10 learners.
5. Listen while I clap the syllables in these words.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **tree**: 1 syllable = 1 clap
- **leaves**: 1 syllable = 1 clap
- **ba / nan / a**: 3 syllables = 3 claps
- **man / go**: 2 syllables = 2 claps
- **yam**: 1 syllable = 1 clap
- **grass**: 1 syllable = 1 clap

6. Say the words again while clapping the syllables.
7. Repeat with learners.
8. Ask learners to identify the number of syllables in the words.
9. Use your fingers to count the number of syllables together with the class.
10. Ask: Who likes to eat bananas?
  - Learners should respond: I like bananas.
11. Repeat the question for **tree, leaves, mango, yam, grass**.
12. Draw the question and answer tables below on the blackboard.

Who	likes	to	eat	bananas leaves mangoes yams grass	?
-----	-------	----	-----	-----------------------------------------------	---

I	like to eat	bananas. leaves. mangoes. yams. grass.
cows		
goats		
sheep		
dogs		
monkeys		
cats		

13. Read out one question pointing to each word as you read.
14. Ask the learners to read with you.
15. Read out one answer pointing to each word as you read.
16. Ask the learners to read with you.
17. Ask learners to come to the front and read a question and give the answer.
18. Ask the learners to copy the pictures in their books.
19. Make groups of 3 learners.
20. Take it in turns to point and ask: What is this? Who likes to eat \_\_\_\_\_.



## Activity 8: Word Hunt

1. Write many different words on the blackboard.



2. Ask a learner to underline some of the words pictured in the Module 4, Session 3 picture.
3. Repeat with different learners.
4. Ask a learner to circle the word: **healthy**.
5. Repeat with different learners.
6. Repeat with other words.

## Activity 9: Building Sentences

1. Hold up the Module 4, Session 3 picture: 'Caring for your baby'.
2. Point and say:
  - The girl is happy. She has a healthy baby.
  - The baby is healthy. He gets breast milk.
3. Show word cards for **happy, healthy, breast, care**. Say the words clearly. Ask learners to repeat the words after you.
4. Say the first vocabulary word. Ask the learners to repeat it after you.
5. Say:
  - Listen while I clap the syllables in this word.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **hap / py**: 2 syllables = 2 claps
- **health / y**: 2 syllables = 2 claps
- **breast**: 1 syllable = 1 clap
- **care**: 1 syllable = 1 clap

6. Say the word again while clapping the syllables.
7. Repeat with learners.
8. Ask learners to identify the number of syllables in the word. Use your fingers to count the number of syllables together with the class.
9. Repeat with the other vocabulary words.
10. Ask learners to come to the front and point to the:
  - happy mother
  - healthy baby
11. Ask:
  - What is the mother doing?
  - What is the baby doing?
12. Learners should respond:
  - The mother is \_\_\_\_\_.
  - The baby is \_\_\_\_\_.
13. Write the following table on the blackboard.

She	is	happy.
The baby		healthy.
		big.

14. Make one sentence, pointing to **each word** as you read.
15. Ask learners to read the sentence with you.
16. Make other sentences and read them with learners.
17. Ask learners to come to the front and make or read a sentence.
18. Ask learners to write their own sentences and draw a picture next to each in their notebook.

## Activity 10: Numeracy

1. Ask a learner to come to the front.
2. Ask the learner to count 30 stones into a pot.
3. Ask another learner to count 20 stones out of the pot.

### Teaching Ideas for Activity 10:

- Ask learners to come to class with at least 100 straws or small sticks. If they cannot get straws and sticks, ask them to collect small stones.

4. Ask: How many stones are left in the pot?
5. Say:
  - We started with 30 stones and took out 20 stones.
  - What is the difference?
6. Ask a learner to count the stones left in the pot.
7. Say:
  - 30 stones take away 20 stones leaves 10 stones.
8. Write on the blackboard:  $30 - 20 = 10$
9. Start again with an empty pot.
10. Ask the learner to count 10 stones into the pot.
11. Ask another learner to count 10 more stones into the pot.
12. Ask: How many stones are in the pot?
13. Say:
  - We added 10 stones and then another 10 stones.
  - How many stones altogether?
14. Ask a learner to count the stones in the pot.
15. Say:
  - 10 stones and 10 stones equals 20 stones.
16. Write on the blackboard:  $10 + 10 = 20$
17. Repeat steps 9 - 16 for the addition problems:  $20 + 10$ ,  $15 + 10$ ,  $25 + 5$
18. Put learners into groups of 2.
19. Ask each group to use their stones/sticks/straws to do the subtraction and addition problems.
20. Ask learners to write the answers in their books



## Activity 11: Reading Stories

1. Use the picture story 'Two Mothers'.
2. Ask:
  - What is the story called?
  - Can you remember the story?
3. Ask the learners to tell you the story in local language or English.
4. Read the title of the picture. 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:

- What can you see in this picture?
- Use English to name everything you see in the picture.

### Using Local Language to Describe Words:

- If learners have trouble using English to describe the picture, allow them to name what they see using their local language. Use these local language words to introduce the English words in this step.

7. Repeat with each picture.

8. Say:

- Let's remember the English words for feelings: **happy, sad, angry, worried.**
- Let's learn some new English words: **healthy, refuse, drink, milk.**
- Listen while I clap the syllables in these words.

### Teaching Syllables:

#### Syllables in Vocabulary Words

- **health / y:** 2 syllables = 2 claps
- **re / fuse:** 2 syllables = 2 claps
- **milk:** 1 syllable = 1 clap
- **drink:** 1 syllable = 1 clap

9. Say the words again while clapping the syllables.

10. Repeat with learners.

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

12. Ask:

- How does Mary's baby feel?
- How does Sarah's baby feel?

13. Ask learners to tell you one sentence in English about the story.

14. Write the following sentences on the blackboard. For example:

Beginners	More Advanced
Mary's baby is crying. Sarah's baby is happy.	Mary's baby is crying. He drinks cow's milk. Sarah's baby is happy. He drinks breast milk.
The old woman gives Sarah cow's milk. Sarah refuses.	The old woman gives Sarah cow's milk. Sarah refuses.
The old woman gave her children cow's milk. Three children lived.	The old woman gave her children cow's milk. Three children lived.
Mary's baby is crying. Sarah's baby is healthy. He drinks breast milk.	Mary's baby is unhealthy because he drinks cow milk. Sarah's baby is happy and healthy because he drinks breast milk.

15. Read the sentences. Move your finger under **each word** as you read it.
16. Ask learners to say the sentences with you. Point to **each word** as you read it together.
17. Ask learners to find the words **healthy**, **happy**, **feed** in the sentences.

## Activity 12: **Storytelling**

- Show the Module 4, Session 3 picture 'Caring for a baby'.
- Say:
  - In groups, you are going to think of stories that match this picture.
- Say:
  - First, we need a title for our story.
  - Look at the picture. What should we call our story?
- Write that title on the blackboard.
- 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.
- Ask learners to make groups of 2 or 3.

8. Say:
  - Each group will think of a story to go with this title and picture.
9. Say:
  - Create your own story for this picture and title.
  - Think about the beginning, middle and ending of your story.
  - Think about who is in your story and what they are doing.
  - Think about the problem and solution in the story.
10. Give learners some time to think about and discuss their stories in their groups.
11. Ask 1 group to retell their story.
12. Repeat with 2-3 more groups.
13. Ask learners to give you simple sentences in English about their story and write them on the board.
14. Read the sentences. Move your finger under **each word** as you read it.
15. Ask the learners to read the sentences with you. Point to **each word** as you read it together.
16. Ask a learner to read the sentences on their own.
17. Repeat with 2-3 more learners.
18. Ask learners to find important words.
19. Write some key words. Rub out one letter in each word.
20. Ask learners to fill in the missing letters.
21. Ask learners to draw a picture of their favourite part of the story and write a sentence to go with it.

## Teaching Ideas for Activity 13:

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

## Activity 13: Word Building

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

sm	a	o	i
h	k	t	l
c	r	e	s

3. Say the word: **smile**. Point to each letter in the grid and say the sounds slowly: /sm/ - /i/ - /l/ - /e/. Then say the sounds faster to say the word: **smile**.
4. Say the word: **smoke**. Point to each letter in the grid and say the sounds slowly: /sm/ - /o/ - /k/ - /e/. Then say the sounds faster to say the word: **smoke**.
5. Say the word: **smart**. Point to each letter in the grid and say the sounds slowly: /sm/ - /a/ - /r/ - /t/. Then say the sounds faster to say the word: **smart**.
6. On the blackboard draw 4 guiding lines.

## More Words to Build:

- smith
- smack
- small

### Words to Build:

- smile
- smoke
- smart

7. Write the words **smile**, **smoke** and **smart** using the guiding lines. Draw pictures next to each word.
8. Ask learners to write the words **smile**, **smoke** and **smart** using the guiding lines. Tell them to draw pictures next to each word.

## Activity 14: Key Message

1. Ask learners if they remember the key message.
2. Write the key message on the blackboard.  
**Breastfeeding is healthy for mothers and babies.**
3. Read the message. Move your finger under each word as you read it.
4. Ask learners to say the message with you. Point to each word as you read it together.
5. Ask different learners to read the message.
6. Ask learners to come to the front and underline all of the consonants in the message.
7. Ask learners to come to the front and circle all of the vowels in the message.
8. Ask learners to find a word in the message, such as **mothers, healthy, breastfeed**
9. Write the following words on the blackboard: **mo\_\_ers, heal\_\_y, brea\_\_feed**
10. Ask learners to fill in the missing letters.
11. Ask learners to copy the message and draw a picture to go with it.

### Teaching Ideas for Activity 14:

- Write the word **breastfeed** on the board. Ask the learners to look at the word **breastfeed**. See how many words they can make using the letters in the word. For example: fat

## Activity 15: Assessment

1. Hold up the Module 4, Session 3 picture. Point to something in the picture and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people. Ask:
  - What is the mother doing?
  - What is the baby doing?
  - What is happening in the picture?
  - Learners should respond in English: The mother is \_\_\_\_\_. The baby is \_\_\_\_\_.



3. Write many different words on the blackboard.



4. Ask different learners to come to the front and underline some of the words pictured in the Module 4, Session 3 picture. Ask them to read the word and point to the picture.

5. Ask different learners to come to the front and circle a word with the sound /sm/.

6. Say each of the vocabulary words. For each word, ask learners to clap the syllables.

7. Ask learners to count how many syllables they hear in each word.

8. Draw a letter grid on the blackboard.

sm	a	o	i
h	k	t	l
c	r	e	s

9. Ask learners to come to the front and build the words **smile**, **smoke**, **smart** and **smack** by pointing to the letters and saying the letter sounds together to make a word.

10. Put learners into groups of 2.

11. Ask each learner to read the words to their partner.

12. Ask each learner to read all the writing they did today to their partner.

13. Write the following sums on the blackboard.

$30 - 25 =$	$20 - 12 =$	$15 + 15 =$	$10 + 17 =$
-------------	-------------	-------------	-------------

14. Ask the learners to copy the sums in their books and write the answers.

15. Ask each group of learners to talk about the following questions:

- Which English words did you learn today?
- What will you tell your family about today?

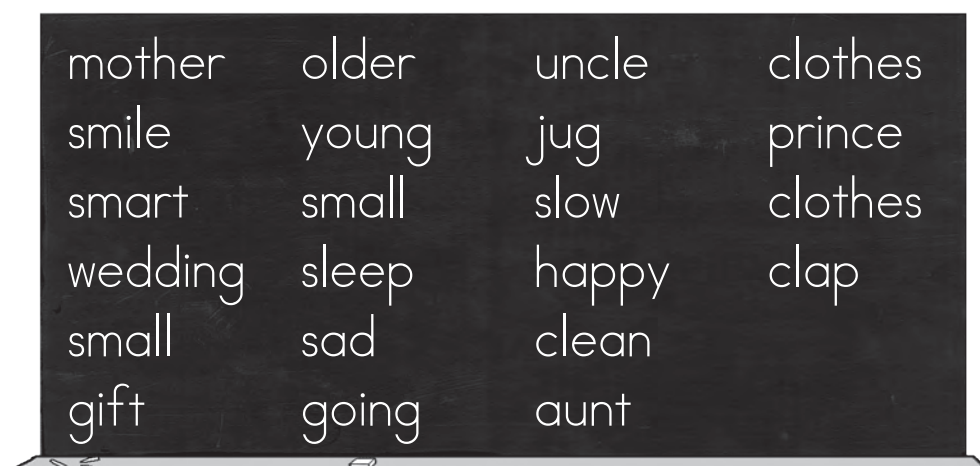
16. Ask some groups to share their answers with the class.

17. Say:

- When you are at home, read the writing you did today to your family.

## Module 4: Assessment

1. Hold up different session pictures. Point to something in the pictures and ask learners to say the vocabulary word using the English phrase.
2. Point to the different people. Ask:
  - What is the man doing?
  - What is the girl doing?
  - What is the mother doing?
  - What is the baby doing?
  - What is happening in the picture?
3. Write many different words on the blackboard.

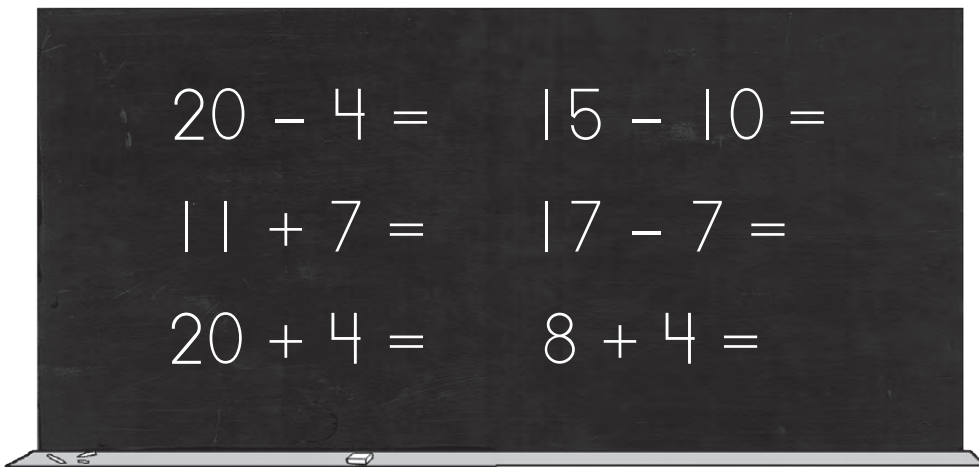


4. Ask different learners to come to the front and underline some of the words pictured in the session pictures.
5. Ask different learners to come to the front and circle a word with the sounds /cl/, /sl/, /sm/.
6. Say the following vocabulary words. For each word, have learners clap the syllables.
  - grandfather
  - gifts
  - baby
  - twins
  - dead
  - mother
  - breast
  - healthy
  - care
7. Ask learners to count how many syllables they hear in each word.

8. Draw a letter grid on the blackboard.

sm	sl	cl
a	p	e
l	r	t

9. Ask learners to come to the front and build the words **clap**, **clear**, **slap**, **sleep**, **smell**, and **smart**, by pointing to the letters and saying the letter sounds together to make a word.
10. Ask different learners to come to the front and demonstrate counting from 30 down to 10, 20 up to 30, 30 down to 1, 15 up to 25, and 20 down to 1.
11. Write many different addition and subtraction problems on the blackboard.



12. Ask different learners to come to the front and solve a problem.
13. Ask the learners to listen carefully and write the following words and sentences. Say: I will repeat the word and sentence 3 times.
- **Words:** old, eat, drink, baby
  - **Sentence:** I want to go to school.
14. To check the answers, ask a different learner to write the letter, word, sentence or number on the blackboard. Check it is correct.

15. Make groups of 5 learners.
16. Use the chart for Session 1: Early marriage.
17. Each group must say all the words they know in English in the picture.
18. Ask each group to write any words they know.
19. Ask each group to say one English word in turn.

# Annex 1: Literacy for Life for Youth Course Assessment

## Part 1: English Phrases

Test each learner individually on the 10 questions from the table below.

1. Start asking the first question, and continue asking the questions in the order in which they are presented until a student fails to answer three questions in a row.
2. Do this individually, with one student at a time, so that the other students don't hear the questions or answers.
3. When asking some questions you will also need to point to an object in the room.  
If a question is answered correctly, mark a (1).  
If a question is answered incorrectly mark a (0).

Question	Answer	Vocabulary		Mark
1. What is your name?	My name is ...	Names		
2. How do you spell your name?	Letters of name	Letters		
3. How old are you?	I am ... years old.	Numbers		
4. How many brothers and sisters do you have?	I have ....	Numbers brother(s) sister(s)		
5. Where are you from?	I am from ...	Places		
6. What is this? (Point at or hold an object)		Book Bag Pen Pencil Chair	Table Knife Spoon Bed Mat	
7. What are you wearing?	I am wearing ...	Clothes		

Question	Answer	Vocabulary		Mark
8. Where is the...? (Point at an object in the room)	It is in/on/ under.....	Table Chair		
9. Can you...?	Yes I can..... No I cannot.....	Walk Run Dance stand up sit down	Sing Skip Sing Read Write	
10. Ask the student to do an action and then ask: What are you doing?	I am ...	Walking Running Dancing Singing	Clapping Skipping Reading Writing	
<p>At the end of the assessment, add up the marks and give the learner a score out of 10 for Part 1 of the assessment.</p> <p><b>1-3 marks</b> – Learner has learnt the basics in English.</p> <p><b>4-7 marks</b> – Learner has made good progress in English.</p> <p><b>8-10 marks</b> – Learner has made excellent progress in English.</p>				

## Part 2: Reading

Test each learner on the letter names, sounds and words in the table below.

1. Ask the learner to say the letter name and letter sound.
2. Ask the learner to read the words.
3. Ask learners to read the sentences

If a question is answered correctly, mark a (1).

If a question is answered incorrectly mark a (0).

Letter	Mark for name
k	
t	
l	
s	
b	
p	
m	
d	
r	
a	

Words	Mark
no	
pen	
sit	
big	
bed	
pot	
book	
South Sudan	
children	
window	

At the end of the assessment, add up the marks and give the learner a score out of 20 for Part 2 of the assessment.

**1-10 marks** – Learner has learnt the basics of reading in English.

**11-15 marks** – Learner has made good progress with reading in English.

**16-20 marks** – Learner has made excellent progress with reading in English.



## Part 3: Writing

1. Give each learner a piece of paper. Ask them to write their name on it.
2. On the blackboard, make a list of the numbers 1-20. Ask learners to copy it on their paper.

1.	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

3. Tell learners that you will read them some letters, words and sentences. You will read each letter and word 3 times.
4. They will write the letter or word on their paper next to the correct number. If they do not know an answer, they should skip it and leave the space next to that number blank.
5. Say the number and letter/word/sentence clearly and slowly 3 times.

Number	Letter or Word	Mark
1	c	
2	e	
3	f	
4	h	
5	b	
6	s	
7	t	

Number	Letter or Word	Mark
8	n	
9	i	
10	o	
11	in	
12	on	
13	bag	
14	run	
15	sister	
16	river	
17	mother	
18	sheep	
19	book	
20	this	

After all learners are finished, collect the papers. Make sure they all have names on them.

If a letter/word is answered completely correctly, mark a (2).

If a word has only one letter wrong, but the first letter is correct, mark a (1). For example, "pot" spelt "pat" would get 1 mark.

If a letter/word is answered incorrectly, mark a (0).

At the end of the assessment, add up the marks and give the learner a score out of 20 for Part 3 of the assessment.

**1-10 marks** – Learner has learnt the basics of reading in English.

**11-15 marks** – Learner has made good progress with reading in English.

**16-20 marks** – Learner has made excellent progress with reading in English.

## Part 4: Numeracy

1. Give each learner a piece of paper. Ask them to write their name on it.
2. Tell learners that you will read them some numbers. You will read each number 3 times. They will write the number on their paper.
3. Say the number clearly and slowly 3 times.

5	19
2	11
6	33
0	41
12	50

4. Tell learners they will now be putting numbers in order from smallest to biggest on their papers.
5. On the blackboard, write the 2 sets of numbers.  
14 8 20 11 7  
35 23 43 27 30
6. Tell learners they will now be solving addition and subtraction problems. They should write the problem with the answer on their papers.

$4+5=$	$10+2=$	$15+6=$	$25+3=$	$11+8=$
$5-2=$	$8-6=$	$15-5=$	$27-2=$	$36-5=$

After all learners are finished, collect the papers. Make sure they all have names on them.

If a number from step 3 is written correctly, mark a (1). **(10 possible marks)**

If a number from step 3 is written incorrectly, mark a (0).

If a number from step 5 is larger than the number before it, mark a (1). **(10 possible marks)**

If a problem from step 6 is copied and answered completely correctly, mark a (2). If it is copied correctly but answered incorrectly, mark a (½). **(20 possible marks)**

At the end of the assessment, add up the marks and give the learner a score out of 40 for Part 4 of the assessment.

**1-15 marks** – Learner has learnt the basics of numeracy.

**16-25 marks** – Learner has made good progress with numeracy.



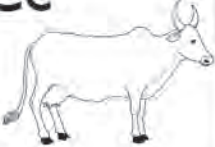



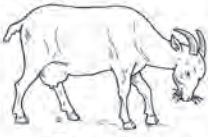

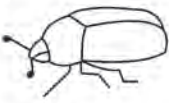








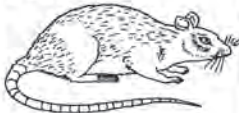
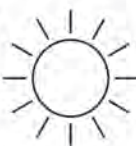
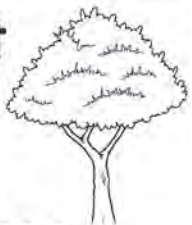






**26-40 marks** – Learner has made excellent progress with numeracy.

## Total Marks for Assessment

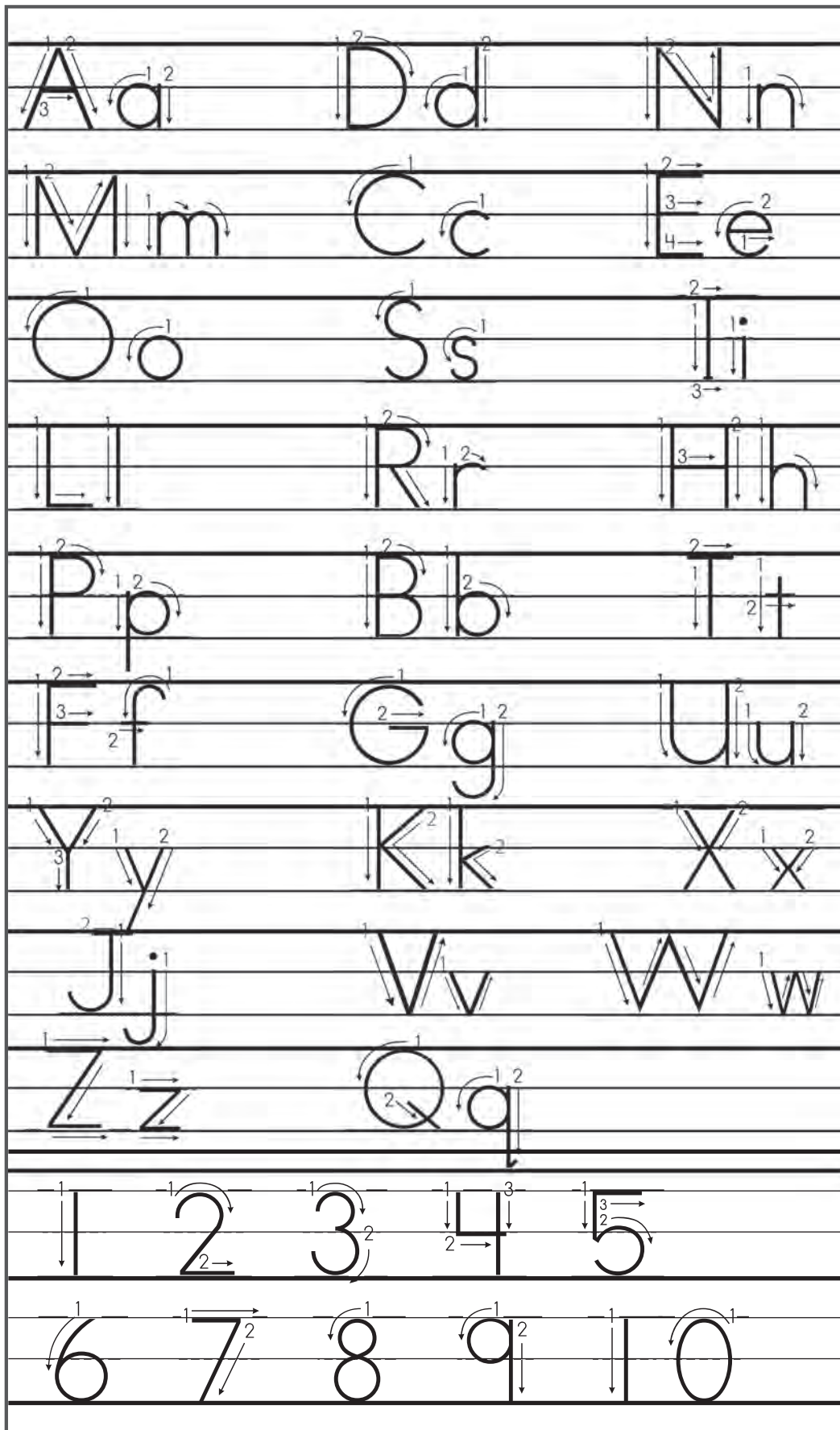
1. Below is a total assessment form.
2. After all learners have taken all 4 parts of the assessment, you should complete 1 form for each learner.
3. In order to pass the Literacy for Life for Youth course, a learner must get at least 52 marks in total across the 4 parts (English Phrases, Reading, Writing and Numeracy).
4. Learners who get less than 55 points should be recommended to repeat the Literacy for Life course.
5. Learners who get 55 points or more should be recommended to join primary 1, ALP level 1 or adult literacy classes.

Part	Possible Marks	Learner's Marks
1	10	
2	20	
3	20	
4	40	
Total	90	

## Annex 2: Alphabet chart

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

## Annex 2: Writing chart





**MDG:IF**  
MDG ACHIEVEMENT FUND



United Nations  
Educational, Scientific and  
Cultural Organization

Juba  
Office



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