



THE PRESIDENT'S  
**RECOVERY**  
PRIORITIES

Education

Ministry of  
Education,  
Science and  
Technology

Lesson plans for

# PRIMARY *Language* ARTS

**3**  
CLASS

**2**  
TERM



## Foreword

Our country's future lies in the education of our children. The Government of Sierra Leone is committed to doing whatever it takes to secure this future.

As Minister of Education, Science and Technology since 2007, I have worked every day to improve our country's education. We have faced challenges, not least the Ebola epidemic which as we all know hit our sector hard. The Government's response to this crisis – led by our President – showed first-hand how we acted decisively in the face of those challenges, to make things better than they were in the first place.

One great success in our response was the publication of the Accelerated Teaching Syllabi in August 2015. This gave teachers the tools they needed to make up for lost time whilst ensuring pupils received an adequate level of knowledge across each part of the curriculum. The Accelerated Teaching syllabi also provided the pedagogical resource and impetus for the successful national radio and TV teaching programs during the Ebola epidemic.

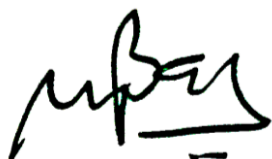
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans – one for each lesson, in each term, in each year for each class. This is a remarkable achievement in a matter of months.

These plans have been written by experienced Sierra Leonean educators together with international experts. They have been reviewed by officials of my Ministry to ensure they meet the specific needs of the Sierra Leonean population. They provide step-by-step guidance for each learning outcome, using a range of recognised techniques to deliver the best teaching.

I call on all teachers and heads of schools across the country to make best use of these materials. We are supporting our teachers through a detailed training programme designed specifically for these new plans. It is really important that these Lesson Plans are used, together with any other materials you may have.

This is just the start of education transformation in Sierra Leone. I am committed to continue to strive for the changes that will make our country stronger.

I want to thank our partners for their continued support. Finally, I also want to thank you – the teachers of our country – for your hard work in securing our future.



Dr. Minkailu Bah

Minister of Education, Science and Technology

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# Introduction to the Lesson Plan Manual

These lesson plans are based on the National Curriculum and meet the requirements established by the Ministry of Education, Science and Technology.

- 1  The lesson plans will not take the whole term, so use spare time to review material or prepare for exams
  - 2  Teachers can use other textbooks alongside or instead of these lesson plans.
  - 3  Read the lesson plan before you start the lesson. Look ahead to the next lesson, and see if you need to tell pupils to bring materials for next time.
  - 4  Make sure you understand the learning outcomes, and have teaching aids and other preparation ready – each lesson plan shows these using the symbols on the right.
  - 5  Quickly review what you taught last time before starting each lesson.
  - 6  Follow the suggested time allocations for each part of the lesson. If time permits, extend practice with additional work.
  - 7  Lesson plans have a mix of activities for the whole class and for individuals or in pairs.
  - 8  Use the board and other visual aids as you teach.
  - 9  Interact with all students in the class – including the quiet ones.
  - 10  Congratulate pupils when they get questions right! Offer solutions when they don't, and thank them for trying.
-  Learning outcomes  
 Teaching aids  
 Preparation

<b>Lesson Title:</b> Poem: Fishermen Come Home (Part I)	<b>Theme:</b> Reading, Writing and Questions	
<b>Lesson Number:</b> L-03-061	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and discuss this week's poem.</p>	 <p><b>Teaching Aids</b> 1. Poem '<i>Fishermen Come Home</i>' (at the end of the plan) 2. Strips of brightly coloured cloth or paper.</p>	 <p><b>Preparation</b> 1. Write the poem '<i>Fishermen Come Home</i>' on board. 2. Underline the new words: coloured, brightly, dish and shining.</p>
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### Opening (3 minutes)

1. **Say:** Have you seen a fisherman before? What work do they do? (Possible answers: they go to the sea to catch fish, they go fishing in rivers.)
2. Give pupils time to respond.
3. **Say:** Today you will learn to read and discuss a poem about fishermen. It is called '*Fishermen Come Home*'.

### Introduction to the New Material (12 minutes)

1. Look at the poem on the board.
2. Point to the new words. Briefly explain their meaning in English or any other language.
3. Show the strips of brightly coloured cloth or paper to the class.
4. **Say:** 'Coloured' means having colour. Houses and boats are often painted in different colours. 'Shining' is something that gives off light, or reflects light, like fish in a boat. A dish is a plate or bowl we eat from.
5. Tell pupils to listen carefully as you read the poem. While reading, pause at the new words.
6. Read the poem slowly and loudly, tracking with a pointer.
7. Then ask pupils to read along with you as you track. You can also have a pupil volunteer to track on the board as the rest of the class reads.

### Guided Practice (8 minutes)

1. Ask pupils to turn to a partner.
2. **Say:** You will answer questions with your partner. After each question, I will give you 1 minute to discuss the answer with your partner. Let us start.
3. **Ask:** Who is the poem about? (Answer: Fishermen) Answer with your partner.
4. **Ask:** What do they do for their living? (Answer: They catch and sell fish.)
5. **Ask:** Why do you think the boats are painted with different bright colours? (Answers: the fishermen like different colours. The colours tell who the boats belong to)

### Independent Practice (10 minutes)

1. **Say:** Now you will write the poem in your exercise books. Underline the new words like I did on the board.
2. Give pupils time to write the poem in their exercise books.



**Closing (2 minutes)**

1. **Say:** Let's read the poem together.
2. Read the poem one last time with the pupils with expression and rhythm.
3. **Say:** Practice reading the poem at home. We will use this poem again in another lesson.

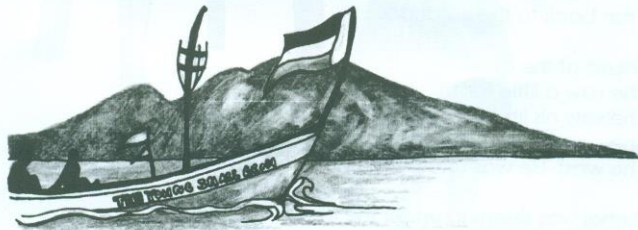
[POEM FISHERMEN COME HOME] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RaISES Education Project






**Fishermen Come Home**

Down the hilly coast,  
Where the sea meets land,  
The sea slides up  
And smoothes the sand.

Brightly colored boats  
Carry shining fish.  
Fishermen come home  
And fill my dish.



<b>Lesson Title:</b> Poem: Fishermen Come Home (Part II)	<b>Theme:</b> Reading, Writing and Questions	
<b>Lesson Number:</b> L-03-062	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read or recite the poem to a partner.	 <b>Teaching Aids</b> The poem ' <i>Fishermen Come Home</i> ' (at the end of the plan)	 <b>Preparation</b> Write the poem ' <i>Fishermen Come Home</i> ' on the board.
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### Opening (2 minutes)

1. **Say:** In our last lesson, we read and discussed the poem '*Fishermen Come Home*'.
2. **Ask:** What do you like about this poem? (Possible answers: I liked seeing the fish in the boats, I like coloured boats.)
3. **Say:** Today you are going to read or 'recite' the poem to a partner. To 'recite' a poem means to say it aloud clearly and loudly with expression and rhythm.

### Introduction to the New Material (13 minutes)

1. Point to the underlined words. Remind pupils of their meanings.
2. Tell the pupils to listen carefully as you read the poem with expression.
3. **Say:** When we recite a poem, we read aloud the lines of the poem. We say groups of words together. Just like when we talk.
4. Recite the first 2 lines of the poem for the pupils.
5. **Say:** I say the whole line before stopping. Try it with me. Let us recite the next 2 lines together.
6. Let them repeat one line at a time after you. Point to the text as they recite the lines.
7. **Say:** Now we will practise more with our partners.

### Guided Practice (5 minutes)

1. Tell pupils to get into pairs to work with a partner.
2. **Say:** Turn to the page in your exercise books where you wrote the poem yesterday. Recite each line of the poem to your partner. You will take turns. While one pupil recites, the other must listen. Both partners must get a turn to recite the poem.
3. Let pupils practise the lines.
4. Walk around the classroom. Make sure pupils understand and are doing the task. Ensure that both partners in the pairs get a chance to recite.

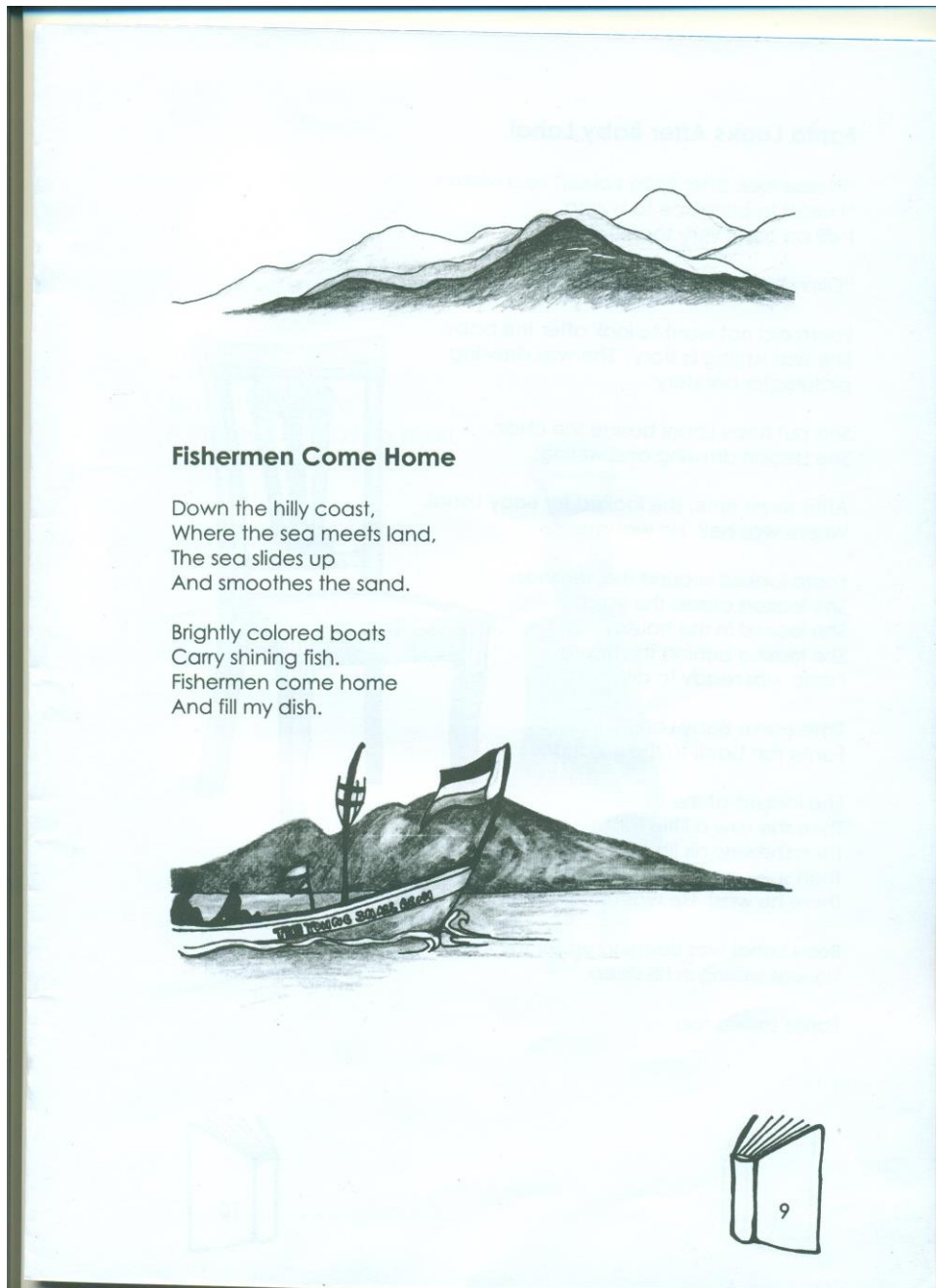
### Independent Practice (12 minutes)

1. **Say:** Now we will recite the whole poem together.
2. Use the pointer to track as you recite with the pupils.
3. Now, you and your partner will recite the poem together, from your exercise books or from the board.
4. Give pupils 2-3 minutes to do this.
5. **Say:** Now, tell your partner what you liked about this poem.
6. Give pupils 2 minutes to discuss this.




**Closing (3 minutes)**

1. Have 1 boy and 1 girl volunteer to come to the front of the class and recite the poem. Praise their effort.
2. **Ask:** Do you think you can read or recite the poem for your family tonight?
3. **Say:** We will continue reading this poem in our next lesson.

[POEM FISHERMEN COME HOME] 1, 2, 3 *Read and Write with Me! Stories and Poems for Children in Class III.* RaISES Education Project



<b>Lesson Title:</b> Questions and Answers: Why, How	<b>Theme:</b> Reading, Writing and Questions	
<b>Lesson Number:</b> L-03-063	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to ask and answer simple questions using 'why' and 'how'.</p>	 <p><b>Teaching Aids</b> Part of the poem 'Fishermen Come Home' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write the first 4 lines of the poem 'Fishermen Come Home' on the board. 2. Write the questions in the Introduction to New Material and Guided Practice on the board. Underline 'Why' and 'How'.</p>
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### Opening (3 minutes)

1. **Say:** Today we will work again with 'Fishermen Come Home'. Open your exercise books and read the poem with me.
2. Read the poem aloud with the class.
3. **Say:** Pupils, today you will learn how to ask 'why' and 'how' questions. Every day, while talking we use 'why' and 'how' in our conversations. Now let us practice.

### Introduction to the New Material (12 minutes)

1. **Say:** Think about the question word 'why'. We use this word to find a reason for something.
2. Read the 'why' question on the board aloud:
3. Why do the fishermen go to sea or to the rivers?
4. **Say:** There is a reason why they go out to the water each day. Look at the last line of the poem. It says 'To fill my dish.' That means they bring fish for us to eat. They sell it at the market.
5. **Say:** Now we will ask a different question with 'how'.
6. Point to the next question.
7. How do fishermen bring the fish in from the sea and rivers?
8. Pick any pupil who volunteers to answer. (Answer: In their coloured boats.)
9. **Say:** Yes, they bring the fish in their boats.

### Guided Practice (5 minutes)

1. **Say:** Now you will practice asking questions with 'why' and 'how' with a partner. Look at the 2 questions on the board.
2. Ask pupils to turn and talk to a partner. Tell them to ask this question:
3. Why do you come to school?
4. **Say:** Listen to your partner's answer.
5. After 2 minutes tell partners to ask this question:
6. How do you come to school?
7. **Say:** Do you walk or by bus? How do you come to school? Tell your partner.
8. Walk around the classroom. Make sure pupils understand and are doing the task.

**Independent Practice** (10 minutes)

1. Tell pupils to write the 2 questions they asked their partner in their exercise books.  
Why do you come to school?  
How do you come to school?
2. **Say:** Now write your own answers to these 2 questions. Why do 'you' come to school? How do 'you' come to school?
3. Give them time to do the work.




**Closing** (2 minutes)

1. Have 1 boy and 1 girl volunteer to read their answer to the class.
2. **Say:** Pupils, today you learnt to ask and answer questions using 'why' and 'how'. We ask a lot of questions during the day. Now you know how to do this. Good job!

*[POEM FISHERMEN COME HOME] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RaSES Education Project*

Brightly coloured boats  
Carry shining fish.  
Fishermen come home  
And fill my dish.

<b>Lesson Title:</b> Who, What, Where, When	<b>Theme:</b> Reading, Writing and Questions	
<b>Lesson Number:</b> L-03-064	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to ask and answer 'who', 'what', 'where' and 'when' questions.</p>	 <p><b>Teaching Aids</b> 1. Part of the poem 'Fishermen Come Home' (at the end of the plan) 2. Flash cards with: Who? What? Where? When?</p>	 <p><b>Preparation</b> 1. Write the first 4 lines of the poem 'Fishermen Come Home' on the board. 2. Make one set of flash cards. 3. Write the questions in the Guided Practice and Independent Practice sections on the board.</p>
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### Opening (5 minutes)

1. **Say:** Open your exercise books. We are going to read 'Fishermen Come Home' together.
2. Ask first the girls and then the boys to lead the class in reading the poem.
3. **Say:** We will ask and answer more questions today with the question words 'who', 'what', 'where' and 'when'.

### Introduction to the New Material (12 minutes)

1. Show and read the flash cards to pupils. Read the question words 'who', 'what', 'where' and 'when' one at a time.
2. **Say:** We use these words to ask questions. Here is an example.
3. **Ask:** Who carries shining fish in their boats?
4. Ask pupils to turn to a partner and answer. (Answer: fishermen)
5. **Say:** Yes, fishermen. Let us try another question. What do fishermen catch?
6. Ask pupils to talk to their partner about this question. (Answer: fish)
7. **Say:** Yes, fishermen catch fish and bring them to the market.
8. **Ask:** Where do they catch the fish?
9. Let pupils answer with a partner. (Answers: in the sea, in the river)
10. **Ask:** When do we eat fish?
11. Let pupils answer with a partner. (Answers: in the morning, in the evening)

### Guided Practice (5 minutes)

1. Tell pupils to turn and talk to a partner.
2. **Say:** You will ask your partner questions with 'who', 'what', 'where' and 'when'.
3. **Say:** Ask your partner this question. 'Who is your friend in class?'
4. Give pupils time to talk.
5. Ask these questions, 1 at a time, give pupils time to talk:
  - a) What is the name of your brother/sister? Your mother/father?
  - b) Where do you live?
  - c) When did you come to school this morning?
6. Tell pupils to listen to their partner's questions and answers.
7. Walk around the classroom. Make sure pupils understand and are doing the task.

**Independent Practice** (10 minutes)

1. Tell pupils to open their exercise books.
2. **Say:** Write 1 question and answer in your exercise books. Use 'who', 'what', 'when' or 'where'.




**Closing** (5 minutes)

1. Have 4 pupils, one for each question word, volunteer to share one of their questions and answers. Praise their effort.
2. **Say:** Today you learnt how to ask and answer questions using 'who', 'what', 'where', 'when'. Remember, we always use the question mark to ask questions with the words 'who', 'what', 'where', 'when', 'how' and 'why'.

*[POEM FISHERMEN COME HOME] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RaISES Education Project*

Brightly coloured boats  
Carry shining fish.  
Fishermen come home  
And fill my dish.

<b>Lesson Title:</b> Word Family 'oat'	<b>Theme:</b> Reading, Writing and Questions	
<b>Lesson Number:</b> L-03-065	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to create, read and write words from the word family 'oat'.</p>	 <p><b>Teaching Aids</b> 1. Flash cards with the letters 'b', 'c', 'fl' and 'g'. 2. Flash card with 'oat'.</p>	 <p><b>Preparation</b> 1. Read the Teacher Explanation at the end of the plan. 2. Make set of flash cards. 3. Write the sentences in the Introduction to New Material and the Guided Practice sections on the board.</p>
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### Opening (2 minutes)

1. Ask pupils if they have ever seen a boat. Wait while pupils respond.
2. **Ask:** Where do we see boats? (Example answers: in the sea, in rivers)
3. **Say:** That is right. This week we read a poem about fishermen.
4. **Say:** Fishermen use boats. Today you will learn to make a word family with the word 'oat'. One of the words in this family is 'boat'.

### Introduction to the New Material (10 minutes)

1. Write the word 'boat' on the board. Ask pupils to read it with you.
2. Underline 'oat' in 'boat'. Slowly sound out the rime /oat/ for the pupils.
3. Tell pupils to sound it out together with you. **Say:** Whenever you see 'o', 'a' and 't' like this together in 'oat', remember to always sound it as /oat/.
4. Show the flash cards 'c', 'fl' and 'g' and name them. Have pupils repeat their sounds after you.
5. **Say:** If I put any of these letters in front of the rime 'oat', we get new words.
6. Write each word on the board: boat, coat, float, goat. Explain to pupils what you did.
7. **Say:** Read the new words with me.
8. **Say:** Now I will choose 1 word to fill in this blank.
9. Read the sentence and ask the pupils which word fits:
10. We use a \_\_\_\_ to cross rivers. (Answer: boat)
11. **Say:** Let's read the next sentence together.
12. Read the sentence slowly for pupils. Let them repeat it after you.
13. When it rains, we use a \_\_\_\_ to cover our body. (Answer: coat)
14. Write 'coat' in the blank.

### Guided Practice (5 minutes)

1. **Say:** Now you will use these words in sentences with a partner.
2. Ask pupils to turn to a partner.
3. **Say:** Talk to your partner about the next sentence.
4. Point to the next sentence.
5. **Ask:** Which word fits here? Tell your partner. Remember, it should be a word that ends with the sound /oat/.

This rubber bowl can \_\_\_\_ in water. (Answer: float)



6. Write 'float' in the blank.
7. **Say:** Now finish the last sentence with your partner.  
The \_\_\_\_ feeds on grass. (Answer: goat)

### **Independent Practice** (15 minutes)

1. **Say:** Now you will write sentences on you own with the 'oat' words. You can take ideas from the board.
2. Let pupils write their sentences.
3. Walk around the classroom. Make sure pupils understand and are doing the task. Support pupils who need help.

### **Closing** (3 minutes)

1. Have a few pupils, boys and girls, volunteer to read 1 of their sentences to the class.
2. **Say:** Let's read all the words from this word family together.
3. Read the words 'boat', 'float', 'coat' and 'goat' and remind pupils of what they mean.
4. **Say:** Today you learnt how to read and write the 'oat' word family. Excellent work!

### *[EXPLANATION FOR THE TEACHER]*

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

Here is the 'oat' word family.

- boat
- float
- coat

A rime is the group of letters with the same sound and letters at the end of the words.

Examples for the 'oat' family:

- boat
- float
- coat




The onset is the first sound of the word family. Different letters ('b', 'f', 'c') are joined to the same rime.

- boat
- float
- coat

Sample words from the 'oat' word family:

- boat
- float
- coat
- goat

<b>Lesson Title:</b> Fanta Looks After Baby Lahai (Part I)	<b>Theme:</b> Reading and Problems in the Story	
<b>Lesson Number:</b> L-03-066	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and discuss the story together.</p>	 <p><b>Teaching Aids</b> Part I of '<i>Fanta Looks After Baby Lahai</i>' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write Part I of the story '<i>Fanta Looks After Baby Lahai</i>' on the board. 2. Underline the new words: look, up, and after. 3. Write the sentence frames in the Introduction to New Material and Guided Practice on the board.</p>
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**Opening (3 minutes)**

1. **Say:** Turn to a partner and talk about this question. What are the three parts of a story called? (Answer: the beginning, the middle, the end)
2. **Say:** Today, we are going to read and talk about a new story. It is called '*Fanta Looks After Baby Lahai*.'
3. Tell pupils to think about the title. Repeat it for them.
4. **Say:** Turn to your partner. Who do you think this story is about? (Possible answers: Fanta, a baby, baby Lahai)

**Introduction to the New Material (10 minutes)**

1. Point to the underlined words. Explain the meaning of each one briefly.
2. **Say:** We will read Part I today and Part II tomorrow. Listen while I read.
3. Read slowly and track each line as you read.
4. Read the story for the second time. Translate some lines in another language if needed.
5. **Ask:** What was Fanta's job in the story? (Answer: To look after Baby Lahai.)
6. **Say:** Let's look back at the story to see.
7. Point to the sentence from the story: Mama asks Fanta to look after Baby Lahai.
8. **Say:** Here is a sentence that gives the answer. Read it with me.  
Mama asks Fanta to look after \_\_\_\_\_. (Answer: Baby Lahai)
9. Write 'Baby Lahai' in the blank.
10. **Say:** Now you will answer more questions with your partners.

**Guided Practice (5 minutes)**

1. Have pupils get into pairs.
2. **Say:** Answer this question with your partner.
3. **Say:** Fanta was not looking after Baby Lahai. What was she doing? Read the story and find the answer with your partner.
4. Give pupils 1 minute to find this answer.
5. Point to the following sentence. **Say:** Here is the answer. Let's complete the sentence.
6. She was \_\_\_\_\_ a story. (Answer: writing)

7. **Say:** Yes, Fanta was writing a story.

**Independent Practice** (15 minutes)

1. **Say:** Look at the board. Write this part of the story in your exercise books.
2. Walk around the class. Make sure pupils are doing the task.
3. If there is time, let pupils read the story from their exercise books.

**Closing** (2 minutes)

1. **Say:** Think about Baby Lahai. Turn to your partner and talk about this. Where could the baby be?
2. Give pupils 1 minute to discuss this with their partners.
3. **Say:** Tomorrow you will read the rest of the story. Then you will know where Baby Lahai is.

*[STORY FANTA LOOKS AFTER BABY LAHAI PART 1] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RaISES Education Project*

Mama asks Fanta to look after Baby Lahai.




Fanta does not want to. She wants to write her story.

Mama leaves, but Fanta does not look after Baby Lahai.

She writes her story.

Fanta looks up. Where is Baby Lahai?

<b>Lesson Title:</b> Fanta Looks After Baby Lahai (Part II)	<b>Theme:</b> Reading and Problems in a Story.	
<b>Lesson Number:</b> L-03-067	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to answer questions about Part II of the story 'Fanta Looks After Baby Lahai'.</p>	 <p><b>Teaching Aids</b> The story 'Fanta Looks After Baby Lahai' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write the story 'Fanta Looks After Baby Lahai' on the board. 2. Underline the new words: look, across, under, after and yard. 3. Write the sentence frames in the Introduction to New Material and Guided Practice on the board.</p>
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**Opening (3 minutes)**

1. **Say:** Today we will read the second part of 'Fanta Looks After Baby Lahai'. Listen while I read Part I of our story to you.
2. Read aloud up to 'Where is Baby Lahai?'
3. **Ask:** Where do you think Baby Lahai is? Turn to a partner and talk about this.
4. Give pupils a minute to talk.
5. Have 1 pair volunteer to answer.
6. **Say:** Today we will read the rest of the story. You will find out where Baby Lahai is.

**Introduction to the New Material (10 minutes)**

1. **Say:** Now I will read the rest of the story.
2. Read the whole story aloud for the pupils.
3. Now, tell pupils to read the story together with you.
4. **Ask:** So, where was Baby Lahai? I will read the story to find the answer. Now, I will use this sentence frame to answer.  
Baby Lahai slept \_\_\_\_\_ the chair. (Answer: under)
5. Tell pupils they will answer more questions about the story now.

**Guided Practice (5 minutes)**

1. Have pupils get into pairs.
2. **Say:** Fanta did not look under the chair. Where did she look?
3. Pause as pupils respond.
4. Tell pupils to use the sentence frames to answer the question.  
She looked \_\_\_\_\_ the yard. (Answer: across)
5. **Ask:** What is another place she looked? Talk to your partner to find the answer.  
She looked \_\_\_\_\_ the house. (Answer: in)
6. **Say:** Finally, Fanta looked under the chair. That was where Baby Lahai was sleeping!

**Independent Practice** (15 minutes)

1. Ask pupils to write lines 6-11 of the story in their exercise books.
2. Walk around the classroom. Make sure pupils are doing the task.
3. Then ask them to write the 3 sentence frames that they just answered in their exercise books.

**Closing** (2 minutes)

1. **Say:** You now know where Baby Lahai was sleeping.
2. Tell pupils that answering questions helps them to understand what they read.
3. **Say:** You have done a great job. Keep it up.

*[STORY FANTA LOOKS AFTER BABY LAHAI] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RaISES Education Project*

Mama asks Fanta to look after Baby Lahai.  
Fanta does not want to. She wants to write her story.




Mama leaves, but Fanta does not look after Baby Lahai.  
She writes her story.

Fanta looks up. Where is Baby Lahai?

Fanta looks across the yard.  
She looks in the house.  
Fanta is ready to cry.

Fanta looks under the chair.  
She finds Baby Lahai sleeping.

<b>Lesson Title:</b> Reading: Characters	<b>Theme:</b> Reading and Problems in Stories	
<b>Lesson Number:</b> L-03-068	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to describe the characters in 'Fanta Looks After Baby Lahai'.</p>	 <p><b>Teaching Aids</b> The story 'Fanta Looks After Baby Lahai' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write the story 'Fanta Looks After Baby Lahai' on the board. 2. Write the sentences in the Introduction to New Material on the board.</p>
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### Opening (4 minutes)

1. **Ask:** Do you remember our last lesson on 'Fanta Looks After Baby Lahai'?
2. Allow pupils to respond.
3. Tell pupils to get into pairs.
4. **Say:** Talk about what you know about the story. Give some examples:
  - a) Mama asked Fanta to look after Baby Lahai.
  - b) Fanta did not watch the baby.
  - c) Fanta wrote her story instead.
  - d) Baby Lahai went missing.
4. Have 2 pairs share what they discussed.
5. **Say:** Today, we will describe the characters in this story. 'Characters', are the people whom the story is about.

### Introduction to the New Material (10 minutes)

1. **Say:** Listen while I read the story to you.
2. Read the story.
3. **Ask:** Who is this story about?
4. Choose volunteers to answer. (Answer: Fanta, Mama and Baby Lahai)
5. **Say:** Yes, the story is about Fanta, Mama and Baby Lahai.
6. **Say:** The characters in this story are Fanta, Mama and Baby Lahai.
7. Point to the sentences on the board.
8. **Say:** I will use these sentences to describe the characters in the story.
9. Track and read the sentences slowly. Let pupils read each sentence after you.
10. **Say:** Mama wants Fanta to do something. Fanta does not want to help Mama.
11. **Ask:** What does Fanta want to do? Use the sentence frame to help you.
12. Fanta wants to \_\_\_\_\_. (Answer: write her story)
13. **Say:** So now we know, that the character Fanta, like writing stories. This is how you get clues about people in a story. Now you will talk more about the characters.

### Guided Practice (8 minutes)

1. **Say:** You will work with a partner or the pupil sitting next to you. Think of a different sentence to say about Mama.
2. **Ask:** What does Mama want Fanta to do? Use the sentence frame to help you.
3. Mama wants Fanta to \_\_\_\_\_. (Answer: look after Baby Lahai)

4. Pause while partners talk about how to fill in the blank.
5. **Say:** Fanta does not want to help Mama. What does she want to do? Tell your partner. Use the sentence frame to help you.
6. Fanta wants to \_\_\_\_\_. (Answer: write her story)
7. Give pupils time to talk.
8. Have 2 pairs share their answers with the class.

**Independent Practice** (10 minutes)

1. **Say:** Now write 1 short sentence about a character in your exercise books. It can be about Mama, Baby Lahai, or Fanta.
2. Tell pupils to use the sentences on the board for help. Let them work with their partners.
3. Walk around the classroom. Assist pupils who need help.

**Closing** (3 minutes)

1. **Ask:** Who wants to read one of their sentences for us?
2. Have 3 pupils, one for each character, volunteer to share their sentence with the class.
3. **Say:** Today you learnt to describe characters in a story. This will help you understand stories and their characters. We will learn to describe more characters in other story lessons. Good job.

*[STORY FANTA LOOKS AFTER BABY LAHAI] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RaISES Education Project*

Mama asks Fanta to look after Baby Lahai.

Fanta does not want to. She wants to write her story.

Mama leaves, but Fanta does not look after Baby Lahai.

She writes her story.

Fanta looks up. Where is Baby Lahai?

Fanta looks across the yard.




She looks in the house.

Fanta is ready to cry.

Fanta looks under the chair.

She finds Baby Lahai sleeping.

<b>Lesson Title:</b> Word Family: 'ook'	<b>Theme:</b> Reading, Writing and Problems in Stories	
<b>Lesson Number:</b> L-03-069	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

	<p><b>Learning outcomes</b></p> <p>By the end of the lesson, pupils will be able to read and write a word family with the rime 'ook'.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>Flash cards 'b', 'l', 'c' and 't'.</li> <li>Flash card with 'ook'.</li> <li>Sample sentences (at the end of the lesson)</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Read the sentences at the end of the plan.</li> <li>Make set of flash cards.</li> </ol>
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### Opening (3 minutes)

- Say:** Think about our last word family lesson we did with the rime 'oat'. 'Boat' is one of the words in the 'oat' family.
- Ask pupils to get into pairs.
- Say:** Tell your partner 1 word from the 'oat' word family. (Answers: coat, goat, float and so on.)
- Today you will learn to read and write a new word family with the rime 'ook'.

### Introduction to the New Material (12 minutes)

- Show pupils the flash card 'ook'. Sound it out loudly: /ook/.
- Now show pupils the flash cards ('b', 'l', 'c' and 't') one at a time. Sound them out loudly.
- Point to 'b' and sound the letter slowly /b/.
- Say:** We all know this letter, 'b'. It makes the /b/ sound.
- Let pupils repeat after you.
- Say:** Join this first flash card 'b' to 'ook'.
- Write the word 'book' on the board. Read the word for pupils.
- Ask pupils to read 'book' with you.
- Say:** We read stories in 'books'. We read 'books' to learn.
- Say:** Let's make another word with a different letter.
- Join the flash card 'l' to 'ook' to make the word 'look'.
- Write the word 'look' on the board and read it for pupils. Ask pupils to read it with you.
- Say:** We 'look' at the letters on the board.

### Guided Practice (5 minutes)

- Say:** Now you will make a new word with the rime 'ook'.
- Ask pupils to get into pairs.
- Say:** Do this with your partners. Join the letters 'c' and 't' with 'ook'.
- Walk around the class. Make sure pupils understand and are doing the task.
- Tell pupils to use the words on the board for help.
- Ask:** What words did you make? (Answers: cook and took)
- Have 3 pairs volunteer to share their words.
- Write the words on the board.
- Ask pupils to read the words on the board.



### **Independent Practice** (12 minutes)

1. **Say:** Now you will work on your own.
2. Refer pupils to 'sh' and 'h' and the rime 'ook' on the board.
3. Ask pupils to open their exercise books.
4. **Say:** Use 'sh' and 'h' to make new words with 'ook'. Then write the words in your exercise books.  
(Answers: shook and hook)
5. Walk around the classroom. Support pupils who need help.
6. **Say:** Now write all the new words in your exercise books: book, look, cook, took, shook and hook.
7. Tell pupils what these words mean by reading the sample sentences below. Check for understanding.




### **Closing** (3 minutes)

1. **Say:** Let's read our new words together: book, look, cook, took, shook and hook.
2. **Say:** Pupils, today you learnt how to read and write words in a word family with the rime 'ook'.  
Good work.

### *[SAMPLE SENTENCES]*

book	We read stories in <u>books</u> .
look	We <u>look</u> at the board to learn.
cook	I help my mother <u>cook</u> our food.
took	We <u>took</u> our shoes off at the door.
shook	We <u>shook</u> the tree to make the fruit fall.
hook	The <u>hook</u> is on the end of the fishing line.

<b>Lesson Title:</b> Problem in 'Fanta Looks After Baby Lahai'	<b>Theme:</b> Reading and Problems in a Story	
<b>Lesson Number:</b> L-03-070	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to discuss the problem Fanta had and how it was resolved.</p>		<p><b>Teaching Aids</b></p> <p>The story 'Fanta Looks After Baby Lahai' (at the end of the plan)</p>		<p><b>Preparation</b></p> <p>Have a copy of the story 'Fanta Looks After Baby Lahai' ready to read aloud.</p>
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### Opening (3 minutes)

1. Put the pupils to get into pairs.
2. **Say:** Think about the story 'Fanta and Baby Lahai'.
3. **Ask:** What do you remember about the story? Tell your partner what you remember about the story.
4. Wait for 1 minute while pupils talk to their partners.
5. **Say:** Today, you will discuss the problem Fanta has and how she solved it.

### Introduction to the New Material (12 minutes)

1. **Say:** Open your exercise books to the story. I will read it aloud. You can follow along. While I read, think about the problem Fanta has in the story.
2. Read the story aloud. Encourage pupils to read along with you.
3. **Say:** There is a problem in every story. Sometimes, something goes wrong. Here, someone is lost. Who is lost?
4. Wait for pupils to respond. (Answer: baby Lahai)

### Guided Practice (7 minutes)

1. **Say:** Turn to your partner. Talk about why this is a big problem for Fanta. (Example answers: she will not be asked to watch the baby again, maybe the baby will be hurt, she is scared, Mama will be angry)
2. Have 2 pairs share their answers.
3. **Say:** Losing a baby is a big problem, is it not?

### Independent Practice (10 minutes)

1. **Say:** At the end of the story, the problem is solved. That is, everything turns out well. Turn to your partner and talk about how the problem is solved. (Answer: Fanta looks under the chair and found Baby Lahai.)
2. Have 2 pairs share their answers.
3. **Say:** Yes, in the end, Fanta finds Baby Lahai. Her problem has been 'resolved'.
4. **Say:** Look at the story in your exercise books. Now read it with me.
5. Read the last lines of the story with the class.

**Closing** (3 minutes)

1. Tell pupils that stories always have a problem. Remind them that problems in stories are always solved.
2. **Say:** Remember this as you read other stories. Someday, you may have the same problem Fanta had. This story may give you ideas to solve your problem.

*[STORY FANTA LOOKS AFTER BABY LAHAI] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RaISES Education Project*

Mama asks Fanta to look after Baby Lahai.  
Fanta does not want to. She wants to write her story.




Mama leaves, but Fanta does not look after Baby Lahai.  
She writes her story.

Fanta looks up. Where is Baby Lahai?

Fanta looks across the yard.  
She looks in the house.  
Fanta is ready to cry.

Fanta looks under the chair.  
She finds Baby Lahai sleeping.

<b>Lesson Title:</b> Poem 'Going Home'	<b>Theme:</b> Reading Writing And Verbs	
<b>Lesson Number:</b> L-03-071	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to read and discuss a poem together.</p>	 <p><b>Teaching Aids</b> The poem 'Going Home' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write the poem 'Going home' on the board. 2. Underline new words: happy, dance, inside and heart. 3. Write the new phrase 'a little dance inside my heart', on the board.</p>
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### Opening (3 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Think of a time you were away from home. Can you remember?
3. **Ask:** How did you feel being away from home? Turn to your partner and talk about how you felt.
4. Give pupils 1 minute to talk.
5. **Say:** I know it is good to be home. Once I visited another city and had a good time. Later I missed home. I missed my friends. I missed the things I do at home. I was very happy to return home. Today we will read a poem about a girl who is away from home.

### Introduction to the New Material (10 minutes)

1. **Say:** Look at the poem on the board. Listen while I read it.
2. Read the poem slowly for the pupils. Point to the new words written on the board.
3. **Say:** We walk tall when we feel happy and proud. Everyone stand up. Stand tall like you are happy and proud.
4. Stand up tall with the pupils. Then ask pupils to sit down again.
5. **Say:** Think about this phrase, 'a little dance inside my heart'.
6. **Ask:** What could this mean? Turn and talk with your partner about this.
7. Give partners a minute to talk.
8. Have 2 pairs share their answers.
9. **Say:** Yes, 'a little dance inside my heart' means to be happy. The girl is happy thinking of getting home to her family. Listen while I read the poem once more.

### Guided Practice (5 minutes)

1. Read the poem again with the pupils.
2. **Say:** Thinking of arriving home makes this girl happy.
3. Let the pupils turn to their partners and talk about the lines: 'A little dance inside my heart, jumps out when I arrive.'
4. **Ask:** How do you make yourself happy when you have to do something hard? Tell your partner what you do.

### Independent Practice (15 minutes)

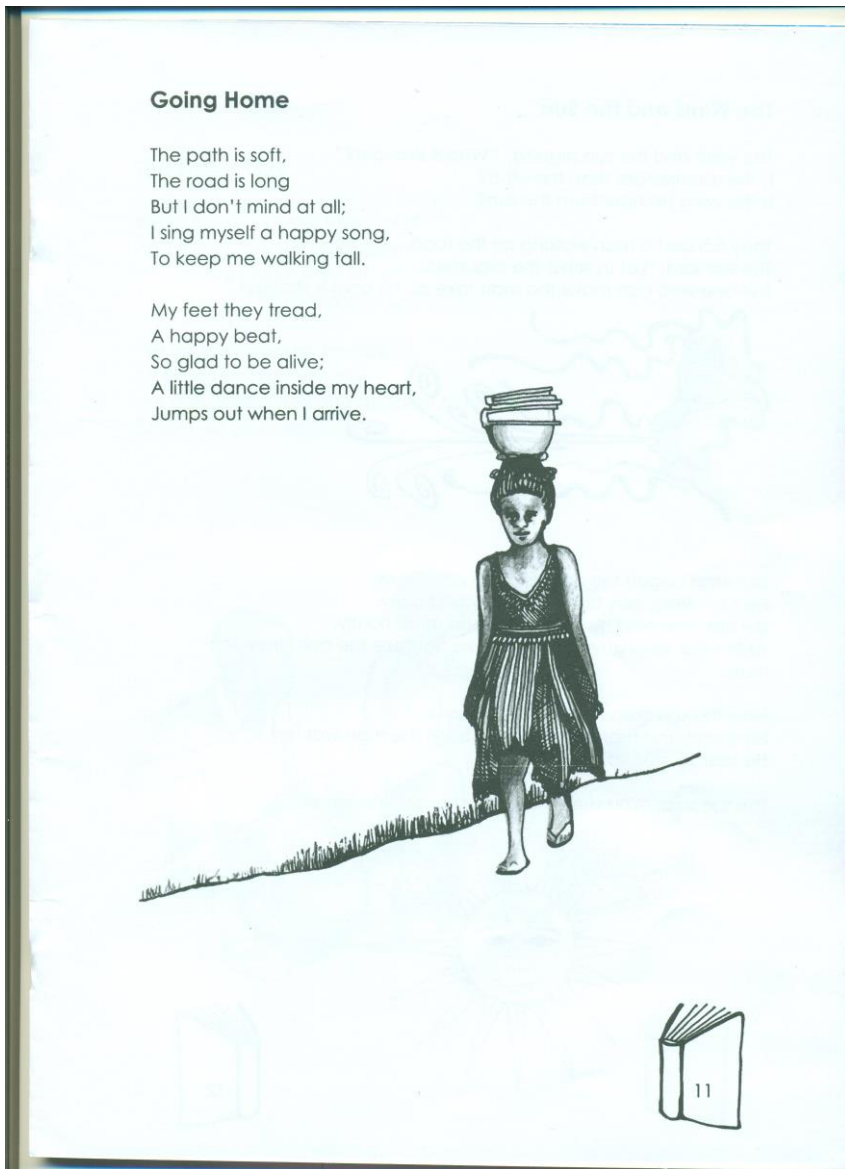
1. Ask pupils to write the poem 'Going Home' in their exercise books.
2. Walk around the class. Support pupils who need help.

3. Ask pupils to discuss the poem with their partners.




**Closing (2 minutes)**

1. **Say:** Pupils, you have read and discussed the poem 'Going Home'. When you go home, read the poem for your parents.

[*POEM GOING HOME*] From *1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III*. RAISES Education Project



<b>Lesson Title:</b> Word Family 'ance'	<b>Theme:</b> Reading, Writing and Verbs	
<b>Lesson Number:</b> L-03-072	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to create, read and write words with the word family 'ance'.</p>	 <p><b>Teaching Aids</b> 1. Flash cards 'd', 'Fr' and 'ch'. 2. Flash card letters 'ance'</p>	 <p><b>Preparation</b> 1. Make set of flash cards. 2. Write the sentences in the Introduction to New Material and Guided Practice sections on the board.</p>
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### Opening (2 minutes)

1. **Ask:** Do you remember last week's lesson about word families?
2. Remind pupils of the 'ook' word family lesson with 'book', 'hook', 'took' and 'look'.
3. **Say:** Today you will learn to read and write a new word family with 'ance'.

### Introduction to the New Material (10 minutes)

1. Write the word 'dance' on the board. Ask pupils to read it with you.
2. Underline 'ance' in 'dance'. Slowly sound out the rime /ance/ for the pupils.
3. Tell pupils to sound it out together with you.
4. Show the flash cards 'Fr' and 'ch' and sound them out. Have pupils repeat them after you.
5. **Say:** If I put any of these letters in front of the rime 'ance', we get a new word. Show the pupils.
6. Write each word on the board: dance, France and chance. Tell pupils the meanings of the new words.
7. **Say:** Read the new words with me.
8. **Say:** Now I will choose 1 word to fill in this blank.
9. Point to the first sentence.
10. **Say:** Let's read the next sentence together.
11. Read the sentence slowly for pupils. Let them repeat it after you.
12. Children love to \_\_\_\_\_ in the moonlight. (Answer: dance)
13. Write 'dance' in the blank.

### Guided Practice (5 minutes)

1. **Say:** Now use the other words in sentences.
2. Ask pupils to turn to a partner. Point to the next sentence.
3. **Say:** Talk to your partner about the next sentence.
4. **Ask:** Which word fits here? Tell your partner.
5. My uncle lives in \_\_\_\_\_. (Answer: France)
6. **Say:** France is the name of a country.
7. Write 'France' in the blank.
8. **Say:** Now finish the last sentence with your partner.
9. The boy asked for one more \_\_\_\_\_. (Answer: chance)

### Independent Practice (15 minutes)

1. **Say:** Now you will write the sentences on your own with the 'ance' words.

2. Allow pupils to copy the sentences from the board.
3. Walk around the classroom. Make sure pupils understand and are doing the task.

**Closing** (3 minutes)

1. Have 2 boys and 2 girls volunteer to read 1 of their sentences to the class.
2. **Say:** Let us read all the words from this word family together.
3. **Say:** Today you learnt how to read and write the 'ance' word family. You can tell your family about these words.

*[EXPLANATION FOR THE TEACHER]*




A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

Sample words from the 'ance' word family:

- dance
- France
- chance

Here, the 'rime' is 'ance'. The onset, that is, the changing letters before the rime, are 'd', 'Fr', and 'ch'.

<b>Lesson Title:</b> Reading and Writing Short Words	<b>Theme:</b> Reading Writing And Verbs	
<b>Lesson Number:</b> L-03-073	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, the pupils will be able to make a list of words and phrases that tell about a time they travelled away from their community.</p>	 <p><b>Teaching Aids</b> The story '<i>Fatu Goes to Freetown</i>' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write these new words on the board: tarred, village, uncle and different. 2. Write the new phrases on the board: 'make new friends', 'miss old friends' and 'spend a week'. 3. Write the sentence frame in the Guided Practice section on the board.</p>
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### Opening (2 minutes)

1. **Say:** Have you ever gone away from your community or village? What was it like?
2. Have 2 girls and 2 boys volunteer to respond to this question.
3. **Say:** Today we are going to make a list of words and phrases about going away from your community.

### Introduction to the New Material (15 minutes)

1. **Say:** Here is a story about a girl. She left her village to go to Freetown.
2. Read the story on the board slowly and with expression.
3. Point out the new words: village, uncle, different and tarred. Explain the new words to the pupils.
4. Read the first 3 sentences of the story.
5. **Say:** Fatu goes to Freetown on the bus.
6. Read the remaining lines of the story.
7. **Say:** When we go to new places, we see different things from the ones in our village or community. Fatu passed through other towns and villages. Freetown is very different than her village.
8. Write these phrases on the board and read them to the pupils:
  - a) ride on the bus
  - b) see different things
  - c) the city is not like her village
8. **Say:** Going away from home can make us sad, like Fatu. She missed her friends. But she made new ones in Freetown. She was happy.
9. Add these phrases to the list:
  - a) miss friends
  - b) make new friends
  - c) spend a week
10. Read the list to pupils.

### Guided Practice (5 minutes)

1. **Say:** Read through this list with me.



2. **Ask:** Can you think of a time you left your home? Or maybe you went to visit someone in another town or city?
3. Give pupils a minute to think about this.
4. **Say:** Practice talking to your partner with one of these sentence frames.
5. Read the sentence frames aloud with the pupils. Tell pupils they should use sentence 'a' if they have left the community, or sentence 'b' if they have not left their community.
  - a) A time I visited another place I \_\_\_\_\_.
  - b) I want to visit my \_\_\_\_\_.
8. Give pupils 2 minutes to talk.
9. Walk around the classroom. Support pupils who need help.

**Independent Practice** (10 minutes)

1. **Say:** You will write a phrase or a sentence in your exercise book. Look at our list. The sentence should be about a time you left the community, or a place you wish to visit. You can write one of these groups of words, or phrases, from the board.
2. Read the sentence frames again.
3. Tell pupils to write in their exercise books.
4. Walk around the classroom. Make sure pupils understand and are doing the task.

**Closing** (3 minutes)

1. Invite a girl and a boy to read a phrase or sentence from their exercise book.
2. **Say:** Today you learnt how to make a list of words and phrases from a story. Now you can talk about trips you take. Or want to take someday. Good work!

[*STORY FATU GOES TO FREETOWN*]- by Nathaniel A. Pearce

Fatu spends a week with her uncle in Freetown.

It is her first time to leave the village.

She goes by bus through different towns.




Freetown is different from her village.

Freetown has many tarred roads.

She sees many cars and trucks and big houses.

Fatu loves Freetown!

<b>Lesson Title:</b> Present Progressive Tense	<b>Theme:</b> Reading, Writing and Verbs	
<b>Lesson Number:</b> L-03-074	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use words ending in 'ing' to talk about things happening now.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> 1. Write these words on the board: eating, teaching, writing, playing, jumping. 2. Write the sentences in the Introduction to New Material, Guided and Independent Practice sections on the board.</p>
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### Opening (3 minutes)

1. Lead pupils in a familiar song with actions like clapping, jumping and dancing.
2. **Say:** Remember that we have talked about verbs. Verbs are words that describe actions, like run, write and cook.
3. **Say:** We can use verbs to talk about things we do now. Sometimes we talk about what we did yesterday. The verbs we use are in different times or tenses.
4. **Say:** Today you will learn how to use a different tense. The verbs end in 'ing' to talk about things happening now.

### Introduction to the New Material (12 minutes)

1. Explain the meaning of present progressive tense. **Say:** We use it to talk about what is happening right now.
2. **Say:** Look at the sentences on the board. I will read them for you.
  - a) I am teaching a class.
  - b) Amadu is looking at the board.
  - c) You are writing in your exercise books.
3. **Say:** We use words ending in 'ing' when we talk about things happening now.
4. **Say:** There is always a helping verb with an 'ing' verb, like 'am', 'are' or 'is'.
5. Point the helping verbs out in the sentences on the board.
6. Ask pupils to read the sentences as you point to each word.

### Guided Practice (5 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Work with a partner to read more sentences:
  - a) Fatmata is playing.
  - b) She is jumping outside.
3. Tell pupils to say a new sentence using 'ing'.
4. **Say:** Start with 'I am \_\_\_\_\_ with a partner'. (Answer: talking, speaking)

### Independent Practice (12 minutes)




1. **Say:** Now look at the last 3 sentences. Fill in the blank spaces with the right 'ing' word.
  - a) Ramatu is \_\_\_\_\_ with the song. (clap+ping)

- b) The teacher is \_\_\_\_\_ in class. (talk+ing)  
c) The boy is \_\_\_\_\_ to the music. (listen+ing)
2. Ask pupils to open their exercise books.
  3. **Say:** Write these 3 sentences in your exercise books.
  4. Give the pupils time to write.
  5. **Say:** Now write the sentences from the board into your exercise books.
  6. Give pupils some time to copy the sentences.
  7. Walk around the classroom. Make sure pupils understand and are doing the task.

**Closing** (3 minutes)

1. Choose 1 girl and 1 boy to read a sentence for the class.
2. Then **say:** Today you learnt how to use verbs ending in 'ing' to talk about things happening now.

<b>Lesson Title:</b> Reciting a Poem About a Trip	<b>Theme:</b> Reading Writing and Verbs	
<b>Lesson Number:</b> L-03-075	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to recite a short poem to another pupil.</p>	 <p><b>Teaching Aids</b> Poem Frame: 'Going on a Trip' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write the poem frame on the board. 2. Write these words on the board: bicycle, car, bus, markets, family and friends.</p>
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### Opening (3 minutes)

1. **Say:** This week we read 'Fatu Goes to Freetown'. Fatu takes a trip to visit her uncle. Think about a trip you made. Or maybe a trip you want to make.
2. Pause while pupils think about this.
3. Ask pupils to make pairs.
4. **Say:** Tell your partner where you went and who you visited on your trip. Or talk about a trip they want to take.
5. Give pupils 1 minute to talk to their partner.
6. **Say:** Today you are going to recite your own short poem about a trip.

### Introduction to the New Material (8 minutes)

1. Point to the poem frame on the board.
2. Read the poem on the board for the pupils slowly. Leave the blanks empty.
3. **Say:** Now I will show you how to make a poem. I will fill in each blank about my trip. You can also give me ideas or suggestions to fill in these blanks. Raise your hands if you want to do so.
4. Fill in the blanks of the poem frame below orally.

#### Going on a Trip

In the morning,

I go on a trip to \_\_\_\_\_. (Example answers: Bo, Kenema, Makeni, Kono)

I ride \_\_\_\_\_. (Example answers: a bus, a bicycle, in a car)

There I will see \_\_\_\_, \_\_\_\_ and \_\_\_\_\_. (Example answers: friends, family, uncles, aunts, markets, etc.)

Ending in the evening.

Happy to be back home.

5. Recite your poem again for pupils.

### Guided Practice (10 minutes)

1. **Say:** Turn to a partner. You will work together.
2. Ask pupils to think about a trip they made or they want to make.
3. **Say:** Use the poem frame to make up a poem.
4. Give pupils time to orally create a poem using the frame.

**Independent Practice** (10 minutes)

1. **Say:** Practise reciting your poem one more time.
2. Ask pupils to turn to a partner and recite their poem again.
3. Now ask the other partner in the pair to recite their poem.
4. Walk around the classroom to hear pupils' poems.

**Closing** (4 minutes)

1. Have any 1 pupil volunteer to recite their poem for the class.
2. Tell pupils to recite their poems for their parents.

*[GOING ON A TRIP (POEM FRAME)]*

Starting in the morning,

I go on a trip to \_\_\_\_\_.




I ride \_\_\_\_\_.

There I will see \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Ending in the evening.

Happy to be back home.

<b>Lesson Title:</b> Number Words 2	<b>Theme:</b> Reading, Verbs and Pronouns	
<b>Lesson Number:</b> L-03-076	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and write number words from 20 to 40.</p>	 <p><b>Teaching Aids</b> 1. The 'Counting Song' (at the end of the plan) 2. Number Words 20-40 (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write the 'Counting Song' on the board. 2. Write the number words 20-40 on the board. 3. Write the following number words to review on the board: eight, five, twelve, sixteen, fourteen, three and seven.</p>
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### Opening (3 minutes)

1. Ask pupils to stand and sing the 'Counting Song' with you.
2. **Say:** You can read and write number words from 0 to 20.
3. Ask pupils to read the number words up to 20 on the board.
4. **Say:** Today you will continue learning how to read and write number words from 20 to 40. This is important because we use numbers every day to count things and objects.

### Introduction to the New Material (15 minutes)

1. Read the numbers 20 to 40 while pupils listen carefully. Do this by pointing at the numbers on the board.
2. Ask pupils to read along with you a second time.
3. Repeat the numbers 20, 30 and 40.
4. **Say:** These numbers are important because they are part of the other numbers.
5. **Ask:** Do you see the pattern?
6. Repeat twenty-one, twenty-two, thirty-one, thirty-two, forty-one, forty-two. Stress the first part of each number.
7. **Say:** Now you will practise reading and writing these numbers.

### Guided Practice (5 minutes)

1. Ask pupils to read the number words from 20 to 40 with the whole class. Do this by pointing at the number words on the board.
2. Point at the number words and ask pupils in different rows to read the numbers.
3. Assist pupils who need help.

### Independent Practice (10 minutes)

1. Ask pupils to open their exercise books.
2. **Say:** Now you will write the number words 20 to 40 in your exercise books.
3. Walk around the classroom. Make sure pupils understand and are doing the task.
4. Encourage pupils sitting next to one another to help each other.

**Closing (2 minutes)**

1. Point to some number words randomly and ask pupils in rows to say each number.
2. **Say:** Great work boys and girls! Today you learnt how to read and write numbers from 20 to 40. Numbers are so important in our lives. You can practice numbers with your family or when you go to the market.

*[A COUNTING SONG]*

One hand,  
Five fingers,  
Snap, snap, snap.

Two hands,  
Ten fingers,  
Clap, clap, clap.




One foot,  
Five toes,  
Tap, tap, tap.

Two feet,  
Ten toes,  
Stamp, stamp, stamp.

**Number Words: 20-40**

20	30	40
Twenty	Thirty	Forty
Twenty-one	Thirty-one	
Twenty-two	Thirty-two	
Twenty-three	Thirty-three	
Twenty-four	Thirty-four	
Twenty-five	Thirty-five	
Twenty-six	Thirty-six	
Twenty-seven	Thirty-seven	
Twenty-eight	Thirty-eight	
Twenty-nine	Thirty-nine	

<b>Lesson Title:</b> Writing with the Verb 'To Be'	<b>Theme:</b> Reading, Verbs and Pronouns	
<b>Lesson Number:</b> L-03-077	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use 'to be' to talk and write about their lives.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> 1. Write the sentence frames in the Introduction to New Material on the board. 2. Complete the sentence frames for yourself to describe yourself.</p>
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**Opening (5 minutes)**

1. Remind pupils how to use the verb 'to be'. Use this information to explain.

Singular	Plural
I am	We are
You are	You are
He is	They are
She is	
It is	

2. **Say:** Today you will learn how to use the verb 'to be' to talk and write about your life.

**Introduction to the New Material (10 minutes)**

1. Refer pupils to the sample description of yourself on the board:  
My name is Mohamed Kamara.  
I am a teacher.  
My family is a big family.  
We are Muslim.  
I am married.  
I am teaching at the Khulafai Rashideen Islamic Primary.
2. Read the sentences slowly with the pupils.
3. Read the sentences again. Point to the 'to be' verbs 'is', 'am' and 'are'.
4. **Say:** This is how we use 'to be' to write about our lives.
5. Underline the words you want pupils to know when asked to fill in the sentence frames.

**Guided Practice (5 minutes)**

1. Erase the words that describe you, the teacher. Leave the sentence frames on the board for the class to use.
2. **Say:** Use the sentence frame on the board to practise. Turn to a partner and say these sentences. Make them true for you. Use your name and your age.



### **Independent Practice** (10 minutes)

1. Tell pupils to open their exercise books.
2. **Say:** I want you to write three of the sentences on the board. You decide which ones to write.
3. **Say:** Fill in the blank spaces with the words that are true for you.

My name is \_\_\_\_\_.

I am \_\_\_\_\_ years old.

My family is \_\_\_\_\_. (big or small)

We are \_\_\_\_\_ Muslim or Christian

I am in \_\_\_\_\_. (class)




I am attending \_\_\_\_\_ School.

4. Walk around the classroom. Make sure pupils understand and are doing the task. Support pupils who need help.

### **Closing** (5 minutes)

1. **Say:** Good work, everyone.
2. Have 2 girls and 2 boys volunteer to read a sentence for the class.
3. Then **say:** Today you wrote about your life with the verb 'to be'. In another lesson, we will use 'to be' to write about many things this year.

<b>Lesson Title:</b> Comparative Adjectives	<b>Theme:</b> Reading, Verbs and Pronouns.	
<b>Lesson Number:</b> L-03-078	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to list and use examples of different comparative adjectives.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> 1. Write the first and second levels of adjectives in the Introduction to New Material. 2. Write the sentence frames in the Independent Practice section on the board.</p>
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**Opening (3 minutes)**

- Ask:** Do you remember our lessons about describing words? We call them adjectives. Here are 2 examples.
- Look at the board and say each sentence slowly. Put stress on the adjectives, 'black' and 'tall'.
  - John is riding a 'black' bicycle.
  - Binta is a 'tall' girl.
- Then say: Today you will learn how to use different adjectives to describe two different things or people. We call that 'comparing'. The words we use are called 'comparative' adjectives.

**Introduction to the New Material (12 minutes)**

- Say:** Let's start with two kinds of adjectives.
- Refer pupils to the table on the board.

Level 1 (Positive)	Level 2 (Comparative)
Tall	Tall <u>er</u> than
Short	Short <u>er</u> than
Small	Small <u>er</u> than

- Say:** The first kind describes only 1 thing or person. For example, James is 'tall'.
- Point to 'tall'.
- Say:** Sometimes we need to compare 2 things. Then we add 'er' and the word 'than'. For example, James is 'taller than' his brother.
- Point to 'taller than'.
- Explain the other words in the table with sample sentences.
- Have 2 girls volunteer to stand where they are.
- Say:** Let us compare their heights with the words 'tall' and 'taller'. (Janet is taller than Mariama.)
- Have 2 boys volunteer to stand. Compare their heights with the words 'short' and 'shorter'. (Example answer: James is shorter than Osuma.)
- Say:** Any time we compare two people, we add 'er' to the adjective. Then we use the word 'than'.

### **Guided Practice** (5 minutes)

1. **Say:** Now you will practise comparing two things.
2. **Say:** Let's start with boats – a blue one and a yellow one. Use 'long' and 'longer' to compare two boats. Your sentence could sound like this. 'The blue boat is longer than the yellow boat.'
3. Tell pupils to get into pairs and to turn and talk to a partner. Give them time to say a sentence.
4. **Say:** Continue with boats. This time use 'fast' and 'faster' to compare the boats.
5. Give pupils time to do this activity.
6. **Ask:** Who can tell us their sentence with 'fast' and 'faster'? (Possible answers: the yellow boat is faster than the blue boat. The blue boat is faster than the yellow boat.)
7. Choose a boy and a girl to say their sentences.




### **Independent Practice** (13 minutes)

1. **Say:** Open your exercise books.
2. Ask pupils to look at the sentence frames on the board.
3. Tell them to fill in the blank spaces with the right adjectives. Write the whole sentence.
  - Ibrahim is a \_\_\_\_\_ runner. (Answer: fast)
  - Yeabu runs \_\_\_\_\_ than Ibrahim. (Answer: faster)
  - This rope is \_\_\_\_\_. (Answer: long)
  - This rope is \_\_\_\_\_ than the string. (Answer: longer)
4. Walk around the classroom. Support pupils who need help.

### **Closing** (2 minutes)

1. **Say:** Today you learnt how to use adjectives to compare people and things. You will do this again many times this year.
2. Tell pupils to look for things at home that they can compare.

<b>Lesson Title:</b> Possessive Pronouns	<b>Theme:</b> Verbs and Pronouns	
<b>Lesson Number:</b> L-03-079	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to talk about life in the classroom using possessive pronouns.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> 1. Write the Possessive Pronouns table in the Introduction to New Material on the board. 2. Write the sentences with possessive pronouns in the Independent Practice section on the board.</p>
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### Opening (3 minutes)

1. Remind pupils that pronouns take the place of nouns.
2. **Say:** Here is an example: Mustapha's sister is young. She is not in school yet. 'She' is a pronoun. Instead of taking the sister's name, we just refer to her as 'she'.
3. Ask pupils to name a few more pronouns. (Possible answers: he, we, they, it)
4. Write: he, we, they, it on the board.
5. **Say:** Today you will learn how to use another kind of pronoun. They are called possessive pronouns. They show who something belongs to. You will use them today to talk about life in the classroom.

### Introduction to the New Material (12 minutes)

1. **Say:** A possessive pronoun shows who or what has something. For example, this is 'my' pencil. I am the one who uses it.
2. Stress 'my' as you say the example sentence.
3. Tell pupils to look at the Possessive Pronouns table:

Singular Possessive Pronouns	Plural Possessive Pronouns
My	Our
Your	Your
Her	Their
His	
Its	

4. Ask pupils to read the possessive pronouns on the board. Track each one as you read.
5. Read these possessive pronoun sentences with the pupils:
  - a) 'My' friends work with me in class.
  - b) 'His' partner helps him to read.
  - c) 'Our' class is clean.

**Guided Practice** (5 minutes)

1. Tell pupils to open their exercise books and write the possessive pronouns.
2. **Say:** You will use these in a few minutes.
3. Give pupils a few minutes to write the pronouns. Walk around and support pupils who need help.




**Independent Practice** (10 minutes)

1. Then **say:** Look at the sentence frames on the board. Fill in the blank spaces with the right possessive pronouns.
  - a) The pupils are in \_\_\_\_\_ class. (Possible answers: their, my, our)
  - b) \_\_\_\_\_ book is on the table. (Possible answers: your, his, her)
  - c) The boy took \_\_\_\_\_ pencil. (Possible answers: my, her, his)
2. Make sure pupils understand and are doing the task.

**Closing** (5 minutes)

1. Have 1 girl and 1 boy volunteer to read a sentence they wrote for the class.
2. Then **say:** Today you learnt how to use possessive pronouns. Try to use them at home as well.

<b>Lesson Title:</b> The Wind and the Sun (Part I)	<b>Theme:</b> Reading, Verbs and Pronouns	
<b>Lesson Number:</b> L-03-080	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and discuss the story 'The Wind and the Sun' (Part I).</p>	 <p><b>Teaching Aids</b> The story '<i>The Wind and the Sun</i>' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write Part I of the story '<i>The Wind and the Sun</i>' on the board. 2. Underline the new words in the story: argued, contest and stronger. 3. Write the sentence frames in the Introduction to New Material on the board.</p>
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### Opening (2 minutes)

1. **Say:** Think about the weather. Sometimes it rains. Sometimes it is sunny. Sometimes the wind blows.
2. **Ask:** What kind of weather do you like best?
3. Tell pupils to turn to a partner and talk about this.
4. Give them a minute to talk about their favourite weather.
5. **Say:** Today you will read a story about an argument between the wind and the sun.

### Introduction to the New Material (13 minutes)

1. **Say:** Let's first look at the underlined words in the story. Explain the meaning of these words.
2. **Say:** Look for these words while I read the story.
3. Track as you read the story slowly.
4. Read the story for a second time.
5. Point to the sentence frames below.
6. **Say:** We will choose a word from our list to put in the blank space. We can look in the story for the missing words.
7. Write the correct word in each sentence. Read and explain the meaning of each sentence.
  - a) The wind and the sun \_\_\_\_\_. (Answer: argued)
  - b) A \_\_\_ walked on the road. (Answer: man)
  - c) The man decided the winner of the \_\_\_\_\_. (Answer: contest)

### Guided Practice (5 minutes)

1. **Say:** Now read the poem again with me.
2. Use the pointer to track as you read.
3. Tell pupils to read the sentences with a partner.

### Independent Practice (12 minutes)

1. Tell pupils to write the first four lines of the story '*The Wind and the Sun*' in their exercise books.
2. Give pupils time to write. Make sure pupils understand and are doing the task.

**Closing** (3 minutes)




1. **Say:** You have read and talked about a story of the wind and the sun. Tell this story to your parents at home.

*{STORY THE WIND AND THE SUN PART I}* From 1, 2, 3 *Read and Write with Me! Stories and Poems for Children in Class III.* RaISES Education Project

The wind and the sun argued.  
Who is stronger?

They asked a man walking on the road.  
“Help us decide the contest.”

<b>Lesson Title:</b> The Wind and the Sun (Part II)	<b>Theme:</b> Reading, Verbs and Pronouns	
<b>Lesson Number:</b> L-03-081	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and discuss the story.</p>	 <p><b>Teaching Aids</b> The story '<i>The Wind and the Sun</i>' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write the story '<i>The Wind and the Sun</i>' on the board. 2. Underline the new words in the story: blew, shone and kindness. 3. Write sentence frames from the Guided Practice section on the board.</p>
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### Opening (3 minutes)

1. **Say:** Think about the story '*The Wind and the Sun*'.
2. Ask pupils to say 1 thing they remember about the story.
3. Allow 2 or 3 pupils to answer.
4. **Say:** Today we will finish reading the story about the wind and the sun. We will learn who wins the argument.

### Introduction to the New Material (12 minutes)

1. **Say:** Let's look at the underlined words in the story.
2. Define these words for the pupils, or translate if necessary.
3. Tell the pupils to spell and read the new words after you.
4. **Say:** Listen carefully while I read the story.
5. Track as you read the story slowly while pupils listen. Read the second part of the story for a second time.
6. **Say:** Now read with me.
7. Use the pointer to track as you read with the pupils.
8. **Say:** You have read and listened to the story about the wind and the sun. Now you are going to discuss this story with your partners.

### Guided Practice (5 minutes)

1. Show pupils the sentence frames and read them aloud:
  - a) The wind \_\_\_\_\_. (Answer: blew)
  - b) The sun \_\_\_\_\_. (Answer: shone)
  - c) The man decided the \_\_\_\_\_ won the contest. (Answer: sun)
2. Ask pupils to get into pairs.
3. **Say:** Talk together with your partners. Fill in the blanks in the sentences on the board.
4. Read the sentences with the pupils slowly.

### Independent Practice (12 minutes)

1. **Say:** Open your exercise books. Now you will finish writing the story '*The Wind and the Sun*'.
2. Give pupils time to write.



3. Walk around and make sure pupils are doing the task.

**Closing** (3 minutes)

1. **Say:** Follow along in your exercise books. I will read 'The Wind and the Sun' aloud for you.
2. Read the story with the pupils.
3. **Say:** You have read and talked about the story about the wind and the sun. Tell this story to your parents at home. We will read other stories later this year. Great work!

*[STORY THE WIND AND THE SUN] From 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RaISES Education Project*

The wind and the sun argued.

Who is stronger?

They asked a man walking on the road.

Help us decide the contest.




The wind blew and blew. The man held onto his coat.

The sun came out. The sun shone warm.

The man took his coat off.

He said, "The sun wins with kindness."

<b>Lesson Title:</b> Poem: The Day's End	<b>Theme:</b> Reading, Writing and Opinion	
<b>Lesson Number:</b> L-03-082	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

	<p><b>Learning outcomes</b> By the end of the lesson, pupils will be able to track and read aloud this week's poem.</p>		<p><b>Teaching Aids</b> The poem '<i>The Day's End</i>' (at the end of the plan)</p>		<p><b>Preparation</b> 1. Write the poem '<i>The Day's End</i>' on the board. 2. Underline new words, shining, friends, left, right and fun.</p>
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### Opening (3 minutes)

1. **Ask:** What do you do at the end of every day before going to sleep?
2. Allow some pupils to respond.
3. **Say:** Our poem this week is about what some people do at the end of their day.
4. **Say:** Today you will track and read aloud this week's poem.

### Introduction to the New Material (15 minutes)

1. Point to the poem on the board.
2. Read the new words for the pupils: shining, friends, left, right and fun.
3. Tell pupils to read the new words.
4. Teach pupils the meanings of the new words.
5. **Say:** Listen while I read the poem.
6. Track and read slowly as pupils watch and listen.
7. Read the poem for a second time with the pupils. Do this twice. **Say:** As we read, you must track the poem with your eyes. That is, read every sentence carefully from left to right.
8. Explain the poem to pupils in their local language or languages.
9. Ask pupils the following questions about the poem:
  - a) When do we call our friends to come? (Answer: When the sun goes down.)
  - b) Why do we call our friends? (Answer: To have some fun.)
  - c) What are the 3 things we do to have some fun. (Answer: We play, dance and sing.)
10. Discuss each answer with pupils using the poem on the board.

### Guided Practice (5 minutes)

1. Ask pupils to get into pairs and talk about 1 thing that happens in the poem. (Possible answers: storytelling, singing, dancing, playing, meeting friends, calling friends)
2. Write pupils' answers on the board.
3. Ask all pupils to read the poem together. Track for them as they read.

### Independent Practice (10 minutes)

1. Ask pupils to open their exercise books and copy the poem from the board.
2. Give pupils time to write. Make sure pupils understand and are doing the task.

### Closing (2 minutes)

1. **Say:** Girls and boys, let us all read the poem together again. Track the lines in your exercise book while you read.

2. Read the poem with the pupils. Make sure they are looking at their exercise books and not at you.
3. **Say:** Girls and boys, today you learnt to track and read the poem 'The Day's End' together. This will help you read and discuss more poems in the future.

[POEM THE DAY'S END] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III.  
RAISES Education Project




### The Day's End

When the day at last meets night  
And the shining sun goes down,  
We call our friends from left and right,  
To come and have some fun.

We tell the stories of the day,  
Of things we did and said,  
We dance and sing and do some play  
Before we go to bed.



<b>Lesson Title:</b> Word Family: 'ay'	<b>Theme:</b> Reading, Writing and Opinions	
<b>Lesson Number:</b> L-03-083	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

	<p><b>Learning outcomes</b> By the end of the lesson, pupils will be able to read and write a word family with the rime 'ay'.</p>		<p><b>Teaching Aids</b> 1. Flash cards with the letters 'd', 'l', 'p' and 'w'. 2. Flash card with the letters 'ay'</p>		<p><b>Preparation</b> Make set of flash cards.</p>
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### Opening (3 minutes)

1. **Ask:** Do you remember our last lesson on word families? We studied the word family with the rime 'ance'. What were the words in the 'ance' family?
2. Have a few pupils volunteer to name words from the 'ance' word family. (Possible answers: dance, France, chance)
3. **Say:** Today you will learn to read and write a new word family with the rime 'ay'.

### Introduction to the New Material (15 minutes)

1. Show pupils the flash card with 'ay'. Sound it out loudly: /ay/.
2. Now show pupils the flash cards 'd', 'l', 'p' and 'w' one at a time. Sound them out loudly.
3. Take out the first onset card and sound the letter on it slowly /d/. Let pupils repeat after you.
4. Join this first onset card 'd' to the rime 'ay' and read the word it makes, 'day'. Let pupils read after you.
5. Write the word 'day' on the board. Point to the letters in it and read it together with the pupils.
6. **Say:** Girls and boys, let us do the same with a different letter.
7. Join the letter 'l' with the rime 'ay' to make the word 'lay'.
8. Write the word 'lay' on the board and read it loudly for pupils. Ask pupils to read it with you.

### Guided Practice (5 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Now you will make a new word with the rime 'ay'. Use 'p' and 'w' with 'ay' to make new words.
3. Give pupils 2 minutes to make these new words with their partners.
4. **Ask:** What words did you make with these letters?
5. Have 3 pairs share their new words with class. Write these words on the board.
6. **Say:** Read the new words you made with me.

### Independent Practice (10 minutes)




1. **Say:** Now you will work on your own.
2. Write the letters 's', 'm' and 'r' on the board.
3. Ask pupils to open their exercise books.
4. **Say:** Write new words in your exercise books for the word family. Use the letters 's' 'm' and 'r' with the rime 'ay'.
5. Walk around the classroom. Make sure pupils understand and are doing the task. Support pupils who need help. Encourage pupils to use the words on the board as a guide.
6. Write the three new words say, may and ray on the board.

7. Ask pupils to copy all the new words on the board in their exercise books. Discuss the meanings of these words with the pupils.

**Closing** (2 minutes)

1. **Say:** Read the new words with me.
2. Read the words day, lay, pay, way, say, may and ray with the pupils.
3. **Say:** Pupils, today you read and wrote words for a new word family. This will help you read and write other words, too. Good work!

<b>Lesson Title:</b> Writing Sentences	<b>Theme:</b> Reading, Writing and Opinions	
<b>Lesson Number:</b> L-03-084	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

	<p><b>Learning outcomes</b> By the end of the lesson, pupils will be able to write a sentence about the end of the day.</p>		<p><b>Teaching Aids</b> Poem: <i>'The Day's End'</i> (at the end of the plan)</p>		<p><b>Preparation</b> Write the 3 short sentences in the Introduction to New Material on the board, leaving the blanks empty.</p>
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### Opening (3 minutes)

- Ask:** Do you remember our lesson about the poem *'The Day's End'*?
- Read the poem again with pupils. Remind them about the things we do at the end of the day.
  - We call on our friends to have fun.
  - We like to play.
  - We tell stories about our day.
- Say:** Today you will learn to write a sentence about the end of your day.

### Introduction to the New Material (14 minutes)

- Point to the sentence frames on the board.
  - I \_\_\_\_\_ at the end of the day.
  - I \_\_\_\_\_ at the end of the day.
  - I \_\_\_\_\_ at the end of the day.
- Say:** I will write the things I do at the end of every day.
- Say:** I take my bath at the end of the day.
- Write 'take my bath' in the first blank.
- Say:** I visit my friend at the end of the day.
- Fill in the second blank.
- Say:** I read a book at the end of the day.
- Fill in the last blank.
- Ask pupils to read each complete sentence after you.
  - I take my bath at the end of the day.
  - I visit my friend at the end of the day.
  - I read a book at the end of the day.

### Guided Practice (5 minutes)

- Say:** Now you will work in pairs. Turn to a partner.
- Say:** Tell your partner one thing you do at the end of the day.
- Tell pupils to use the sentences on the board as guides.
- Encourage pupils to repeat this with another partner.

### Independent Practice (10 minutes)

- Say:** Now you will work in your exercise books.
- Erase your answers in the sentence frames.

3. **Say:** Write one sentence about the end of your day. Use the sentence frames on the board to help you.
4. Walk around the class. Make sure pupils understand and are doing the task. Support pupils who need help.
5. If time allows, let pupils write another sentence.

**Closing** (3 minutes)




1. **Say:** Girls and boys, turn to your partner and read your sentences to them
2. Give pupils a minute to share their sentences.
3. **Say:** Today you learnt to read and write a sentence about the end of the day. This will help you read and write more sentences about what you do every day. Good work!

*[THE DAY'S END] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RaISES Education Project*

Day meets night,  
The sun goes down.  
We call our friends,  
To have some fun.

We talk about the day.  
We dance and sing.  
We like to play,  
Before we go to bed.

<b>Lesson Title:</b> Expressing an Opinion	<b>Theme:</b> Reading, Writing and Opinions	
<b>Lesson Number:</b> L-03-085	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning outcomes</b> By the end of the lesson, pupils will be able to express a simple opinion.</p>	 <p><b>Teaching Aids</b> The poem '<i>The Ant and the Grasshopper</i>' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write the poem '<i>The Ant Grasshopper</i>' on the board. 2. Write the sentences in the Introduction to New Material on the board. 3. Write these words on the board: like, do not like, prefer, smart, lazy, hard-working.</p>
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### Opening (5 minutes)

1. **Say:** Pupils, look at the board. We will now read this poem about '*The Ant and the Grasshopper*'.
2. Tell pupils to recite the poem together with you. Explain the meaning of the poem to the pupils.
3. **Say:** Pupils, today you will learn how to give an opinion about this poem.

### Introduction to the New Material (10 minutes)

1. Briefly retell the story of the ant and grasshopper.
2. Tell pupils to think more about the ant and the grasshopper.
3. **Say:** Now I will show you how to give an 'opinion'. An 'opinion' is what you think about something. We use the words 'like', 'do not like' and 'prefer' when we say an opinion. For example, the sentence 'I like this poem' is an opinion. 'I do not like the taste of fish' is another opinion.
4. Tell pupils another opinion with 'I do not like...'
5. Look at the board. **Say:** Listen carefully. I will now tell you my opinions about the ant and the grasshopper.
  - a) I like the ant. He is a hard worker.
  - b) I do not like the grasshopper, because he is lazy.
  - c) The ant has food to eat. He is smart.
  - d) The grasshopper does not work like the ant. I prefer the ant.
6. **Say:** These are all the things that 'I' feel and think about the ant and the grasshopper. You may feel differently, and that would be 'your' opinion.
7. Ask pupils to read the sentences with you.

### Guided Practice (5 minutes)

1. Ask pupils to turn to partner.
2. Then **say:** Now think about the ant and grasshopper.
3. **Say:** Together with your partner, look at the words on the board: 'like', 'do not like' and 'prefer'.
4. **Say:** Now ask your partner 'What do you like about the ant?'
5. Pause while pupils talk.
6. **Say:** You can ask, 'What do you think about the grasshopper?'
7. Walk around the classroom and listen to their answers.



### **Independent Practice** (12 minutes)

1. Ask pupils to open their exercise books. Tell them to write sentences about what they think of the ant and grasshopper. Tell pupils to use the words 'like', 'do not like' and 'prefer'.
2. **Say:** Now you will write 2 more sentences, 1 for the ant and 1 for the grasshopper.
3. Give pupils time to write.

### **Closing** (3 minutes)

1. Have 2 boys and 2 girls volunteer to read one of their sentences.
2. Tell the pupils they wrote their 'opinions' about the ant and the grasshopper. Stress 'opinions' and **say:** An 'opinion' is how you feel about something. Some people could have the same opinion and some people could have different opinions about the same things.
3. **Say:** Pupils today you learnt special words to express opinions. We always use 'like', 'do not like' and 'prefer' to express opinions. You can practice this more with your friends.

*[POEM THE ANT AND THE GRASSHOPPER] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RaISES Education Project*




Ant carries grains of rice.  
Everyday.  
All the time.

Grasshopper sings and sings.  
Everyday.  
All the time.

Ant has plenty of rice to eat.  
Grasshopper says, "I am hungry. Give me some rice."  
"Keep singing, Grasshopper," says Ant.

If you do not work,  
You do not eat.

<b>Lesson Title:</b> Tiny Tale: Staying Healthy	<b>Theme:</b> Reading, Writing and Communicating Information	
<b>Lesson Number:</b> L-03-086	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to co-write and discuss a Tiny Tale about staying healthy.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> Write the title 'To stay healthy' on the board.</p>
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**Opening (3 minutes)**

1. **Say:** Class, we will start with a little exercise. Follow my directions. Everyone stand. Bend over and touch your toes. Now stand again.
2. Ask pupils to stretch their hands up in the air.
3. **Say:** Bend and touch your toes again. Exercise is a way we stay healthy, a way we take care of our bodies. Today, you will write a Tiny Tale with me about staying healthy.

**Introduction to the New Material (14 minutes)**

1. Tell pupils that being healthy means taking care of our bodies.
2. **Say:** Today, we will write our Tiny Tale in a slightly different way. Usually, I write the sentences on the board and together, we fill in the blanks. But today, we will write the whole tale together. Let's start.
3. **Say:** We must stay healthy to keep our body working.
4. Look at the title: 'To stay healthy,' on the board. Point out the uppercase letter 'T'.
5. **Say:** We always begin sentences with a uppercase letter. Remember this.
6. Ask pupils to name some ways they stay healthy. Have 3 boys and 3 girls volunteer to answer. (Possible answers: eat good food, wash our hands, use soap, clean the home, brush our teeth, sleep under bed nets)
7. Write the phrases pupils suggest into the Tiny Tale. They may not give full sentences, but you can turn their phrases into sentences. Here is an example:

To stay healthy

We eat good food.

We wash our bodies every day.

We wash our hands with soap after using the toilet.

We brush our teeth two times a day.

8. **Say:** Now I will write the last line of our Tiny Tale. 'We do all this to stay healthy.'
9. Ask pupils to read the Tiny Tale with you. Read slowly and point to each line.
10. **Say:** Good, we have written a Tiny Tale by talking about how we stay healthy.
11. **Say:** Now you will talk to a partner about ways of staying healthy. Are you ready?

**Guided Practice** (5 minutes)

1. **Say:** Turn to a partner. Talk about one way you keep yourself healthy. Look at our Tiny Tale for ideas. Tell your partner one thing you can do to start being more healthy.
2. Have 2 pairs volunteer to share what they discussed with the class.




**Independent Practice** (10 minutes)

1. **Say:** I want you to be able to read our Tiny Tale to your parents tonight. So, take out your exercise books.
2. Tell pupils to write the Tiny Tale in their books.
3. Make sure pupils understand and are doing the task.
4. **Say:** If you did not finish today, you will have time tomorrow.

**Closing** (3 minutes)

1. **Say:** You learnt to write a tiny tale. This Tiny Tale has an important message. I hope you practise what we wrote. Staying healthy is good as you will always be strong and regular in school. You will keep talking about being healthy all week. Make sure you talk to your family members about this at home.

<b>Lesson Title:</b> Tiny Tale: Vocabulary	<b>Theme:</b> Reading, Writing and Communicating Information	
<b>Lesson Number:</b> L-03-087	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read Tiny Tale with a partner, draw a picture of a new word, and label it with a sentence.</p>	 <p><b>Teaching Aids</b> 1. The Tiny Tale frame (from previous lesson). 2. Pictures or drawings of a bar of soap, running tap, toothbrush, toothpaste and chewing stick, or bring in actual objects.</p>	 <p><b>Preparation</b> 1. Write the previous lesson's Tiny Tale on the board. 2. Underline any new words in Tiny Tale on the board, such as: wash, soap, brush and mosquito net. 3. Draw simple pictures of the new words on the board.</p>
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### Opening (3 minutes)

1. Ask pupils to think about yesterday's Tiny Tale.
2. **Ask:** Who remembers a way we can stay healthy?
3. Let 3 pupils volunteer to respond.
4. **Say:** Today you will learn to draw a picture of a new word from the Tiny Tale and use it in a sentence.

### Introduction to New Material (10 minutes)

1. Read the tale again to the class. Point to each new word as you read.
2. **Say:** Look at the words I underlined in the Tiny Tale.
3. Ask pupils to sound out and read new words after you.
4. Explain the new words to the pupils. Point to the pictures on the board. **Say:** Here are pictures that show the new words.
5. Reread each line that has a new word for the pupils.
6. **Say:** I will use one of our new words in a sentence. I wash my hands with soap and water.
7. Write a sentence beside 1 of the drawings.
8. **Say:** Do you see the uppercase letter I used in the beginning? And here is a full stop at the end. You will use these in your sentences.
9. **Say:** Now you will practise reading the tale with a partner. Then you can draw a word and write a sentence.

### Guided Practice (5 minutes)

1. **Say:** Turn to a partner. Together you will read the Tiny Tale. Go ahead and begin. I will read it aloud with you.
2. Give pupils time to read or recite the Tiny Tale twice.
3. **Say:** Now tell your partner about one item in the tale they have used before.

### Independent Practice (10 minutes)




1. **Say:** You will choose a new word to draw in your exercise book. Think about which word you want to draw. Tell your partner.

2. **Say:** Now you may draw a picture of the new word in your exercise book.
3. Give them 5 minutes to draw. Walk around the class and support pupils.
4. **Say:** I want you to write the sentence with your word. Underline the new word after you write it.
5. Remind pupils to start with a capital letter and end with a full stop.
6. Give pupils 4 minutes to write their sentences.
7. If time allows, ask pupils to finish writing the Tiny Tale in their exercise books.

**Closing** (3 minutes)

1. Invite 3 or 4 pupils to show their drawings to the class.
2. **Say:** Today you practised reading our Tiny Tale about staying healthy. You also drew a new word and wrote a sentence about it.
3. Tell pupils to look around their houses tonight for any of the items they drew.
4. **Say:** Later this week you will make a Staying Healthy poster.

<b>Lesson Title:</b> The Word Family 'ean'	<b>Theme:</b> Reading, Writing and Communicating Information	
<b>Lesson Number:</b> L-03-088	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

	<p><b>Learning outcomes</b> By the end of the lesson, pupils will be able to read and write a word family using the rime 'ean' in short sentences.</p>		<p><b>Teaching Aids</b> 1. Flash cards with the letters 'b', 'cl', 'l' and 'm'. 2. Flash card with the letters 'ean'.</p>		<p><b>Preparation</b> 1. Make set of flash cards. 2. Write the 4 sentence frames in the Introduction to New Material and Independent Practice sections on the board.</p>
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### Opening (3 minutes)

1. **Say:** Think about our last word family lesson we did with the rime 'ay'. We know that words belong to families.
2. Remind pupils about the 'ay' word family with day, say, play.
3. **Say:** Today you will learn to read and write a new word family with the rime 'ean'.

### Introduction to the New Material (12 minutes)

1. Show pupils the flashcard with 'ean'. Sound it out loudly: /ean/.
2. Now show pupils the flash cards; 'b', 'cl', 'l' and 'm' one at a time. Sound them out loudly.
3. Take out the 'b' card. Sound out the letter on it slowly /b/. Let pupils repeat after you.
4. Join the 'b' card to the rime 'ean'. Read the word it makes, 'bean'. Let pupils read after you.
5. Write the word 'bean' on the board. Name each letter in the word. Read it together with the pupils.
6. **Say:** Let's do the same with a different letter.
7. Join the letters 'cl' with rime 'ean' to make the word 'clean'.
8. Read the word 'clean' for pupils. Ask pupils to read it with you.
9. Read the first sentence frame on the board.
  - a) I planted a \_\_\_\_seed in the garden. (Answer: bean)
10. Complete it by writing the correct word in the sentence. Ask pupils read the sentence with you.
11. **Say:** Let's do the same with the next sentence frame.
  - b) We \_\_\_\_\_ our classroom every morning. (Answer: clean)
12. Read the sentence frame and write the correct word.

### Guided Practice (5 minutes)

1. **Say:** Now you will make a new word with the rime 'ean'.
2. Ask pupils to get into pairs.
3. **Say:** Now do what I told you for the letters 'l' and 'm'. Work with your partners.
4. Walk around the classroom. Make sure pupils understand and are doing the task.
5. **Say:** Let's read the third sentence frame on the board. Complete it orally with the correct word.
  - c) Aiah likes to \_\_\_\_ on the wall. (Answer: lean)
6. Ask pupils to do the same for the last sentence frame.
  - d) 'Shut your mouth' and 'hold your lips' \_\_\_\_\_ keep quiet. (Answer: mean)
7. Ask pupils to read all the sentences.




**Independent Practice** (13 minutes)

1. **Say:** Now you will work on your own.
2. Ask pupils to write the complete sentences in their exercise books.
3. Give them time to write the sentences.
4. Walk around the classroom and assist pupils who need help.

**Closing** (2 minutes)

1. **Say:** Read the complete sentences with me.
2. Read the complete sentences. Explain the meaning if needed.
3. **Say:** Pupils, today you learnt to read and write a new word family using the rime 'ean' in short sentences. Good work.
4. Tell pupils they will make a Staying Healthy poster in the next lesson.

<b>Lesson Title:</b> Healthy Poster	<b>Theme:</b> Reading, Writing and Communicating Information	
<b>Lesson Number:</b> L-03-089	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to design a poster with a partner telling people how to stay healthy.</p>	 <p><b>Teaching Aids</b> 1. A sheet of paper and marker (or coal) to draw. 2. Tiny Tale 'Staying Healthy' (from previous lessons)</p>	 <p><b>Preparation</b> 1. Write the Tiny Tale 'Staying Healthy' on the board. 2. Prepare simple drawings showing: How to wash hands. A woman sweeping. 3. A sheet of paper for each pupil.</p>
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### Opening (2 minutes)

1. **Say:** This week we are talking about ways to stay healthy. Turn to a partner and talk about what you know about staying healthy.
2. Give pupils 1 minute to talk to their partner.
3. **Say:** Today, you will design a poster with a partner showing other people how to stay healthy.

### Introduction to the New Material (8 minutes)

1. Tell pupils that a poster is a large picture with words. A poster tells a message.
2. **Say:** A poster can be put in a classroom, a school or outside in the public or in the community. Our poster will use the Tiny Tale that tells different ways of staying healthy.
3. Ask pupils to read the Tiny Tale aloud with you.
4. **Say:** Here are some ways of staying healthy.
5. Show pupils the poster you designed (see Preparation 2).
6. Tell pupils the message your poster gives: 'Clean hands keep me healthy' or 'Keeping the house clean keeps us healthy'.
7. **Say:** You are now going to design your own poster with a health message. It can have a drawing and 1 or 2 sentences that show people how to stay healthy.

### Guided Practice (5 minutes)

1. **Say:** You will work in pairs. Turn to the partner next to you.
2. Tell pupils they will choose a message of staying healthy.
3. **Say:** Think about your community. What message do you think they must know to keep people healthy?
4. Give the groups 2 minutes to talk and choose.
5. Have 2 pairs volunteer to share their ideas for the poster.

### Independent Practice (15 minutes)

1. **Say:** Now you will work with your partners to start your posters. You will each make your own poster.
2. Give pupils sheets of paper.
3. **Say:** Think of the message you want to tell people about how to stay healthy.






4. Tell pupils to start by drawing simple pictures.
5. Give pupils 12 minutes to draw.
6. Walk around the classroom. Make sure pupils understand and are doing the task.

**Closing** (5 minutes)

1. Have 3 pairs volunteer to come to the front of the class and show their posters. They can describe what they have drawn.
2. **Say:** You began a poster telling people to stay healthy. Take your posters home tonight to finish. Be sure to show them to your family.
3. **Say:** Tomorrow you will write your messages on the posters. So, bring your posters back to school tomorrow. Great job!

<b>Lesson Title:</b> Giving Information	<b>Theme:</b> Reading, Writing and Communicating Information	
<b>Lesson Number:</b> L-03-090	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write a sentence for a poster telling people how to stay healthy.</p>	 <p><b>Teaching Aids</b> 1. Poster from previous lesson. 2. Markers (or coal) to be used for writing.</p>	 <p><b>Preparation</b> 1. Display the posters designed in the last lesson. 2. Write example sentences telling people how to stay healthy on the board: Eat healthy food. Brush your teeth twice daily. 3. Wash your hands with soap.</p>
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**Opening (2 minutes)**

1. **Ask:** Did you show your parents your Staying Healthy posters? What did they think about it?
2. Choose 3 volunteers to give their parents' reactions.
3. **Say:** Today, you will learn to write a message on your posters telling people how to stay healthy.

**Introduction to the New Material (10 minutes)**

1. Ask pupils to look at the poster you made. Tell them the message of your poster. Then write the message on your poster.
2. Point to the pupil posters you have displayed.
3. **Say:** Here are some of your posters. Think about the messages they are telling.
4. Name possible messages for 2-3 pupils' posters. (Examples: I think this poster tells us to clean our environment, this poster tells people to sleep under bed nets to avoid mosquito bites)
5. Write a simple message for your poster. Explain it to the class.
6. Tell pupils they will write sentences with a message on their posters.
7. Point to the sentences on the board and **say:** Here are some model sentences.
  - a) Sleep under bed nets.
  - b) Clean your environment.
  - c) Brush your teeth twice every day.
  - d) Wash your hands with soap.
8. **Say:** Your sentences will tell people the message of your poster.

**Guided Practice (5 minutes)**

1. Tell pupils to read the sample sentences on the board with you.
2. **Say:** You are now going to write on your own.
3. Ask pupils to turn to their partners from the last lesson.
4. **Say:** Describe what is on your poster. Tell your partners the message.

**Independent Practice (15 minutes)**




1. **Say:** Now you will write a message on the poster you made.
2. Tell pupils to use the sentences on the board to help them.

3. Tell them their message must tell people how to stay healthy.
4. Move around the room. Give pupils time to write. Help them as needed.

**Closing** (3 minutes)

1. Have 3 pairs volunteer to show their posters to the class and explain the message on them.
2. **Say:** Today, you learnt to write messages that tell people how to be healthy. Your sentences will help people to practise staying healthy. You can take your posters home and show them to your parents and neighbours. Or, you can leave them in the classroom to be hung up. This was important work. Good job!

<b>Lesson Title:</b> Story: Mr. Tortoise Flies (Part I)	<b>Theme:</b> Reading and Writing with Punctuation	
<b>Lesson Number:</b> L-03-091	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and discuss this week's story.</p>	 <p><b>Teaching Aids</b> 1. The story 'Mr. Tortoise Flies' (at the end of the plan) 2. Picture or a drawing of a tortoise.</p>	 <p><b>Preparation</b> 1. Write Part I of the story 'Mr. Tortoise Flies' on the board. 2. Draw and display picture or drawing of a tortoise. 3. Underline the new words: want, tortoise, birds and carry. 4. Write the sentence frames in the Guided Practice section on the board.</p>
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### Opening (3 minutes)

1. Ask pupils if they have ever seen a tortoise before.
2. Explain that a tortoise can be very large and lives on land.
3. **Say:** Today you will read and talk about a story called 'Mr. Tortoise Flies'. We will start reading the story today and finish it tomorrow.

### Introduction to the New Material (12 minutes)

1. **Say:** Let's look at the underlined words in the story on the board.
2. Explain the meanings of these new words for the pupils:
  - a) want - means to wish for something.
  - b) tortoise - is an animal with hard round shell that lives on land and moves very slowly.
  - c) birds - are animals with wings and feathers.
  - d) carry - means to move something from one place to another.
3. Tell pupils to spell and read the new words after you.
4. **Say:** Listen carefully while I read the story.
5. Point to each line as you read the story slowly.
6. Read Part I of the story for a second time. Explain the story to pupils in any language they understand.
7. **Say:** Now read with me.
8. You can also have pupils repeat each line after you read it. Use the pointer to track as you read.

### Guided Practice (5 minutes)

1. **Say:** Now you are going to discuss this story with your partners.
2. Tell pupils to get into pairs.
3. Point to the sentence frames.
4. Read the sentence frames to the pupils. Do not fill in the blanks.
  - a) Mr. Tortoise wants to \_\_\_\_\_. (Answer: fly)
  - b) Two \_\_\_\_\_ want to help him fly. (Answer: birds)
5. **Say:** Now talk to your partners. Together fill in the blanks in the sentence frames on the board.
6. Give pupils 2 minutes to complete the sentences together.

### Independent Practice (12 minutes)

1. Tell pupils to write lines 1-4 of the story '*Mr. Tortoise Flies*' in their exercise books.
2. Walk around the classroom. Support pupils who need help or who make mistakes.




**Closing** (3 minutes)

1. Have a girl and a boy volunteer to lead the class in reading the story from their exercise books.
2. **Say:** Today you read and talked about the first part of the story '*Mr. Tortoise Flies*'. We will read the second part of this story in our next lesson. Excellent!

*[STORY MR. TORTOISE FLIES] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class*  
III. RaISES Education Project

Mr. Tortoise wants to fly.  
Two birds want to help.  
Mr. Tortoise holds a stick in his mouth.  
The birds carry the two ends.

<b>Lesson Title:</b> Story: Mr. Tortoise Flies (Part II)	<b>Theme:</b> Reading and Writing with Punctuation	
<b>Lesson Number:</b> L-03-092	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read, discuss, and track the week's story.</p>	 <p><b>Teaching Aids</b> The story '<i>Mr. Tortoise Flies</i>' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write part 2 of the story '<i>Mr. Tortoise Flies</i>' on the board. 2. Underline the new words: cracked and shell. 3. Write the sentence frames in the Guided Practice section on the board.</p>
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### Opening (3 minutes)

1. **Ask:** Do you remember our last lesson about '*Mr. Tortoise Flies*'?
2. Remind pupils about the new words they learnt from the story yesterday: tortoise, birds, want and carry.
3. **Say:** Today we will continue to read and discuss the other part of this story.

### Introduction to the New Material (12 minutes)

1. **Say:** Let's look at the underlined words in the story on the board.
2. Explain the meanings of these new words to pupils:
  - a) cracked - means broken, like with an egg
  - b) a shell - is the hard outer part of eggs, nuts, some seeds and some animals.
3. Tell pupils to spell and read the new words after you.
4. **Say:** Listen carefully while I read the story.
5. Track as you read the story slowly while pupils listen.
6. Read the story for a second time with the pupils. **Say:** Now read with me. Track as you read together.
7. Explain the story to the pupils in any language they understand.
8. **Say:** You have listened to and read the story '*Mr. Tortoise Flies*'.

### Guided Practice (5 minutes)

1. **Say:** Now you are going to discuss this story with your partners.
2. Tell pupils to get into pairs.
3. Read the sentence frames but not the answers to pupils:
  - a) Mr. Tortoise saw his \_\_\_\_\_ below. (Answer: friends)
  - b) He said \_\_\_\_\_. (Answer: goodbye)
  - c) Oh no! Down, he \_\_\_\_\_. (Answer: fell!)
  - d) He \_\_\_\_\_ his shell. (Answer: cracked)
4. **Say:** Now fill the blanks and say these sentences to your partners. Both partners must get a chance.
5. Have 2 pairs volunteer to share the sentences they have made.

**Independent Practice** (10 minutes)

1. Tell pupils to write the second part of the story 'Mr. Tortoise Flies' in their exercise books.
2. Walk around the classroom. Make sure pupils understand and are doing the task.

**Closing** (5 minutes)

1. Ask 2 pupils to volunteer to read aloud the story from their exercise books one after the other.
2. **Say:** Today you read and talked about the second part of the story 'Mr. Tortoise Flies'. This will help you read and discuss more stories in the future. Excellent!

[STORY MR. TORTOISE FLIES] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class  
III. RaISES Education Project

Mr. Tortoise wants to fly.

Two birds want to help.

Mr. Tortoise holds a stick in his mouth.

The birds carry the two ends.




All three went up, up, up into the air.

Mr. Tortoise saw his friends down below and said goodbye.

Oh no! Down he fell!

And cracked his shell.

<b>Lesson Title:</b> Word Family: 'end'	<b>Theme:</b> Reading, Writing with Punctuation	
<b>Lesson Number:</b> L-03-093	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning outcomes</b> By the end of the lesson, pupils will be able to read and write a word family with the rime 'end'.</p>	 <p><b>Teaching Aids</b> 1. Flash cards with the letters 'b', 'f', 'l' and 'm'. 2. Flash card with the letters 'end'.</p>	 <p><b>Preparation</b> 1. Make a set of flash cards. 2. Read the Teacher Explanation at the end of the plan.</p>
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### Opening (2 minutes)

1. **Say:** Let's think about word families. Remember that we all belong to families including me. We know that words also belong to families.
2. Remind pupils about the 'ean' word family with bean, clean, lean.
3. **Say:** Today you will learn to read and write words for a new family with the rime 'end'.

### Introduction to the New Material (15 minutes)

1. Show pupils the flash card with the rime 'end'. Sound it out loudly: /end/.
2. Tell pupils that the letters on this flash card 'end' is also a word on its own – 'end'.
3. Explain the meaning of 'end' to pupils, to finish something.
4. Tell pupils that this rime can also join other letters to make new words.
5. **Say:** We will use these letters to make new words.
6. Show pupils the flash cards; 'b', 'f', 'l' and 'm' one at a time. Sound them out loudly.
7. Take out the first flash card and sound the letter on it /b/. Let pupils repeat after you.
8. Join this card 'b' to the rime 'end' for pupils. Read the word it makes, 'bend'. Let pupils read it after you.
9. Write the word 'bend' on the board. Point to the letters in it. Read it together with the pupils.
10. **Say:** Let's do the same with a different letter.
11. Join the flash card 'f' with the rime 'end' to make the word 'fend'.
12. Write the word 'fend' on the board. Read it with the pupils.

### Guided Practice (5 minutes)

1. **Say:** Now you will make new words with the rime 'end'.
2. Ask pupils to get into pairs.
3. **Say:** Add the letter 'l' to 'end' to make a new word. You will work with your partner.
4. Walk around the classroom. Make sure pupils understand and are doing the task.
5. Tell pupils to use the words on the board as a guide.
6. **Say:** Now do the same with 'm'. Make a new word with 'm' and 'end'.
7. Have 2 pairs volunteer to share the new words they have made.
8. Write the new words 'lend' and 'mend' on the board. Ask pupils to read them.
9. Explain the meaning of lend, to let someone borrow, and mend, to fix or repair something.



### **Independent Practice** (10 minutes)

1. **Say:** Now you will work on your own.
2. Write the letters 's' and 't' and the rime 'end' on the board.
3. Ask pupils to open their exercise books.
4. **Say:** Look at the letters on the board. The letters are 's' and 't'. You will write new words in your exercise books with them.
5. Walk around the classroom. Make sure pupils understand and are doing the task.
6. Teach pupils the meanings of the new words they wrote: send, tend and rend.

### **Closing** (3 minutes)

1. **Say:** Let 's read our new words together: end, bend, fend, lend, mend, send and tend.
2. Remind pupils of the meanings of these words.
3. **Say:** Pupils, today you learnt how to read and write words in a word family with the rime 'end'.  
Good work.

### *[EXPLANATION FOR THE TEACHER]*

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

Here is the 'eet' word family.




- feet
- sheet
- meet

A rime is the group of letters with the same sound and letters at the end of the words.

Sample words from the 'end' word family:

- bend
- send
- fend
- mend
- tend

<b>Lesson Title:</b> Prefix Review: 'un'	<b>Theme:</b> Reading and Writing with Punctuation	
<b>Lesson Number:</b> L-03-094	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to create words with the prefix 'un'.</p>	 <p><b>Teaching Aids</b> 'un' flash card.</p>	 <p><b>Preparation</b> 1. Make a large flash card with the prefix 'un'. 2. Write the table in the Introduction to New Material. 3. Write these words on the board: lock, afraid and true.</p>
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**Opening (2 minutes)**

1. Ask pupils to recite a familiar poem together.
2. **Say:** Pupils, you will learn how to create words with the prefix 'un'. You have learnt this before. But today we will try again. This is 'review'.

**Introduction to the New Material (10 minutes)**

1. Show the flash card to the pupils. Let the pupils say the sound prefix 'un' together.
2. **Say:** Pupils, the 'un' on the flash card is a 'prefix'. We use a prefix before a word. It changes the meaning of a word. Now pupils, I will teach you how to create words with the prefix 'un'.
3. Ask pupils to look at the board.
4. **Say:** Here is the word 'cut'. We all know that word. When we cook, we 'cut' vegetables. Before we cook, the vegetables are 'uncut'. They are 'not' cut.
5. Read each word in the table below for the pupils:

cut	uncut
able	unable
dress	undress
fair	unfair
clear	unclear

6. Tell the pupils that the prefix 'un' means 'not'. Explain that 'uncut' means 'not cut', 'unable' means 'not able'.
7. **Say:** When you put the prefix 'un' before a word, the word changes in meaning.

**Guided Practice (5 minutes)**

1. Tell pupils to get into pairs.
2. **Say:** Now together with your partner, put 'un' before a word. Here is a list of words to use.
  - a) lock (Answer: unlock)
  - b) afraid (Answer: unafraid)
  - c) true (Answer: untrue)
3. Have 3 pairs volunteer to share the new words they have made.
4. Write these new words on the board and explain their meanings.




**Independent Practice** (15 minutes)

1. Ask pupils to open their books.
2. **Say:** Write the words from the board. Add 'un' to the beginning like it shows on the board.
3. Tell them they can work with a partner.
4. Tell them to write their new words in their exercise books.
5. **Say:** Use one of the new words in a sentence. Write it in your exercise book.

**Closing** (3 minutes)

1. **Say:** Listen while I say a word. Then change it with the 'un' prefix. Are you ready?
2. **Say:** cut.
3. Wait so pupils can say 'uncut'.
4. **Say:** fair.
5. Wait for pupils to say 'unfair'.
6. **Say:** Today you learnt how to prefix some words and change their meanings. You will learn more about prefixes during the year.

<b>Lesson Title:</b> Retelling the Story 'Mr. Tortoise Flies'	<b>Theme:</b> Reading and Writing with Punctuation.	
<b>Lesson Number:</b> L-03-095	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to retell the story 'Mr. Tortoise Flies' with 3 short sentences using capital letters and full stops.</p>	 <p><b>Teaching Aids</b> The story 'Mr. Tortoise Flies' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write the story 'Mr. Tortoise Flies', on the board. 2. See the next page for the text. 3. Write the 3 short sentences in the Introduction to New Materials.</p>
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### Opening (2 minutes)

1. **Ask:** Do you remember our last story lesson on 'Mr. Tortoise Flies'?
2. **Say:** Turn to a partner and listen to my question.
3. **Ask:** What was the story about? Let pupils talk with their partners.
4. **Say:** Today you will retell this same story using 3 short sentences with uppercase letters and full stops.

### Introduction to the New Material (10 minutes)

1. Ask pupils to open their exercise books to 'Mr. Tortoise Flies'.
2. **Say:** First we will read the story together again. You read it from your exercise books. I will read it here from the board.
3. Read it slowly, tracking each line. Have pupils do the same in their exercise books.
4. **Say:** Retelling a story means telling the most important things that happen. I will use these sentences to teach you how to retell a story.
5. **Say:** Listen to these sentences:
  - a) Mr. Tortoise wants to fly.
  - b) Two birds want to help.
  - c) The birds fly him up in the air.
6. **Say:** See that each sentence begins with an uppercase letter and ends with a full stop.

### Guided Practice (8 minutes)

1. **Say:** You will keep working with your partner.
2. Ask pupils to use the sentences on the board as models.
3. **Ask:** What happened when Mr. Tortoise went up in the air?
4. **Say:** Turn to your partner and tell her or him what happened. (Answer: He opened his mouth to say goodbye to his friends.)
5. **Ask:** What happened when he fell?
6. **Say:** Turn to your partner and tell her or him what happened. (Answer: His shell cracked.)

**Independent Practice** (12 minutes)

1. **Say:** Now you will work on your own.
2. **Say:** Open your exercise books. Write 1 of the sentences you told your partner.
3. Ask pupils to use the sentences on the board to help them.
4. **Say:** Remember to start the sentence with a capital letter and end it with a full stop.
5. Walk around the class to make sure pupils are doing the task. Remind them to use uppercase letters and full stops.

**Closing** (3 minutes)

1. Ask 1 girl and 1 boy to read their sentences. Write the sentences on the board.
2. **Say:** Today you wrote sentences with uppercase letters and full stops.
3. **Say:** We always use capital letters and full stops in our sentences.

*[STORY MR. TORTOISE FLIES]* From 1, 2, 3 *Read and Write with Me! Stories and Poems for Children in Class III.* RaISES Education Project

Mr. Tortoise wants to fly.

Two birds want to help.

Mr. Tortoise holds a stick in his mouth.

The birds carry the two ends.




All three went up, up, up into the air.

Mr. Tortoise said goodbye to his friends below.

Oh no! Down he fell!

Now he has cracks in his shell.

<b>Lesson Title:</b> Informational Text: A New Cook-Stove Read Aloud	<b>Theme:</b> Reading for Information and Vocabulary	
<b>Lesson Number:</b> L-03-096	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to discuss and read a text aloud.		<b>Teaching Aids</b> The text: 'A New Cook-Stove' (at the end of the plan)		<b>Preparation</b> Write the text 'A New Cook-Stove' on the board.
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### Opening (2 minutes)

1. **Say:** Raise your hand high if you have a cook-stove or coal pot at home.
2. Pause for pupils to raise their hands.
3. **Ask:** What do you use it for? Choose 2 volunteers to answer. (Answer: For cooking food.)
4. **Say:** Today we will read some interesting information about cook-stoves. Then we will talk about it.

### Introduction to the New Material (15 minutes)

1. Show the pupils the text on the board.
2. **Say:** We do not call this a story because it is true information. I will call it an 'information text'. That means it is writing that gives us information. We can learn from it.
3. **Say:** Look carefully as I read the information to you.
4. Tell pupils the title of the text is 'The New Cook-Stove'.
5. **Say:** A cook-stove is made of clay and tin. We use it for cooking.
6. Read the first paragraph.
7. Stop and ask pupils to get into pairs.
8. Then ask each question and let pupils answer with their partners:
  - a) What did they have? (Answer: A new cook-stove.)
  - b) What is it made up of? (Answer: Tin and clay.)
  - c) What do you think we will learn next?
9. Pause for pupils to answer or talk with their partners.
10. **Say:** Let's see. I will read on.
11. Read the second paragraph slowly. Ask pupils to talk about it in pairs.

### Guided Practice (5 minutes)

1. Read the text again for pupils.
2. **Say:** Now you will answer more questions with your partner.
3. Ask each question and pause for pupils to discuss the answers.
  - a) What does Mother cook in the cook-stove? (Possible answers: pap, soup, rice)
  - b) Do you have a cook-stove at home?
  - c) What does your mother cook in the cook-stove at home?
4. Have 2 pairs volunteer to share their answers.

### **Independent Practice** (8 minutes)

1. **Say:** Think of one thing you learnt from 'The Cook-Stove' text.
2. Tell pupils to open their exercise books.
3. **Say:** Write a word or a sentence that tells what you learnt today. You can also draw a picture.
4. Give pupils time to write or draw a simple picture.
5. Walk around the classroom. Make sure pupils understand and are doing the task.

### **Closing** (5 minutes)




1. **Say:** Explain to your partner what you wrote or drew.
2. Give pupils 1 minute to do so.
3. **Say:** Now Listen carefully as I read the information again.
4. Read it loudly and slowly.
5. **Say:** We will read this information again in our next lesson. When you get home today, think about what you use for cooking.

*[TEXT A NEW COOK-STOVE] by Auntie Jo 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RaISES Education Project*

We have a new cook-stove.  
It is made of tin and clay.  
Shiny tin is on the outside.  
Hard clay is on the inside.

I am happy we have a new cook-stove.  
We use it every day.  
In the morning Mother makes pap.  
In the evening we cook soup and rice.

<b>Lesson Title:</b> Read Aloud: A New Cook-Stove	<b>Theme:</b> Reading for Information and Vocabulary	
<b>Lesson Number:</b> L-03-097	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to answer questions about 'A New Cook-Stove'.</p>	 <p><b>Teaching Aids</b> The text: 'A New Cook-Stove' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write the text: 'A New Cook-Stove' on the board. 2. Write the 2 questions in the Introduction to New Material on the board. 3. Write the answer frames in the Independent Practice section on the board.</p>
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### Opening (2 minutes)

1. **Say:** Think about the text we read in the previous lesson. Turn to a partner and tell him or her the title.
2. Tell your partner what you call a cook-stove or coal pot at home in your language.
3. **Say:** Today, you will answer questions about 'A New Cook-Stove'. This will show what you learnt.

### Introduction to the New Material (13 minutes)

1. Show pupils the text on the board. Ask them to open their exercise books to the text they wrote.
2. **Say:** Read along in your exercise book. I will read along with you from the board.
3. Read each line of the text.
4. Point to the 2 questions on the board and read aloud clearly:
  - a) What does the family have? (Answer: A new cook-stove.)
  - b) What is the cook-stove made of? (Answer: Tin and hard clay.)
5. **Say:** That's right! The family has a new cook-stove. It is made of tin and hard clay.
6. **Say:** We answer questions with details from the text.
7. Tell pupils to use these answers as guides for the other questions.

### Guided Practice (8 minutes)

1. **Say:** You will now work in pairs.
2. Ask pupils to turn to a partner and be ready to answer a question.
3. **Say:** Why do we use cook-stoves? Start your answer with 'We use them to \_\_\_\_.' Talk to your partner.
4. **Say:** Here is another question to practise with your partner. What does Mama make in the morning? You can say 'She cooks \_\_\_\_ in the morning.'
5. Give pupils time to repeat the answer frame to each other.
6. **Say:** Here is the last question. What does the family cook in the evening? You can say 'We cook \_\_\_\_.'
7. Let the pupils answer this question with their partners.
8. Walk around the class to make sure pupils answer correctly.
9. Have 2 pairs share their answers with the class.



### **Independent Practice** (10 minutes)

1. **Say:** Now you will write the answers to the questions. Write only the answers to the questions. Use these frames.
2. Ask questions orally to pupils. Point to the answer frames on the board:
  - a) **Ask:** What is the cook-stove used for?  
Answer frame: We use cook-stoves for \_\_\_\_\_. (Answer: cooking)
  - b) **Ask:** What does Mama make in the morning?  
Answer frame: She cooks \_\_\_\_\_. (Answer: pap)
  - c) **Ask:** What does the family cook in the evening?  
Answer frame: They cook \_\_\_\_\_ and \_\_\_\_\_. (Answer: soup and rice)
3. Walk around the classroom. Make sure pupils understand and are doing the task.
4. Have 3 pupils volunteer to write their answers in the frames on the board.

### **Closing** (3 minutes)




1. **Say:** Let's review our lesson by reading the answers on the board.
2. Read the answers on the board.
3. **Say:** I can see you learnt a lot from 'A New Cook-Stove'. This will help you answer more questions from other texts and stories.

[TEXT A NEW COOK-STOVE] 1, 2, 3 *Read and Write with Me! Stories and Poems for Children in Class III.* RaISES Education Project

We have a new cook-stove.  
It is made of tin and clay.  
Shiny tin is on the outside.  
Hard clay is on the inside.

I am happy we have a new cook-stove.  
We use it every day.  
In the morning mother makes pap.  
In the evening we cook soup and rice.

<b>Lesson Title:</b> Vocabulary	<b>Theme:</b> Reading for Information and Vocabulary	
<b>Lesson Number:</b> L-03-098	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write down and define new words from the reading.</p>	 <p><b>Teaching Aids</b> The text 'A New Cook-Stove' (at the end of the lesson)</p>	 <p><b>Preparation</b> 1. Have a copy of the text 'A New Cook-Stove' ready to read aloud. 2. Write these words on the board: Cook-stove, tin, clay, soup, shiny, morning and evening.</p>
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### Opening (2 minutes)

1. **Say:** Pupils, do you remember the text we read aloud in our last lesson?
2. **Ask:** What was it about? (Answer: A cook-stove)
3. **Ask:** What did you learn about it? (Possible answers: it is made out of clay and tin; we use it for cooking)
4. Wait for pupils to respond.
5. **Say:** Today we will write and define new words from the text 'A New Cook-Stove'.

### Introduction to the New Material (13 minutes)

1. **Say:** Open your exercise books to 'A New Cook-Stove'. Let's read it together.
2. Read the text carefully and loudly. Point to the new words as you come across them.
3. Read the new words slowly.
4. Tell them to say the words together with you.
5. Teach pupils the meanings of these new words:
  - a) tin- a silver metal used for making pans and cook-stoves.
  - b) clay - a hard, wet soil used for making pots or images.
  - c) soup - a dish made with vegetables, meat and liquid. We eat it with a spoon.
  - d) shiny - describes something that reflects sunlight, bright.
  - e) morning - the time of day after the night, time when we wake up.
  - f) evening -the end of the day, time when we eat dinner and go to bed.
6. Reread the sentences where these new words are found.

### Guided Practice (8 minutes)

1. Tell pupils to work with their partners to talk about these new words.
2. **Say:** Find other words in your mother tongue for these new words. Do this with your partner.
3. Ask 1 girl and 1 boy to tell the class the words in their mother tongue one after the other.

### Independent Practice (10 minutes)

1. **Say:** Now you will write these new words in your exercise books. Use each one in a sentence. For example, you could write, 'I like to eat fish soup.' Or 'The bicycle is shiny and blue.'
2. Give pupils time to write sentences.
3. Walk around the classroom. Make sure pupils understand and are doing the work.

**Closing** (2 minutes)




1. **Say:** Turn to your partners. Take turns reading the sentences you wrote.
2. **Say:** It is good to learn new words because they help you read, write and talk to other people.  
Good work!

*[TEXT A NEW COOK-STOVE]* by Auntie Jo From 1, 2, 3 *Read and Write with Me! Stories and Poems for Children in Class III.* RaISES Education Project

We have a new cook-stove.  
It is made of tin and clay.  
Shiny tin is on the outside.  
Hard clay is on the inside.

I am happy we have a new cook-stove.  
We use it every day.  
In the morning Mother makes pap.  
In the evening we cook soup and rice.

<b>Lesson Title:</b> Word Family: 'ice'	<b>Theme:</b> Reading for Information and Vocabulary	
<b>Lesson Number:</b> L-03-099	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

	<p><b>Learning outcomes</b></p> <p>By the end of the lesson, pupils will be able to read and write a word family with the rime 'ice'.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. The poem 'Soup on Rice', (at the end of the plan)</li> <li>2. Flash cards with the letters 'd', 'r', and 'n'.</li> <li>3. Flash card with the rime 'ice'.</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the poem 'Soup on Rice' on the board.</li> <li>2. Make a set of flash cards.</li> </ol>
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### Opening (5 minutes)

1. **Ask:** Do you remember our last lesson on the word family 'ean'?
2. Remind pupils that we can make these words with 'ean': bean, clean, mean.
3. Track and read the poem on the board loudly. Let pupils read after you.
4. **Say:** Can you hear the words 'nice' and 'rice'? These belong to our new word family. Today you will learn to read and write a new word family with the rime 'ice' using a poem.

### Introduction to the New Material (10 minutes)

1. Show pupils the flash card with 'ice'. Sound it out loudly: /ice/.
2. Tell pupils that 'ice' is a word on its own. Also tell pupils you can use this rime to make new words.
3. Take out the first flash card and sound the letter on it /d/. Let pupils repeat after you.
4. Join the 'd' to the rime 'ice' on the board. Read the word it makes, 'dice'. Let pupils read after you.
5. Write the word 'dice' on the board. Point to the letters. Read it together with the pupils.
6. **Say:** Let's do the same with different letters, show the pupils the flash cards with the letters /r/ and /d/.
7. Erase the 'd' in front of 'ice'. Join the letter 'r' with the rime 'ice' to make the word 'rice'.
8. Write the word 'rice' on the board and read it for pupils. Ask pupils to read from the poem where rice is.
9. Do the same for the letter 'n' to form the word 'nice'.

### Guided Practice (5 minutes)

1. **Say:** Now you will make new words with the rime 'ice'.
2. Ask pupils to get into pairs.
3. **Say:** Now do the same with 'l' and 'm'. Join 'l' with 'ice'. And join 'm' with 'ice'.
4. Walk around the classroom. Help pupils to make new words.
5. **Ask:** What words did you make?
6. Have a boy and girl volunteer to tell you the words.
7. Write them on the board: dice and nice.
8. Ask pupils to read the words.

### **Independent Practice** (10 minutes)

1. **Say:** Now you will work on your own. Open your exercise books.
2. Write 'pr', 'thr' and 'r' and the rime 'ice' on the board.
3. **Say:** Use these letters. Write these new words in your exercise books for the word family.
4. Walk around the classroom. Make sure pupils understand and are doing the task correctly.
5. Teach pupils the meanings of the new words: ice, dice, nice, lice, mice, price, thrice and rice.
6. Ask pupils to write all the words from the board into their exercise books.

### **Closing** (5 minutes)

1. **Say:** Let's read our new words together: ice, dice, mice, lice, nice, price, thrice and rice.
2. Ask pupils to recite '*Soup on Rice*' with you again.
3. **Say:** Pupils, today you learnt to read and write words using the rime 'ice' using rhymes and poems. This will help you learn more words with different word families.

*[POEM SOUP ON RICE]* From 1, 2, 3 *Read and Write with Me! Stories and Poems for Children in Class*  
III. RaISES Education Project

Soup on rice,

Soup on rice,




Nothing else

Is quite as nice

As soup on rice,

Soup on rice.

<b>Lesson Title:</b> Word Family 'ice'	<b>Theme:</b> Reading for Information and Vocabulary	
<b>Lesson Number:</b> L-03-100	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write a simple poem using the 'ice' word family.</p>	 <p><b>Teaching Aids</b> The poem 'Soup on Rice' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write the poem 'Soup on Rice' on the board. 2. Underline 'nice' and 'rice' in the poem. 3. Write this list of 'ice' words on the board: dice, mice, price, nice, rice, slice and thrice.</p>
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### Opening (2 minutes)

1. **Say:** In our last lesson we learnt to make 'ice' words using the poem 'Soup on Rice'.
2. **Say:** Here are 2 words – 'rice' and 'nice' in 'Soup on Rice'. Underline them in the poem.
3. Draw pupils' attention to the list on the board. Read the words with the pupils.
4. **Say:** Today you will write a simple poem of your own using the rime 'ice'.

### Introduction to the New Material (10 minutes)

1. **Say:** Recite 'Soup on Rice' with me. Let us clap the syllables.
2. **Say:** Let's write our own poem with some of these words.
3. Write each line one at a time:  
Joe plays dice.  
He eats rice.  
And he is nice.
4. Read the poem to the class.
5. Ask pupils to join you as you read the poem and clap the syllables.
6. **Say:** Do you see how I made my own little poem using words from the word family 'ice'? Now you will write your own with partners.

### Guided Practice (5 minutes)

1. Ask pupils to work in pairs to read 2 poems, 'Soup on Rice', and the poem about Joe.
2. Read them aloud with the class if needed.
3. Have a boy and a girl volunteer to read to the class as she or he claps.

### Independent Practice (15 minutes)

1. Tell pupils to get into pairs again.
2. Refer them to the list of words on the board.
3. Ask pupils to talk to their partners about a poem they can write together. Remind them to use a word from the list in a sentence.
4. **Say:** Each of you can write one sentence. Then put them together into a poem. You can write more than 2 sentences also. Try to make them end with a word from the 'ice' word family.
5. Tell them to write the sentences in their exercise books.
6. Give the class time to work. Walk around the classroom. Make sure pupils understand and are doing the task.

**Closing** (3 minutes)

1. **Say:** Let us hear some of the poems.
2. Have 3 pairs volunteer to share their poems with the class.
3. **Say:** You learnt how to write chants with 'ice' words. Good job! When you reach home, share with your parents what you learnt.

*[POEM SOUP ON RICE]* From 1, 2, 3 *Read and Write with Me! Stories and Poems for Children in Class*  
III. RaISES Education Project

Soup on rice,

Soup on rice,




Nothing else

Is quite as nice

As soup on rice,

Soup on rice.

<b>Lesson Title:</b> Word Family 'oon'	<b>Theme:</b> Reading and Vocabulary	
<b>Lesson Number:</b> L-03-101	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to make, read and write a word family with the rime 'oon'.</p>	 <p><b>Teaching Aids</b> 1. The poem 'Moon' (at the end of the plan) 2. A picture or drawing of the moon.</p>	 <p><b>Preparation</b> 1. Write the poem 'Moon' on the board. 2. Draw and display drawing of the moon. 3. Write the sentence in the Independent Practice section on the board. 4. Write the letters 'm', 'n', 'l', 'b', 's' and the rime 'oon' on the board.</p>
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### Opening (5 minutes)

1. **Say:** Think about what we see in the sky at night.
2. Have 2 pupils volunteer to respond.
3. **Say:** Good. What do we see in the sky at night? Turn and tell a partner what we see. (Possible answers: stars, the moon)
4. Tell pupils to pay attention as you read the poem.
5. Read the poem aloud. Ask pupils to join you for a second time.
6. **Say:** Yes, we see the moon and stars. Today you will learn to make a word family with the letters and sounds of 'moon'.

### Introduction to the New Material (10 minutes)

1. Underline 'oon' in the word moon in the poem. Point to the rime 'oon' on the board.
2. **Say:** These letters make the /oon/ sound you hear in 'moon'. Repeat the sound /oon/ with the pupils.
3. **Say:** Pupils let's sound out these letters together.
4. **Say:** If I put the 'm' in front of 'oon', it makes the word 'moon'.
5. **Say:** If I take away the letter 'm' and put the 'n', it makes the word 'noon'.
6. Tell the pupils 'moon' and 'noon' belong to the same word family.
7. **Say:** Read these words with me.
8. Read the words 'moon' and 'noon' one more time.

### Guided Practice (5 minutes)

1. **Say:** Now you will make another word.
2. Point to the 'l' on the board.
3. **Say:** With this letter we can make the name of a bird. Try it with your partner.
4. **Ask:** What word did you make? (Answer: loon)
5. **Ask:** Did you know this is the name of a bird?
6. Invite any boy who volunteers to write 'loon' on the board.
7. **Say:** Now use the 's' and 'oon' to make a new word.
8. Give pupils time to say 'soon'.



9. Have a girl volunteer to write 'soon' on the board.

**Independent Practice** (10 minutes)

1. **Say:** Now I will give you time to write in your exercise books.
2. Point to the sentence frames on the board.
3. **Say:** Use these to write sentences with the new words.
  - a) I will see my grandmother \_\_\_\_\_. (Answer: soon)
  - b) The \_\_\_\_ is bright tonight. (Answer: moon)
  - c) We eat lunch at \_\_\_\_\_. (Answer: noon)

**Closing** (5 minutes)

1. Have 2 boys and 2 girls volunteer to read 1 of their sentences to the class.
2. **Say:** Let's read all our new 'oon' words together again.
3. Read the words together.
4. **Say:** Let's finish our lesson with the moon poem. Read it again with me.
5. Read 'Moon Poem' with the pupils.
6. **Say:** Good work, boys and girls.

[*POEM MOON*] by Meredith Willson




I see the moon

The moon sees me

God bless the moon

And God bless me.

<b>Lesson Title:</b> Poem: Moonlight Music	<b>Theme:</b> Reading and vocabulary	
<b>Lesson Number:</b> L-03-102	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and perform a poem together.</p>	 <p><b>Teaching Aids</b> The poem '<i>Moonlight Music</i>' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write the poem '<i>Moonlight Music</i>' on the board. 2. Underline the new words in the poem: singers, children, drummers and moonlight.</p>
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### Opening (2 minutes)

1. **Say:** I know you are all happy when you come to the end of the day. At the end of the day you have time to play before you go to bed.
2. **Say:** Turn to a partner. Think about what you like to do at home at the end of the day. Pause and then ask pupils to tell their partners.
3. **Say:** There are evenings in the dry season when the moon is very bright.
4. Today you will learn to read a poem about what happens in the moonlight.

### Introduction to the New Material (10 minutes)

1. Explain the title of the poem to the pupils. **Say:** '*Moonlight Music*' is about making and enjoying music under the moonlight.
2. **Say:** Listen while I read the poem for you.
3. Read slowly and with expression.
4. Draw the pupils' attention to the underlined words in the poem. Give short definitions to the pupils.
5. Tell pupils to read the new words after you.
6. Ask the pupils to read the poem with you. Read the poem a second time, pointing to each line as you read.
7. **Ask:** What are the people doing in the poem?
8. Have 2 boys and 2 girls volunteer to answer. (Answers: dancing, drumming, singing, playing)

### Guided Practice (10 minutes)

1. **Say:** Now you will act out the poem together.
2. Ask pupils to get into pairs.
3. **Say:** The poem tells about drummers, singers and dancers.
4. Let pupils choose a role they will act out.
5. **Say:** Are you ready? I will read the poem again. Listen for your part. Singers, you will be first.
6. Begin to read the poem. Pause after 'singers sing' for pupils to act out singing.
7. Do the same for 'drummers drum' and 'dancers do their dancing'.
8. **Say:** Good job!

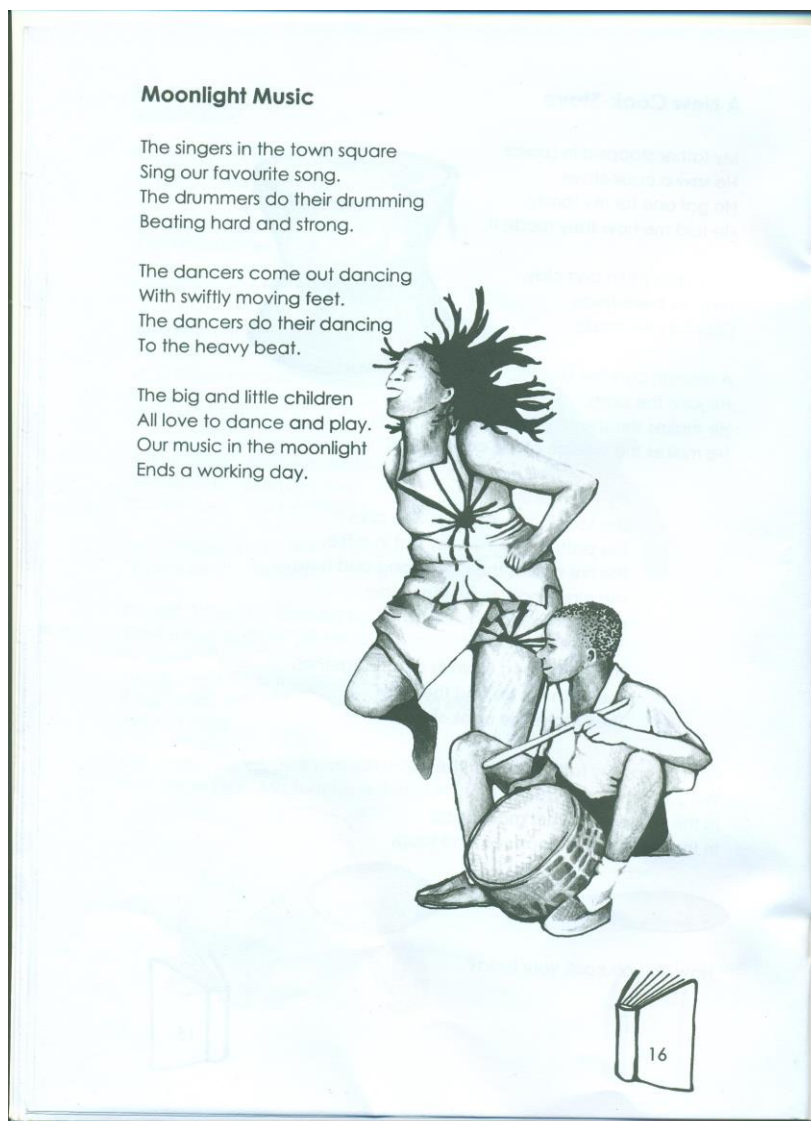
### Independent Practice (10 minutes)

1. Ask pupils to open their exercise books.
2. **Say:** Now you will write the poem.
3. Go around the class and support pupils as they write.




### Closing (2 minutes)

1. **Say:** Pupils, today you have learnt to read the poem 'Moonlight Music'. Read it to your family tonight at home. In the next lesson, we will make a list of other things we see in the moonlight. Think about this before the next lesson.

[POEM MOONLIGHT MUSIC] 1, 2, 3 *Read and Write with Me! Stories and Poems for Children in Class III.* RaSES Education Project



<b>Lesson Title:</b> Vocabulary in the 'Moonlight Music' poem	<b>Theme:</b> Reading and Vocabulary	
<b>Lesson Number:</b> L-03-103	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of this lesson, pupils will be able to write a list of things they see in the moonlight.	 <b>Teaching Aids</b> The text ' <i>Moonlight Music</i> ' (at the end of the plan)	 <b>Preparation</b> Have the poem ' <i>Moonlight Music</i> ' ready to read aloud.
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### Opening (2 minutes)

1. **Say:** Yesterday we learnt from the poem '*Moonlight Music*' what people do in the moonlight.
2. **Ask:** What are some things the poem tells us about? Turn and tell a partner. (Answers: sing, dance, play drums, play games)
3. Today you will make a list of things you see in the moonlight.

### Introduction to the New Material (10 minutes)

1. **Say:** Open your exercise books to the poem you wrote yesterday.
2. Read the poem '*Moonlight Music*' with the pupils. Let the pupils read with you from their exercise books.
3. Ask pupils to read with you a second time.
4. **Say:** Boys and girls, what you see and do when the moon is bright may not be the same as the poem says.
5. **Say:** In the poem music goes with the moonlight. It tells about singers, drummers and dancers. It also tells about big and little children dancing and playing.
6. **Ask:** Think about one thing you see outside your house when the moon is bright. (Possible answers: bats flying, the moon in the sky, stars, fireflies, people talking, children playing)
7. Have 2 girls and 2 boys volunteer to answer.
8. List the pupils' responses on the board.

### Guided Practice (10 minutes)

1. Ask pupils to look again at the first and second stanza of the poem.
2. **Say:** Write the 2 words that begin with the letter /s/ from the first stanza into your exercise books. Talk with a partner to make sure you got all the words. (Answers: singers, sing)
3. Give pupils a minute to write the words.
4. **Say:** Now write the words that begin with the letter /d/ from the second and second lines of the poem. Talk with a partner to make sure you got all the words. (Answers: drummers, drum, dancers, dancing)
5. Walk around and help pupils as they write.
6. **Say:** Now get ready to use some new words on your own.

### Independent Practice (10 minutes)

1. **Say:** Look at our list of things we can see in the moonlight.
2. Read the list from the board.
3. **Ask:** Which of these do you see when you go outside in the moonlight?

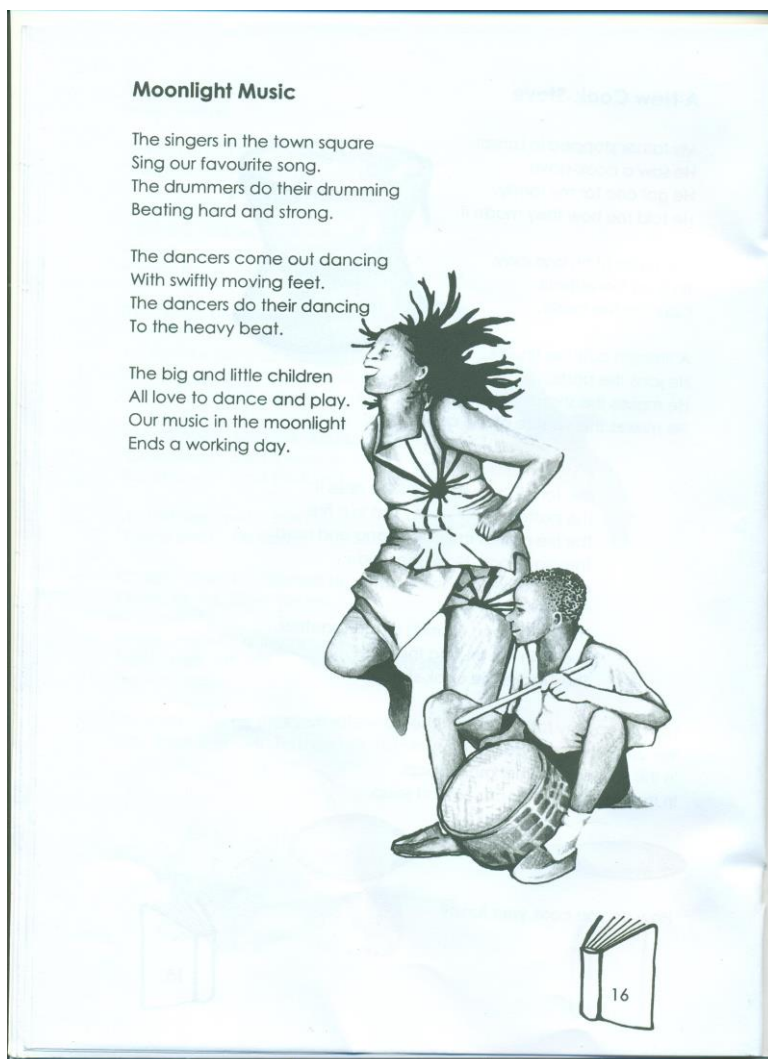
4. **Say:** Write one thing you see in the moonlight when you go outside. (Possible answers: mosquitoes, bats, the moon, stars, candles, lights)
5. Give pupils 1 minute to write.
6. **Say:** Write 2 more things you see when you are outside in the moonlight.
7. Give pupils more time to write a short list.

**Closing (3 minutes)**




1. Give pupils 1 minute to read their lists of words to a partner.
2. **Say:** Today you made a list of things we see in the moonlight. When you go home, talk with your parents about the poem and read your list to them.

[POEM MOONLIGHT MUSIC] 1, 2, 3 *Read and Write with Me! Stories and Poems for Children in Class*

///. RaISES Education Project



<b>Lesson Title:</b> Synonyms: Introduction	<b>Theme:</b> Reading and Vocabulary	
<b>Lesson Number:</b> L-03-104	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to list synonyms for familiar words.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> 1. Write the definition of synonyms on the board: Synonyms are words with the same or similar meaning. 2. Write the table of Synonyms in the Introduction to New Material on the board. 3. Write the sentence frames in the Guided and Independent Practice Sections on the board.</p>
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**Opening (3 minutes)**

1. **Say:** Class, we have learnt about possessive pronouns. They are ‘my’, ‘her’, ‘his’, ‘our’, ‘their’, ‘its’ and ‘your’.
2. Ask 2 volunteers, 1 girl and 1 boy, to make a sentence using 1 possessive pronoun. (Example answers: this is my brother, her book is on the table)
3. Then **say:** Today you will learn to name words that have the same or similar meaning. These are called synonyms.
4. Point to the definition of ‘synonym’ on the board, and read to the pupils.

**Introduction to the New Material (12 minutes)**

1. **Say:** Look at this table on the board.
2. Point to the words and their synonyms on the board.

Word	Synonym
big	large
behind	back
blank	empty
bright	shining
clever	intelligent
fall	drop
profit	gain
small	little
unite	join

3. Point to ‘big’ and ‘large’. **Say:** My father's garden is big. My father's garden is large. The sentences mean the same. The synonym of ‘big’ is ‘large’.
4. **Say:** The synonym of ‘behind’ is ‘back’. The children are sitting behind the building. The children are sitting at the back of the building.
5. Read through the words on the board. Give an example sentence for each pair of words.
6. Remind pupils these words have the same or similar meanings, and we call them synonyms.
7. Say some simple sentences for the pupils, such as:

- a) My father asked for a big space. (Answer: large)
  - b) The trader made a lot of profit. (Answer: gain)
  - c) Mangoes fall when they are ripe. (Answer: drop)
8. Explain that big and large, profit and gain and fall and drop are synonyms.

**Guided Practice** (5 minutes)

1. Tell pupils to get into pairs.
2. **Say:** Now look at these sentences.
3. Point to the following sentences on the board:
  - a) The man is very clever.
  - b) I have a small toy at home.
4. **Say:** You will give the synonyms of the underlined words. I will read them for you.
5. Read each sentence slowly.
6. Ask the pairs to change the underlined words to its synonym.
  - a) The man is very clever. (Answer: intelligent)
  - b) I have a small toy at home. (Answer: little)




**Independent Practice** (10 minutes)

1. Ask pupils to open their exercise books and get ready to write. Point to the following sentences on the board:
  - a) Our classroom is shining.
  - b) My sister loves small children.
  - c) The teacher is clever.
2. **Say:** Do you see that one word is underlined in each sentence? Write the underlined word in your exercise book.
3. Pause while pupils write the words in their exercise books. Point to the table, where 'shining' is written.
4. **Say:** Now write the synonym for each underlined word synonym. Use this table of words and their synonyms.
  - a) Our classroom is shining. (Answer: bright)
  - b) My sister loves small children. (Answer: little)
  - c) The teacher is clever. (Answer: intelligent)
5. Walk around the classroom. Make sure pupils understand and are doing the task.

**Closing** (5 minutes)

1. **Say:** Listen as I say a word. I want you to give me its synonym. Are you ready?
2. **Say:** Small. Now raise your hands if you can think of a synonym.
3. Let 2 pupils volunteer to answer with 'little' or 'tiny'.
4. Repeat this with 2 other words.
5. Then **say:** Today you learnt how to list synonyms for familiar words. This will help you with reading, writing and speaking to others.

<b>Lesson Title:</b> Antonyms (Opposite Words): Introduction	<b>Theme:</b> Reading and Vocabulary.	
<b>Lesson Number:</b> L-03-105	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to list opposites (antonyms) for familiar words.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> 1. Write the definition of antonyms on the board: Antonyms are words that have opposite meanings. 2. Write the Opposites table in the Introduction to New Material on the board. 3. Write the sentence frames in the Guided and Independent Practice Sections on the board.</p>
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### Opening (3 minutes)

- Say:** Yesterday you learnt that synonyms are words with similar meanings.
- Ask:** Who can name some synonyms?
- Have 2 boys and 2 girls volunteer to name pairs of synonyms. (Possible answers: big and large, small and little, fall and drop)
- Say:** Today you will learn to list words and their opposite meaning. These are called ‘antonyms’.
- Point to the definition of ‘antonym’ on the board, and read to the pupils.

### Introduction to the New Material (12 minutes)

- Say:** Look at this table on the board.
- Point to the words and their antonyms on the board.

Words	Opposites (Antonyms)
big	small
bitter	sweet
black	white
bottom	top
clean	dirty
cold	hot
right	wrong

- Say:** The antonym of ‘big’ is ‘small’. The school is big, but our class is small.
- Say:** The antonym of ‘bitter’ is ‘sweet’. Coffee is bitter, but mangoes, pawpaws and oranges are sweet.
- Read all the words on the board this way. Give an example sentence for each pair of words.
- Say:** These words have opposite meanings. That is why we call them opposite words or antonyms.
- Say some simple sentences for the pupils, such as:
  - My bag is big. My coin purse is small.
  - The doctor gave me bitter medicine. My mother made a sweet cake.



- c) Kadiatu is wearing black shoes and a white dress.
8. Explain that big and small, bitter and sweet and black and white are antonyms.
  9. Read the sentences again and have pupils repeat them after you.

**Guided Practice** (5 minutes)

1. Tell pupils to get into pairs.
2. **Say:** Now look at these sentences.
3. Point to the sentences on the board.
4. **Say:** You will give the antonyms of the underlined words.
5. Read each sentence slowly.
6. Ask the pupils to change the word to the antonym with their partners.
  - a) The man is at the bottom of the well. (Answer: top)
  - b) Our school compound is clean. (Answer: dirty)
  - c) Yeabu is drinking cold water. (Answer: hot)




**Independent Practice** (10 minutes)

1. Ask pupils to open their exercise books and get ready to write.
2. Tell pupils to work individually and write pairs of antonyms.
3. Point to the table from the Introduction to New Material.
4. **Say:** Use this table of words and their antonyms. Write the underlined words in your exercise books. Then write their antonyms. Do this for each of these sentences.
  - a) Fatu is a small girl. (Answer: big)
  - b) David is wearing a white shirt. (Answer: black)
  - c) He got the right answer in the test. (Answer: wrong)
5. Have 3 pupils volunteer to share their answers with the class.

**Closing** (5 minutes)

1. Have 1 boy and 1 girl volunteer to read the antonyms on the board for the class.
2. Then **say:** Today you learnt to list antonyms for familiar words. Good job!

<b>Lesson Title:</b> Why Dogs Run After Vehicles (Part I)	<b>Theme:</b> Reading Folktales and Number Words	
<b>Lesson Number:</b> L-03-106	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and discuss a folktale.</p>	 <p><b>Teaching Aids</b> The story of 'Why Dogs Run After Vehicles' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write Part I of 'Why Dogs Run After Vehicles' on the board. 2. Underline the new words: guarded, thief, night, broke and tyres. 3. Read the definition of the new words at the end of the plan.</p>
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**Opening (3 minutes)**

1. **Say:** Many dogs run after cars and trucks, correct?
2. Ask pupils if they have ever seen a dog running after cars and trucks. Allow them to respond.
3. **Say:** In this lesson, we will read a story about why dogs run after vehicles. Then we will talk about it.

**Introduction to the New Material (12 minutes)**

1. Point to the underlined words in the story: night, guarded, thief, broke and tyres.
2. Read the underlined words. Explain the meaning of each word.
3. Explain to the pupils that a folktale is a story that teaches a lesson. A folktale often has animals as characters.
4. **Say:** Listen while I read this folktale.
5. Point to each line and read slowly as pupils listen.
6. Read the folktale for a second time.
7. **Say:** Get into pairs.
8. Ask pupils the following questions about the story, 1 at a time. Pause for pupils to answer each with their partners.
  - a) What did the man have? (Answer: The man had a shop.)
  - b) What did the dog do at night? (Answer: The dog guarded the shop at night.)
  - c) What did the thief do? (Answer: The thief broke the door and took 4 new tyres.)
9. Ask pupils to listen and help you read the story again. Point to each line as you read.

**Guided Practice (5 minutes)**

1. Ask pupils to get into pairs again.
2. **Say:** Talk to your partners about what happens in the first part of the story. (Answer: A thief breaks the door and steals 4 tyres.)

**Independent Practice (13 minutes)**

1. **Say:** Now it is time to write. Open your exercise books.

2. **Say:** Write the first part of the story in your exercise books. Remember the uppercase letter in the first word of each sentence. And do not forget the full stops at the ends of the sentences.

**Closing** (2 minutes)

1. **Say:** Today you read the beginning of the story about why dogs run after vehicles. In the next lesson, we will read the rest and talk about the lesson in the story. Then, you will find out why dogs chase cars and trucks. What do you think will happen in the story? Think about it.

*[DEFINITIONS OF WORDS]*




Tyre	a thick rubber ring that fits around the wheel of a car or bicycle
Thief	a person who steal something from another person or place
Broke	damaged or injured, not whole, not working
Guard	to protect a person, a place or things, like a tyre shop
Night	time after the sun sets and it is dark

*[STORY WHY DOGS RUN AFTER VEHICLES PART I] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RaSES Education Project*

A man had a tyre shop.  
His dog guarded the shop at night.  
One night, a thief came.  
He gave meat to the dog.

The thief broke the door.  
He stole 4 tyres!

<b>Lesson Title:</b> Why Dogs Run After Vehicles (Part II)	<b>Theme:</b> Reading Folktales and Number Words	
<b>Lesson Number:</b> L-03-107	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and discuss a folktale.</p>	 <p><b>Teaching Aids</b> The story of '<i>Why Dogs Run After Vehicles</i>' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write the story '<i>Why Dogs Run After Vehicles</i>' on the board. See the next page for the text. 2. Underline the new words in the folktale: angry, friends, chase and vehicles. 3. Read the definition of the new words at the end of the plan.</p>
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### Opening (3 minutes)

1. **Say:** Class, think about the story we read yesterday. Think about why dogs run after vehicles.
2. **Say:** Turn and tell a partner what you remember about that story.
3. Pause and allow pupils to talk about the story.
4. **Say:** Today you will finish reading the story and explain the lesson you learn from it.

### Introduction to the New Material (15 minutes)

1. **Say:** Let's look at the underlined words in the story.
2. Explain the meaning of each word.
3. Tell pupils to spell and read the new words after you.
4. **Say:** Listen carefully while I read the first part of the story again.
5. Point to each line as you read the story.
6. **Say:** Let's now see why dogs chase cars and trucks. Remember we call cars and trucks 'vehicles'.
7. Read the 2<sup>nd</sup> part of story.
8. **Say:** Now read with me.
9. Read the whole story again.
10. Ask pupils to talk with their partner about the story. Guide them with these questions.
  - a) How many tyres were missing? (Answer: 4 tyres were missing.)
  - b) Why did the dog call his dog-friends? (Answer: To help him find the tyres.)
  - c) Did the dogs find the tyres? (Answer: No, they did not. They are still looking for the tyres.)
11. **Say:** Most stories we read have a moral lesson. A moral lesson teaches us to behave well, to do the right thing. Can you think of a lesson from this story?
12. Allow 4 pupils to volunteer to share their answer.
13. Explain the moral lesson in the story for the pupils. Do not take gifts from strangers. It may lead into trouble for life. If the dog had not taken the meat, he would not have lost the tyres.
14. Write the moral lesson on the board.

**Guided Practice (5 minutes)**

1. Ask pupils to make pairs.
2. **Ask:** Why should we not talk to strangers? Tell your partner. (Possible answers: strangers may not be nice people; strangers may trick you, it may cause trouble)
3. Invite a few pupils to share their answers.

**Independent Practice (10 minutes)**

1. Tell pupils to finish writing the story 'Why Dogs Run After Vehicles' in their exercise books.
2. If there is time, ask pupils to write the moral lesson of the story.

**Closing (2 minutes)**

1. **Say:** You have read and discussed the complete story 'Why Dogs Run After Vehicles'. We will read the story again in another lesson.

*[STORY WHY DOGS RUN AFTER VEHICLES] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RaISES Education Project*

A man had a tyre shop.  
His dog guarded the shop at night.  
One night, a thief came.  
He gave meat to the dog.

The thief broke the door.  
He stole 4 tyres!




In the morning, the man was angry with his dog.  
He said, "Go and find my tyres."  
The dog and his friends ran after the cars and trucks,  
looking for the man's tyres.

This is why dogs chase vehicles.  
They are looking for the man's tyres.

*[DEFINITIONS OF WORDS]*

Angry	having strong feelings about something that you dislike very much
Friends	people you know well and like but who are not usually in your family
Chase	to run after something or somebody in order to catch them
Vehicles	things used for transporting people or goods, such as cars, lorries or trucks

<b>Lesson Title:</b> Word Family: 'ire'	<b>Theme:</b> Reading Folktales and Number Words	
<b>Lesson Number:</b> L-03-108	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning outcomes</b> By the end of the lesson, pupils will be able to read and write a word family with 'ire'.</p>	 <p><b>Teaching Aids</b> 1. Flash cards with the letters 'f', 'd', 'h' and 'w'. 2. Flash card with the rhyme 'ire'.</p>	 <p><b>Preparation</b> 1. Make a set of flash cards. 2. Write the sentences in the Guided Practice section on the board. 3. Read the Teacher Explanation at the end of the plan.</p>
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### Opening (3 minutes)

1. **Say:** You have learnt to read and write a word family with 'oon'.
2. Remind pupils that words that end with the same letters and sounds belong to the same word family.
3. Ask pupils to give examples of words that end with 'oon'. (Possible answers: moon, spoon, noon, soon)
4. **Say:** Today you will learn to read and write a word family with 'ire'.

### Introduction to the New Material (10 minutes)

1. Write 'ire' rime boldly on the board.
2. **Ask:** What sound do these letters make?
3. Let pupils respond. Repeat the sound /ire/ with the pupils.
4. Show the pupils the flash cards: 'f', 'd', 'h' and 'w'.
5. **Say:** Help me name and make the sound of these letters.
6. Sound out the letters with pupils.
7. **Say:** If I put 'w' in front of the 'ire', we get the word 'wire'. Read it with me.
8. **Say:** If we remove the letter 'w' and put 'f', it makes the word 'fire'.
9. Do the same for the other letters. Write the words on the board as you make them with pupils.
10. **Say:** All of these words belong to the same word family.
11. Read the words on the board: 'wire', 'fire', 'hire' and 'dire'. Tell pupils what the words mean.

### Guided Practice (7 minutes)

1. **Say:** Now let us read the sentences on the board. We will use words from the word family 'ire' to finish them.
2. Ask pupils to work with a partner. Tell them to choose an 'ire' word for each blank.
  - a) The \_\_\_\_\_ is long. (Answer: wire)
  - b) Put the pot over the \_\_\_\_\_. (Answer: fire)
  - c) This car is for \_\_\_\_\_. (Answer: hire)
3. Read the complete sentences with the pupils. Stress 'wire', 'fire' and 'hire'.
4. Ask a boy and a girl to underline the words that end with '-ire' in the sentences.

### Independent Practice (10 minutes)

1. Tell pupils to write the sentences from the board in their exercise books.
2. Have a boy and a girl volunteer to read 1 of their sentences to the class.

**Closing** (5 minutes)

1. **Say:** Let us read the sentences together again as a class.
2. Tell them they will learn other word families this year.
3. **Say:** Great work, girls and boys.




*[EXPLANATION FOR THE TEACHER]*

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

Sample words from the 'ire' word family:

- fire
- hire
- wire
- dire

<b>Lesson Title:</b> Characters and Setting	<b>Theme:</b> Reading Folktales and Number Words	
<b>Lesson Number:</b> L-03-109	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to reread a folktale and explain where the folktale happens and the characters in it.</p>	 <p><b>Teaching Aids</b> The story of 'Why Dogs Run After Vehicles' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write the story 'Why Dogs Run After Vehicles' on the board. 2. Write the sentence frame in the Independent Practice section on the board.</p>
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### Opening (2 minutes)

1. **Say:** You have learnt to explain the lesson in the folktale 'Why Dogs Run After Vehicles'.
2. **Ask:** Who remembers the lesson in that folktale? Turn to a partner and talk about the lesson.
3. Invite a pupil to tell you the moral lesson of the folktale. (Answer: Do not take things from strangers.)
4. **Say:** Today we will read the folktale again. Then we will explain where the folktale happens and the characters in it.

### Introduction to the New Material (10 minutes)

1. Read the folktale aloud for the class. Then retell it in your own words, in a language children can understand.
2. **Say:** The setting of a story means 'where' the story takes place. It is also the time when the story or folktale happens.
3. **Say:** This folktale takes place in a shop where tyres are sold.
4. Ask pupils to think about the time of the day it happened. Is it daytime or nighttime?
5. Choose 2 volunteers to respond. (Answer: both nighttime and daytime)
6. **Say:** Yes, the story begins in the tyre shop at night. Then it ends at the tyre shop in the morning.
7. **Say:** Another important part of a folktale are the characters. Think about who is in this folktale. Help me make a list on the board.
8. Have 2 boys and 2 girl volunteer to name who is in the folktale. (Answers: the shop owner, the dog, the thief, the dog's friends)
9. Read the list and **ask:** Are these the only characters in the folktale? Add any names missing.

### Guided Practice (10 minutes)

1. Ask pupils to open their exercise books to the folktale.
2. **Say:** Turn to a partner. Together you will read the folktale along with me.
3. Read the folktale aloud while the class reads along.
4. **Say:** Now underline any words that tell about the setting. I will do this on the board. (Answers: morning, night, shop)
5. **Say:** Now please circle the names of the characters in the story. (Answers: the shop owner, the dog, the thief, his friends)
6. Circle the characters on the board. Point out that 'his friends' means the dog's friends.



### **Independent Practice** (10 minutes)

1. **Say:** Write a simple sentence about what you like about one of the characters. Use this sentence frame to begin. Write the frame on the board.

I like \_\_\_\_\_ because \_\_\_\_\_. (Example: I like the dog-friends because they help the dog.)

2. Ask 2 pupils to volunteer to read their sentences.

### **Closing** (3 minutes)

1. Ask pupils to turn to a partner.
2. **Say:** With your partner, talk about the setting or where and when the folktale takes place.
3. Give pupils time to talk.
4. **Say:** Now name the characters. Remember, characters are who is in the folktale.
5. **Say:** Today you learnt about the characters and setting of a folktale. Whenever you read, you must pay attention to the setting and the characters. It will help you understand what you read.
6. **Say:** Be sure to tell your family this folktale. I think they will like it!

*[STORY WHY DOGS RUN AFTER VEHICLES] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RaISES Education Project*




A man had a tyre shop.  
His dog guarded the shop at night.  
One night, a thief came.  
He gave meat to the dog.

The thief broke the door.  
He stole 4 tyres!

In the morning, the man was angry with his dog.  
He said, "Go and find my tyres."  
The dog and his friends ran after the cars and trucks,  
looking for the man's tyres.

This is why dogs chase vehicles.  
They are looking for the man's tyres.

<b>Lesson Title:</b> Number Words 3	<b>Theme:</b> Reading, Folktales and Number Words	
<b>Lesson Number:</b> L-03-110	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and write number words from 0 to 50.</p>		<p><b>Teaching Aids</b> Number words 40-50 (at the end of the lesson)</p>		<p><b>Preparation</b> Write the number words from 40 to 50 clearly on the board.</p>
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### Opening (3 minutes)

1. Ask pupils to stand up and count themselves. Explain that the first pupil will say 1, the second will say 2 and so on up to 40.
2. **Say:** Girls and boys, now you learnt to write number words from 0 to 40. You wrote them in your exercise books during our last number lesson. Find them in your exercise books.
3. Give pupils a minute to find the pages.
4. **Say:** Today you will learn to read and write number words from 40 to 50. This is important because we use numbers daily to count things and objects.

### Introduction to the New Material (10 minutes)

1. **Say:** Now we will read the numbers from 40 to 50.
2. Read the numbers from 40 to 50 while pupils listen carefully. Point to each number on the board as you say it.
3. Ask pupils to read along with you a second time.
4. Repeat the number 40.
5. **Say:** These numbers follow the same pattern as 20 and 30. See? Forty-four, forty-five and so on.
6. **Say:** Remember the number word 'forty' is very important. We use it to make the other numbers between 40 and 50.
7. **Say:** Now you will practise reading and writing these numbers.

### Guided Practice (5 minutes)

1. Ask pupils to read the number words from 40 to 50 with a partner. Guide them by pointing at the number words on the board.
2. Point at the number words and ask pupils in different rows to read the numbers 40 to 50.
3. Support pupils who need help.

### Independent Practice (15 minutes)

1. Ask pupils to write the numbers 40 to 50 and the number words in their exercise books, if possible on the same pages as the pupils wrote 0 to 40.
2. Walk around the classroom. Make sure pupils are writing the numbers correctly and clearly.
3. Encourage partners to help each other.




### Closing (2 minutes)

1. Randomly point to the number words and ask pupils in rows to say each number.
2. **Say:** Great work! Now you know how to read and write all the number words from 0 to 50.

*[NUMBER WORDS 40-50]*

40	Forty
41	Forty-one
42	Forty-two
43	Forty-three
44	Forty-four
45	Forty-five
46	Forty-six
47	Forty-seven
48	Forty-eight
49	Forty-nine
50	Fifty

<b>Lesson Title:</b> Tiny Tale: Farming	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-03-111	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read the Tiny Tale 'Farming'.</p>	 <p><b>Teaching Aids</b> 1. The Tiny Tale 'Farming' (at the end of the plan) 2. A hoe and cutlass (if possible).</p>	 <p><b>Preparation</b> 1. Write the first 2 line of the Tiny Tale 'Farming' on the board. 2. Write the words 'cutlass' and 'hoe' on the board.</p>
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### Opening (2 minutes)

1. **Say:** Today, we will talk about the job of farming. Growing food is a hard job. You will help me write a Tiny Tale about farming. Then we will read it together.

### Introduction to the New Material (15 minutes)

1. **Say:** Look at these words on the board. We use them to talk about farming.
2. Read the words and have pupils repeat them.
3. Show the tools in class (if possible). Briefly explain the meaning of the new words.
4. Tell the pupils to read the new words after you.
5. **Say:** Here is the beginning of our Tiny Tale.
6. Point to the first lines and read them:  
Who grows our food for us?  
Farmers grow our food. They use tools.
7. Read these lines again.
8. **Say:** Now you will help me add a sentence to the Tiny Tale. Here it is:  
They use \_\_\_\_\_ to cut down trees.
9. **Ask:** Which tool do farmers use to clear grass?
10. Pick a pupil to answer. (Answer: cutlasses)
11. **Say:** Yes, farmers use cutlasses to clear the grass. I will write it here in our sentence.
12. Write 'cutlasses' in the blank.
13. Now you will add another sentence to the Tiny Tale. Here it is:  
They use \_\_\_\_\_ to dig the ground.
14. **Ask:** Class, what do farmers use to dig the ground? (Answer: hoes)
15. Write 'hoes' in the blank.
16. **Say:** I will write the next sentence.
17. Write and read the last sentence:  
They use these tools to grow our food.

### Guided Practice (5 minutes)

1. **Say:** Now you and your partner will read the Tiny Tale with me. Are you ready?
2. Read the Tiny Tale slowly with pupils. Point to each line on the board.
3. Read it again. This time have pupils repeat each line.

**Independent Practice** (10 minutes)

1. **Say:** We need a last line for our Tiny Tale. Here it is:  
Thank you, Farmers!
2. Write the last line on the board.
3. **Say:** It is time for you to write the Tiny Tale in your exercise books.
4. Give pupils time to write.

**Closing** (3 minutes)

1. **Say:** Let's read our Tiny Tale together again.
2. Read the Tiny Tale, pointing to each line on the board. Pupils can read along in their exercise books.
3. **Say:** Read this Tiny Tale again at home. Your family will like it!

*[TINY TALE: FARMING (TO BE WRITTEN WITH PUPILS)]*

Who grows our food for us?

Farmers grow our food. They use tools.




They use cutlasses to clear the grass.

They use hoes to dig the ground.

They use these tools to grow our food.

Thank you farmers!

<b>Lesson Title:</b> Word Family: 'ear'	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-03-112	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning outcomes</b> By the end of the lesson, pupils will be able to read and write a word family with the rime 'ear'.</p>	 <p><b>Teaching Aids</b> 1. Flash cards with the letters 'h', 'n', 'y' and 't'. 2. Flash card with the rime 'ear'.</p>	 <p><b>Preparation</b> 1. Make a set of flash cards. 2. Write the word 'fear' on the board. 3. Write the sentences in the Introduction to New Material and Guided Practice sections on the board. 4. Read the Teacher Explanation at the end of the plan.</p>
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### Opening (2 minutes)

1. **Ask:** Do you remember our last lesson on the 'ire' word family?
2. Choose a boy and a girl to name words from the 'ire' word family. (Answers; fire, hire, wire)
3. **Say:** Today you will learn to read and write a new word family with the rime 'ear'.

### Introduction to the New Material (10 minutes)

1. Point to the word 'fear' on the board. Ask pupils to read it with you.
2. Underline 'ear' in 'fear'. Slowly sound out the rime /ear/ for the pupils.
3. Tell pupils to sound it out together with you.
4. Explain that 'ear' is a word on its own. Tell pupils what it means. Tell them 'ear' can also be used to make other words.
5. Show the pupils the flash cards 'h', 'n', 'y' and 't'. Sound out each letter. Have pupils repeat them after you.
6. **Say:** If I put any of these letters in front of the rime 'ear', we get a new word.
7. Join the letters one at a time to 'ear'. Write the words 'hear', 'near', 'year' and 'tear' on the board below 'fear'.
8. Tell pupils the meaning of each word.
9. **Say:** Read the new words with me.
10. **Say:** Now I will choose 1 word to fill in this blank.
11. Read this sentence for pupils. Ask them what word fits. **Say:** This means children can be afraid of the dark.
  - a) Children \_\_\_\_ going out at night. (Answer: fear)
11. Write 'fear' in the blank. Read the complete sentence for pupils.
12. **Say:** Let's read the next sentence together.
13. Read the sentence slowly for pupils. Let them repeat it after you.
  - b) I did not \_\_\_ what you said. (Answer: hear)
14. Write 'hear' in the blank.

### **Guided Practice** (5 minutes)

1. **Say:** Now you will use the other words in sentences.
2. Ask pupils to make pairs.
3. **Say:** Talk to your partner about the next sentence.
4. Point to the next sentence.
5. **Ask:** What word fits here? Tell your partner.  
c) The man sat \_\_\_\_\_ the door. (Answer: near)
6. Write 'near' in the blank. Read the sentence with pupils.
7. **Say:** Now finish the last sentence with your partner.  
d) I was younger last \_\_\_\_\_. (Answer: year)

### **Independent Practice** (15 minutes)

1. **Say:** Now you will write sentences on your own with the 'ear' word family.
2. Allow pupils to copy the sentences from the board.
3. Walk around the classroom. Make sure pupils understand and are doing the task. Support pupils who need help.

### **Closing** (3 minutes)

1. **Say:** Let's read our new words together.
2. Read the words ear, fear, hear, near, year, tear, wear and year. Remind pupils of the meaning of each word.
3. **Say:** Pupils, today you learnt how to read and write words in a word family with the rime 'ear'. Good work.




### *[EXPLANATION FOR THE TEACHER]*

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

Sample words from the 'ear' word family:

- ear
- fear
- hear
- near
- year
- tear
- wear

<b>Lesson Title:</b> Asking Questions: Farming	<b>Theme:</b> Reading and Comparing	
<b>Lesson Number:</b> L-03-113	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to ask and answer questions about where our foods come from.</p>	 <p><b>Teaching Aids</b> 1. Table: 'Where Food Comes From' (at the end of the lesson) 2. Local foods: rice, cassava, bread or eggs (or drawings of these foods).</p>	 <p><b>Preparation</b> 1. Write this sentence frame on the board: Where does ___ come from? ___ comes from _____. 2. Write the 'Where Food Comes From' table on the board.</p>
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### Opening (3 minutes)

1. **Say:** Today we will talk about different foods and where they come from. We know that farmers grow rice, cassava and okra on their farms.
2. **Ask:** What other foods do we have in our community?
3. **Say:** Turn to a partner and name a food you eat at home.
4. **Say:** Today you will learn to ask and answer questions about where other foods come from.

### Introduction to the New Material (10 minutes)

1. Show the pupils the 'Where food comes from' table on the board.
2. **Say:** This is a table. We can use it to write where foods come from.
3. Explain that different foods come from different places. Read the places where foods come from. Explain the words 'farm', 'bakery', 'butchery', 'river' and 'ocean' mean.
4. Write the foods that farmers grow on farms. (Answers: okra, cassava, rice)
5. **Say:** Here are the foods that come from farms.
6. **Ask:** Fish is a food. Where does fish come from?
7. Ask pupils to turn to their partner to answer. (Possible answers: river, ocean, stream)
8. **Say:** Yes, fish comes from water, like a river or stream. Some fish comes from the ocean. I will write that in our table.
9. Write 'fish' in the table beside 'river, ocean'.
10. Point to the question stem and sentence frame.  
Where does \_\_\_ come from?  
\_\_\_ comes from \_\_\_\_.
11. **Say:** Now pupils, you will help me ask and answer the questions.
12. Point to each row of the table as you ask and answer the following questions with the pupils.
  - a) Where does cassava come from? Cassava comes from the farm.
  - b) Where does fish come from? Fish comes from the river or ocean.
13. Tell pupils they will practise asking and answering questions with their partner.

### Guided Practice (10 minutes)

1. **Say:** Pupils, ask your partner a question about where bread comes from. Look at the question frame. Ready?
2. **Say:** Ask your partner 'Where does (pause, so pupils fill the blank orally) bread come from?' (Possible answers: bakery, market)
3. **Say:** Yes, bread comes from a bakery or the market.



4. Write this in the table on the board.
5. **Ask:** Let us try this one. Where do meat and chicken come from? (Answer: the market)
6. Write this in the table.
7. **Say:** We will read through the table together. I will read it first.
8. Point to each part as you read it. Ask pupils to read with you the second time.

**Independent Practice** (10 minutes)

1. **Say:** Now write one question in your exercise books. Use the sentences here as guides.
2. Give pupils 4 or 5 minutes to write the question. Walk around and make sure pupils are doing the task. Support pupils who need help.
3. **Say:** Now write the answer in your exercise books.




**Closing** (2 minutes)

1. **Ask:** Where do our foods come from? Name a different food to your partner. Where does it come from?
2. Let pupils name other foods from the butchery, farm and river.
3. **Say:** Pupils, today you learnt how to ask and answer questions about where our foods come from. Thank you!

[TABLE WHERE FOOD COMES FROM]

Where food comes from	Types of food
Farm	
Bakery	
Market	
River, Ocean	

<b>Lesson Title:</b> Reading: 'Farming' Tiny Tale	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L_03_114	<b>Class/Level:</b> Class 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read aloud the Tiny Tale, 'Farming'.</p>	 <p><b>Teaching Aids</b> The Tiny Tale: 'Farming' (at the end of the plan)</p>	 <p><b>Preparation</b> 1. Write the Tiny Tale 'Farming' on the board. 2. Write these words on the board: hoe, harvest, tools and cutlass.</p>
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### Opening (3 minutes)

1. **Say:** Here is our Tiny Tale. It tells us about tools farmers use. Let us show how they use the tools.
2. Ask pupils to stand. Tell them to pretend to hold a cutlass.
3. **Say:** Let's cut some grass.
4. Show pupils how to cut grass with your imaginary cutlass.
5. **Say:** Now dig with a hoe.
6. Demonstrate digging with a hoe.
7. Ask pupils to sit again and be ready to learn more about the Tiny Tale.
8. **Say:** Today you will read aloud 'Farming' with the class.

### Introduction to the New Material (10 minutes)

1. **Say:** Pupils, look at the board. You see our Tiny Tale called 'Farming.' It is about the tools farmers use.
2. Ask pupils to read it with you. Point to each line as you read it slowly with the class.
3. **Say:** Look at the words on the board.
4. Read the words for the pupils. Remind them of the meanings of the words.
5. Tell pupils to read the words with you.
6. **Say:** Listen carefully. I am going to read the story. When I say, 'cutlass', cut the grass with your imaginary cutlass. When I say 'hoe', dig with your hoe.
7. Ask pupils to stand.
8. Read slowly and loudly. Pause when you read 'cutlass' and 'hoe'. Encourage pupils to cut and dig.
9. Ask pupils to read the story slowly and loudly.

### Guided Practice (5 minutes)

1. **Say:** Boys, you will read the Tiny Tale now for the girls. Girls, you will cut and dig when you hear the right word.
2. Tell the girls to stand.
3. **Ask:** Are you ready?
4. Ask boys to read the Tiny Tale slowly. Read along with them.
5. Encourage the girls to cut and dig with the imaginary tools. Do this with them.
6. **Say:** Now you will change. Girls, read for the boys. Boys, stand and be ready to dig and cut.

**Independent Practice** (15 minutes)

1. **Say:** Now we will do this in groups of three. Please turn to your partners or the pupil sitting next to you.
2. Ask pupils to read the Tiny Tale first to their partners, taking turns.
3. **Say:** The other partner will act out digging with a hoe and cutting grass with a cutlass. Are you ready?
4. Give pairs time to read and act out digging and cutting grass.
5. **Say:** Now change and let another partner read. Go!
6. Do this until both partner reads the Tiny Tale.

**Closing** (2 minutes)

1. **Say:** You did a great job reading, digging and cutting! Remember that farmers use different tools to grow our food.
2. **Say:** Tell the Tiny Tale to your friends in other classes.

*[TINY TALE: FRAMING]*

Who grows our food for us?

Farmers grow our food. They use tools.




They use cutlasses to clear the grass.

They use hoes to dig the ground.

They use these tools to grow our food.

Thank you, Farmers!

<b>Lesson Title:</b> Occupations 2	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-03-115	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to relate the text to jobs in the community.</p>	 <p><b>Teaching Aids</b> 1. Tiny Tale: 'Farming' (at the end of the lesson) 2. Pictures or drawings of people in different occupations.</p>	 <p><b>Preparation</b> 1. Write the Tiny Tale 'Farming' on the board. 2. Display pictures or drawings of a policeman or policewoman, a nurse, a cleaner, a soldier. 3. Write the sentence frames in the Independent Practice section on the board.</p>
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### Opening (2 minutes)

1. **Say:** Here is the Tiny Tale 'Farming' that we wrote this week. Read it with me.
2. Read the Tiny Tale with the class.
3. **Say:** Today you will use the text about farming to talk about other jobs in the community.

### Introduction to the New Material (10 minutes)

1. **Say:** Farming is one of the important jobs people do. They grow our food.
2. Show the pictures or drawings of other occupations to the pupils. Describe each job. (Examples: driver, baker, teacher)
3. **Say:** These different jobs are called occupations. An occupation is the job someone does.
4. Explain to the pupils that there are different occupations in the community. There are teachers, nurses, cleaners, soldiers, policemen and women, painters, builders, and fishermen. Write these occupations on the board.
5. Read the words with pupils together.

### Guided Practice (5 minutes)

1. Tell pupils to turn to a partner and talk about any other occupations they know.
2. Give pupils time to talk.
3. Have 2 girls and 2 boys volunteer to name 1 occupation each.
4. Write the occupations on the board as the pupils name them.

### Independent Practice (15 minutes)

1. **Say:** Listen while I read the list of occupations on the board.
2. **Ask:** Are there any questions about the jobs on our list?
3. Answer any questions pupils have.
4. **Say:** Now you will fill in the blanks in these sentence frames. Use the occupations from our list.
5. Read the sentence frames aloud for the class.
  - a) A \_\_\_\_\_ takes care of sick people. (Answer: nurse)
  - b) A \_\_\_\_\_ bakes bread. (Answer: baker)
  - c) A \_\_\_\_\_ sells food in the market. (Answer: trader)
  - d) A \_\_\_\_\_ sews clothes. (Answer: tailor)
6. Tell pupils to complete the sentences in their exercise books.

7. Walk around the classroom. Make sure pupils understand and are doing the task.

**Closing** (3 minutes)

1. Ask pupils to turn to their partner and read 1 of their sentences.
2. **Say:** Pupils, today you learnt about different jobs people do in the community. All of these jobs are important!
3. Ask pupils to tell their partner which occupation they each like and why.

*[TINY TALE: FARMING]*

Who grows our food for us?

Farmers grow our food. They use tools.




They use cutlasses to clear the grass.

They use hoes to dig the ground.

They use all these tools to grow our food.

Thank you farmers!

<b>Lesson Title:</b> Vocabulary: Harvests and Crops	<b>Theme:</b> Reading, Writing and Vocabulary	
<b>Lesson Number:</b> L-03-116	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to describe different crops that are grown and harvested in Sierra Leone.</p>	 <p><b>Teaching Aids</b> 1. The poem 'Pepper, Pepper' (at the end of the plan) 2. Local foods: rice, cassava, okra, mango and oranges (or drawings of these foods).</p>	 <p><b>Preparation</b> 1. Write the poem 'Pepper, Pepper' on the board. 2. Write the following words on the board: cassava, rice, okra, mango and oranges.</p>
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### Opening (3 minutes)

1. **Say:** Look at the poem on the board. It is called 'Pepper, Pepper'. Read it with me.
2. Read the poem with the pupils 2 times.
3. **Say:** Peppers grow in Sierra Leone. Today you will learn to describe other crops that we grow here in Sierra Leone.

### Introduction to the New Material (10 minutes)

1. Show the pupils the different crops. Let pupils name them in their local languages. Repeat the words in English.
2. **Say:** We are very lucky to have these foods growing in our country.
3. Tell pupils that rice and cassava are common crops in Sierra Leone.
4. **Say:** Rice is our main food. Farmers grow rice upland, in swamps.
5. **Say:** This is cassava.
6. Hold it up to show the pupils.
7. **Say:** Cassava grows under the ground. We use it to make fufu and garrie. We can eat it raw or cooked.
8. Tell pupils about the vegetable okra. Describe it if it is not familiar to them.
9. Show a mango (or a picture if one is not available). Tell pupils that mangoes grows above the ground, on a tree. It is a sweet fruit. Tell them we eat it raw, ripe or cooked.
10. **Say:** Orange is also a fruit. It grows on a tree. We sometimes drink its' sweet juice.
11. **Say:** These are all foods that grow in our country.

### Guided Practice (5 minutes)

1. Tell pupils they will now describe 1 of the foods that they are most familiar with.
2. **Say:** Think of a food you want to describe. Now turn to a partner and describe it.
3. Give pupils 3 minutes to talk.
4. **Say:** Good job. Now you will write and draw these foods.

### Independent Practice (15 minutes)

1. Ask the pupils to open their exercise books. Let pupils write each name and draw a simple picture of the crop.
2. Give them time to write and draw.
3. Have 4 pupils volunteer to share their drawing with the class.

**Closing** (2 minutes)

1. Ask the pupils to share their drawings with their partner.
2. **Say:** Today you described different crops that we grow here in Sierra Leone.

*[POEM PEPPER, PEPPER] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III.*

RaISES Education Project




Pepper, Pepper,  
In a pile  
Pepper, pepper,  
Make me smile.

Pepper, pepper,  
Red and dry,  
Pepper, pepper,  
Make me cry.

Pepper, pepper,  
In the pot,  
Pepper, pepper,  
Nice and hot.

Pepper, pepper,  
In the food,  
Pepper, pepper,  
Tastes so good.

<b>Lesson Title:</b> Poem: Rice Harvest	<b>Theme:</b> Writing and Vocabulary	
<b>Lesson Number:</b> L-03-117	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and discuss 'Rice Harvest'.</p>	 <p><b>Teaching Aids</b> 1. The poem 'Rice Harvest' (at the end of the plan) 2. A sample of husk rice if available.</p>	 <p><b>Preparation</b> 1. Write the poem 'Rice Harvest', on the board. 2. Underline the new words in the poem: tiny, mound, seedlings, weed and harvest. 3. Read the definitions of the new words at the end of the plan. 4. Write the sentence frames in the Introduction to New Material and the Guided Practice sections on the board.</p>
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### Opening (5 minutes)

1. Ask pupils if they know about rice.
2. **Ask:** Do your parents grow rice?
3. **Say:** Pupils, today you will read and discuss a poem called 'Rice Harvest.'

### Introduction to the New Material (12 minutes)

1. Show the sample of husk rice to the pupils. Name the crop in local languages and English.
2. **Say:** The word 'harvest' describes the days farmers gather their crops. During the harvest season, they pick the rice on their farms.
3. **Say:** Now I will read you our poem about a rice harvest.
4. Read the poem for the class. Read it two times.
5. Point to the sentence frames:
  - a) Plant the \_\_\_\_\_ rice seeds. (Answer: tiny)
  - b) In a smooth green \_\_\_\_\_. (Answer: mound)
6. **Say:** Now you are going to discuss this poem in your groups.

### Guided Practice (5 minutes)

1. Tell pupils to get into pairs and work with partners.
2. Read the sentence frames with the pupils.
  - a) Plant the little \_\_\_\_\_ in the farm. (Answer: seedlings)
  - b) Come, let us \_\_\_\_\_ rice now (Answer: harvest)
3. Ask pupils to complete the sentences with their partners.
4. Have 3 pairs volunteer to tell the class the answers.
5. Fill in the blanks in the sentences on the board.

### Independent Practice (13 minutes)

1. **Say:** Open your exercise books. Write the poem 'Rice Harvest' in your exercise books.
2. Give pupils time to write. Assist pupils who need help.
3. If time allows, ask pupils to read the poem with their partners.

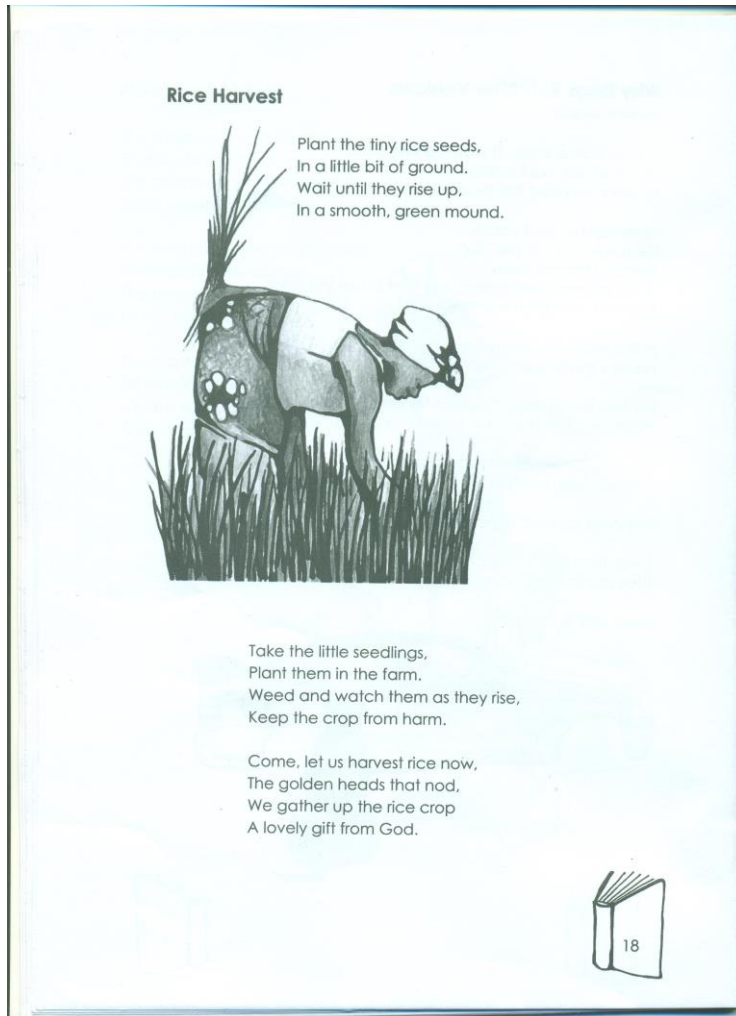


**Closing (2 minutes)**

1. **Say:** Now read the poem with me.
2. **Say:** You all read and talked about the poem 'Rice Harvest'. Read the poem to your parents at home. I think they will like it!

[*POEM RICE HARVEST*] 1, 2, 3 *Read and Write with Me! Stories and Poems for Children in Class III.*




RAISES Education Project



**[DEFINITIONS]**

Husk rice	rice that is recently cut, not yet cleaned
Tiny	very small
Mound	small heap
Weed	unwanted plants in the rice farm (grass)
Harvest	period when the farmers cut the rice

<b>Lesson Title:</b> Diagram: A Field Of Rice	<b>Theme:</b> Reading, Writing and Vocabulary	
<b>Lesson Number:</b> L-03-118	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draw a diagram of a rice farm and label it.</p>	 <p><b>Teaching Aids</b> 1. A diagram or a simple drawing of a rice field, at the end of the plan. 2. Poem: 'Soup on Rice' (at the end of the lesson)</p>	 <p><b>Preparation</b> 1. Write the poem 'Soup on Rice' on the board. 2. Draw and display picture of a rice field on a large piece of paper. 3. Write these words on the board: rice, palm tree, corn plants and paths.</p>
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### Opening (3 minutes)

1. Ask pupils to follow along as you read 'Soup on Rice'. Read it again with pupils.
2. **Say:** This week we are learning about crops in Sierra Leone, like rice. Pupils, we know that farmers grow rice in farms. Today you will learn to make a diagram of a rice farm. You will also label it with words.

### Introduction to the New Material (15 minutes)

1. Show the pupils the diagram of a rice farm.
2. **Say:** Notice this diagram does not have colours. It is organised. Each thing in the diagram is a real thing. Explain that this is not a picture, it is a diagram.
3. **Say:** Turn to a partner. What do you see?
4. Let the pupils talk about the diagram with their partners.
5. **Ask:** Class, what do you see?
6. Have 2 boys and 2 girls volunteer to answer.
7. Write what they see on the board. You should write the following:
  - a) Rice plants cover the farm.
  - b) There are paths or walking lanes.
  - c) Palm trees and corn plants grow there, too.
  - d) The farm is in the shape of a rectangle.
8. **Say:** Let's remember what a rectangle is. It is a shape with 4 sides. 2 sides are long and 2 are short.
9. Draw a large rectangle on the board.
10. Ask pupils to draw a rectangle in the air. Let pupils do it after you.
11. **Say:** Pupils, you will draw a rectangle for your diagram of a rice farm.
12. **Say:** See in this diagram that other plants grow in the rice farm. Here is a palm tree for shade. Here are corn plants, too.
13. Tell pupils the farmer needs a place to walk so there are walking lanes. Point to them in the diagram.

### Guided Practice (5 minutes)

1. **Say:** Open your exercise books. It is time for you to make a diagram of a rice farm.
2. Tell pupils to use the diagram on the board to draw their own rice farms.

3. **Say:** Draw a large rectangle first. Everything on the rice farm will go in the rectangle.
4. Give pupils time to start. They will finish during Independent Practice.

**Independent Practice (10 minutes)**

1. Let pupils continue to draw the diagram. Walk around the room to support them.
2. **Say:** Now it is time to label your diagram. Use these words as guides to write a sentence about the rice farm.
3. Point to the list on the board: rice, palm tree, corn plants and paths.
4. Walk around the classroom. Support pupils as they write words on their diagrams.

**Closing (2 minutes)**




1. Choose 2 boys and 2 girls to display their drawings in front of the class.
2. **Say:** Pupils, today you learnt to draw a diagram and label it with a sentence about a rice farm. This will help me make other diagrams this year. Good work.



*[POEM SOUP ON RICE] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III.*  
 RaISES Education Project

Soup on rice,  
 Soup on rice,  
 Nothing else  
 Is quite as nice  
 As soup on rice,  
 Soup on rice.

<b>Lesson Title:</b> Word Family: 'ound'	<b>Theme:</b> Reading, Writing and Vocabulary	
<b>Lesson Number:</b> L-03-119	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning outcomes</b> By the end of the lesson, pupils will be able to read and write a word family with the rime 'ound' using rhymes or poems.</p>	 <p><b>Teaching Aids</b> 1. The song 'Poda Poda' (at the end of the plan) 2. 2. Flash cards with the letters 's', 'f', 'p', 'r', 'b' and 'gr'. 3. Flash card with the rime 'ound'.</p>	 <p><b>Preparation</b> 1. Write the first stanza of 'Poda Poda Song' on the board. 2. Make a set of flash cards. 3. Read the Teacher Explanation at the end of the plan.</p>
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### Opening (3 minutes)

1. **Ask:** Do you remember our last lesson on word family with the rime 'ear'?
2. Ask 2 boys and 2 girls to name words from the 'ear' word family. (Answers: fear, hear, near, ear, spear)
3. **Say:** Listen to this poem on the board.
4. Read the poem on the board loudly. Ask pupils join you the 2<sup>nd</sup> time.
5. **Say:** The word 'round' belongs to this week's word family. Today you will learn to read and write this new word family with 'ound'.

### Introduction to the New Material (12 minutes)

1. Show pupils the flash card with the rime 'ound'. Sound it out loudly: /ound/.
2. Show the pupils the first flash card, the letter /s/. Let pupils repeat after you.
3. **Say:** If I put the 's' card in front of 'ound', I make a new word. Read the word it makes, 'sound'. Ask pupils to read after you.
4. Write the word 'sound' on the board. Point to each letter. Read it together with the pupils.
5. **Say:** Let's do the same with a different letter.
6. Join the flash card 'f' with the rime 'ound' to make the word 'found'.
7. Write the word 'found' on the board and read it for pupils. Ask pupils to read it with you.

### Guided Practice (7 minutes)

1. **Say:** Now you will make a new word with the rime 'ound'.
2. Ask pupils to get into pairs.
3. **Say:** Now you will do this with 2 more letters, show the flash cards 'p' and 'r'.
4. Tell pupils to use the words on the board for help.
5. Walk around the classroom. Make sure pupils understand and are doing the task.
6. Ask pupils to share the words they made. Write them on the board: 'pound' and 'round'.
7. Ask pupils to read the words with you. Tell pupils the meaning of each word.

### **Independent Practice** (10 minutes)

1. **Say:** Now you will work on your own.
2. Write 'b' and 'gr' and the rime 'ound' on the board.
3. Ask pupils to open their exercise books.
4. **Say:** Use these letters now. Write 2 new words in your exercise books with the letters.
5. Walk around the classroom. Help pupils write the words correctly.
6. Teach pupils the meanings of these new words:  
bound - to run and jump  
ground - mash food, earth we stand on
7. Ask pupils to write all the words from the board in their exercise books.

### **Closing** (3 minutes)

1. **Say:** Let's read our new words together: sound, found, pound, round, bound and ground.
2. Remind pupils of the meanings of each word.
3. Ask pupils to read 'Poda Poda' again with you. Stress the word 'round'.
4. **Say:** Today you learnt to read and write words in a word family with 'ound'. This will help you with all of your reading and writing.

*[SONG PODA PODA]* From 1, 2, 3 *Read and Write with Me! Stories and Poems for Children in Class II.*  
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Poda Poda wheels go  
Round and round,  
Round and round,  
Round and round.  
Poda Poda wheels go  
Round and round  
All the way to Freetown.




### *[EXPLANATION FOR THE TEACHER]*

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

Sample words from the 'ound' word family:

- found
- bound
- sound
- round
- pound

<b>Lesson Title:</b> Word Family: Writing Sentences	<b>Theme:</b> Reading, Writing and Vocabulary	
<b>Lesson Number:</b> L-03-120	<b>Class/Level:</b> Primary 3	<b>Time:</b> 35 minutes

 <p><b>Learning outcomes</b> By the end of the lesson, pupils will be able to write a sentence with one of the words from the word family.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> 1. Write the words in the word family 'ound': bound, found, pound, round and sound. 2. Read the definition of the new words at the end of the plan. 3. Write the 3 sentence frames in the Guided Practice and Independent Practice sections on the board.</p>
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### Opening (3 minutes)

1. **Say:** Think of the word family we learnt in our previous lesson that ended with 'ound'. Turn to a partner and name a word we learned.
2. Tell pupils they will work with the same words they learnt in the previous lesson.
3. **Say:** Today you will write a sentence using one of the words.

### Introduction to the New Material (12 minutes)

1. **Say:** Today I will teach you how to write sentences using a word from the 'ound' word family.
2. Explain the meaning of the new words.
3. Ask pupils to look at the 4 sentence frames on the board.
4. Read each sentence slowly 2 times.
5. **Ask:** What word can we use to complete the first sentence on the board?
6. Read the sentence frame aloud for the class.
  - a) The poda poda wheels go \_\_\_\_\_. (Answer: round)
7. **Say:** This is a sentence from the 'Poda Poda' song we learnt in our last lesson. Read it with me.
8. Read the sentence with the class.

### Guided Practice (5 minutes)

1. Ask pupils to get into pairs.
2. Point to the other sentence frame on the board.
  - b) The pupils heard a loud \_\_\_\_\_. (Answer: sound)
  - c) A circle is \_\_\_\_\_. (Answer: round)
3. **Say:** Now talk to your partners. Together use a word that ends with 'ound' to complete each sentence frame correctly.
4. Walk around the classroom. Make sure pupils understand and are doing the task.
5. Have 2 pairs volunteer to share their answers.

### **Independent Practice** (10 minutes)

1. Point to the last sentence frame.  
d) James \_\_\_\_\_ the money in the bag. (Answer: found)
2. **Ask:** What word from our list can we put in the blank?
3. Give pupils time to think.
4. **Say:** Now write this sentence in your exercise book.
5. Walk around the classroom. Assist pupils who need help.
6. If time allows, ask pupils to write another sentence, of their own or from the board. Remind them to use a word that ends with 'ound'.

### **Closing** (5 minutes)

1. Ask pupils to turn to a partner.
2. **Say:** Now read 1 of your sentences to your partner.
3. Give pupils time to read their sentences.
4. **Say:** Class, today you learnt to write short sentences using words from the 'ound' word family.  
Great work!

### *[DEFINITIONS]*

Bound	leap or jump
Found	to locate or discover in past tense (such as a lost object)
Pound	mash or crush (like cassava leaves)
Round	shaped like a circle or a ball
Sound	something that you can hear.











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