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Community Learning Facilitator's Handbook

Lessons 1 – 24
Aringati Version

CAMBRIDGE EDUCATION

Community Learning Facilitator's Handbook

Lessons 1 - 24 – Aringati Version

PLEASE NOTE:

THIS HANDBOOK BELONGS TO THE COMMUNITY

CLFS who are no longer delivering CLL lessons should leave this handbook and all other CLL materials with the Centre Management Committee

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Welcome to the Community-Led Learning (CLL) Initiative

Thank you for volunteering to participate in this initiative! This is an opportunity for parents, families, and communities to come together and support children's education. As a community learning facilitator (CLF) you are at the heart of this initiative. You can help ensure that the children in your community develop some of the basic literacy and maths skills they need to succeed.

Due to Covid-19 (Corona Virus) the government of Uganda closed schools in March of 2020, with P1-P3 not returning to school until January 2022. That's nearly 2 years of lost learning! In response to the need to address the loss in learning, the SESIL programme, on behalf of the Ministry of Education and Sports, has created a community-driven volunteer-led learning initiative to support learning outside of school and to help ensure that all learners, particularly those in the lower primary grades (P1 -P3), maintain or improve their progress in literacy and mathematics.

The CLL Initiative is not designed to replace the thematic curriculum or efforts made by the Ministry of Education and Sports and the National Curriculum Development Centre towards continuity of learning for children. It is designed to complement these efforts by strengthening some of the core competences learners are expected to develop in P1-P3. Learners in this initiative will not be organized by grade level. Instead, they are registered based on the results of a placement test. Each group normally has learners of different ages and grade levels. This is fine because these groups are not aligned with a grade level. Learners who need support with the very basics of literacy and numeracy are eligible for CLL.

Since these lessons are being delivered in the time of Covid-19 it is important that you prepare the learning space before each lesson to make sure that health protocols (known as Standard Operating Procedures or SOPs) are followed, as outlined below.

Child Safeguarding and the Code of Conduct

The CLL initiative is committed to ensuring that children can learn in a safe environment and that we all take actions to promote the welfare and safety of children and vulnerable adults (e.g., women, people with disabilities, the very poor) and protect them from any harm. All CLFs are required to sign and adhere to the SESIL Safeguarding Protocols and Code of Conduct.

In addition, CLFs are required to make regular reference to the simplified Reporting Tracking, Referral and Response (RTRR) guidelines for children and the CLL Safeguarding checklist guidelines, which have been distributed to all CLL centres. The contents of the RTRR guidelines should be communicated to the children to ensure they are aware of what to do if they are harmed.

As a CLF you must always take responsibility for the safety of children while working with them and ensure that:

- All learners are treated with respect and dignity.
- No learner should be a victim of any form of violence including beating, caning, kicking, and using inappropriate language.
- You do not spend time alone with any child out of the sight of other people, including during the placement test.
- If you have any serious concerns about a child's safety, or if they raise any issue to you, report it immediately. Do not stay silent and do not cover up any suspected abuse or harm to a child.

Please ensure you have studied the Code of Conduct carefully and the additional detail in the CLF training handbook on safeguarding.

Teaching the Lessons

Using the Lesson Plans

This handbook contains all the information you need for teaching the lessons. **Each detailed lesson plan tells you what to teach and how to do it. Please make sure that you read the lesson plan carefully before teaching a lesson.** Reading the lesson plan ahead of time will help you feel more confident and prepared to teach. It will also help you give clear instructions to learners. **Please look at the lesson plan again and again when teaching a lesson.** Referring to the lesson plan from time to time when teaching a lesson will help you cover each section and all the content in the lesson.

In each lesson, you will teach a group of not more than **20 learners**. The CLL Initiative lessons are designed to be **child-centred** so that learners can interact with you and other learners during the lesson. Working together as a whole class, in groups, or in pairs helps learners to develop important skills like sharing, listening, taking turns, and cooperation.

The lessons always begin with a review. This allows you to make sure learners have understood the previous lesson before moving on. This also helps learners move from the **known to the unknown** (what they already know to the new content). When you are teaching the lessons, make sure that you move around the room and check that learners understand what you are teaching them. **Check for understanding** in each section of the lesson. You want to make sure that learners understand what you are teaching before you move onto new content.

The lessons also use the '**I Do. We Do. You Do**' strategy. This means that you first show learners what you want them to do. Then you do the task together with them. After, you ask them to do the task on their own or in pairs or small groups. This helps learners develop their confidence in what they are learning. It also helps you see who is doing well and who needs more support.

The example literacy lesson plan on the next page shows you where to find the information you need and explains the lesson plan format.

The **Learning Competences** tell you what the learner should be able to do by the end of the lesson. It's <u>very important</u> you focus on this and check if your learners can demonstrate this by the end of the lesson!

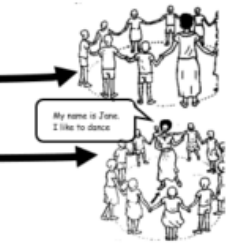
The first two rows tell you the **lesson number** and the **lesson topic** as well as the **subject** (Literacy or Mathematics) and how much **time** the lesson should take.

Lesson 1		**Literacy**
Lesson Topic: Greetings		**Time: 1 hour**
Learning Competences The learner: a) Introduces him/herself and others. b) Answers questions about greetings. c) Answers questions about a story.	**Materials** 1. Blackboard and chalk	**Preparation Before the Lesson** 1. Prepare the materials and the learning space. 2. Read the lesson plan and look at the learner tracker. 3. Practise reading the story aloud so that you can read it well. 4. Prepare a greeting song.
✓ Lesson 1 Assessment: Introduce self and others Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.		

Carefully read **the Materials** and **Preparation**. This tells you what you need to do <u>before</u> the lesson. Make sure you bring the materials listed to class and do the preparation before the lesson.

Welcome and Introduce the Lesson *(15 minutes)*

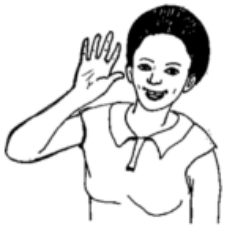
1. **SAY**: Welcome to the first literacy lesson! My name is _____. We are here to learn together. Some of lessons may seem easy and some will be more difficult but I am here to help you.
2. **SAY**: Let's stand up and form a circle.
3. ***DO**: Have all of the learners stand up and form a circle.*
4. **SAY**: We will take turns stepping into the middle of circle and telling each other our names and something we like to do.
5. ***DO**: Step into the middle and tell them your name and something you like to do. Then go around the circle and have all learners do the same.*
6. **SAY**: Excellent! It is nice to meet you all.



Introduce the lesson is the beginning of the lesson. It has a quick **review activity** and **introduces the topic** for the lesson.

Part 1: Talking about Greeting *(15 minutes)*

1. **SAY:** Today we are going to talk about greetings but before we start let's sing a song about greetings.
2. ***DO**: Sing your greeting song with learners.*
3. **ASK**: What is a greeting? *(Listen to learner responses)*
4. **SAY**: A greeting is something that we do or say to a person we meet.
5. **ASK**: *(Listen to learner responses and invite them to demonstrate)*
   - How do you greet older people?
   - How do you greet your friends?
   - What do you say to greet people in the morning?



After the introduction, each lesson has **Part 1** and **Part 2**. The sections of the lesson plan are **numbered** to show you the **steps** for teaching the lesson. The lesson plan also gives you guidance so that you know what to **say**, **do** and **ask**.

Around the middle of each lesson, you will see instructions for **Break: Do an energizer**. A 1-hour lesson can be long for young learners so try to do a quick, fun 5-minute activity that allows them to stand up and move their bodies before teaching the rest of the lesson.

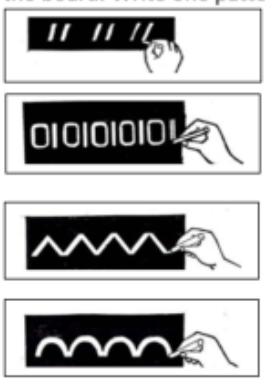
Break: Do an energizer *(5 minutes)*

Part 2: Writing Patterns in Exercise Books *(20 minutes)*

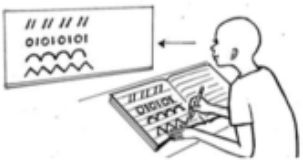
1. Take a pencil and demonstrate how to hold it.

2. Ask students to show you how they hold their pencil.

3. Show learners how to write the patterns on the board. Write one pattern at a time.



3. Ask learners to copy the patterns in their exercise books. Ask them to fill a row with each pattern.



Move around to observe learners as they draw the shapes. Help them hold the pencil correctly. If they cannot copy a pattern, draw it for them in their exercise books so that they can trace your pattern.

✔ Use this time to observe learners' writing the patterns. If they can write the patterns put a ✓ in the learner tracker.

Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY**: Well done class! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **ASK**: Who can show us how to write the patterns on the chalkboard?
3. ***DO**: Have 6 learners come to the front. Ask each learner to write a pattern. Clap for them. Repeat with another group of 6 learners until all learners have had a turn.*
4. **SAY**: Practising patterns helps with writing letters. The more you practise the faster you will learn!
5. **Practice at home**: Ask learners to practise writing patterns at home. Ask them to write another row of each of the patterns in their exercise book.

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to write patterns. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Notice that each section has a **title** and tells you how much **time** to spend on the activities.

Many of the lessons ask you to draw or write on the chalkboard. Pictures like these will help show you what to do.

The last part of the lesson is the **Check for Understanding and Closing**. This is when you ask all learners to **do a simple activity to see if they have achieved the learning competence** from the learner tracker. There are additional opportunities to check learning throughout the lessons.

All of the lessons have **Practice at home** guidance. This includes activities that learners can do on their own time independently or with family and friends.

At the bottom of the lesson plan is a reminder to complete the **learner tracker** which tells you the target competence for the lesson and what to do if learners need more practice before moving on to the next lesson.

Using the Learner and Attendance Tracker

In this handbook you will also find learner trackers for literacy and a learner tracker for mathematics. Each tracker covers 8 lessons. You will need to write each learner's names and sex in the tracker.

The learner tracker tells you the target competence for each lesson that you will assess (or check for understanding). It will help you see how well learners understand each literacy and mathematics lessons. Please observe learners throughout each lesson to see if they are able to demonstrate the competence for that lesson. If a learner demonstrates the competence, you will record this in the tracker with a tick (✓) mark. If they are unable to demonstrate it you will record this with a cross mark (x).

At the end of each lesson, take a moment to look at the learner tracker. If you find that most of the class (at least 15 out of 20 learners) were able to demonstrate the competence then you should move on to teach the next lesson plan in the next lesson. If you find that most of the class (more than 5 out of 20 learners) cannot demonstrate the competence, then you should **repeat the lesson in the next class** before moving on to teach the next lesson plan. **You can teach the same lesson up to three times**, in case most of the class (more than 5 out of 20 learners) cannot demonstrate the target competence.

Do not worry about finishing all of the lesson plans quickly. CLL is about children acquiring the target competence of each lesson. It is NOT about finishing all the lesson plans in the handbook as quickly as possible. It is more important you make sure learners have a good understanding of the content before moving on to the next lesson plan.

The learner and attendance tracker example on the next page shows you where to find the information and how to use the tracker.

You will need to record the **names** and **sex** (male or female) of all of the learners in a group here.

Each tracker has **8** competences for assessment. There is one competence for each lesson.

Here you can see the **lesson number** and the **competence**. You will record whether or not learners are able to demonstrate the competence.

Literacy and Attendance Tracker: Lessons 1 - 8

Give learners a ✓ when they are able to demonstrate each competence.

Write 'A' if the registered learner was absent during the lesson

Write 'x' if the learner was present, but could not demonstrate the competence.

If you repeat the lesson use the additional columns available

				Competences for Assessment																							
			Placement test score (number of ticks)	Lesson 1: Tell a simple story about greetings			Lesson 2: Copy simple writing patterns			Lesson 3: Identify written patterns			Lesson 4: Sing the alphabet song			Lesson 5: Draw simple shapes			Lesson 6: Ask and answer questions about home			Lesson 7: Identify letters			Lesson 8: Identify letters in own name		
	Registered Learner Names	**Date:**	*08.09*	*11.09*	*12.09*		*13.09*																				
1	Aggie Nakirya	F	2	✓	✓		✓																				
2	Akim Okuni	M	1	x	✓		x																				
3	Rosemary Oyollo	F	3	A	✓		✓																				
4																											
5																											
6																											
7																											
8																											
9																											
10																											
11																											
Total number of ticks (✓)				1	3		2																				
Total number of crosses (x)				1	0		1																				
Total absentees (the number of 'As')				1	0		0																				

This column of the tracker is for learners' **placement test scores**. After completing the placement tests, you should record learners' names and scores in the tracker so that you have a record of how well they performed. You will need this later.

If the learner is able to demonstrate the competence by the end of a lesson, give them a ✓.

If not, and they are present then give them a **cross** (x).

If they are absent give them an ***A***.

Note the **date** you conducted the lesson at the top of each column, and then add the **total ticks** *(✓)*, **crosses** (x) and **absentees** ('A's) at the bottom.

If you repeat the lesson because not enough children demonstrated the competence (eg fewer than 15 out of 20), than you can use the **additional columns** available under each lesson.

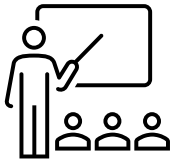
Teaching Resources

The CLL lessons are designed to require minimal resources and **to use no-cost or low-cost locally available resources.** Remember to read each lesson plan 2-3 days before the lesson. The materials and preparation sections of the lesson plans will tell you what you need to do before the lesson in order to be ready to teach.

Parents and guardians should provide learners with exercise books and pens or pencils. The programme has provided each learning space with a chalkboard, chalk and duster.

Chalkboard

You may need to write on the chalkboard before or during the lesson. The lesson plans tell you what to write on the chalkboard, and when. The preparation section in the lesson plan tells you what to write on the chalkboard <u>before</u> some of the lessons. You may write additional information during the lesson to help learners understand the lesson better.



Keep in mind when using a chalkboard:

- Write clearly and big enough for all learners to see.
- Do not spend a lot of lesson time writing on the chalkboard.
- Do not face the board while explaining. Face learners to explain.
- Do not stand in front of the board when learners are reading it. Stand to the side of the board.

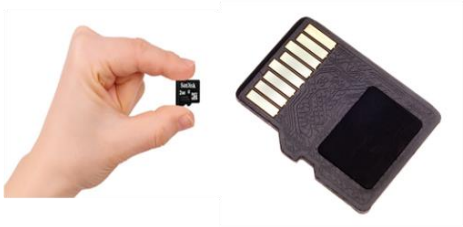
Videos of lessons and good practice on memory cards

You will receive a memory card to insert into a phone. On your memory cards are a set of video and audio files to support you. More information on the audio files is in the *Literacy Materials* section below. The six videos on your memory card that you should watch cover the following topics:

1. An introduction to CLL
2. How to use this handbook to conduct good lessons
3. Checking for understanding
4. Using pair work
5. Teaching syllables
6. Using locally available resources

Each of these videos accompanies the *CLF Training Handbook*. They are a resource for you to use independently, and when you meet with other CLFs to have your peer-to-peer reflection meeting.

Your memory card looks like this.



Some fit into the back. You will need to remove the back panel

Some fit into the side of the phone.

To access the videos on your memory card, below are some suggestions of where you might find the '***files***' on your phone:

1

Go to your *Multimedia* player

2

Choose '*File manager*'

3

Choose '*Memory card*'

Or

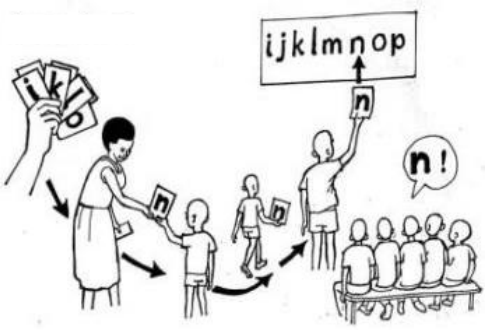
1

On some devices you can go directly to '*Files*'

2

Choose '*Memory card*'

Literacy Materials



Flashcards
Each lesson handbook should come with a set of local language **alphabet cards** (1 per letter) and **word cards.** When and how to use these is outlined in each lesson.

Alphabet Chart
You should use your local language alphabet chart to help you teach the literacy lessons below.

Use your local language alphabet chart to:

- Identify letters of the alphabet.
- Help learners connect the letters they hear with the letters they see.
- Demonstrate how to properly write capital and lowercase letters.

In addition, CLFs are encouraged to bring helpful resources from the environment. These can be things you have at home or find around the community at <u>no-cost</u> to you.

Audio files on memory cards

On every memory card you will find an audio file which you should listen to. This will enable you to check how each letter sounds in English language. On each memory card you will find:

- Letter sounds and examples of words in English.
- Examples of English language alphabet songs .

Aringati Alphabet

The Aringati alphabet, in its capital and small letter forms, is as follows:

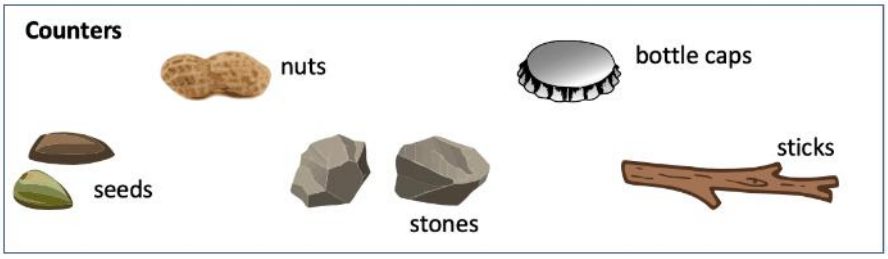
a A **(vowel)**	**b B**	**‘b ‘B**	**c C**	**d D**	**‘d ‘D**	**dr Dr**	**e E** **(vowel)**
é É **(vowel)**	**f F**	**g G**	**gb Gb**	**h H**	**i I** **(vowel)**	**í Í** **Íní (blackboard)** **(vowel)**	**j J**
k K	**kp Kp**	**l L**	**m M**	**mb Mb**	**mgb Mgb**	**mv Mv**	**n N**
nd Nd	**ndr Ndr**	**ng Ng**	**nz Nz**	**ŋ ŋ**	**ŋm ŋm**	**o O** **(vowel)**	**ọ ọ** **Kọmọrọ́ (tree)** **(vowel)**
p P	**r R**	**s S**	**t T**	**tr Tr**	**u U** **(vowel)**	**ú Ú** **Sú (four)** **(vowel)**	**v V**
w W	**y Y**	**z Z**	**‘** **ã'ú** **(chicken)** **(vowel)**				

Mathematics Materials

The mathematics lessons use teaching aids to help learners to understand concepts. The same teaching aids should be used in many mathematics lessons. You should have a set of maths teaching aids that you carry to each lesson with you. You may store these in a box or a bag. Examples of math teaching aids have been included at the end of this handbook for you to use.

Counters

Counters are objects that learners can feel and move around with their hands. They help learners visualize and understand maths concepts. Examples of objects that can be used as counters are stones, bottle tops, wild plant seeds, stones and sticks. Only use one type of object in a set per lesson to avoid confusing the learners (for example, either use stones only or use bottle tops only. Do not mix stones and bottle tops).



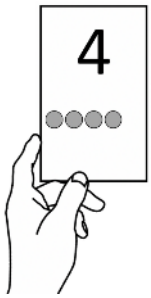
Counters can be used to:

- Count and identify numbers.
- Demonstrate addition, subtraction, multiplication, and division.

You should bring your own set of counters and ask learners to bring their own set. You may go outdoors and collect objects that are easily found in your environment. Your class may go out together and collect objects to use as counters.

Number Cards

Number cards are visual aids that a teacher can use at any time during a lesson. In the early maths lessons, you will introduce learners to numbers 1-10 using number cards that look like this.



Each card should be large enough for learners to see in the back if the teacher holds it up in the front of the class.

Number cards can be used to:

- Identify numbers.
- Compare numbers.
- Put numbers in order.

T**here is a set of number cards 1-10 included in the Appendix of this book for you to use.** You may also make your own number cards by drawing the numbers and dots on pieces of paper.

You do not need manilla paper to do this, instead you can use a piece of used and discarded box.

100 (Number) Chart

A 100 chart shows the numbers up to 100 in rows of 10. You should make your own 100 chart. You should write it on one side of the chalkboard before the lesson when needed. You may also make your own 100 chart by writing it on a large piece of used and discarded box. You do not need manilla paper to do this. The 100 chart can be placed on the wall or the chalkboard and used at any point during a lesson. If you are unable to hang the 100 chart in your learning space permanently, you may carry it with you whenever needed.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A number chart is a useful teaching aid. You can point at it during class to help learners understand new concepts. You can also use it during assessments where you can call on a learner to point at a number based on a question you ask. The 100 chart can be used to:

- Identify numbers.
- Count.
- Add/subtract within 100.
- Skip count by 2's, 5's or 10's.

Sticks

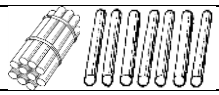
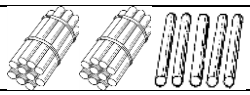
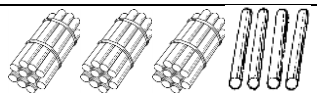
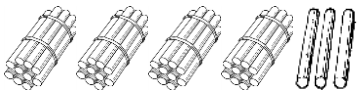
Sticks are used to show the value of tens and ones in 2-digit numbers. If sticks are not available in your community, use different objects (eg straws, thick grass). Any small objects will work if they can be grouped together into sets of ten. Use a string, rubber band, or strip of cloth to tie the objects in bundles of 10. You will bring your own set of 40 sticks and ask learners to bring their own set as well.

Sticks are grouped and tied into sets of 10 to easily show the tens: 10, 20, 30, 40, …. Ungrouped, single sticks show ones: 1, 2, 3, 4, …. (See the example below of a set of 10 and a single stick showing ones)

10:	

1:	

Together, the bundles and single sticks show the tens and ones in a 2-digit number. Below are examples:

17:	
25:	
34:	
43:	

Sticks can be used to:

- Count and identify numbers.
- Show the concept of place value (tens and ones).
- Add and subtract 2-digit numbers.

Ten frame cards

There are a few lessons that recommend teaching using a ten frame. Like bundles of sticks, this is a tool which can help you *show* to learners what different values look like to build up their counting and numeracy skills. You will find examples of ten frames you can cut out at the end of this handbook.

An example of a blank ten frame

An example of using a ten frame with objects

Everyday Objects

Objects from your community environment can be used to help learners understand maths. Some lesson plans ask that facilitators bring specific things from the community. For example:

- A set of different types of leaves
- Paper cut into shapes (circle, square, rectangle, triangle). You do not need manilla paper to do this. Instead, you can use a piece of used and discarded box.
- Water and containers to hold it, such as buckets, cups, or bottles

Next Steps

Now that you have read this introduction you are almost ready to begin teaching the lessons! Remember, the first time you meet learners you will sit with them and do the placement test for literacy and mathematics. You will tell them whether they are eligible to join the CLL lessons, when their first lesson will be, and what to bring with them for the lesson (ie exercise book and pencil).

The next section of this handbook has a record sheet for recording how well learners performed on the placement test. Then, you will find the first 8 lessons for both literacy and mathematics and the learner tracker for each subject.

Before each lesson, carefully read the lesson plan and do the preparation. The more prepared you are, the more confident and comfortable you will feel teaching the lessons. During each lesson **follow the steps in the lesson plan** and **by the end of every lesson make sure you have assessed each learners' competences and filled in the learner tracker.**

Remember, just like most things, the more you teach the easier teaching will become and the more learners practice the more skills they will develop. **Thank you for your participation in this initiative and for your dedication to improving children's learning in your community!**

Placement Tests

Placement Test

Before you begin teaching the lessons you will give each learner a short placement test. This test will help you decide if a learner is of the right level for CLL. It will also help you understand their progress in learning after you have completed all the lessons.

CLFs will sit with each learner and administer the literacy and mathematics placement tests. Make sure you are visible to others when you are conducting the placement test with the child. This should take less than 5 minutes per learner and you will record the results on the record sheet.

Once you have given both placement tests to a group of learners, please tell learners whether they are of the right level for CLL. Children who are already proficient in basic literacy and mathematics will not be eligible. Let learners know the time and place of their first lesson and remind them that they should bring an exercise book and a pencil.

The placement test and instructions for administering it are found in the following pages along with a sheet for recording the scores for each learner. There are 6 sections of each test. You will decide whether the child is the right level and eligible for CLL based on how well they do on this test.

Rule for both literacy and numeracy placement tests:

- If the learner cannot do all of the first 4 sections, they are **eligible for CLL.**
- If the learner can do 4 sections or more, they are **not eligible for CLL.**

Please make sure you note their score in the learner tracker as you will need to refer to this at the end of the CLL course to check their progress.

Literacy Placement Test Record Sheet

- When learners pass a section give them a ✓ on the tracker.
- If they cannot do all 4 of the first sections, write "Y".
- If learners receive ✓ for 4 sections or more, they should not participate in the classes because they already have the competences.

		Literacy							
Learner Names	**Sex**	1. Write name(s)	2. Recognise letters	3. Read some syllables	4. Read some words	5. Read sentences	6. Read and understand a paragraph	**Score (number of ticks)**	**Eligible for CLL? Y or N**
Aryemo Gloria	*F*	✓	✓	✓				3	Y
Mumba Patience	*F*	✓	✓	✓	✓			4	N

Literacy Placement Test

It is important that learners feel safe and comfortable taking this test. Before starting the test find an appropriate place to take the test which is quiet enough, but not out of sight from others.

Steps for Implementing the Placement Tests

- **Step 1**: Introduce yourself and explain the purpose of the test by reading the text below to learners:
  "Hello, my name is _____. I am a community learning facilitator. Today we will be doing a short test together. I will ask you to write your name and read with me. Are you happy to do the test with me?"
- **Step 2**: If the learner agrees to take the test, write her/his names in the placement test record sheet.
- **Step 3**: Follow the instructions in each section of the test. After each section record the learner's score on the record sheet. You should give learners a chance to try all of the sections of the test. But if it is clear that the learner cannot read words do not ask them to read sentences or the paragraph.
- **Step 5**: When you have completed the test, thank the learner and tell them that the test is finished.
- **Step 6**: If they have not yet taken the mathematics placement test, tell them that they will take that text next. Read the instructions in the mathematics test to give the test.
- **Step 7**: When all learners have been tested tell learners whether they are eligible to join and the time and place of their first lesson.
- **Step 8**: Record their names and scores in the literacy and mathematics trackers which can be found before the lesson plans.

Section 1: Writing Names

Ask the learner to write their name as best they can. If they can form letters correctly <u>and</u> write one of their names (or both names), they have passed this section so you should put a √ on the tracker.

Section 2: Recognising Letters

Ask the learner to name as many letters as they can in the chart below. If they can name 8 or more letters, they have passed this section so you should put a ✓on the tracker.

t	**r**	**u**	**m**	**b**	**g**
a	**e**	**s**	**o**	**n**	**p**

Section 3: Reading Syllables

Ask the learner to read the syllables in the chart below. If they can read 6 syllables or more, they have passed this section so you should put a ✓on the tracker.

la	**ngu**	**Rõ**	**põ**
kpa	**trũ**	**Lé**	**'bá**

Section 4: Reading Words

Ask the learner to read the words in the chart below. If they can read 6 words or more, they have passed this section so you should put a ✓on the tracker.

tra	**kǫ́lǫ́ŋá**	**ĩdríká**	**mvũ**
ũkpõ	**rẽcé**	**kụrḩ̃sḩ̃**	**bũrúsú**

Section 5: Reading Sentences

Ask the learner to read the sentences below. If they can read 3 sentences or more, they have passed this section so you should put a ✓on the tracker.

1. Áma rụ́ Ajobe ˈi.
2. Ãlẽ ãma pírí lẽlẽ.
3. Ãma uˈá tị icíma sĩ.
4. Ãma ãzí kí nga pírírá ru.

Section 6: Reading a Paragraph

Ask the learner to read the paragraph below. If they can read the paragraph, ask them the questions. If they can read the paragraph and answer the questions, they have passed this section so you should put a ✓on the tracker.

Ãnãkpá Ãgárĩ rú rĩ kî

Atiku ˈbá ãko trũ la. Ĩˈdi ˈbã ãnãkpá kí ũˈbí. Ngọ́pị̃ la ãnãkpá kí ũgĩ nĩ. Ĩˈdi ị̃ndrị́ kí ạgụ drị̃ drị̃. Ĩˈdi ịsụ́ tị́ uce kí ˈbo. Ngópĩ la íjọ́ ạjí ˈbé.

Atiku la ngọ́pị̃ ạ́sí imbá. Ĩˈdi áló kí idé ụ́ˈdụ́ pírí. Ngopi dó tị́ ũgĩ áló sĩ. Ngótî la átẹ́pị̃ ní mãˈdõfô fẽ.ˈBá ˈdĩ kí uˈá ãyĩkõ sĩ.

Zitáŋá.

1. Mí ũlũ ãnãkpá Atiku ngọ́pị ˈbã ũgĩlé ri kí rú ị̃rị̃.
2. Atiku ngọ́pị ají íjọ́ ãˈdu sĩ?

This is the end of the literacy placement test.

Mathematics Placement Test Record Sheet

When learners are able to do the section give them a ✓on the tracker
If they cannot do all 4 first sections, write "Y".
If learners receive ✓for 4 sections or more, they should not participate in the classes because they already have the competences.

		Mathematics							
Learner Names	**Sex**	1. Count and Match	2. Addition	3. Subtraction	4. Number Recognition 10-50	5. Double digit addition	6. Double digit subtraction	**Score (number of ticks)**	**Eligible for CLL? Y or N**
Diku Abraham	*M*	✓	✓	✓	✓			4	N
Mumba Patience	*F*	✓	✓	✓				3	Y

Mathematics Placement Test

It is important that learners feel safe and comfortable taking this test. Before starting the test find an appropriate place to take the test which is quiet enough, but not out of sight from others.

Steps for Implementing the Placement Tests

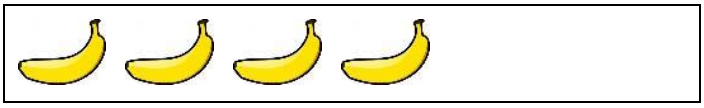
- **Step 1**: Introduce yourself and explain the purpose of the test by reading the text below to learners:
  "Hello, my name is _____. I am a community learning facilitator. Today we will be doing a short test together. I will ask you to count and do some maths with me. Are you happy to do the test with me?"
- **Step 2**: If the learner agrees to take the test, write her/his names in the placement test record sheet.
- **Step 3**: Follow the instructions in each section of the test. After each section record the learner's score on the record sheet. You should give learners a chance to try all of the sections of the test. But if it is clear that the learner cannot pass the first sections, you do not need to do the later sections.
- **Step 5**: When you have completed the test, thank the learner and tell them that the test is finished.
- **Step 6**: If they have not yet taken the literacy placement test, tell them that they will take that text next. Read the instructions in the literacy test to give the test.
- **Step 7**: When all learners have been tell learners whether they are eligible to join and the time and place of their first lesson.
- **Step 8**: Record their names and scores in the literacy and mathematics trackers which can be found before the lesson plans.

Mathematics Placement Test

Section 1: Count and Match

Ask the child to match each set of pictures with the number. If the learner is able to correctly match all FOUR sets, place a ✓in the record sheet.

4



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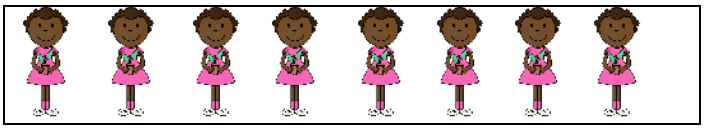

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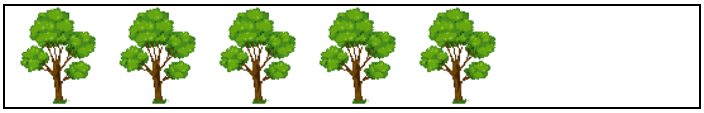

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Section 2: Addition

Ask the child to write each answer. If the learner is able to answer TWO correctly, place a ✓in the record sheet.

2 + 2 = _____	3 + 1 = _____
5 + 4 = _____	6 + 2 = _____

Section 3: Subtraction

Ask the child to write each answer. If the learner is able to answer TWO correctly, place a ✓in the record sheet.

4 – 2 = _____	6 – 1 = _____
5 – 3 = _____	7 – 4 = _____

Section 4: Number Recognition 10-50

Ask the child to read each number. If the learner is able to correctly read all FOUR numbers, place a ✓in the record sheet.

24	48
50	35

Section 5: Addition

Ask the child to write each answer. If the learner is able to answer TWO correctly, place a ✓in the record sheet.

24 + 12 _____ _____	19 + 20 _____ _____
31 + 15 _____ _____	28 + 21 _____ _____

Section 6: Subtraction

Ask the child to write each answer. If the learner is able to answer TWO correctly, place a ✓in the record sheet.

35 – 13 _____ _____	44 – 20 _____ _____
28 – 15 _____ _____	39 – 24 _____ _____

This is the end of the mathematics placement test.

Literacy Lessons

Literacy and Attendance Tracker: Lessons 1 – 8

Give learners a ✓ when they can demonstrate each competence.

Write 'A' if the registered learner was absent during the lesson

Write 'x' if the learner was present but could not demonstrate the competence.

If you repeat the lesson use the additional columns available

			Competences for Assessment								
			Placement test score (number of ticks)	Lesson 1: Introduces self and others	Lesson 2: Draw simple shapes	Lesson 3: Sing the alphabet song	Lesson 4: Names letters	Lesson 5: Names letters	Lesson 6: Names letters	Lesson 7: Writing patterns	Lesson 8: Identifies vocabulary about the home
Registered Learner Names		**Date:**									
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
Total number of ticks *(✓)*											
Total number of crosses *(x)*											
Total absentees (*the number of 'As'*)											

Literacy and Attendance Tracker: Lessons 1 - 8

Give learners a ✓ when they can demonstrate each competence.

Write 'A' if the registered learner was absent during the lesson

Write 'x' if the learner was present but could not demonstrate the competence.

If you repeat the lesson use the additional columns available

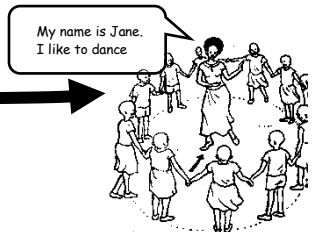
			Competences for Assessment								
			Placement test score (number of ticks)	Lesson 1: Introduces self and others	Lesson 2: Draw simple shapes	Lesson 3: Sing the alphabet song	Lesson 4: Names letters	Lesson 5: Names letters	Lesson 6: Names letters	Lesson 7: Writing patterns	Lesson 8: Identifies vocabulary about the home
	Registered Learner Names	**Date:**									
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
Total number of ticks *(✓)*											
Total number of crosses *(x)*											
Total absentees (*the number of 'As'*)											

Lesson 1		Literacy
Lesson Topic: Greetings		**Time: 1 hour**
Learning Competences The learner: a) Introduces him/herself and others. b) Answers questions about greetings. c) Answers questions about a story.	**Materials** 1. Blackboard and chalk	**Preparation Before the Lesson** 1. Prepare the materials and the learning space. 2. Read the lesson plan and look at the learner tracker. 3. Practise reading the story aloud so that you can read it well. 4. Prepare a greeting song.
✓ Lesson 1 Assessment: Introduce self and others Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.		

Welcome and Introduce the Lesson *(15 minutes)*

1. **SAY**: Welcome to the first literacy lesson! My name is _____. We are here to learn together. Some of lessons may seem easy and some will be more difficult, but I am here to help you.
2. **SAY**: Let's stand up and form a circle.
3. ***DO**: Learners stand up and form a circle.*

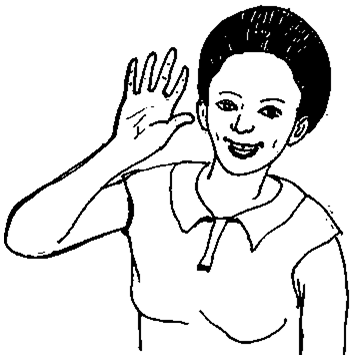
4. **SAY**: We will take turns stepping into the middle of circle and tell each other our names and something we like to do.
5. ***DO**: Step into the middle and tell them your name and something you like to do. Then go around the circle and have all learners do the same.*



6. **SAY**: Excellent! It is nice to meet you all.

Part 1: Talking about Greeting *(15 minutes)*

1. **SAY:** Today we are going to talk about greetings but before we start let's sing a song about greetings.
2. ***DO**: Sing your greeting song with learners.*
3. **ASK**: What is a greeting? *(Listen to learner responses)*
4. **SAY**: A greeting is something that we do or say to a person we meet.
5. **ASK**: *(Listen to learner responses and invite them to demonstrate)*
   - How do you greet older people?
   - How do you greet your friends?
   - What do you say to greet people in the morning?
   - What do you say to greet people in the afternoon?
   - What do you say to greet people in the evening?



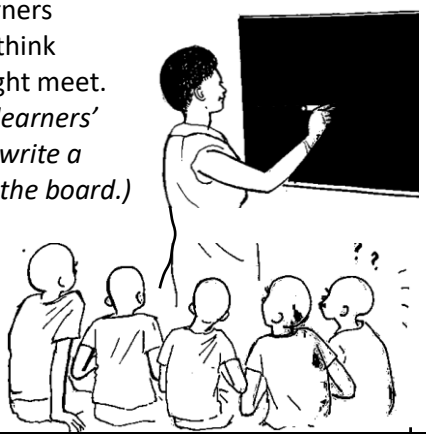
Break: Do an energizer *(5 minutes)*

Part 2: Listening to a Story about Greetings *(15 minutes)*

1. **SAY**: We are going to listen to a story. Can you show me that you are ready?
2. ***DO**: Help participants get into a good listening position. Hands to themselves, books closed, eyes on the teacher.*

1. Tell learners you are going to tell them a story about Amina some people she meets.

2. Ask learners who they think Amina might meet. *(Listen to learners' ideas and write a couple on the board.)*



3. **SAY:** now listen carefully because I will ask you some questions. I will read the story 2 times.

<u>Amina 'bã 'bá pírí kí zijó rĩ</u>

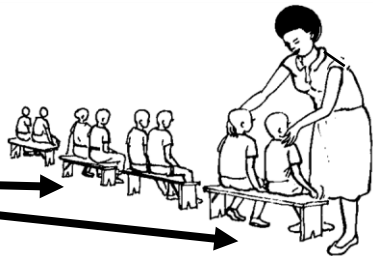
Amina mụ sộ̃ gá. 'Bá ãlu-ãlu ĩ'diní ịsứlé gẹ̃rị̃ gá 'dâ rá rĩ ĩ'di zị la rá. Zị Ị́mbápi ĩ'didrị̂, "Mãdámũ Rose mi ãfũ íngoní." Zị ĩ'di 'bã wọ̃rị̂ Francis rárá ru, "Mi íngoní Francis". Ĩ'di mụ calé sộ̃ gá 'bo, ndre ĩ'di 'bã áwứpi 'i. Amina zị ĩ'di, " Áwá mí ãfũ íngoní."

4. Ask learners questions about the story. If they give a wrong answer thank them for trying to answer. Then ask the question again and let someone else share the answer.

Where was Amina going?
Who did she meet along the way?
How did she greet her teacher?
How did she greet her friend?
How did she greet her auntie?
Who else might Amina meet?
Do you greet people the same way as Amina greets them?

Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY**: Great job! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **ASK**: Do you remember everyone in our group?
3. **SAY**: Talk to a friend near you.
   Ask what is their name and find out something about them.
4. ***DO**: Help learners form pairs.*



5. ***SAY:*** Now let's stand up and make a circle.
   We will take turns introducing each other.
   Tell us your name and introduce your friend.
   Remember to tell us something you have learned about them.

✔ Use this time to observe how learners introduce each other.
Are they able to introduce themselves and others? If they are put a ✓ in the learner

6. **Practice at home**: Ask learners to tell a story to someone at home about their first day of lessons. The learners can also ask them questions about the story.
7. **Ask learners to bring pencils and exercise books or paper to all their lessons.**

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to draw the shapes. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

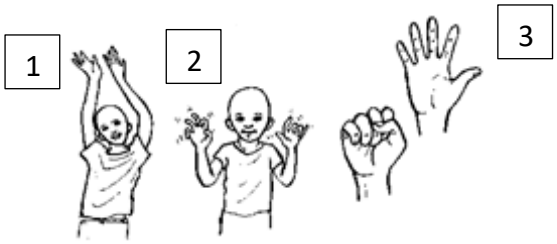
Lesson 2		Literacy
Lesson Topic: Drawing Shapes		**Time: 1 hour**
Learning Competences The learner: a) Holds a pencil correctly. b) Draws simple shapes.	**Materials** 1. Chalk and chalkboard 2. Pencil	**Preparation Before the Lesson** 1. Draw the **6 shapes in Part 1** on the chalkboard before the lesson. *Note: Do not draw the arrows on the chalk board. They are to show you what direction to draw the shapes.*
✓ Lesson 2 Assessment: Draw simple shapes Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.		

Review and Introduce the Lesson *(10 minutes)*

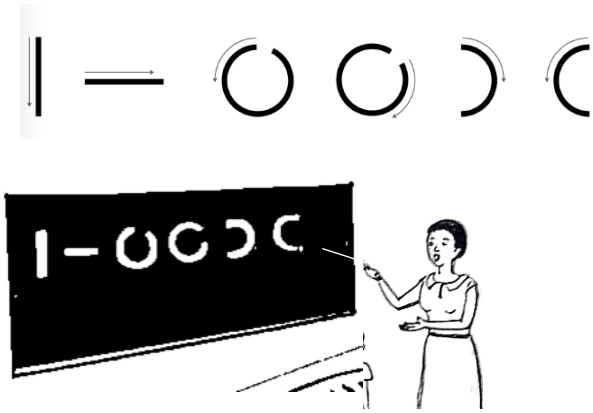
1. **SAY**: Welcome back to this literacy lesson! Last lesson, I asked you to tell a story to someone at home about your first day of lessons. Show me a thumbs up if you did.
2. **ASK**: Who wants to share a story with us?
3. ***DO**: Listen to learners tell their stories.*
4. **SAY**: Well done! Today we are going to practise drawing shapes. This will help us write letters!

Part 1: Drawing Shapes in the Air *(15 minutes)*

1. **SAY**: Let's get ready to draw shapes!
Have learners raise their arms and stretch writing muscles.
   1. *Stretch your arms over your head.*
   2. *Wiggle your fingers.*
   3. *Clench and unclench your fists.*

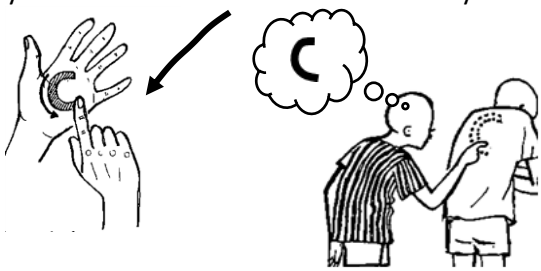


2. Show learners the shapes on the board. Show them how to draw the shapes in the air.

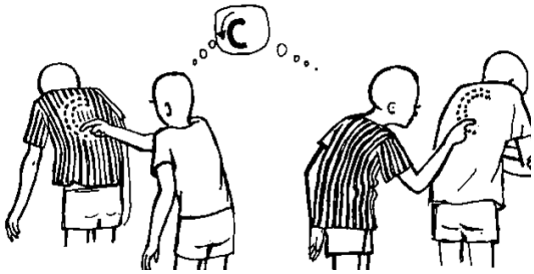


3. Have learners practice with you. Draw shapes in the air with learners. Have your back to the learners.

4. Show learners how you can practice drawing shapes on your hand or on someone's back with your finger.



5. Have learners take turns drawing the shapes on each other's backs with their fingers.

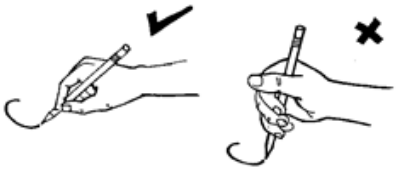


Break: Do an energizer *(5 minutes)*

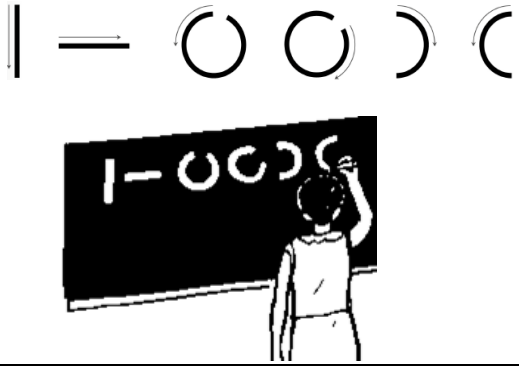
Part 2: Drawing Shapes in Exercise Books *(20 minutes)*

SAY: We are going to practice writing letters in our books.

1. Take a pencil and demonstrate how to hold it. Ask students to show you how they hold their pencil.



2. On the board, show learners how to draw the shapes.



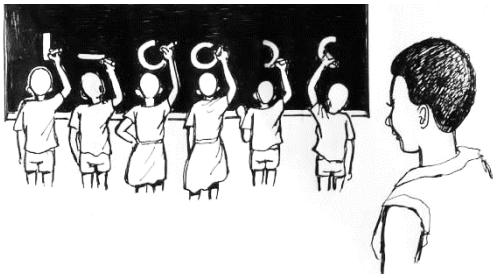
3. Ask learners to copy the shapes in their exercise books. Ask them to draw a row of each shape.
   Encourage the learners to not draw too small.

Move around to observe learners as they draw the shapes. Help them hold the pencil correctly. If they cannot copy a shape, draw it for them in their exercise books so that they can trace your shape.

✔ Use this time to observe learners' drawing the shapes. If they can draw the shapes put a ✓ in the learner tracker.

Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY**: Well done class! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **ASK**: I want some of you to come to the front. Who can show us how to draw the shapes on the chalkboard?
3. ***DO**: Have 6 learners come to the front. Ask each learner to draw a shape. Clap for them. Repeat with another group of 6 learners until all learners have had a turn.*



4. **SAY**: Drawing shapes is fun. You can practise them at home. Draw in the air, on the ground, with your finger on the table, in your exercise book. The more you practise the faster you will learn!
5. **Practice at home**: Ask learners to practise drawing the shapes at home. Ask them to draw another row of each of the shapes in their exercise book.

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to draw the shapes. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 3		Literacy
Lesson Topic: The Alphabet A-H		**Time: 1 hour**
Learning Competences The learner: a) Sings (recites) the alphabet song. b) Identifies letters of the alphabet. c) Names letters of the alphabet.	**Materials** 1. Chalk and chalkboard 2. Alphabet chart 3. Pointer **Reminder:** examples of letter sounds are on your memory card	**Preparation Before the Lesson** 1. Put the alphabet chart on the chalkboard. 2. Be ready to teach the alphabet song and the letters.
✓ **Lesson 3 Assessment: Sing the alphabet song** Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.		

Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise drawing shapes at home. Show me a thumbs up if you practised the shapes.
2. **SAY**: Can you please hold up your exercise books and show me your shapes.
3. ***DO**: Quickly move around the room and look at learners' exercise books.*
4. **SAY**: Great job! Today we are going to learn about the alphabet.

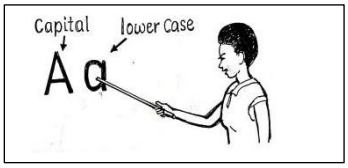
Part 1: Alphabet Song *(20 minutes)*

Introducing the Letters

1. ***DO:** Point to the alphabet chart on the chalkboard.*
2. **SAY:** This is the alphabet in our local language. The alphabet is all of the letters in our language. We use them to read and write words.

α A	b B	'b 'B	c C	d D	'd 'D	dr Dr
e E	é É	f F	g G	gb Gb	h H	i I
í Í	j J	k K	kp Kp	l L	m M	mb Mb
mgb Mgb	mv Mv	n N	nd Nd	ndr Ndr	ng Ng	nz Nz
ŋ ŋ	ŋm ŋm	o O	ọ ọ	p P	r R	s S
t T	tr Tr	u U	ú Ú	v V	w W	y Y
z Z						

3. **SAY:** Look at the letters. We write letters in 2 ways, capital and lowercase, like you see on the alphabet chart.
4. ***DO**: Point to the letters to show the difference between capital and lowercase.*



5. **ASK:** Do you know the name of any of these letters in our local language? *(Listen to learners' responses. Let learners tell you the letter names they know in local language. If they tell you a letter name in English, say, "That is the English name. In local language we say "_____.")*

Sing the Alphabet Song

6. **SAY**: The alphabet song can help us remember the letters. First, I want you to listen to me sing the song then we will sing together.
7. ***DO**: Sing the local language alphabet song. Point to the letters on the alphabet chart when you sing them.*
8. **ASK**: Do you know this song? Have you heard it before? *Listen to learners' responses.*
9. **SAY**: Now please sing the song <u>with</u> me.
10. ***DO**: Sing song <u>with</u> learners 2 times and point to the letters on the alphabet chart as you sing.*
11. **SAY:** Now can all the girls sing <u>with</u> me.
12. ***DO:** Sing <u>with</u> the girls and point to the letters on the alphabet chart as you sing.*
13. **SAY:** Now I want the boys to sing <u>with</u> me.
14. ***DO:** Sing <u>with</u> the boys and point to the letters on the alphabet chart as you sing.*

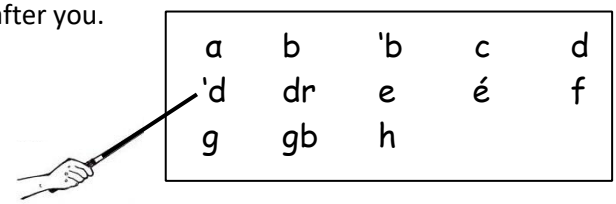
✔ Use this time to observe learners' singing the alphabet song. If they can sing the song put a ✓ in the learner tracker.

Break: Do an energizer *(5 minutes)*

Part 2: Identifying Letters *(15 minutes)*

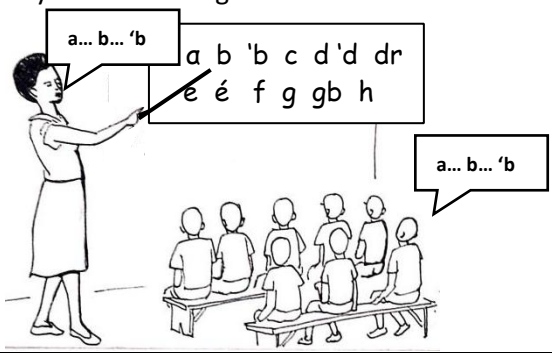
SAY: We are going to practice some of the letters from the song.

1. Use the alphabet chart to introduce the letters **A-H**. Say each letter. Have learners repeat each letter after you.

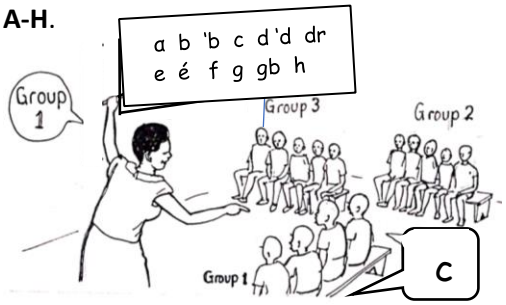


Only teach letters A-H.

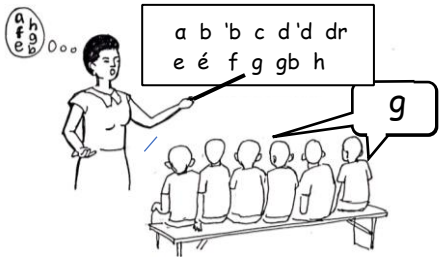
2. Say letters **A-H** together with learners.

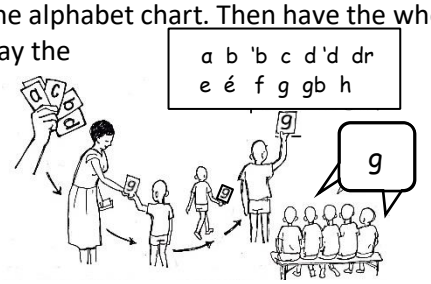
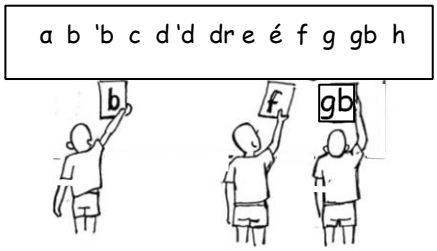


3. Ask different groups of learners to say the letters **A-H**.



4. Point to letters **A-H** on the chart in **random** order. Have learners say the letters.



5. Hold up the letter cards for **A-H**. Have different learners come up and match the letters on the card with the alphabet chart. Then have the whole class say the letter.  	6. Repeat until you've reviewed all the letters **A-H** and each learner has had a turn. 

Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY:** Well done! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **SAY**: Can you show me what you learned? Stand up please. Let's sing the alphabet song together.
3. ***DO**: Sing the alphabet song with learners to check who can remember the song. Point to the letters as you sing.*
4. **SAY**: Great job! The alphabet song is a fun way to remember the letters.
5. **Practice at home**: Ask learners to practise the alphabet song at home. Their family members can help them practise too!

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to sing the alphabet song. If most of the class (eg 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 4		Literacy
Lesson Topic: The Alphabet I - Ŋ		**Time: 1 hour**
Learning Competences The learner: a) Sings (recites) the alphabet song. b) Identifies letters of the alphabet. c) Names letters of the alphabet.	**Materials** 1. Chalk and chalkboard 2. Alphabet chart 3. Pointer **Reminder:** examples of letter sounds are on your memory card	**Preparation** 1. Put the alphabet chart on the chalkboard. 2. Be ready to teach the letter sounds.
✓ Lesson 4 Assessment: Names letters Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.		

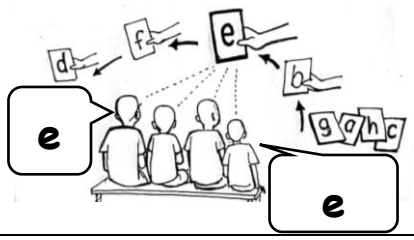
Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise the alphabet song. Show me a thumbs up if you practised at home.
2. **ASK**: Can you practice with me? Let's all stand up and sing the song together.
3. ***DO**: Stand up and sing the alphabet song with learners.*
4. **SAY**: Great job! Today we are going to learn more about the alphabet.

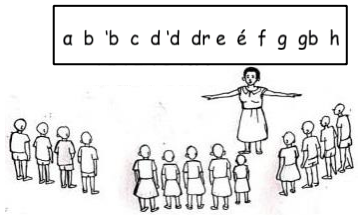
Part 1: Reviewing Letters *(20 minutes)*

SAY: We are going to do some activities to practice the letters from the last lesson (A-H).

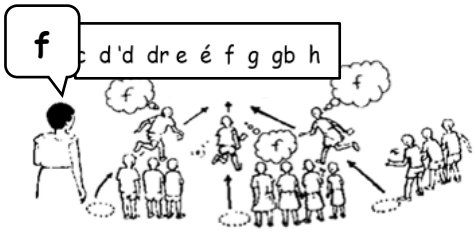
1. Review the letters from the previous lesson (A-H). Hold up the letter cards in random order. Learners say the letter names and letter sounds.



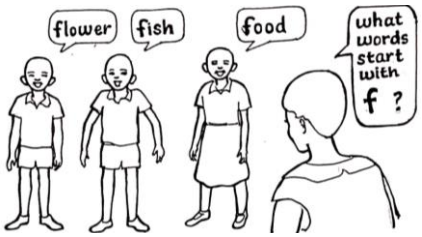
2. Organize learners into 3 teams. Line them up facing the alphabet chart.



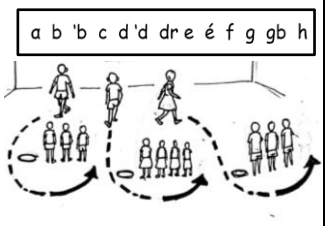
3. Call out letter **sounds**. The first person in each team races to find the letter on the alphabet chart



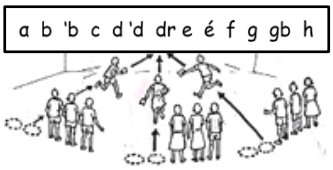
4. Ask all 3 racers to say a word that starts with the letter sound 'f'.



5. The racers go to the back of the line and the next race to the letter and say words starting with the letter.



6. Repeat until you've covered letters A-H at least once and everyone has participated.

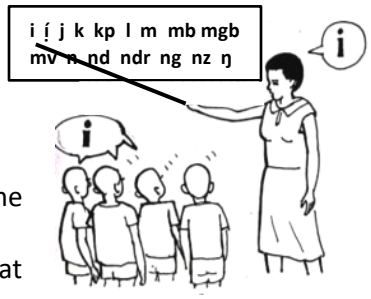


Break: Do an energizer *(5 minutes)*

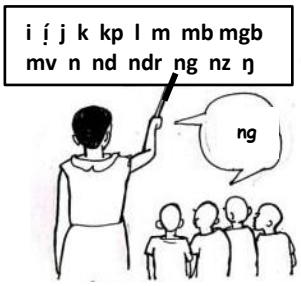
Part 2: Identifying Letters *(15 minutes)*

SAY: We are going to learn some more letters (i - ŋ).

1. Use the alphabet chart to introduce the letters (i - ŋ). Say each letter name and sound. Have learners repeat the letters after you.

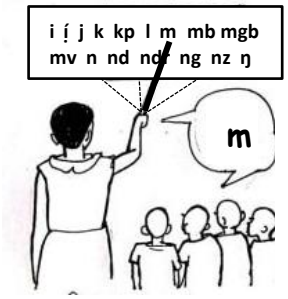


2. Say the letter names and sound together with the learners.

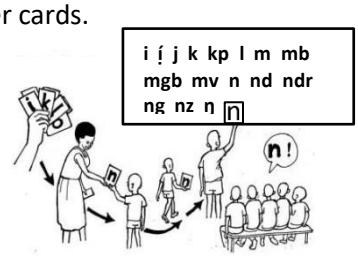


3. Ask half the group to say the letters names. Then ask the other half to say the letter **sounds**.

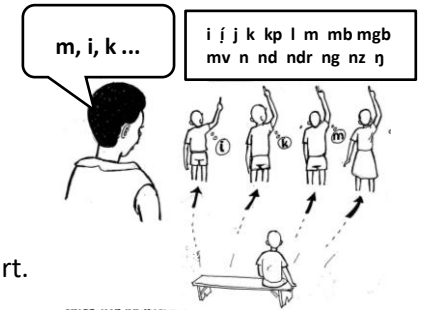
4. Point to the letters in random order. Have learners say either the name or **sound**.



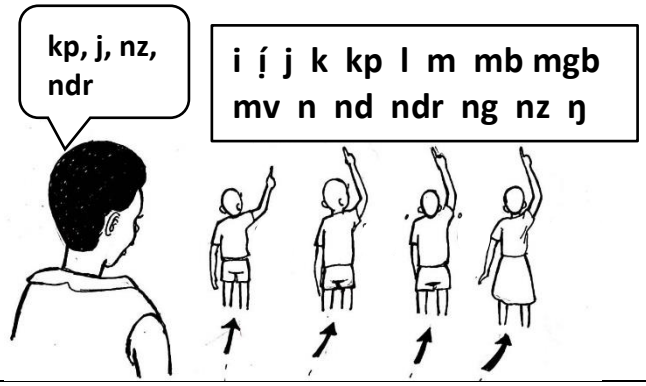
5. Hold up the letter cards. Have different learners come up match the letters on the card with the alphabet chart. Then have the whole class say the letter name



6. Randomly say a letter **sound** and have learners to the letter name on the alphabet chart.



7. Repeat until you've reviewed all the letters i-p and each learner has had a turn.



✔ Use this time to observe learners' identifying letter names and sounds. If they can name the letter names and sounds put a ✓ in the learner tracker.

Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY:** Well done! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **SAY**: Let's practise the letter names and sounds together. Everybody stand up!
3. ***DO**: Give students letter cards i – ŋ and ask them to stand up and spread out. Say the letter sound and ask learners to find the person holding that letter card.*
4. **SAY**: Great job! We need to know the letter names and sounds so that we can learn to read.
5. **Practice at home**: Ask learners to look for the letters they have learnt on things at home or in the community. Their family members can help them practise too!

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to name and sound the letters i - ŋ. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 5		Literacy
Lesson Topic: The Alphabet Ŋm - Z		**Time: 1 hour**
Learning Competences The learner: a) Sings (recites) the alphabet song. b) Identifies letters of the alphabet. c) Names letters of the alphabet.	**Materials** 1. Chalk and chalkboard 2. Alphabet chart 3. Pointer 4. Letter cards i - ŋ and ŋm -z **Reminder:** examples of letter sounds are on your memory card	**Preparation** 1. Put the alphabet chart on the chalkboard. 2. Be ready to teach the letter sounds.
✓ Lesson 4 Assessment: Names letters Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.		

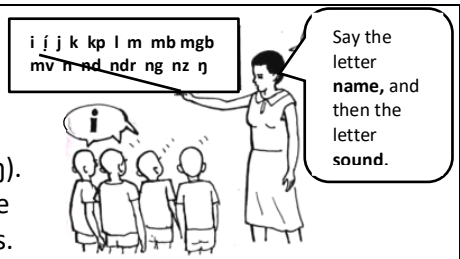
Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise the alphabet song. Show me a thumbs up if you practised at home.
2. **ASK**: Can you practice with me? Let's all stand up and sing the song together.
3. ***DO**: Stand up and sing the alphabet song with learners.*
4. **SAY**: Great job! Today we are going to learn more about the alphabet.

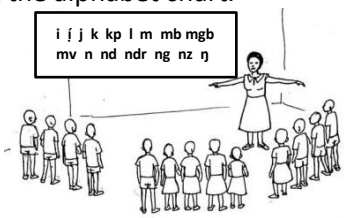
Part 1: Reviewing Letters *(20 minutes)*

SAY: We are going to do some activities to practice the letters from the last lesson (i - ŋ).

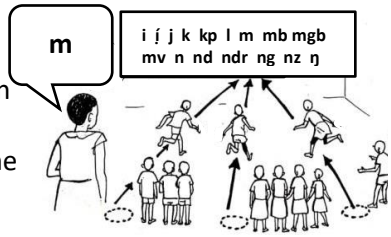
1. Review the letters from the previous lesson (i - ŋ). Hold up the letter cards. Have learners say the letter names and **sounds**



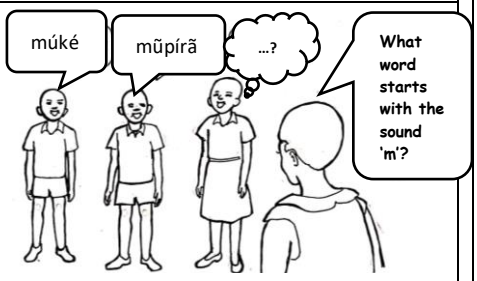
2. Organize learners into 3 teams, and line them up facing the alphabet chart.



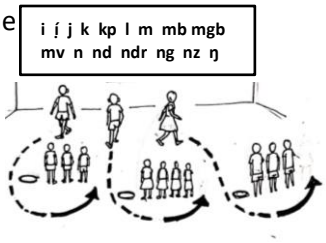
3. Call out letter **sounds.** The first person in each team races to find the letter on the alphabet chart



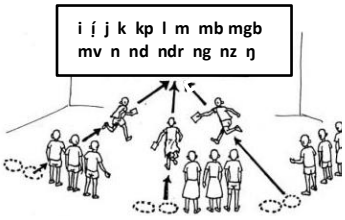
4. Ask all 3 racers to say a word that starts with the letter **sound.**



5. The racers go to the back of the line and the next 3 race to the letter and say words starting with the letter **sound**.



6. Repeat until you have covered letters i - ŋ at least once and everyone has participated

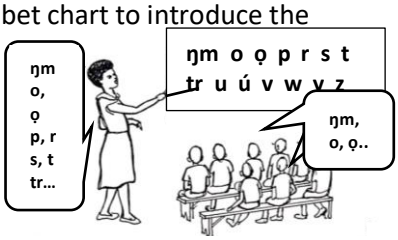


Break: Do an energizer *(5 minutes)*

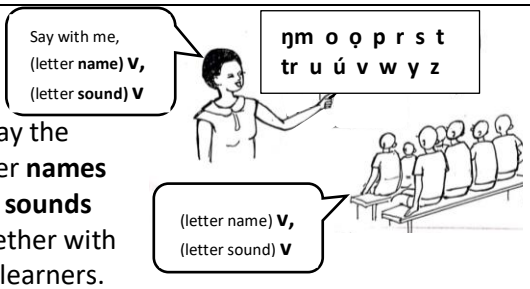
Part 2: Identifying Letters *(15 minutes)*

SAY: We are going to learn some more letters (ŋm - z).

1. Use the alphabet chart to introduce the letters (ŋm - z). Say each letter name and its sound. earners repeat the letter **names** and **sounds** after you.

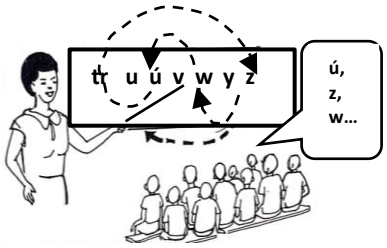


2. Say the letter **names** and **sounds** together with the learners.

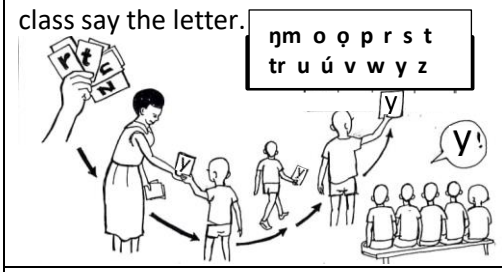


3. Ask half the group to say the letter **sounds.** Then ask the other half to say the letter **names**.

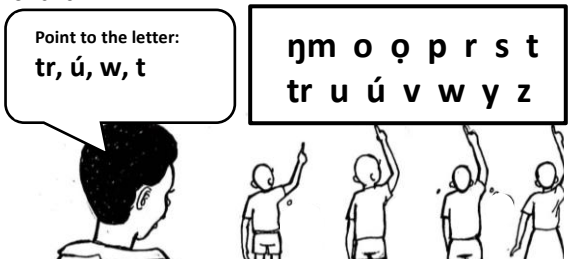
4. Point to the letters in random order. Learners say the letter **names** and **sounds.**



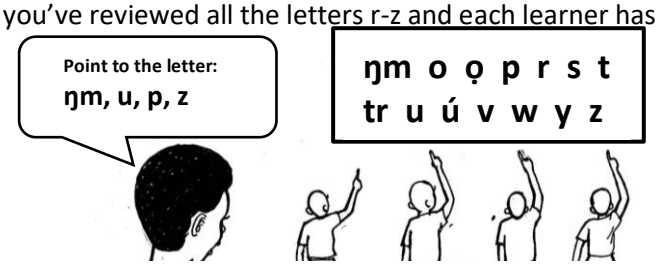
5. Hold up the letter cards. Have different learners come up and match the letters on the card with the alphabet chart. Then the whole class say the letter.



6. Randomly say a letter **sound** and have learners point to the letter on the alphabet chart.



7. Repeat until you've reviewed all the letters r-z and each learner has had a turn.



✔ Use this time to observe learners' identifying letter names and sounds. If they can name the letter names and sounds put a ✓ in the learner tracker.

Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY:** Well done! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **SAY**: Let's practise the letters in together. You will take turns saying a letter sound we've practised today and the person beside you needs to find the letter. Then the other partner will say a letter sound and you will find the letter.
3. ***DO**: Divide learners into groups of two. Give each learner some letter cards.*
4. **SAY**: Great job! Next time we will practise all the letters.
5. **Practice at home**: Ask learners to look for the letters on things at home or in the community. Their family members can help them practise too!

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to name and sound the letters ŋm - z. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

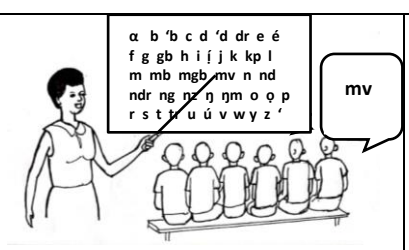
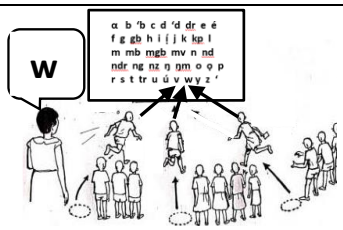
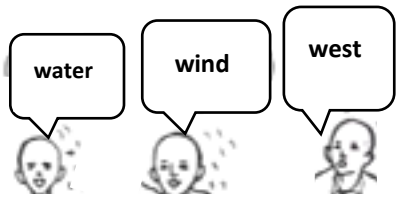
Lesson 6		Literacy
Lesson Topic: The Alphabet A-Z		**Time: 1 hour**
Learning Competences The learner: a) Sings (recites) the alphabet song. b) Identifies letters of the alphabet. c) Names letters of the alphabet.	**Materials** 1. Chalk and chalkboard 2. Alphabet chart 3. Pointer 4. Full pack of alphabet cards? **Reminder:** examples of letter sounds are on your memory card	**Preparation** 1. Put the alphabet chart on the chalkboard. 2. Be ready to teach the letter sounds.
✓ **Lesson 4 Assessment: Names letters** Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.		

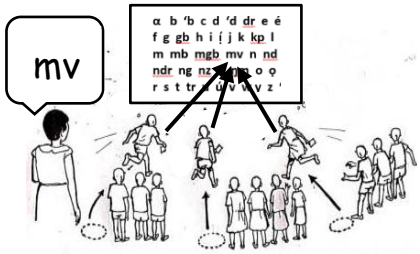
Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to look for the letters at home and in the community. Show me a thumbs up if you practised at home.
2. **ASK**: Does anyone want to tell us where they saw the letters?
   Did anyone see them in a place that was surprising or interesting?
3. ***DO**: Listen to learners' responses.*
4. **SAY**: Great job! Today we are going to learn more about the alphabet.

Part 1: Reviewing Letters *(20 minutes)*

1. **SAY**: We are going to do some activities to practice **all** the letters. First let's sing the alphabet song to get ready.
2. Sing the alphabet song <u>with</u> learners.

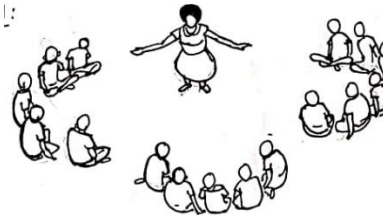
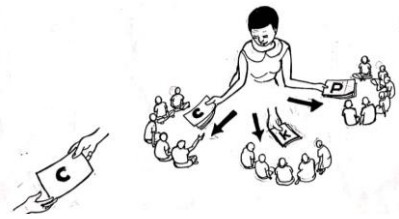
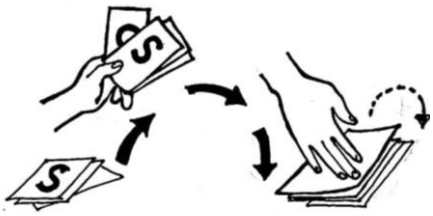
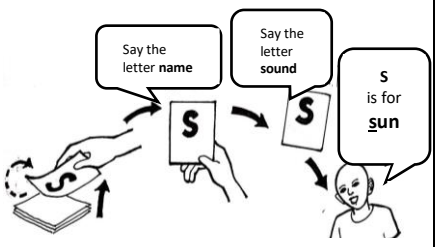
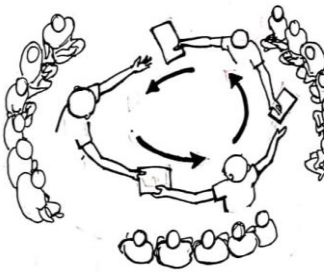
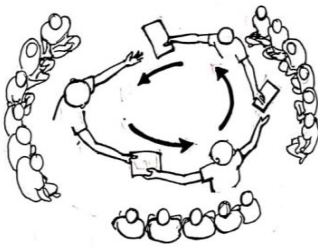
1. Point to the letters on the alphabet chart Have learners say the letter names and sounds. 	2. Organize learners into 3 teams. Have them line up facing the alphabet chart.
3. Call out letter **sounds.** The first person in each team races to find the letter on the alphabet chart. 	4. Ask all 3 racers to say a word that starts with the letter eg. **W** 

5. The racers go to the back of the line and the next 3 race to find the letter after hearing its **sound** and say words starting with the letter.	6. Repeat until you've covered all the letters at least once and everyone has participated 

Break: Do an energizer *(5 minutes)*

Part 2: Finding Letters *(15 minutes)*

1. **SAY**: Let's try another game to review the letters.

1. Organize learners into 3 groups. 	2. Share the letter cards A-Z between the 3 groups. 
3. Have learners put all the letter cards in the set face down. 	4. Learners take turns flipping the card and saying the letter **name** and **sound.** Then they say a word that begins with the letter. 
5. After 5 minutes have the groups exchange letter cards with another group. Repeat the activity with the new set of letter cards. 	6. After 5 minutes have the groups exchange letter cards again. Repeat the activity with the new set of letter cards. This should be the last set they use. 

✔ Use this time to observe learners' identifying letter names and sounds. If they can name the letter names and sounds put a ✓ in the learner tracker.

Part 3: Check for Understanding and Close *(10 minutes)*
1. **SAY:** Well done! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)* 2. **SAY**: Let's practise the letters in pairs. 3. ***DO**: Show students the alphabet chart. Give each pair 1-2 letter cards. Have one partner say a letter sound from the letter cards given and the other partner to identify the letter. Once the partner gets it correct and ask both partners to match their letter card with the alphabet chart. Ask learners to repeat the activity with a different letter sound.* 4. **SAY**: Great job! The alphabet song is a fun way to remember the letters. 5. **Practice at home**: If possible, ask learners to make letter cards with someone at home. Their family members can help them play letter games where they say the name of the letter and its sound!
⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to name and sound the letters A-Z. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 7			**Literacy**
Lesson Topic: Writing Patterns			**Time: 1 hour**
Learning Competences The learner: a) Holds a pencil correctly. b) Draws simple shapes.	**Materials** 1. Chalk and chalkboard 2. Pencil	**Preparation** 1. Draw the **4 patterns in Part 1** on the chalkboard before the lesson.	
✓ Lesson 7 Assessment: Writing patterns Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.			

Review and Introduce the Lesson *(10 minutes)*

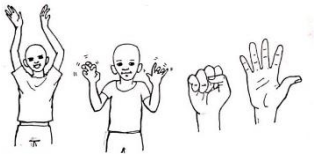
1. **SAY**: Hello learners! Last lesson, I asked you to make letter cards with someone at home and practice letter names and their sounds. Show me a thumbs up if you practised at home.
2. **ASK**: Does anyone want to share the letter names and sounds that they can remember?
3. ***DO**: Listen to learners' responses.*
4. **SAY**: Great job! Today we are going to practise writing patterns. This will help us become better writers!

Part 1: Writing Patterns in the Air *(15 minutes)*

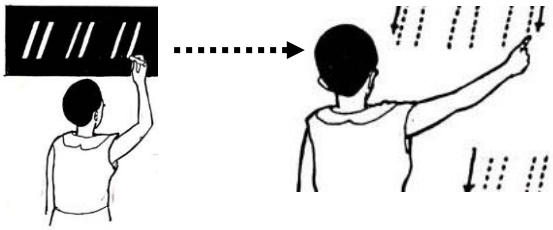
SAY: Let's get ready to draw patterns!

1. Have learners raise their arms and stretch writing muscles.

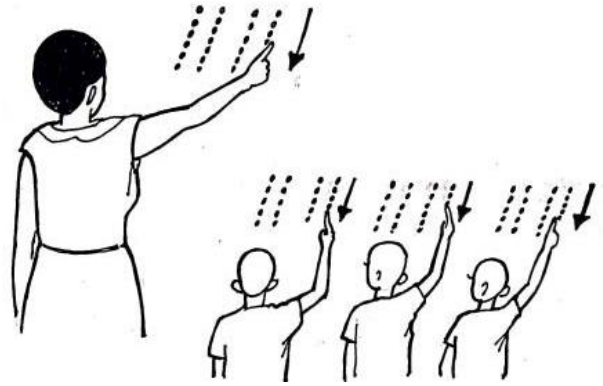
- *Stretch your arms over your head.*
- *Wiggle your fingers.*
- *Clench and unclench your fists.*



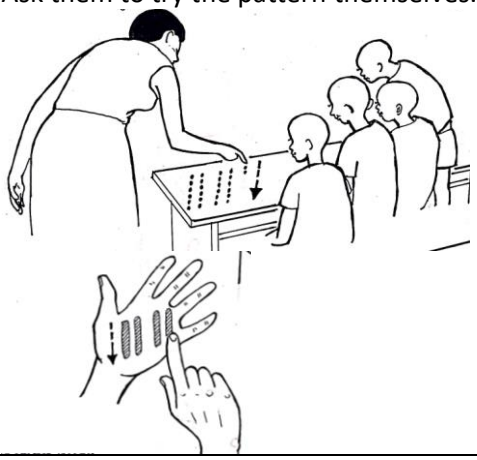
2. Show learners the first pattern on the board. Show them how to write the pattern in the air.



3. Have learners practice with you. Write the pattern in the air with learners.

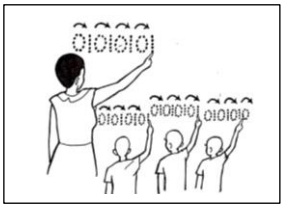


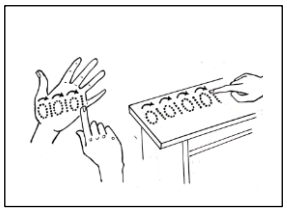
4. Show learners how they can practice writing the pattern on their desks or on their hands. Ask them to try the pattern themselves.



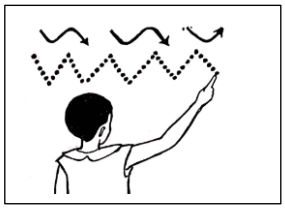
5. Repeat the process with the other 3 patterns. First demonstrate by writing **in the air**. Then have learners practice with you. Then ask learners to practice **on their hands or on their desks**.

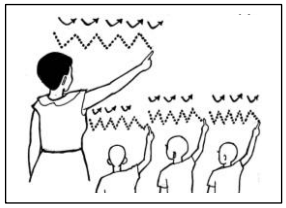
Pattern 2

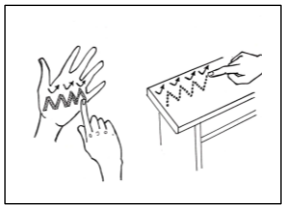




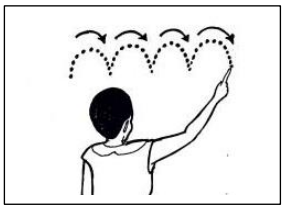
Pattern 3

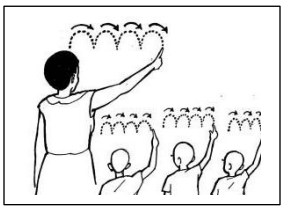


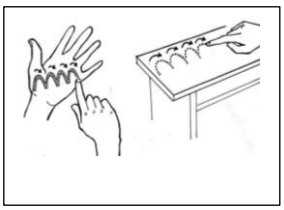




Pattern 4





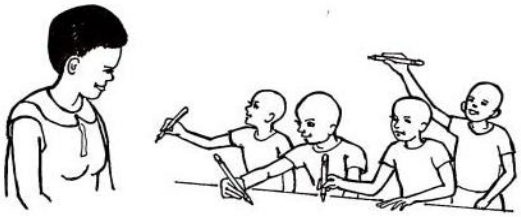


Break: Do an energizer *(5 minutes)*

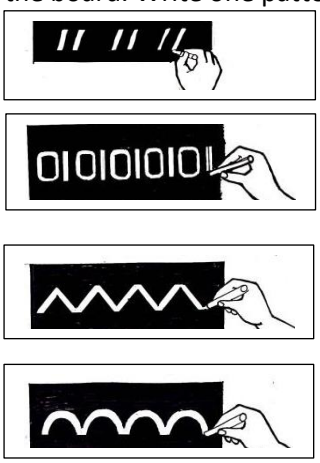
Part 2: Writing Patterns in Exercise Books *(20 minutes)*

1. Take a pencil and demonstrate how to hold it.

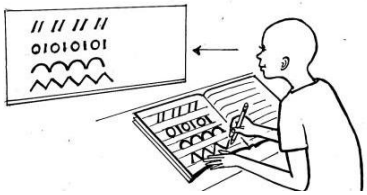
2. Ask students to show you how they hold their pencil.



3. Show learners how to write the patterns on the board. Write one pattern at a time.



3. Ask learners to copy the patterns in their exercise books. Ask them to fill a row with each pattern.



Move around to observe learners as they draw the shapes. Help them hold the pencil correctly. If they cannot copy a pattern, draw it for them in their exercise books so that they can trace your pattern.

✔ Use this time to observe learners' writing the patterns. If they can write the patterns put a ✓ in the learner tracker.

Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY**: Well done class! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **ASK**: Who can show us how to write the patterns on the chalkboard?
3. ***DO**: Have 6 learners come to the front. Ask each learner to write a pattern. Clap for them. Repeat with another group of 6 learners until all learners have had a turn.*
4. **SAY**: Practising patterns helps with writing letters. The more you practise the faster you will learn!
5. **Practice at home**: Ask learners to practise writing patterns at home. Ask them to write another row of each of the patterns in their exercise book.

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to write patterns. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 8		Literacy
Lesson Topic: Our Home		**Time: 1 hour**
Learning Competences The learner: a) Identifies vocabulary related to 'home'. b) Listens to a story about home. c) Asks and answers questions about home.	**Materials** 1. Flashcards with the words: lịcọ́, méjã, kụ́rũ̃sĩ̃, dẽ̃rịsã, kẽ̃jịtị, gbọ́lọ́	**Preparation** 1. Make drawings of a home (simple house/hat with a window and a door), table, chair, and bed on a manilla or draw them on the chalkboard before the lesson. 2. Practise reading the story aloud so that you can read it well.
✓ **Lesson 8 Assessment: Identifies vocabulary related to home** Check that all learners can do this task during, or by the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.		

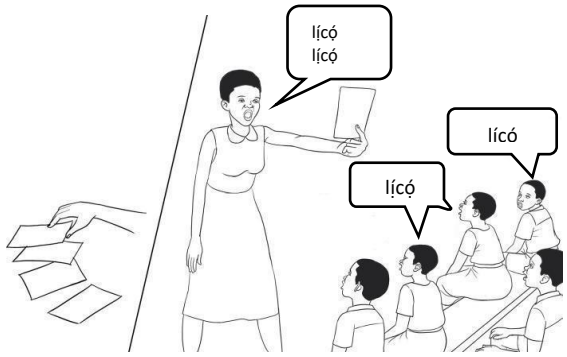
Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise writing patterns with someone at home. Show me a thumbs up if you practised at home.
2. **ASK**: Does anyone want to show us which patterns they practised writing?
3. ***DO**: Have a few learners write patterns on the chalkboard.*
4. **SAY**: Great job! Today we are going to learn about things and people found at home and even listen to a story about home.

Part 1: Talking About Things Found at Home – Introducing Vocabulary *(20 minutes)*

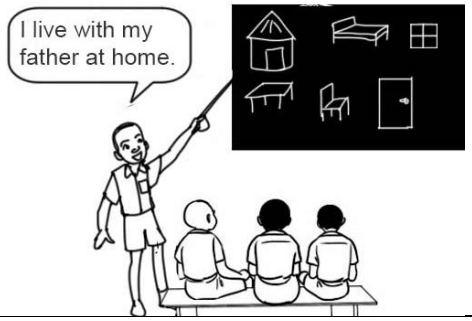
1. **SAY:** Today we are going to talk about things we find at home.
2. **ASK:** What is a home? *(Listen to learner responses)*
3. **SAY:** Good! A home is a place or house where a person or a family lives.
4. **ASK**: What do we find at home? *(Listen to learner responses)*
5. **SAY**: That is great. We all know so many things found at home.

1. Pick a vocabulary flashcard. Read the word twice and have learners read the word with you.

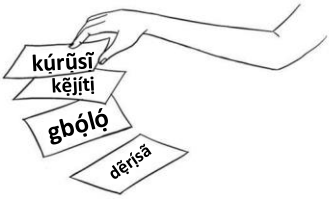


2. Ask learners the meaning of the word and to find its picture or drawing on the chalkboard. *Help them as needed.*

Ask them to make a sentence with the word.



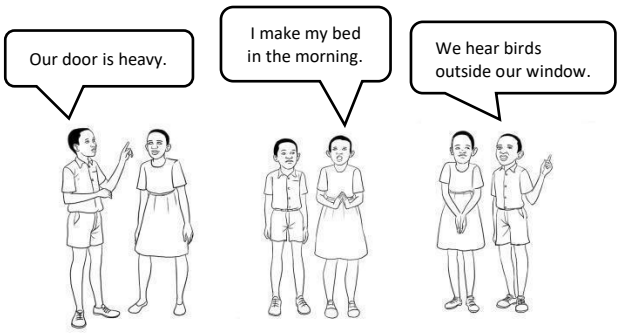
3. Pick a different flashcard. Repeat step 1 and 2 until all vocabulary flashcards have been taught.



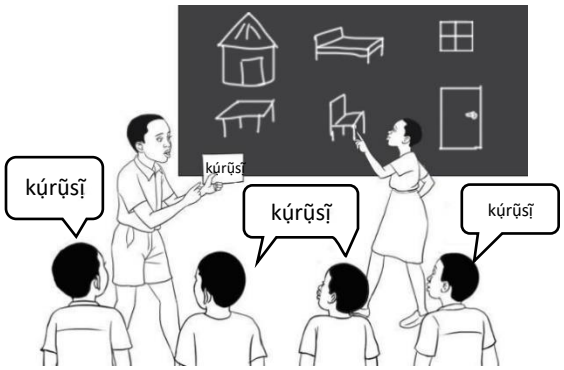
4. Ask learners to turn to a friend and make their own sentences with the vocabulary words.

Move around the classroom listening and supporting learners.

5. Ask different pairs of learners to share the sentences they made.



6. Give the flashcards to different pairs of learners. Ask the learners to go match their flashcard to a picture on the chalkboard.
Have the class read the word on the flashcard. If they make a mistake let the rest of the group help them.



Repeat until all words have been correctly matched to the drawings on the board.

Use this time to observe learners' identifying the vocabulary words. Are they able to identify the vocabulary words? If they are put a ✓ in the learner tracker.

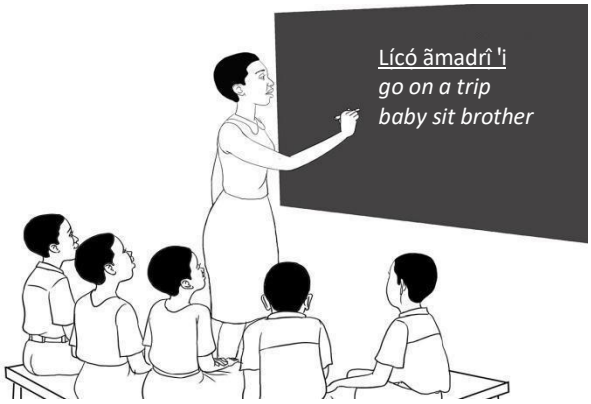
Break: Do an energizer *(5 minutes)*

Part 2: Listening to a Story about Home *(15 minutes)*

1. **SAY**: We are going to listen to a story. Can you show me that you are ready?
2. ***DO**: Help learners get into a good listening position. Hands to themselves, books closed, eyes on the teacher.*

1. Write the title of the story on the chalkboard. Tell learners you are going to tell them a story about twins who live at home with their mother and little brother.

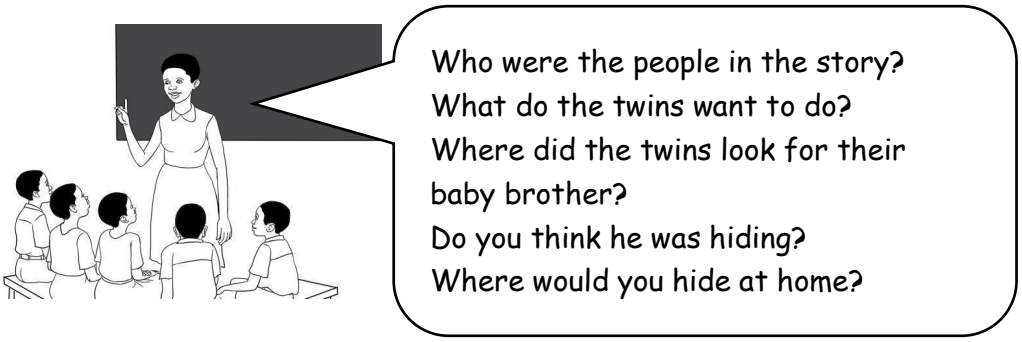
2. Ask learners what they think happens at the twins' home. *(Listen to learners' ideas and write a couple on the board.)*



3. Ask learners to listen carefully because they will answer some questions. Read the story 2 times.

Lịcọ ãmadrị̃ 'i

sũkụ́lũ vúlé gá nzị ĩju rú rì mụ kí lịcọ gá. Lẽ kí ĩ'bã vúlé wereŋá rĩ ní ụ́'dụ́ ãndrũ rĩ acị tá íngoní yã rĩ ũlũlé. Kí mụ calé lịcọ 'bo, ndre kí dẽ̱rị́sã gâsĩ. Ndre kí ĩ'di ku. Nzĩ̱ kí kẽ̱jị́tị ãzíla fi kí ĩ'di ndrelé jó agâlé. Ndre kí ĩ'di ku. Undré kí ĩ'di méjã ãzíla kụ́rũ̱sĩ̱ ĩ̱ndụ́ gá. Ndre kí ĩ'di ku. Ĩ'di dó íngãá? Ndre kí dó ãngũ gbọ́lọ́ sị́ gá. Ĩ'di dó 'dãá cí. 'Be ụ́'dụ́ álị́!



Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY**: Great job! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **ASK**: Do you remember the words we learned today? Let's practise!
3. ***DO**: Hold all six vocabulary cards in your hand upside down. Move around the room and have learners pick a card and say the word*.
4. **Practise at home**: Ask learners to copy the vocabulary words and practise reading them at home.
5. **Ask learners to bring pencils and exercise books or paper to all their lessons.**

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to identify vocabulary. If most of the class (e.g. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Literacy and Attendance Tracker: Lessons 9 – 16

Give learners a ✓ when they are able to demonstrate each competence.

Write 'A' if the registered learner was absent during the lesson

Write 'x' if the learner was present but could not demonstrate the competence

If you repeat the lesson use the additional columns available

			Competences for Assessment							
			Lesson 9: Identifies first letter in name	Lesson 10: Writes own name	Lesson 11: Reads vocabulary related to school	Lesson 12: Say vowel sounds	Lesson 13: Read syllables with the letter M	Lesson 14: Read syllables with the letter L	Lesson 15: Reads vocabulary words	Lesson 16: Reads syllables with letter P
		Date:								
Registered Learner Names										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
Total number of ticks *(✓)*										
Total number of crosses *(x)*										
Total absentees (*the number of 'As'*)										

Literacy and Attendance Tracker: Lessons 9 - 16

Give learners a ✓ when they are able to demonstrate each competence.

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If you repeat the lesson use the additional columns available

			Competences for Assessment							
			Lesson 9: Identifies first letter in name	Lesson 10: Writes own name	Lesson 11: Reads vocabulary related to school	Lesson 12: Say vowel sounds	Lesson 13: Read syllables with the letter M	Lesson 14: Read syllables with the letter L	Lesson 15: Reads vocabulary words	Lesson 16: Reads syllables with letter P
	Date:									
Registered Learner Names										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
Total number of ticks *(✓)*										
Total number of crosses *(x)*										
Total absentees (*the number of 'As'*)										

Lesson 9		Literacy
Lesson Topic: Identifying First Letter in Our Names		**Time: 1 hour**
Learning Competences The learner: a) Identifies letters of the alphabet. b) Identifies letters in own name. c) Writes the first letter of own name.	**Materials** 1. Chalk and chalkboard 2. Alphabet chart 3. Pointer 4. Flashcards from previous lesson: home, table, chair, window, door, bed **Reminder:** examples of letter sounds are on your memory card	**Preparation** 1. Prepare flashcards from the previous lesson. 2. Put the alphabet chart on the chalkboard. 3. Be ready to teach the alphabet song and letters of the alphabet.
✓ **Lesson 9 Assessment: Identifies the first letter in their name** Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.		

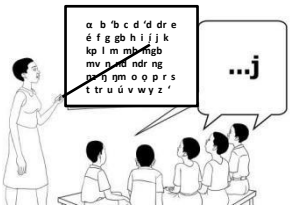
Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise reading your vocabulary words at home. Show me a thumbs up if you did.
2. **ASK**: Who wants to read the words for us?
3. ***DO**: Give the vocabulary flashcards from the previous lesson to different learners. Have them read the word on the flashcard.*
4. **SAY**: Great job! Today we are going to learn about how to identify the first letter of our names.

Part 1: Reviewing the Alphabet *(20 minutes)*

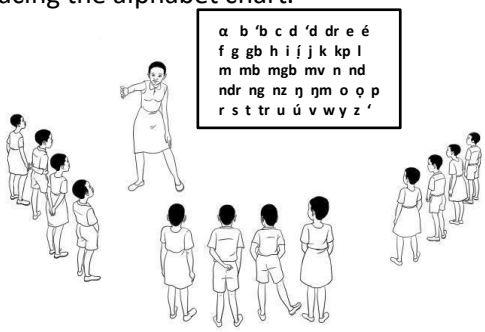
1. **SAY**: We are going to do some activities to practise all the letters. First let's sing the alphabet song to get ready.
2. ***DO:** Sing the local language alphabet song <u>with</u> learners.*

1. Point to the letters on the alphabet chart. Have learners say the letter **names** and **sounds**.

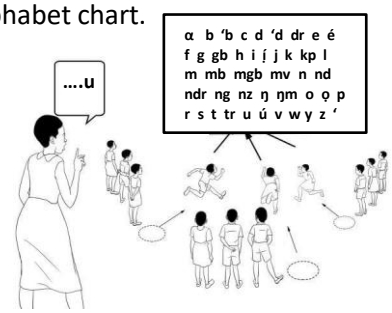


Remind learners that letters are written in two ways, capital and lowercase. Show this on the alphabet chart.

2. Organise learners into 3 teams. Have them line up facing the alphabet chart.



3. Call out a letter **sound**. The first person in each team races to find the letter on the alphabet chart.



4. The racers go to the back of the line. The next 3 race to find the letter after hearing its **sound**.

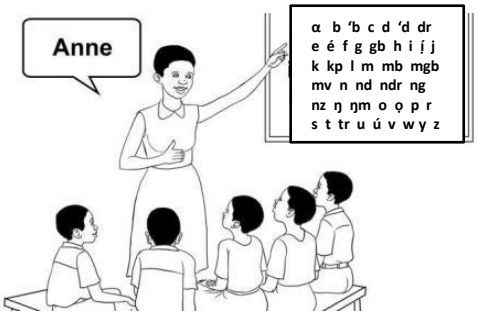
Continue until all the letters have been reviewed and all learners have participated.

Break: Do an energizer *(5 minutes)*

Part 2: Identifying the first letter (and its sound) in a learner's name *(20 minutes)*

1. **SAY**: We are going to learn to identify the first letter of our names.

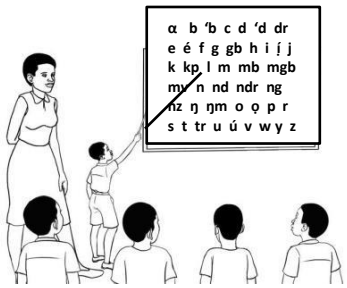
1. Say your name 2 times. Tell learners the first **sound**. Point to the letter on the alphabet chart and then say its sound.



e.g. My name is Anne and the first sound I hear is sound /a/. Letter A gives us sound /a/.

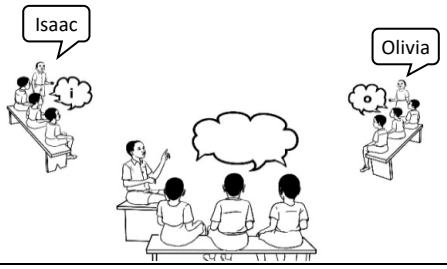
2. Call **one** learner to the front and have them say their name. Ask the rest of the class to tell you the first **sound** they hear in the name.

Ask learners to identify which letter makes the sound. Have a learner point to the letter on the alphabet chart.

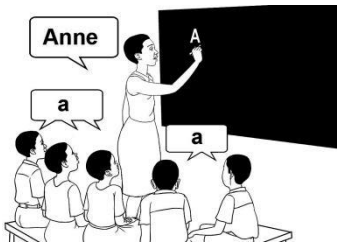


Repeat with 2 more learners.

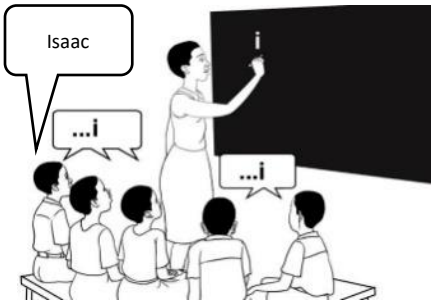
3. Organise learners into groups of 3-4. In their groups, they will take turns saying their name. The rest of the group will identify the first **sound** in the name then identify the **letter** that gives that sound.



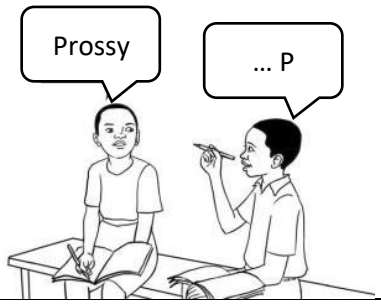
4. Say your name again and ask learners to identify the first sound in your name.
Write down the first letter of your name on the chalkboard.



5. Ask a learner to say their name and identify the first **sound** of the name. Write the first **letter** of their name on the chalkboard.



6. Ask learners to pair up. They will each say their name and have their partner identify the first **sound**. Then both write down the **letter** in their exercise book.



Use this time to observe learners as they identify the first letter in their names. If they can correctly identify the letter name and sound put a ✓ in the learner tracker.

Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY:** Well done! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **SAY**: Can you show me what you learned? Stand up please.
3. **SAY**: We will take turns saying our names. Raise your hand to tell us the first sound you hear. Then you can show us the letter on the alphabet chart.
4. ***DO**: Call on different learners to say their name. Have others identify the first letter sound they hear and show the letter on the alphabet chart.*
5. **Practise at home**: Ask learners to ask the names of people at home and identify the first sound they hear then write the letter that gives that sound. Their family members can help them practise too!

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to correctly identify the first letter of their name. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

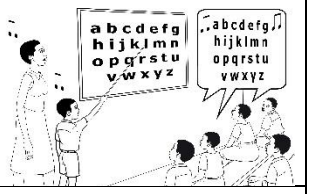
Lesson 10		**Literacy**
Lesson Topic: Writing Names		**Time: 1 hour**
Learning Competences The learner: a) Identifies letters of the alphabet. b) Identifies letters in own name. c) Writes own name.	**Materials** 1. Chalk and chalkboard 2. Alphabet chart 3. Letter cards A-Z 4. Pointer **Reminder:** examples of letter sounds are on your memory card	**Preparation** 1. Prepare letter cards A-Z before the lesson. 2. Put the alphabet chart on the chalkboard. 3. Be ready to teach the alphabet song and letters of the alphabet.
✓ **Lesson 10 Assessment: Writes own name** Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.		

Review and Introduce the Lesson *(10 minutes)*

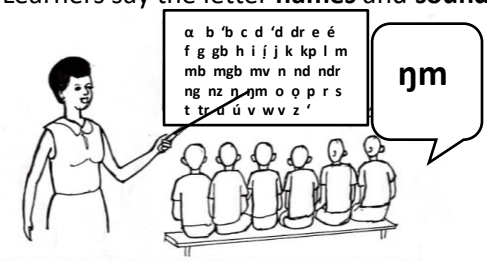
1. **SAY**: Hello learners! Last lesson, I asked you to ask the names of people at home, identify the first sound of their name and write the letter that gives that sound. Show me a thumbs up if you did.
2. **ASK**: Who wants to share a name they were told and write the first letter in the name on the chalkboard?
3. ***DO**: Call on several learners to say a name and to write down the first letter of the name on the chalkboard.*
4. **SAY**: Great job! Today we are going to practise writing our full names.

Part 1: Reviewing the Alphabet *(20 minutes)*

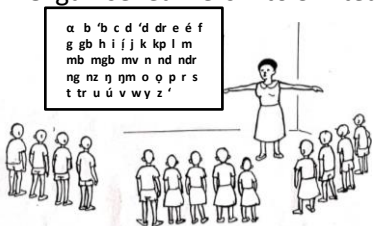
1. **SAY**: We are going to do some activities to practise all the letters. First let's sing the alphabet song to get ready.
2. ***DO:** Sing the local language alphabet song <u>with</u> learners.*



1. Point to the letters on the alphabet chart. Learners say the letter **names** and **sounds**.

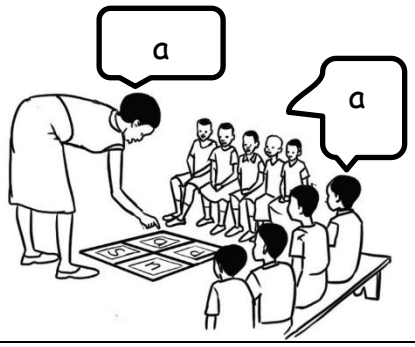


2. Organise learners into 3-4 teams.



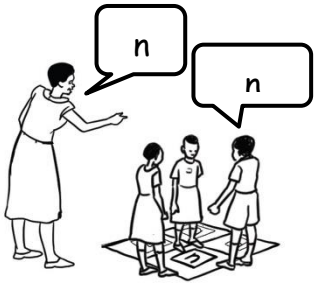
3. Draw a four-square grid on the floor and randomly put a letter card in each box.

4. Point to letter A and say the letter **name** and **sound** with the learners.



5. Say the letter D and ask one group to move to the box with the letter and say the letter **sound**.

6. Say letters randomly. The group moves to the box with the letter and says the letter **sound**.

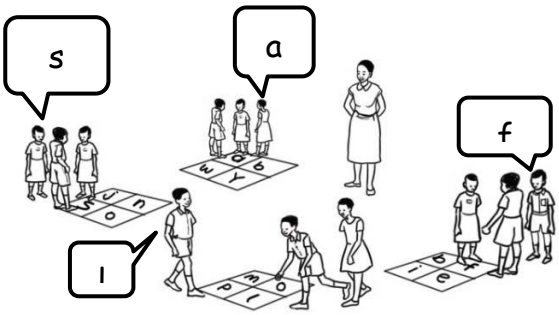


7. Randomly place a different set of letter cards in the squares.

Repeat with a different group. Change the letter cards and repeat until all groups have had a turn.

8. Give each group 4 random letter cards so they can play the game themselves.

Learners take turns being the teacher and saying the letter and the group moves to the correct box and says the **letter sound**.

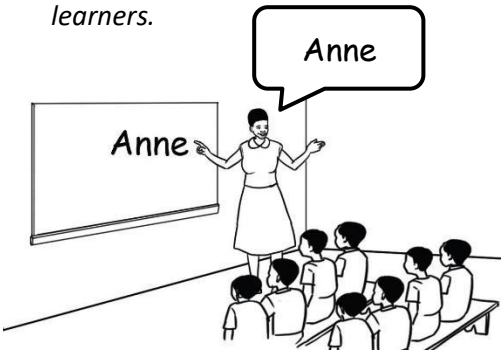


Break: Do an energizer *(5 minutes)*

Part 2: Writing Names *(20 minutes)*

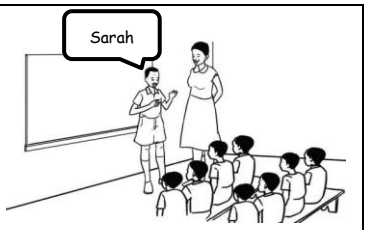
SAY: We are going to practise writing our names.

1. Say your name 2 times then write it on the chalkboard. *Ensure that it is visible to all learners.*

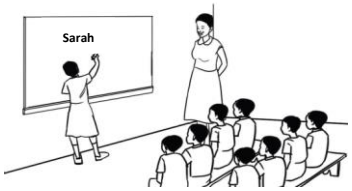


Remind learners that when writing the name of a person, we always begin with a capital letter. Describe how you form the letters in your name as you write it.

2. Call one learner to the front and have them say their name.

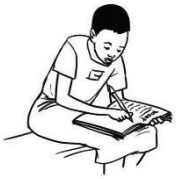


Ask the learner to also write their name on the chalkboard.



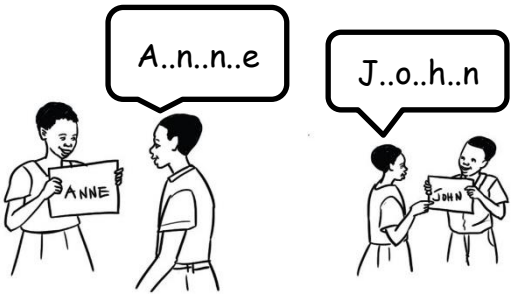
Repeat with 2 more learners.

3. Ask learners to write their first name 3 times in their exercise books.



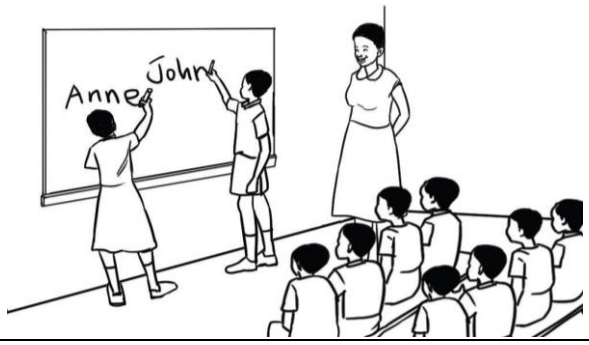
Go to each learner. Assist them to write their name and write an example to copy in their exercise book if needed. Use the attendance sheet to help you.

4. Ask learners to work in pairs. Ask learners to show each other their name. Then identify the letters in the name.

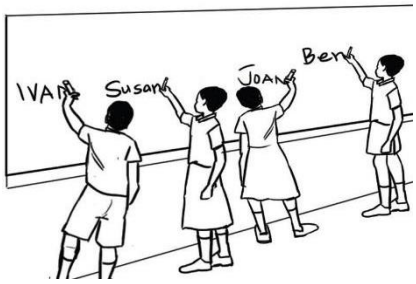


5. Invite one pair to come to the front and have each write their name on the chalkboard.

Ask the rest of the learners to identify the letters in their names.



6. Repeat with three more pairs.



Use this time to observe learners as they write their own names. If they can correctly write their own name put a ✓ in the learner tracker.

Part 3: Check for Understanding and Close *(10 minutes)*
1. **SAY:** Great work today! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)* 2. **ASK:** Can anyone come show us how to write their name? 3. ***DO:*** *Have 5-6 learners come to the front and write their name on the chalkboard. Choose learners who did not get to write their name on the chalkboard already in the lessons. Don't forget to clap for them.* 4. **Practise at home**: Ask learners to practise writing their name at home. Encourage them to show their family members and ask for help if they need it.
⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to correctly write his/her name. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 11			Literacy
Lesson Topic: Our School			**Time: 1 hour**
Learning Competences The learner: a) Identifies vocabulary related to 'school'. b) Listens to a story about school. c) Asks and answers questions about school.	**Materials** 1. **Flashcards** with the words: sʋ̃kʋ́lʋ̃, kĩlásĩrʋ́mʋ̃, ḭmbápḭ, yʋ́nḭ́fʋ̃mʋ̃, pénísĩlĩ, bʋ́kʋ̃	**Preparation** 1. Prepare the flashcards and the learning space. 2. **Draw** a school, classroom, teacher, uniform, pencil, book on a manilla or the chalkboard. 3. Practise reading the story aloud so that you can read it well.	
✓ **Lesson 11 Assessment: Reads vocabulary related to school** Check that all learners can do this task during, or by the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.			

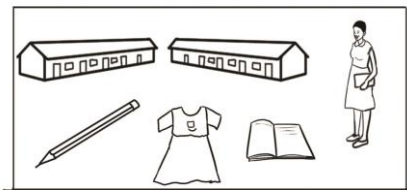
Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise writing your name with someone at home. Show me a thumbs up if you practised writing your name.
2. **ASK**: Does anyone want to show us how your name is written?
3. ***DO**: Have a few learners write their names on the chalkboard.*
4. **SAY**: Great job! Today we are going to learn about things and people found at school and even listen to a story about school.

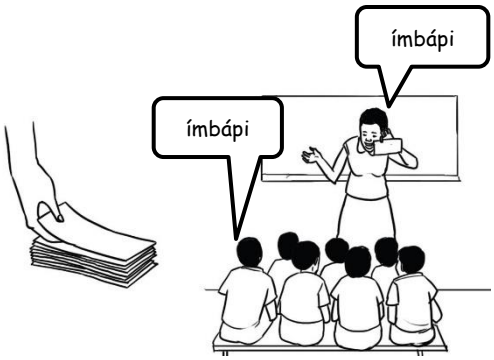
Part 1: Talking about Things Found at School – Introducing Vocabulary *(20 minutes)*

1. **SAY:** Today we are going to talk about things we find at school.
2. ***DO:** write the word Sʋ̃kʋ́lʋ̃ on the chalkboard.*
3. ***ASK:*** What is a school? *(Listen to learner responses)*
4. **SAY:** Good! A school is a place where we go to learn.
5. **ASK**: What do we find at school? *(Listen to learner responses)*
6. **SAY**: Great! We all know so many things about school.

Sʋ̃kʋ́lʋ̃

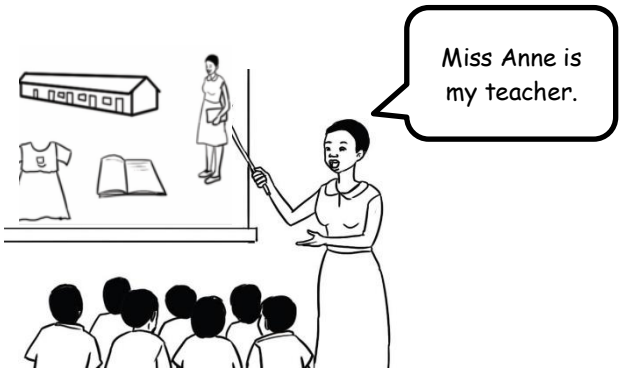


1. Pick a flashcard. Read the word 2 times and have learners read the word with you.

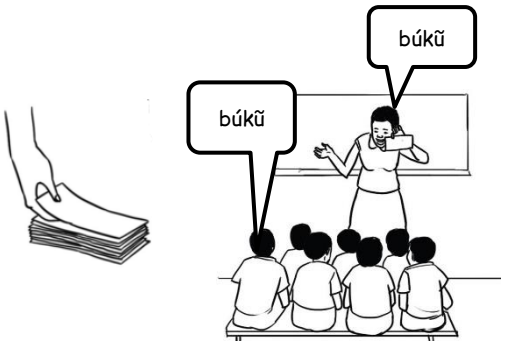


2. Ask learners to find its picture on the chalkboard and explain its meaning. *Help them as needed.*

Make a sentence with the word:



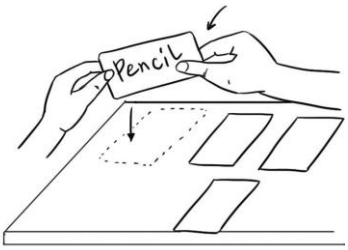
3. Pick a different flashcard. Repeat step 1 and 2 until all flashcards have been taught.



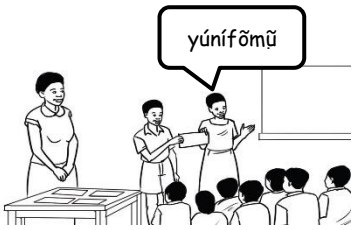
4. Ask learners to work in pairsmake their own sentences with the vocabulary words.

Move around the classroom listening and supporting learners.

5. Randomly place the flashcards on a table or the ground facing upside down.



6. Have learners stand up. Call learners to the front in groups of 2-3. Ask each group to turn over 2 cards and read the word. *If they make a mistake, invite the class to help them.*



Break: Do an energizer *(5 minutes)*

Part 2: Listening to a Story about School *(15 minutes)*

1. **SAY**: We are going to listen to a story. Can you show me that you are ready?
2. ***DO**: Help learners get into a good listening position. Hands to themselves, books closed, eyes on the teacher.*

1. Write the title of the story on the chalkboard. Tell learners you are going to tell them a story about Juma and his first day of school.

2. Ask learners what happens in school and what they think will happen at Juma's school.

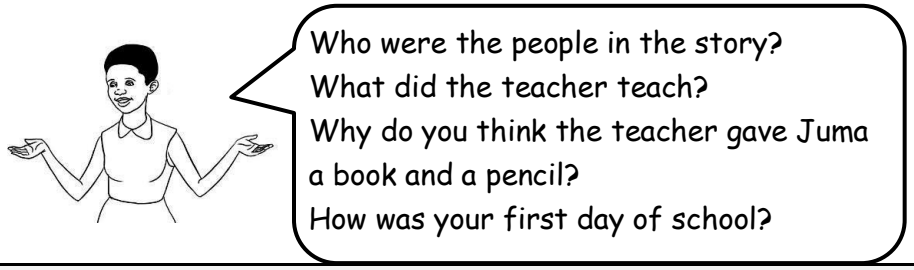
(Listen to learners' ideas and write a couple on the chalkboard.)

3. Ask learners to listen carefully because they will answer some questions. Read the story 2 times.

Ú'dú drĩdrĩ Juma 'bã mujó Sũkúlũ gá rĩ

Ãndrũ ú'dú ãlu. 'Dĩ ú'dú drĩdrĩ Juma'bã mujó Sũkúlũ gá rĩ. Juma angá ũ'bútịníní ãzíla sũ ĩ'di 'bã yúnífõmũ. Itú dó ru sũkúlũ ní bábá. 'Dã 'bã ũngúkú gá mụ kí dó sũkúlũ gá ádrípĩ be. Sũkúlũ gá 'dãá, Juma ịsú kí dó ru ímbápị ĩ'didrĩ be kĩlásĩrúmũ gá. Ímbápị ĩ'didrĩ ála umve la Aisha 'i. Ímbápị Aisha fẽ Juma ní búkũ ãzíla pénísĩlĩ. Ímbápị 'dĩ la Mũndú tị kí imbá námbã. Juma lẽ ĩ'di 'bã sũkúlũ rá.

4. Ask learners questions about the story. If they give the wrong answer, thank them. Then ask the question again and let someone else share the answer.



Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY**: Great job! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **ASK**: Do you remember some of the words we have learnt today?
3. ***DO**: Randomly give flashcards to different learners. Ask each learner to match the word to the picture on the chalkboard and then read the word. Repeat with other learners.*
4. **Practise at home**: Ask learners to copy the vocabulary words and practise reading them at home.
5. **Ask learners to bring pencils and exercise books or paper to all their lessons.**

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to read the vocabulary words. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 12		**Literacy**
Lesson Topic: Vowels		**Time: 1 hour**
Learning Competences The learner: a) Identifies letters of the alphabet. b) Identifies vowel sounds. c) Writes vowels.	**Materials** 1. Alphabet chart 2. Letter cards A-Z 3. Vocabulary flashcards from previous lesson **Reminder:** examples of letter sounds are on your memory card	**Preparation** 1. Put the alphabet chart on the chalkboard. 2. Prepare letter cards A-Z before the lesson.
✓ **Lesson 12 Assessment: Identify vowel sounds** Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.		

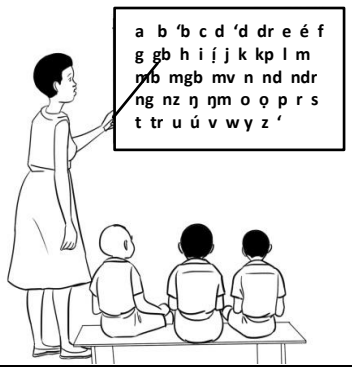
Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise reading the vocabulary words at home. Show me a thumbs up if you did.
2. **ASK**: Can you show me how you read the words?
3. ***DO**: Hold up the vocabulary flashcards and ask learners to read them.*
4. **SAY**: Great job! Today we are going to learn about vowels and their sounds.

Part 1: Reviewing the Alphabet *(20 minutes)*

1. **SAY**: We are going to do some activities to practise all the letters. First let's sing the alphabet song to get ready.
2. **DO:** *Sing the local language alphabet song <u>with</u> learners.*

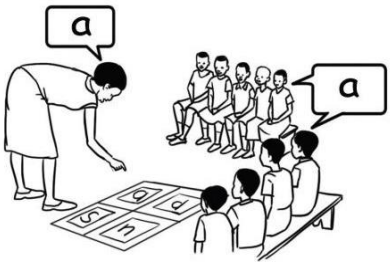
1. Point to the letters on the alphabet chart. Have learners say the letter **names** and **sounds**.



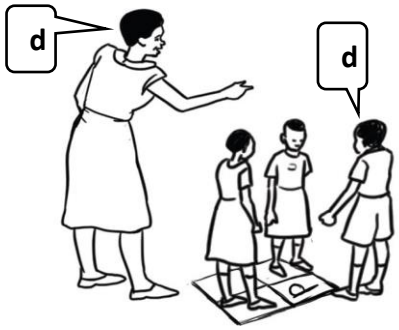
2. Organise learners into 3-4 teams.

3. Draw a four-square grid on the floor and randomly put a letter card in each box.

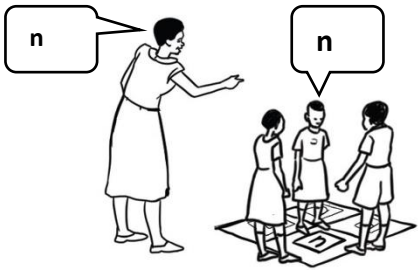
4. Point to letter A and say the letter name and sound with the learners.



5. Say the letter D and ask one group to move to the box with the letter and say the letter **sound**.



6. Say letters randomly as the group moves to the box with the letter and says the letter **sound**.

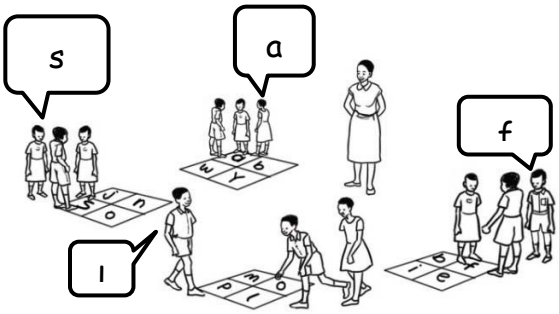


7. Randomly place a different set of letter cards in the squares. Repeat with a different group.

Change the letter cards again. Repeat until all groups have practiced the game.

8. Give each group 4 random letter cards so they can play the game themselves.

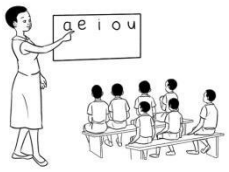
Learners turns being the teacher and saying the letter and the group moves to the correct box and says **the letter sound**.



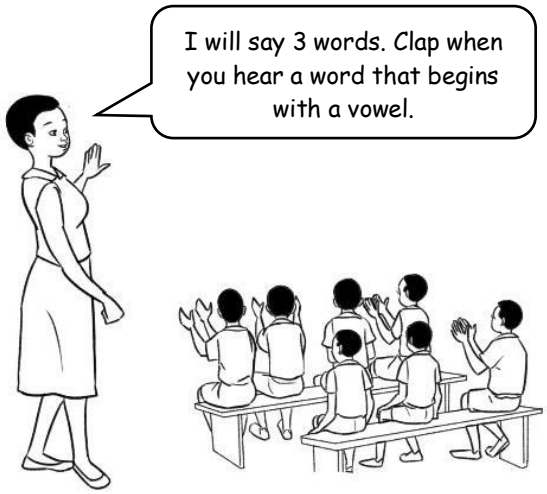
Break: Do an energizer *(5 minutes)*

Part 2: Identifying Vowel Sounds *(20 minutes)*

1. **SAY**: We are going to identify vowel sounds.
2. ***DO:*** *Point to each of the vowels on the alphabet chart (A, E, I, O, U) and invite learners to say the and its sound with you.*
3. ***DO:*** Give different learners the vowel cards and ask them to match the cards with the vowels on the alphabet chart. Then ask the group to tell you a word that starts with that sound.



1. Explain the listening game.

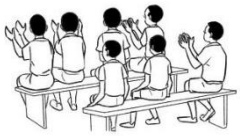


2. Demonstrate for the learners with the words átẹ́pị, bṹkṹ, ḭ́mbápị

Say each word 2 times. Clap for the word that begins with a vowel sound.

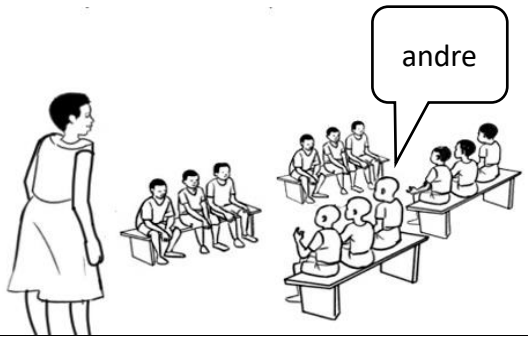
3. Repeat with the groups of words below. Learners should only clap if the word begins with a vowel. Read each word 2 times.

andre	ãni	drḭ́
lḭ́cọ́	méjã	ugu
imve	ámvọ́pị	kẹ̃jḭ́tị
'tõrọ́mẹ́	gbọ́lọ́	ụrụ'bá

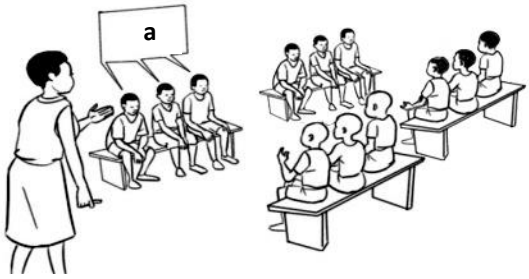


4. Divide learners into 4 groups and have two groups face each other.

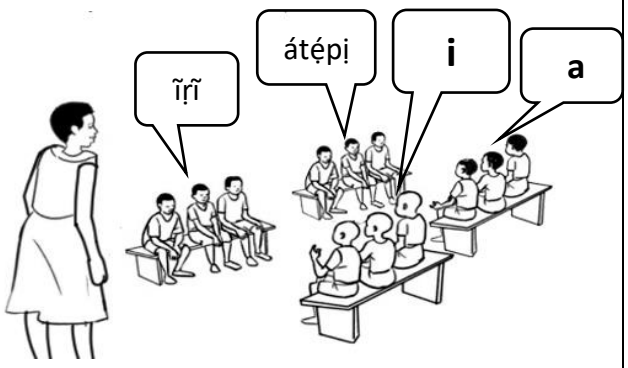
5. Ask one group to think of a word that begins with a vowel and tell it to the group facing them.



6. The second group should identify the vowel sound and say it out loud.



7. Groups should take turns. One group says a word then the other identifies the vowel sound. Each learner should get a turn to say a word.

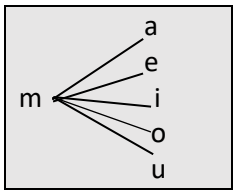


Use this time to observe learners as they say the vowel sound. If they can correctly say the vowel sound put a ✓ in the learner tracker.

Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY:** Well done! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **SAY**: Can you show me what you learned? Stand up please.
3. ***DO**: Pick up a vowel card and have learners identify its sound. Repeat with all the vowels.*
4. **ASK**: Can you tell me a word that starts with the sound?
5. ***DO**: Hold up the vowel cards one at a time. Have different learners tell you words that start with the sound.*
6. **Practise at home**: Ask learners to write the vowels on the board and practice finding words that have the sounds with someone at home.

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to correctly say the vowel sounds. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 13		Literacy
Lesson Topic: Reading and Writing with Letter M		**Time: 1 hour**
Learning Competences The learner: a) Reads syllables with letter M correctly. b) Writes syllables with letter M correctly. c) Reads words with letter M correctly.	**Materials** 1. Chalk and chalkboard 2. Alphabet chart 3. Pointer **Reminder:** examples of letter sounds are on your memory card	**Preparation** 1. Put the alphabet chart on the chalkboard. 2. Draw the syllable chart on the chalkboard before the lesson. 

✓ **Lesson 13 Assessment: Reading syllables with letter M**

Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.

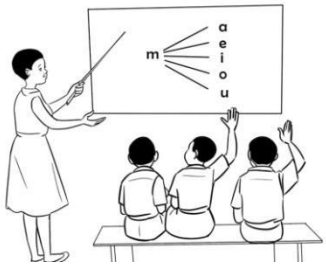
Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise reading and writing the vowels at home. Show me a thumbs up if you practised.
2. **SAY**: Let's practise together. I will say a vowel sound and I want you to write the letter in your book. I will then write it on the chalkboard and you can check your work.
3. ***DO**: Say the vowel sounds (A, E, I, O, U) one at a time. Give learners time to write after each vowel. Write the vowel on the chalkboard and ask them to check their work. Then move on to the next vowel. Continue until learners have written all 5 vowels in their exercise books.*
4. **SAY:** Today we are going to practise letter M.

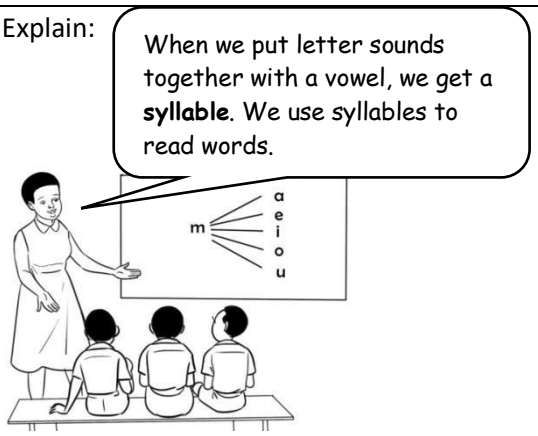
Part 1: Reading and Writing Syllables with M *(20 minutes)*

1. **SAY**: We are going to do some activities to practise all the letters. First let's sing the alphabet song to get ready.
2. **ASK**: Who can point to the letters on the alphabet chart and lead us in the song?
3. ***DO**: Give the pointer to a learner to point to the letters on the alphabet chart. Sing the local language alphabet song <u>with</u> learners.*

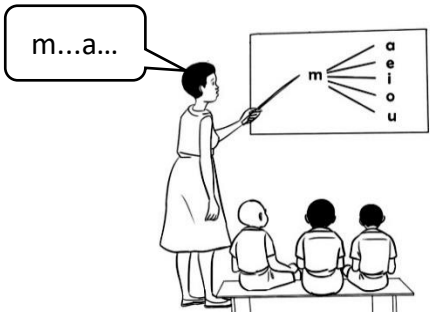
1. Point to the syllable chart on the chalkboard. Ask learners to tell you the letter **names** and **sounds** they see.



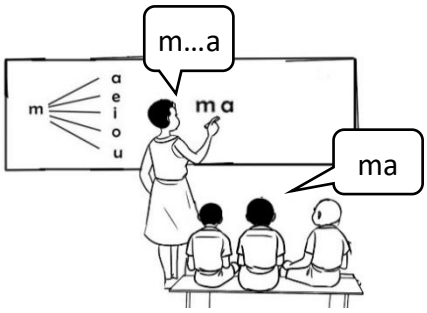
2. Explain:



3. Point to letter **m** on the syllable chart and say its **sound**. Point to vowel **a** and say its **sound**.

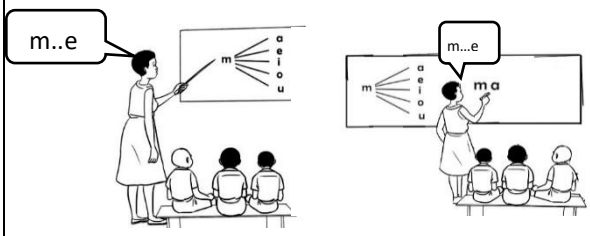


4. Tell learners that when you put these two sounds together you make **ma.** Say **ma** slowly and clearly.
   Write **ma** on the chalkboard. Point to **ma** and

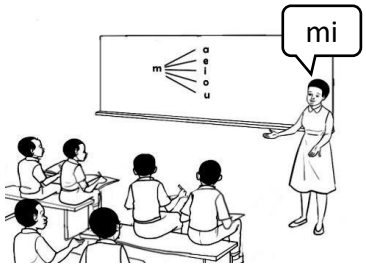


   have learners read it with you.

5. Repeat steps 3-4 to teach the other syllables (**me, mi, mo, mu**).
   1. Say the sounds.
   2. Write the syllable.
   3. Read the syllable together.



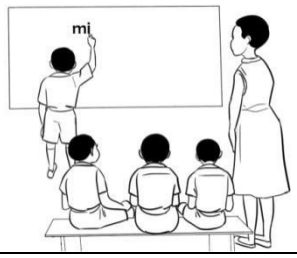
6. Say **mi** slowly and clearly. Ask learners to listen to the sounds they hear and write the syllable in their exercise books. Say **mi** 2 more times.



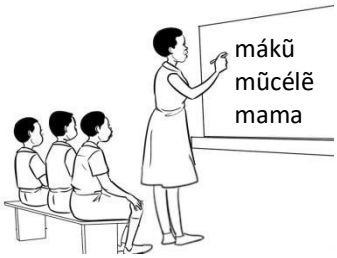
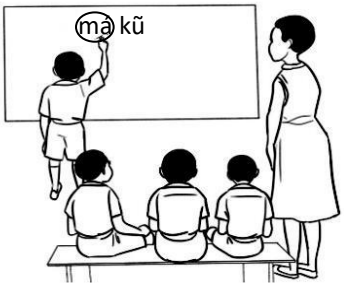
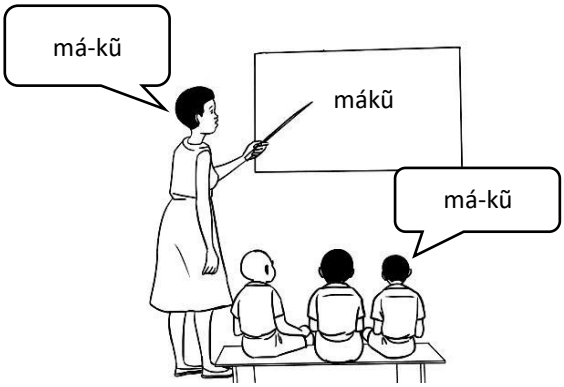
Let learners work in pairs if they would like to.

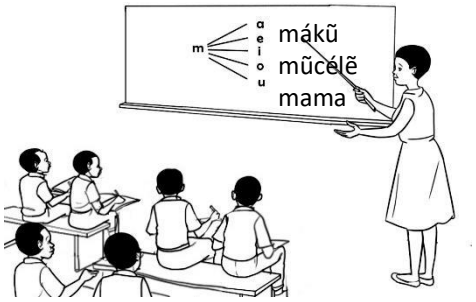
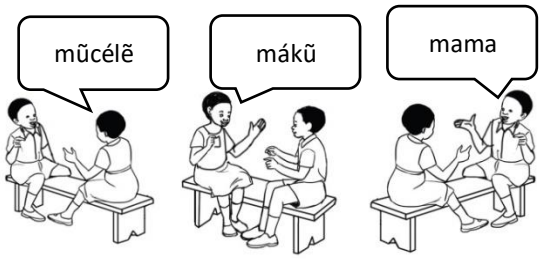
7. Invite a learner to write the syllable they heard (**mi**) on the chalkboard.

   Help them as needed.



8. Repeat steps 6 and 7 to practice the rest of the syllables.
   1. Say the syllable. (**ma, me, mo, mu**)
   2. Learners write what they hear.
   3. A learner comes to the front to write on the chalkboard.

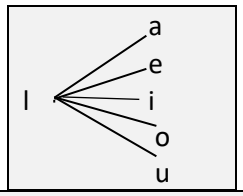
Ask the rest of the group to check their own work to see if they wrote the syllable correctly.	4. The rest of the group checks their answers. *Make sure different learners come to the front to write on the chalkboard.*
Use this time to observe learners as they read syllables with M. If they can correctly read the syllables put a ✓ in the learner tracker. **Break: Do an energizer** *(5 minutes)*	
Part 2: Reading and Writing Words with M *(15 minutes)*	
SAY: Great! Now it's time for us to practice words with M.	
1. Write the words on the chalkboard. Ask learners if they can use the letter sounds they know to read any of the words.  *It is okay if learners cannot read the words, but it is important to let them try.*	2. Point to the first word (mákũ) and ask learners to find the sound **ma**. Invite a learner to circle it on the chalkboard. 
3. Point to each of the syllables and read them slowly and clearly. Have learners read the syllables in the word with you. Point to the word. Have learners read the word with you. (**mákũ**)  	4. Repeat steps 2 and 3 with the other words (**mũcélẽ, mama**). 1. Point to the word and learners find the syllable(s). 2. A learner circles the syllables with **m**. 3. Learners read each of the syllables in the word with you. 4. Learners read the word with you.

5. Ask learners to copy the words in their exercise books. 	6. Have learners work with a partner and practice reading the words they wrote to each other. 

Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY:** Well done! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **SAY**: Can you show me what you learned?
3. ***DO**: Write **mo** on the board.*
4. **SAY**: Call on different learners to read the syllable.
5. ***DO**: Repeat until you have reviewed all syllables (ma, me, mi, mo ,mu).*
6. **Practise at home**: Ask learners to copy the syllables and words from the lesson and to practise reading them to someone at home.

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to correctly read syllables with M. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 14			**Literacy**
Lesson Topic: Reading and Writing with Letter L			**Time: 1 hour**
Learning Competences The learner: a) Reads syllables with letter L correctly. b) Writes syllables with letter L correctly. c) Reads words with letter L correctly.	**Materials** 1. Chalk and chalkboard 2. Alphabet chart 3. Pointer **Reminder:** examples of letter sounds are on your memory card	**Preparation** 1. Put the alphabet chart on the chalkboard. 2. Draw the syllable chart on the chalkboard before the lesson. 	
✓ **Lesson 14 Assessment: Read syllables with letter L** Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.			

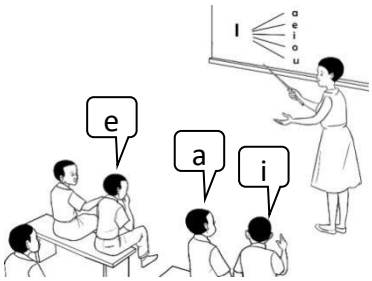
Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise reading and writing syllables with letter M at home. Show me a thumbs up if you practised.
2. **SAY**: Let's practise once more time together. I will say a syllable and I want you to write the syllable in your book. I will then write it on the chalkboard and you can check if you were correct.
3. ***DO**: Say the syllables (ma, mu, me, mo, mi) one at a time. Give learners time to write after each syllable. Then write the syllable on the chalkboard. Ask learners to read it together. Then ask them to check their work. Continue until learners have written all 5 syllables in their exercise books.*
4. **SAY:** Today we are going to practise reading and writing syllables with letter L.

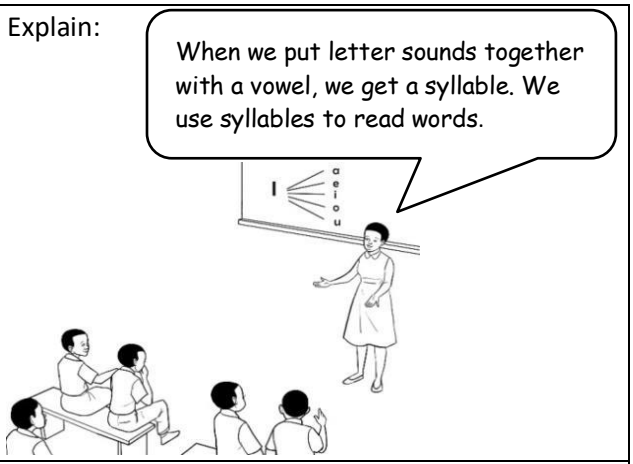
Part 1: Reading and Writing Syllables with Letter L *(20 minutes)*

1. **SAY**: We are going to do some activities to practise letters. First let's sing the alphabet song to get ready.
2. **ASK**: Who can point to the letters on the alphabet chart and lead us in the song?
3. ***DO**: Give the pointer to a learner to point to the letters on the alphabet chart. Sing the local language alphabet song <u>with</u> learners.*

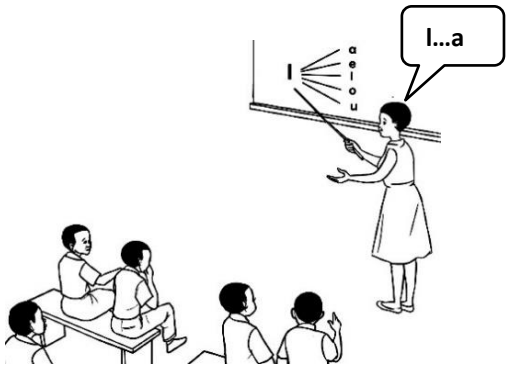
1. Point to the syllable chart on the chalkboard. Ask learners to tell you the **names** and **sounds** of the letters they see.



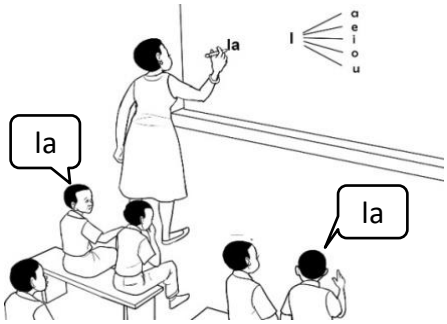
2. Explain:



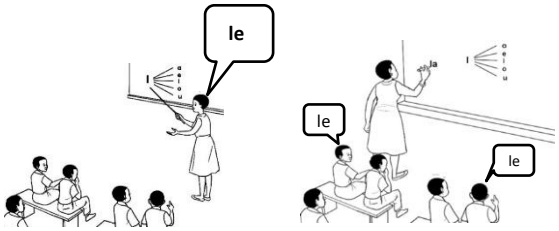
3. Point to letter **L** on the syllable chart and say its **sound**. Point to vowel **a** and say its **sound**.



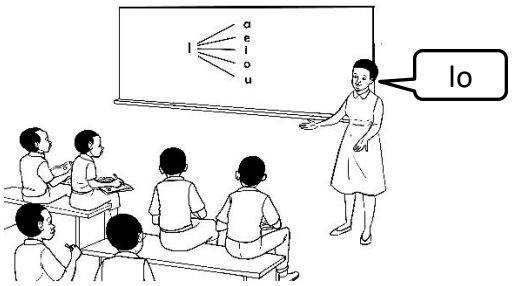
4. Tell learners: when you put these two sounds together you make **la.** Say **la** slowly and clearly. Write **la** on the chalkboard.
Point to **la** and have learners read it with you.



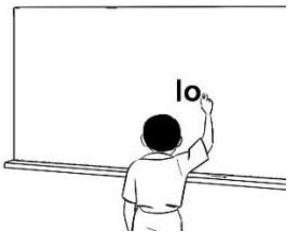
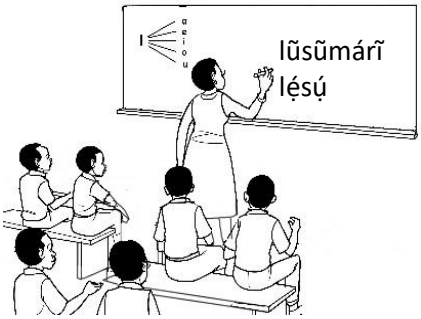
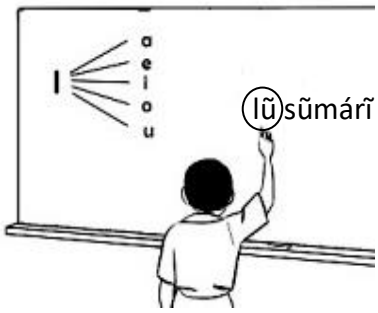
5. Repeat steps 3-4 to teach the other syllables (**le, li, lo, lu**).
   1. Say the sounds.
   2. Write the syllable.
   3. Read the syllable together.



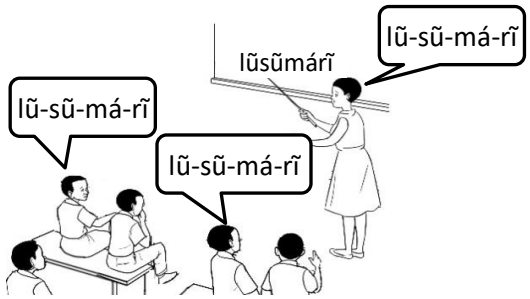
6. Say **lo** slowly and clearly. Ask learners to listen to the sounds they hear and write the syllable in their exercise books. Say **lo** 2 more times.



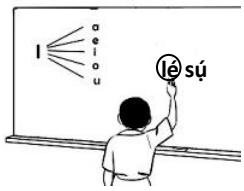
Let learners work in pairs if they would like to.

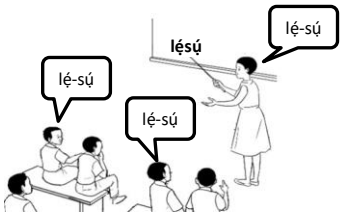
7. Invite a learner to write the syllable they heard (**lo**) on the chalkboard. *Help them as needed*. Ask the rest of the group to check their work to see if they wrote the syllable correctly.  	8. Repeat steps 6 and 7 to practise the rest of the syllables. 1. Say the syllable. (**la, le, li, lu**) 2. Learners write what they hear. 3. A learner comes to the front to write on the chalkboard. 4. The rest of the group checks their answers. *Make sure different learners come to the front to write on the chalkboard.*
Use this time to observe learners as they read syllables with L. If they can correctly identify and read the syllables put a ✓ in the learner tracker. **Break: Do an energizer** *(5 minutes)*	
Part 2: Reading and Writing Words with L *(15 minutes)*	
SAY: Great! Now it's time for words. I am going to write our words on the chalkboard. Watch how I form the letters.	
1. Write the words on the chalkboard. Ask learners if they can use the letter sounds they know to read any of the words.  *It is okay if learners cannot read the words, but it is important to let them try.*	2. Point to the first word and ask learners to find the sound **lu**. Invite a learner to circle it on the chalkboard. 

3. Point to each of the syllables and read them slowly and clearly. Have learners read the syllables in the word with you. (**lũ-sũ-má-rĩ**)
   Point to the word. Have learners read the word with you. (**lũsũmárĩ**)



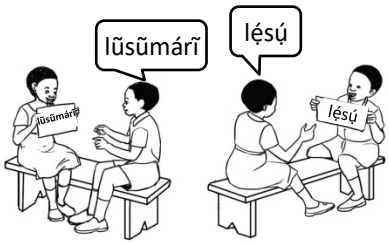
4. Repeat steps 2 and 3 with the other words (**lẹ́sụ́**).
   1. Point to the word and learners find the syllable.
   2. A learner circles the syllable **le**.
   3. Learners read each of the syllables in the word with you.
   4. Learners read the word with you.





5. Ask learners to copy the words in their exercise books.

6. Have learners work with a partner and practice reading the words they wrote to each other.



Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY:** Well done! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **SAY**: Can you show me what you learned?
3. ***DO**: Write **la** on the board. Ask learners to read the syllable.*
4. ***DO**: Write the other syllables one at a time and have learners read them: le, li, lo, lu.*
5. **Practise at home**: Ask learners to copy the syllables and words from the lesson and to practise reading them to someone at home.

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to correctly read syllables with L. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 15		Literacy
Lesson Topic: My Family		**Time: 1 hour**
Learning Competences The learner: a) Identifies vocabulary related to 'my family'. b) Reads vocabulary words. c) Listens to a story about a family. d) Asks and answers questions about family.	**Materials** 1. Chalk and chalkboard 2. Family photograph or picture (if possible) 3. Flashcards with the words: fámĩḷĩ, andre, átẹ́pị, ádrịpị, ámvọ́pị, grandandre, ĩdẹ́pị	**Preparation** 1. Write the vocabulary words on the chalkboard: fámĩḷĩ, andre, átẹ́pị, ádrịpị, ámvọ́pị, grandandre ĩdẹ́pị. 2. Write the syllables on the chalkboard. ma me mi mo mu la le li lo lu
✓ **Lesson 15 Assessment: Reads vocabulary words** Check that all learners can do this task during, or by the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.		

Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise reading and writing syllables with L at home. Show me a thumbs up if you practised.
2. **SAY**: I wrote our letter M and letter L syllables on the chalkboard. I am going to point to the syllables. Can you read the syllable I point to?
3. ***DO**: Point to the syllables in random order and listen to learners read aloud.*
4. **SAY**: Great job! Today we are going to learn about family.

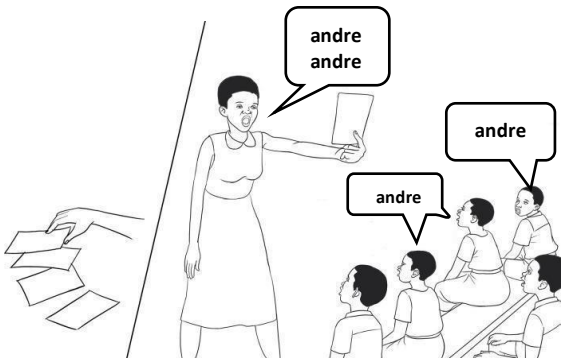
ma	me	mi	mo	mu
la	le	li	lo	lu

Part 1: Talking about People in My Family – Introducing Vocabulary *(20 minutes)*

1. **SAY:** Today we are going to talk about people in our families.
2. ***DO:** Write <u>Fámĩḷĩ</u> on the chalkboard.*
3. ***DO:** Slowly read the word Fámĩḷĩ while pointing to it. Ask learners to read it with you.*
4. ***ASK:*** Who is in your family? Who do you live with? *(Listen to learner responses)*
5. ***SAY:*** We live with different people. Some of us live with our mother or father, brothers or sisters, grandmother, or aunts or uncles.
6. **SAY**: Today we will look at some of the people in our families.

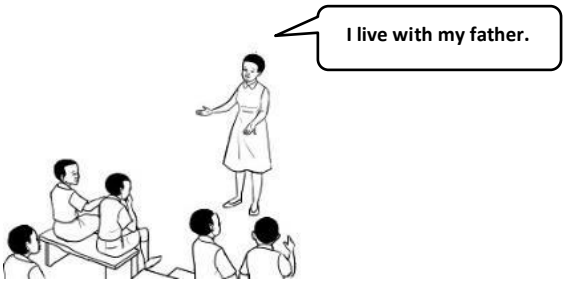
<u>Fámĩḷĩ</u>

1. Pick a flashcard. Read the word twice and have learners read the word with you.

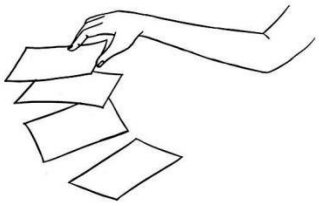


2. Ask learners the meaning of the word. *Help them as needed.*

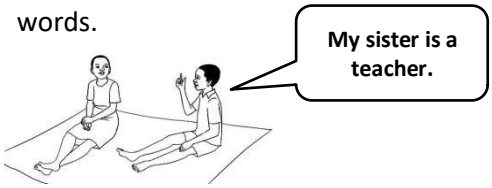
   Make a sentence with the word.



3. Pick a different flashcard. Repeat step 1 and 2 until all vocabulary flashcards have been taught.

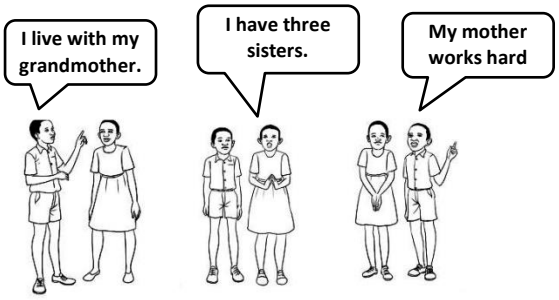


4. Ask learners to turn to a friend. Have them make their own sentences with the vocabulary words.

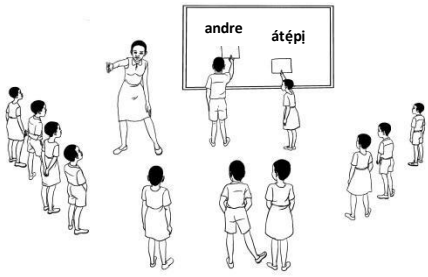


   Move around the classroom listening and supporting learners.

5. Ask different pairs of learners to share the sentences they made.



6. Give the flashcards to different pairs of learners. Ask the learners to go match their flashcard to a vocabulary word on the chalkboard.
   Have the class read the word. If they make a mistake let the rest of the group help them.



Repeat until all flashcards have been correctly matched to the words on the chalkboard.

Break: Do an energizer *(5 minutes)*

Part 2: Listening to a Story about Family *(15 minutes)*

1. **SAY**: We are going to listen to a story. Can you show me that you are ready?
2. ***DO**: Help participants get into a good listening position. Hands to themselves, books closed, eyes on the teacher.*

1. Write the title of the story on the chalkboard. Tell learners you are going to tell them a story about a visit to grandmother.

2. Ask learners what they know about grandmothers. What do they think will happen in the story?

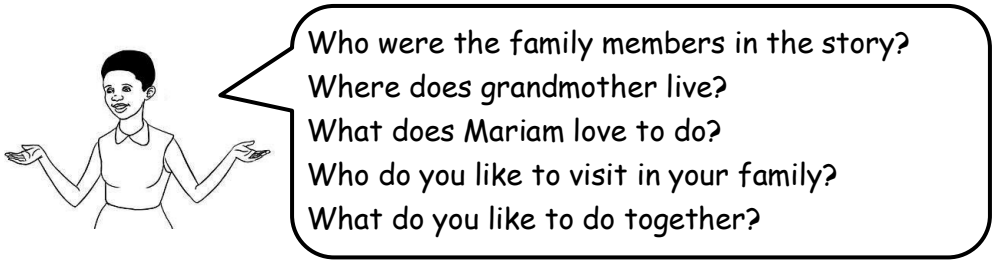
(Listen to learners' ideas and write a couple on the chalkboard.)

3. Ask learners to listen carefully because they will answer some questions. Read the story 2 times.

Mání mụjó mâ ĩdẹ́pị ndrejó rĩ

Áma rụ́ Mariam 'i. Áma ílí úrômĩ. Ma u'á má átẹ́pị kí abe Arua gá. Álẽ ma mũpírã avájó má ádrı̨́pị ãzíla má ámvọ́pị be rĩ sĩ. Má ádrı̨́pị ãzíla má ámvọ́pị lẽ kí vâ ru áma ãzã kojó lı̨́cọ́ agá rĩ sĩ. Kí áma ãzã ko sĩ jó 'a 'bãjó ãlá ru ãzíla ĩyı̨́ ko. Í́jọ́ 'dĩ sĩ má átẹ́pị kí má andre be kí u'á ãyĩkõ sĩ. Ãndrũ ãma 'bá ãma drı̨́ lı̨́cọ́ agá rĩ abe ãma mụ má ĩdẹ́pị u'álépi tõrọ́mẹ́ ãma andre gá ãni ru gá rĩ ndrelé. Ãma mụ tãkĩsı̨́ sĩ. Má ãndrẽ a'dí gbándrã má ĩdẹ́pị nî. Má ĩdẹ́pị lẽ gbándrã ambamba. Ĩ'di mụ u'álé ãyĩkõ sĩ.

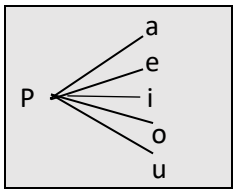
4. Ask learners questions about the story. If they give the wrong answer, thank them. Then ask the question again and let someone else share the answer.



Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY**: Great job! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. ***DO**: Randomly give flashcards to different learners.*
3. **ASK**: Can you read aloud the word on the flashcard I have given you?
4. ***DO**: Listen to learners read the words. Then give the flashcards to other learners and ask them to read the words.*
5. **Practise at home**: Ask learners to copy the vocabulary words and practise reading them at home. Ask them to also draw pictures of the family members to go with their vocabulary.

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to read the vocabulary words. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

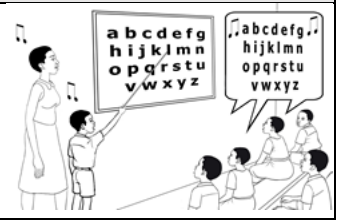
Lesson 16		Literacy
Lesson Topic: Reading and Writing with letter P		**Time: 1 hour**
Learning Competences The learner: a) Reads syllables with letter P correctly. b) Writes syllables with letter P correctly. c) Reads words with letter P correctly.	**Materials** 1. Chalk and chalkboard 2. Alphabet chart 3. Pointer 4. Vocabulary flashcards from previous lesson: fámĩĩĩ, andre ,átẹ́pị ádrịpị, ámvọ́pị, grandandre ị̃dẹ́pị **Reminder:** examples of letter sounds are on your memory card	**Preparation** 1. Put the alphabet chart on the chalkboard. 2. Draw the syllable chart before the lesson. 
✓ **Lesson 16 Assessment: Reads syllables with letter P** Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.		

Review and Introduce the Lesson *(10 minutes)*

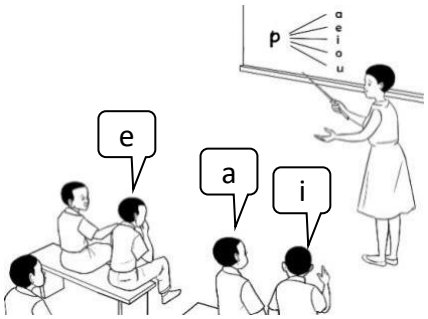
1. **SAY**: Hello learners! Last lesson, I asked you to practise your family words at home. Show me a thumbs up if you did.
2. **ASK**: Who wants to read the words for us?
3. ***DO**: Give the family flashcards from the previous lesson to different learners. Have them read the word on the flashcard. After each word, invite students to share something about the word.*
4. **SAY:** Today we are going to practise reading and writing syllables with letter P.

Part 1: Reading and Writing Syllables with Letter P *(20 minutes)*

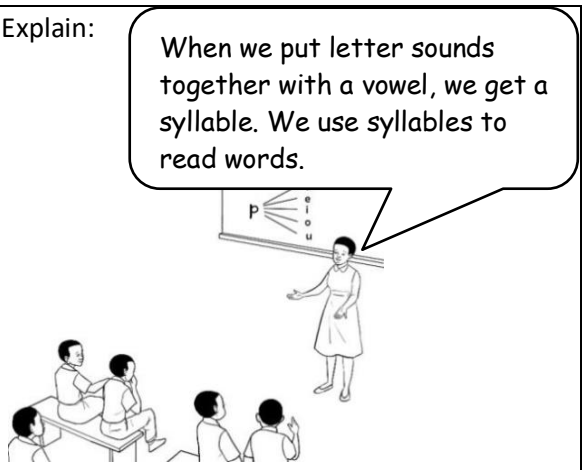
1. **SAY**: Let's sing the alphabet song to get ready.
2. **ASK**: Who can point to the letters on the alphabet chart and lead us in the song?
3. ***DO**: Give the pointer to a learner to point to the letters on the alphabet chart. Sing the local language alphabet song <u>with</u> learners.*



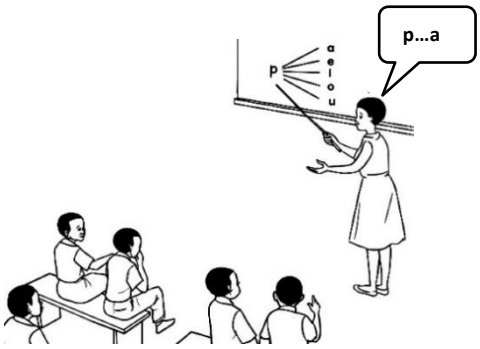
1. Point to the syllable chart on the chalkboard. Ask learners to tell you the letter **names** and **sounds** they see.



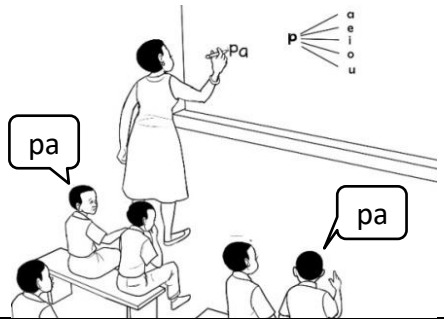
2. Explain:



3. Point to letter **P** on the syllable chart and say its **sound**. Point to vowel **a** and say its **sound**.

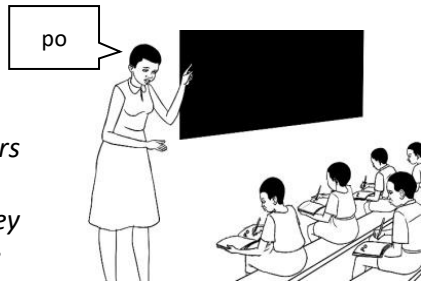


4. Tell learners that when you put these two sounds together you make **pa.** Say **pa** slowly and clearly.
Write **pa** on the chalkboard.
Point to **pa** and have learners read it with you.



5. Repeat steps 3-4 to teach the other syllables (**pe, pi, po, pu**).
   1. Say the sounds.
   2. Write the syllable.
   3. Read the syllable together.

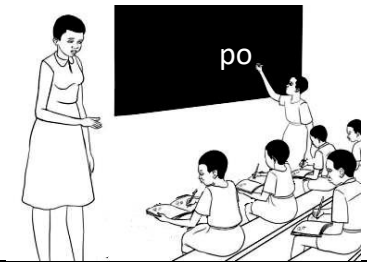
6. Say **po** slowly and clearly. Ask learners to listen to the sounds they hear and write the syllable in their exercise books. Say **po** 2 more times.



Let learners work in pairs if they would like to.

7. Invite a learner to write the syllable they heard (**po**) on the chalkboard. *Help them as needed*.

   Ask the rest of the group to check their work to see if they wrote the syllable correctly.



8. Repeat steps 6 and 7 to practise the rest of the syllables.
   1. Say the syllable. (**pa, pe, pi, pu**)
   2. Learners write what they hear.
   3. A learner comes to the front to write on the chalkboard.
   4. The rest of the group checks their answers.

Make sure different learners come to the front to write on the chalkboard.

Use this time to observe learners as they read syllables with P. If they can correctly read syllables put a ✓ in the learner tracker.

Break: Do an energizer *(5 minutes)*

Part 2: Reading and Writing Words with P *(15 minutes)*

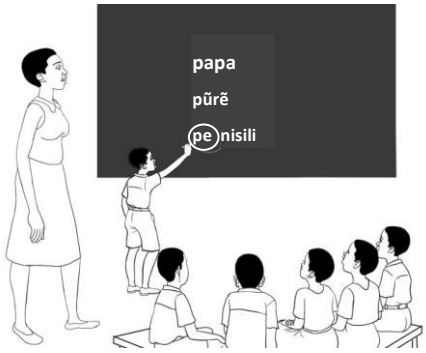
SAY: We are going to practise reading words with P. Watch how I form the letters.

1. Write the words on the chalkboard. Ask learners if they can use the letter sounds they know to read any of the words.

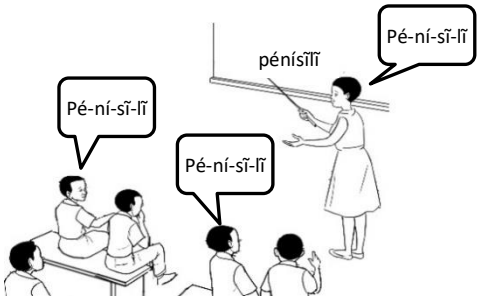
It is okay if learners cannot read the words, but it is important to let them try.

2. Point to the first word and ask learners to find the sound /pe/

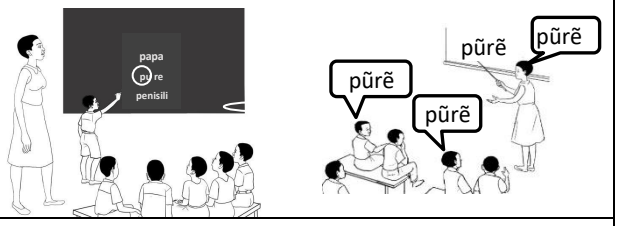
Invite a learner to circle it on the chalkboard.



3. Point to each of the syllables and read them slowly and clearly. Learners then read the syllables in the word with you. (pé-ní-sĩ-lĩ) Point to the word. Learners read the word with you. (pénísĩlĩ)

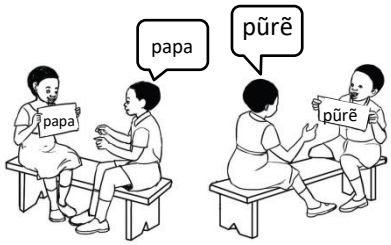


4. Repeat steps 2 and 3 with the other words (pũrẽ, papa).
    1. Point to the word and learners find the syllable.
    2. A learner circles the syllable.
    3. Learners read each of the syllables in the word with you.
    4. Learners read the word with you.



5. Ask learners to copy the words in their exercise book

6. Have learners work with a partner and practice reading the words they wrote to each other.



Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY:** Well done! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **SAY**: Can you show me what you learned? I will write a syllable on the chalkboard, and you can show me how to read it.
3. ***DO**: Write **pi** on the board. Call on different learners or groups to read the syllable.*
4. ***DO**: Repeat until you have reviewed all syllables with p.*
5. **Practise at home**: Ask learners to practise reading and writing the syllables and words from the lesson. Have them look for other words with **p** and copy them down. Then they can practise reading them with someone who can help.

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to correctly read syllables with p. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Literacy and Attendance Tracker: Lessons 17 – 24

Give learners a ✓ when they are able to demonstrate each competence.

Write 'A' if the registered learner was absent during the lesson

Write 'x' if the learner was present but could not demonstrate the competence

If you repeat the lesson use the additional columns available

			Competences for Assessment							
			Lesson 17: Identifies and reads syllables with letters L, M and P	Lesson18: Read syllables with the letter K	Lesson 19: Reads vocabulary words	Lesson 20: Reads syllables with letter N	Lesson 21: Reads vocabulary words	Lesson 22: Reads syllables with the letter B	Lesson 23: Writes names of body parts	Lesson 24: Read vocabulary words
		Date:								
Registered Learner Names										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
Total number of ticks *(✓)*										
Total number of crosses *(x)*										
Total absentees (*the number of 'As'*)										

Literacy and Attendance Tracker: Lessons 17 - 24

Give learners a ✓ when they are able to demonstrate each competence.

Write 'A' if the registered learner was absent during the lesson

Write 'x' if the learner was present but could not demonstrate the competence

If you repeat the lesson use the additional columns available

			Competences for Assessment							
			Lesson 17: Identifies and reads syllables with letters L, M and P	Lesson18: Read syllables with the letter K	Lesson 19: Reads vocabulary words	Lesson 20: Reads syllables with letter N	Lesson 21: Reads vocabulary words	Lesson 22: Reads syllables with the letter B	Lesson 23: Writes names of body parts	Lesson 24: Read vocabulary words
	Date:									
Registered Learner Names										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
Total number of ticks *(✓)*										
Total number of crosses *(x)*										
Total absentees (*the number of 'As'*)										

Lesson 17	**Literacy**
Lesson Topic: Review Letters L, M and P	**Time: 1 hour**

Learning Competences

The learner:

a) Reads syllables.
b) Forms words from syllables.

Materials

1. Chalk and chalkboard
2. Letter cards for letters L, M, P and the vowels A, E, I, O, U
3. 2 baskets/boxes to place letter cards

Reminder: examples of letter sounds are on your memory card

Preparation

1. Prepare the letter cards L, M, P.
2. Write the syllable table on the chalkboard.

L	M	P
la le li lo lu	ma me mi mo mu	pa pe pi po pu

✓ **Lesson 17 Assessment: Identifies and reads syllables with letters L, M and P**

Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.

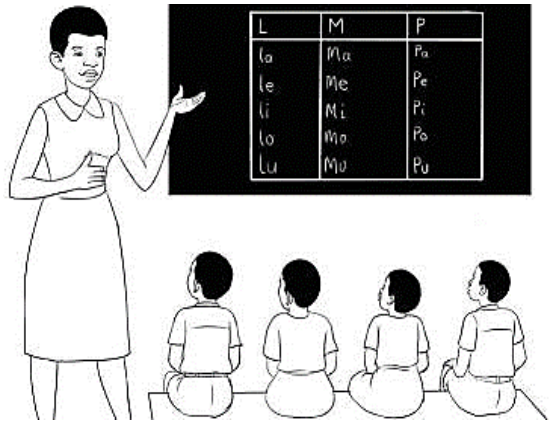
Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise writing syllables in your exercise books and reading them aloud. Show me a thumbs up if you practised at home.
2. **SAY**: Can you all hold up your exercise books so that I can see your syllables.
3. ***DO**: Quickly move around to check learners' writing.*
4. ***DO**: Ask different learners to read for you the syllables they wrote down in their exercise books.*
5. **SAY**: Great job! Today we are going to practise what we have learnt. We will look at syllables made from letters L, M, P.

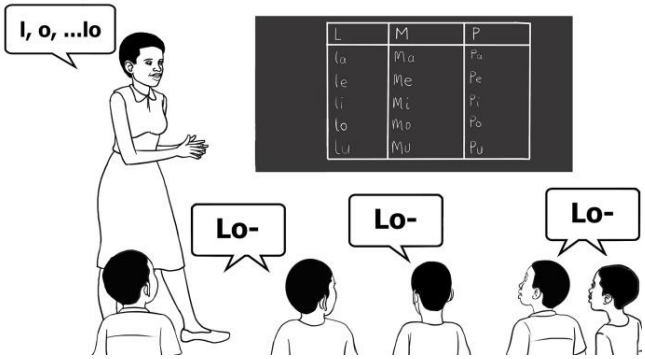
Part 1: Reviewing Syllables *(20 minutes)*

SAY: We have learned about letters L, M, and P. We are going to do some activities to practise reading syllables made from these letters.

1. Show learners the syllable table on the chalkboard.

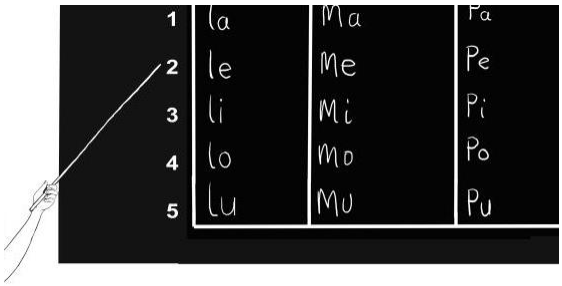


2. Show learners how to read the syllables. First say the sounds in the syllable then put the sounds together to read the syllable e.g /l/ /a/… la



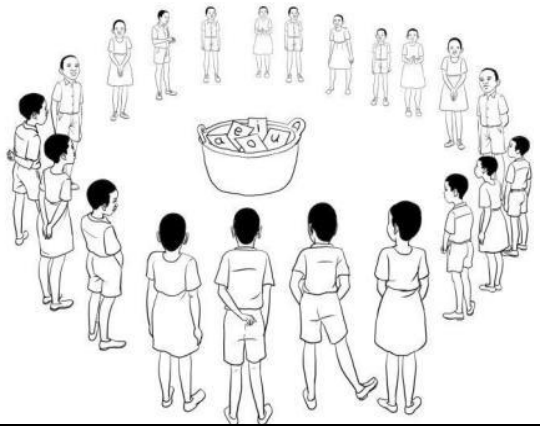
Begin by reading the L column, then M, then P. Invite learners to read the syllables written in the table with you.

3. Read the syllables again with learners. Begin with the first column then proceed to the second then the third.

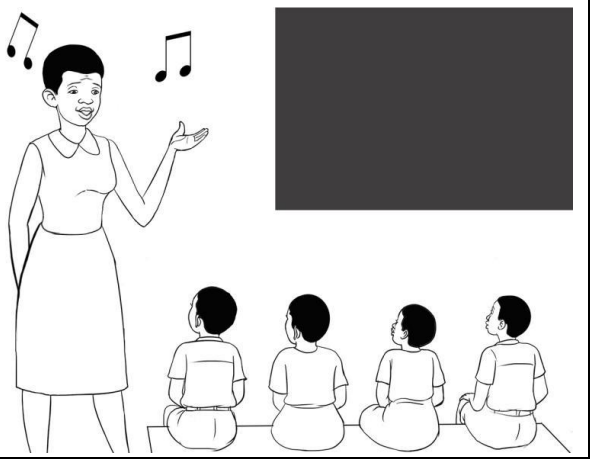


4. Place letter cards for **L, M**, **P** in a box/basket and mix them up.
Place letter cards for **A, E, I, O, U** in another box/basket and mix them up.

5. Ask learners to stand and form a circle. Place the box/basket with the vowel cards **A, E, I, O, U** in the centre of the circle.

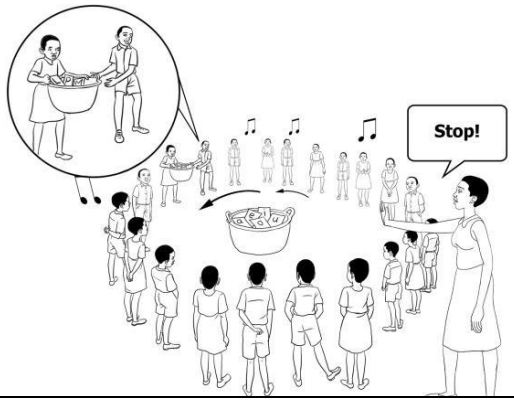


6. Introduce a familiar song to the learners. Sing the song.



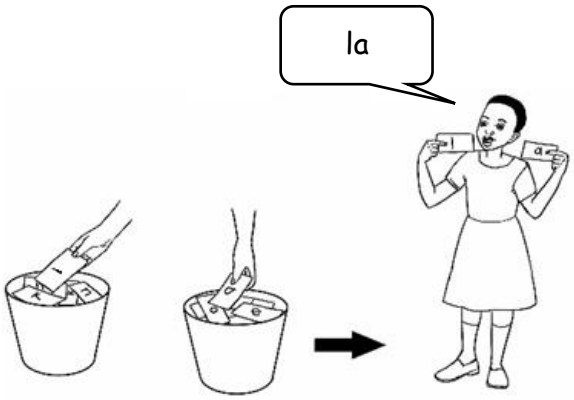
7. Tell learners that they will be playing a game. In the game, learners will sing the song.

   - As they sing, they will pass round the letter **L, M, P** basket/box.
   - Tell them that you will say stop and that learners should stop singing.



8. Whoever is holding the box/basket will close their eyes and pick a **L, M, P** card, then step into the middle of the circle and pick a vowel card **A, E, I, O, U**.

The learner in the middle of the circle will then put the two cards together and read the syllable.



9. Repeat step 7 and 8 until all learners have had a turn to pick letters and read a syllable.

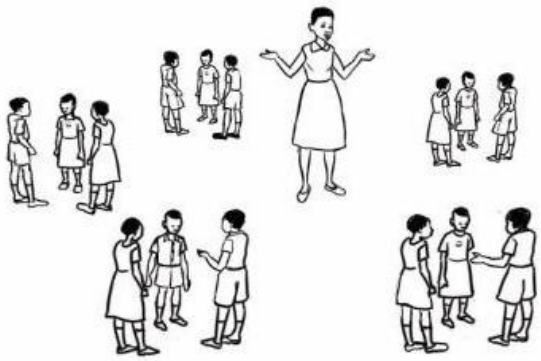
Use this time to observe learners as they identify and read syllables with letter L, M and P. If they can correctly identify and read the syllable put a ✓ in the learner tracker.

Break: Do an energizer *(5 minutes)*

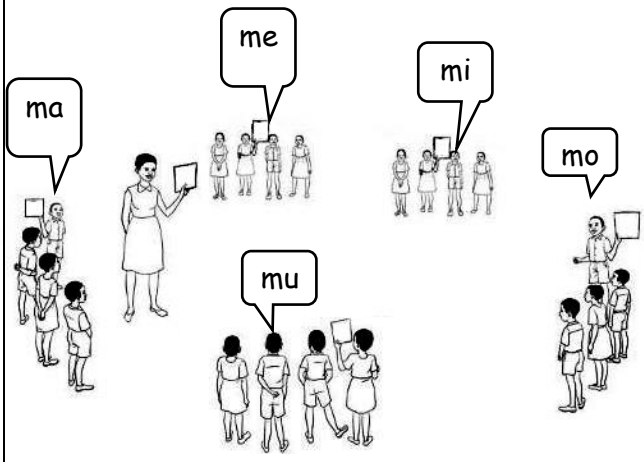
Part 2: Word Building Game *(15 minutes)*

SAY: We are going to use the syllables we have just learnt to form or make words.

1. Divide learners into 5 groups and have each group have a group leader and name.



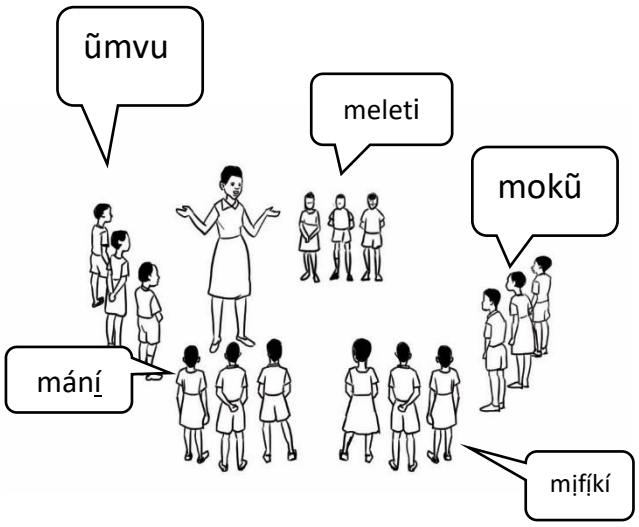
2. Hold up letter **M** and give each group a vowel **A, E, I, O, U**.
   Ask each group to say their syllable (**ma, me, mi, mo, mu)**.



3. Tell groups:

4. After 2 minutes tell the groups to stop and let each group share words they made with the syllable.

After each word ask the rest of the groups to confirm if



the word had the target syllable.

5. Repeat the activity with letter **P**.

- Hold up a different letter card and say a different vowel. Eg. *po*
- Ask learners to read the syllable.
- Give groups 2 minutes to make words with the syllable.
- Groups share their words and check if the words have the target syllable.

6. Repeat the activity with letter **L**.

- Hold up a different letter card and say a different vowel. Eg. *lo*
- Ask learners to read the syllable.
- Give groups 2 minutes to make words with the syllable.
- Groups share their words and check if the words have the target syllable.

Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY:** Well done! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **SAY**: Can you show me what you learned?
3. ***DO**: Point to the syllables in the syllable table on the chalkboard in random order and ask learners to read the syllable.*
4. **Practise at home**: Ask learners to write all the syllables and to read them to someone at home. Also ask the learners to try to make 5 words using any of the syllables.

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to correctly identify and read the syllables related to letter L, M and P. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

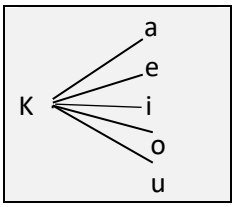
Lesson 18		Literacy
Lesson Topic: Reading and Writing with Letter K		**Time: 1 hour**

Learning Competences
The learner:
a) Reads syllables with letter K correctly.
b) Writes syllables with letter K correctly.
c) Reads words with letter K correctly.

Materials
1. Chalk and chalkboard
2. Alphabet chart
3. Pointer

Reminder: examples of letter sounds are on your memory card

Preparation
1. Put the alphabet chart on the chalkboard.
2. Be ready to teach the alphabet song and letters of the alphabet.
3. Draw the different types of syllable charts below on the chalkboard before the lesson.



ma	me	mi	mo	mu
la	le	li	lo	lu

✓ **Lesson 18 Assessment: Reads syllables with letter K**

Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.

Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to write all the syllables and read them to someone at home. Show me a thumbs up if you did.
2. **SAY**: I wrote the syllables we have learnt on the chalkboard. I am going to point to the syllables. Can you read the syllable I point to?

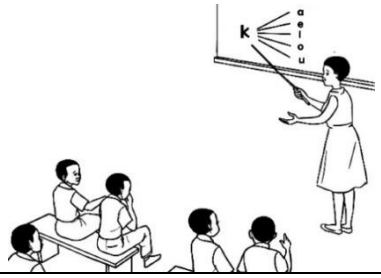
ma	me	mi	mo	mu
la	le	li	lo	lu

3. ***DO**: Point to the syllables in random order and listen to learners read aloud.*
4. **SAY:** Today we are going to practise reading and writing syllables with letter k.

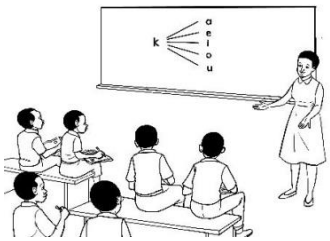
Part 1: Reading and Writing Syllables with Letter K *(20 minutes)*

1. **SAY**: Let's sing the alphabet song to get ready.
2. **ASK**: Who can point to the letters on the alphabet chart and lead us in the song?
3. ***DO**: Give the pointer to a learner to point to the letters on the alphabet chart. Sing the local language alphabet song <u>with</u> learners.*

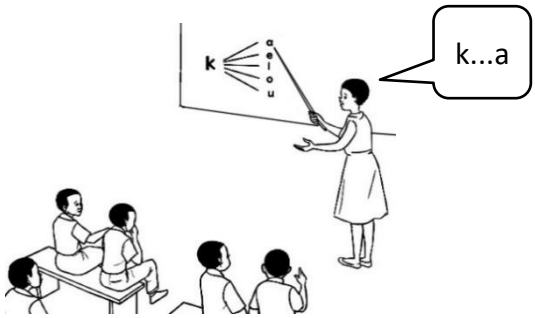
1. Point to the syllable chart on the chalkboard. Ask learners to tell you the letter **names** and **sounds** they see.



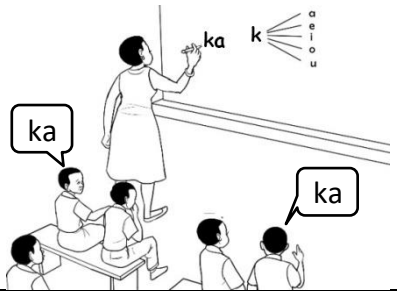
2. Explain that when we put letter sounds together with a vowel, we get a **syllable**. We use syllables to read words.



3. Point to letter **K** on the syllable chart and say its **sound**. Point to vowel **a** and say its **sound**.



4. Tell learners that when you put these two sounds together you make **ka.** Say **ka** slowly and clearly. Write **ka** on the chalkboard.
Point to **ka** and have learners read it with you.



5. Repeat steps 3-4 to teach the other syllables (**ke, ki, ko, ku**).
   1. Say the sounds.
   2. Write the syllable.
   3. Read the syllable together.

6. Say **ko** slowly and clearly. Ask learners to listen to the sounds they hear and **write the syllable** in their exercise books. Say **ko** 2 more times.

Encourage learners to work in pairs if they would like to.

7. Invite a learner to write the syllable they heard (**ko**) on the chalkboard. *Help them as needed*.

   Ask the rest of the group to check their work to see if they wrote the syllable correctly.

8. Repeat steps 6 and 7 to practise the rest of the syllables.
   1. Say the syllable. (**ka, ke, ki, ku**)
   2. Learners write what they hear.
   3. A learner comes to the front to write on the chalkboard.
   4. The rest of the group checks their answers.

Make sure different learners come to the front to write on the chalkboard.

Use this time to observe learners as they read syllables with K. If they can correctly read syllables put a ✓ in the learner tracker.

Break: Do an energizer *(5 minutes)*

Part 2: Reading and Writing Words with K *(15 minutes)*

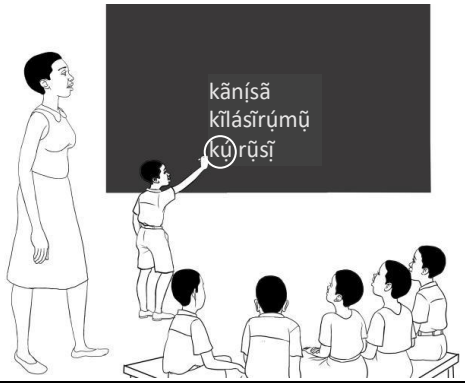
SAY: We are going to use the syllables we learned to help us read words with K.

1. Write the words on the chalkboard. Ask learners if they can use the letter sounds they know to read any of the words.

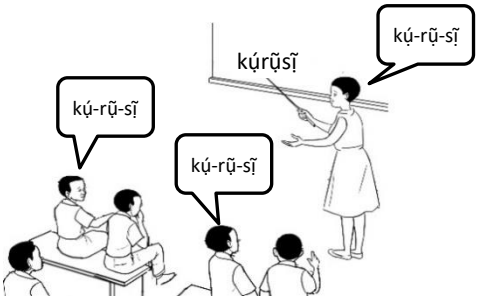
It is okay if learners cannot read the words, but it is important to let them try.

2. Point to the first word and ask learners to find /kı̣́/

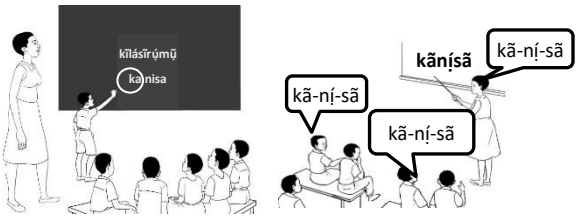
Invite a learner to circle it on the chalkboard.



3. Point to each of the syllables and read them slowly and clearly. Have learners read the syllables in the word with you. (kı̣́-rụ̃-sı̣̃) Point to the word. Have learners read the word with you. (**kı̣́rụ̃sı̣̃)**



4. Repeat steps 2 and 3 with the other words (**kãnı̣sã, kĩlásĩrı̣́mụ̃**).
    1. Point to the word and learners find the syllable.
    2. A learner circles the syllable.
    3. Learners read each of the syllables in the word with you.
    4. Learners read the word with you.



5. Ask learners to copy the words in their exercise books.

6. Have learners work with a partner and practice reading the words they wrote to each other.

Part 3: Check for Understanding and Close *(10 minutes)*
1. **SAY:** Well done! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)* 2. **SAY**: Can you show me what you learned? I will write a syllable on the chalkboard, and you can show me how to read it. 3. ***DO**: Write **ku** on the board. Call on different learners or groups to read the syllable.* 4. ***DO**: Repeat until you have reviewed all syllables with k: ki, ka, ko, ke.* 5. **Practise at home**: Ask learners to practise reading the syllables and words. Have them look for other words with **k** and copy them down to read with someone who can help.
⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to correctly read syllables with k. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 19	Literacy
Lesson Topic: Vocabulary Review: Home, School, Family	**Time: 1 hour**

Learning Competences

The learner:

a) Identifies vocabulary words.
b) Reads vocabulary words.
c) Recalls meaning of vocabulary words.

Materials

1. Chalk and chalkboard
2. Flashcards used to teach vocabulary related to home, school, family
3. Basket/box to place flashcards
4. Pointer

Preparation

1. Prepare all the flashcards used to teach vocabulary related to home, school, and family.
2. Draw the table on the chalkboard.

Lịcọ́	Fámĩ̀ĩ̀	Sũ̀kụ́lũ̀
méjã kụ́rũ̀sĩ̀ dẽ̀rịsã kẽ̀jịtị gbọ́lọ́	andre átẹ́pị ádrịpị ámvọ́pị grandandre ĩ̀dẹ́pị	yụ́nịfõ̀mũ̀ ịmbápị kĩ̀lásĩ̀rụ́mũ̀ pénísĩ̀ĩ̀ĩ̀ bụ́kũ̀

✓ **Lesson 19 Assessment: Reads vocabulary words related to home, school and family**

Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.

Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise writing syllables in your exercise books and reading them aloud. Show me a thumbs up if you practised at home.
2. **SAY**: Can you all hold up your exercise books so that I can see your syllables.
3. ***DO**: Quickly move around to check learners' writing.*
4. ***DO:** Write the syllables on the chalkboard.*

ka ke ki ko ku

5. **SAY**: I am going to point to the syllables. I want you to read the syllable I point to.
6. ***DO**: Point to each of the syllables and listen to learners read aloud.*
7. **SAY**: Great job! Today we are going to practise some of the words we learnt about our family, home and school.

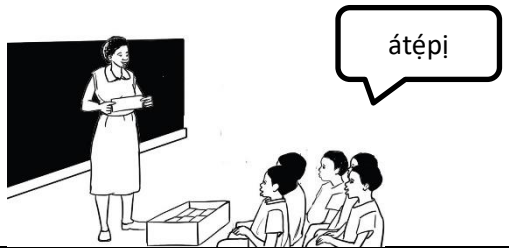
Part 1: Reviewing Vocabulary *(20 minutes)*

1. **SAY**: We are going to do some activities to practise reading some of the words we have learnt.
2. ***DO:** Show learners the table on the chalkboard.*
3. **ASK:** Can you read these words? *Invite learners to read as many words as they can from the table.*
4. ***DO:** Read the words <u>with</u> the learners. Start with the home words, then family words, then school words. If learners cannot read the words, have them repeat after you.*

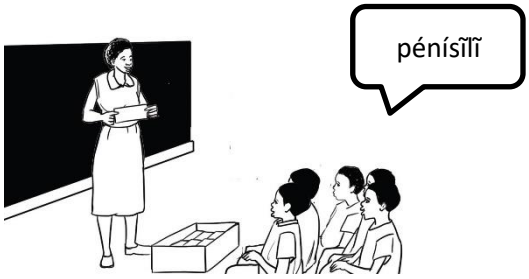
Lịcọ́	Fámĩ̀ĩ̀	Sũ̀kụ́lũ̀
méjã kụ́rũ̀sĩ̀ dẽ̀rịsã kẽ̀jịtị gbọ́lọ́	andre átẹ́pị ádrịpị ámvọ́pị grandandre ĩ̀dẹ́pị	yụ́nịfõ̀mũ̀ ịmbápị kĩ̀lásĩ̀rụ́mũ̀ pénísĩ̀ĩ̀ĩ̀ bụ́kũ̀

1. Get all the vocabulary flashcards and put them in a box/basket in front of you.

   Show learners the <u>átépi</u> flashcard. Ask them to read the word. Once they have read the word, place it in the box/basket.

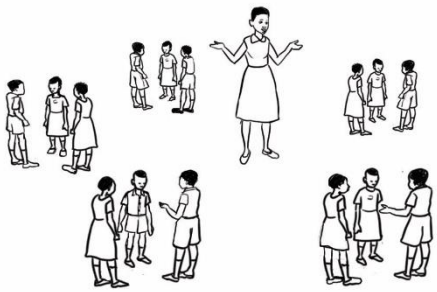


2. Repeat until learners have read all the flashcards. Eg



Remember to place the flashcards in the box/basket once learners have read the words.

3. Divide learners into 4-5 groups.



You can have groups give themselves a team name for fun too!

4. Mix up the flashcards in the box/basket. Say one of the vocabulary words, but **don't show the group the card.**

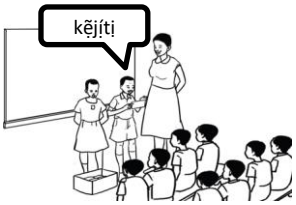
5. Ask a learner from the first team to come and find the flashcard card from the basket/box.

- Then have them show everyone the flashcard and read it aloud.

- If they pick the correct word from the basket/box they get to keep the flashcard.

6. Repeat the game with a different team and a different word. Continue with teams taking turns until there are no more flashcards in the box/basket.

   Ask each team to count their flashcards. The team with the most flashcards wins.



- If they do not get to pick the correct word, another team will try and pick the correct word from the basket/box. If correct, they get to keep the flashcard.

Clap for this group and remember to thank all the groups for their hard work and participation! Don't forget to collect the flashcards.

Use this time to observe learners as they read the vocabulary words. If they can correctly read the vocabulary words put a ✓ in the learner tracker.

Break: Do an energizer *(5 minutes)*

Part 2: Drawing Game *(15 minutes)*

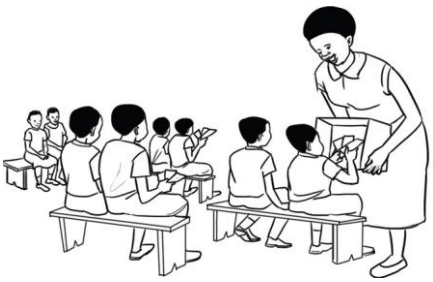
SAY: We are going to do another game to practise our words.

1. Point to the words in the table on the chalkboard in random order. Ask learners to read the words as you point to them.

Lịcọ́	Fámĩĩ̃	Sũkụ́lũ
méjã kụ́rũsĩ̃ dẽ̃rịsã kẽ̃jịtị gbọ́lọ́	andre átẹ́pị ádrịpị ámvọ́pị grandandre ĩdẹ́pị	yụ́nịfõ̃mũ ịmbápị kĩĩlásĩrụ́mũ pénísĩĩ̃ bụ́kũ

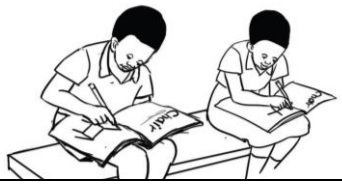
Continue until you have read all the words in the table.

2. Ask learners to return to their teams to play a new game. Have each team pick 3 flashcards from the box/basket.

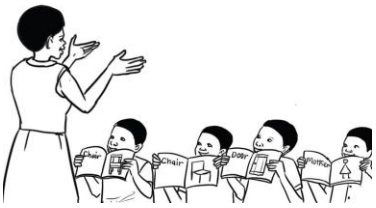


3. Ask learners to read the 3 flashcards with their team and discuss what each word means.

4. Tell learners to write the words in their exercise book and draw a picture for each word.



5. After a few minutes ask the teams to stop.
   - Ask each group to show their flashcards and read the words.
   - Ask them to lift their exercise books and share their pictures.
     Repeat until all groups have read their flashcards and shown off their drawings.



Use this time to observe learners as they read the vocabulary words. If they can correctly read the vocabulary words put a ✓ in the learner tracker.

Part 3: Check for Understanding and Close *(10 minutes)*
1. **SAY:** Well done! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)* 2. ***DO**: Collect all the flashcards and place them in the basket/box.* 3. **SAY**: I will pick a flashcard and ask you to read the word. 4. ***DO**: Call on different learners to identify and read the flashcards.* 5. **Practise at home**: Ask learners to copy the vocabulary words on the chalkboard so they can practise reading the words to someone at home. Also ask the learners to draw 5 of the words they did not draw during the lesson.
⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to correctly read the vocabulary words. If most of the class (e.g. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 20	**Literacy**
Lesson Topic: Reading and Writing with letter N	**Time: 1 hour**

Learning Competences

The learner:

a. Reads syllables with letter N correctly.
b. Writes syllables with letter N correctly.
c. Reads words with letter N correctly.

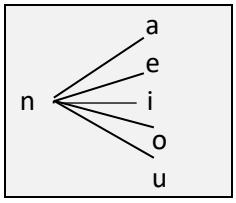
Materials

1. Chalk and chalkboard
2. Alphabet chart
3. Pointer

Reminder: examples of letter sounds are on your memory card

Preparation

1. Put the alphabet chart on the chalkboard.
2. Write some of the words from lesson 19 on the chalkboard. For example: family, mother, father, brother, sister, home, chair, bed, door, school, teacher, book, pencil.
3. Draw the syllable chart on the chalkboard.



✓ **Lesson 20 Assessment: Reads syllables with letter N**

Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.

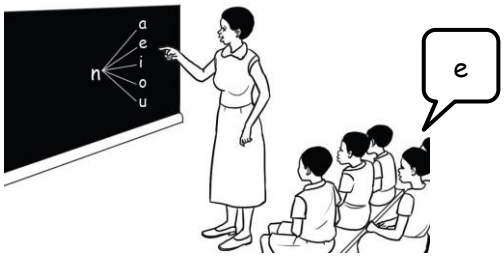
Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to read words to someone at home. I also asked you to draw 5 pictures of the words that we learnt. Show me a thumbs up if you did.
2. **ASK**: Please open your exercise books and show me what you drew.
3. ***DO**: Move around and check on learners' work.*
4. **ASK**: Let's review some of the words. Who wants to read the words for us?
5. ***DO**: Randomly pick learners and have each read a word on the chalkboard.*
6. **SAY:** Today we are going to practise reading and writing syllables with letter N.

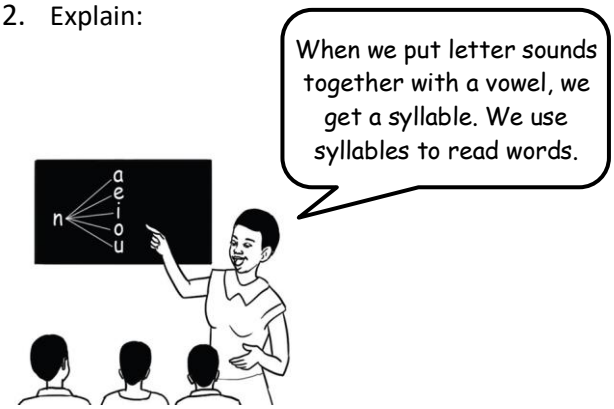
Part 1: Reading and Writing Syllables with N *(20 minutes)*

1. **SAY**: Let's sing the alphabet song to get ready.
2. **ASK**: Who can point to the letters on the alphabet chart and lead us in the song?
3. ***DO**: Give the pointer to a learner to point to the letters on the alphabet chart. Sing the local language alphabet song with learners.*

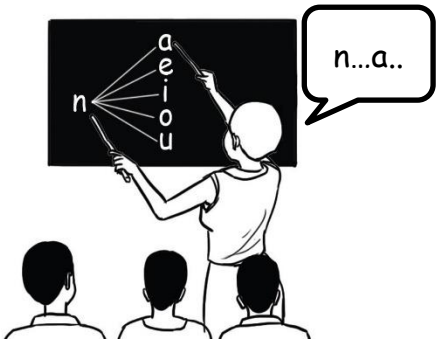
1. Point to the syllable chart on the chalkboard. Ask learners to tell you the letter **names** and **sounds** they see.



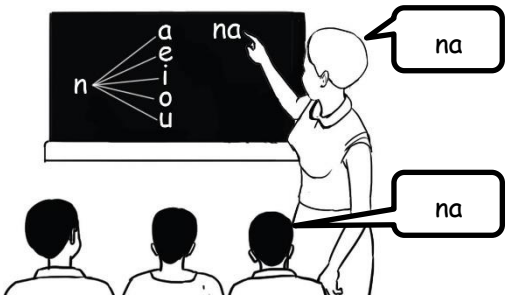
2. Explain:



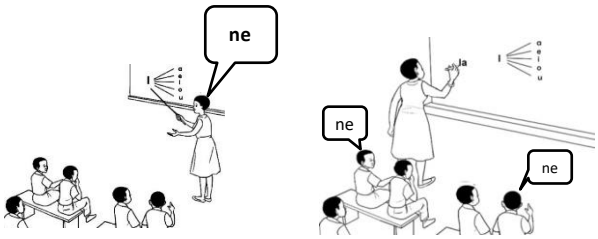
3. Point to letter **n** on the syllable chart and say its **sound**. Point to vowel **a** and say its **sound**.



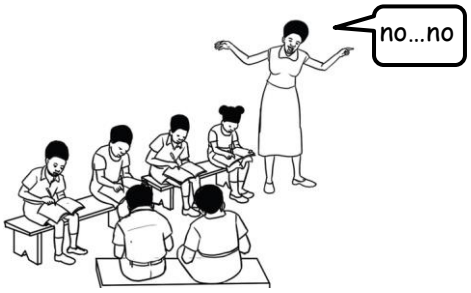
4. Tell learners that when you put these two sounds together you make **na.** Say **na** slowly and clearly.
Write **na** on the chalkboard. Point to **na** and have learners read it with you.



5. Repeat steps 3-4 to teach the other syllables (**ne, ni, no, nu**).
   1. Say the sounds.
   2. Write the syllable.
   3. Read the syllable together.



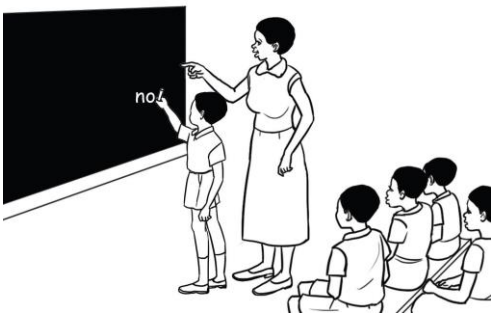
6. Say **no** slowly and clearly. Ask learners to listen to the sounds they hear and **write the syllable** in their exercise books. Say **no** 2 more times.



Let learners to work in pairs if they would like to.

7. Invite a learner to write the syllable they heard (**no**) on the chalkboard. *Help them as needed*.

   Ask the rest of the group to check their work to see if they wrote the syllable correctly.



8. Repeat steps 6 and 7 to practise the rest of the syllables.
   1. Say the syllable. (**na, ne, ni, nu**)
   2. Learners write what they hear.
   3. A learner comes to the front to write on the chalkboard.
   4. The rest of the group checks their answers.

Make sure different learners come to the front to write on the chalkboard.

Use this time to observe learners as they read syllables with N. If they can correctly read syllables put a ✓ in the learner tracker.

Break: Do an energizer *(5 minutes)*

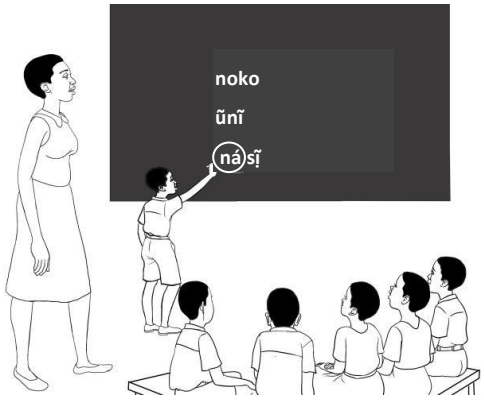
Part 2: Reading and Writing Words with N *(15 minutes)*

SAY: We are going to use the syllables we learned to help us read words with N.

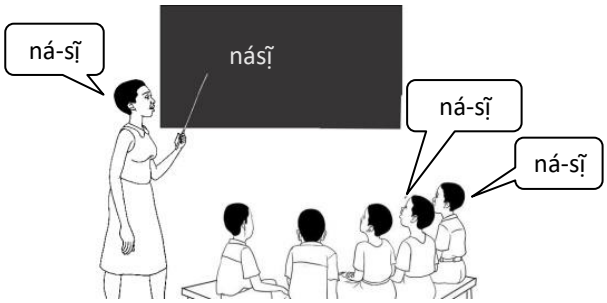
1. Write the words on the chalkboard. Ask learners if they can use the letter sounds they know to read any of the words.

It is okay if learners cannot read the words, but it is important to let them try.

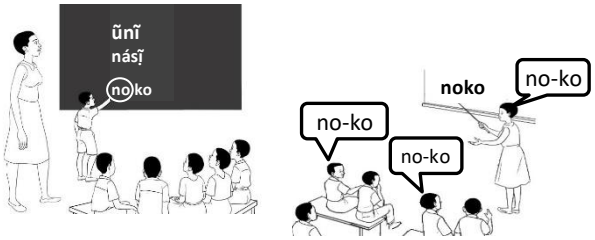
2. Point to the first word and ask learners to find /na/.
   Invite a learner to circle it on the chalkboard.



3. Point to each of the syllables and read them slowly and clearly. Have learners read the syllables in the word with you. (ná-sı̃)
   Point to the word. Have learners read the word with you. (násı̃,)



4. Repeat steps 2 and 3 with the other words (**noko, ũnĩ**).
   1. Point to the word and learners find the syllable.
   2. A learner circles the syllable.
   3. Learners read each of the syllables in the word with you.
   4. Learners read the word with you.



5. Ask learners to copy the words in their exercise books.

6. Have learners work with a partner and practice reading the words they wrote to each other.

Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY:** Well done! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **SAY**: Can you show me what you learned?
3. ***DO**: Point to the syllables on the chalkboard. Call on different learners or groups to read the syllable. Repeat until you have reviewed all syllables with n.*
4. **Practise at home**: Ask learners to practise reading the syllables and words. Have them look for other words with **n** and copy them down to read with someone who can help.

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to correctly read syllables with N. If most of the class (e.g. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 21		Literacy
Lesson Topic: People in Our Community		**Time: 1 hour**
Learning Competences The learner: a) Identifies people in the community. b) Reads words correctly. c) Writes words correctly. d) Reads a simple story with the teacher's support.	**Materials** 1. Chalk and chalkboard 2. Photographs or pictures of nurse, doctor, farmer, tailor (if possible) 1. Flashcards with the words: dokita, ímbápị, 'bá bõngó ịgbẹlépi la, násĩ, 'bá ámvụ́ sõlépi rĩ	**Preparation** 1. Prepare the flashcards and the learning space. 2. Practise reading the story aloud so that you can read it well. 3. Draw the syllable chart on the chalkboard. ma me mi mo mu la le li lo lu **ka ke ki ko ku** **na ne ni no nu** 4. Write the story on the chalkboard (see *Part 2*).

✓ **Lesson 21 Assessment: Reads vocabulary words**

Check that all learners can do this task during, or by the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.

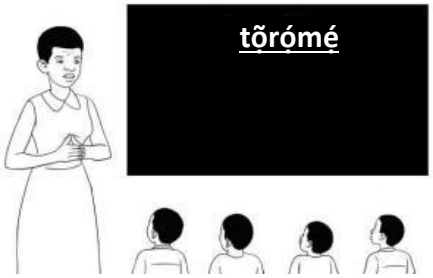
Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise writing syllables in your exercise books and reading them aloud. Show me a thumbs up if you practised at home.
2. **SAY**: I wrote some syllables on the chalkboard. Can you read the syllable I point to?
3. ***DO**: Point to the syllables in random order and listen to learners read aloud.*
4. **SAY**: Great job! Today we are going to learn about people in our community and read a story.

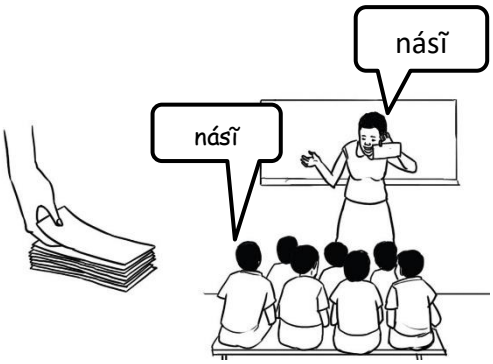
ma	me	mi	mo	mu
la	le	li	lo	lu
ka	ke	ki	ko	ku
na	ne	ni	no	nu

Part 1: Talking about People in Our Community – Introducing Vocabulary *(20 minutes)*

1. **SAY:** Today we are going to talk about people in our community.
2. ***DO:** Write the word tõrọ́mẹ́ on the chalkboard.*
3. ***DO:** Slowly read the word **tõrọ́mẹ́**. Ask learners to read with you.*
4. **ASK:** What is a community? Who can we find in our community? *(Listen to learner responses)*
5. **SAY*:*** Good! A community is a group of people who live together in an area. In our community we have many people like chiefs, farmers, teachers or even drivers.
6. **SAY**: Today we will look at some of the people in our community.



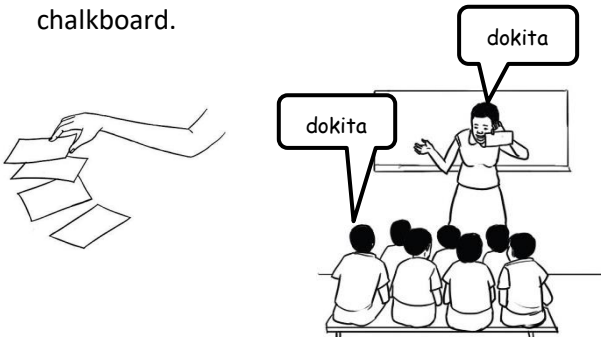
1. Pick a flashcard. Read the word twice and have learners read the word with you.



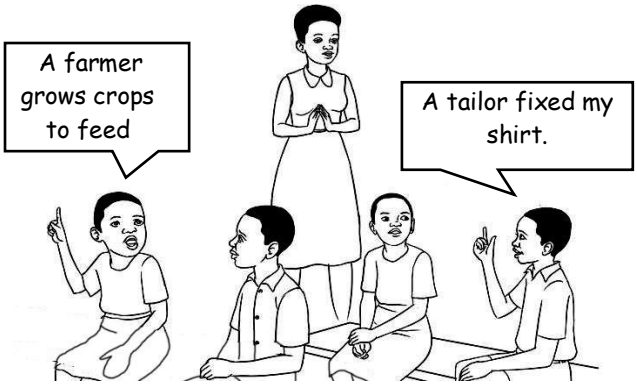
2. Ask learners the meaning of the word. Encourage them to explain what the person does. *Help them as needed.*

   Write the word on the chalkboard. Make a sentence with the word. e.g

3. Pick a different flashcard. Repeat step 1 and 2 until all vocabulary flashcards have been taught and all of the words are written on the chalkboard.



4. Ask learners to turn to a friend. Have them make their own sentences with the vocabulary words.



Move around the classroom listening and supporting learners.

5. Ask different pairs of learners to share the sentences they made.

6. Give the flashcards to different pairs of learners. Ask the learners to match their flashcard to a word on the chalkboard.

   Have the class read the word. If they make a mistake let the rest of the group help them.

Repeat until all flashcards have been correctly matched to the words on the chalkboard.

7. Ask learners to open their exercise books. Say each new word twice and have the learners write it down. Repeat until they have written down all the vocabulary words.

8. Review how each new word is written by showing the flashcard. Have learners correct their work.

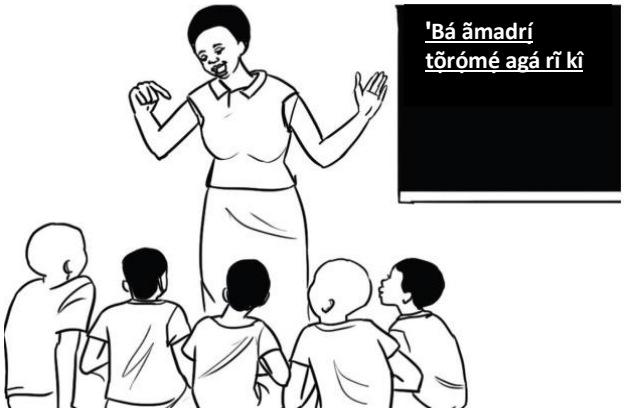
Use this time to observe learners reading the vocabulary words. Are they able to read the vocabulary words? If they are put a ✓ in the learner tracker.

Break: Do an energizer *(5 minutes)*

Part 2: Listening to and Reading a Story About Community *(15 minutes)*

1. **SAY**: We are going to listen to a story. Can you show me that you are ready?
2. ***DO**: Help learners get into a good listening position. Hands to themselves, books closed, eyes on the teacher.*

1. Write the title of the story on the board. Tell learners you are going to read a text about people in the community.

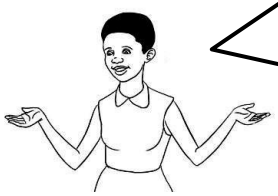


2. Ask learners to tell you what people they might find in the story. *(Listen to learners' ideas and write a couple on the board.)*

3. Show learners the story on the chalkboard. Ask learners to listen carefully because they will read and answer some questions. Read the story 2 times. Point to each word as you read it.

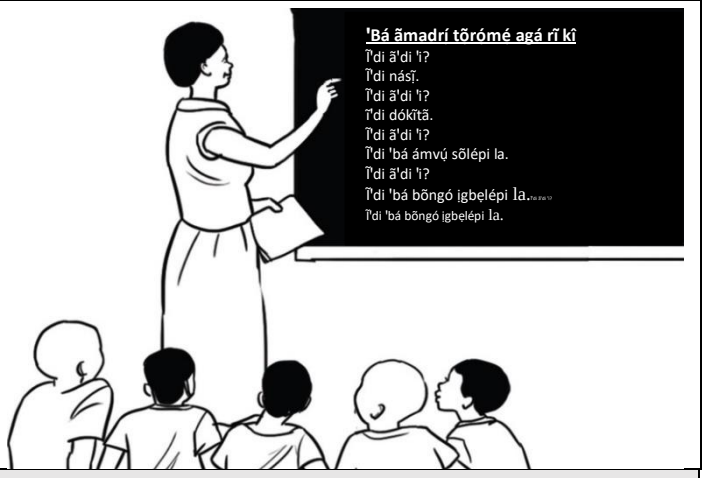
'Bá ãmadrí tõrómé agá rĩ kî
Ĩ'di ã'di 'i?
Ĩ'di násĩ.
Ĩ'di ã'di 'i?
ĩ'di dókĩtã.
Ĩ'di ã'di 'i?
Ĩ'di 'bá ámvụ́ sõlépi la.
Ĩ'di ã'di 'i?
Ĩ'di 'bá bõngó ịgbẹlépi la.

4. Ask learners questions about the story. If they give the wrong answer, thank them. Then ask the question again and let someone else share the answer.



Who were the people in the story?
What does a nurse do? What does a doctor do?
What does a farmer do? What does a tailor do?
What other jobs do people in our community do?
What job do you want to do when you are older?

5. Read the story 2-3 times with learners. Point to each word as you read it and have learners read with you.



Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY**: Great job! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **SAY**: Let's practise the words we learned today.
3. ***DO**: Randomly hold up the flashcards and have different learners read the words.*
4. **DO**: *Give the flashcards to learners who did not read the flashcards. Ask them to find the matching word in the story on the chalkboard. Then have the whole class read the word.*
5. **Practise at home**: Ask learners to copy the words in their exercise books and practise reading the new words at home. Ask them to also draw pictures of the words learnt.

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to read the vocabulary words. If most of the class (e.g. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

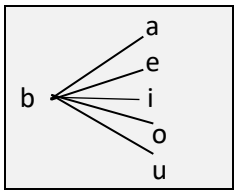
Lesson 22		Literacy
Lesson Topic: Reading and Writing with letter B		**Time: 1 hour**

Learning Competences
The learner:
a) Reads syllables with letter B correctly.
b) Writes syllables with letter B correctly.
c) Reads words with letter B correctly.

Materials
1. Chalk and chalkboard
2. Alphabet chart
3. Pointer
4. Flashcards from previous lesson: nurse, doctor, farmer, tailor

Reminder: examples of letter sounds are on your memory card

Preparation
1. Put the alphabet chart on the chalkboard.
2. Draw the syllable chart on the chalkboard before the lesson.



✓ **Lesson 22 Assessment: Reads syllables with letter B**

Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.

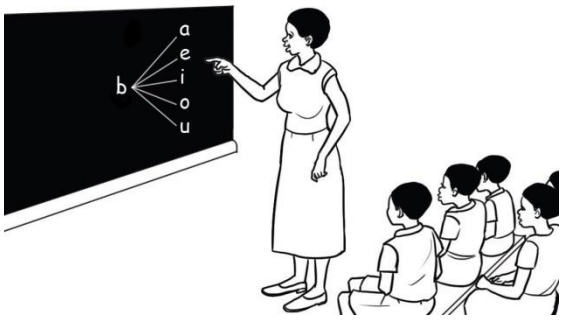
Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to read the vocabulary words and draw pictures for the people in our community. Show me a thumbs up if you did.
2. **ASK**: Who wants to read the words for us?
3. ***DO**: Hold up the flashcards and have learners read the words.*
4. **SAY:** Today we are going to practise reading and writing syllables with letter B.

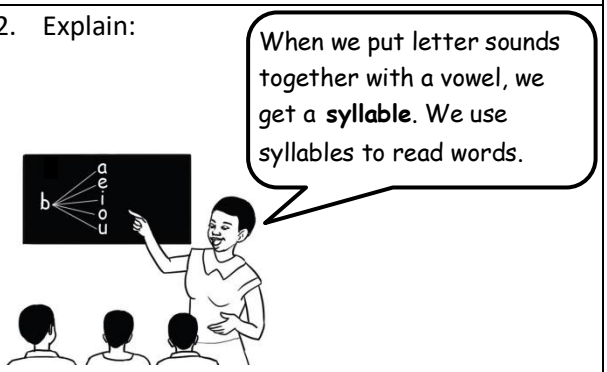
Part 1: Reading and Writing Syllables with Letter B *(20 minutes)*

1. **SAY**: Let's sing the alphabet song to get ready!
2. **ASK**: Who can point to the letters on the alphabet chart and lead us in the song?
3. ***DO**: Give the pointer to a learner. Ask him or her to point to the letters on the alphabet chart. Sing the local language alphabet song <u>with</u> learners.*

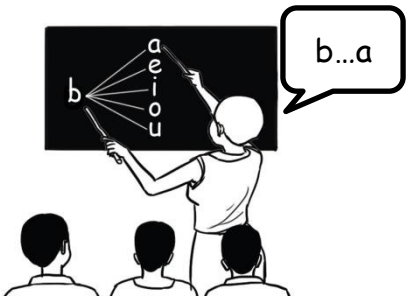
1. Point to the syllable chart on the chalkboard. Ask learners to tell you the letter **names** and **sounds** they see.



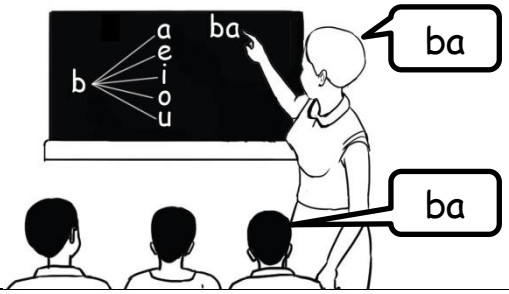
2. Explain:



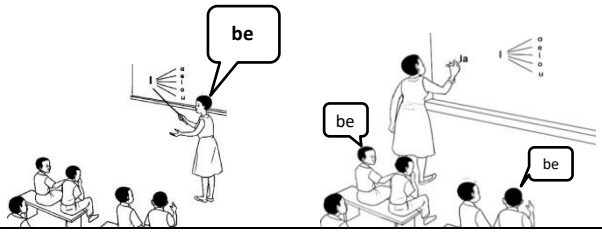
3. Point to letter **b** on the syllable chart and say its **sound**. Point to vowel **a** and say its **sound**.



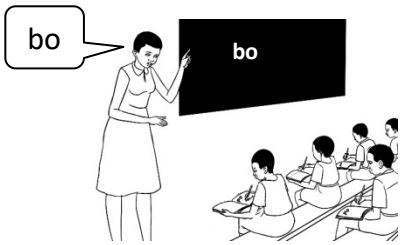
4. Explain that when you put these two sounds together you make **ba.** Say **ba** slowly and clearly.
Write **ba** on the chalkboard. Point to **ba** and have learners read it with you.



5. Repeat steps 3-4 to teach the other syllables (**be, bi, bo, bu**).
   1. Say the sounds.
   2. Write the syllable.
   3. Read the syllable together.

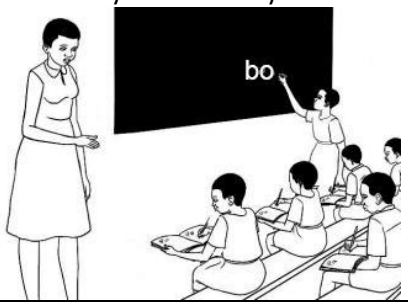


6. Say **bo** slowly and clearly. Ask learners to listen to the sounds they hear and write the syllable in their exercise books. Say **bo** 2 more times.



Let learners work in pairs if they would like to.

7. Invite a learner to write the syllable they heard (**bo**) on the chalkboard. *Help them as needed*.
Ask the rest of the group to check their work to see if they wrote the syllable correctly.



8. Repeat steps 6 and 7 to practise the rest of the syllables.
   1. Say the syllable. (**ba, be, bi, bu**)
   2. Learners write what they hear.
   3. A learner comes to the front to write on the chalkboard.
   4. The rest of the group checks their answers.

Make sure different learners come to the front to write on the chalkboard.

Use this time to observe learners as they read syllables with B. If they can correctly read syllables put a ✓ in the learner tracker.

Break: Do an energizer *(5 minutes)*

Part 2: Reading and Writing Words with B *(15 minutes)*

SAY: We are going to practise reading words with B. Watch how I form the letters.

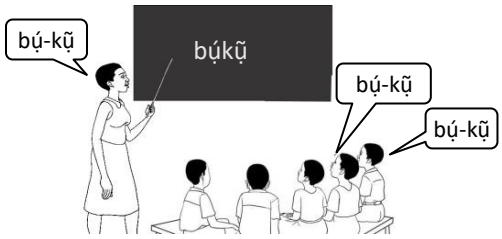
1. Write the words on the chalkboard. Ask learners if they can use the letter sounds they know to read any of the words.

It is okay if learners cannot read the words, but it is important to let them try.

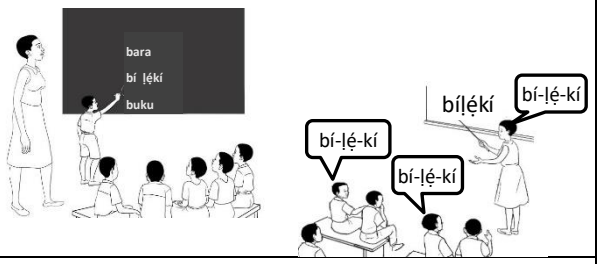
2. Point to the first word (bụ́kụ̃) and ask learners to find: /bụ́/ Invite a learner to circle the chalkboard.

3. Point to each of the syllables and read them slowly and clearly. Have learners read the syllables in the word with you. (bụ́-kụ̃)

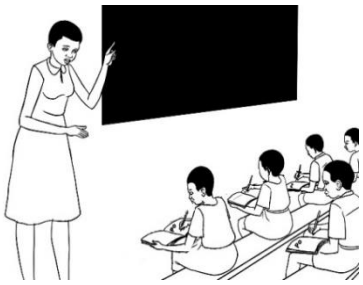
   Point to the word. Have learners read the whole word with you. (bụ́kụ̃)



4. Repeat steps 2 and 3 with the other words. Point to the word and learners find the syllables (bi or ba)
   1. A learner circles the syllable.
   2. Learners read each of the syllables in the word with you.
   3. Learners read the word with you.



5. Ask learners to copy the words in their exercise books.



6. Have learners work with a partner and practice reading the words they wrote to each other.

Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY:** Well done! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **SAY**: Can you show me what you learned? Who can help me?
3. ***DO**: Have 2-3 learners come to the front. Let them take turns pointing to the different syllables and words on the chalkboard for the class to read.*
4. **Practise at home**: Ask learners to practise reading and writing the syllables and words from the lesson. Have them look for other words with **b** and copy them down. Then they can practise reading them with someone who can help.

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to correctly read syllables with b. If most of the class (e.g. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 23		Literacy
Lesson Topic: Identifying Body Parts		**Time: 1 hour**
Learning Competences The learner: a) Identifies body parts. b) Reads words correctly. c) Writes words correctly.	**Materials** 1. Chalk and chalkboard 2. Pointer 3. Body chart showing body parts (if possible) 4. Flashcards with the words: ụrụ'bá, drĩkã, drị́, drị̀ 'alé, pá, pá 'alé	**Preparation** 1. Prepare the flashcards and the learning space. 2. Practise reading the story aloud so that you can read it well.
✓ **Lesson 23 Assessment: Writes names of body parts** Check that all learners can do this task during, or by the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.		

Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise writing syllables and words in your exercise books and reading them aloud. Show me a thumbs up if you practiced at home.
2. **SAY**: Can you all hold up your exercise books so that I can see your syllables and words.
3. ***DO**: Quickly move around to check learners' writing.*
4. ***DO**: Ask different learners to read aloud the syllables and words they wrote down in their books.*
5. **SAY**: Good job! Today we are going to learn about parts of our bodies.

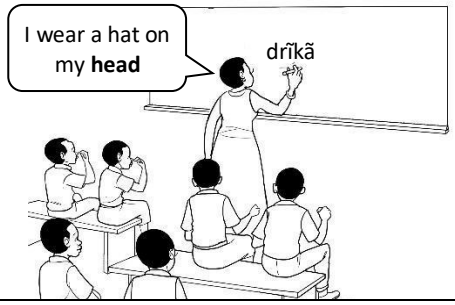
Part 1: Identifying Body Parts – Introducing Vocabulary *(20 minutes)*

1. **SAY:** We all look different, but we have the same body parts. Let's see which body parts we already know.
2. **ASK:** Which parts of the body do you know? Can you point to parts of your body and tell us what they are called? *(Listen to learner responses)*
3. **SAY:** Good! Today we will identify and read the names of parts of our bodies.

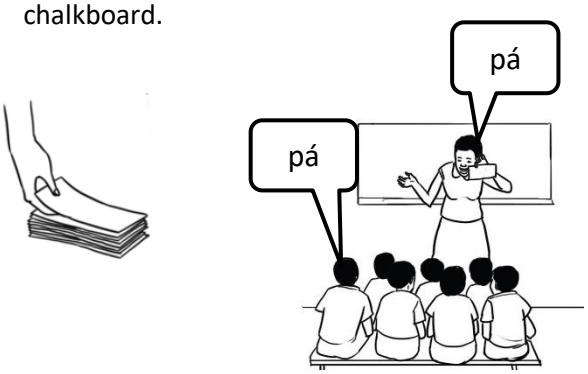
1. Pick a flashcard. Read the word twice and have learners read the word with you.

2. Ask learners to point to the part of their own body. *Help them as needed.*

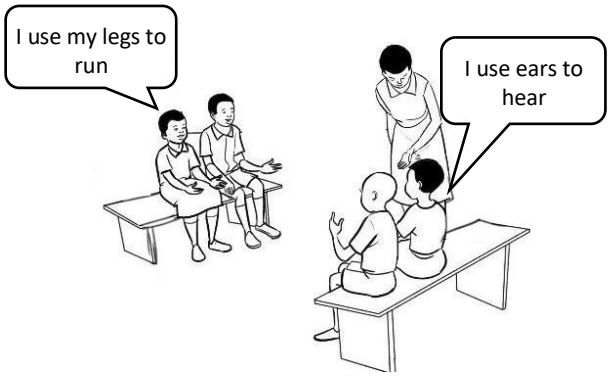
   Write the word on the chalkboard. Make a sentence with the word to explain what that body part does.



3. Pick a different flashcard. Repeat step 1 and 2 until all vocabulary flashcards have been taught and all of the words are written on the chalkboard.

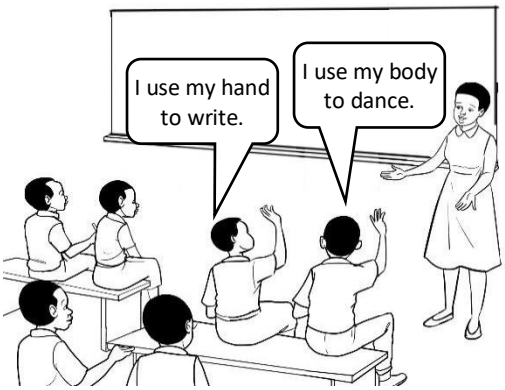


4. Ask learners to turn to a friend. Have them make their own sentences with the vocabulary words.



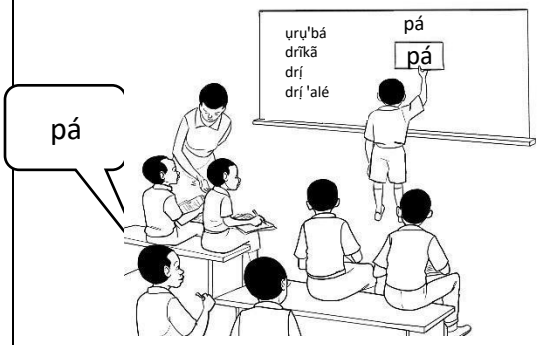
Move around the classroom listening and supporting learners.

5. Ask different pairs of learners to share the sentences they made.



6. Give the flashcards to different pairs of learners. Ask the learners to match their flashcard to a word on the chalkboard.

   The class read the word. If the card does not match let the rest of the group help the learner.



Repeat until all flashcards have been correctly matched to the words on the chalkboard.

7. Ask learners to open their exercise books. Say each new word twice and have the learners write it down. Repeat until they have written down all the vocabulary words.

8. Write the words on the chalkboard. Have learners read the words and then correct their work.

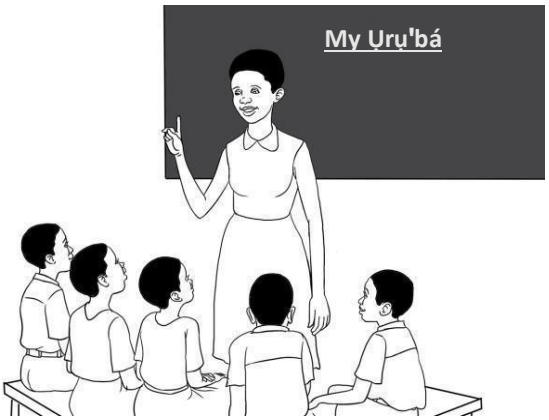
Use this time to observe learners' writing names of body parts. Are they able to write the words? If they are put a ✓ in the learner tracker.

Break: Do an energizer *(5 minutes)*

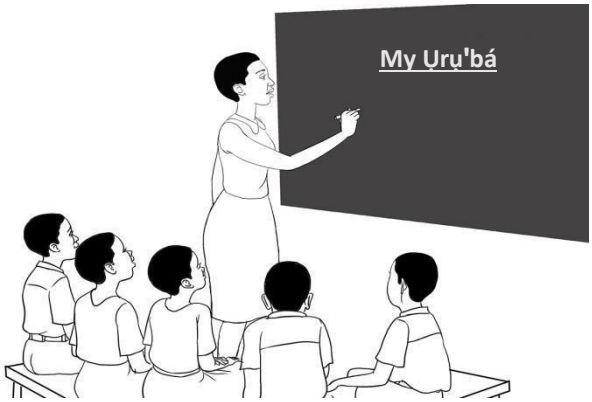
Part 2: Listening to a Story about the Body *(15 minutes)*

1. **SAY**: We are going to listen to a story. Can you show me that you are ready?
2. ***DO**: Help learners get into a good listening position. Hands to themselves, books closed, eyes on the teacher.*

1. Write the title of the story on the board.
   Tell learners you are going to read a story about parts of the body.



2. Ask learners what parts of the body might be found in the story you will read.
   (Listen to learners' ideas and write a couple on the board)

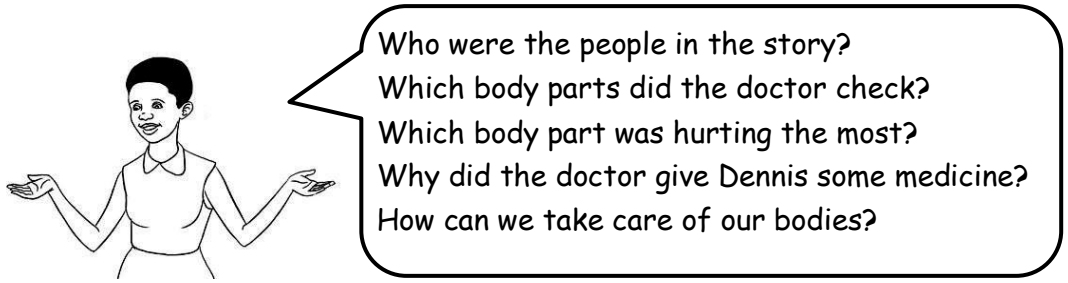


3. Ask learners to listen carefully because they will answer some questions. Read the story 2 times.

My Ụrụ'bá

Dennis ĩtrĩkã ru múké ku. Ĩ'di ụrụ'bá azá azâ. Ãndrẽ agụ ĩ'di írúwá gá. Dennis lũ dókĩtã ní ãko ĩ'di ụrụ'bá gá rĩ 'i. Dókĩtã ndre drị lã 'i ãzíla ndre vâ drị 'alé la kî. 'Dã vúlé gá, ndre vâ pá la kí pá 'alé la be. Ãsĩjó dókĩtã ndre dó drị̃kã lã 'i. áa! Drị̃kã lã la azá ãndânĩ. Dókĩtã fẽ dó ĩ'diní írúwá kî. 'Dã vúlé gá ĩ'di dó acá ãlá ru rá.

4. Ask learners questions about the story. If they give the wrong answer, thank them. Then ask the question again and let someone else share the answer.



Part 3: Check for Understanding and Close *(10 minutes)*
1. **SAY**: Great job! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)* 2. **SAY**: Let's stand up and play a game. I will say a body part and you will point to that part of your own body. 3. ***DO**: Say aloud all the parts of the body learnt and have learners point to them on their own bodies.* 4. ***SAY***: Who wants to lead the game? You can say other body parts and we will point to them. 5. ***DO**: Have 2-3 learners call out body parts for the rest of the class to identify.* 6. **Practise at home**: Ask learners to write the new words in their exercise books. Ask them to draw a body and label the parts of the body. If they want to, they can add other body parts with help from someone at home.
⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to write the parts of the body taught. If most of the class (e.g. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 24			Literacy
Lesson Topic: My Face			**Time: 1 hour**
Learning Competences The learner: a) Identifies parts of the face. b) Reads vocabulary words. c) Identifies vocabulary words in a story. d) Reads a simple story with the facilitator's support.	**Materials** 1. Chalk and chalkboard 2. Pointer 3. Chart/picture of the face (if possible) 4. Flashcards with the words: meleti, mịfịkí, bíḷẹ́kí, ũmvu, tị	**Preparation** 1. Prepare the flashcards and the learning space. 2. Practise reading the story aloud so that you can read it well. 3. Write the story on the chalkboard. **<u>Áma mẹ́lẹ́ti</u>** Áma mịfịkí ĩr̃ị̃. Áma bíḷẹ́kí ĩr̃ị̃. Áma ũmvu ãlu. Áma tị ãlu.	
✓ **Lesson 24 Assessment: Reads vocabulary words** Check that all learners can do this task during, or by the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.			

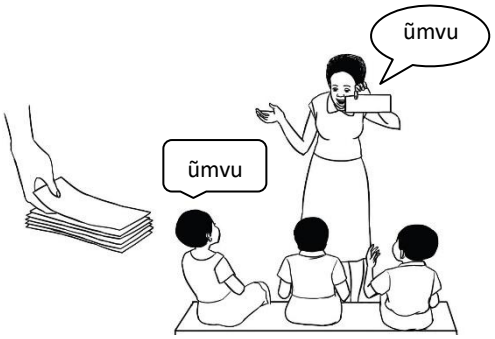
Review and Introduce the Lesson *(10 minutes)*

1. **SAY**: Welcome back to your literacy lessons. Last lesson, I asked you to practise reading and drawing parts of the body. Show me a thumbs up if you practised at home.
2. **SAY**: Good job! Let's play a game together now to help us remember.
3. **ASK**: Who wants to help me say the body parts we learnt in the last lesson?
4. ***DO**: Have 2-3 learners stand up and say body parts. The rest of the class should touch that part of their own body.*
5. **SAY**: Well done everyone! Today we will learn about a special part of the body, the face.

Part 1: Identifying Parts of the Face – Introducing Vocabulary *(20 minutes)*

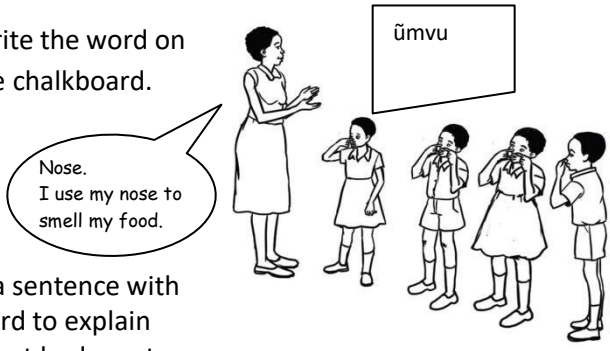
1. **SAY:** Today we are going to talk about the face.
2. **ASK**: Let's see which parts of the face we already know. Who can tell us? *(Listen to learner responses)*

1. Pick a flashcard. Read the word twice and have learners read the word with you.



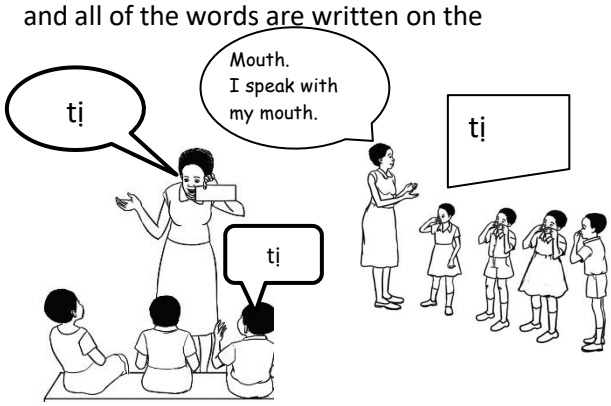
2. Ask learners to point to the part on their own face. *Help them as needed.*

Write the word on the chalkboard.

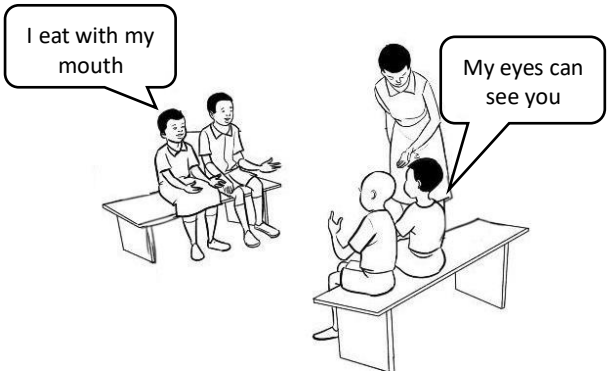


Make a sentence with the word to explain what that body part does.

3. Pick a different flashcard. Repeat step 1 and 2 until all vocabulary flashcards have been taught and all of the words are written on the chalkboard.

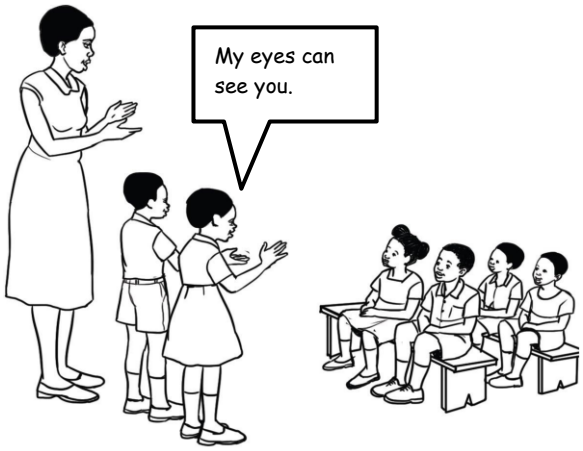


4. Ask learners to turn to a friend. Have them make their own sentences with the vocabulary words.



Move around the classroom listening and supporting learners.

5. Ask different pairs of learners to share the sentences they made.

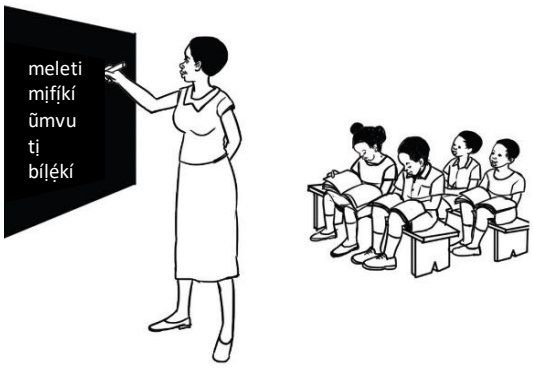


6. Give the flashcards to different pairs of learners. Ask the learners to match their flashcard to a word on the chalkboard.
Have the class read the word. If they make a mistake let the rest of the group help them.

Repeat until all flashcards have been correctly matched to the words on the chalkboard.

7. Ask learners to open their exercise books. Say each new word 2 times and have the learners write it down. Repeat until they have written down all the vocabulary words.

8. Write the words on the chalkboard. Have learners read the words and then correct their work.



Use this time to observe learners' reading the vocabulary. Are they able to read the words? If they are put a ✓ in the learner tracker.

Break: Do an energizer *(5 minutes)*

Part 2: Listening and reading a Story about parts of the face *(15 minutes)*

1. **SAY**: We are going to listen and read a story. Can you show me that you are ready?
2. ***DO**: Help learners get into a good listening position. Hands to themselves, books closed, eyes on the teacher*

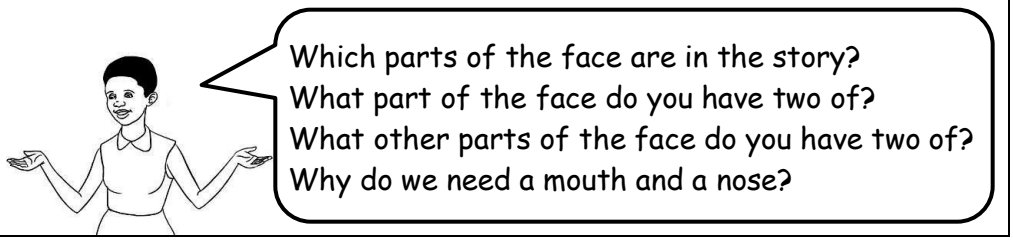
1. Write the title of the story on the chalkboard. Tell learners you are going to read a text about parts of the face.

2. Ask learners to tell you body parts they might find in the story. *(Listen to learners' ideas and write a couple on the board.)*

3. Show learners the story on the chalkboard. Ask learners to listen carefully because they will read and answer some questions. Read the story 2 times. Point to each word as you read it.

Áma mẹ́lẹ́ti
Áma mịfḭ́kí ĩṛ̃.
Áma bílẹ́kí ĩṛ̃.
Áma ũmvu ãlu.
Áma tị ãlu.

4. Ask learners questions about the story. If they give the wrong answer, thank them. Then ask the question again and let someone else share the answer.



5. Read the story 2-3 times <u>with</u> learners. Point to each word as you read it and have learners read with you.

Part 3: Check for Understanding and Close *(10 minutes)*

1. **SAY**: Great job! Who can tell us what we learned today? *(Listen to 2-3 learners' responses.)*
2. **SAY**: Let's revise the parts of the face!
3. ***DO**: Give the vocabulary flashcards to different learners.*
4. **SAY:** I want you to find the matching word in the story on the chalkboard. When you find it we will all read the word together.
5. ***DO:** One at a time, have the learners find the words in the story. Ask all learners to read the words.*
6. **Practise at home**: Ask learners to copy the story in their exercise books. Ask them to practise reading the story with someone at home.

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to read the vocabulary words. If most of the class (e.g. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Mathematic Lessons

Mathematics and Attendance Tracker: Lesson 1 – 8

Give learners a ✓ when they are able to demonstrate each competence.

Write 'A' if the registered learner was absent during the lesson

Write 'x' if the learner was present but could not demonstrate the competence.

If you repeat the lesson use the additional columns available

			Competences for Assessment								
			Placement test score (number of ticks)	Lesson 1: Sort objects into groups	Lesson 2: Comparing quantities using words	Lesson 3: Counting on my Fingers to 5	Lesson 4: Counting to 5: Trust the count	Lesson 5: Counting on my Fingers to 10	Lesson 6: Compare quantities and digits using ten frames.	Lesson 7: Writing numbers 0 to 5	Lesson 8: Writing numbers 0 to 10
		Date:									
Registered Learner Names											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
Total number of ticks *(✓)*											
Total number of crosses *(x)*											
Total absentees (*the number of 'As'*)											

Mathematics and Attendance Tracker: Lesson 1 – 8

Give learners a ✓ when they are able to demonstrate each competence.

Write 'A' if the registered learner was absent during the lesson

Write 'x' if the learner was present but could not demonstrate the competence.

If you repeat the lesson use the additional columns available

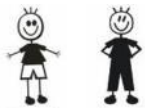
			Competences for Assessment								
			Placement test score (number of ticks)	Lesson 1: Sort objects into groups	Lesson 2: Comparing quantities using words	Lesson 3: Counting on my Fingers to 5	Lesson 4: Counting to 5: Trust the count	Lesson 5: Counting on my Fingers to 10	Lesson 6: Compare quantities and digits using ten frames.	Lesson 7: Writing numbers 0 to 5	Lesson 8: Writing numbers 0 to 10
	Date:										
Registered Learner Names											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
Total number of ticks *(✓)*											
Total number of crosses *(x)*											
Total absentees (*the number of 'As'*)											

Lesson 1		**Mathematics**
Sorting Objects into Groups		**Time: 1 hour**
Learning Competences The learner: a) Sorts objects into groups based on size, shape, or colour.	**Materials** 1. Chalkboard and chalk 2. Leaves of different shapes, sizes and colours (*or other objects that are available that have different shapes, sizes and colours*)	**Preparation** 1. Read the lesson plan and learner tracker test so that you know what you will need to do. 2. Prepare the learning space. Make sure that there is distance between learners. 3. Prepare a set of 15-20 leaves (*or other readily available objects*) of different shapes, sizes, and colours.
Lesson 1 Assessment: Learners correctly draw two groups – one big and one small. Learners say all of the objects they drew to check that they are in the correct group. Check that all learners can demonstrate this competence during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.		

Greetings and Introduction *(10 minutes)*

1. **Say**: Welcome to the first maths lesson! My name is _____.
   I am very happy that you are here. In these lessons everyone will work together. Some things may seem easy and some will be more difficult, but I am here to help. I know you will learn a lot!
   Please stand up and form a circle.
   We will go around the circle. When it is your turn, say your name.
2. ***Do**: Go around the circle, with each learner saying their name.*
3. **Say** Thank you learners! In this lesson we will be sorting things.
4. ***Do**: Invite 4-5 learners (a mix of boys and girls) to come to the front of the learning space. Make sure they can keep social distancing.*

5. **Say**: These learners will make two groups: boys and girls. Boys will go to one side of the learning space, and girls will go to the other side.
6. **Say**: Please make a group of boys and a group of girls.



boys

girls

7. **Say**: Now the learners will get into groups with others the same age.
8. **Ask (each learner in front of the class)**: How old are you?
9. **Say**: Please form groups with other learners the same age as you.

6 years old

7 years old

Part 1: Introduce and Understand *(15 minutes)*

Activity 1: Understand Groups

1. ***Do**: Show learners the set of leaves (or other objects) you brought to class.*
2. ***Do**: Hold up one of the objects.*

3. **Ask**: What does this object look like?
4. ***Do**: Guide learners to describe what your object looks like. For example: big or small, green or yellow, round or pointed.*
5. ***Do**: Repeat with 2-3 more objects.*
6. **Ask**: I want to make different groups of objects. How can I make different groups with these objects?
7. ***Do**: Invite learners to share ideas. (For example: big and small leaves, green and yellow leaves, round and pointed leaves.)*
8. **Say**: First, we will make two groups: big and small.
9. ***Do**: On a table or desk, form two groups of objects e.g. leaves: **big and small**. You may ask learners to help you.*

big

small

10. **Say**: Now we will make groups of objects with different shapes.
11. ***Do**: On the table, form groups of objects based on **shape**. You may ask learners to help you.*

12. ***Do**: Repeat the process to make groups of objects with the same **colour**. The groups you form will depend on the colours of your objects (Examples: yellow and green; dark green and light green).*
13. ***Do**: Put all the leaves back into a group. Pick a pair of learners to make two groups of objects in front of everybody but do not tell what the rule for sorting is.*
14. **Ask:** Can anybody guess what the rule is to make these two groups?
15. ***Do**: Invite children to guess the rule for the two groups (shape, size, colour etc). Repeat the activity with a different pair of learners as often as time allows for.*

Break: Do an energizer *(5 minutes)*

Part 2: Practice *(15 minutes)*

Activity 2: Make Your Own Groups

1. **Say**: We are going to look for things that are big and small.
2. **Say:** When we go to look for things you will draw pictures of the **big things** that you see on one page of your exercise book. On a second page, you will draw the **small things** that you see.
3. ***Do**: Walk around with learners for 15 minutes to draw the things they see. Make sure they understand what to do and help them as needed.*
4. ***Do**: Ask learners to come back to the learning space.*
5. **Ask**: What big things did you draw? What small things did you draw?

Part 3: Assess and Close *(10 minutes)*

Assessment: Make Your Own Groups

✓ Check that each learner has correctly drawn two groups – one with big things and one with small things. Ask them to name all of the objects they drew to check that they are in the correct group.

1. **Say**: Good work everyone. Does anyone have a question about what we learned today?
2. **Say**: You can practice this at home. Remember to bring pencils and exercise books or paper to all of the maths lessons. Also, please bring 5 sticks or stones for our next lesson. Goodbye, see you next time.

⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to correctly make two groups of big and small objects. If most of the class (eg. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.**

Note on Teaching Aids and COVID-19

When children are learning to count, it is useful for them to hold and count real objects. While COVID-19 measures are in place, objects like pencils and stones should not be passed around or shared. Only you should touch the objects that you brought to class. Learners may count the objects by pointing to them. You can also ask learners to bring their own materials for counting to the next lessons to avoid sharing. If COVID-19 measures are lifted and it is safe, then you may share counters and other materials.

Lesson 2	Mathematics
Comparing Quantities using words	**Time: 1 hour**

Learning Competences

The learner:

a) Makes a group that is more than/less than/equal to a given group

b) Uses comparative language to describe groups of objects

Materials

1. 6 small pieces of paper (cut or torn pieces from an exercise book or other source of paper)
2. An A4 piece of paper
3. 10 stones for facilitator
4. Learners to bring 5 sticks or stones
5. Sticks
6. Chalk and board

Preparation

1. Prepare a set of 3 small pieces of paper.
2. Learners to bring 5 sticks or stones.
3. Draw the circles and squares on the board (see Part 1 step 8).

Lesson 2 Assessment: learners can correctly demonstrate 'more' or 'less' to compare two quantities.

Check that all learners can do this test correctly anytime during or, at the end of the lesson. Put a ✓ in the Learner's Tracker when completed. If by the end of the lesson they could not, mark it as a cross (x) for now.

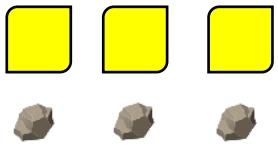
Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Say**: Welcome to our second maths lesson. In the last lesson we practised sorting things into groups.
2. **Ask:** What are some different ways that we sorted things into groups.
3. **Do**: *Invite learners to say: by shape, size and colour (they may say other ideas as well)*
4. **Say:** Today we are going to learn to use words that help us to compare the size of each group.

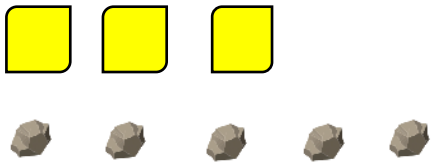
Part 1: Introduce and Understand *(10 minutes)*

Activity 1: Compare two groups

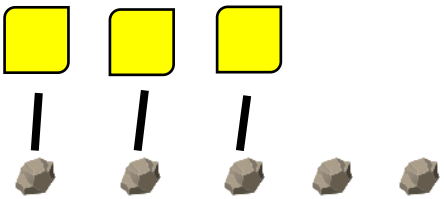
1. ***Do:*** *Show the learners the set of 3 small papers and the set of 3 stones. Set them out in two rows as shown on a sheet of paper*.



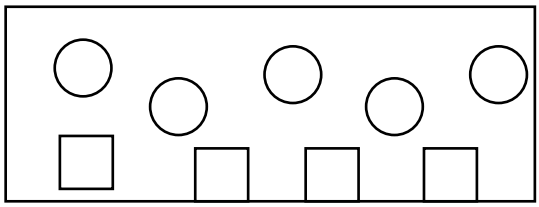
2. **Say:** These two groups have the same number things. There are three bits of paper and there are three stones. The groups are equal.
3. ***Do:*** *Add two more stones as shown.*

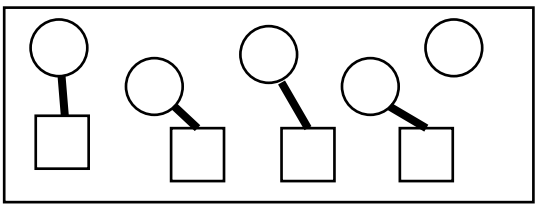


4. **Say:** When we put some extra stones in that row, is there an equal or same number in each group?
5. ***Do:*** *Match the first three papers with the first three stones as shown.*



6. **Ask:** Which group has more? The group of papers or the group of stones? (Answer: Stones)
7. **Say:** We can see that there is ***more*** in the group of stones than there are in the group of papers. That is, there is a greater number of stones than of papers. There are ***fewer*** bits of paper than there are stones.
8. ***Do:*** *On the board, draw two groups as shown.* →
9. **Say:** In this picture there are circles and squares.
   Ask: Are there more circles or squares?
10. **Say:** We can check our answer by drawing lines.
11. **Say:** We can say that there are ***more*** circles than squares.
12. **Ask:** What else can we say about these groups? (Answer: there are fewer squares than circles, there is a greater number of circles than squares etc.)





Break: Do an energizer *(5 minutes)*

Part 2: Practice *(20 minutes)*

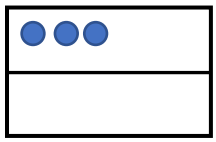
Activity 2: Practice making a group with more

1. **Say**: Now we are going to practise making a group that has more things than another group. I am going to give you some stones. Place them in a row. Then you will get some sticks and place them in a row under the row of stones. Your first challenge is to get more sticks than the number of stones I give you.
2. ***Do:*** *Give each learner a small collection of stones (between 2 and 5).*
3. **Say**: Get a greater number, or more, sticks than the number of stones I gave you.
4. **Ask***:* How can you show me that you have more sticks than stones? (Answer: when the stones and sticks are matched, one-to-one, there should be extra sticks)
5. ***Do:*** *Give each pair of learners a collection of stones and a collection of sticks.*
6. **Say:** Now you are going to work with a partner. Learner A, put some stones in the space between you. Learner B, put down some sticks. Remember to put them in rows so that it is easy to compare the groups. Learner A, tell Learner B if there are more stones than sticks, fewer stones than sticks or an equal number of stones and sticks. When you have done that, swap over using a different number of stones and a different number of sticks.
7. ***Do:*** *Give learners time to work with their partner to make groups of sticks that are more than, less than or equal to the group of stones.*
8. ***Do:*** *Walk around the room and check that learners are comparing the groups and using the correct language. As you walk around, ask individual learners to compare the groups and record their performance on the checklist.*

Check that the learners can correctly demonstrate 'fewer' and 'more' to compare two quantities.

Part 3: Assess and Close *(10 minutes)*

Assessment: Use descriptive language to compare quantities



1. ***Do****: Draw a piece of paper with two sides on the board.* →
2. **Say:** Draw a line on a page of your exercise book so that it looks like this.
3. ***Do****: Give learners some time to draw the line on their page.*
4. **Say**: Draw the same number of stones as I have drawn at the top of your page.
5. **Say:** Now, draw some sticks below the stones. Remember to draw them in a row under the stones.
6. **Say:** I am going to ask you to tell me about your sticks and stones. Do you have the same number of sticks and stones? More stones? Fewer stones? Etc.
7. ***Do:*** *Walk around and check each learners' work. Ask each learner to use words to describe the groups*.
8. **Say:** You can practice this at home. Does anyone have a question about what we learned today?

Check that the learners can correctly demonstrate 'fewer' and 'more' to compare two quantities.

9. **Say**: Remember to bring pencils and exercise books or paper to all of the maths lessons. Goodbye, see you next time.

Now complete the learner tracker. Give a ✓ for each learner who was able compare the sizes of groups of objects. If most of the class (eg. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.

Lesson 3	**Mathematics**
Counting 0 to 5: cardinality (the last number counted is the total)	**Time: 1 hour**

Learning Competences The learner: a) Counts up to 5 objects orally. b) Recognises numbers by value up to 5.	**Materials** 1. Chalkboard and chalk 2. 10 counters: A set of small objects that can be counted (stones, dry beans, pencils, sticks, etc.).	**Preparation** 1. Draw the picture in Part 2 on the board. 2. Prepare a set of 10 counters (small objects to count).

Lesson 3 Assessment: learners can count on their fingers from 1 to 5 and make a fist to show zero. Check that all learners can demonstrate this competence during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If by the end of the lesson they could not, mark it as a cross (x) for now.

Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Say**: Hello learners. Welcome to the third maths lesson. In the previous lesson we learnt some words we can use to compare different quantities.
2. **Ask:** What are some different words we can use to compare?
3. ***Do**: Invite learners to say: more, less, the same (they may say other ideas as well)*
4. **Say:** Today we will learn how to count things.

Part 1: Introduce and Understand *(20 minutes)*

Activity 1: Count 5 objects

1. ***Do:** Show learners the counters that you brought (stones, pencils, etc.). Put 1 counter on a table.*

2. **Ask**: How many are there? (Answer: 1)
3. **Say**: Let's count together.
4. ***Do**: Point at the counter and count "1". Repeat with learners a few times.*

Say: "1"

5. ***Do**: Put another counter on the table, so there are 2.*
6. **Ask**: How many are there now? (Answer: 2)
7. **Say**: Let's count them together.
8. ***Do**: Point at the counters and count "1, 2". Repeat with learners a few times.*

Say: "1, 2"

9. ***Do**: Repeat steps 5 to 8 (above) with 3, 4 and 5 counters:*

Say: "1, 2, 3"

Say: "1, 2, 3, 4"

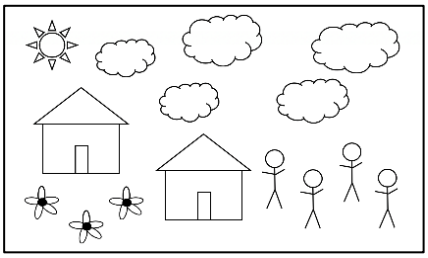
Say: "1, 2, 3, 4, 5"

10. ***Do:*** *Pick up the counters so there are* ***none*** *on the table.*
11. **Ask:** How many are there now? (Answer: 0)
12. **Say:** Now there are zero. Zero is a number that means none or nothing.
13. **Say:** We have counted up to 5. Let's do more practice.

Break: Do an energizer *(5 minutes)*

Part 2: Practice *(15 minutes)*

Activity 2: Count up to 5 Objects in a Picture



1. ***Do****: Show learners the picture that you drew on the board.* →
2. ***Do:*** *Ask learners how many there are of each object and count the objects together with learners.*
   Ask: How many houses do you see? *When they answer "2" – point to the houses and*
   Say: "1, 2". There are two houses.
   Ask: How many people do you see? *When they answer "4" – point to the people and*
   Say: "1, 2, 3, 4". There are four people.
   Ask: How many flowers do you see? *When they answer "3" – point to the flowers and*
   Say: "1, 2, 3". There are three flowers.
   Ask: How many suns do you see? *When they answer "1" – point to the sun and*
   Say: "1". There is one sun.
   Ask: How many clouds do you see? *When they answer "5" – point to the houses and*
   Say: "1, 2". There are five clouds.
   Ask: How many birds do you see? *When they answer "0" – point to the picture and*
   Say: "zero". There are zero birds.

Part 3: Assess and Close *(10 minutes)*

Assessment: Counting on my Fingers to 5

1. ***Do****: Count up to 5 while showing learners how to count with their fingers. Make sure they are copying you. Repeat a few times.*

"0"	**"1"**	**"2"**	**"3"**	**"4"**	**"5"**

2. **Say**: We will sing a song together. We will count on our fingers as we sing.
3. ***Do****: Sing a song that children in your community would know or learn in school. An example song is below. Sing together with learners several times. Everyone should count on their fingers.*
4. **SING**:

Teacher, I know how to count 1 to 5 twice.
How?
Like this… *(learners put their fingers up)*
Count…
1, 2, 3, 4, 5. *(learners count on their fingers)*

5. ***Do**: When the song is finished, ask learners to use their hand to count and show each number from 0 to 5 again. Move around and look at how learners are counting on their fingers. Make sure they are counting correctly.*

Check that the learners can count on their fingers from 1 to 5 and make a fist to show zero. Give a ✓ for each learner in the Learner Tracker who can do this.

6. **Say**: Good work everyone. Does anyone have a question about what we learned today?
7. **Say**: You can practice this at home. Remember to bring pencils and exercise books or paper to all of the maths lessons. And bring 5 stones for our next lesson. Goodbye and see you next time.

Now complete the learner tracker. Give a ✓ for each learner who was able to count up to 5. If most of the class (eg. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.

Lesson 4		**Mathematics**
Counting to 5: Trust the count		**Time: 1 hour**
Learning Competences The learner: a) Counts up to 5 objects b) Understands that the number of objects remains the same, regardless of how they are spaced out	**Materials** 1. Stones to be used as counters (5 for facilitator) 2. Learners to bring 5 stones each	**Preparation** 1. Collect 5 stones for the facilitator. 2. Learners to bring in 5 stones each.

Lesson 4 Assessment: learners can count 5 objects and understand that the number of objects does not change when they are spaced out or covered.

Check that all learners can do this test correctly anytime during or, at the end of the lesson. Put a ✓ in the Learner's Tracker when completed. If by the end of the lesson they could not, mark it as a cross (x) for now.

Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Say**: Welcome learners. In the last lesson we practised counting. I'm going to put some counters on the table. Count them as I put them down.
2. ***Do:*** *Place three of the counters (stones) on the table, in a row, one at a time as the learners count "1, 2, 3".*
3. **Ask:** How many are there? (Answer: 3)
4. ***Do****: Count "1, 2, 3" and continue placing the remaining counters on the table "4, 5".*

5. **Ask:** How many are there? (Answer: 5)
6. **Say:** Today we are going to learn more about counting.
7. ***Do****: Leave the counters as they are - in a row for the next part of the lesson.*

Part 1: Introduce and Understand *(10 minutes)*

Activity 1: Trust the count

1. ***Do:*** *Remove 1 of the counters you had shown.*
2. **Ask:** How many are there now? (Answer: 4)
3. **Say:** *(count the counters)* "1, 2, 3, 4".

4. ***Do:*** *Move the counters into a bunch.*
5. **Ask:** How many are there now? (Answer: 4)
6. **Say:** *(count the counters)* "1, 2, 3, 4".
7. ***Do:*** *Move the counters so that there is more space between them.*

8. **Ask:** Are there more counters now? (Answer: no)
9. **Ask:** How many are there now? (Answer: 4)
10. **Say:** *(count the counters)* "1, 2, 3, 4".
11. ***Do:*** *Cover the counters with a book.*
12. **Ask:** How many counters are under the book? (Answer: 4)
13. **Do:** Take off the book and …
14. **Say:** *(count the counters)* "1, 2, 3, 4".
15. **Ask:** When we move the counters, does the number of counters change? (Answer: no)
16. **Say:** We can put them in a row, in a bunch, close together, far apart or hide them – but the number of counters does not change.
17. **Ask:** Why does the number not change? (Answer: because the counters can't move by themslves and we are not adding any counters and we are not taking any away).

18. ***Do:*** *Place 3 counters on the table.*
19. **Say:** We have 3 counters here.
20. ***Do:*** *Cover the counters with an exercise book.*
21. **Ask:** How many counters are under the book? (Answer: 3)
22. ***Do:*** *Remove the book and count the counters "1, 2, 3".*

Break: Do an energizer *(5 minutes)*

Part 2: Practice *(20 minutes)*

Activity 2: Trust the count (Pair Work)

1. **Say**: Now we are going to practise. You will need 5 stones and an exercise book .
2. **Say:** Now you are going to work with a partner. Learner A, put the stones in a row. Your first challenge is to count the stones to find out how many there are. Learner A, tell Learner B how many stones there are. Then, Learner B, move the stones into a different arrangement. Learner A, tell Learner B how many stones there are now. Learner B, cover the stones with the exercise book. Learner A, tell learner B how many stones are under the book.
   When you have done that, swap over using a different number of stones.
3. ***Do:*** *Give learners time to work with their partner to practice counting objects and understanding that they do not need to re-count them when arranged differently.*
4. ***Do:*** *Walk around the room and check that learners are counting correctly and trusting the count. Record their performance on the checklist.*

Part 3: Assess and Close *(10 minutes)*

Assessment: Trust the count (Individual work)

1. **Say:** I am going to ask you to tell me about the stones. How many are there? Are there more or fewer or the same number when they are moved or covered?
2. ***Do:*** *Walk around and check each learner's counting and understanding*.

   Check that each learner can count 5 objects and understands that the number of objects does not change when they are spaced out or covered. Give a ✓ for each learner in the Learner Tracker who can do this.
3. **Say:** You can practice this at home. Does anyone have a question about what we learned today?
4. **Say**: Remember to bring pencils and exercise books or paper to all of the maths lessons. Goodbye and see you next time.

Now complete the learner tracker. Give a ✓ for each learner who was able to recognise that the number of objects does not change when they are rearranged or covered. If most of the class (eg. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.

Lesson 5		Mathematics
Counting up to 10		**Time: 1 hour**
Learning Competences The learner: a) Counts up to 10 objects orally. b) Recognises numbers by values up to 10.	**Materials** 1. Chalkboard and chalk 2. 10 counters (e.g. stones, dry beans, pencils, sticks, etc.)	**Preparation** 1. Prepare the materials and the learning space.
Lesson 5 Assessment: learners can count on their fingers from 1 to 10. Check that all learners can demonstrate this competence during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If by the end of the lesson they could not, mark it as a cross (x) for now.		

Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Ask**: Welcome learners! Can you tell us what we learned in our previous lesson?
2. ***Do:*** *Allow learners to share.*
3. **Say**: Very good everyone! In our previous lesson we learned to count objects and that the number of objects we have does not change when we move them around or hide them.

Part 1: Introduce and Understand *(20 minutes)*

Activity 1: Count 10 objects

1. ***Do****: Show learners the counters that you brought (stones, pencils, etc.). Put 5 of them on a table.*

2. **Ask**: How many are there? (Answer: 5)
3. **Say**: Let's count together.
4. ***Do****: Point at each counter and count: "1, 2, 3, 4, 5"*
5. **Say**: Very good! We have counted up to 5. Now, let's count higher!
6. ***Do****: Put another counter on the table, so there are 6.*
7. **Ask**: How many are there now? (Answer: 6)
8. **Say**: Let's count them together.
9. ***Do****: Point at the counters and count "1, 2, 3, 4, 5, 6". Repeat with learners a few times.*

Say: "1, 2, 3, 4, 5, 6"

10. ***Do****: Repeat steps 6 to 9 (above) with 7, 8, 9 and 10 counters:*

Say: "1, 2, 3, 4, 5, 6, 7"

Say: "1, 2, 3, 4, 5, 6, 7, 8"

Say: "1, 2, 3, 4, 5, 6, 7, 8, 9"

Say: "1, 2, 3, 4, 5, 6, 7, 8, 9, 10"

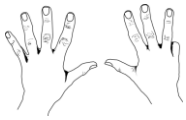
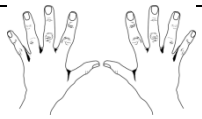
11. **Say**: Everyone say the numbers with me as I point to the counters
12. ***Do**: point to each counter and have the group of learners say the numbers aloud to 10*

Break: Do an energizer *(5 minutes)*

Part 2: Practice *(15 minutes)*

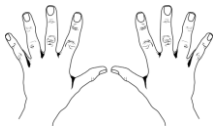
Activity 2: Sing a Song

1. **Say**: Let's count on our fingers together. I will show you how to count up to 10 on your fingers. Look at my hand and do as I do. Repeat the numbers after me.
2. ***Do**: Count up to 10 while showing learners how to count with their fingers. Make sure they are copying you. Repeat a few times.*

"0"	**"1"**	**"2"**	**"3"**	**"4"**	**"5"**
	"6"	**"7"**	**"8"**	 **"9"**	 **"10"**

3. **Say**: We will sing a song together. We will count on our fingers as we sing.
4. ***Do**: Sing a song that your children would know or learn in school. An example song is below. Sing together with learners several times. Everyone should count on their fingers.*
5. **SING**:

Teacher, I know how to count 1 to 10.
How?
Like this… *(learners put their fingers up)*
Count…
1, 2, 3, 4, 5, 6, 7, 8, 9, 10. *(learners count on their fingers)*



6. ***Do**: Move around and look at how learners are counting on their fingers. Make sure they are counting correctly.*

Part 3: Assess and Close *(10 minutes)*

Assessment: Counting on my Fingers to 10 (Pair Work)

1. **Say**: Please find a partner and sit near them. Remember to keep social distancing.
2. **Say**: You will practice counting with your partner. Count from 0 to 10 together, then take turns counting alone.
3. ***Do**: Walk around to check for understanding. Help learners count as needed.*

Check that the learners can count on their fingers from 1 to 10. Give a ✓ for each learner in the Learner Tracker who can do this.

4. **Say**: You can practice this at home. Does anyone have a question about what we learned today?
5. **Say**: Remember to bring pencils and exercise books or paper to all of the maths lessons. Goodbye.

Now complete the learner tracker. Give a ✓ for each learner who was able to count up to 10. If most of the class (eg. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.

Lesson 6	Mathematics
Counting to 10 - Comparing quantities and digits	**Time: 1 hour**

Learning Competences

The learner:

a) Matches quantities on a ten frame to digits

Materials

1. Digit cards 0 to 9
2. Object cards 0 to 9
3. Ten frame cards 0 to 9
4. 10 small objects (eg. Stones)

Preparation

1. Prepare a set of ten cards, with a digit 0 to 9 on each and a set of ten frames cards showing 0 to 9.

Lesson 6 Assessment: learners can use ten frames and digits to represent numbers.

Check that all learners can do this assessment correctly anytime during or, at the end of the lesson. Put a ✓ in the Learner's Tracker when completed. If by the end of the lesson they could not, mark it as a cross (x) for now.

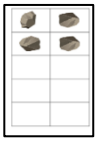
Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Say**: Welcome to our maths lesson. In the last lesson we practised counting from 0 to 10.
2. **Ask:** Let's count to 10 together.
3. ***Do***: *Start counting and allow the learners to continue counting to 10.*
4. **Say**: In other lessons, we have also counted In other lessons, we have also counted objects to find out how many were there. So we can count a number of objects and say how many are there, but what can we do if we want to write down how many are there? And we want to read how many there are?
   We need a way to write down the numbers we say. To do that, we use digits. There is a digit to represent all the numbers.
5. **Say:** Today we are going to learn to use ten frames and digits to represent numbers.

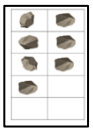
Part 1: Introduce and Understand *(10 minutes)*

Activity 1: Matching quantities with ten frames and digits

1. ***Do***: *Hold up the empty ten frame.*
2. **Say:** This is called a ten frame.
3. **Ask:** Why do you think it is called a ten frame? (Answer: there are 10 spaces or squares)



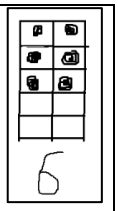
4. ***Do***: *Show picture of 4 objects.*
5. **Ask:** How many objects can you see in this picture? (Answer: 4)
6. **Say:** I can show these objects using the ten frame.
7. ***Do***: *Place the ten frame vertically (as shown) on the table.*
   Count and place 4 stones in 4 spaces in the ten frame.



8. **Say:** So we can show the same number using objects or a ten frame.
9. ***Do***: *Empty the ten frame.*
10. **Ask:** What number does the ten frame show now? (Answer: zero)
11. **Say:** Let's make the number 7 in the ten frame.

12. ***Do***: *Count 7 stones into the ten frame.*
13. **Say:** What is the largest number we could show with one ten frame? (Answer: 10)
14. **Say:** We can also show numbers using digits.
15. ***Do***: *Hold up the digit cards 0 – 9, in order, one at a time, saying the digit name. Place the number 7 digit under the ten frame on the table.*
16. **Say:** This ten frame and digit both show the number 7.

17. ***Do***: *Draw an empty number frame on the board.*
18. **Ask:** Can someone give me a number between zero and ten? I will show that number on this ten frame.
19. ***Do***: *Count and draw shaded circles in the ten frame on the board for the number given by one of the learners, e.g. 6. Draw the digit 6 underneath.*

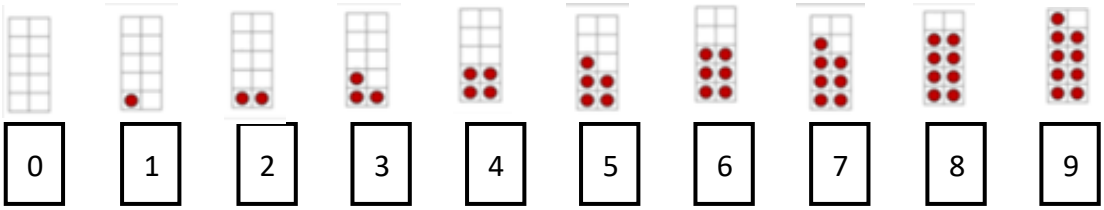


Break: Do an energizer *(5 minutes)*

Part 2: Practice *(20 minutes)*

Activity 2: Practice matching a quantity with a digit

1. **Say**: Count from zero slowly. I am going to write the digits on the board.
2. ***Do*:** *As the learners count, write the digits in order across the board.*
3. **Say**: Please sit in a circle. Now we are going to practise showing the same numbers, using a ten frame and digit.
4. ***Do:*** *Give 10 learners one of the ten frame cards (0-9). Give 10 other learners a digit 0-9 card*.
5. **Ask**: Who has a card showing zero*?* (Answer: one 0 digit card and one zero ten frame card)
6. **Say:** Please stand up.
7. **Ask**: Are these cards showing zero?
8. **Say:** Please put your cards on the ground in the centre of the circle
9. **Do:** *Place cards in the centre of the circle to start a line of ten frames with their matching digit cards 0-9 underneath*
10. ***Do:*** *Continue in this way until all ten frame and digit cards are correctly placed, in order, in the line:*



NOTE: If a learner chooses an incorrect card, count the objects in their ten frame together and establish the total number to guide them. Use the digits on the board to reinforce the order of the digits.

11. **Say:** Please walk along our line of cards and check that each ten frame shows the same number as the digit.

Part 3: Assess and Close *(10 minutes)*

Assess: Match quantities with ten frames and digits

1. **Say:** Draw a ten frame in your book.
2. **Do**: *Give learners some time to draw the ten frame*.
3. **Say**: Show the number 5 using your ten frame and a digit.
4. **Say:** I am going to ask you to tell me about your work.
5. **Do:** *Walk around and check each learner's work*.

Check that each learner can correctly represent a quantity using a ten frame and its matching digit. Give a ✓ for each learner in the Learner Tracker who can do this.

6. **Say:** You can practice this at home. Does anyone have a question about what we learned today?
7. **Say**: Remember to bring pencils and exercise books or paper to all of the maths lessons. Goodbye.

Now complete the learner tracker. Give a ✓ for each learner who was able to match a digit to a quantity shown on a ten frame. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.

Lesson 7	Mathematics
Writing Numbers 0 – 5	**Time: 1 hour**

Learning Competences
The learner:
a) Writes numbers 0-5 using symbols.

Materials
1. Chalkboard and chalk
2. A set of ten frames cards (Appendix 2) and number cards (Appendix 3)
3. Tally marks and numbers on the board for Part 1

Preparation
1. Draw the marks and numbers in Part 1 of this lesson on the board.
2. Prepare one set of ten frames cards and number cards to use for review of previous lesson.

Lesson 7 Assessment: learners have correctly written the numbers 0, 5, 1, 4, 3 (in that order).
Check that all learners can demonstrate this competence during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If by the end of the lesson they could not, mark it as a cross (x) for now.

Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Ask**: Welcome learners! Can you tell us what we learned in our previous lesson?
2. ***Do:*** *Allow learners to share.*
   Say: Very good everyone! In our previous lesson we learnt about matching digits to numbers shown as pictures of objects, like stones on a ten frame. Now please stand up and form a circle.
3. **Say**: We will go around the circle and I will hold up a number or a picture of a number. Each person will say one number.
4. ***Do****: Go around the circle a few times, showing different cards from Appendix 2 (counters in ten frames) and Appendix 3 (number cards).*
5. **Say**: You have learned to recognise the numbers 0 to 10 shown as pictures or as digits. In this lesson, you will write the numbers 0 to 5 with your pencil.

Part 1: Introduce and Understand *(25 minutes)*

Activity 1: Writing Numbers 0-5

	0
/	1
/ /	2
/ / /	3
/ / / /	4
/ / / / /	5

1. ***Do****: Show learners the marks and numbers you drew on the board:*
2. ***Do****: Count the marks in each line aloud with learners. After counting each row, point at each written number (0, 1, 2, 3, 4, or 5) and read it aloud.*
3. **Say**: Take out your paper and pencil. I will show you how to write each number 0 to 5 on the board. Watch me carefully. You will write the numbers on your paper. Take your time and write the numbers in the same way that I write them.
4. ***Do****: Write the number 0 on the board. Write it large. Write slowly.*

5. **Say**: This is the number zero. It looks like a circle. Write it on your paper 3 times.
6. ***Do****: Walk around and make sure learners write the number 0 correctly. If needed, you may write it on the board more times while they watch.*
7. ***Do****: Repeat with numbers 1 to 5. Ask learners to write each number 3 times on their papers.*

Note to facilitator: *The arrows and small numbers near the numbers 0-5 show you how to draw them. You do not need to draw these on the board. Simply write the numbers:* 0 1 2 3 4 5.

Break: Do an energizer *(5 minutes)*

Part 2: Practice *(10 minutes)*

Activity 2: Writing Numbers 0-5 (Pair Work)

1. **Say**: Please find a partner and sit with them but keeping social distancing. One person will say the number and the other will write the number in their book. Take turns writing the numbers 0-5 in the learner's book. One learner will write and the other will say the number.

Part 3: Assess and Close *(10 minutes)*

Assessment: Writing Numbers 0-5 (Individual work)

1. **Say**: I will read a story. There is a number in the story. Listen to the story carefully. Write the number that you hear on your paper.

   Story

   - Adroa went to the market. He bought 3 tomatoes.
2. **Repeat**: Adroa went to the market. He bought 3 tomatoes.
3. ***Do**: Walk around to check for understanding. Learners should write the number "3" on their paper.*
4. **Do**: Follow the same steps using the stories below. Read each story aloud and repeat. Ask learners to write the number they hear on their papers.

   Stories:

   - Abbo has zero sisters. She loves to play with her brothers *(repeat).*
   - Gonza loves oranges. He ate 5 oranges today! *(repeat).*
   - Afiya has 1 pencil. She uses her pencil to write numbers *(repeat).*
   - Masiko can jump very high. She jumped 4 times *(repeat).*
   - Namono has 3 good friends. They play together a lot *(repeat)*.

   Check that each learner has correctly written the numbers 0, 5, 1, 4, 3 (in that order).
5. **Say**: You can practice this at home. Does anyone have a question about what we learned today?
6. **Say**: Remember to bring pencils and exercise books or paper to the next maths lessons. Goodbye and see you next time.

Now complete the learner tracker. Give a ✓ for each learner who was able to write the numbers correctly for each story. If most of the class (eg. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.

Lesson 8		**Mathematics**
Writing Numbers 0 – 10		**Time: 1 hour**
Learning Competences The learner: a) Writes numbers 0-10 using symbols.	**Materials** 1. Chalkboard and chalk 2. Marks and numbers on the board for Part 1	**Preparation** 1. Draw the marks and numbers in Part 1 of this lesson on the board.
Lesson 8 Assessment: learners have correctly written the numbers 9, 10, 7, 6, 8 (in that order). Check that all learners can demonstrate this competence during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If by the end of the lesson they could not, mark it as a cross (x) for now.		

Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Ask**: Welcome learners! Can you tell us what we learned in our previous lesson?
2. ***Do:*** *Allow learners to share.*
6. **Say**: Very good everyone! In our previous lesson we learned to write numbers up to 5.
7. **Say**: Please take out your pencil. I will say numbers between 0 and 5. Write down the numbers you hear on your paper.
8. ***Do:*** *Say each number below slowly. Give learners time to write it before reading the next numbers.*
9. **Say**: 3, 4, 0, 5, 1, 2
10. ***Do****: Walk around to see how well learners can write the numbers.*
    Write the numbers on the board: ***3 4 0 5 1 2***
11. **Say**: Please check your work. The numbers on your paper should look the same as the numbers on the board. If you made a mistake, write the number correctly.
12. ***Do****: Give learners 1 minute to write their numbers correctly. Walk around and check their work.*
    Say: You have learned to write the numbers 0 to 5. In this lesson, you will write the numbers 6 to 10.

Part 1: Introduce and Understand *(20 minutes)*

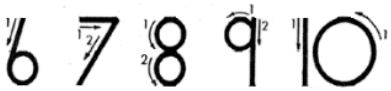
Activity 1: Writing Numbers 0-10

1. ***Do****: Show learners the marks and numbers you drew on the board:*
2. ***Do****: Count the marks in each line aloud with learners. After counting each line, point at each written number (6, 7, 8, 9 or 10) and read it aloud.*
3. **Ask**: What do you notice about the number 10? What does it look like?
4. **Say**: The number 10 has 2 digits. The first digit is the number 1. The second digit is the number 0. You already know how to write these numbers. If you write them close together, they make ten.
5. **Say**: Take out your paper and pencil. I will show you how to write each number 6 to 10 on the board. Watch me carefully. You will write the numbers on your paper. Take your time and write the numbers in the same way that I write them.
6. ***Do****: Write the number 6 on the board. Write it large. Write slowly.*

7. **Say**: This is the number six. Write it on your paper 3 times.

/ / / / / /	6
/ / / / / / /	7
/ / / / / / / /	8
/ / / / / / / / /	9
/ / / / / / / / / /	10

8. ***Do**: Walk around and make sure learners write the number 6 correctly. If needed, you may write it on the board more times while they watch.*
9. ***Do**: Repeat with numbers 7 to 10. Ask learners to write each number 3 times on their papers.*



Note to facilitator: *The arrows and small numbers near the numbers 0-5 show you how to draw them. You do not need to draw these on the board. Simply write the numbers:* 0 1 2 3 4 5

Break: Do an energizer *(5 minutes)*

Part 2: Practice *(15 minutes)*

Activity 2: Writing Numbers 0-10 (Pair Work)

1. **Say**: Please find a partner and sit near them. Remember to keep social distancing. One person will say the number and the other will write the number in their book. Take turns writing the numbers 6-10 in the learner's book. One learner will write and the other will say the number.

Part 3: Assess and Close *(10 minutes)*

Assessment: Writing Numbers 0-10 (Individual work)

1. **Say**: I will read a story. There is a number in the story. Listen to the story carefully. Write the number that you hear on your paper.

   Story

   Adroa went to the market. He bought 9 pencils. *(Repeat the story to learners)*

2. ***Do**: Walk around to check for understanding. Learners should write the number "9" on their paper.*
3. ***Do**: Follow the same steps using the stories below. Read each story aloud and repeat. Ask learners to write the number they hear on their papers.*

   Stories:

   - Abbo has 10 friends *(repeat).*
   - Gonza picked 7 mangoes from a tree *(repeat).*
   - Afiya has 6 chickens. He feeds them each day *(repeat).*
   - Masiko sold 8 coconuts today *(repeat).*

   Check that each learner has correctly written the numbers 9, 10, 7, 6, 8 (in that order).

4. **Say**: You can practice this at home. Does anyone have a question about what we learned today?
5. **Say**: Remember to bring pencils and exercise books or paper to the next maths lessons. Goodbye.

Now complete the learner tracker. Give a ✓ for each learner who was able to write the correct symbols for the numbers they heard. If most of the class (eg. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.

Mathematics and Attendance Tracker: Lessons 9 – 16

Give learners a ✓ when they can demonstrate each competence.

Write 'A' if the registered learner was absent during the lesson

Write 'x' if the learner was present but could not demonstrate the competence

If you repeat the lesson use the additional columns available

			Competences for Assessment							
			Lesson 9: Match and order number representations – up to 10	Lesson 10: Compare pairs of numbers up to 10, identifying which is larger	Lesson11: Complete the missing numbers in a three sets of numbers from 0-10	Lesson 12: count all numbers from 1 to 10 and at least five numbers from 11-20	Lesson 13: Write the numbers 10 to 15	Lesson 14: Listen and write five numbers between 11 and 20 (unordered set)	Lesson 15: Show multiples of ten with stick bundles or ten frames	Lesson 16: represent a few numbers between 11 and 19 using counters on ten frames or with bundles of sticks and single sticks
Registered Learner Names		**Date:**								
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
Total number of ticks *(✓)*										
Total number of crosses *(x)*										
Total absentees (*the number of 'As'*)										

Mathematics and Attendance Tracker: Lessons 9 - 16

Give learners a ✓ when they can demonstrate each competence. *Write 'A' if the registered learner was absent during the lesson* *Write 'x' if the learner was present but could not demonstrate the competence* *If you repeat the lesson use the additional columns available*			**Competences for Assessment**							
			Lesson 9: Match and order number representations – up to 10	Lesson 10: Compare pairs of numbers up to 10, identifying which is larger	Lesson11: Complete the missing numbers in a three sets of numbers from 0-10	Lesson 12: count all numbers from 1 to 10 and at least five numbers from 11-20	Lesson 13: Write the numbers 10 to 15	Lesson 14: Listen and write five numbers between 11 and 20 (unordered set)	Lesson 15: Show multiples of ten with stick bundles or ten frames	Lesson 16: represent a few numbers between 11 and 19 using counters on ten frames or with bundles of sticks and single sticks
	Date:									
Registered Learner Names										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
Total number of ticks *(✓)*										
Total number of crosses *(x)*										
Total absentees (*the number of 'As'*)										

Lesson 9	**Mathematics**
Match and order number representations – up to 10	**Time: 1 hour**

Learning Competences

The learner:

a) Matches up to 10 objects with their, number symbols and ten frames

b) Identify numbers that come **before** or **after** a given number in the number sequence 0 to 10

Materials

1. One set of ten frame cards 0-10
2. Set of 0-10 number symbols cards

Preparation

1. Prepare (cut out a set of number symbols cards 0 to 10 (Appendix 3) or write the number symbols on a piece of paper.
2. Prepare the materials for the before and after matching game: a set each of numbers 0-10 in symbol and ten frame representations.

Lesson 9 Assessment: learners can match and order number symbols, quantities and ten frames– up to 10

Check that all learners can do this test correctly anytime during or, at the end of the lesson. Put a ✓ in the Learner's Tracker when completed. If by the end of the lesson they could not, mark it as a cross (x) for now.

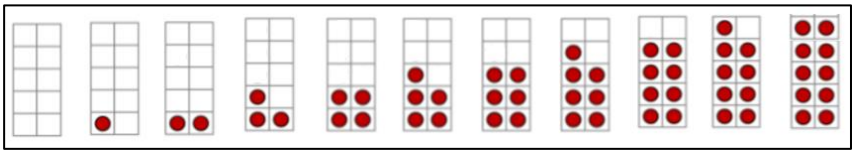
Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Say**: Welcome to our maths lesson. In the last lesson we learned to recognise and write numbers up to 10.
2. **Say:** Let's count from zero to ten together.
3. **Do**: *Start the counting, let the learners continue on to ten.*
4. **Ask:** Which number comes **AFTER** 3 when we're counting? (Answer: 4)
5. **Do:** *Count "0, 1, 2, 3…. 4"!*
6. **Ask:** Which number comes **BEFORE** 3 when we're counting? (Answer: 2)
7. **Do:** *Count "0, 1, 2…. 3"!*
8. **Say:** Today we are going to learn to use the words 'before' and 'after', to help us to describe the order, or sequence of numbers and to compare them.

Part 1: Introduce and Understand *(10 minutes)*

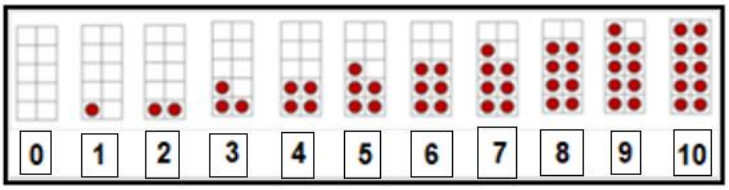
Activity 1: Matching and ordering number symbols 0-10 with ten frames using the terms 'before' and 'after'.

1. **Do:** *Place the ten frames as shown in order from 0 to 10 on the table*.



2. **Do:** *Choose 11 learners to stand up in front of the class and hold up the number cards 0 – 10 (not in sequential order) for the learners to see.*
3. **Say:** We have ten frames on the table showing each of the numbers zero to ten. And we have the digits 0 to 10 on these cards being held up.

4. **Ask:** Who is holding the card with the digit 5? (children answer)
5. **Say:** Please put the 5 card under the ten frame showing 5.
6. **Ask:** What is the number that comes **AFTER** 5? (Answer: 6)
7. **Ask:** Who is holding the card with the digit 6? (children answer)
8. **Say:** Please put the 6 card under the ten frame showing 6.
9. **Ask:** What is the number that comes **BEFORE** 5? (Answer: 4)
10. **Ask:** Who is holding the card with the digit 4? (children answer)
11. **Say:** Please put the 4 card under the ten frame showing 4.
12. **Do:** *Continue in this way through the rest of the numbers to 10 until all ten frames are matched with their digits*.
13. **Say:** Let's read the digits together to see if we have them in the correct order.
14. **Do:** *Read the digits across the table from 0 to 10.*



15. **Ask:** Have we put them in the correct order? (Answer: yes)
16. **Say:** Well done everyone!

Break: Do an energizer *(5 minutes)*

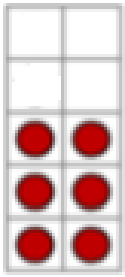
Part 2: Practice *(20 minutes)*

Activity 2: Practice matching sets of objects, number symbols and ten frames

1. **Say**: Please sit in a circle.
2. **Say**: We are going to play a game called 'Before and After'. I will give each of you a card. Each card has a representation of a number on it. It might be a, a digit or a ten frame. The rest of the cards are placed face down in the middle.
3. **Do:** *Give out one card each to learners and place the rest of the cards face down in the middle of the circle. Turn the top card face up and place it alongside the pile of cards.*
4. **Say**: When it is your turn, if you have a card that comes immediately **BEFORE** or **AFTER** the card that is face up you can put it out then pick up a new card from the top of the pile. We keep going until all the cards are face up on the floor.
5. ***Do:*** *Turn the top card face up and place it alongside the pile (eg. 'six'). Choose a learner to be first. If a learner does not have a before or after card, the next learner takes their turn. Continue round the circle playing the game until all cards are face up on the floor.*
6. ***Do:*** *Walk around the room behind the learners to check that learners are correctly identifying their cards. Provide guidance if needed, such as pausing the game to say the number sequence 0 to 10 to support learners to identify the position of their cards.*

Part 3: Assess and Close *(10 minutes)*

Assess: matching and ordering sets of objects, number symbols and ten frames



1. ***Do***: *Draw a ten frame on the board showing 6.*
2. **Say:** Draw this ten frame in your book.
   Now draw the number symbol, a picture of that number of objects or shapes and ten frame for the number immediately **AFTER** this one.
3. ***Do***: *Give learners some time to do this.*
4. ***Do***: Walk around and check each learner's work. Ask each learner to use words to explain their drawings.
   Note: *It may be that a learner has difficulty drawing the representations, such as drawing the ten frame or forming a digit. Their verbal explanation will clarify their understanding.*
5. **Say**: Now draw the number symbol and a ten frame for the number **BEFORE** this one (point to the ten frame on the board showing 6).
6. ***Do****: Walk around and check each learner's work. Ask each learner to explain their drawings.*

> ✓ Check that each learner can match and order number symbols, quantities and ten frames– up to 10. Give a ✓ for each learner in the Learner Tracker who can do this.

7. **Say:** You can practice this at home. Does anyone have a question about what we learned today?
8. **Say**: Remember to bring pencils and exercise books or paper to all of the maths lessons. Also a set of 20 counters. Goodbye and see you next time.

⚠ **Now complete the learner tracker. Give a ✓ for each learner who was able to match and order number symbols, quantities and ten frames. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 10	Mathematics
Comparing Numbers up to 10	**Time: 1 hour**

Learning Competences The learner: a) Compares numbers up to 10, identifying which is larger or smaller	**Materials** 1. Chalkboard and chalk 2. Counters: the facilitator and learners should each bring their own set of 10.	**Preparation** 1. Draw the activity in Part 1 on the board before the lesson. 2. Bring your set of 10 counters. 3. Ask learners to each bring their 10 counters.

Lesson 10 Assessment: learners have correctly copied down three pairs of numbers and circled the largest number in each pair.
Check that all learners can demonstrate this competence during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If by the end of the lesson they could not, mark it as a cross (x) for now.

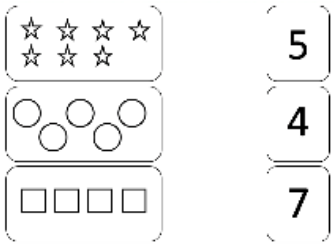
Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Ask**: Welcome learners! Can you tell us what we learned in our previous lesson?
2. ***Do:*** *Allow learners to share.*
3. **Say**: Very good everyone! In our previous lesson we practised matching different ways to show numbers and saying which numbers comes before or after a number.
4. ***Do:*** *Allow learners to share.*
5. **Say**: Very good everyone! In our previous lesson we practised matching different ways to show numbers and saying which numbers comes before or after a number.
6. **Say**: Now please take out your pencil. I will say a number between 0 and 10. Write down the number you hear, but leave space on both sides of the number. We will be writing other numbers around it.
7. ***Do:*** *Say the number '8' clearly and repeat it. Give learners time to write it*.
8. **Say:** Now, write down the number that comes before 8. [Answer:7]
9. **Say:** Also, write down the number that comes after 8 [Answer:9]
10. ***Do****: Walk around to see how well learners can write the numbers.*
    Write the numbers on the board: ***7 8 9***
11. **Say** Please check your work. The numbers on your paper should look the same as the numbers on the board. If you made a mistake, write the number correctly.
12. ***Do****: Give learners 1 minute to write their numbers correctly. Walk around and check their work.*
13. **Say** In this lesson, you will write the missing numbers in a list.

Part 1: Introduce and Understand *(20 minutes)*

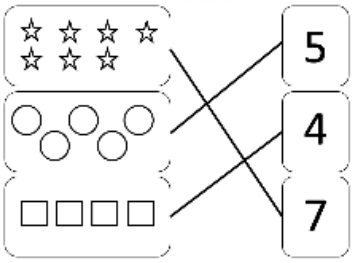
Activity 1: Shapes and Numbers

1. ***Do****: Draw these shapes and numbers on the board before the lesson:*



2. **Say**:
   - Please look at the pictures on the board. There are stars, *(point to the stars)* circles, *(point to the circles)* and squares *(point to the squares).*
   - Now look at the numbers on the board. Each one of these numbers matches one of the pictures. I will give you one minute to count each set of shapes. Be ready to tell me how many shapes are in each picture!

3. ***Do**: Give learners 1 minute to think.*
4. **Ask**:
   - How many stars are there? (Answer: 7)
   - How many circles are there? (Answer: 5)
   - How many squares are there? (Answer: 8)
5. ***Do:** Draw a line connecting each set of pictures to its number. Make sure learners understand.*



6. **Say**: Now you can count and write up to 10. In this lesson, you will **compare** numbers. To compare two numbers means to identify which number is larger and which one is smaller.
7. ***Do:** Write on the board: **5 2***
8. **Ask:** What are the numbers on the board? (Answer: 5 and 2)

9. ***Do:** Ask a learner to come to the front of the class and show 5 with their counters. They should count them aloud for the class ("1, 2, 3, 4, 5"). Ask a different learner to show and count 2.*
10. **Ask** and give learners a minute to think about each question before asking them to respond together:
    - Which number is **more**, 5 or 2? (Answer: 5)
    - Which number is **less**, 5 or 2? (Answer: 2)
11. **Say:**
    - 5 counters is **more than** 2 counters. This means 5 is a **larger** number than 2.
    - 2 counters is **less than** 5 counters. This means that 2 is a **smaller** number than 5.
    - Let's circle the larger number.
12. ***Do:** Circle 5 on the board: ⑤ **2***
13. **Say:** Let's try another problem.
14. ***Do:** Write on the board: **3 4***
15. **Say:** Please use your counters to show these numbers. Make two different groups, one with 3 counters and the other with 4.
16. ***Do:** Walk around to check for understanding. Help as needed.*
17. **Ask:**
    - Which number is larger, 3 or 4? (Answer: 4)
    - How do you know? (Answer: 4 counters is more than 3 counters)

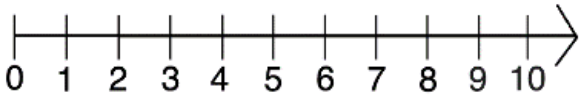
18. ***Do:** Circle 4 on the board: **3** ④*

Break: Do an energizer *(5 minutes)*

Part 2: Practice *(20 minutes)*

Activity 2: Number Line

1. ***Do:** Draw a number line 0 to 10 on the board:*



2. **Say:** When we count, we reach larger and larger numbers. This is a number line. It shows us the correct order of numbers. Numbers that come after others are larger.
3. **Say:** Using the number line, we can see that 4 is larger than 3**.** It comes after 3.
4. ***Do:** Point to 4 and 3 on the number line to show learners that 4 comes later.*
5. **Ask:** Look at the number line. Which is larger, 3 or 9? (Answer: 9)

6. ***Do:*** *Point at each number to show learners that 9 comes after 3 on the number line.*
7. **Ask** and give learners a minute to think about each question before asking them to respond together:
   - Which is larger, 7 or 4? (Answer: 7)
   - Which is larger, 0 or 10? (Answer: 10)
   - Which is larger, 5 or 6? (Answer: 6)

Part 3: Assess and Close *(10 minutes)*

Assessment: Which number is larger?

1. **Say**: I will write 3 pairs of numbers on the board. Please copy them in your exercise book. After you finish copying them, circle the **larger** number from each pair. You may use your counters or the number line to help you find which number is larger.
   I will show you an example first.
2. ***Do:*** *Write* ***1 9*** *on the board*
3. **Say:** 9 is larger than 1 so will draw a circle around 9.
   Now it is your turn. Write these numbers in your book and circle the larger one.
4. ***Do****: Write the pairs of numbers below on the board.*
   Pairs:
   9 7
   6 10
   6 4
   (Answer: 9, 10 and 6)

Check that learners have correctly copied down three pairs of numbers and circled the largest number in each pair. Give a ✓ for each learner in the Learner Tracker who can do this.

5. **Say**: You can practice this at home. Does anyone have a question about what we learned today?
6. **Say**: Remember to bring pencils and exercise books or paper to all of the maths lessons. Goodbye.

Now complete the learner tracker. Give a ✓ for each learner who was able to select the largest number from each pair. If most of the class (eg. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.

Lesson 11		Mathematics
Missing Numbers up to 10		**Time: 1 hour**
Learning Competences The learner: a) Fills in missing numbers in a sequence (example: 1, 2, __, 4, 5)	**Materials** 1. Chalkboard and chalk	**Preparation** 1. Read the lesson plan and learner tracker test so that you know what you will need to do. 2. Prepare the learning space. Make sure that there is distance between learners.
Lesson 11 Assessment: learners can complete the missing numbers in a three sets of numbers from 0 -10 Check that all learners can demonstrate this competence during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If by the end of the lesson they could not, mark it as a cross (x) for now.		

Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Ask**: Welcome learners! Can you tell us what we learned in our previous lesson?
2. ***Do:*** *Allow learners to share.*
3. **Say:** Very good! In our previous lesson we were comparing pairs of numbers to see which is larger.
4. **Say:** Write these pairs of numbers into your exercise book. Then, circle the larger of the two numbers for each pair.

   Pairs:

   7 1

   9……. 10

   8 5 (Answer: 7, 10 and 8)

Part 1: Introduce and Understand *(20 minutes)*

Activity 1: Missing Numbers

1. ***Do:*** *Write on the board:* **1, 2, ___, 4, 5**
2. **Ask:** What do you see? (Answer: numbers 1, 2, 4, 5)
   What is missing? (Answer: the number 3)
3. ***Do:*** *Write the missing number in the blank:* **1, 2, 3, 4, 5**
   Read the numbers on the board together with the class: "1, 2, 3, 4, 5".
4. **Say:** Today we will practice with the numbers up to 10. You will see problems like this with missing numbers. You will write the missing numbers.
5. ***Do:*** *Write on the board:* **0, 1, __, 3, 4, __, 6, 7, 8, __, 10**
6. **Say**: Copy this in your exercise book. Write the numbers that you see and the lines. The lines are blank spaces where missing numbers belong. After you finish, write the missing numbers.
7. ***Do:*** *Walk around to check for understanding. Help learners write the problem as needed.*
8. **Ask:** What numbers do we already have on the board? (Answer: 0, 1, 3, 4, 6, 7, 8, 10)
9. ***Do:*** *Point at each blank space on the board and*
10. **Ask:** What number is missing from here?
11. **Do:** *As learners tell you the missing numbers, write them in the blank spaces on the board:* **0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10**
12. **Say**: Please check your work and make any corrections.
13. ***Do****: Write another problem on the board:* **5, 6, __, __, 9, 10**

14. **Say** This problem starts from 5, but you will solve it in the same way. Copy this down, then write down the missing numbers.
15. ***Do:*** *Walk around to check for understanding.*
16. **Ask:** What number is missing from here?
17. ***Do:*** *As learners tell you the missing numbers, write them on the board:* **5, 6, 7, 8, 9, 10**
18. **Say**: Please check your work and make any corrections.

Break: Do an energizer *(5 minutes)*

Part 2: Practice *(15 minutes)*

Activity 2: Writing Missing Numbers (Pair Work)

1. ***Say***: Please find a partner and sit near them. Remember to keep social distancing. Each learner will write a line of numbers from 0 to 10 with some numbers missing and then swap books and write in the missing numbers. Repeat two more times.
2. ***Do****: Walk around and check that learners understand what to do. Help them if needed.*

Observe learners as they are working with their partner. Give a ✓ for each learner in the Learner Tracker who can correctly fill in missing number from 0 to 10.

Part 3: Assess and Close *(10 minutes)*

Assessment: Writing Missing Numbers (Individual Work)

1. **Say**: I will write problems on the board. Please copy them in your exercise book. After you finish copying them, solve them.
2. ***Do****: Write the problems below on the board.*

   Problems:

   0, 1, 2, 3, ___, 5

   0, ___,___, 3, 4, ___, 6

   ___,1, 2, 3, 4, 5, ___, 7, 8, ___, 10

Check that learners can complete the missing numbers in a three sets of numbers from 0 to 10. Give a ✓ for each learner in the Learner Tracker who can do this.

Answers:

0, 1, 2, 3, 4, 5

0, 1, 2, 3, 4, 5, 6

0,1, 2, 3, 4, 5, 6, 7, 8, 9, 10

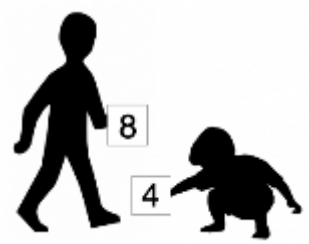
3. ***Say***: You can practice this at home. Does anyone have a question about what we learned today?
4. **Say**: Remember to bring pencils and exercise books or paper to all of the maths lessons, along with your set of 20 counters. Goodbye and see you next time.

Now complete the learner tracker. Give a ✓ for each learner who was able to complete the missing numbers correctly. If most of the class (eg. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.

Lesson 12			**Mathematics**
Counting up to 20			**Time: 1 hour**
Learning Competences The learner: a) Counts up to 20 objects	**Materials** 1. 20 counters 2. Different types of objects to count, with quantities between 10 and 20.	**Preparation** 1. Find 10 more counters of the same type so you have a set of 20. 2. Identify or bring objects with quantities between 10 and 20 to practice counting during this lesson. For example, you may have 15 desks in the classroom; you may bring 18 leaves.	
Lesson 12 Assessment: learners can count all numbers from 1 to 10 and at least five numbers from 11 -20 (some may be missing, but in order). Check that all learners can demonstrate this competence during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If by the end of the lesson they could not, mark it as a cross (x) for now.			

Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Ask**: Welcome learners! Can you tell us what we learned in our previous lesson?
2. ***Do:*** *Allow learners to share.*
   Say: Very good everyone! In our previous lesson we were writing in missing numbers up to 10. Today we are going to play a game! I want everyone to write a number between 1 and 10 on a piece of paper. Choose any number you like between 1 and 10 and write it down.
3. ***Do****: Give learners time to write their numbers.*
4. **Say**: These are the steps of the game:
   - You will hold your number in front of you and walk around. Remember to keep social distancing.
   - When you meet another learner, compare numbers. The person with the larger number stands up tall, and the person with the smaller number gets down low. If you have the same number, don't go up or down.
   - Try to meet all of your classmates to compare numbers!



5. ***Do****: If learners don't understand, invite 2 learners to the front, compare their numbers together, and show them what to do. Help learners during the game as needed.*
   Say: Very good! You have learned to count, write and compare numbers up to 10. In this lesson we will count larger numbers. We will count up to 20.

Part 1: Introduce and Understand *(20 minutes)*

Activity 1: Counting up to 20

1. ***Do:*** *Show learners the counters that you brought. Count 10 of them into a line on a table:*

"1, 2, 3, 4, 5, 6, 7, 8, 9, 10"

2. **Say:** There are 10 counters on the table. Today I will teach you the names for some larger numbers. Let's count up from 10.
3. ***Do:*** *Put the rest of the counters one by one. Put them in a different line. As you put them down, count up from 11 to 20:*

"11, 12, 13, 14, 15, 16, 17, 18, 19, 20"

4. **Ask:** How many are there altogether? (Answer: 20)
5. ***Do:*** *Repeat steps 1 to 3. Count the 20 counters again. Encourage learners to count them with you. Pick some of the counters up, so there are only 14 left:*

6. **Ask:** How many do you think there now? (Allow learners to guess.)
7. ***Do:*** *Count all 14 counters one-by-one together with the learners. Put down 5 more counters, so there are 19:*

8. **Ask:** How many do you think there now? (Allow learners to guess.)
9. ***Do:*** *Count all 19 counters one-by-one together with the learners.*
10. **Say:** Now let's practice counting things around us.
11. **Ask:** How many learners do you think there are here?
12. ***Do:*** *Allow learners to guess.*
13. **Say:** Let's count our learners together! Let's go around the room and count up. The first person says "1". The second person says "2", and so on. It is okay if you don't know your number, we will help each other.
14. ***Do:*** *Go around the room so that each learner says a number. Help them as needed. After they finish, tell them how many learners there are.*
15. **Say**: Good job! There are (insert number) learners here.
16. ***Do:*** *Show learners a set of objects in the classroom. Use any object that can be counted and has between 10 and 20 in the set, such as desks or leaves or pencils.*
17. **Ask:** How many do you think there are?
18. ***Do:*** *Allow learners to guess, and then count the objects together. Repeat with different sets of objects.*

Break: Do an energizer *(5 minutes)*

Part 2: Practice *(20 minutes)*

Activity 2: Counting up to 20 (Pair Work)

1. **Say**: Now you will practice counting up to 20. Please find a partner and sit near them. Remember to keep social distancing.
2. **Say**: You will practice counting with your partner. Count to 20 together, then take turns counting alone. When it's your turn to count alone, your partner may help you.
3. ***Do**: Walk around to check for understanding. Help learners count as needed.*

Part 3: Assess and Close *(10 minutes)*

Assessment: Counting up to 20 (Individual Work)

1. ***Do:** Line the counters up and invite each learner to count up from 10 to 20 ("10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20")*.

> ✓ Check that learners can count all numbers from 1 to 10 and at least five numbers from 11 -20 (some may be missing, but must be in order). Give a ✓ for each learner in the Learner Tracker who can do this.

2. **Say**: You can practice this at home. Does anyone have a question about what we learned today?
3. **Say:** Remember to bring their own 20 counters, pencils and exercise books or paper to the next maths lesson. Goodbye.

⚠ **Now complete the learner tracker. Give a ✓ for each learner who was able to count at least 5 of the numbers between 10 and 20. If most of the class (eg. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.**

Lesson 13	Mathematics
Writing up to 15	**Time: 1 hour**

Learning Competences
The learner:
a) Writes numbers 1-15 using symbols.

Materials
1. Chalkboard and chalk
2. Counters: the facilitator and learners should each bring their own set of 20.

Preparation
1. Read the lesson plan and learner tracker test so that you know what you will need to do.
2. Prepare the learning space. Make sure that there is distance between learners.
3. Bring your set of 20 counters.
4. Ask learners to each bring their 20 counters.

Lesson 13 Assessment: Write the numbers 10 to 15 independently from memory.
Check that all learners can demonstrate this competence during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If by the end of the lesson they could not, mark it as a cross (x) for now.

Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Say**: Please stand up and form a circle.
2. **Say**: Let's see how many learners we have here today. We will go around the circle and count up. Each person will say one number.
3. ***Do**: Go around the circle and count up. You may repeat, starting from a different learner, so they get a chance to say a different number*.
4. **Say**: Very good, learners! Now, let's count up to 20 all together.
5. ***Do**: Count up from 1 to 20 all together as a class*.
6. **Say**: In the previous lesson you counted up to 20. You have learned to write the numbers 0 to 10. In this lesson, you will write the next numbers: 11, 12, 13, 14 and 15.

Part 1: Introduce and Understand *(20 minutes)*

Activity 1: Introduce Writing Numbers up to 15

1. **Say**: Please take out your pencil. Write the numbers 1 to 10 on your paper. Try to write them from your memory.
2. ***Do**: Walk around to see how well learners can write 1 to 10*.
3. ***Do**: Write the numbers on the board*: **1 2 3 4 5 6 7 8 9 10**
4. **Say**: Please check your work. The numbers on your paper should look the same as the numbers on the board. If you made a mistake, write the number correctly.
5. ***Do**: Give learners 1 minute to write their numbers correctly. Walk around and check their work*.
6. ***Do**: Write the numbers 11-15 on the board, under numbers 1-10*:

   1 2 3 4 5 6 7 8 9 10

   11 12 13 14 15
7. ***Do**: Read the numbers 1-15 on the board. Point to each number and say it together with the class. Repeat numbers 11-15*.
8. **Say**: The numbers after 10 are made of two digits, or numbers. Look at numbers 11 to 15 on the board. The first digit in each number is 1. This 1 actually means 'ten'. The next digit changes. It counts up. In the numbers 11 to 15, the second digit counts up from 1 to 5.
9. **Say**: Write the numbers 11-15 in your exercise book.
10. ***Do**: Walk around to check learners' work. Help them write the numbers as needed*.
11. ***Do**: Put 13 counters on a table*:
12. **Say**: How many counters do you think there are? Please guess. Write down how many you think there are in your exercise book.

13. **Ask**: How many did you guess?
14. ***Do**: Allow learners to share, then count the counters together with the class* (1 to 13).
15. **Say**: There are 13 counters here. Was your guess close to the actual number? Please write the number 13.
16. ***Do**: Write on the board:* 13
17. **Say**: This is how you write 13. Did you write it correctly? Check your work.
18. ***Do**: Put 11 counters on the table and repeat steps 12 to 17. Have learners write their guess, then count together and have them write the correct number*.

Break: Do an energizer *(5 minutes)*

Part 2: Practice *(15 minutes)*

Practice Writing Numbers up to 15

1. **Say**: Please find a partner and sit near them. Remember to keep social distancing.
2. **Say**: Please get out your counters. You will practice counting and writing numbers with your partner. These are the steps:
   - One learner will use their own counters to count out any number between 11 and 15.
   - Their partner will write the number they counted.
   - The learner who counted will check their partner's writing.
   - Change roles so that each person gets a turn counting, and each person gets a turn writing. Try all of the numbers from 11 to 15.
3. ***Do***: Walk around to check for understanding. Help learners count and write the numbers 11 to 15.

Part 3: Assess and Close *(10 minutes)*

Assessment: Writing numbers 11 to 15

1. **Ask:** Who can tell us what we learned today?
2. ***Do**: Pick 2-3 learners to say what they learned*.
3. **Say**: Please take out your pencil. Write the numbers 10 to 15 on your paper. Try to write them from your memory.
4. ***Do**: Walk around to see how well learners can write 10 to 15*.
5. ***Do**: Write the numbers on the board:* **10 11 12 13 14 15**
6. **Say**: Please check your work. The numbers on your paper should look the same as the numbers on the board. If you made a mistake, write the number correctly.
7. ***Do**: Give learners 1 minute to write their numbers correctly. Walk around and check their work*.

   Check that learners have written the numbers 10 to 15 correctly on their paper. Give a ✓ for each learner in the Learner Tracker who can do this.

8. **Say**: You can practice this at home. You may ask a family member or neighbour to check your writing and help you. Does anyone have a question about what we learned today?
9. **Say**: Remember to bring pencils and exercise books or paper to all of the maths lessons. Goodbye.

Now complete the learner tracker. Give a ✓ for each learner who was able to write the numbers 10 to 15 correctly. If most of the class (eg. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.

Lesson 14	Mathematics
Writing up to 20	**Time: 1 hour**

Learning Competences
The learner:
a) Writes numbers 1-20 using symbols.

Materials
1. Chalkboard and chalk
2. Counters: the facilitator and learners should each bring their own set of 20.

Preparation
1. Bring your set of 20 counters.
2. Ask learners to each bring their 20 counters.

Lesson 14 Assessment: Listen to five numbers from 11 to 20 being read out (i.e. 12, 9, 17, 5, 20) and write them independently.
Check that all learners can demonstrate this competence during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If by the end of the lesson they could not, mark it as a cross (x) for now.

Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Ask:** Welcome learners! Can you tell us what we learned in our previous lesson?
2. ***Do:*** *Allow learners to share*.
3. **Say:** Very good! In our previous lesson we practised writing numbers to 15.
4. **Say**: Please take out your pencil. Write the numbers 10 to 15 on your paper. Try to write them from your memory.
5. ***Do****: Walk around to see how well learners can write numbers 10 to 15*.
6. ***Do****: Write the numbers on the board:*

10 11 12 13 14 15

7. **Say**: Please check your work. The numbers on your paper should look the same as the numbers on the board. If you made a mistake, write the number correctly.
8. ***Do****: Give learners 1 minute to write their numbers correctly. Walk around and check their work*.
9. **Say**: You have learned to write the numbers 0 to 15. In this lesson, you will write the next numbers: 16, 17, 18, 19 and 20.

Part 1: Introduce and Understand *(20 minutes)*

Activity 1: Introduce Writing Numbers up to 20

1. ***Do****: Write the numbers 1-20 on the board. The numbers 11-20 should be under numbers 1-10:*

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

2. ***Do*****:** *Read the numbers 1-20 on the board. Point to each number and say it together with the class. Repeat the new numbers, 16 to 20*.
3. **Say:** The numbers from 10 onwards are made of two digits. Look at numbers 11 to 19 on the board. In the numbers 11 to 19, the first digit stays the same and the second digit counts up from 1 to 9. The last number, 20, has a different first digit compared to the numbers 11 to 19. It has 0 as its second digit.
4. **Say:** Write the new numbers in your exercise book: 16-20.
5. **Do:** *Walk around to check learners' work. Help them write the numbers as needed*.
6. **Do**: *Put 19 counters on a table*:

7. **Say**: How many counters do you think there are? Please guess. Write down how many you think there are in your exercise book.
8. **Ask**: How many did you guess?
9. **Do**: *Allow learners to share, then count the counters together with the class* (1 to 19).
10. **Say**: There are 19 counters here. Was your guess close to the actual number? Please write the number 19.

11. **Do**: *Write on the board*: 19
12. **Say**: This is how you write 19. Did you write it correctly? Check your work.
13. **Do**: *Put 16 counters on the table and repeat steps 7 to 12. Have learners write their guess, then count together and have them write the correct number*.

Break: Do an energizer *(5 minutes)*

Part 2: Practice *(15 minutes)*

Practice Writing Numbers up to 20

1. **Say:** Write all of the numbers 1 to 20 in your exercise book. First try to write them from memory. If you can't write all of the numbers from memory, you may look at the board.
2. ***Do**: Walk around to check for understanding. Help learners write the numbers if needed. If they finish early, ask them to write the numbers again*.

Part 3: Assess and Close *(10 minutes)*

Assessment: Listen and write five numbers between 11 and 20 (unordered set)

1. **Ask**: Who can tell us what we learned today?
1. ***Do***: *Pick 2-3 learners to say what they learned*.
2. **Say**: Please take out your pencil. I will say numbers between 0 and 20. Write down the numbers you hear on your paper.
3. ***Do:*** *Say each number below slowly. Give learners time to write it before reading the next number*.
4. **Say:** 12, 9, 17, 5, 20
5. ***Do***: *Walk around to see how well learners can write the numbers*.
6. ***Do***: *Write the numbers on the board:* **12 9 17 5 20**
7. **Say:** Please check your work. The numbers on your paper should look the same as the numbers on the board. If you made a mistake, write the number correctly.
8. ***Do***: *Give learners 1 minute to write their numbers correctly. Walk around and check their work*.

   Check that learners have written the numbers 12, 9, 17, 5 and 20 correctly on their paper. Give a ✓ for each learner in the Learner Tracker who can do this.

9. ***Do***:
10. **Say**: You can practice this at home. You may ask a family member or neighbour to check your writing and help you. Does anyone have a question about what we learned today?
11. **Say:** Remember to bring pencils and exercise books or paper to all of the maths lessons. Goodbye and see you next time.

Now complete the learner tracker. Give a ✓ for each learner who was able to write the set of five numbers correctly. If most of the class (eg. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.

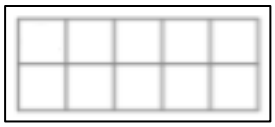
Lesson 15		Mathematics
Place Value: Build multiples of 10, materials and language		**Time: 1 hour**
Learning Competences The learner: a) Understands that 1 ten is 10 ones b) Makes tens using ten frames and sticks	**Materials** 1. Chalkboard and chalk 2. 4 empty ten frames 3. 40 counters (eg. dry beans or stones) 4. 40 sticks 5. 4 or more rubber bands	**Preparation** 1. Prepare (cut out) 4 empty ten frames or draw on paper 2. Collect 40 counters for facilitator 3. Collect at least 4 rubber bands 4. 3 groups of 10 sticks each bound with a rubber band 5. 10 loose sticks for facilitator
Lesson 15 Assessment: Understand that 1 ten is 10 ones and can make tens (eg. 4 tens and 6 tens) using counters on ten frames or with bundles of sticks. Check that all learners can demonstrate this competence during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If by the end of the lesson they could not, mark it as a cross (x) for now.		

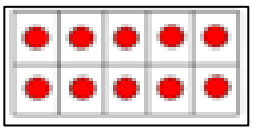
Greet and Review Last lesson *(up to 10 minutes)*

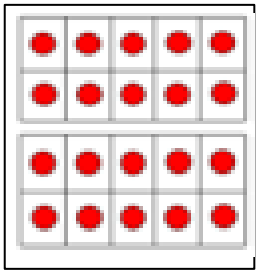
1. **Say**: Welcome everyone! It's lovely to see you. Can you tell us what we learned in our last lesson?
2. ***Do**: Allow learners to share.*
3. **Say:** Well done everyone! In our last few lessons we have been learning about numbers up to 20.

Part 1: Introduce the New Lesson - Build multiples of 10 *(25 minutes)*

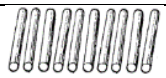
Activity 1: Making tens using ten frames and sticks



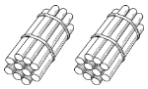




1. **Say**: Today we are going to use ten frames to make bigger numbers.
   This is an empty ten frame.
2. ***Do**: Hold up an empty ten frame.*
3. **Ask:** Why is it called a ten frame? (Answer: there are 10 spaces, cells, empty squares…)
4. **Say:** I am going to fill the ten frame with counters. We will count by ONES as I put the counters in one at a time.
5. ***Do**: Carefully place ten counters into the ten frame, counting by ones "1, 2, 3….10".*
6. **Say:** There are now ten ones filling the ten frame.
   Ten ones make one ten. One ten is ten ones.
   I am going to fill another ten frame with ones. Count by ONES as I put them in.
7. ***Do**: Carefully place ten counters into a second ten frame, counting by ones "1, 2, 3….. 10".*
8. **Say:** Now we have two tens.
9. ***Do**: Continue in this way until 4 ten frames have been filled.*
10. **Say:** Now we have four tens – four tens is 40.
11. **Ask:** How many filled ten frames will I need to make 50? (Answer: 5)
12. **Ask:** How many will I need to make 60? (Answer: 6)
13. **Ask:** How many to make 90? (Answer: 9)
14. **Say:** We can make tens using sticks. Count the sticks by ONES as I pick them up.
15. ***Do:** Show learners the sticks that you brought. Count out 10 of them:*



"1, 2, 3, 4, 5, 6, 7, 8, 9, 10"

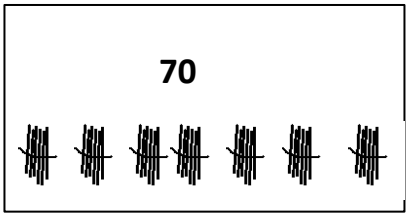
16. ***Do:*** *Tie the 10 sticks together with a string or rubber band. Put them on a table:*
17. **Say:** This is a group of 10 sticks. In this class we will tie groups of 10 sticks together. If you see a group of sticks like this you will know that it is 10.
18. **Say:** There are ten ones in this bundle. One ten is ten ones. Put the bundle of ten with the first ten frame. I am going to fill another ten frame with ones. Count by ONES as I put them in.
19. ***Do****: Pick up ten more sticks, one at a time, counting by ones "1, 2, 3….. 10". Bundle them together with a rubber band.*
20. **Say:** Now we have two tens. 
21. ***Do****: Continue in this way, counting the sticks by ones and then bundling them, until 4 ten frames have each been matched with a bundle of ten sticks.*
22. **Say:** Now we have four tens – four tens is 40.
23. **Ask:** How many bundles of ten will I need to make 60? (Answer: 6)
24. **Ask:** How many bundles to make 80? (Answer: 8)

Break: Do an energizer *(5 minutes)*

Part 2: Practice - Build multiples of 10 *(10 minutes)*

Activity 2: Tens game

1. **Say**: We have learned about making tens today. Now we are going to play a game.
2. **Say**: I am going to write a tens number on the board. Then you will draw bundles of sticks to show that number.
3. ***Do:*** *Show learners how to play by writing 70 on the board then drawing 7 bundles of sticks. Use simple lines for the sticks.*
4. **Ask:** What number have I made? (Answer: 7 tens or 70)
5. **Ask:** So, how many bundles of ten sticks have I drawn? (Answer: 7)



Part 3: Assess Understanding of Building multiples of 10 and Close *(10 minutes)*

Build multiples of ten, materials and language

1. ***Do:*** *Write 40 on the board.*
2. **Say:** Now you draw sticks or ten frames in your books to show me this number.
3. ***Do:*** *Walk around and check each learner's work. If completed correctly, ask each learner to show* 60.

Check that each learner understands that 1 ten is 10 ones and can show 40 as 4 tens and 60 as 6 tens. Give a ✓ for each learner in the Learner Tracker who can do this.

4. **Say:** You can practice this at home. Does anyone have a question about what we learned today?
5. **Say:** Remember to bring pencils and exercise books or paper to all of the maths lessons. Goodbye and see you next time.

Now complete the learner tracker. Give a ✓ for each learner who was able to make tens using ten frames and sticks. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.

Lesson 16	**Mathematics**
Place Value: 11-19	**Time: 1 hour**

Learning Competences

The learner:

a) Represents the numbers 11 to 19 using place value models (ten frames OR bundles of sticks for tens and single sticks for ones)

b) Recognises numbers and names of numbers from 11 to 19

Materials

1. Chalkboard and chalk
2. Counters: the facilitator and learners should each bring their own set of 20.
3. One set of 11-19 cards (Appendix 6) for the facilitator
4. One bundle of ten sticks and ten single sticks, for the facilitator.

Preparation

1. Cut out one set of teen numbers and their representations (see Appendix 6 template) and display some of the cards on the board, as shown in Part 1.
2. Prepare one bundle of ten sticks and ten single sticks.

Lesson 16 Assessment: Learners can say and write the numbers 11 to 19 when shown in digits and using counters on ten frames or with bundles and sticks.

Check that all learners can do this test correctly anytime during or, at the end of the lesson. Put a ✓ in the Learner's Tracker when completed. If by the end of the lesson they could not, mark it as a cross (x) for now.

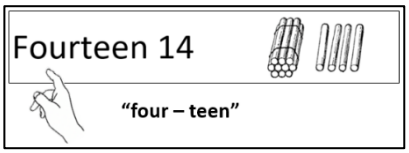
Greet and Review Previous Lesson *(up to 10 minutes)*

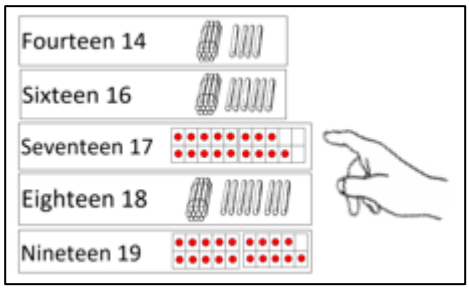
1. **Say**: Welcome everyone! It's lovely to see you. Can you tell us what we learned in our last lesson?
2. ***Do**: Allow learners to share.*
3. **Say:** Well done everyone! In our last lesson we learnt about making tens.

Part 1: Introduce and Understand *(20 minutes)*

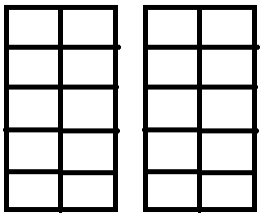
Activity 1: Building numbers 11 to 19

1. **Say**: Today we will learn about the numbers from 11 to 19. These are the numbers that are between the number 10 and the number 20.
2. **Say:** I have put some of these numbers on the board.
3. ***Do:** Point to each number and say its name in the local language.*



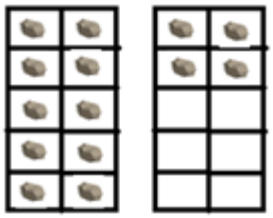


4. ***Do:** If there is a link to numbers learners already know in the words used to name numbers 11 to 19 in the local language, point these out to learners as you read out the numbers.* For example, say the ones name loudly: **four**teen, **six**teen, **seven**teen, **eight**een, **nine**teen.
5. **Say:** Each of these numbers has one ten and some ones. Let us practice making these numbers. Draw two empty tens frames into your exercise books like this: Add counters onto your two empty ten frames to make fourteen.



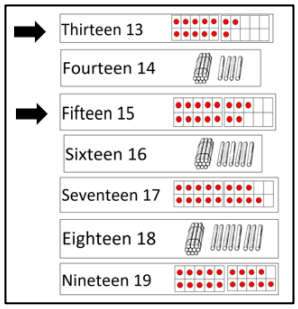
6. **Do:** *Give learners time to make the number*.

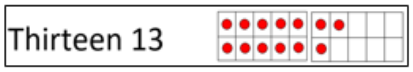
7. **Say:** You should have 10 counters on one ten frame and four counters on the next. Can you help me count as I make fourteen on my tens frames?
8. **Do:** *Show learners how to make 14 using the counters you brought. Count out loud as you put the counters on the tens frames.*
9. **Say:** Write this number in your exercise book. It is written one and then four.
10. **Say:** Let us try making some other numbers. The next number to make is 16. Using sticks it is one bundle of ten and then six sticks. Now use your counters and tens frames to make 16.



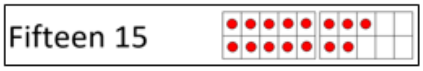
11. **Do:** *Walk around to check learners' work. Make sure they use the correct number of counters on their tens frames.*
12. **Say:** Write 16 in your exercise book. It has one ten and six ones and is written one and then six.
13. **Say:** Next we will make 17. Just like with 14 and 16 there is one ten. How many ones will we need for seventeen?
14. **Do:** *Give learners a minute to think, then invite them to answer the question. (Answer:7)*
15. **Say:** Please make 17 with your counters. Then write 17 in your exercise book.
16. **Do**: *Walk around to check learners' work. Make sure they use the correct number of counters.*
17. **Say:** Now make the numbers 18 and 19 and write these in your exercise book.
18. **Do:** *Walk around to check learners' work. Make sure they use the correct number of counters.*
19. **Say:** Well done everyone. We are going to look at two more numbers now. 13 and 15.
20. **Do:** *Hold up the number cards for the learners to see.*

21. **Say:** Where do these belong in the number order on the board? Can anyone tell me where I should put 13?
22. **Do:** *Give learners a minute to think, then invite them to answer the question. (Answer: before 14)*
23. **Do:** *Place 13 and ask for help for where to put 15. Display on board.*
24. **Do:** Point to the number cards and say:



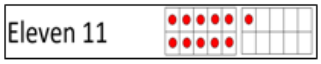


"Thirteen thirteen one ten and three ones"

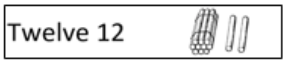


"Fifteen fifteen one ten and five ones"

25. **Say:** 13 and 15 are shown on the cards with counters. Let us make each number with sticks. Each has one bundle of ten and some ones. Start with 13.
26. ***Do**: Walk around to check learners' work. Make sure they have ten counters in one bundle and three sticks.*
27. **Say:** Excellent work. Now try 15.
28. ***Do**: Walk around to check learners' work. Make sure they have ten counters in one bundle and five sticks.*
29. **Say:** Write the numbers 13 and 15 in your exercise book.
30. ***Do**: Walk around to check learners' work. Make sure they have written 13 and 15 correctly.*
31. **Say:** We have two more numbers to learn today. Eleven and twelve.
32. **Do:** *Hold up the number cards. Read the eleven card first and then twelve.*

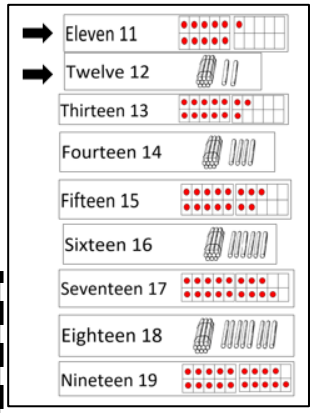


"Eleven eleven one ten and one one"



"Twelve twelve one ten and two ones"

33. **Say:** Read the cards with me. Eleven, eleven, one ten and one one. Twelve, twelve, one ten and two ones.
34. ***Do:*** *Add these cards to the numbers on the board.*
35. **Say:** Now make eleven with sticks and twelve with counters and ten frames. Then write each number in your exercise book.
36. ***Do:***



Walk around to check learners' work. Make sure they use the correct number of counters and ten frames. Give a ✓ for each learner in the Learner Tracker who can correctly make and write the numbers 11, 12, 13 and 15 correctly.

Break: Do an energizer *(5 minutes)*

Part 2: Practice *(15 minutes)*

Activity 2: 11-19 number game

1. **Say**: We have learned about the numbers 11 to 19 today. Now we are going to play a game.
2. **Say**: You will play with a partner. One person makes a number between 10 and 20 using counters and ten frames. The other person must say the number and write it in their exercise book.
3. ***Do:*** *Show learners how to play by making a number using counters and ten frames. Ask the class to tell you the number.* Write the number on the board.
4. ***Say:*** The first person will check the answer. Then you will swap and the person who wrote the number will now make a number for their partner to guess and write.

Walk around and check learners' understanding as they play the game. Give a ✓ for each learner in the Learner Tracker who says and writes the teens numbers correctly when they seem them represented using counters or sticks.

4. **Say**: You can practice this at home. Does anyone have a question about what we learned today?
5. **Say**: Remember to bring pencils and exercise books or paper to all of the maths lessons, along with your set of 20 counters. Goodbye and see you next time.

Now complete the learner tracker. Give a ✓ for each learner who was able represent numbers between 11 and 19 correctly using a place value model (ten frames) and read the number when shown in digits. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.

Mathematics and Attendance Tracker: Lessons 17 – 24

Give learners a ✓ when can demonstrate each competence.

Write 'A' if the registered learner was absent during the lesson

Write 'x' if the learner was present but could not demonstrate the competence

If you repeat the lesson use the additional columns available

			Competences for Assessment							
			Lesson 17: Represent numbers between 20 and 99 using counters on ten frames or with bundles of sticks and single sticks	Lesson 18: Counting on up to 10	Lesson19: Counting on and counting back within 20	Lesson 20: Correctly count a group of up to 30 objects	Lesson 21: Read and write numerals up to 30	Lesson 22: Order three numbers up to 20 correctly from smallest to largest	Lesson 23: Order five numbers between 1 and 30	Lesson 24: Use ordinal numbers to identify and write the order of objects and events
	Date:									
Registered Learner Names										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
Total number of ticks *(✓)*										
Total number of crosses *(x)*										
Total absentees (*the number of 'As'*)										

Mathematics and Attendance Tracker: Lessons 17 - 24

Give learners a ✓ when they can demonstrate each competence. *Write 'A' if the registered learner was absent during the lesson* *Write 'x' if the learner was present but could not demonstrate the competence* *If you repeat the lesson use the additional columns available*			**Competences for Assessment**							
			Lesson 17: Represent numbers between 20 and 99 using counters on ten frames or with bundles of sticks and single sticks	Lesson 18: Counting on up to 10	Lesson19: Counting on and counting back within 20	Lesson 20: Correctly count a group of up to 30 objects	Lesson 21: Read and write numerals up to 30	Lesson 22: Order three numbers up to 20 correctly from smallest to largest	Lesson 23: Order five numbers between 1 and 30	Lesson 24: Use ordinal numbers to identify and write the order of objects and events
Registered Learner Names		**Date:**								
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
Total number of ticks *(✓)*										
Total number of crosses *(x)*										
Total absentees (*the number of 'As'*)										

Lesson 17		**Mathematics**
Place value: numbers 20-99 in terms of tens & ones - materials, language, recording		**Time: 1 hour**
Learning Competences The learner: a) Understands that the number of tens and ones provides the number names b) Makes and records numbers 20 to 99 using ten frames and sticks	**Materials** 1. Chalkboard and chalk 2. 4 empty ten frames 3. 40 counters (eg. dry beans or stones) 4. 40 sticks, 5. 4 or more rubber bands	**Preparation** 1. Prepare (cut out or draw) 4 empty ten frames or draw on paper 2. Prepare (cut out or draw) a set of digit cards 1-9 3. Collect 40 counters 4. Collect at least 4 rubber bands 5. 3 groups of 10 sticks each bound with a rubber band for facilitator 6. 10 loose sticks
Lesson 17 Assessment: Represent a few numbers between 20 and 99 using counters on ten frames or with bundles of sticks and single sticks. Check that all learners can demonstrate this competence during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If by the end of the lesson they could not, mark it as a cross (x) for now.		

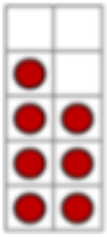
Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Say**: Welcome everyone! Can you tell us what we learned in our last lesson?
2. ***Do**: Allow learners to share.*
3. **Say**: Well done! In our last lesson we learned about showing the numbers 11 to 19 using ten frames and sticks.

Part 1: Introduce the New Lesson – Making numbers 20 to 99 *(20 minutes)*

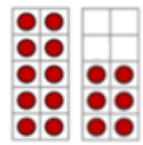
Activity 1: Making and recording numbers 20 to 99

1. **Say**: Today we are going to use ten frames to make more numbers with tens and ones.
2. ***Do**: Place 5 empty ten frames on the table or floor, as shown. Place the number cards in a pile, face down.*
3. **Say**: I am going to pick up a number card from the top of the pile and place that number of counters in the ten frames.
4. ***Do**: Pick up a number card.*
5. **Ask:** What number is shown on the card? (Answer: eg. 7)
   So, how many counters will I put in the ten frames? (Answer: 7)
6. **Say**: Count them with me.
7. ***Do**: Carefully place seven counters into the ten frame, counting by ones "1, 2, 3….. 7".*



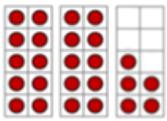
8. **Say**: Now I am going to pick up another number card and place that number of counters in the ten frames.
9. ***Do**: Pick up a number card.*
10. **Ask:** What number is shown on the card? (Answer: eg. 9)
    So, how many counters will I put in the ten frames? (Answer: 9)
11. **Say**: Count them with me.

12. ***Do**: Carefully place nine more counters into the ten frames, filling the first then beginning to fill the second ten frame, counting by ones "1, 2, 3….. 9".*
13. **Ask:** How many tens do we have now? (Answer: 1)
14. ***Do**: Write **1 ten** underneath (eg. On a piece of paper).*
15. **Ask:** And how many ones do we have? (Answer: 6)
16. ***Do**: Write **6** underneath. Then the number 16:*
17. ***Do**: Continue to pick up number cards and add counters until a number between 20 and 30 is reached (eg. 25). Record the number of tens and ones under the ten frames, and the number 25:*



1 ten 6

16



2 tens 5

25

Break: Do an energizer *(5 minutes)*

Part 2: Practice Making and recording numbers 20 to 99 *(15 minutes)*

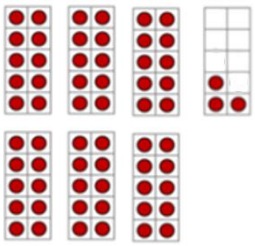
Activity 2: Making and recording numbers 20 to 99 using ten frames

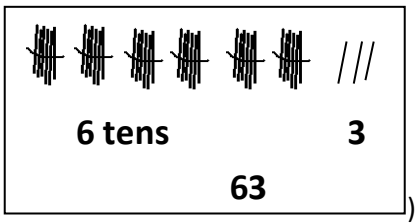
1. **Say**: Now I am going to pick up another number card and place that number of counters in the ten frames. This time I want you to record/write the number of tens and ones.
2. ***Do**: Continue to pick up number cards and add counters until a number between 20 and 30 is reached (eg. 34) and shown in the ten frames.*
3. **Say**: Please write the number of tens and ones in your book (Answer: 3 tens and 4), and the number itself (34).
4. ***Do:** Walk around and check each learner's work.*
5. **Ask:** How would we show this number using sticks? (Answer: 3 bundles of ten and 4 single sticks)

Part 3: Assess and Close *(10 minutes)*

Making and recording numbers 20 to 99

1. ***Do:** On the board draw counters in ten frames to make the number 63.*
2. **Say**: Draw sticks in your book to match the number shown by the ten frames.
3. ***Do**: Give learners time to draw 6 bundles of ten and 3 single sticks.*
4. **Say**: Now write the number of tens and ones underneath your drawing.



(Answer: 

)

5. ***Do**:*

Walk around and check each learner's work. Give a ✓ for each learner in the Learner Tracker who can represent 63 using ten frames and sticks.

6. **Say:** You can practice this at home. Does anyone have a question about what we learned today?
7. **Say:** Remember to bring pencils and exercise books or paper to all of the maths lessons. Goodbye and see you next time.

⚠ **Now complete the learner tracker. Give a ✓ for each learner who was able to make and record numbers 20 to 99 using counters on ten frames or with bundles of sticks and numbers. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 18		**Mathematics**
Counting on - up to 10		**Time: 1 hour**
Learning Competences The learner: a) Is able to 'count on' from and to any number up to 10	**Materials** 1. Chalkboard and chalk 2. Empty tin 3. 4 small pieces of paper 4. Counters: facilitator and each learner to bring 10 counters	**Preparation** 1. Collect an empty tin. 2. Prepare 4 small pieces of paper. 3. Facilitator and each learner to bring 10 counters
Lesson 18 Assessment: learners can 'count on' from and to any number up to 10. Check that all learners can do this test correctly anytime during or, at the end of the lesson. Put a ✓ in the Learner's Tracker when completed. If by the end of the lesson they could not, mark it as a cross (x) for now.		

Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Say**: Welcome everyone! Can you tell us what we learned in our last lesson?
2. ***Do**: Allow learners to share.*
3. **Say**: Well done! In our last lesson we learned about showing two-digit numbers in different ways as tens and ones.

Part 1: Introduce the New Lesson – Counting on up to 10 *(20 minutes)*

Activity 1: 'Counting on' to find the total

1. **Say**: Today we are going to learn how to 'count on'. I am going to start counting, when I point to you, you must 'count on' by saying the next counting number.
2. ***Do**: Start counting "1, 2, 3, 4", then point to a learner (Answer: 5).*
3. **Say**: Well done. Let's keep going.
4. ***Do**: Start counting "1, 2, 3, 4", then point to another learner (Answer: 5). Point to another learner (Answer: 6). Point to another learner (Answer: 7). Point to another learner (Answer: 8). Point to another learner (Answer: 9). Point to another learner (Answer: 10).*
5. **Say**: This time, I am going to start counting, and when I point to you, I want you to 'count on' by saying the next **three** counting numbers.
6. ***Do**: Start counting "1, 2, 3, 4, 5", then point to a learner (Answer: 6, 7, 8).*
7. **Say**: Well done. Let's do that again. Remember, when I point to you, I want you to 'count on' by saying the next **three** counting numbers.
8. ***Do**: Start counting "1, 2, 3, 4, 5, 6, 7", then point to a learner (Answer: 8, 9, 10).*
9. **Say**: Well done.
10. ***Do**: Place the empty tin on the table.*
11. **Say**: I am going to put some stones into the tin. Count them with me.
12. ***Do**: Drop 6 stones into the tin, one at a time, and count them "1, 2, 3, 4, 5, 6".*
13. **Ask:** How many stones are in the tin? (Answer: eg. 6)
14. ***Do**: Write the digit '6' on a piece of paper and stick it on the side of the tin or place it on the table in front of the tin.*
15. ***Do**: Drop another stone into the tin.*

16. **Ask:** How many are in the tin now? (Answer: eg. 7)
17. ***Do**: Repeat for other initial numbers and add 1, 2, or 3 stones having the learners count on as they see and hear the stone fall.*
18. **Say:** So, we don't have to count all the stones to find out how many there are.We can just count on.

Break: Do an energizer *(5 minutes)*

Part 2: Practice Counting on *(15 minutes)*

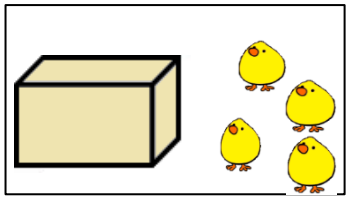
Activity 2: 'Counting on' instead of 'counting all' to find the total

1. **Say**: I have put 4 stones in the tin (rattle the tin so that learners can hear there are stones in there).
2. ***Do**: Write the digit '4' on a piece of paper and hold it up with the tin..*
3. **Say**: Please write the digit '4' in your book.
   I have 2 more stones.
4. **Do***: Put 2 stones next to the tin.*
5. **Say**: Now draw the 2 extra stones and count on 2 more, from the digit '4'.
6. ***Do:** Repeat using the initial number 5 and add 3 stones*

Walk around and check each learner's work, listening to them count on 3 more from 5. Put a ✓ for each learner in the Learner Tracker who does this correctly

Part 3: Assess and Close *(10 minutes)*

Counting on to solve a simple worded problem



1. ***Do:** On the board, draw a simple box with 4 chickens standing next to it.*
2. **Say**: Copy my drawing of the box and 4 chickens into your book.
3. ***Do**: Give learners time to draw the picture.*
4. **Say**: There are 3 chickens in the box. Count on to find out how many chickens there are altogether. Write down your answer (Answer: 7).
5. ***Do**: Walk around and check each learner's work, asking them to count on.*
6. **Say**: You can practice this at home. Does anyone have a question about what we learned today?

Walk around and check each learner's work, listening to them count on 4 more from 3. Put a ✓ for each learner in the Learner Tracker who does this correctly

7. **Say**: Remember to bring pencils and exercise books or paper to all of the maths lessons, along with your set of 20 counters. Goodbye and see you next time.

Now complete the learner tracker. Give a ✓ for each learner who was able to count on correctly to solve the problems. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.

Lesson 19	**Mathematics**
Counting on and counting back within 20	**Time: 1 hour**

Learning Competences

The learner:

a) Is able to 'count on' to any number up to 20

b) Is able to 'count back' from any number within 20

Materials

1. Chalkboard and chalk
2. Empty tin
3. 4 small pieces of paper
4. Counters (stones) – each learner to bring their own 20 counters

Preparation

1. Collect an empty tin.
2. Prepare 4 small pieces of paper.
3. Counters – each learner to bring 20 counters.

Lesson 19 Assessment: learners can 'count on' to any number up to 20 and 'count back' from any number within 20.

Check that all learners can do this test correctly anytime during or, at the end of the lesson. Put a ✓ in the Learner's Tracker when completed. If by the end of the lesson they could not, mark it as a cross (x) for now.

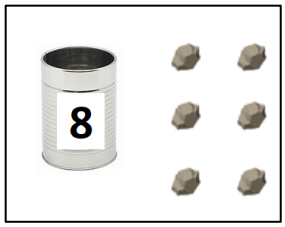
Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Say**: Welcome everyone! Can you tell us what we learned in our last lesson?
2. ***Do**: Allow learners to share.*
3. **Say**: Well done! In our last lesson we learned how to count on from different numbers up to 10. That is when, we have a number of objects already counted, and we add a few more objects, then we don't need to start counting from 1 again, we can continue counting from the number of objects we started with. For example, if I have 7 objects and I want to add 2 more objects, I say my starting number and then count on another 2 –"7, 8, 9". So 2 more than 7 is 9.

Part 1: Introduce the New Lesson – Counting on and counting back *(20 minutes)*

Activity 1: 'Counting on' and 'counting back'

1. **Say**: Today we are going to learn to count on and count back with numbers up to 20. Being able to count on can help us when we add things, and being able to count back can help us when we take things away. I am going to start counting, when I stop, you must 'count on' together by saying the next **three** counting numbers.
2. ***Do**: Start counting "1, 2, 3….. 15", then stop and allow the learners to continue. (Answer: 16, 17, 18).*
3. **Say**: Well done! There are 8 stones in this tin (do not put any stones in the tin).
4. ***Do**: Write the digit '8' on a piece of paper, stick it on the tin and hold it up. Put 6 stones on the table.*
5. ***Say**:* There are 6 stones on the table.
6. **Say**: Please write the digit '8' in your book, and draw 6 stones. Now count on to find out how many there are altogether.



Walk around and check learners' work, asking them to count on. Put a ✓ for each learner in the Learner Tracker who can count on correctly from 8.

7. ***Do:***
8. **Do:** *Place 7 stones in the tin one at a time, counting each stone as you put it in.*

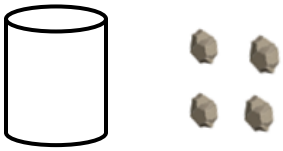
9. **Say**: I have 7 stones in this tin. How many will be left if I take 4 away? Let's count back to find out.
10. **Do: "***7 in the tin". Take one out "6 in the tin". Take one out "5 in the tin" take one out "4, 3" as you take each of the 4 stones out of the tin.*
11. **Ask:** How many stones are left in the tin? (Answer: 3)
12. ***Say:*** Yes, the last number we say tells how many are left. Let's check.
13. ***Do:*** *Tip the remaining stones out of the tin and count them "1, 2, 3".*
14. ***Do:*** *Repeat, starting with 16 stones in the tin and taking away 5.*

Break: Do an energizer *(5 minutes)*

Part 2: Practice Counting on and counting back up to 20 *(15 minutes)*

Activity 2: 'Counting on' and 'counting back'

Counting on to solve a simple problem:

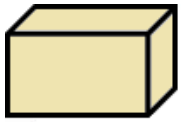


1. ***Do:*** *On the board, draw a tin with 4 stones next to it.*
2. **Say**: Copy my drawing of the tin and 4 stones into your book.
3. ***Do****: Give learners time to draw the picture.*
4. **Say**: There are 13 stones in the tin. Count on to find out how many stones there are altogether. Write down your answer (Answer: 17).

Walk around and check learners' work, observe they are counting on from 13. Put a ✓ for each learner in the Learner Tracker who does this correctly to get the answer 17.

Part 3: Assess and Close *(10 minutes)*

Counting back to solve a simple problem:



1. ***Do:*** *On the board, draw a simple box.*
2. **Say**: Copy my drawing of the box into your book.
3. ***Do****: Give learners time to draw the picture.*
4. **Say**: There are 12 eggs in the box. We will take 3 eggs out. Count back to find out how many eggs are left in the box. Write down your answer (Answer: 9).
5. ***Do:***

Walk around and check learners' work, as they count back from 12. Put a ✓ for each learner in the Learner Tracker who does this correctly to get to the answer 9.

6. **Say:** You can practice this at home. Does anyone have a question about what we learned today?
7. **Say:** Remember to bring pencils and exercise books or paper to all of the maths lessons. Please also bring your 20 counters and an extra 10 counters ready for next lesson, because we will learn about numbers more than 20. Goodbye and see you next time.

Now complete the learner tracker. Give a ✓ for each learner who was able to 'count on' from any number up to 20 and 'count back' from any number up to 20. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.

Lesson 20	Mathematics
Counting in whole numbers up to 30	**Time: 1 hour**

Learning Competences The learner: a) Counts up to 30 concrete objects	**Materials** 1. Counters: the facilitator and learners should each bring their own set of 30.	**Preparation** 1. Make sure you have eight counters ready for the review of last lesson 2. Prepare 30 counters in a group for Part 1 3. Ask learners to bring their own 30 counters (stones)

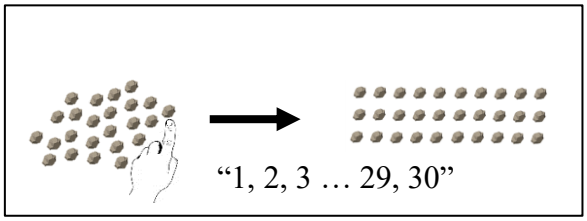
Lesson 20 Assessment: learners can count a group of up to 30 objects.
Check that all learners can do this test correctly anytime during or, at the end of the lesson. Put a ✓ in the Learner's Tracker when completed. If by the end of the lesson they could not, mark it as a cross (x) for now.

Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Say**: Welcome everyone. I'm so happy to see you all.
2. **Say:** Last lesson we were learning about counting on and counting back. Let us practice this together. I have some counters here. Count them as I put them down.
3. ***Do**: Place five counters (stones) on the table, in a row, one at a time as the learners count them "1, 2, 3, 4, 5"*
4. **Say:** I have three more counters here. Count on from five as I place these counters on the table.
5. **Do:** *Place three more counters on the table, at the end of the row of five, one at a time as the learners count them "6, 7, 8"*
6. **Say:** How many counters do we have now? (Answer: 8)
7. **Say:** Let us count back now. I am going to take two counters away.
8. **Do:** *Take away two counters, from the end of the row, one at a time as the learners count "7, 6"*
9. **Say:** How many counters do we have now? (Answer: 6)

Part 1: Introduce the New Lesson - Counting in whole numbers up to 30 *(20 minutes)*

Activity 1 Count 30 objects



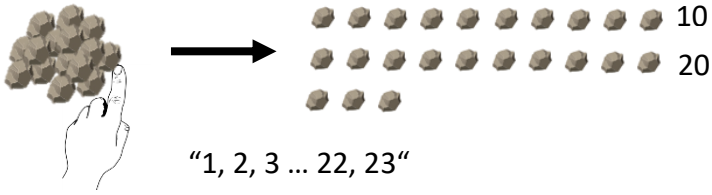
1. **Say**: Today we are going to learn how to count up to 30 objects.
2. ***Do**: Place a pile of 30 counters (stones) on the table.*
3. **Say:** Here are 30 counters. Let us count them together.
4. **Do:** *Move each counter into a row of ten as you count them. Lead the counting by clearly counting the counters as you move them into the row "1, 2, 3… 29, 30"*
5. **Say:** I have moved the counters into rows of ten as we counted. This makes it easier to keep track as we count.
6. **Do:** *Point to the rows and count by ten.*
7. **Say:** Now we can see there are 10, 20, 30 counters. We have 30 counters.

Break: Do an energizer *(5 minutes)*

Part 2: Practice counting in whole numbers up to 30 *(15 minutes)*

Activity 2 Practice counting up to 30 objects

1. **Say**: Now it is your turn to practice counting. I will show you how to do this activity.
2. **Say:** You each have 30 counters. To practice counting you first need to take a big scoop of your counters with two hands.
3. **Do:** *Show how to take a big scoop from the group of 30 counters.*
4. **Say:** Next guess how many counters you think you might have collected. I think I have collected __ (guess how many you have taken, for example 20).
5. **Say:** Now I will count my collection to see if my guess is correct. I will drag my counters into rows of ten as I count to help me keep track.
6. **Do:** *Drag the counters into rows of ten as you count them aloud.*
7. **Say:** I collected 23 counters. My guess was __. I was quite close!
8. **Say:** Move your counters back into a big pile and try again. Do this activity three times. See how close you can get with your guess.



Walk around and check learners' work, make sure they are counting correctly. Put a ✓ for each learner in the Learner Tracker is counting correctly for quantities between 20 and 30.

Part 3: Assess and Close *(10 minutes)*

Count up to 30

1. **Say**: You have all done a great job counting your counters.
2. **Ask:** Raise your hand if you guessed your number correctly. What was the biggest number you collected?
3. ***Do**: Invite learners to say the biggest number they collected to the class.*
4. ***Say:*** Now I want you to show me the number 27 using your counters. Arrange them in rows of ten so it is easier to see the number 27.
5. ***Do:***

Walk around and check learners' work. Put a ✓ for each learner in the Learner Tracker who correctly showed 27 counters

6. **Say:** You have all done very well today. I am proud of you. I will see you next lesson. Don't forget to bring your exercise book, pen and counters.

Now complete the learner tracker. Give a ✓ for each learner who was able to correctly count a group of up to 30 objects. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.

Lesson 21	**Mathematics**
Read and write whole numbers up to 30 in numerals	**Time: 1 hour**

Learning Competences
The learner:
a) Counts to 30
b) Recognises numerals for numbers up to 30

Materials
1. Chalk
2. Counters: the facilitator and learners should each bring their own set of 8.
3. Exercise book and pencil for each learner and facilitator

Preparation
1. Cut out the number cards in the appendix
2. Draw a number line on the board with space for the numbers 1-30 for Part 1. Do not write numbers on.

Lesson 21 Assessment: learners can correctly read and write numerals up to 30.
Check that all learners can do this test correctly anytime during or, at the end of the lesson. Put a ✓ in the Learner's Tracker when completed. If by the end of the lesson they could not, mark it as a cross (x) for now.

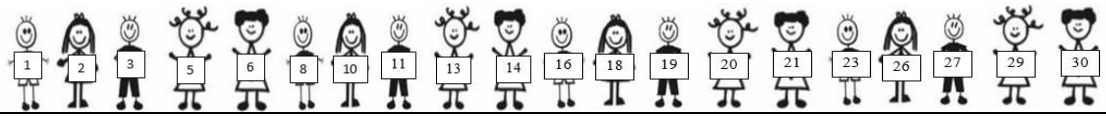
Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Say**: Welcome everyone. I'm excited to see you all.
2. **Say:** Last lesson we learned to count to 30. Let us pratice counting to 30 together. Everyone stand in a circle.
3. ***Do**: Guide the learners to stand in a circle. Remind them to keep socially distance during COVID.*
4. **Say:** Let us count around the circle until we reach thirty. Say the next counting number when it is your turn. I will start: one.
5. **Do:** *Turn to the learner next to you. Encourage them to say two. Look to the next learner and encourage them to say three. Counting should continue around the circle until 30 is reached. Some learners may get more than one turn to say a number if the group has less than 30 learners.*

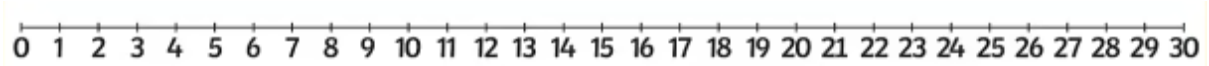
Part 1: Introduce the New Lesson - Read and write whole numbers up to 30 in numerals *(20 minutes)*

Activity 1 Ordering Numerals 1-30

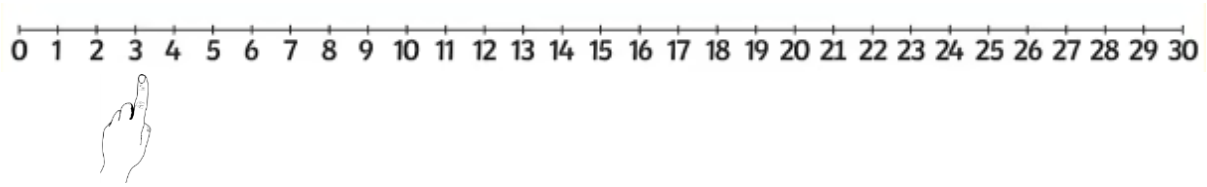
1. **Say**: Today we will learn to read and write the numbers up to 30.
2. **Do:** *Place a number card on the table in front of each learner. Ask them not to touch the card. If there are more cards than children leave them face down on the facilitator's table for now.*
3. ***Say:*** Please look at your number but do not touch the card. Copy this number into your exercise book. Tell your number to the person next to you. Help each other to say your number. Raise your hand if you are not sure what your number is.
4. ***Do:*** *Walk around to make sure learners correctly identify their number. Collect the numbers once the learners have copied them into their books and place them in a tin for Part 2.*
5. **Say:** Now I want you to make a line in number order. Remembe to stay socially distanced. (If there were more cards than children say: Remember we have more numbers than children so you may have to skip some numbers in the order.)



6. ***Do:*** *While the learners get into order write the numbers from 1-30 on the number line on the board.*



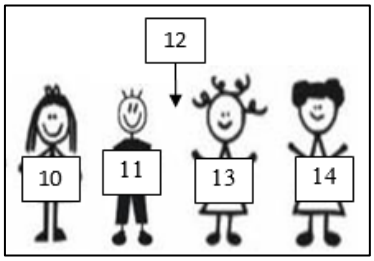
7. **Say:** When you are ready I will ask you to call out your numbers in order and we will check them with the number line I have drawn on the board.
8. ***Do:*** *When the learners are ready ask them to call out their numbers in order. Point to the numbers on the number line as they are called out.*



9. ***Do:*** *If there are any numbers in the wrong order guide the learners to use the number line to help re-order them.*

If there were number cards left over:

10. **Say:** We had some number cards left over. Let us put these numbers into our number line now. I will hold a number up. Raise your hand if you think the number belongs before or after you.
11. ***Do:*** *Hold the numbers up one at a time and say the number out loud.*
12. ***Do:*** *Give the learners time to raise their hand. If after ten seconds no one raises their hand ask for help from the group or point to the number on the number line and ask if anyone has a number close to this place. Guide the learners to place all of the numbers in the correct place.*



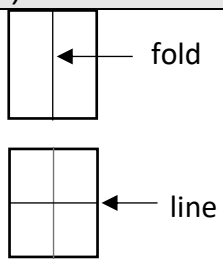
13. **Say:** Now that we have placed all of the numbers let us count them one more time to make sure we have ordered them correctly.
14. ***Do:*** *Lead the learners in counting from 1-30. Pointing to the numbers as they are counted.*

Break: Do an energizer *(5 minutes)*

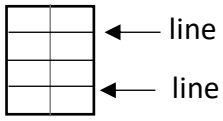
Part 2: Practice Read and write whole numbers up to 30 in numerals *(15 minutes)*

Activity 2 Bingo

1. **Say**: Let us practice writing and reading numbers now. In you exercise book, fold a page in half so there is a line down the middle.
2. ***Do:*** *Show how to fold page.*
3. **Say:** Now draw a line across the middle with your pencil.
4. ***Do:*** *Show where to draw the line. If the page has lines on it use these to help.*



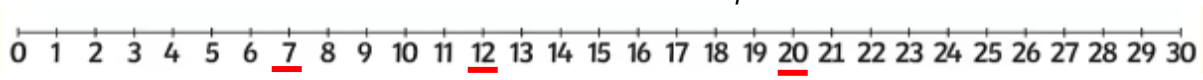
5. **Say:** Then draw a line between the top of the page and the middle line. Then another between the bottom of the page and the middle line. Like this.



6. **Do:** *Show where to draw the extra lines.*
7. **Say:** You should have 8 squares on your page now. Count them.
8. **Do:** *Point to and count the squares on your own page.*
9. **Say:** We are ready to add our bingo numbers. Choose eight numbers from the number line and write one in each square on your page. Let me show you.

16	22
7	15
29	21
3	14

10. ***Do:*** *Choose eight numbers and write them on your page.*
11. **Say:** Now it is your turn. Choose eight numbers between 1 and 30 and write them on your page. Remember to write one number per box. When you have done this put your hands on your head.
12. ***Do:*** *Give learners a minute or two to do this. When everyone has their hands on their head continue.*
13. **Say:** I am now going to pull a number card from my tin and call it out. If you have this number on your page put a counter on it. When you have covered all of your numbers with counters call out BINGO! The first person to cover all of their numbers will be the winner.
14. ***Do:*** *Take one number at a time from the tin. Call the number out, hold the card up for learners to see and underline it on the number line. Place the card number side up on the table.*



15. ***Do:*** *Walk around to make sure that learners do not miss any of their numbers.*
16. ***Do:*** *If a learner calls BINGO support them to read out their numbers.*
17. **Say:** Congratulations! You have bingo! Can you please tell us the numbers you had.

Part 3: Assess and Close *(10 minutes)*

Identify numerals to 30

1. **Say**: You have worked hard on your counting today.
2. **Say**: Does anyone have a question about what we learned?
3. ***Do:*** *Wipe the board so learners can no longer see any numbers from the number line.*
4. **Say:** Now, I will read out four numbers. Please write them down in your exercise book as numerals.
5. **Say:** "**twenty-three, twelve, six, thirty"**
6. **Do:**

Walk around and check learners' work. Put a ✓ for each learner in the Learner Tracker who correctly wrote the four numbers 23, 12, 6, 30

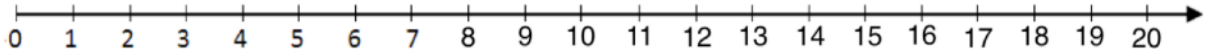
7. **Say**: You can practice this at home. Remember to bring pencils and exercise books or paper, along with your counters to all of the maths lessons. Goodbye and see you next time.

Now complete the learner tracker. Give a ✓ for each learner who was able to correctly read and write numerals up to 30. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.

Lesson 22		Mathematics
Comparing numbers to 20		**Time: 1 hour**
Learning Competences The learner: a) Compares numbers up to 20 b) Uses terms 'larger' and 'smaller' to compare numbers c) Recognises a number line representation (numbers to the left are smaller, numbers to the right are larger)	**Materials** 1. Chalkboard and chalk 2. Counters: the facilitator and learners should each bring their own set of 20. 3. Number line 0-20.	**Preparation** 1. Bring your set of 20 counters. 2. Ask learners to each bring their 20 counters. 3. Draw a number line on the board, as shown in the introduction, but do NOT insert numbers 0 to 20 yet.
Lesson 22 Assessment: Compare a set of three numbers with values between 0 and 20 and put them in order from smallest to largest. Check that all learners can demonstrate this competence during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If by the end of the lesson they could not, mark it as a cross (x) for now.		

Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Say**: Please take out your pencil. Write the numbers 0 to 20 on your paper. Try to write them from your memory.
2. ***Do**: Walk around to make sure learners understand what to do. Then, while they are working, write the numbers 0 to 20 on the number line shown on the board*:



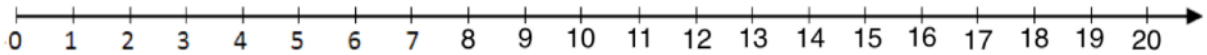
3. **Say:** This is a number line up to 20. Please check your work. The numbers on your paper should look the same as the numbers on the board. If you made a mistake, write the number correctly.
4. ***Do**: Give learners 1 minute to write their numbers correctly. Walk around and check their work*.
5. **Say:** In the previous lesson you counted on and counted back for numbers up to 30. In today's lesson you will **compare** numbers up to 20.

Part 1: Introduce and Understand *(20 minutes)*

Activity 1: Introduce Comparing Numbers

1. ***Do:** Write on the board*: **11 15**
2. **Ask:** What are the numbers on the board? (Answer: 11 and 15)
3. ***Do:** Ask a learner to come to the front of the class and show 11 with their counters. They should count them aloud for the class. Ask a different learner to show and count 15*.
4. **Ask** and give learners a minute to think about each question before asking them to respond together:
   - Which number is **more**, 11 or 15? (Answer: 15)
   - Which number is **less**, 11 or 15? (Answer: 11)
5. **Say:**
   - 15 counters are **more than** 11 counters. This means 15 is a **larger** number than 11.
   - 11 counters are **less than** 15 counters. This means that 11 is a **smaller** number than 15.

6. **Say:** Please look at the number line on the board. Remember that the number line shows us the correct order of numbers. Numbers that come after others are larger.



7. ***Do**: Invite 2 learners to the board. Ask one learner to find 11 and the other to find 15*.
8. **Ask:** Looking at the number line, which is larger, 11 or 15? (Answer: 15)
9. ***Do:** Circle 15 in the pair of numbers on the board*.
10. **Ask** and give learners a minute to think about each question before asking them to respond together. Show each answer with the number line:
    - Which is **larger**, 18 or 17? (Answer: 18)
    - Which is **larger**, 9 or 11? (Answer: 11)
    - Which is **smaller**, 15 or 5? (Answer: 5)
    - Which is **smaller**, 10 or 20? (Answer: 10)
11. **Say:** Now, let's try and compare more than two numbers. I will write some numbers on the board.
12. ***Do:** Write the numbers* 18, 5, 10, 9 *on the board*.
13. **Say:** Which is the smallest number?
14. ***Do**: Wait for learners to reply then cross out the number 5 from the first line on the board and write it on the second line, as shown*.
15. **Say:** Out of the three number that remain on the first line, which is now the smallest number? Let's write this number after the number 5 on the second line.
16. **Say:** The smallest number remaining on the first line is 9. Let's cross 9 out from the first line and put it on the second line after 5.
17. ***Do:** Repeat steps 15-18 until all the numbers are in order from smallest to largest*.

18 ~~5~~ 10 9
5

~~18~~ ~~5~~ ~~10~~ ~~9~~
5 9 10 18

Break: Do an energizer *(5 minutes)*

Part 2: Practice *(15 minutes)*

Practice: Comparing Numbers

1. **Say**: Please find a partner and sit near them. Remember to keep social distancing.
2. **Say**: We have solved some problems together. Now you will solve problems with your partner. Each partner should write the answers in their own exercise book.
3. **Say**: I will write 4 numbers on the board. Please copy them in your exercise book. After you finish copying them, circle the **larger** number on each line. You may use your counters or the number line to help you find which number is larger.
4. ***Do***: *Write the problems below on the board*.

   Problems:

   19 9
   11 12
   10 8
   15 14
5. ***Do***: *After they finish, invite 4 learners to circle the answers on the board*. (Answers: 19, 12, 10, 15)
6. **Say**: Good job! Learners, please check your work. You should have circled 19, 12, 10 and 15.

Part 3: Assess and Close *(10 minutes)*

Assessment: Compare a pair of numbers between 15 and 20

1. **Ask**: Who can tell us what we learned today?
2. ***Do***: *Pick 2-3 learners to say what they learned*.
3. ***Do****: Write three numbers on the board*: 17 6 14
4. **Say**: Please write these three numbers into your exercise book in order from smallest to largest.

   Walk around to check if learners understand. Check that learners have ordered numbers correctly from smallest to largest. Put a ✓ for each learner in the Learner Tracker who does this correctly

5. ***Do***:
6. ***Do***: *Invite a learner to write the answer on the board. They should write* 6 14 17
7. **Say**: You should have written the numbers in the order 6 14 17. If you have not written them in this order please cross out your work and rewrite the numbers in the correct order.
8. **Say**: You can practice this at home. Does anyone have a question about what we learned today?
9. **Say**: Remember to bring pencils and exercise books or paper to all of the maths lessons. Please also bring your 20 counters. Goodbye and see you next time.

Now complete the learner tracker. Give a ✓ for each learner who was able to order three numbers up to 20 correctly from smallest to largest. If most of the class (eg. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.

Lesson 23		Mathematics
Compare and order numbers up to 30		**Time: 1 hour**
Learning Competences The learner: a) Compares and orders numbers up to 30 b) Recognises place value ideas for numbers up to 30	**Materials** 1. Chalk 2. Three bundles of ten sticks and ten single sticks for each learner and facilitator Each learner should bring their own sticks	**Preparation** 1. Draw a 1-30 number line on the board 2. Prepare thirty single sticks in groups of ten and some string to make them into bundles for Part 1.
Lesson 23 Assessment: learners can order five numbers up to 30 correctly using place value concepts. Check that all learners can do this test correctly anytime during or, at the end of the lesson. Put a ✓ in the Learner's Tracker when completed. If by the end of the lesson they could not, mark it as a cross (x) for now.		

Greet and Review Previous Lesson *(up to 10 minutes)*

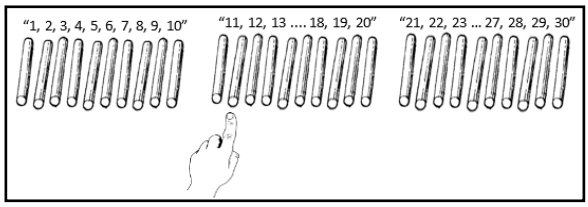
1. **Say**: Welcome everyone! It is so good to see you all.
2. **Say:** In our last lesson we were learning about putting several numbers in order from smallest to largest. Today we are going to continue working with numbers up to 30. Let us start by putting them into order.
3. ***Do**: Remind the learners to keep socially distanced during COVID.*
4. **Say:** Copy the number from the card into your exercise book. When you are ready start to get yourselves into number order.
5. ***Do**: Place a number card on the table in front of each learner. Ask them not to touch the card. If there are more cards than learners ask if anyone would like an extra challenge and give them an extra card. They will need to tear a page from their book to write and place one of their numbers.*
6. **Say:** Soon I will ask you to call out your numbers and we will check you are in the correct order.
7. ***Do*: *Give learners time to order themselves.***
8. **Say:** Are you ready? Please read out your number starting with number 1.
9. ***Do:** If a number is in the wrong place ask the other learners to help or use the number line on the board to guide the learner to find the correct location.*
10. **Say:** Well done everyone. Please keep your numbers for now and sit down.

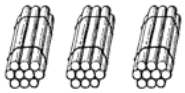
Part 1: Introduce the New Lesson – Compare and order numbers up to 30 *(20 minutes)*

Activity 1 Tens and ones

1. **Say**: We are going to think about these numbers and how we can use place value to understand them. When we think about place value we are breaking numbers up into tens and ones.
2. **Ask:** Do you remember our bundles of sticks we used for thinking about numbers between 11 and 19?
3. ***Do**: Hold up one bundle of ten sticks and four single sticks.*
4. **Say:** Here is one bundle of ten sticks and four more sticks. How many sticks do I have? (Answer: 14)

5. ***Do:*** *Give learners time to think about the answer.*
6. **Say:** We can use this idea to think about bigger numbers. Here I have 30 sticks.
7. ***Do:*** *Count the sticks. Point to each stick as you count them. Keep them in their groups of ten.*
8. **Say:** I can make these into three bundles of ten.
9. ***Do:*** *Make the bundles with the sticks.*





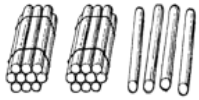
10. **Say:** We now have three bundles of ten. We can write this as three tens and zero ones with three in the tens place and zero on the ones place.
11. ***Do:*** *Write 30 on the board using the place value table as shown.*

tens	ones
3	0

12. **Say:** I am going to make another number now. I will make the number 24. To make this number I need to think about how many tens and ones are in the number. I will start by writing the number 24 on a place value table.
13. ***Do:*** *Draw a place value table and write the number 24 on it as shown.*
14. **Say:** To make it quicker to draw the table I have written the numbers ten and one as they column headings instead of the words. I have then written the number 24 with two in the tens column and four in the ones column. This helps me to understand how many tens and ones I need to build this number.

10	1
2	4

15. **Say:** Who can tell me how many bundles of ten and how many ones I will need? (Answer: 2 tens and 4 ones)
16. ***Do:*** *Give learners time to think and answer.*
17. **Say:** That's right. I need two bundles of ten and four ones sticks.
18. ***Do:*** *Make 24 using two bundles and four sticks.* As you put them on the table say "1 ten, 2 tens and 4 ones"



"1 ten, 2 tens and 4 ones"

19. **Say:** 24 has two tens and four ones. Let us try the number six. How would we write it on a place value table?
20. ***Do:*** *Write six on the place value table as shown.*
21. **Say:** There are no tens so we leave that column empty. There are six ones so we write six in the ones column. We need six sticks and no bundles of ten to make six.

10	1
	6

22. ***Do:*** *Place six single sticks on the table.*
23. **Say:** Now it's your turn. Write the number from your number card into a place value table. Then make the number on your number card using bundles and sticks.

> ✓ Walk around to check learner's work. Make sure they are using correct place value. Put a ✓ for each learner in the Learner Tracker who does this correctly

Break: Do an energizer *(5 minutes)*

Part 2: Practice compare and order numbers up to 30 *(15 minutes)*

Activity 2

1. **Say**: Now we are going to use what we have learned to order some numbers. Watch as I write five numbers on the board.
2. ***Do**: Write these numbers on the board in the order shown. Say their name as you write them.*

21	13	8	25	17
"twenty-one"	"thirteen"	"eight"	"twenty-five"	"seventeen"

3. **Say:** Write these numbers into your exercise book in order from smallest to largest. Start with the smallest number then find the next smallest number. Use your bundles of tens and sticks to make the numbers and help you find the correct order.

> ✓ Give learners time to complete the task. Walk around to check learners work. Put a ✓ for each learner in the Learner Tracker who orders the numbers correctly from smallest to largest.

4. ***Do**:*
5. ***Do:** When all learners have finished continue.*
6. **Say:** Let us work together now to write the numbers in the correct order on the board. Which number is the smallest?
7. ***Do:** Ask the learners to tell you the numbers in order and write them on the board. Check the order by pointing out the numbers on the number line. (Answer: 8, 13, 17, 21, 25)*
8. ***Say:*** Let us say the numbers and their tens and ones together now.
9. ***Do:** Point to the numbers and their tens and ones place as you say: "*Eight = eight ones, thirteen = one ten and three ones, seventeen = one ten and seven ones, twenty-one = two tens and one one, twenty-five = two tens and five ones."

Part 3: Assess and Close *(10 minutes)*

Ordering numbers

1. ***Do:** Write the following numbers on the board: 11, 9, 20, 3, 30*
2. **Say**: You have done well comparing and ordering your numbers today. Let's try one more group of numbers. Please put these numbers in order from smallest to largest.
3. ***Do**:*

> ✓ Give learners time to complete the task. Walk around to check learners work. Put a ✓ for each learner in the Learner Tracker who orders the numbers correctly from smallest to largest.

4. **Say**: Does anyone have a question about what we learned?
5. **Say**: You can practice this at home. Remember to bring pencils and exercise books or paper to all of the maths lessons. Goodbye and see you next time.

⚠ **Now complete the learner tracker. Give a ✓ for each learner who was able to order five numbers between 1 and 30 correctly. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

Lesson 24	Mathematics
Ordinal numbers	**Time: 1 hour**

Learning Competences
The learner:
a) Is able to use ordinal numbers to identify and write the order of objects and events

Materials
1. Chalkboard and chalk
2. 10 objects

Preparation
1. Collect 10 objects that are easily distinguishable eg different leaves, different coloured stones, different sticks, a pencil, an eraser, different pieces of bark, seed pods, dry beans etc.

Lesson 24 Assessment: learners can use ordinal numbers to identify and write the order of objects and events.
Check that all learners can do this test correctly anytime during or, at the end of the lesson. Put a ✓ in the Learner's Tracker when completed.

Greet and Review Previous Lesson *(up to 10 minutes)*

1. **Say**: Welcome everyone! Can you tell us what we learned in our last lesson?
2. ***Do**: Allow learners to share.*
3. **Say**: Well done! In our previous lessons we've been working with the numbers up to 30.

Part 1: Introduce the New Lesson – Ordinal numbers *(20 minutes)*

Activity 1: Understanding ordinal numbers

1. **Say**: Today we are going to learn how to use numbers to order objects and events. Those numbers are called ordinal numbers. Ordinal numbers are used to order things.
2. ***Do**: Write the numbers 0 to 10 across the board.*
3. **Say**: These are the numbers we use when we are counting.
4. ***Do**: Write the ordinal numbers underneath their matching cardinal number.*
5. **Say**: This is how we write the ordinal numbers. Let's read them together.

1	2	3	4	5	6	7	8	9	10
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th

6. ***Do**: Point to each ordinal number in order as you say it. Repeat.*
7. ***Do**: Place the 10 objects that you have collected, in a line on the table.*

8. **Say:** Let's say the ordinal number for each object as I point to them.
9. ***Do**: Point to each object carefully and say their ordinal number. Repeat.*

Break: Do an energizer *(5 minutes)*

Part 2: Practice Ordinal numbers *(15 minutes)*

Activity 2: Linking ordinal numbers to the order of objects and events.

1. **Ask:** Which object is 2nd? (Answer: eg brown shell)
2. ***Do**: Ask which object is 10th, 7th, 4th, 6th, 8th etc until learners are answering accurately.*
3. **Say:** Now I'm going to point to an object and I want you to tell me the object's ordinal number.

4. ***Do**: Point to the 3rd object.*
5. **Ask**: What is the ordinal number for this object? (Answer: eg red leaf)
6. ***Do**: Repeat steps 14 and 15 until learners are answering accurately.*

> ✓ Put a ✓ for each learner in the Learner Tracker for each learner that answers accurately, giving the ordinal number for each object you point to.

7. **Say:** *Now we are going to carry out some actions together.*
8. ***Do**: Carry out a sequence of 4 actions, naming them using ordinal numbers. Eg "1st" clap, "2nd" jump, "3rd" turn around, "4th" put your hands on your hips. Repeat.*
9. **Say:** When I say an ordinal number, I want you to do that action.
10. ***Do:** Say the ordinal numbers 1st to 4th out of order and check that learners are carrying out the correct action. Eg Say "3rd" and check that learners are turning around. Say "1st" and check that learners clap. Continue until learners are responding accurately.*

Part 3: Assess and Close *(10 minutes)*

Using ordinal numbers

1. ***Do**: Clean the board.*
2. **Say**: Now I am going to carry out the actions and, as I do, I want you to write the ordinal number of each in your book
3. ***Do**: Carry out the 4 actions, one at a time, in random order – giving learners time to write their answers.*
4. ***Do**:*

> ✓ Walk around and check what learners have written. Put a ✓ for each learner in the Learner Tracker who writes the ordinal numbers correctly for the 4 actions.

5. **Say:** You can practice this at home. Does anyone have a question about what we learned today?
6. **Say:** Remember to bring pencils and exercise books or paper to all of the maths lessons. Please also bring your 20 counters. Goodbye and see you next time.

⚠ **Now complete the learner tracker. Give a ✓ for each learner who was able to use ordinal numbers to identify and write the order of objects and events. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

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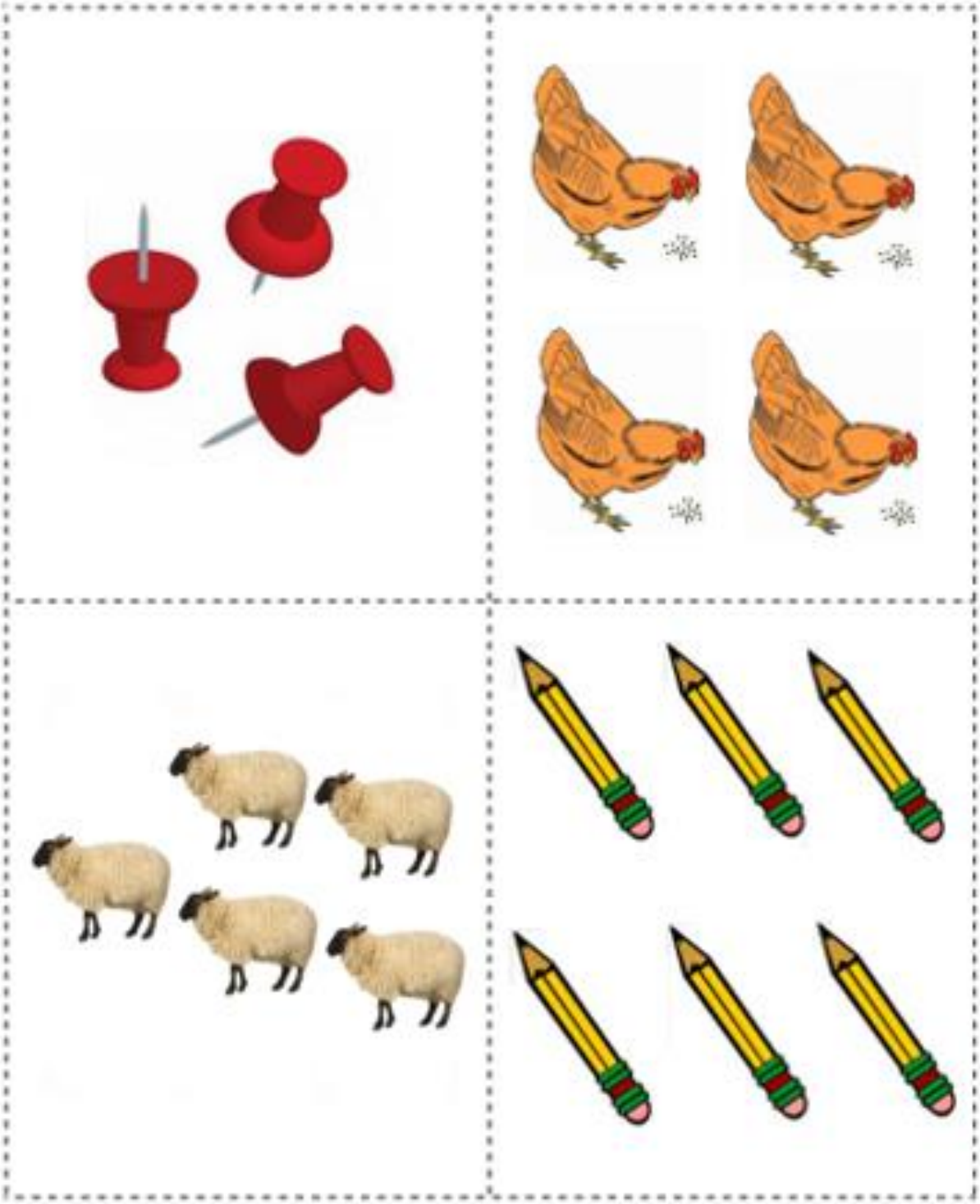
Appendix 1: Objects



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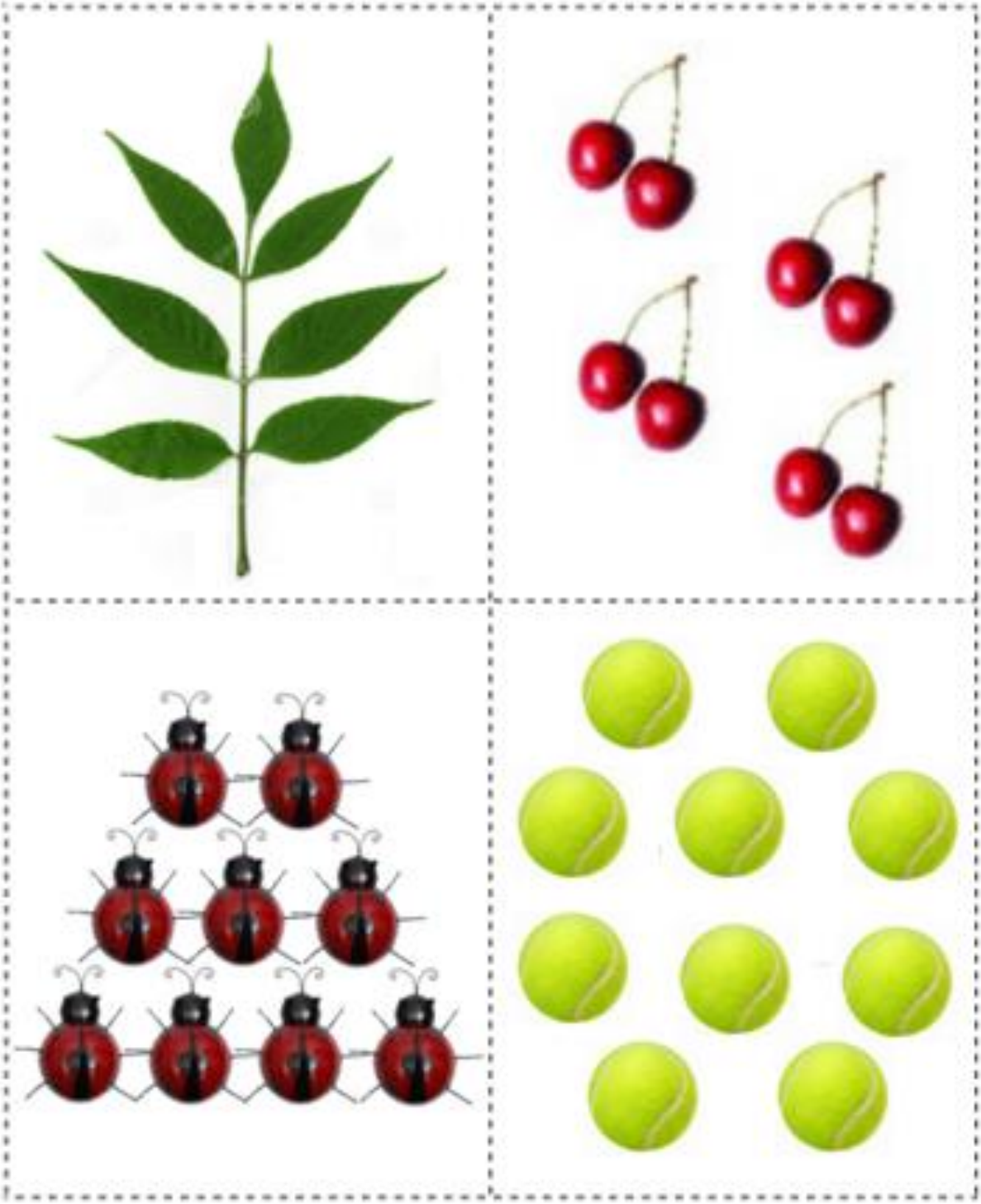

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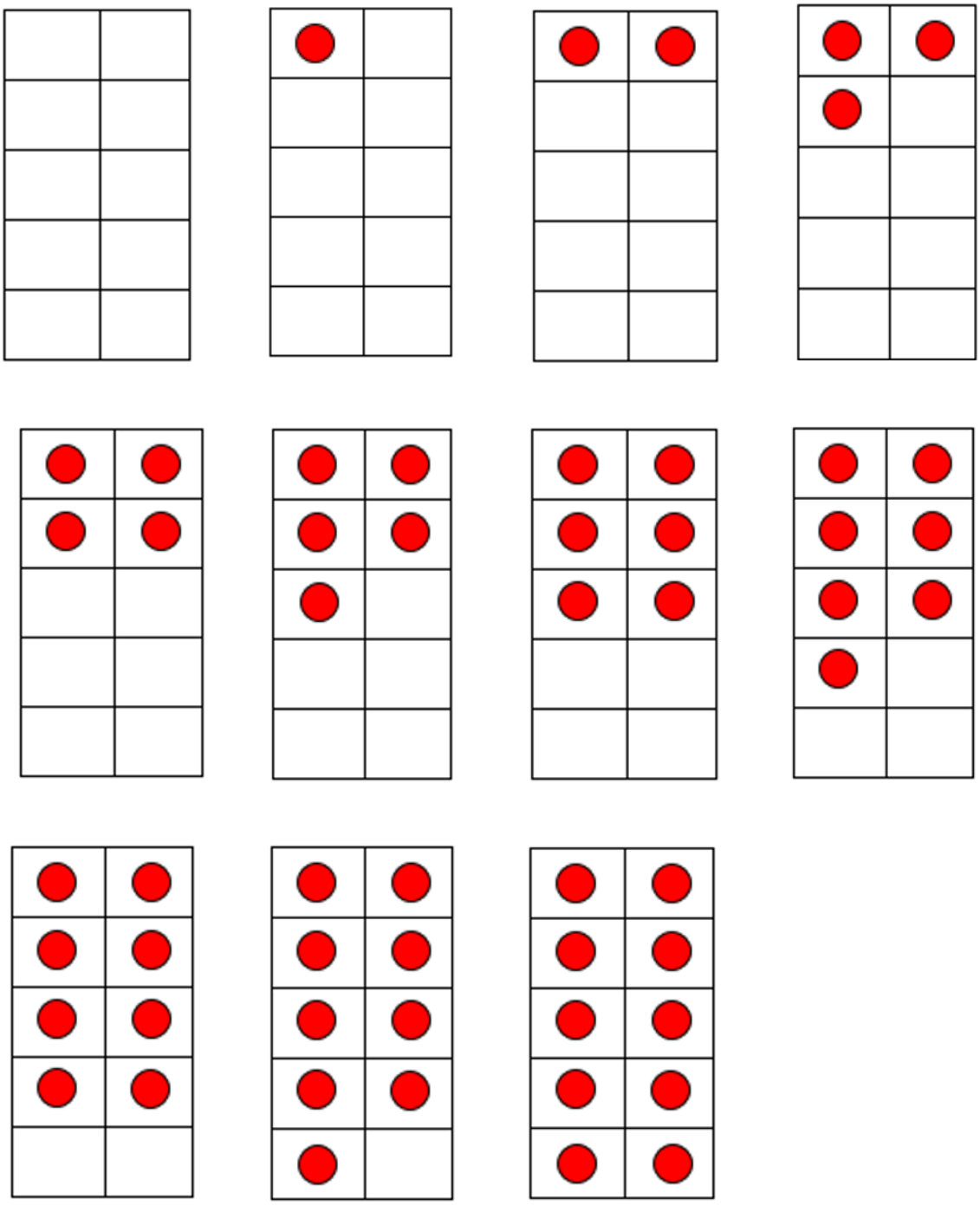
Appendix 2. Ten Frames Cards



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Appendix 3. Number Symbol Cards

0	1
2	3

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4	5
6	7

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8	9
10	

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Appendix 4. Number words Cards

one	three
zero	two

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four	five
six	seven

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eight	nine
ten	

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Appendix 5: Blank ten frames cards

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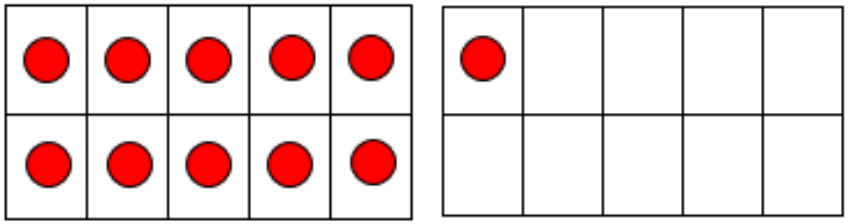
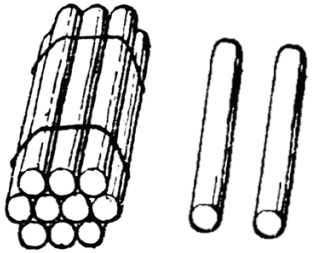
Appendix 6. Numbers 11 to 19 templates

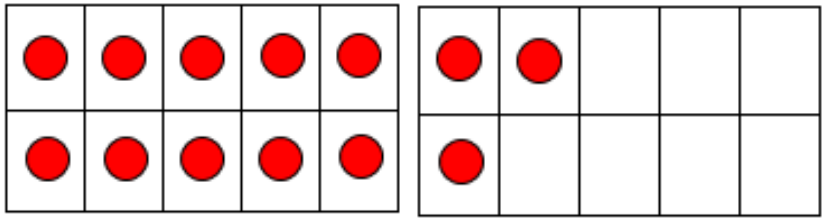
Eleven 11



Twelve 12



Thirteen 13



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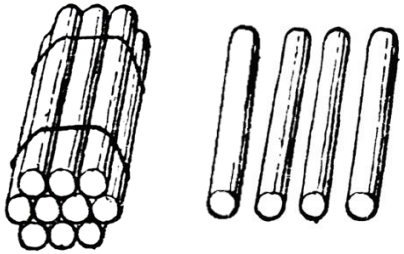
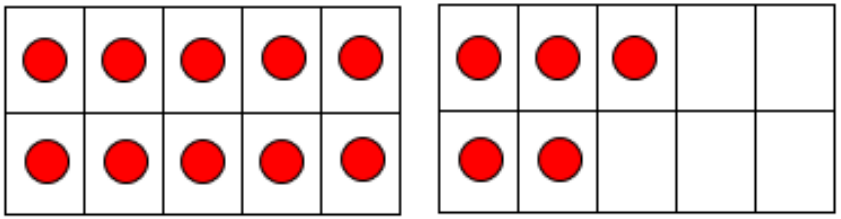
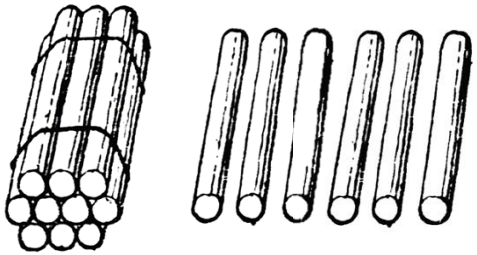
Fourteen 14



Fifteen 15



Sixteen 16



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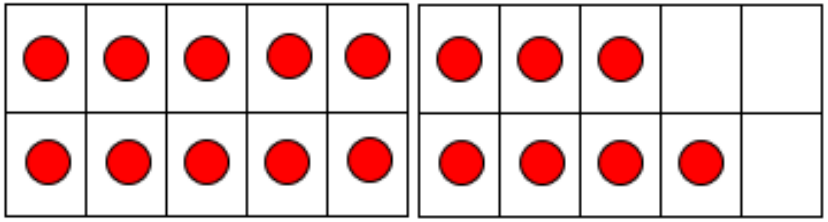
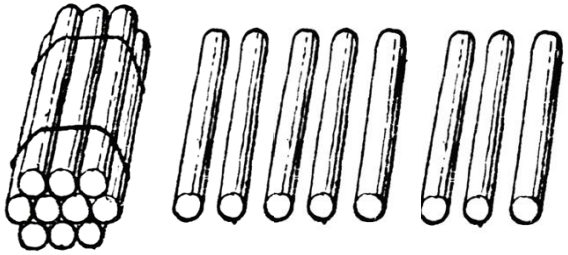
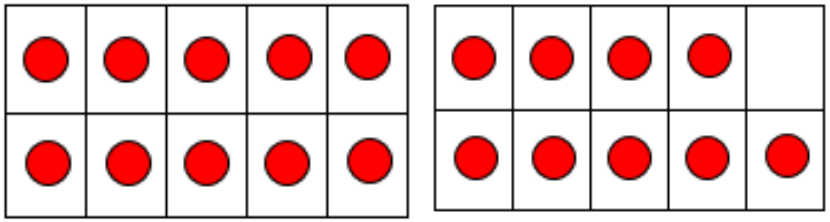
Seventeen 17



Eighteen 18



Nineteen 19



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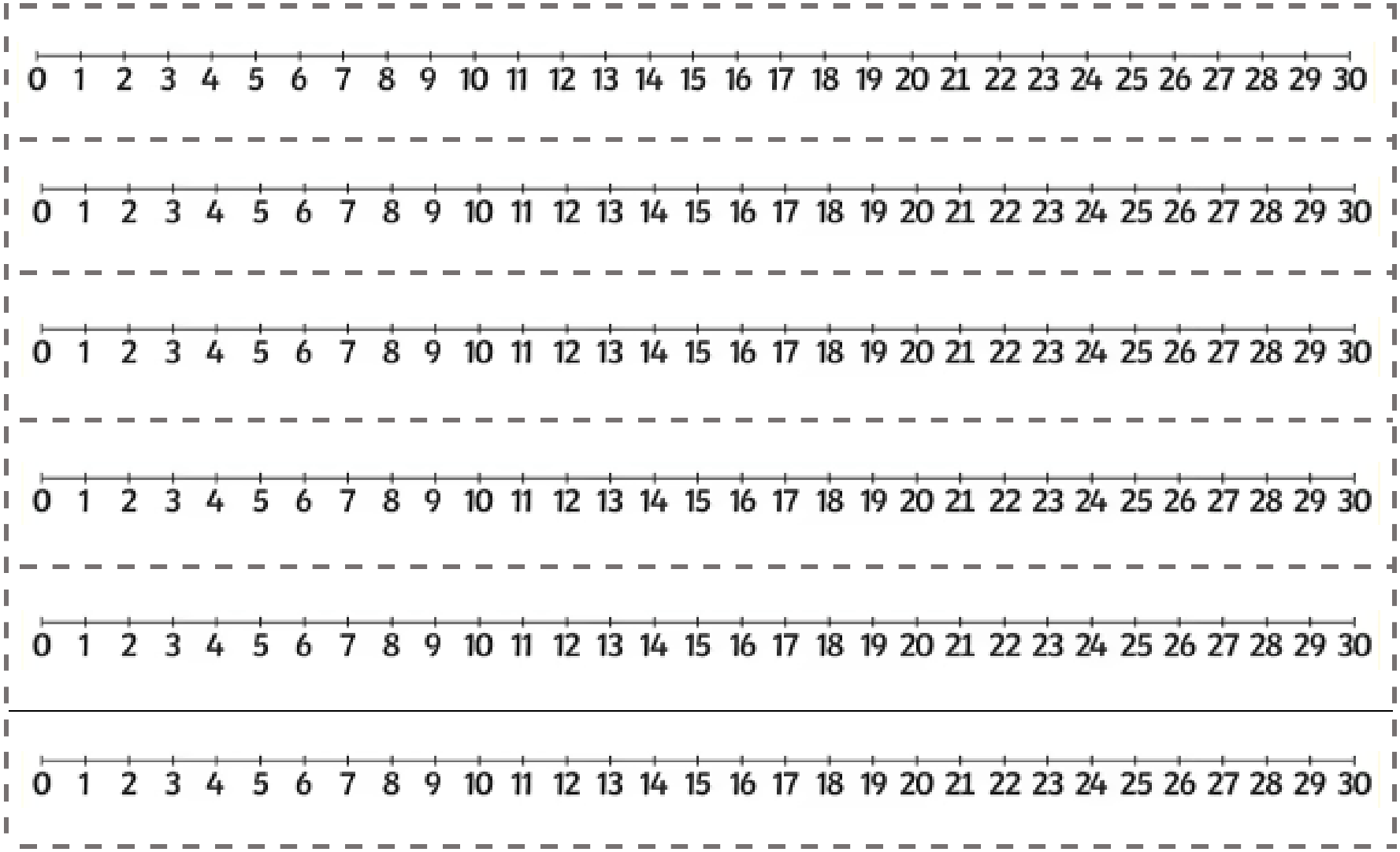
Appendix 7: 0-30 Number lines



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