UK International Development
Partnership | Progress | Prosperity

education above all
التعليم فوق الجميع

# Community Learning Facilitator's Handbook

## Lessons 25 – 48
## Aringati Version

CAMBRIDGE EDUCATION

# Community Learning Facilitator's Handbook

## Lessons 25 - 48 – Aringati Version

# Table of Contents

**Guidance on this handbook** ..... 6
**Literacy Lessons** ..... 7
Literacy and Attendance Tracker: Lessons 25 – 32 ..... 8
Lesson 25 ..... 10
Lesson 26 ..... 15
Lesson 27 ..... 19
Lesson 28 ..... 23
Lesson 29 ..... 27
Lesson 30 ..... 31
Lesson 31 ..... 35
Lesson 32 ..... 39
Literacy and Attendance Tracker: Lessons 33 – 40 ..... 44
Lesson 33 ..... 46
Lesson 34 ..... 50
Lesson 35 ..... 54
Lesson 36 ..... 58
Lesson 37 ..... 62
Lesson 38 ..... 67
Lesson 39 ..... 71
Lesson 40 ..... 75
Literacy and Attendance Tracker: Lessons 41 – 48 ..... 79
Lesson 41 ..... 81
Lesson 42 ..... 85
Lesson 43 ..... 89
Lesson 44 ..... 93
Lesson 45 ..... 98
Lesson 46 ..... 102
Lesson 47 ..... 106
Lesson 48 ..... 110
**Mathematics Lessons** ..... 113
Mathematics and Attendance Tracker: Lessons 25 – 32 ..... 114
Lesson 25 ..... 116

Lesson 26 ....118
Lesson 27 ....120
Lesson 28 ....123
Lesson 29 ....126
Lesson 30 ....129
Lesson 31 ....132
Lesson 32 ....135
Mathematics and Attendance Tracker: Lessons 33 – 40 ....138
Lesson 33 ....140
Lesson 34 ....143
Lesson 35 ....145
Lesson 36 ....147
Lesson 37 ....150
Lesson 38 ....153
Lesson 39 ....156
Lesson 40 ....159
Mathematics and Attendance Tracker: Lessons 41 – 48 ....161
Lesson 41 ....163
Lesson 42 ....166
Lesson 43 ....169
Lesson 44 ....172
Lesson 45 ....174
Lesson 46 ....177
Lesson 47 ....179
Lesson 48 ....181
**Exit Test** ....184
Exit Test ....185
Literacy Exit Test Record Sheet ....186
Literacy Exit Test ....187
Mathematics Exit Test Record Sheet ....190
Mathematics Exit Test ....191
**Appendix** ....194
Appendix 1: Objects ....195

Appendix 2. Ten Frames Cards .....199
Appendix 3. Number Symbol Cards .....201
Appendix 4: Blank ten frames cards.....207
Appendix 5. Numbers 11 to 19 templates.....209
Appendix 6: 0-30 Number lines .....215

# Guidance on this handbook

This CLF handbook is the second and final handbook of the Community-Led Learning lessons. You will find lessons 25 – 48 of both literacy and mathematics in this handbook.

For further guidance on how to teach your lessons, follow the lesson plans, use the trackers, and keep your learners safe, please refer back to the introduction in the first CLF handbook covering lesson 1 – 24, and the *CLF training handbook*.

**IMPORTANT:**

Please note at the end of this book, after the lesson plans, you will find the **Exit Test.** This exercise is a repeat of the placement test you took at the beginning of CLL. The Exit Test should be conducted immediately after you have taught all 48 lesson of literacy and numeracy. Please ensure you read and follow the guidance laid out here, and conduct the final test of your learners to understand how far they have progressed from day 1.

**Many thanks again to you and your communities for taking the responsibility for your children's learning!**

# Literacy Lessons

## Literacy and Attendance Tracker: Lessons 25 – 32

*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 25: Identifies and reads syllables with letters K, N and B | Lesson 26: Reading and Writing with Letter R | Lesson 27: Reading vocabulary words | Lesson 28: Reading syllables with letter D | Lesson 29: Reading vocabulary words | Lesson 30: Reading syllables with letter S | Lesson 31: Reading vocabulary words | Lesson 32: Identifies and reads syllables with letters R, D and S |
| | | | **Date:** | | | | | | | | | |
| **Registered Learner Names** | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | |
| Total number of ticks *(✓)* | | | | | | | | | | | | |
| Total number of crosses *(x)* | | | | | | | | | | | | |
| Total absentees (*the number of 'As'*) | | | | | | | | | | | | |

## Literacy and Attendance Tracker: Lessons 25 - 32

*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 25: Identifies and reads syllables with letters K, N and B | Lesson 26: Reading and Writing with Letter R | Lesson 27: Reading vocabulary words | Lesson 28: Reading syllables with letter D | Lesson 29: Reading vocabulary words | Lesson 30: Reading syllables with letter S | Lesson 31: Reading vocabulary words | Lesson 32: Identifies and reads syllables with letters R, D and S |
| **Registered Learner Names** | | | **Date:** | | | | | | | | | |
| 13 | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | |
| 22 | | | | | | | | | | | | |
| 23 | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | |
| Total number of ticks *(✓)* | | | | | | | | | | | | |
| Total number of crosses *(x)* | | | | | | | | | | | | |
| Total absentees (*the number of 'As'*) | | | | | | | | | | | | |

| Lesson 25 | | | Literacy |
|---|---|---|---|
| **Lesson Topic: Review Letters K, N and B** | | | **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 K, N, B and the vowels A, E, I, O, U
3. 2 baskets/boxes to place letter cards
4. Flashcards from previous lesson: meleti, mịfíkí, bíḷẹ́kí, ũmvu, tị

**Reminder:** examples of letter sounds are on your memory card

**Preparation**

1. Prepare the letter cards K, N, B.
2. Draw a simple picture of the vocabulary words on the chalkboard: meleti, mịfíkí, bíḷẹ́kí, ũmvu, tị
3. Write the syllable table on the chalkboard.

| K | N | B |
|---|---|---|
| ka<br>ke<br>ki<br>ko<br>ku | na<br>ne<br>ni<br>no<br>nu | ba<br>be<br>bi<br>bo<br>bu |

✓ **Lesson 25 Assessment: Identifies and reads syllables with letters K, N and 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.

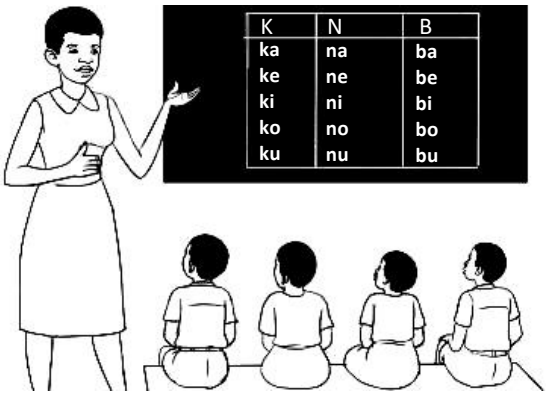
**Review and Introduce the Lesson** *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise reading and writing the words at home. Show me a thumbs up if you practised.
2. **SAY**: Let's practise together.
3. ***DO**: Give the flashcards to different learners around the room. Have them take turns holding up the flashcard for the rest of the group to read. Then give the flashcards to different learners and ask them to match the flashcards with the pictures on the chalkboard.*
4. **SAY**: Great job! Today we are going to practise what we have learnt. We will look at syllables made from letters K, N, B.

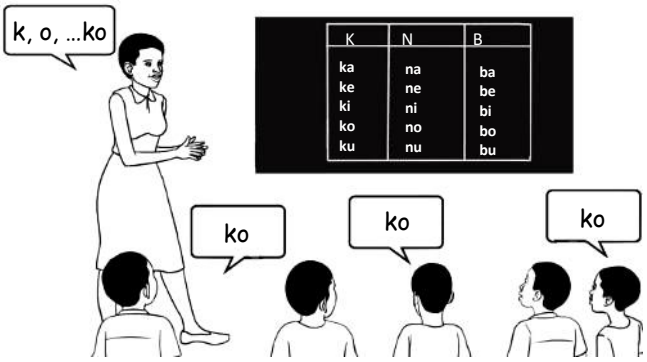
**Part 1: Reviewing Syllables** *(20 minutes)*

**SAY**: We have learned about letters K, N, and B. We are going to do some activities to practise reading syllables made from these letters.

Show learners the syllable table on the chalkboard.

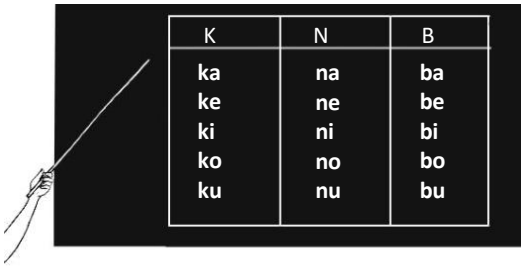



1. Show learners how to read the syllables. First say the sounds in the syllable then put the sounds together to read the syllable e.g /k/ /o/… ko



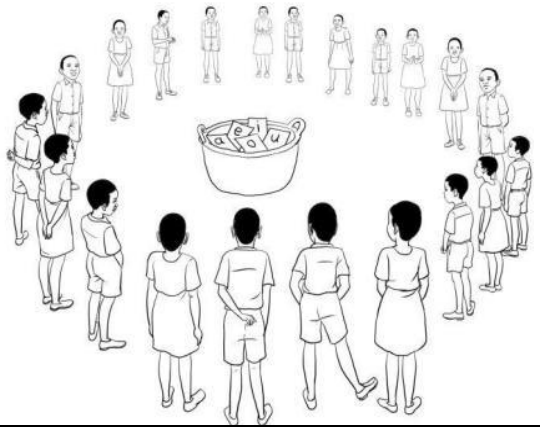

Begin by reading the K column, then N, then B. Have learners read the syllables <u>with</u> you.

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

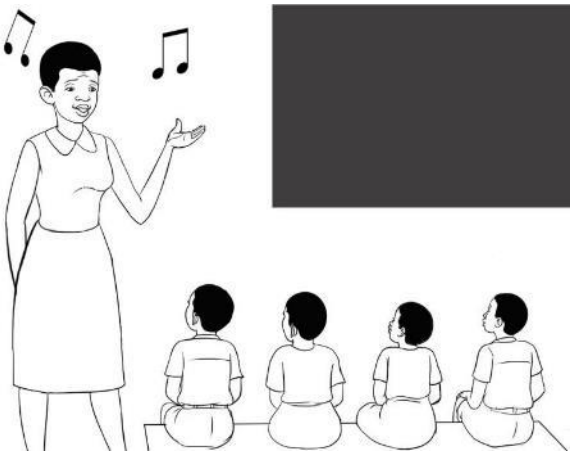



3. Place letter cards for **K, N**, **B** in a box/basket and mix them up.
   Place letter cards for **A, E, I, O, U** in another box/basket and mix them up.

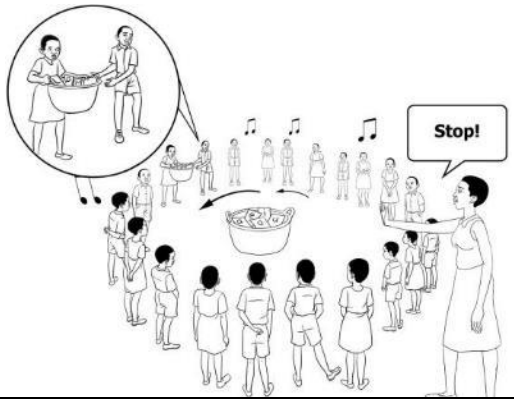
4. Ask learners to stand and form a circle. Place the box/basket with the vowel cards **A, E, I, O, U** in the centre of the circle.



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

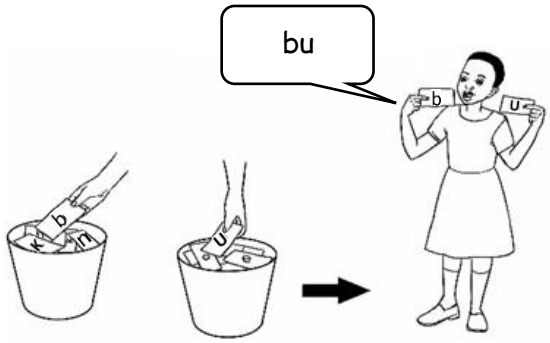


6. Tell learners that they will be playing a game. In the game, learners will sing the song.
   - As they sing, they will pass round the letter **K, N, B** basket/box.
   - Tell them that when you say stop, they should stop singing.

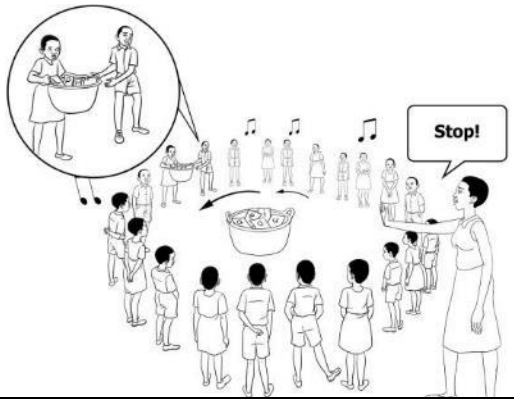


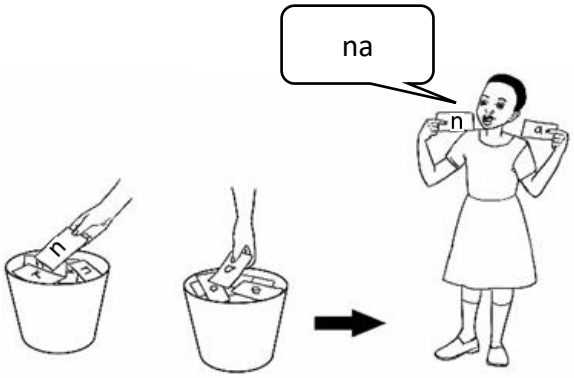

7. Whoever is holding the box/basket will close their eyes and pick a **K, N, B** card, then step into the middle of the circle and pick a vowel card **A, E, I, O, U**.

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




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



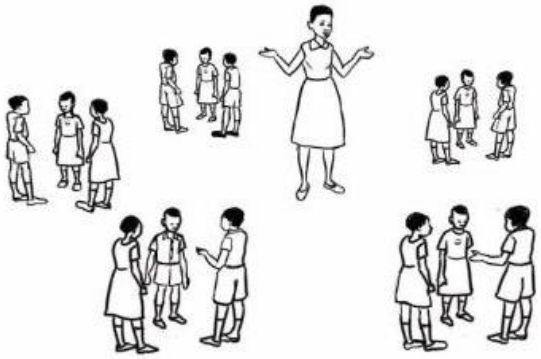

Use this time to observe learners as they identify and read syllables with letter K, N and B. If they can correctly identify and read the syllable, put a ✓ in the learner tracker.

**Break: Do an energizer** *(5 minutes)*

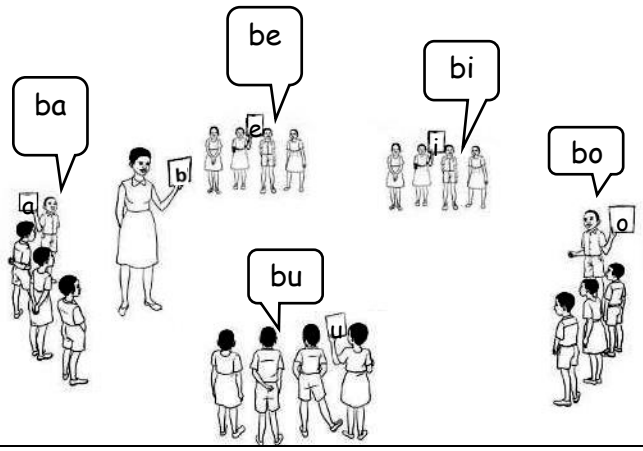
**Part 2: Word Building Game** *(15 minutes)*

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

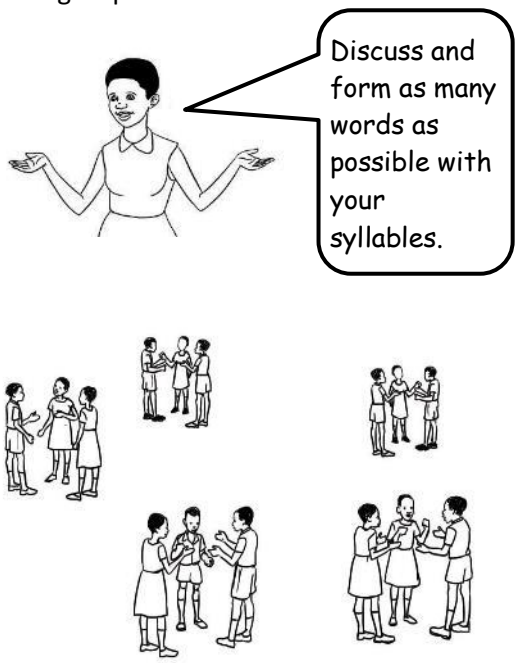
1. Divide learners into 5 groups.



2. Hold up letter **B** and give each group a vowel **A, E, I, O, U**. Ask each group to say their syllable (**ba, be, bi, bo, bu)**.




3. Tell groups:




4. After 2 minutes tell the groups to stop. 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 **N**.<br><br>● Hold up a different letter card and give each group a different vowel.<br>● Ask learners to read the syllable. Eg. *ni*<br>● Give groups 2 minutes to make words with the syllable.<br>● Let the groups share their words with everyone.<br>● Groups share their words and check if the words have the target syllable. | 6. Repeat the activity with letter **K**.<br><br>• Hold up a different letter card and give groups a different vowel.<br>• Ask learners to read the syllable. Eg. *ka*<br>• Give groups 2 minutes to make words with the syllable.<br>• Let the groups share their words with everyone.<br>• 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. 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 K, N and B. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 26 | | Literacy |
|---|---|---|
| **Lesson Topic: Reading and Writing with Letter R** | | **Time: 1 hour** |

**Learning Competences**

The learner:

a) Reads syllables with letter R correctly.
b) Writes syllables with letter R correctly.
c) Reads words with letter R 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 chart below on the chalkboard before the lesson.

| | | |
|---|---|---|
| ar<br>ro<br>aro<br>maro | ri<br>pru<br>pruri<br>apruri | re<br>le<br>rele<br>narele |

✓ **Lesson 26 Assessment: Reading syllables with letter R**

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.

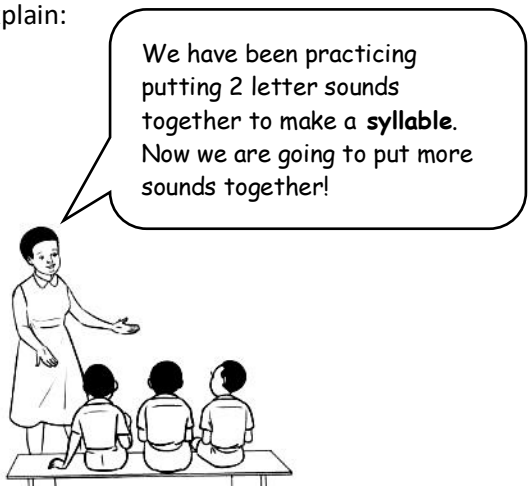
**Review and Introduce the Lesson** *(10 minutes)*

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 asked you to find words with the syllables we studied last lesson. Who can tell us a word with K, N, or B?
3. ***DO**: Listen to learners share words with the letters.*
4. **SAY:** Today we are going to practise reading and writing syllables with letter R.

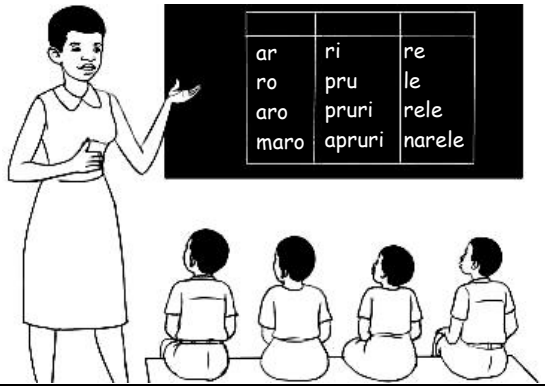
**Part 1: Reading and Writing Syllables with R** *(20 minutes)*

1. **ASK**: Before we start with letter R, who can point to the letters on the alphabet chart and lead us in the alphabet song?
2. ***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. Explain:

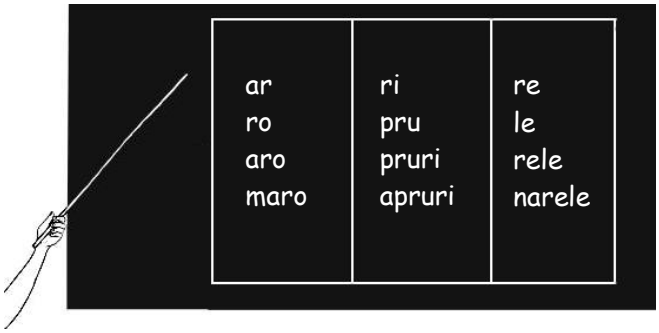



2. Show students the syllable chart on the chalkboard. Remind learners that when we put sounds together, we make syllables and words.

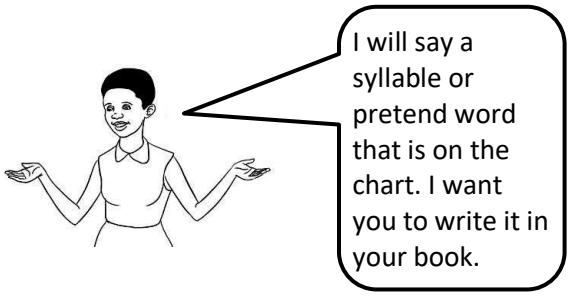



3. Explain that the chart has silly syllables and words to practise sounds. These are not real words.

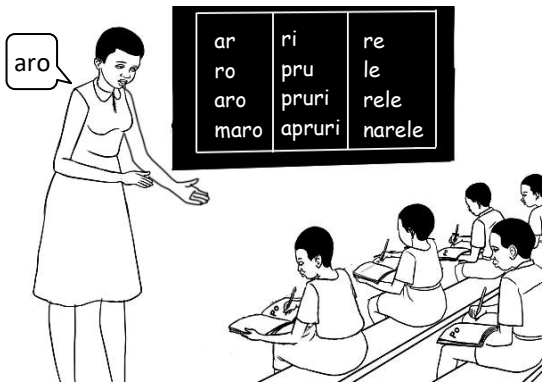
   Sound out the letters to read the syllables <u>with learners</u>. Read the first column (ar, ro, aro, maro) then the second column (ri, pru, pruri, apruri) then the third column (re, le, rele, narele).




4. Explain the syllable game:

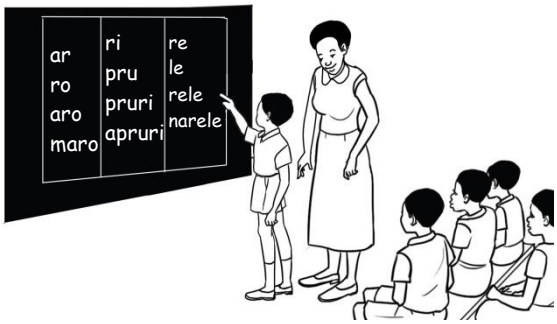



Say a syllable or pretend word from the chart <u>without pointing to it</u>. Have learners write it in their books.



5. After learners write, invite a learner to identify the syllable/word in the chart on the chalkboard.

6. Play the game until learners have written all the syllables and words and identified them on the chalkboard.




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

**Break: Do an energizer** *(5 minutes)*

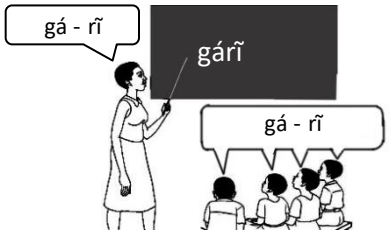
**Part 2: Reading and Writing Words with R** *(15 minutes)*

**SAY**: Great! Now it's time for us to practice words with R.

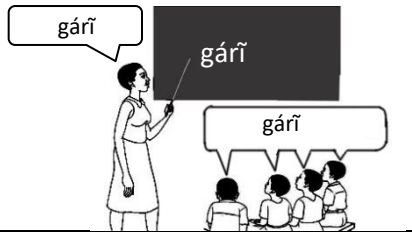
1. Write the 4 words on the chalkboard. Invite learners to try to read the words. Remind them that they can slowly sound out the letters.

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

2. Point to each of the syllables in the first word and read them slowly and clearly. Have learners read the syllables in the word with you. (gá-rĩ)



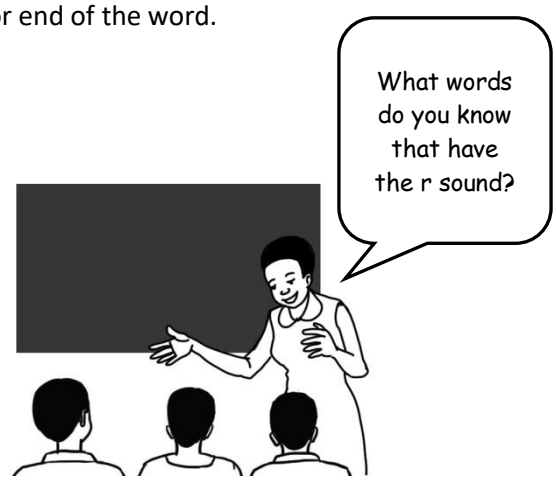

Point to the word. Have learners read the word with you.



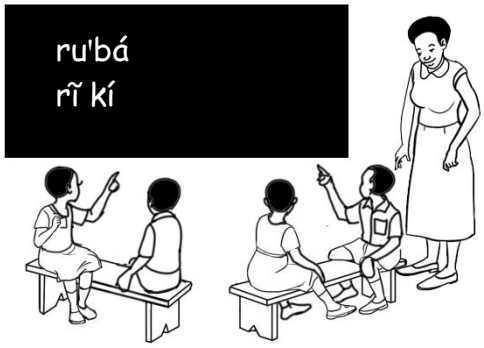
3. Ask learners to copy the 4 words in their exercise books.

4. Have learners work with a partner and practise reading the words to each other.

5. Ask learners to tell you other words they know that have the **r** sound. It can be at the beginning, middle, or end of the word.




6. Select 2 short, simple words that learners shared and write them on the chalkboard. Have learners work with a partner to read the words.




*If needed, you can show learners how to sound out the letters and read the words. Read the words together.*

**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 **pri** on the chalkboard.*
4. **SAY**: Call on different learners to read the syllable.
5. ***DO**: Let's try a couple of new syllables! Write **ur, ran, per** on the chalkboard. Ask learners to turn to a partner and try to read the syllables together.*
6. ***DO**: Read the syllables on the chalkboard with learners.*
7. **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 R. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 27 | | Literacy |
|---|---|---|
| **Lesson Topic: Places in Our Community** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Identifies places in the community.<br>b) Reads words correctly.<br>c) Writes words correctly.<br>d) Reads a simple story with the teacher's support. | **Materials**<br>1. Chalk and chalkboard<br>2. Flashcards with the words: sṹkṹlṹ, sṹ, dũkánĩ, kãnı̨sã, mãsĩkı̨tĩ | **Preparation**<br>1. Prepare the flashcards and the learning space.<br>2. Practise reading the story aloud so that you can read it well.<br>3. Write the story on the chalkboard:<br><br>Kí mụ íngõlé?<br>Kí mụ dũkánĩ gá.<br>Kí mụ Sṹ gá.<br>Kí mụ sṹkṹlṹ gá.<br>Kí mụ kãnı̨sã gá.<br>Kí mụ mãsĩkı̨tĩ gá. |

✓ **Lesson 27 Assessment: Reads vocabulary words**

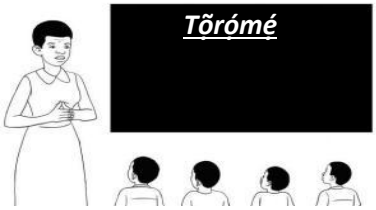
Check that all learners can do this task during, or by the end of this lesson. If they can, put a ✓ in the learner tracker. If not, leave it blank for now. This may happen in this lesson or in future lessons.

**Review and Introduce the Lesson** *(10 minutes)*

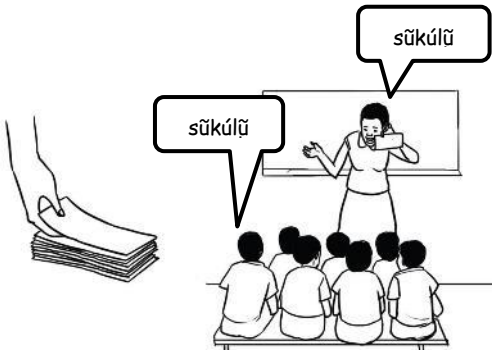
1. **SAY**: Hello learners! Last lesson, I asked you to practise reading and writing syllables with letter R at home. Show me a thumbs up if you practised.
2. **SAY**: Let's practise once more time together. I will say a syllable and I want you to write the syllable in your book. After I will write it on the chalkboard so you can check if you were correct.
3. ***DO**: Say the syllables (ran, ber, rin, or, mur) 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**: Great job! Today we are going to learn about places in our community and read a story.

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

1. **SAY:** Today we are going to talk about places in our community.
2. ***DO:** Write the word tõrómẹ́ on the chalkboard.*
3. ***DO:** Slowly read the word **tõrómẹ́**. Ask learners to read with you.*
4. **ASK:** What is a community? What places 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 places like homes, shops, school, and places where we go to pray.
6. **SAY**: Today we will look at some of the places in our community.



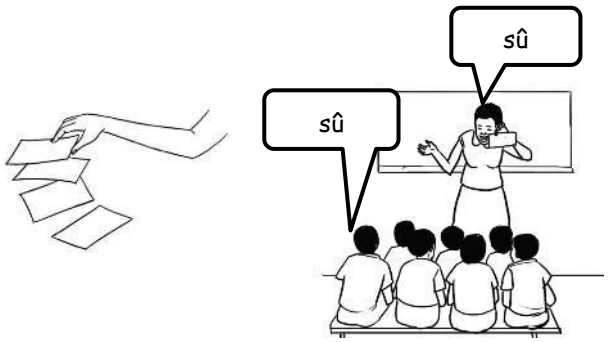
1. Pick a flashcard. Read the word 2 times and have learners read the word <u>with</u> you.




2. Ask learners the meaning of the word. Encourage them to explain what happens at this place. *Help them as needed.*

   Write the word on the chalkboard. Together with learners, make a sentence with the word.

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

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

7. Erase the words on the chalkboard.

   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. Show learners the flashcard to review how the words are written. 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 Places in the Community** *(15 minutes)*

1. **SAY**: We are going to read a story together. 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. Invite learners to try to read it. Read the title to them.

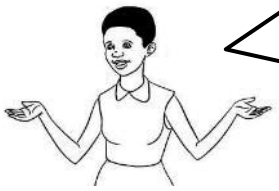
2. Ask learners to tell you what places they might find in the story. *(Listen to learners' ideas and write a couple on the chalkboard.)*

3. Show learners the story on the chalkboard. Ask learners to listen carefully because they will answer some questions.

   Read the story 2 times. Point to each word as you read it.

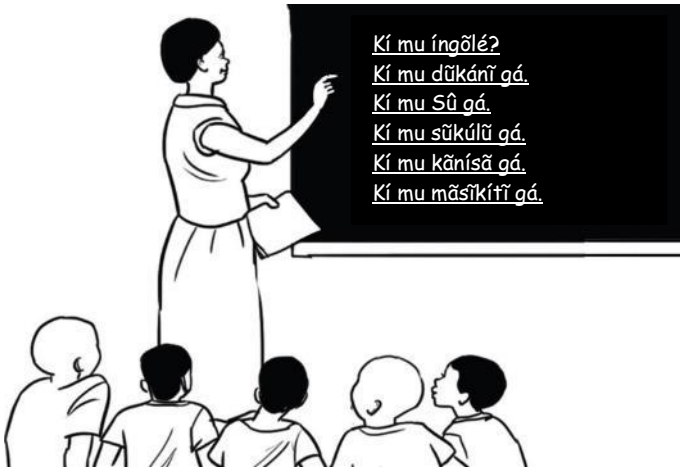
Kí mụ íngõlé?
Kí mụ dũkánĩ gá.
Kí mụ Sộ gá.
Kí mụ sộ̃kụ́lộ̃ gá.
Kí mụ kãnı́sã gá.
Kí mụ mãsı̃kı́tı̃ gá.

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.



What are the places in this story?
What happens at a market?
Who can you find at a school?
What other places are in our community?
What is your favourite place in our community?

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 to go with the words.

⚠ **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 28 | | Literacy |
|---|---|---|
| **Lesson Topic: Reading and Writing with Letter D** | | **Time: 1 hour** |

**Learning Competences**

The learner:

a) Reads syllables with letter D correctly.
b) Writes syllables with letter D correctly.
c) Reads words with letter D correctly.

**Materials**

1. Chalk and chalkboard
2. Alphabet chart
3. Pointer
4. Flashcards from previous lesson: sṹkṹlṹ, sṹ, dũkánĩ, kãnísã, mãsĩ̃kĩ̃tĩ̃

**Reminder:** examples of letter sounds are on your memory card

**Preparation**

1. Put the alphabet chart on the chalkboard.
2. Draw a simple picture of the vocabulary words on the chalkboard: sṹkṹlṹ, sṹ, dũkánĩ, kãnísã, mãsĩ̃kĩ̃tĩ̃.
3. Draw the syllable chart on the chalkboard before the lesson.

| | | |
|---|---|---|
| da | do | di |
| du | de | nu |
| me | li | ba |
| er | po | en |

✓ **Lesson 28 Assessment: Reading syllables with letter D**

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)*

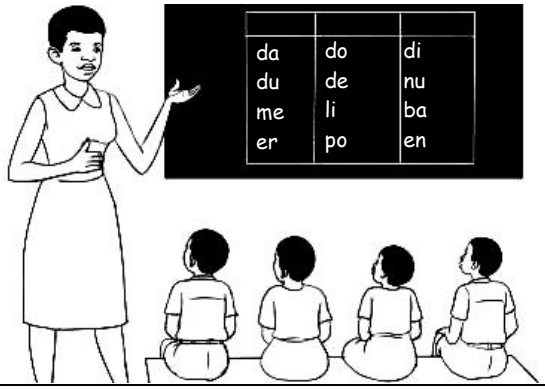
1. **SAY**: Hello learners! Last lesson, I asked you to practise reading and writing the words at home. Show me a thumbs up if you practised.
2. **SAY**: Let's practise together.
3. ***DO**: Give the flashcards to different learners around the room. Have them take turns holding up the flashcard for the rest of the group to read. Then give the flashcards to different learners and ask them to match the flashcards with the pictures on the chalkboard. You can ask other learners to use the words in a sentence.*
4. **SAY:** Today we are going to practise letter D.

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

1. **ASK**: Before we start with letter D, who can point to the letters on the alphabet chart and lead us in the alphabet song?
2. ***DO**: Give the pointer to a learner to point to the letters on the alphabet chart. Sing the local language alphabet song with learners.*

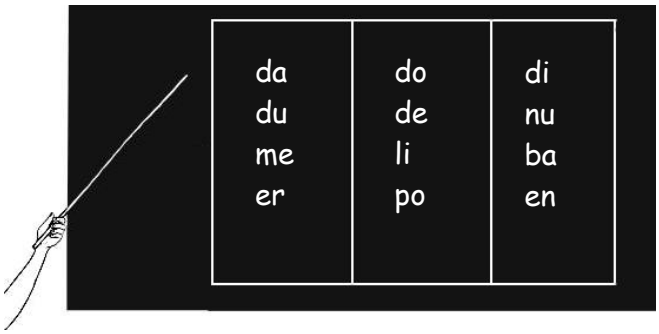
1. Explain:

2. Show students the syllable chart on the chalkboard. Remind learners that when we put sounds together, we make syllables and words.



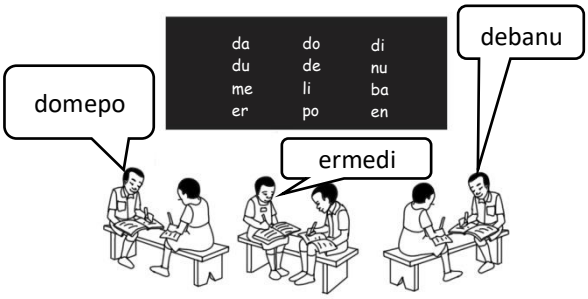

3. Explain that these are syllables that can be used to create words.

   Sound out the letters to read the syllables <u>with learners</u>. Read the first column (da, du, me, er) then the second column (do, de, li, po) then the third column (di, nu, ba, en).

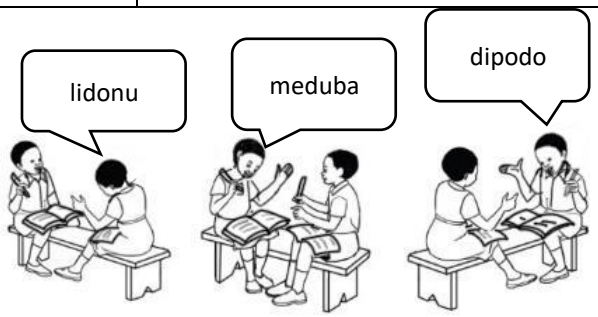



4. Ask learners to work in pairs or small groups to create 2 words.

   Have them pick 3 syllables from the chart and put them together to make a word. They should write their 2 invented words in their books. (ex. domepo, ermedi, debanu)




5. Have learners work with a partner and practise reading the words.




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

**Break: Do an energizer** *(5 minutes)*

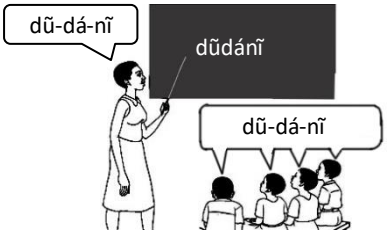
**Part 2: Reading and Writing Words with D** *(15 minutes)*

**SAY**: Great! Now it's time for us to practice words with D.

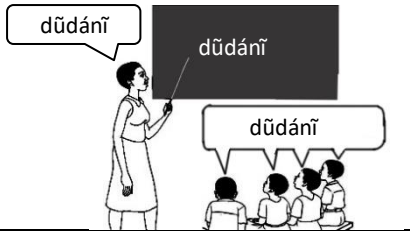
1. Write the 4 words on the chalkboard. Invite learners to try to read the words. Remind them that they can slowly sound out the letters.

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

2. Point to each of the syllables in the first word and read them slowly and clearly. Have learners read the syllables in the word with you. (**dũ-dá-nĩ**)

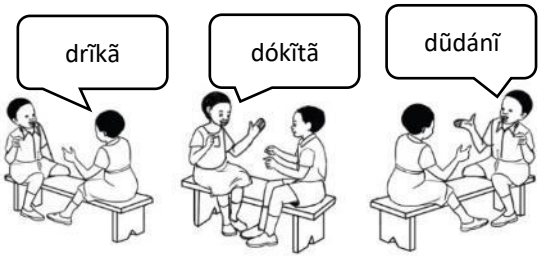



Point to the word. Have learners read the word with you.

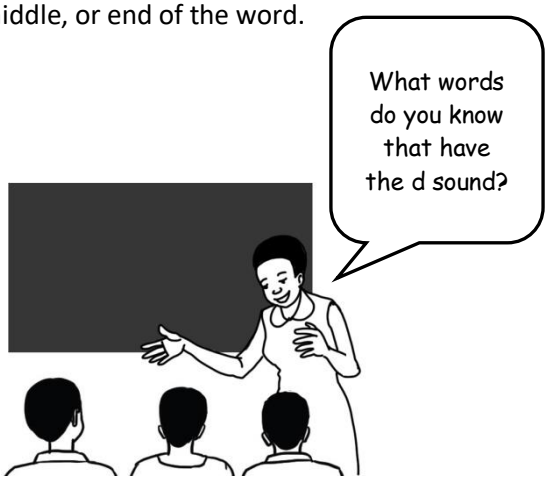



3. Ask learners to copy the 4 words in their exercise books.

4. Have learners work with a partner and practise reading the words to each other.



5. Ask learners to tell you other words they know that have the **d** sound. It can be at the beginning, middle, or end of the word.




6. Select 2 short, simple words that learners shared and write them on the chalkboard. Have learners work with a partner to read the words.

*If needed, you can show learners how to sound out the letters and read the words. Read the words together.*

**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 two words with D the board.*
4. **SAY**: Let's read these words together!
5. ***DO**: Listen to learners read the words. Help them as needed.*
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 D. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 29 | | Literacy |
|---|---|---|
| **Lesson Topic: Vocabulary Review: Body Parts, People and Places in Our Community** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Identifies vocabulary words.<br>b) Reads vocabulary words.<br>c) Recalls meaning of vocabulary words. | **Materials**<br>1. Chalk and chalkboard<br>2. Flashcards used to teach vocabulary related to body parts, and people and places in the community<br>3. Basket/box to place flashcards | **Preparation**<br>1. Prepare all the flashcards used to teach vocabulary related to body parts, and people and places in the community.<br>2. Draw the table on the chalkboard (*see part 1 below)*. |
| ✓ **Lesson 29 Assessment: Reading vocabulary words related to body parts, and people and places in the community**<br>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 D at home. Show me a thumbs up if you practised.
2. **SAY**: Let's practise together. Who can tell us a word with the d sound?
3. ***DO**: Listen to learners share words. Write 2 words on the chalkboard.*
4. **SAY**: Let's sound out the letters to read these words together.
5. ***DO**: Read the words with learners.*
6. **SAY**: Great job! Today we are going to practise some of the words we learnt about body parts and the people and places we can find in the community.

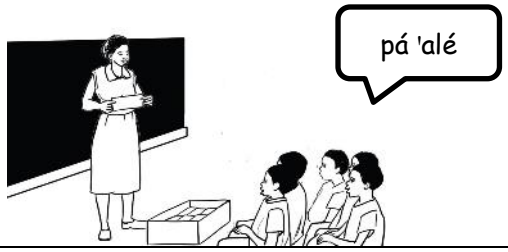
**Part 1: Reviewing Vocabulary** *(20 minutes)*

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 body parts words, then people in the community words, then places in the community words. If learners cannot read the words, have them repeat after you.*

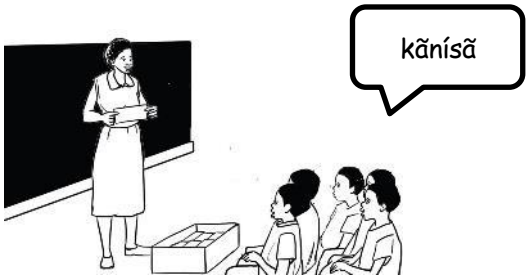
| My Ụrụ'bá | 'Bá ãmadrị tõrọ́mẹ́ agá rĩ kî | Tõrọ́mẹ́ |
|---|---|---|
| ụrụ'bá<br>drĩkã<br>drị<br>drị 'alé<br>pá<br>pá 'alé<br>meleti<br>mịfị́kí<br>bílẹ́kí<br>ũmvu<br>tị | dokita<br>ímbápị<br>'bá bõngó ịgbẹlépi la násĩ<br>'bá ámvụ́ sõlépi rĩ | sũkụ́lũ<br>sụ̂<br>dũkánĩ<br>kãnịsã<br>mãsĩkịtĩ |

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

   Show learners the pá 'alé flashcard. Ask them to read the word. Once they have read the word, place it in the box/basket.

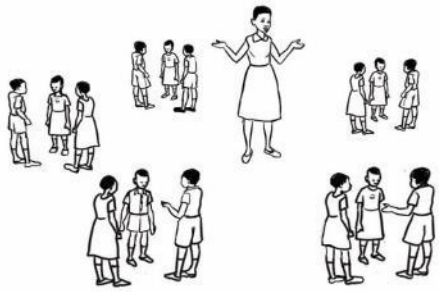



2. Repeat until learners have read all the flashcards.




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

3. Divide learners into 4-5 groups.

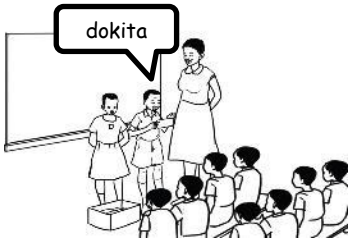


*You can have groups give themselves a team name for fun too!*

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

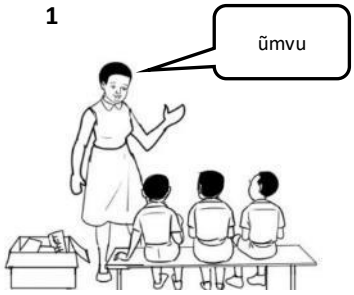
5. Ask a learner from the first team to come and find the flashcard from the basket/box.

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

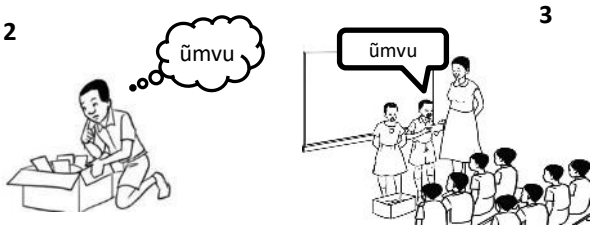



6. Repeat the game with a different team and a different word. Continue with teams taking turns until there are no more flashcards in the box/basket.

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



- If they pick the correct word from the basket/box, they get to keep the flashcard.
- If they do not 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! Do not 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.

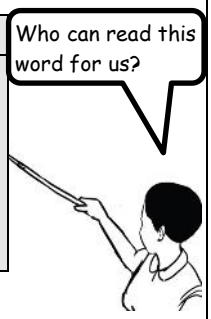
**Break: Do an energizer** *(5 minutes)*

**Part 2: Drawing Game** *(15 minutes)*

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

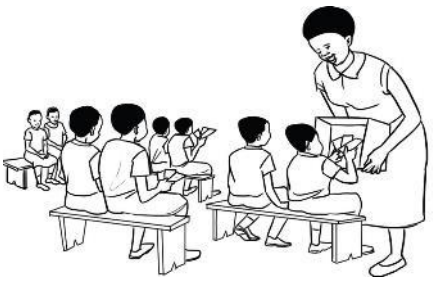
1. Point to the words in the table on the chalkboard in random order. Ask learners to read the words as you point to them.

| My Ụrụ'bá | 'Bá ãmadrị tõrọ́mẹ́ agá rĩ kì | Tõrọ́mẹ́ |
|---|---|---|
| ụrụ'bá<br>drĩkã<br>drị<br>drị 'alé<br>pá<br>pá 'alé<br>meleti<br>mịfíkí<br>bíḷẹ́kí<br>ũmvu<br>tị | dokita<br>ímbápị<br>'bá bõngó ịgbẹlépi<br>la<br>násĩ<br>'bá ámvụ́ sõlépi rĩ | sũkụ́lũ<br>sụ̀<br>dũkánĩ<br>kãnịsã<br>mãsĩ̀kịtĩ |



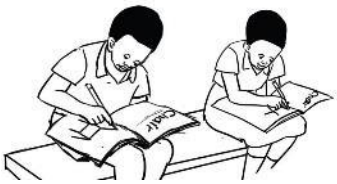

*Continue until you have read all the words in the table.*

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



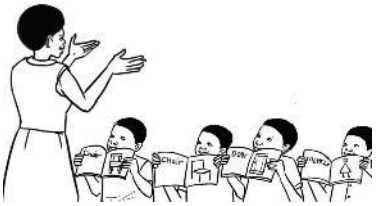
3. Ask learners to read the 3 flashcards with their team and discuss what each word means.

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 your team to read the word.
4. ***DO**: Call on different learners to pick a flashcard and show their team. The team reads the word.*
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. Encourage them to draw pictures for 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 30 | | Literacy |
|---|---|---|
| **Lesson Topic: Reading and Writing with Letter S** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Reads syllables with letter S correctly.<br>b) Writes syllables with letter S correctly.<br>c) Reads words with letter S correctly. | **Materials**<br>1. Chalk and chalkboard<br>2. Alphabet chart<br>3. Pointer<br><br>**Reminder:** examples of letter sounds are on your memory card | **Preparation**<br>1. Put the alphabet chart on the chalkboard.<br>2. Draw the syllable chart on the chalkboard before the lesson. |

| | | |
|---|---|---|
| so<br>na<br>sona<br>sonap | is<br>sop<br>isop<br>misop | us<br>lus<br>lusk<br>alusk |

✓ **Lesson 30 Assessment: Reading syllables with letter S**

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.

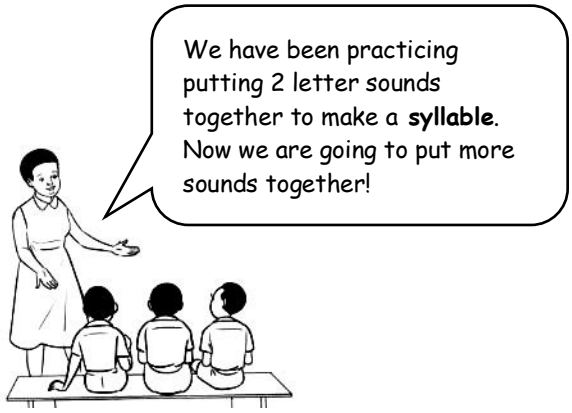
**Review and Introduce the Lesson** *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to read words to someone at home. I also asked you to draw 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 from their exercise book.*
6. **SAY:** Today we are going to practise letter S.

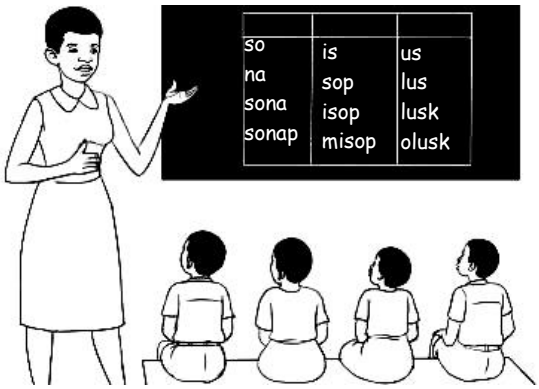
**Part 1: Reading and Writing Syllables with S** *(20 minutes)*

1. **ASK**: Before we start with letter S, who can point to the letters on the alphabet chart and lead us in the alphabet song?
2. ***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. Explain:

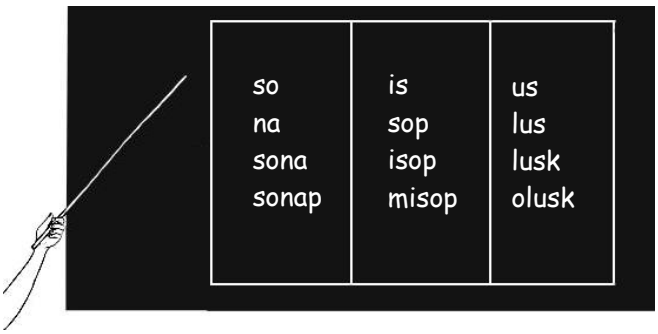



2. Show students the syllable chart on the chalkboard. Remind learners that when we put sounds together, we make syllables and words.

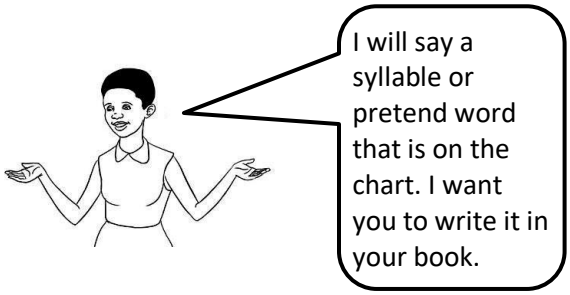



3. Explain that the chart has silly syllables and words to practise sounds. These are not real words.

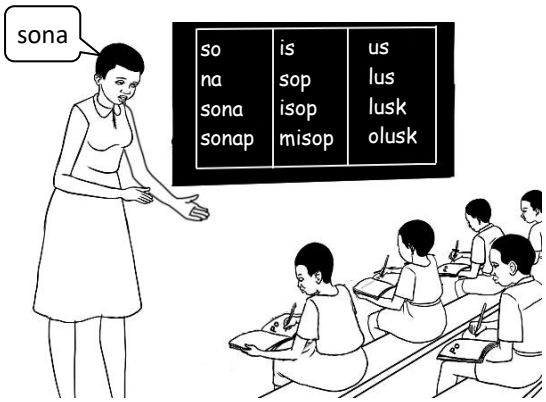
Sound out the letters to read the syllables <u>with learners</u>. Read the first column (so, na, sona, sonap) then the second column (is, sop, isop, misop) then the third column (us, lus, lusk, olusk).



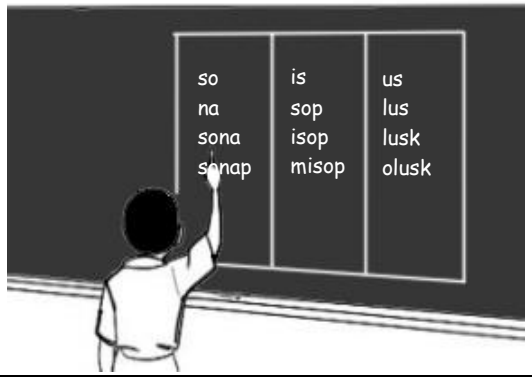

4. Explain the syllable game:




Say a syllable or pretend word from the chart <u>without pointing to it</u>. Have learners write it in their books.



5. After learners write, invite a learner to identify a syllable/word in the chart on the chalkboard.




6. Play the game until learners have written all the syllables and words and identified them on the chalkboard.

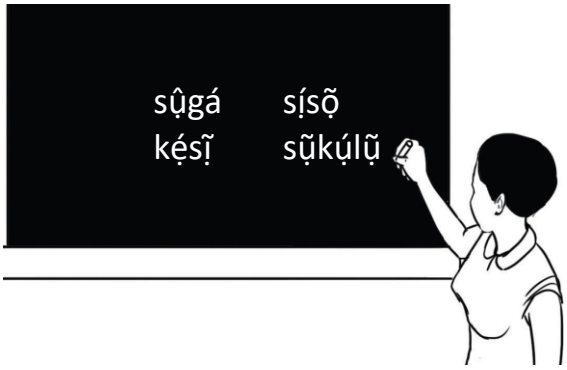
Use this time to observe learners as they read syllables with S. If they can correctly read the syllables, put a ✓ in the learner tracker.

**Break: Do an energizer** *(5 minutes)*

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

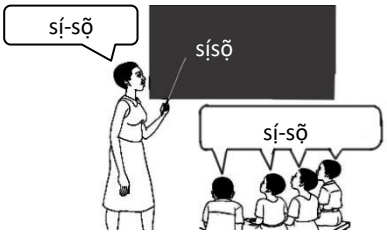
**SAY**: Great! Now it's time for us to practice words with S.

1. Write the 4 words on the chalkboard. Invite learners to try to read the words. Remind them that they can slowly sound out the letters.

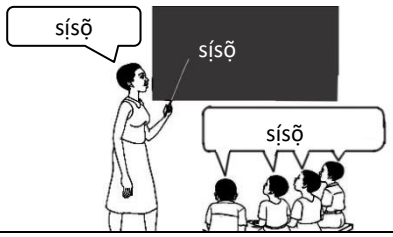



*It is okay if learners cannot read the words, but it is important to let them try.*

2. Point to each of the syllables in the first word and read them slowly and clearly. Have learners read the syllables in the word with you. (**sí-sõ**)

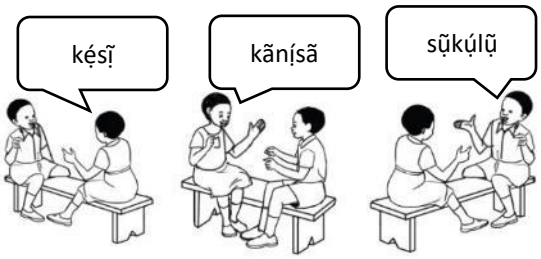



Point to the word. Have learners read the word with you.

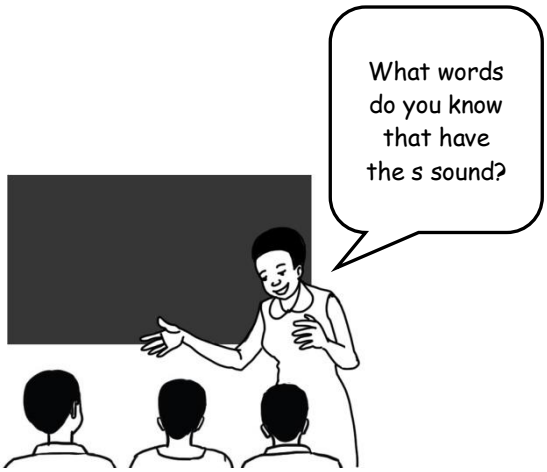


3. Ask learners to copy the 4 words in their exercise books.

4. Have learners work with a partner and practise reading the words to each other.




5. Ask learners to tell you other words they know that have the **s** sound. It can be at the beginning, middle, or end of the word.




6. Select 2 short, simple words that learners shared and write them on the chalkboard. Have learners work with a partner to read the words.

*If needed, you can show learners how to sound out the letters and read the words. Read the words together.*

**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 **sli** on the chalkboard.*
4. **SAY**: Call on different learners to read the syllable.
5. ***DO**: Write **us, san, isp** on the chalkboard. Ask learners to turn to a partner and try to read the syllables together.*
6. ***DO**: Read the syllables on the chalkboard with learners.*
7. **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 S. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| **Lesson 31** | | **Literacy** |
|---|---|---|
| **Lesson Topic: Food I Eat** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Identifies common foods.<br>b) Reads words correctly.<br>c) Writes words correctly.<br>d) Reads a simple story with the teacher's support. | **Materials**<br>1. Chalk and chalkboard<br>2. Flashcards with the words: ãkónã, mũcélẽ, mãrágĩ, ã'ụ́, ĩ'bi | **Preparation**<br>1. Prepare the flashcards and the learning space.<br>2. Practise reading the story aloud so that you can read it well.<br>3. Write the story on the chalkboard:<br><br>**<u>Ãkónã mání nalé rĩ kî</u>**<br>Ma mũcélẽ na.<br>Ma mũcélẽ kí na mãrágĩ be.<br>Ma mũcélẽ kí na ã'ụ be.<br>Ima mũcélẽ kí na ĩ'bị be. |
| ✓ **Lesson 31 Assessment: Reading vocabulary words**<br>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)*

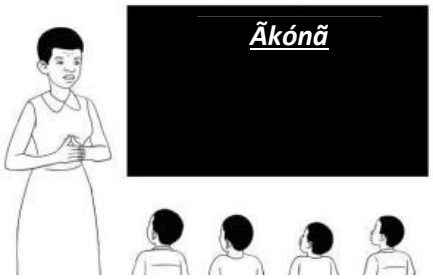
1. **SAY**: Hello learners! Last lesson, I asked you to practise writing the syllables and words in your exercise books and reading them aloud. Show me a thumbs up if you practised at home.
2. **SAY**: Let's practise some more syllables. I will write some new syllables on the chalkboard. Can you read the syllable I point to? →

| | | | | |
|---|---|---|---|---|
| dis | run | sak | old | mep |

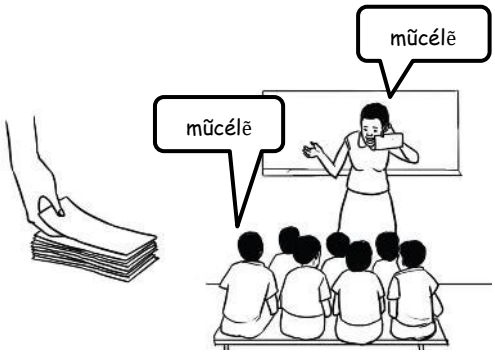
3. ***DO**: Point to the syllables in random order and listen to learners read aloud. These are new syllables. Help them sound out the letters to read the syllables if needed.*
4. **SAY**: Great job! Today we are going to learn about foods that we eat and read a story.

**Part 1: Talking about Foods We Eat – Introducing Vocabulary** *(20 minutes)*

1. **SAY:** Today we are going to talk about foods we eat.
2. ***DO:** Write the word <u>Ãkónã</u> on the chalkboard.*
3. ***DO:** Slowly read the word **Ãkónã**. Ask learners to read with you.*
4. **ASK:** What are foods? What are some different kinds of foods? *(Listen to learner responses)*
5. **SAY*:*** Good! Foods are things we eat which give us energy and help us grow strong. Some foods we eat are rice, beans, greens, and chicken.
6. **SAY**: Today we will look at some of the foods we eat.



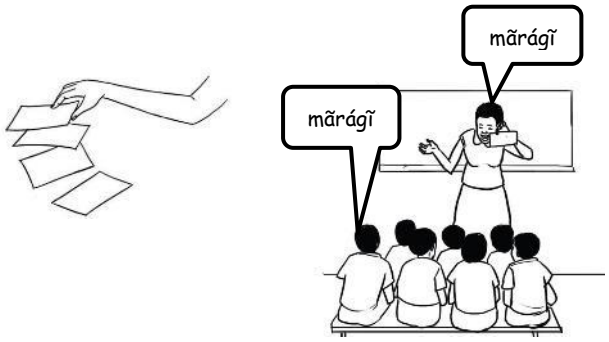
1. Pick a flashcard. Read the word 2 times and have learners read the word with you.




2. Ask learners the meaning of the word. Encourage them to explain what the food looks like, tastes like, and what other foods they like to eat with it. *Help them as needed.*

   Write the word on the chalkboard. Together with learners, make a sentence with the word.

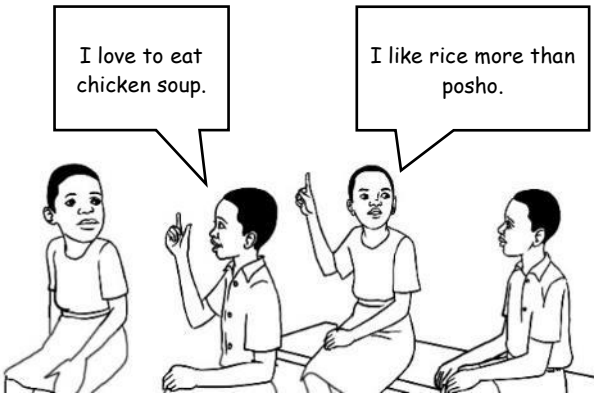
3. Pick a different flashcard. Repeat steps 1 and 2 until all vocabulary flashcards have been taught and all the words are written on the chalkboard.




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

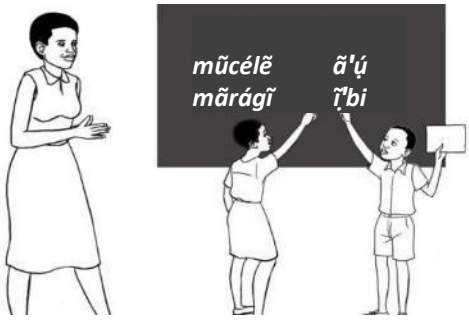
*Move around the classroom listening and supporting learners.*

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.

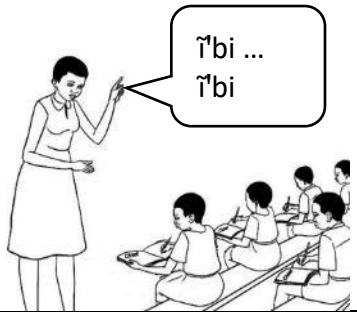
Have the whole group read the word. If they make a mistake, let the rest of the group help them.



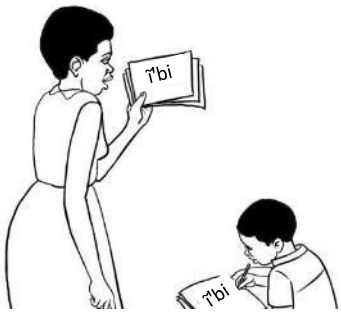

*Repeat until all flashcards have been correctly matched to the words on the chalkboard.*

7. Erase the words on the chalkboard.

   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. Show learners the flashcard to review how the words are written. 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 Foods** *(15 minutes)*

1. **SAY**: We are going to read a story together. 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. Invite learners to try to read it. Read the title to them.

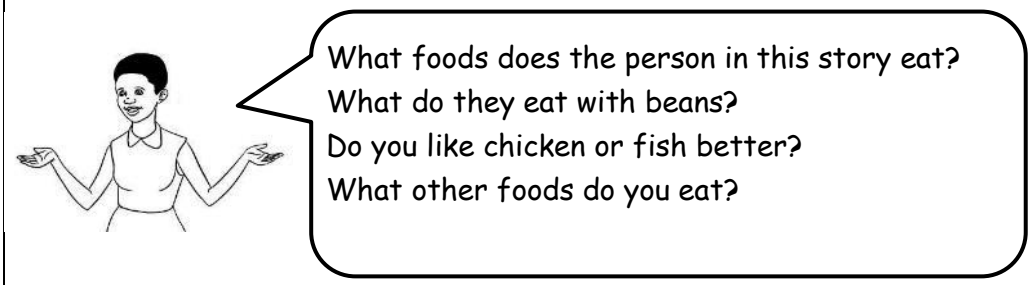
2. Ask learners to tell you what foods they might find in the story. *(Listen to learners' ideas and write a couple on the chalkboard.)*

3. Show learners the story on the chalkboard. Ask learners to listen carefully because they will answer some questions.

   Read the story 2 times. Point to each word as you read it.

**<u>Ãkónã mání nalé rĩ kî</u>**
Ma mũcélẽ na.
Ma mũcélẽ kí na mãrágĩ be.
Ma mũcélẽ kí na ã'ụ be.
Ima mũcélẽ kí na ĩ'bị be.

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. **ASK**: The vocabulary words are also in our story. Who can help me find them?
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. Encourage them to also draw pictures to go with the words.

⚠ **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 32 | | Literacy |
|---|---|---|
| **Lesson Topic: Review Letters R, D and S** | | **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 R, D, S and the vowels A, E, I, O, U
3. 2 baskets/boxes to place letter cards
4. Vocabulary flashcards: ãkónã, mũcélẽ, mãrágĩ, ã'ụ, ĩ'bi

**Reminder:** examples of letter sounds are on your memory card

**Preparation**
1. Prepare the letter cards R, D, S.
2. Draw a simple picture of the vocabulary words on the chalkboard: ãkónã, mũcélẽ, mãrágĩ, ã'ụ, ĩ'bi
3. Write the syllable table on the chalkboard.

| R | D | S |
|---|---|---|
| ra | da | sa |
| re | de | se |
| ri | di | si |
| ro | do | so |
| ru | du | su |

✓ **Lesson 32 Assessment: Identifies and reads syllables with letters R, D and S**

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.

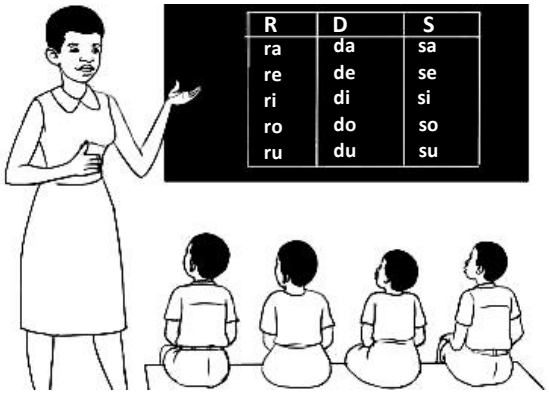
**Review and Introduce the Lesson** *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise reading and writing the words at home. Show me a thumbs up if you practised.
2. **SAY**: Let's practise together.
3. ***DO**: Give the flashcards to different learners around the room. Have them take turns holding up the flashcard for the rest of the group to read. Then give the flashcards to different learners and ask them to match the flashcards with the pictures on the chalkboard.*
4. **SAY**: Great job! Today we are going to practise what we have learnt. We will look at syllables made from letters R, D, S.

**Part 1: Reviewing Syllables** *(20 minutes)*

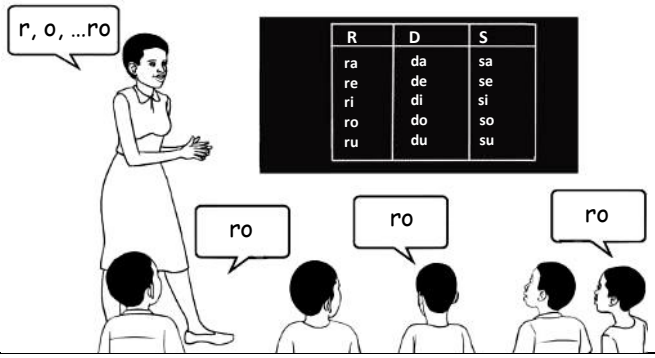
**SAY**: We have learned about letters R, D, and S. We are going to do some activities to practise reading syllables made from these letters.

1. Show learners the syllable table on the chalkboard.

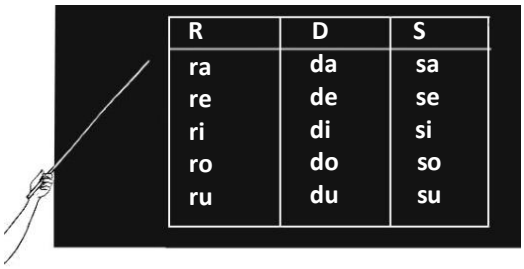



2. Show learners how to read the syllables. First say the sounds in the syllable then put the sounds together to read the syllable e.g /r/ /i/… ri

Begin by reading the R column, then D, then S. Have learners read the syllables <u>with</u> you.

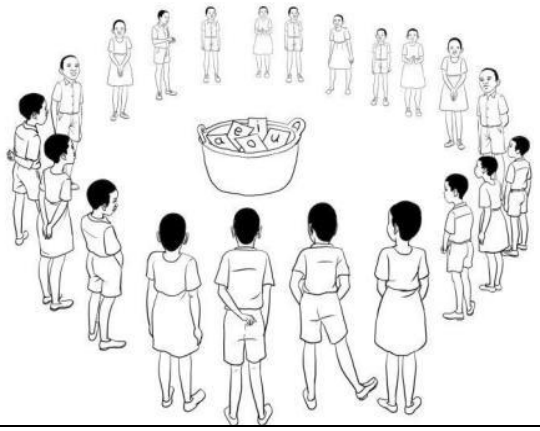



3. Read the syllables again with learners. Begin with the first column then proceed to the second then the third.

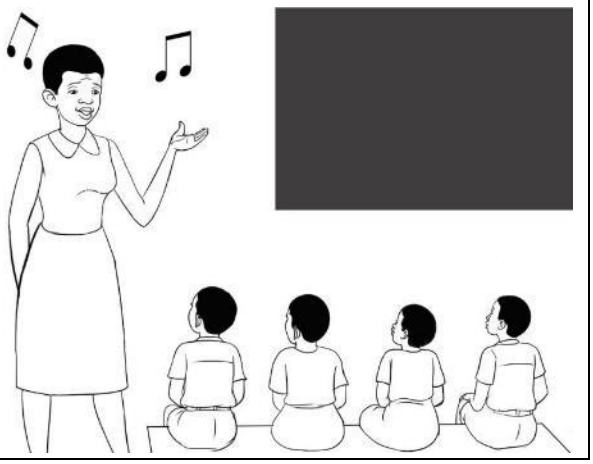



4. Place letter cards for **R, D**, **S** in a box/basket and mix them up.
   Place letter cards for **A, E, I, O, U** in another box/basket and mix them up.

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.

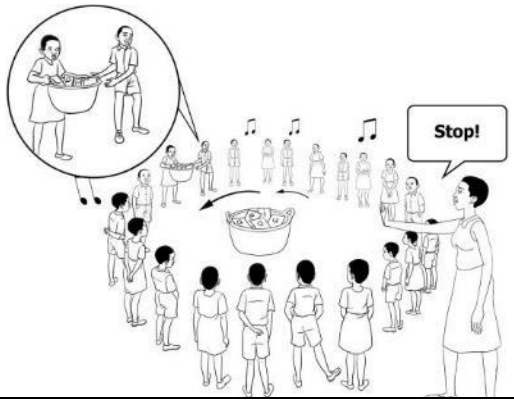


6. Introduce a familiar song to the learners. Sing the song.



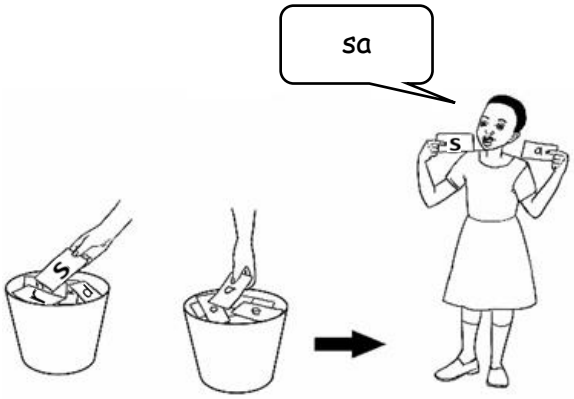
7. Tell learners that they will be playing a game. In the game, learners will sing the song.

   - As they sing, they will pass round the letter **R, D, S** basket/box.
   - Tell them that when you say stop, they should stop singing.

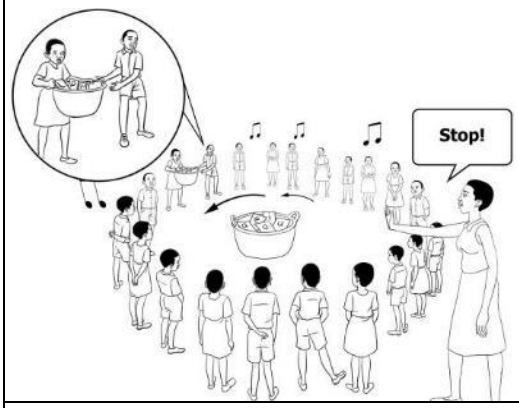


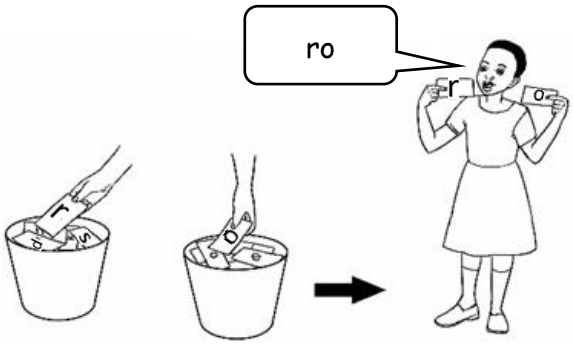

8. Whoever is holding the box/basket will close their eyes and pick a **R, D, S** card, then step into the middle of the circle and pick a vowel card **A, E, I, O, U**.

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




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



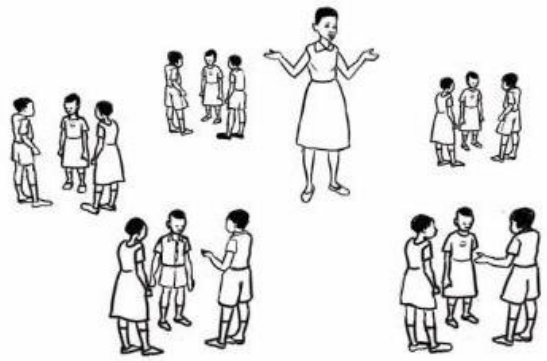

Use this time to observe learners as they identify and read syllables with letter R, D and S. If they can correctly identify and read the syllable, put a ✓ in the learner tracker.

**Break: Do an energizer** *(5 minutes)*

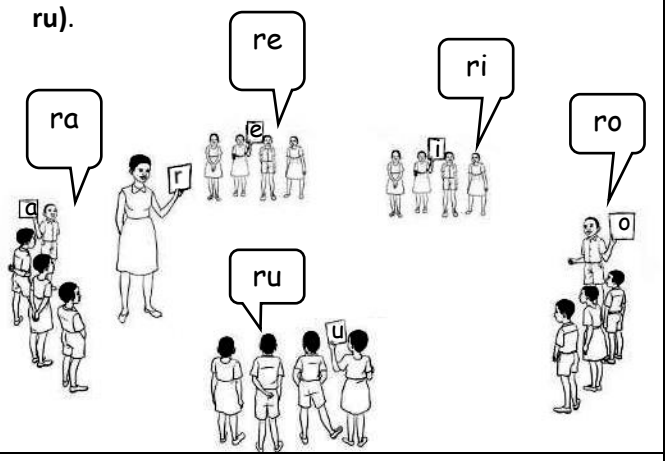
**Part 2: Word Building Game** *(15 minutes)*

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

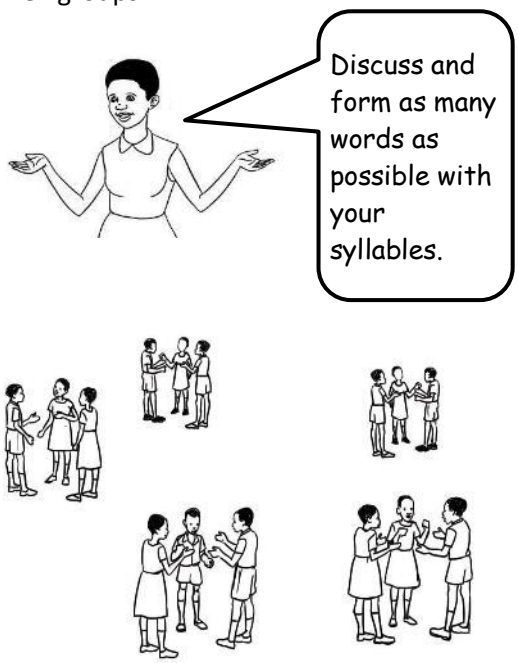
1. Divide learners into 5 groups.



2. Hold up letter **R** and give each group a vowel **A, E, I, O, U**.
   Ask each group to say their syllable (**ra, re, ri, ro, ru)**.

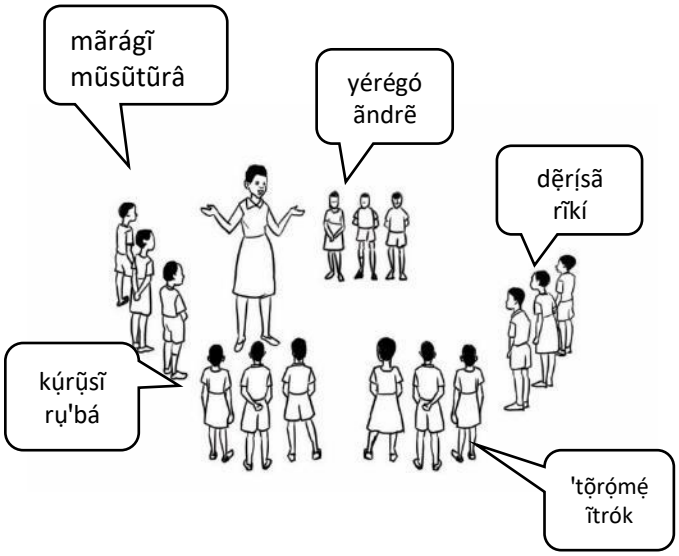



3. Tell groups:




4. After 2 minutes tell the groups to stop. 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 **D**.<br><br>● Hold up a different letter card and give groups a different vowel.<br>● Ask learners to read the syllable. Eg. *do*<br>● Give groups 2 minutes to make words with the syllable.<br>• Groups share their words and check if the words have the target syllable.<br>• Let the groups share their words with everyone. | 6. Repeat the activity with letter **S**.<br><br>• Hold up a different letter card and give groups a different vowel.<br>• Ask learners to read the syllable. Eg. *Su*<br>• Give groups 2 minutes to make words with the syllable.<br>• Groups share their words and check if the words have the target syllable.<br>• Let the groups share their words with everyone. |
| **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.)*<br>2. **SAY**: Let's practise reading words with our letters.<br>3. ***DO**: Write a word on the chalkboard for each of the letters and ask learners to read them.*<br>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 R, D and S. 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 33 – 40

*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 33: Reading syllables with letter Y | Lesson 34: Reading syllables with letter T | Lesson 35: Reading vocabulary words | Lesson 36: Reading syllables with letter G | Lesson 37: Identifies and reads syllables with letters Y, T and G | Lesson 38: Reading syllables with letter C | Lesson 39: Reading syllables with letter H | Lesson 40: Reading syllables with letter W |
| | | | **Date:** | | | | | | | | | |
| **Registered Learner Names** | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | |
| Total number of ticks *(✓)* | | | | | | | | | | | | |
| Total number of crosses *(x)* | | | | | | | | | | | | |
| Total absentees (*the number of 'As'*) | | | | | | | | | | | | |

## Literacy and Attendance Tracker: Lessons 33 - 40

*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 33: Reading syllables with letter Y | Lesson 34: Reading syllables with letter T | Lesson 35: Reading vocabulary words | Lesson 36: Reading syllables with letter G | Lesson 37: Identifies and reads syllables with letters Y, T and G | Lesson 38: Reading syllables with letter C | Lesson 39: Reading syllables with letter H | Lesson 40: Reading syllables with letter W |
| | **Registered Learner Names** | | **Date:** | | | | | | | | | |
| 13 | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | |
| 22 | | | | | | | | | | | | |
| 23 | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | |
| Total number of ticks *(✓)* | | | | | | | | | | | | |
| Total number of crosses *(x)* | | | | | | | | | | | | |
| Total absentees (*the number of 'As'*) | | | | | | | | | | | | |

| Lesson 33 | | Literacy |
|---|---|---|
| **Lesson Topic: Reading and Writing with Letter Y** | | **Time: 1 hour** |

**Learning Competences**

The learner:

a) Reads syllables with letter Y correctly.
b) Writes syllables with letter Y correctly.
c) Reads words with letter Y 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.

| | | |
|---|---|---|
| ya<br>yo<br>si<br>ed | ye<br>yu<br>ro<br>um | yi<br>su<br>de<br>pu |

✓ **Lesson 33 Assessment: Reading syllables with letter Y**

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)*

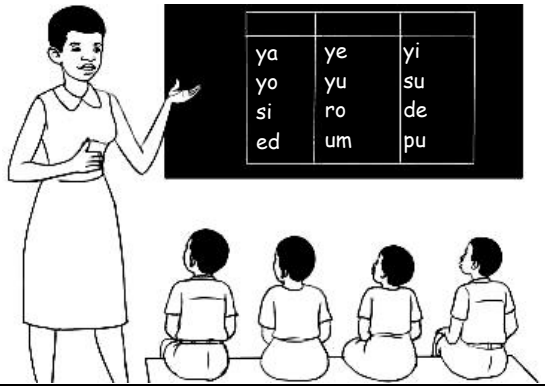
1. **SAY**: Hello learners! Last lesson, I asked you to write all the syllables and read them to someone at home. Show me a thumbs up if you did.
2. ***DO**: Move around and check learners' exercise books.*
3. **ASK**: Who wants to read some of the words and syllables to us? *Listen to learners read from their books.*
4. **SAY:** Today we are going to practise reading and writing syllables with letter Y.

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

1. **ASK**: Before we start with letter Y, who can point to the letters on the alphabet chart and lead us in the alphabet song?
2. ***DO**: Give the pointer to a learner to point to the letters on the alphabet chart. Sing the local language alphabet song with learners.*

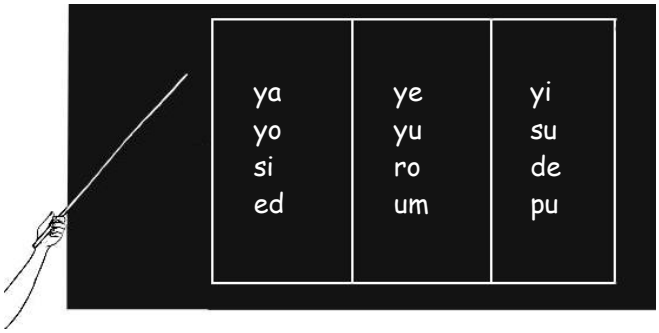
1. Explain:

2. Show students the syllable chart on the chalkboard. Remind learners that when we put sounds together, we make syllables and words.



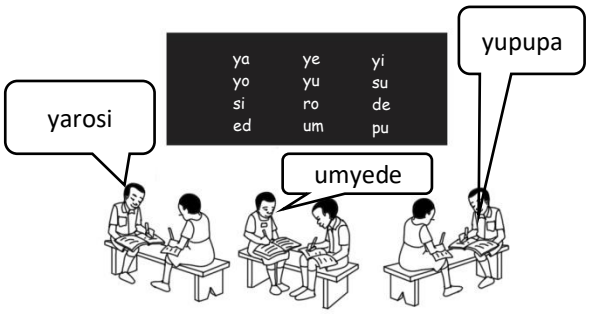

3. Explain that these are syllables that can be used to create words.

   Sound out the letters to read the syllables <u>with learners</u>. Read the first column (ya, yo, si, ed) then the second column (ye, yu, ro, um) then the third column (yi, su, de, pu).

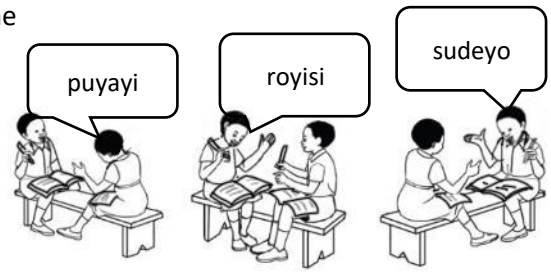



4. Ask learners to work in pairs or small groups to create 2 words.

   Have them pick 3 syllables from the chart and put them together to make a word. They should write their 2 invented words in their books. (ex. yarosi, umyede, yupupa)




5. Have learners work with a partner and practise reading the words they made.




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

**Break: Do an energizer** *(5 minutes)*

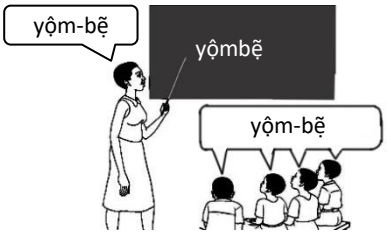
**Part 2: Reading and Writing Words with Y** *(15 minutes)*

**SAY**: Great! Now it's time for us to practice words with Y.

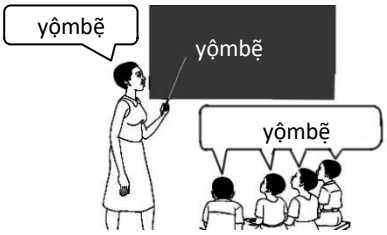
1. Write the 4 words on the chalkboard. Invite learners to try to read the words. Remind them that they can slowly sound out the letters.

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

2. Point to each of the syllables in the first word and read them slowly and clearly. Have learners read the syllables in the word with you. (**yọ̃m-bẹ̃**)

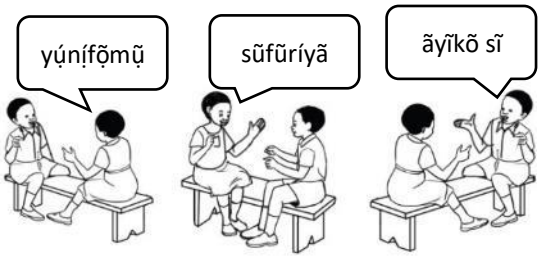



Point to the word. Have learners read the word with you.

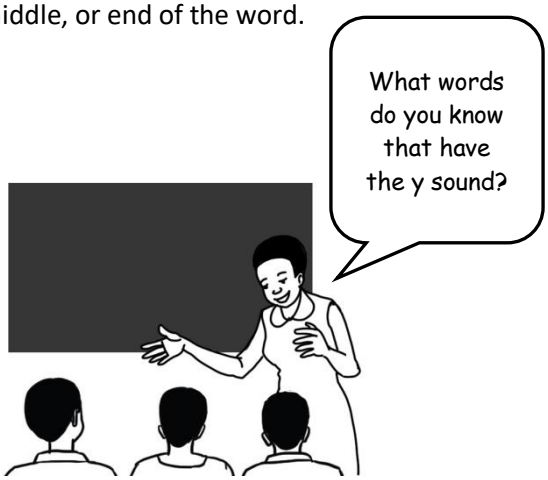



3. Ask learners to copy the 4 words in their exercise books.

4. Have learners work with a partner and practise reading the words to each other.



5. Ask learners to tell you other words they know that have the **y** sound. It can be at the beginning, middle, or end of the word.




6. Select 2 short, simple words that learners shared and write them on the chalkboard. Have learners work with a partner to read the words.

*If needed, you can show learners how to sound out the letters and read the words. Read the words together.*

**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 **yip** on the board.*
4. **SAY**: Call on different learners to read the syllable.
5. ***DO**: Write **ay, yom, oyu** on the chalkboard. Ask learners to turn to a partner and try to read the syllables together.*
6. ***DO**: Read the syllables on the chalkboard with learners.*
7. **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 Y. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 34 | | Literacy |
|---|---|---|
| **Lesson Topic: Reading and Writing with Letter T** | | **Time: 1 hour** |

**Learning Competences**

The learner:

a) Reads syllables with letter T correctly.
b) Writes syllables with letter T correctly.
c) Reads words with letter T 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.

| | | |
|---|---|---|
| ta<br>to<br>tato<br>tatom | it<br>top<br>itop<br>ritop | st<br>il<br>stil<br>stilb |

✓ **Lesson 34 Assessment: Reading syllables with letter T**

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.

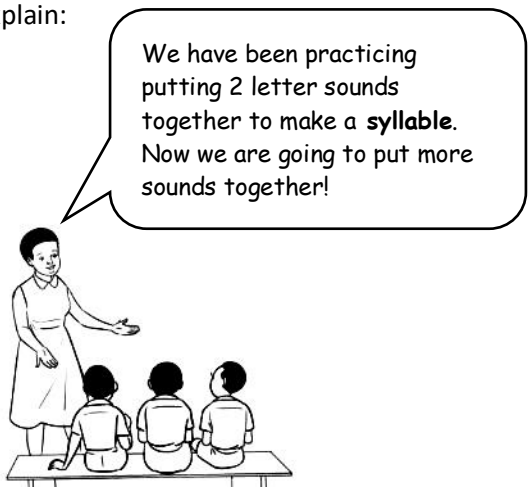
**Review and Introduce the Lesson** *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise reading and writing syllables with letter Y at home. Show me a thumbs up if you practised.
2. **SAY**: Let's practise together. Who can tell us a word with the y sound?
3. ***DO**: Listen to learners share words. Write 2 words on the chalkboard.*
4. **SAY**: Let's sound out the letters to read these words together.
5. ***DO**: Read the words with learners.*
6. **SAY:** Today we are going to practise reading and writing syllables with letter T.

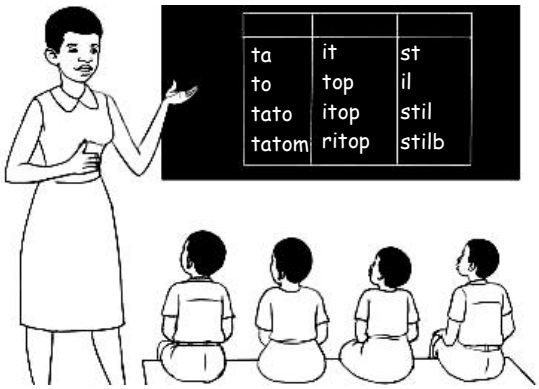
**Part 1: Reading and Writing Syllables with T** *(20 minutes)*

1. **ASK**: Before we start with letter T, who can point to the letters on the alphabet chart and lead us in the alphabet song?
2. ***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. Explain:

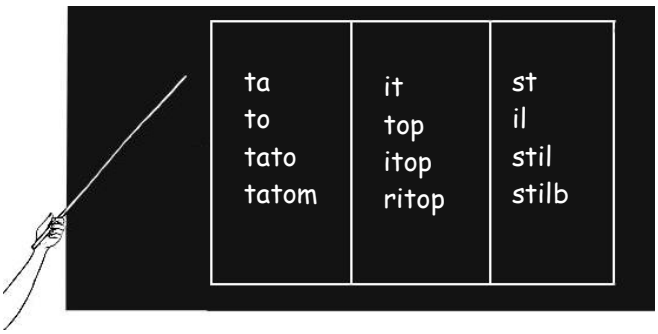



2. Show students the syllable chart on the chalkboard. Remind learners that when we put sounds together, we make syllables and words.

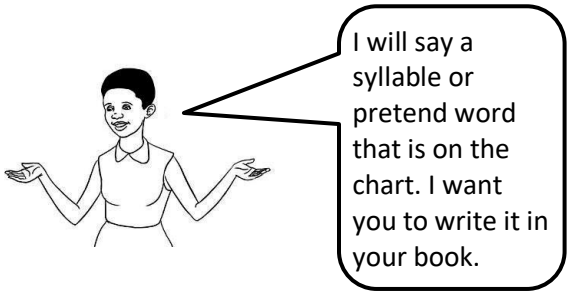



3. Explain that the chart has silly syllables and words to practise sounds. These are not real words.

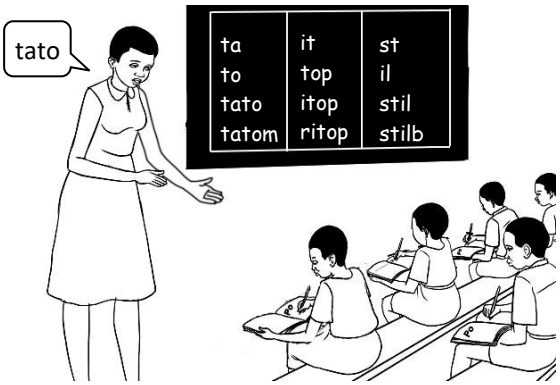
   Sound out the letters to read the syllables <u>with learners</u>. Read the first column (ta, to, tato, tatom) then the second column (it, top, itop, ritop) then the third column (st, il, stil, stilb).



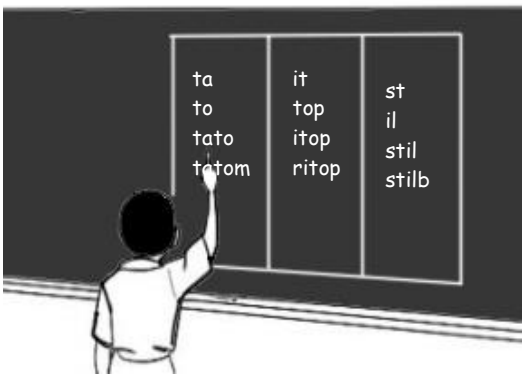

4. Explain the syllable game:



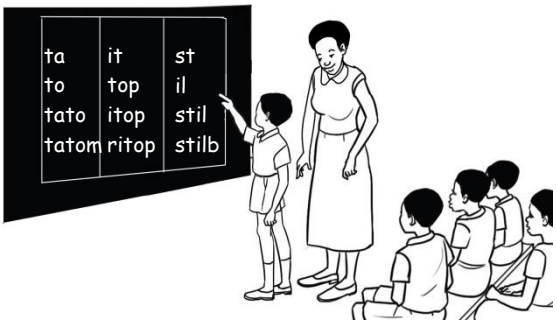

Say a syllable or pretend word from the chart <u>without pointing to it</u>. Have learners write it in their books.



5. After learners write, invite a learner to identify a syllable/word in the chart on the chalkboard.




6. Play the game until learners have written all the syllables and words and identified them on the chalkboard.




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

**Break: Do an energizer** *(5 minutes)*

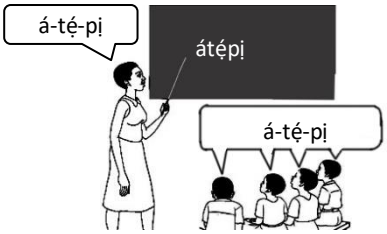
**Part 2: Reading and Writing Words with T** *(15 minutes)*

**SAY**: Great! Now it's time for us to practice words with T.

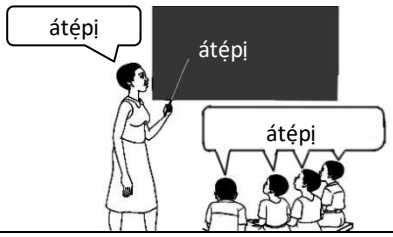
1. Write the 4 words on the chalkboard. Invite learners to try to read the words. Remind them that they can slowly sound out the letters.

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

2. Point to each of the syllables in the first word and read them slowly and clearly. Have learners read the syllables in the word with you. (**á-tẹ́-pị**)

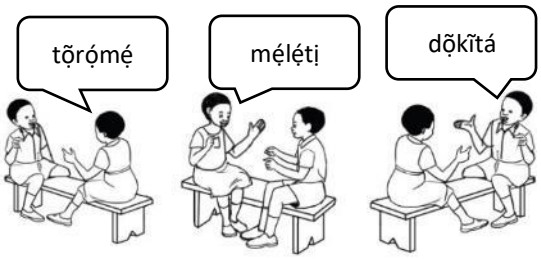



Point to the word. Have learners read the word with you.



3. Ask learners to copy the 4 words in their exercise books.

4. Have learners work with a partner and practise reading the words to each other.




5. Ask learners to tell you other words they know that have the **t** sound. It can be at the beginning, middle, or end of the word.

6. Select 2 short, simple words that learners shared and write them on the chalkboard. Have learners work with a partner to read the words.

*If needed, you can show learners how to sound out the letters and read the words. Read the words together.*

**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 **sti** on the chalkboard.*
4. **SAY**: Call on different learners to read the syllable.
5. ***DO**: Write **ot, tap, but** on the chalkboard. Ask learners to turn to a partner and try to read the syllables together.*
6. ***DO**: Read the syllables on the chalkboard with learners.*
7. **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 T. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| **Lesson 35** | | **Literacy** |
|---|---|---|
| **Lesson Topic: Animals** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Identifies common animals.<br>b) Reads words correctly.<br>c) Writes words correctly.<br>d) Reads a simple story with the teacher's support. | **Materials**<br>1. Chalk and chalkboard<br>2. Flashcards with the words: ãnãkpá, ngũrụ́bę̃, tị́, ĩndrị́, ã'ụ́, búrãŋá | **Preparation**<br>1. Prepare the flashcards and the learning space.<br>2. Practise reading the story aloud so that you can read it well.<br>3. Draw the syllable chart on the chalkboard.<br>4. Write the story on the chalkboard (see *Part 2)* |
| ✓ **Lesson 35 Assessment: Reads vocabulary words**<br>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 the syllables and words in your exercise books and reading them aloud. Show me a thumbs up if you practised at home.
2. **SAY**: I will some new syllables on the chalkboard. Can you read the syllable I point to? →

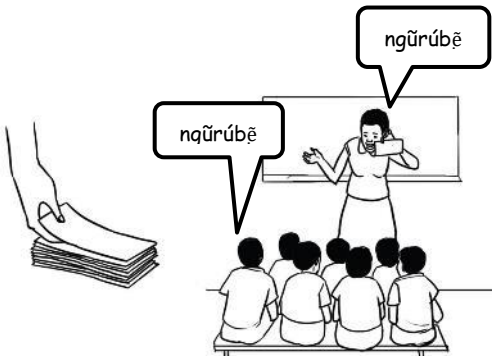
| | | | | |
|---|---|---|---|---|
| pat | teb | yoc | nut | yil |

3. ***DO**: Point to the syllables in random order and listen to learners read aloud. These are new syllables. Help them sound out the letters to read the syllables if needed.*
4. **SAY**: Great job! Today we are going to learn about animals and read a story.

**Part 1: Talking about Animals – Introducing Vocabulary** *(20 minutes)*

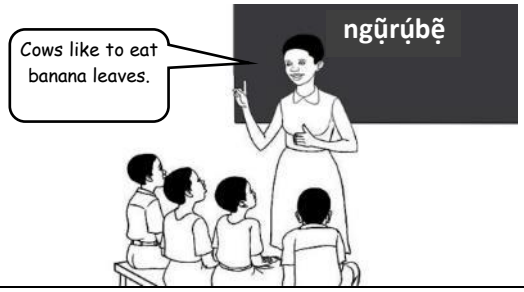
1. **SAY:** Today we are going to talk about animals.
2. ***DO:** Write the word Ãnãkpá on the chalkboard.*
3. ***DO:** Slowly read the word **Ãnãkpá**. Ask learners to read with you.*
4. **ASK:** What kinds of animals do you know about? *(Listen to learner responses)*
5. **SAY*:*** Good! Animals are living things that need food, water, and shelter to live. There are many kinds of animals like cows, cats, goats, lizards, lions, and rats.
6. **SAY**: Today we will look at some of the animals common in our community.

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

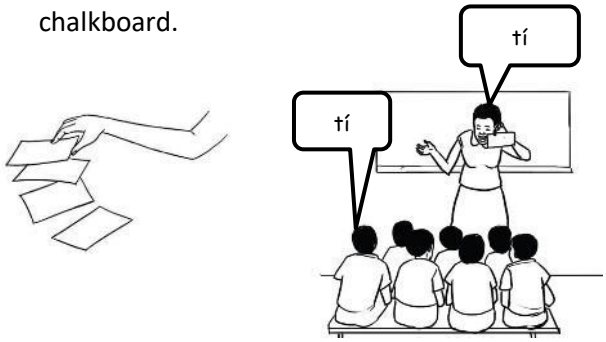



2. Ask learners the meaning of the word. Encourage them to explain what the animal looks like, what it eats, and where it lives. *Help them as needed.*

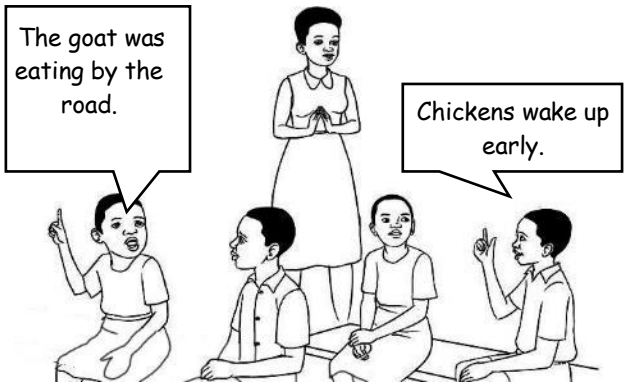
   Write the word on the chalkboard. Together with learners, make a sentence with the word.




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

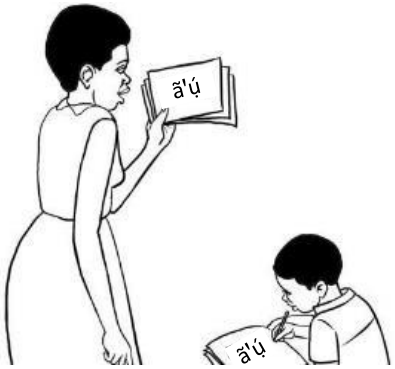
   Have the class read the word. If they make a mistake, let the rest of the group help them.

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

7. Erase the words on the chalkboard.

   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. Show learners the flashcard to review how the words are written. 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 Animals** *(15 minutes)*

1. **SAY**: We are going to read a story together. 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.*

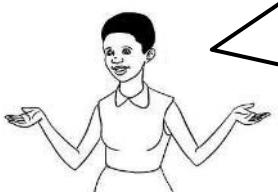
1. Write the title of the story on the chalkboard. Invite learners to try to read it. Read the title to them.

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

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

<u>Ãnãkpá ãmadrî kí</u>
Ãmã tị 1.
Ãmã búrãŋá kí 2.
Ãmã ngũrụ̃bẽ̃ kí 3.
Ãmã ĩndrị kí 4.
Ãmã ã'ụ kí 5.

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.



What are the animals in the story?
How many pigs do we have?
Do we have more chickens or more goats?
What animals does your family have?
What is your favourite animal?

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 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 to go with the words.

⚠ **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 36 | | Literacy |
|---|---|---|
| **Lesson Topic: Reading and Writing with Letter G** | | **Time: 1 hour** |

**Learning Competences**

The learner:

a) Reads syllables with letter G correctly.
b) Writes syllables with letter G correctly.
c) Reads words with letter G correctly.

**Materials**

1. Chalk and chalkboard
2. Alphabet chart
3. Pointer
4. Flashcards from previous lesson: ãnãkpá, ngʋ̃rʋ́bẽ̃, tí̧, ĩndrí̧, ã'ʋ́, búrãŋá

**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.

| | | |
|---|---|---|
| gu | gi | ge |
| go | ga | ta |
| yi | ab | ni |
| ka | it | po |

✓ **Lesson 36 Assessment: Reading syllables with letter G**

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)*

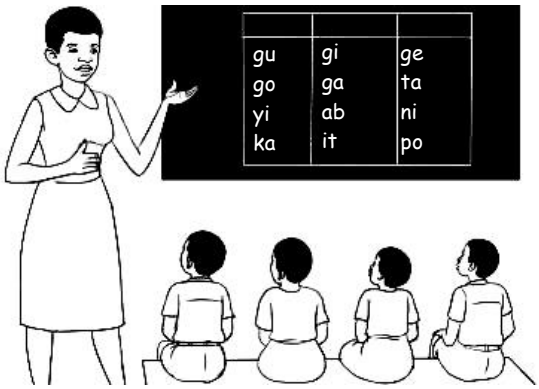
1. **SAY**: Hello learners! Last lesson, I asked you to practise reading and writing the words at home. Show me a thumbs up if you practised.
2. **ASK**: Who can write the vocabulary words for us?
3. ***DO**: Have 6 different learners come and write the vocabulary words on the chalkboard.*
4. **SAY**: Let's use our flashcards to check our writing.
5. ***DO**: Give the flashcards to 6 other learners and have each learner check the writing on the chalkboard and make corrections if needed. Then ask learners to read the words together.*
6. **SAY:** Today we are going to practise letter G.

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

1. **ASK**: Before we start with letter G, who can point to the letters on the alphabet chart and lead us in the alphabet song?
2. ***DO**: Give the pointer to a learner to point to the letters on the alphabet chart. Sing the local language alphabet song with learners.*

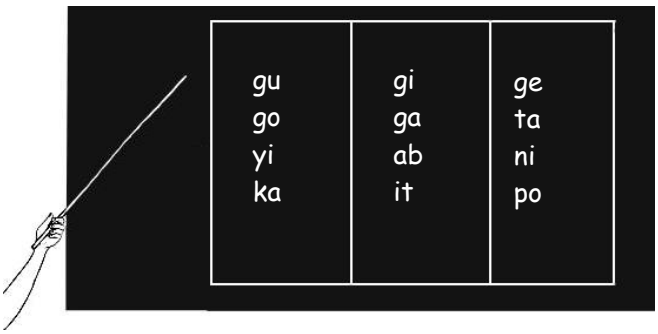
1. Explain:

2. Show students the syllable chart on the chalkboard. Remind learners that when we put sounds together, we make syllables and words.



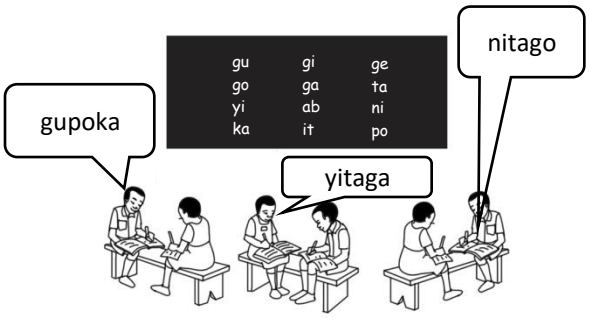

3. Explain that these are syllables that can be used to create words.

   Sound out the letters to read the syllables <u>with learners</u>. Read the first column (gu, go, yi, ka) then the second column (gi, ga, ab, it) then the third column (ge, ta, ni, po).

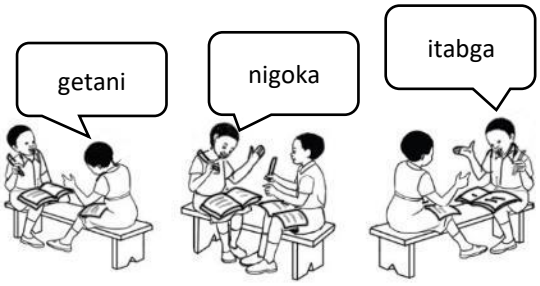



4. Ask learners to work in pairs or small groups to create 2 words.

   Have them pick 3 syllables from the chart and put them together to make a word. They should write their 2 invented words in their books. (ex. gupoka, yitaga, nitago)




5. Have learners work with a partner and practise reading the words.



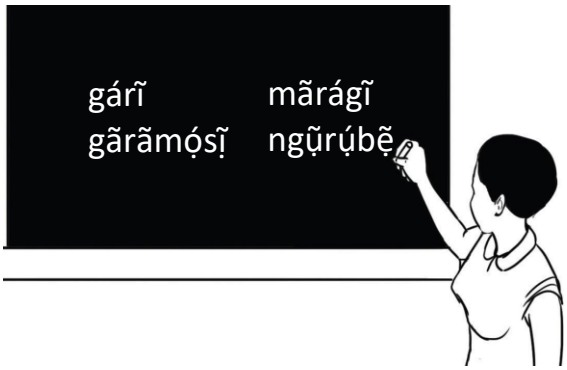

Use this time to observe learners as they read syllables with G. If they can correctly read the syllables, put a ✓ in the learner tracker.

**Break: Do an energizer** *(5 minutes)*

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

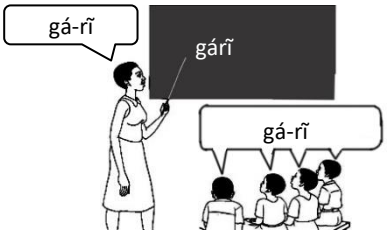
**SAY**: Great! Now it's time for us to practice words with G.

1. Write the 4 words on the chalkboard. Invite learners to try to read the words. Remind them that they can slowly sound out the letters.

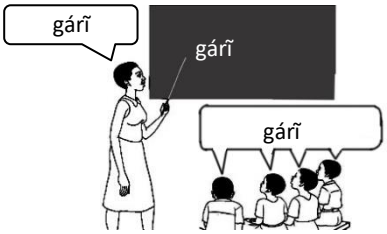



*It is okay if learners cannot read the words, but it is important to let them try.*

2. Point to each of the syllables in the first word and read them slowly and clearly. Have learners read the syllables in the word with you. (**gá-rĩ**)



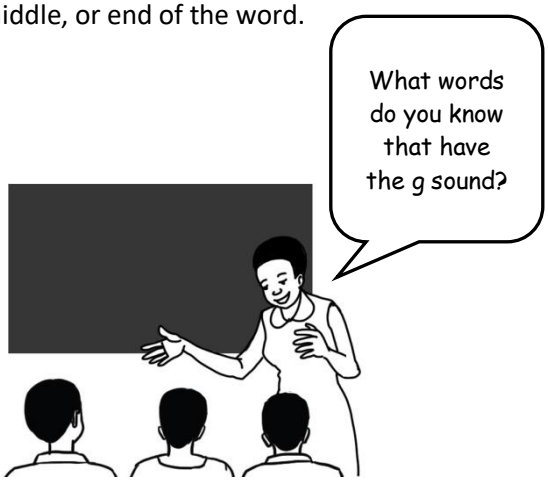

Point to the word. Have learners read the word with you.




3. Ask learners to copy the 4 words in their exercise books.

4. Have learners work with a partner and practise reading the words to each other.

5. Ask learners to tell you other words they know that have the **g** sound. It can be at the beginning, middle, or end of the word.




6. Select 2 short, simple words that learners shared and write them on the chalkboard. Have learners work with a partner to read the words.

*If needed, you can show learners how to sound out the letters and read the words. Read the words together.*

**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 **gid** on the chalkboard.*
4. **SAY**: Let's try a couple more words!
5. ***DO**: Write 2 words with g on the chalkboard and ask learners to read them.*
6. ***DO**: Read the words with learners.*
7. **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 G. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 37 | Literacy |
|---|---|
| **Lesson Topic: Review Letters Y, T and G** | **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 Y, T, G 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 Y, T, G.
2. Write the syllable table on the chalkboard.

| Y | T | G |
|---|---|---|
| ya<br>ye<br>yi<br>yo<br>yu | ta<br>te<br>ti<br>to<br>tu | ga<br>ge<br>gi<br>go<br>gu |

✓ **Lesson 37 Assessment: Identifies and reads syllables with letters Y, T and G**

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.

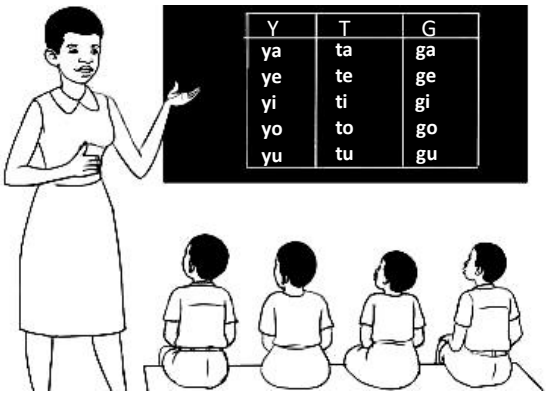
**Review and Introduce the Lesson** *(10 minutes)*

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 Y, T, G.

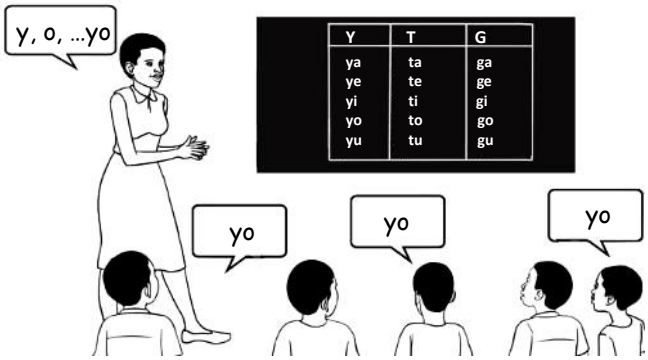
**Part 1: Reviewing Syllables** *(20 minutes)*

**SAY**: We have learned about letters Y, T, and G. We are going to do some activities to practise reading syllables made from these letters.

1. Show learners the syllable table on the chalkboard.

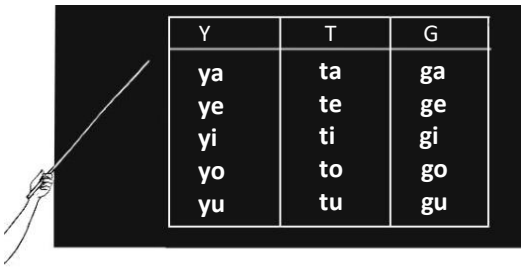



2. Show learners how to read the syllables. First say the sounds in the syllable then put the sounds together to read the syllable e.g /y/ /a/… ya



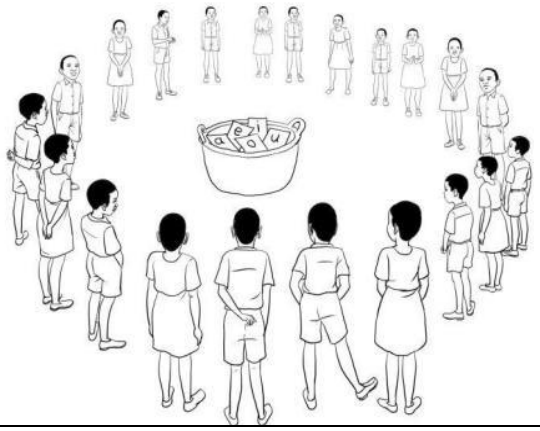

Begin by reading the Y column, then T, then G. Have learners read the syllables <u>with</u> you.

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

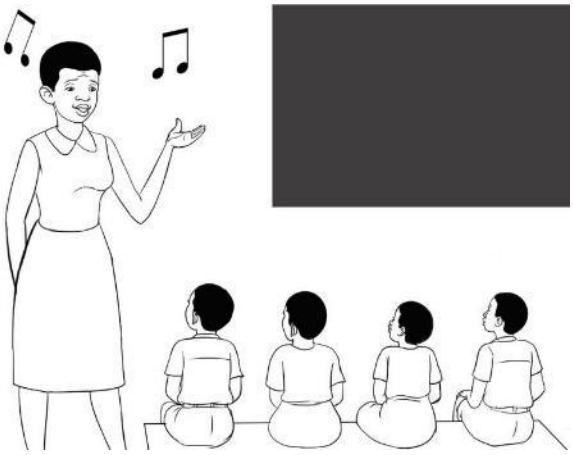



**4.** Place letter cards for **Y, T**, **G** in a box/basket and mix them up.
Place letter cards for **A, E, I, O, U** in another box/basket and mix them up.

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.

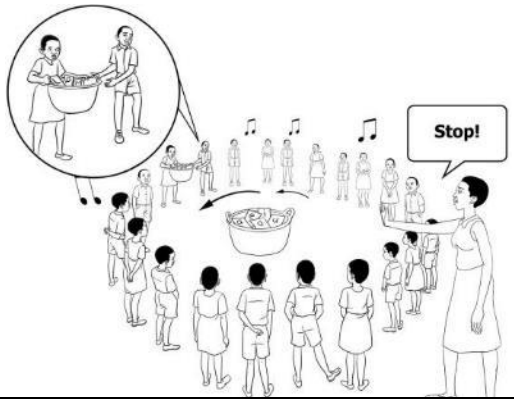


6. Introduce a familiar song to the learners. Sing the song.



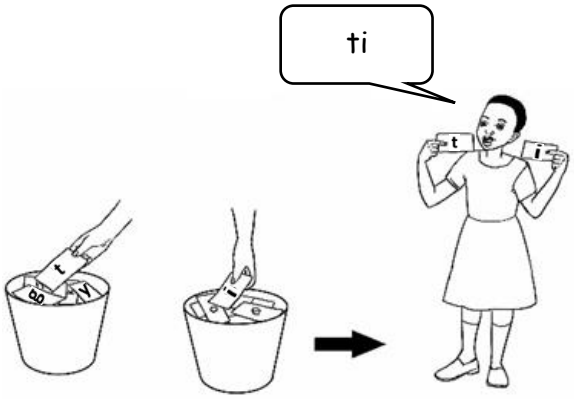
7. Tell learners that they will be playing a game. In the game, learners will sing the song.

- As they sing, they will pass round the letter **Y, T, G** basket/box.
- Tell them that when you say stop, they should stop singing.

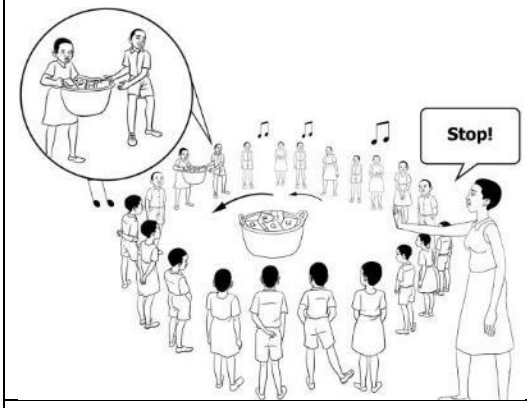


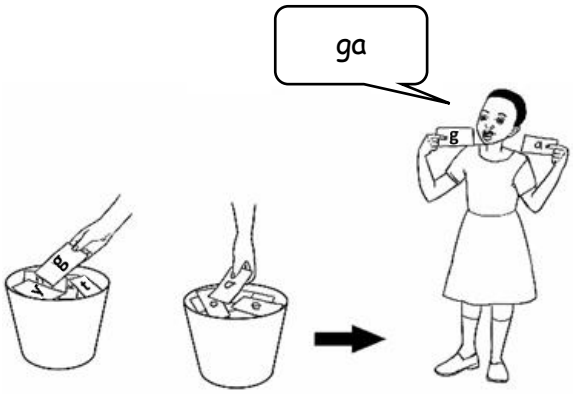

8. Whoever is holding the box/basket will close their eyes and pick a **Y, T, G** card, then step into the middle of the circle and pick a vowel card **A, E, I, O, U**.

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




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



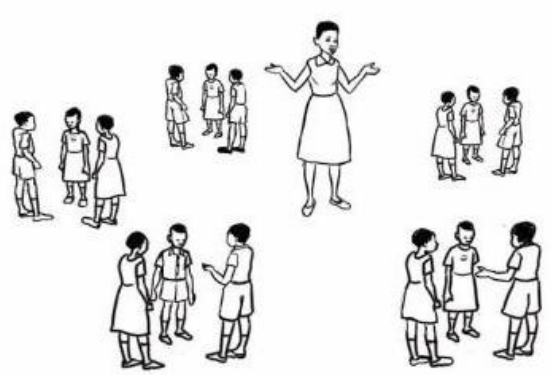

Use this time to observe learners as they identify and read syllables with letter Y, T and G. If they can correctly identify and read the syllable, put a ✓ in the learner tracker.

**Break: Do an energizer** *(5 minutes)*

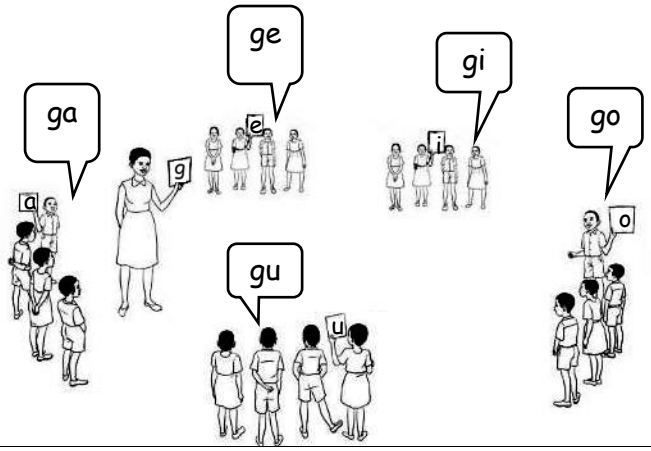
**Part 2: Word Building Game** *(15 minutes)*

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

1. Divide learners into 5 groups.



2. Hold up letter G and give each group a vowel **A, E, I, O, U**.
   Ask each group to say their syllable (**ya, ye, yi, yo, yu)**.




3. Tell groups:

4. After 2 minutes tell the groups to stop. 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 **T**.<br><br>● Hold up a different letter card and say a different vowel.<br>● Ask learners to read the syllable. Eg. *tu*<br>● Give groups 2 minutes to make words with the syllable.<br>● Groups share their words and check if the words have the target syllable. | 6. Repeat the activity with letter **Y**.<br><br>● Hold up a different letter card and say a different vowel.<br>● Ask learners to read the syllable. Eg. *ye*<br>● Give groups 2 minutes to make words with the syllable.<br>● 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 table on the chalkboard in random order and ask learners to read them.*
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 Y, T and G. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 38 | | Literacy |
|---|---|---|
| **Lesson Topic: Reading and Writing with Letter C** | | **Time: 1 hour** |

**Learning Competences**

The learner:

a) Reads syllables with letter C correctly.
b) Writes syllables with letter C correctly.
c) Reads words with letter C 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 syllable chart below on the chalkboard before the lesson.

| | | |
|---|---|---|
| cu<br>bi<br>cubi<br>acubi | ca<br>goc<br>goca<br>gocad | ec<br>eci<br>ecip<br>recip |

✓ **Lesson 38 Assessment: Reading syllables with letter C**

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 will write some syllables on the chalkboard. When I point to the syllables can you read them for me? →

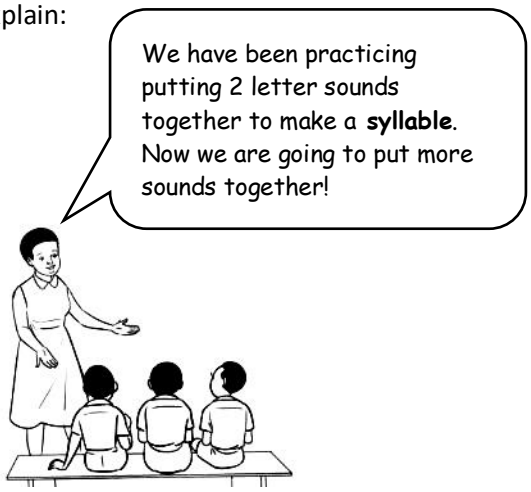
| | | | |
|---|---|---|---|
| yat | gub | tin | moy |
| tud | ugo | yil | tag |

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 C.

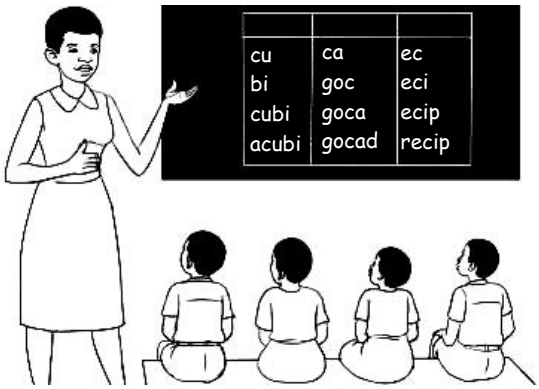
**Part 1: Reading and Writing Syllables with C** *(20 minutes)*

1. **ASK**: Before we start with letter C, who can point to the letters on the alphabet chart and lead us in the alphabet song?
2. ***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. Explain:

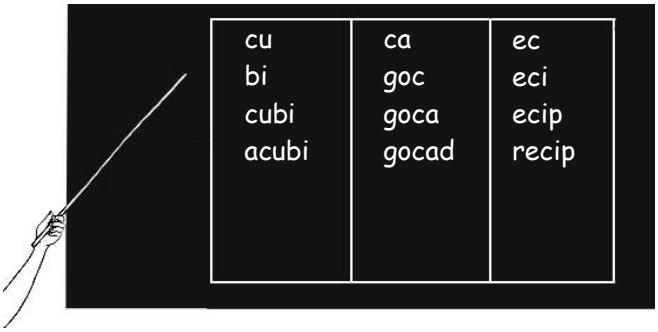



2. Show students the syllable chart on the chalkboard. Remind learners that when we put sounds together, we make syllables and words.

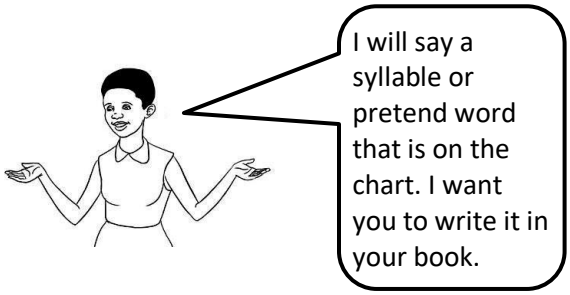



3. Explain that the chart has silly syllables and words to practise sounds. These are not real words.

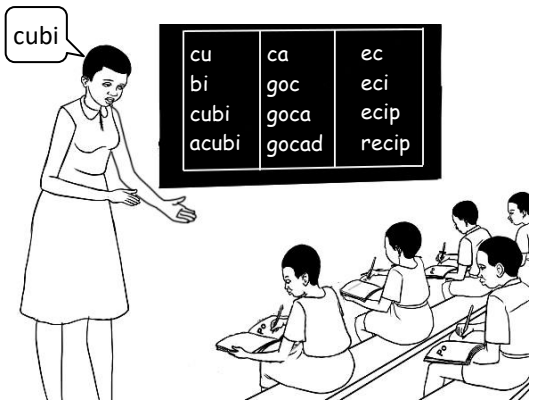
   Sound out the letters to read the syllables <u>with learners</u>. Read the first column (cu, bi, cubi, acubi) then the second column (ca, goc, goca, gocad) then the third column (ec, eci, ecip, recip).



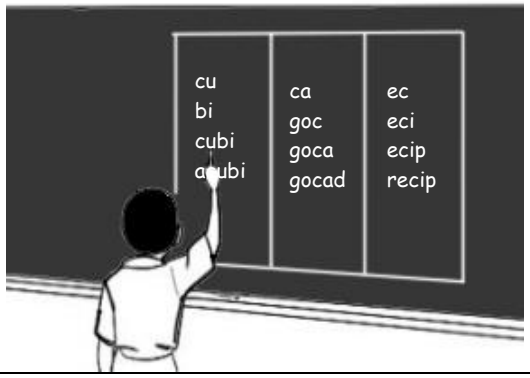

4. Explain the syllable game:




Say a syllable or pretend word from the chart <u>without pointing to it</u>. Have learners write it in their books.



5. After learners write, invite a learner to identify a syllable/word in the chart on the chalkboard.




6. Play the game until learners have written all the syllables and words and identified them on the chalkboard.

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

**Break: Do an energizer** *(5 minutes)*

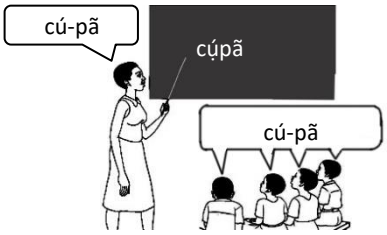
**Part 2: Reading and Writing Words with C** *(15 minutes)*

**SAY**: Great! Now it's time for us to practice words with C.

1. Write the 4 words on the chalkboard. Invite learners to try to read the words. Remind them that they can slowly sound out the letters.

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

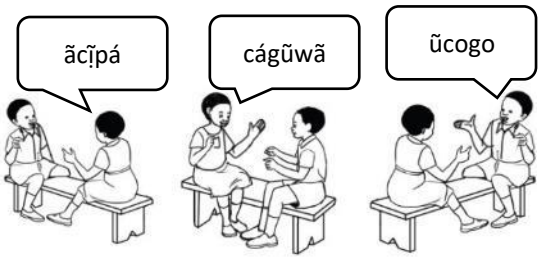
2. Point to each of the syllables in the first word and read them slowly and clearly. Have learners read the syllables in the word with you. (**cụ́-pã**)



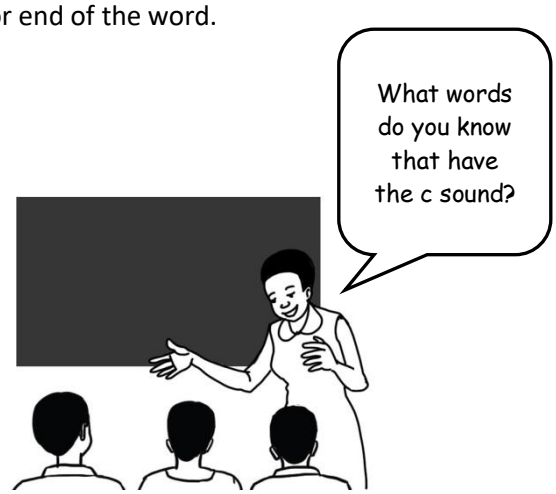

Point to the word. Have learners read the word with you.

3. Ask learners to copy the 4 words in their exercise books.

4. Have learners work with a partner and practise reading the words to each other.




5. Ask learners to tell you other words they know that have the **c** sound. It can be at the beginning, middle, or end of the word.




6. Select 2 short, simple words that learners shared and write them on the chalkboard. Have learners work with a partner to read the words.

*If needed, you can show learners how to sound out the letters and read the words. Read the words together.*

**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**: Write 2 words with the c sound on the chalkboard.*
3. **SAY**: Let's read these words together. Remember we can sound out the letters to read new words.
4. ***DO***: *Read the words with learners.*
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 C. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 39 | | Literacy |
|---|---|---|
| **Lesson Topic: Reading and Writing with Letter H** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Reads syllables with letter H correctly.<br>b) Writes syllables with letter H correctly.<br>c) Reads words with letter H correctly. | **Materials**<br>1. Chalk and chalkboard<br>2. Alphabet chart<br>3. Pointer<br><br>**Reminder:** examples of letter sounds are on your memory card | **Preparation**<br>1. Put the alphabet chart on the chalkboard.<br>2. Draw the syllable chart on the chalkboard before the lesson. |

| | | |
|---|---|---|
| ho<br>hi<br>no<br>cu | hu<br>ha<br>du<br>sa | he<br>ca<br>ro<br>li |

✓ **Lesson 39 Assessment: Reading syllables with letter H**

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)*

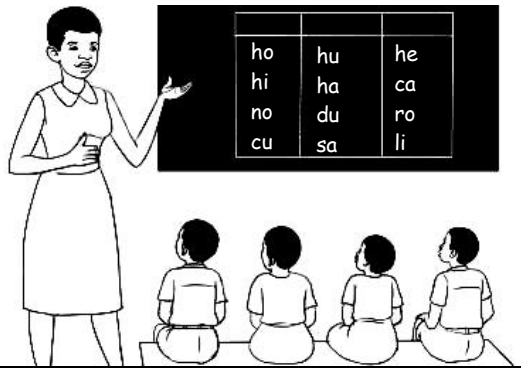
1. **SAY**: Hello learners! Last lesson, I asked you to practise reading and writing syllables with letter C at home. Show me a thumbs up if you practised.
2. **SAY**: Let's practise together. Who can read the words and syllables in their exercise book for us?
3. ***DO**: Go around the room and let different learners read from their books. Ask the rest of the learners to find the syllable or word they heard in their own book.*
4. **SAY:** Today we are going to practise reading and writing syllables with letter H.

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

1. **ASK**: Before we start with letter H, who can point to the letters on the alphabet chart and lead us in the alphabet song?
2. ***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.*

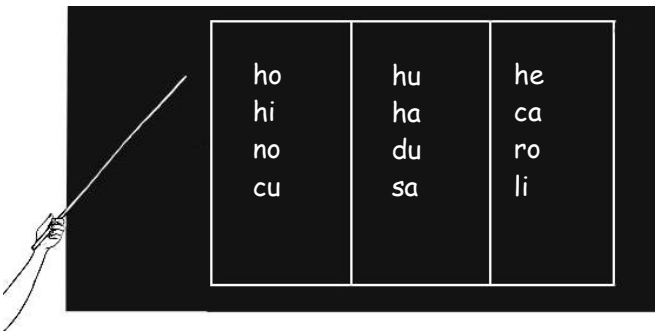
1. Explain:

2. Show students the syllable chart on the chalkboard. Remind learners that when we put sounds together, we make syllables and words.



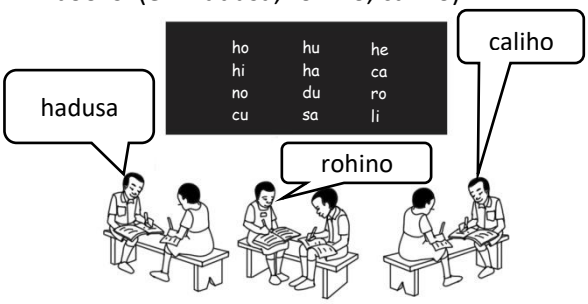

3. Explain that these are syllables that can be used to create words.

   Sound out the letters to read the syllables <u>with learners</u>. Read the first column (ho, hi, no, cu) then the second column (hu, ha, du, sa) then the third column (he, ca, ro, li).

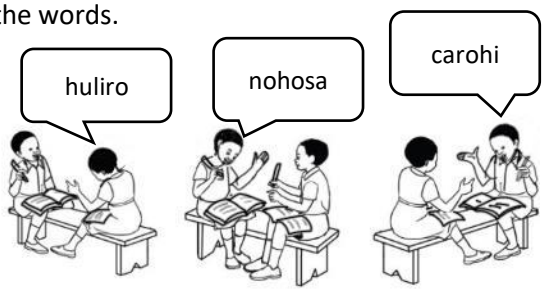



4. Ask learners to work in pairs or small groups to create 2 words.

   Have them pick 3 syllables from the chart and put them together to make a word. They should write their 2 invented words in their books. (ex. hadusa, rohino, caliho)




5. Have learners work with a partner and practise reading the words.




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

**Break: Do an energizer** *(5 minutes)*

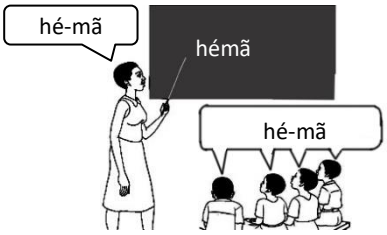
**Part 2: Reading and Writing Words with H** *(15 minutes)*

**SAY**: Great! Now it's time for us to practice words with H.

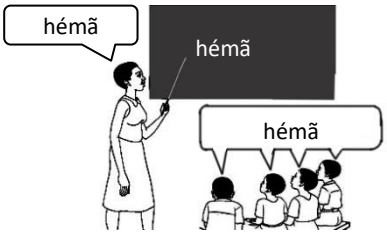
1. Write the 4 words on the chalkboard. Invite learners to try to read the words. Remind them that they can slowly sound out the letters.

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

2. Point to each of the syllables in the first word and read them slowly and clearly. Have learners read the syllables in the word with you. (**hé-mã**)



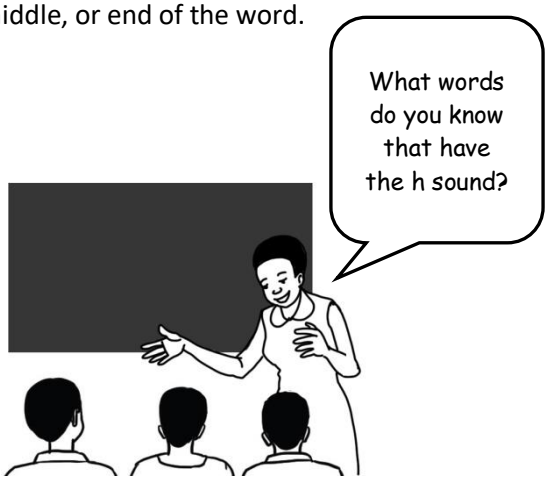

Point to the word. Have learners read the word with you.



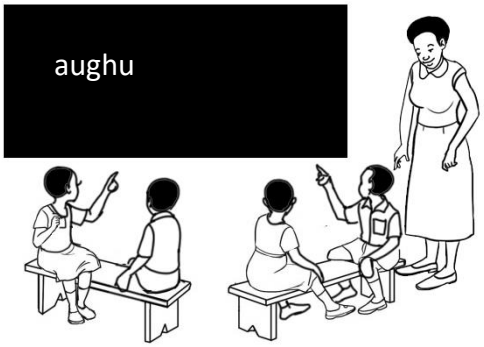

3. Ask learners to copy the 4 words in their exercise books.

4. Have learners work with a partner and practise reading the words to each other.

5. Ask learners to tell you other words they know that have the **h** sound. It can be at the beginning, middle, or end of the word.




6. Select 2 short, simple words that learners shared and write them on the chalkboard. Have learners work with a partner to read the words.




*If needed, you can show learners how to sound out the letters and read the words. Read the words together.*

**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 **shi** on the chalkboard.*
4. **SAY**: Call on different learners to read the syllable.
5. ***DO**: Write **sho, ham, hut** on the chalkboard. Ask learners to turn to a partner and try to read the syllables together.*
6. ***DO**: Read the syllables on the chalkboard with learners.*
7. **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 H. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 40 | | Literacy |
|---|---|---|
| **Lesson Topic: Reading and Writing with Letter W** | | **Time: 1 hour** |

**Learning Competences**

The learner:

a) Reads syllables with letter W correctly.
b) Writes syllables with letter W correctly.
c) Reads words with letter W 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.

| | | |
|---|---|---|
| wa<br>po<br>wapo<br>wapor | wu<br>ca<br>cawu<br>cawub | wi<br>mo<br>mowi<br>amowi |

✓ **Lesson 40 Assessment: Reading syllables with letter W**

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.

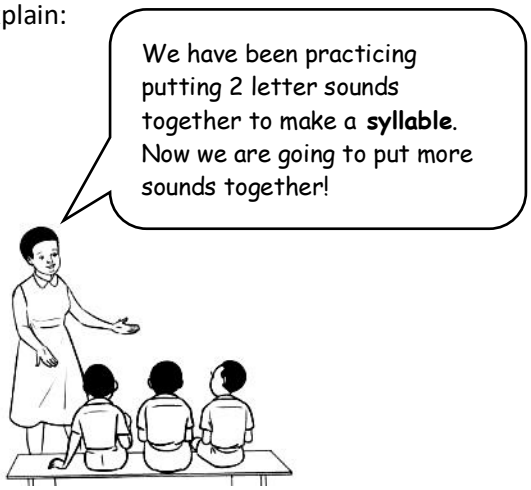
**Review and Introduce the Lesson** *(10 minutes)*

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

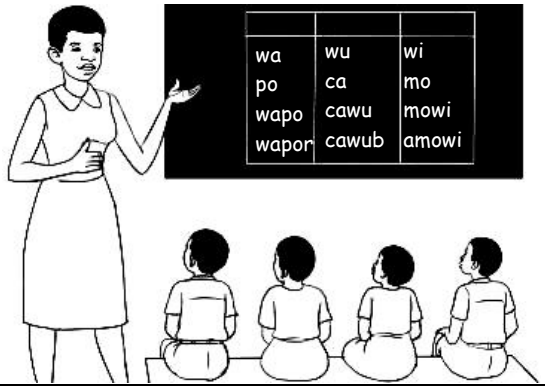
**Part 1: Reading and Writing Syllables with W** *(20 minutes)*

1. **ASK**: Before we start with letter W, who can point to the letters on the alphabet chart and lead us in the alphabet song?
2. ***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. Explain:

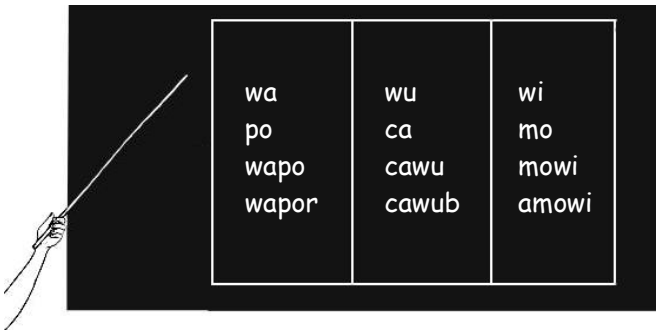



2. Show students the syllable chart on the chalkboard. Remind learners that when we put sounds together, we make syllables and words.

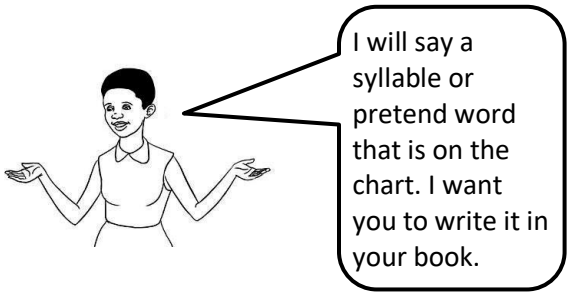



3. Explain that the chart has silly syllables and words to practise sounds. These are not real words.

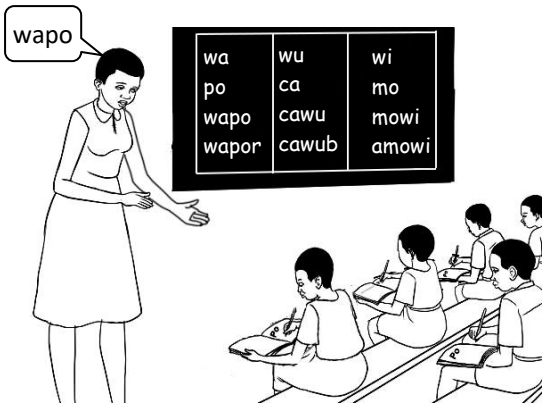
   Sound out the letters to read the syllables <u>with learners</u>. Read the first column (wa, po, wapo, wapor) then the second column (wu, ca, cawu, cawub) then the third column (wi, mo, mowi, amowi).



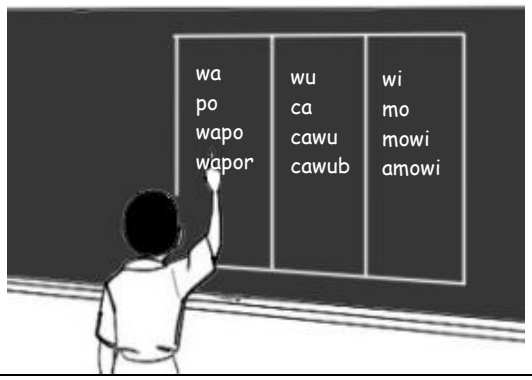

4. Explain the syllable game:



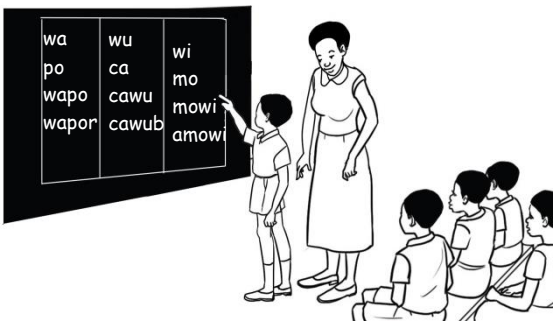

Say a syllable or pretend word from the chart <u>without pointing to it</u>. Have learners write it in their books.



5. After learners write, invite a learner to identify a syllable/word in the chart on the chalkboard.




6. Play the game until learners have written all the syllables and words and identified them on the chalkboard.



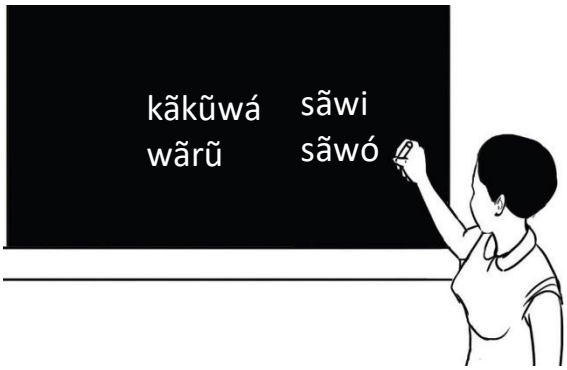

Use this time to observe learners as they read syllables with W. If they can correctly read the syllables, put a ✓ in the learner tracker.

**Break: Do an energizer** *(5 minutes)*

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

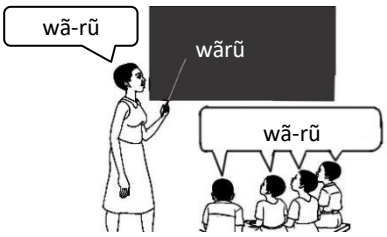
**SAY**: Great! Now it's time for us to practice words with W.

1. Write the 4 words on the chalkboard. Invite learners to try to read the words. Remind them that they can slowly sound out the letters.

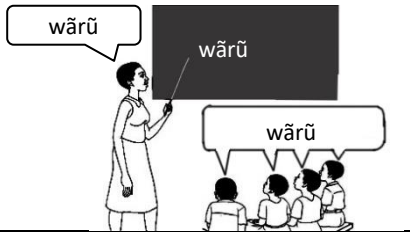



*It is okay if learners cannot read the words, but it is important to let them try.*

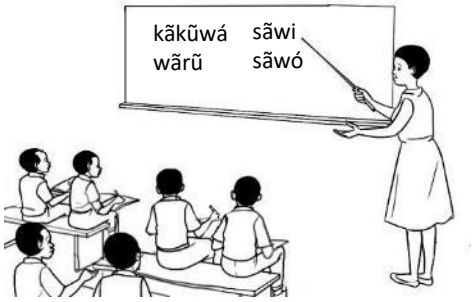
2. Point to each of the syllables in the first word and read them slowly and clearly. Have learners read the syllables in the word with you. (**wã-rũ**)



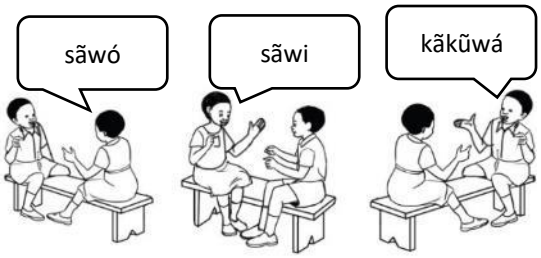

Point to the word. Have learners read the word with you.



3. Ask learners to copy the 4 words in their exercise books.




4. Have learners work with a partner and practise reading the words to each other.




5. Ask learners to tell you other words they know that have the **w** sound. It can be at the beginning, middle, or end of the word.

6. Select 2 short, simple words that learners shared and write them on the chalkboard. Have learners work with a partner to read the words.

*If needed, you can show learners how to sound out the letters and read the words. Read the words together.*

**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 **win** on the chalkboard. Call on different learners to read the syllable.*
4. ***SAY**: Let's try a couple of made-up words with win!*
5. **DO**: Write **winwuk, awinu, cowini** on the chalkboard. Ask learners to turn to a partner and try to read them together.
6. ***DO**: Read the made-up words on the chalkboard with learners.*
7. **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 W. 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 41 – 48

*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 41: Reading vocabulary words | Lesson 42: Reading syllables with letter F | Lesson 43: Reading vocabulary words | Lesson 44: Identifies and reads syllables with letters C, H, W and F | Lesson 45: Reading syllables with letter J | Lesson 46: Reading syllables with letter Z | Lesson 47: Reading vocabulary words | Lesson 48: Reading sentences |
| | **Date:** | | | | | | | | | | | |
| **Registered Learner Names** | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | |
| Total number of ticks *(✓)* | | | | | | | | | | | | |
| Total number of crosses *(x)* | | | | | | | | | | | | |
| Total absentees (*the number of 'As'*) | | | | | | | | | | | | |

## Literacy and Attendance Tracker: Lessons 41 - 48

*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 41: Reading vocabulary words | Lesson 42: Reading syllables with letter F | Lesson 43: Reading vocabulary words | Lesson 44: Identifies and reads syllables with letters C, H, W and F | Lesson 45: Reading syllables with letter J | Lesson 46: Reading syllables with letter Z | Lesson 47: Reading vocabulary words | Lesson 48: Reading sentences |
| **Registered Learner Names** | | | **Date:** | | | | | | | | | |
| 13 | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | |
| 22 | | | | | | | | | | | | |
| 23 | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | |
| Total number of ticks *(✓)* | | | | | | | | | | | | |
| Total number of crosses *(x)* | | | | | | | | | | | | |
| Total absentees (*the number of 'As'*) | | | | | | | | | | | | |

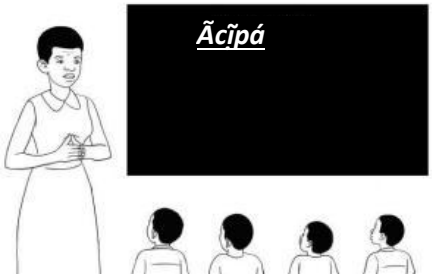
| Lesson 41 | | Literacy |
|---|---|---|
| **Lesson Topic: Transportation** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Identifies methods of transportation.<br>b) Reads words correctly.<br>c) Writes words correctly.<br>d) Reads a simple story with the teacher's support. | **Materials**<br>1. Chalk and chalkboard<br>2. Flashcards with the words: ãcį̃pá, básĩ, kâŋá, gárĩ, pį̃kį̃pį̃kį̃ gãrãmǫ́sį̃ | **Preparation**<br>1. Prepare the flashcards and the learning space.<br>2. Practise reading the story aloud so that you can read it well.<br>3. Write the story on the chalkboard:<br><br>**<u>Ãcį̃pá</u>**<br>Ma acį́ pį̃kį̃pį̃kį̃ sĩ.<br>Ma acį́ gárĩ sĩ.<br>Ma acį́ káãŋá sĩ.<br>Ma acį́ gãrãmǫ́sį̃ sĩ.<br>Ma mụ básĩ sĩ. |
| ✓ **Lesson 41 Assessment: Reads vocabulary words**<br>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 the syllables and words in your exercise books and reading them aloud. Show me a thumbs up if you practised at home.
2. **SAY**: Let's practise together. Who can read the words and syllables in their exercise book for us?
3. ***DO**: Go around the room and let different learners read from their books. Ask the rest of the learners to find the syllable or word they heard in their own book.*
4. **SAY**: Great job! Today we are going to learn about transportation and read a story.

**Part 1: Talking about Transportation – Introducing Vocabulary** *(20 minutes)*

1. **SAY:** Today we are going to talk about transportation.
2. ***DO:** Write the word Ãcį̃pá on the chalkboard.*
3. ***DO:** Slowly read the word **Ãcį̃pá**. Ask learners to read with you.*
4. **ASK:** What is transportation? What kinds of transportation do we use in our community? *(Listen to learner responses)*
5. **SAY*:*** Good! Transportation is a way of getting people and things from one place to another. In our community we use different methods of transportation like bicycles, motorcycles, cars, and buses.
6. **SAY**: Today we will look at some of the different kinds of transportation.

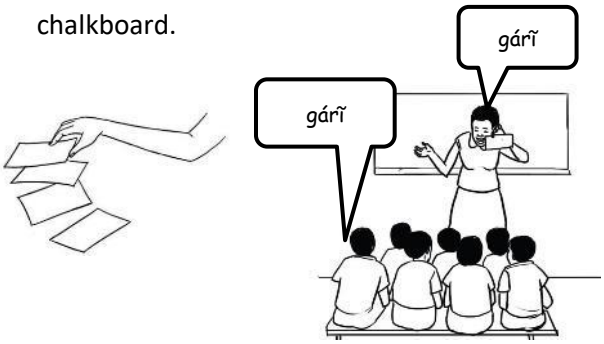


1. Pick a flashcard. Read the word 2 times and have learners read the word with you.

2. Ask learners the meaning of the word. Encourage them to explain who uses this kind of transportation and when it is the most useful. *Help them as needed.*

   Write the word on the chalkboard. Together with learners, make a sentence with the word.

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

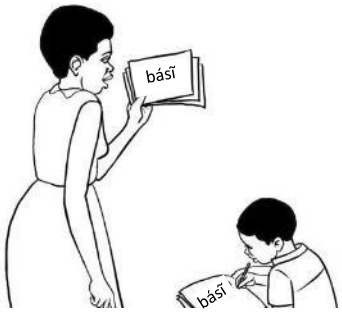
   Have the class read the word. If they make a mistake, let the rest of the group help them.

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

7. Erase the words on the chalkboard.

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

8. Show learners the flashcard to review how the words are written. 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.

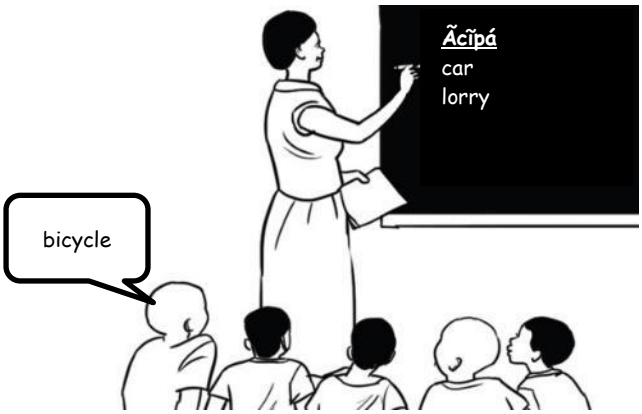
**Break: Do an energizer** *(5 minutes)*

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

1. **SAY**: We are going to read a story together. 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. Invite learners to try to read it. Read the title to them.

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

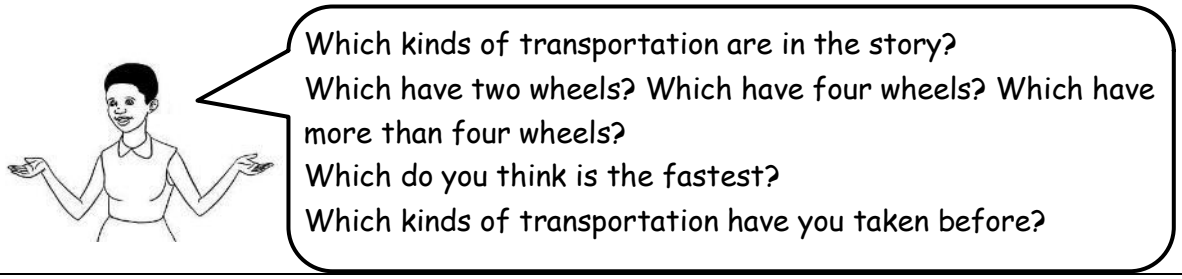


3. Show learners the story on the chalkboard. Ask learners to listen carefully because they will answer some questions.

   Read the story 2 times. Point to each word as you read it.

Ãcĩpá
Ma acị pĩkĩpĩkĩ sĩ.
Ma acị gárĩ sĩ.
Ma acị káãŋá sĩ.
Ma acị gãrãmǫ́sĩ sĩ.
Ma mụ básĩ 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.




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 to go with the words.

⚠ **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 42 | Literacy |
|---|---|
| **Lesson Topic: Reading and Writing with Letter F** | **Time: 1 hour** |

**Learning Competences**

The learner:

a) Reads syllables with letter F correctly.
b) Writes syllables with letter F correctly.
c) Reads words with letter F correctly.

**Materials**

1. Chalk and chalkboard
2. Alphabet chart
3. Pointer
4. Story from lesson 41

**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.

| | | |
|---|---|---|
| fa | fo | fi |
| fu | fe | wa |
| ra | so | do |
| wi | pu | ki |

✓ **Lesson 42 Assessment: Reading syllables with letter F**

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 words at home. Show me a thumbs up if you practised.
2. **SAY**: Let's practise together reading together.
3. ***DO**: Write 2 sentences from the story on the chalkboard. Read the sentences with students.* →

**Ma acị́ káãŋá sĩ́.**
**Ma acị́ gãrãmọ́sĩ́ sĩ́.**

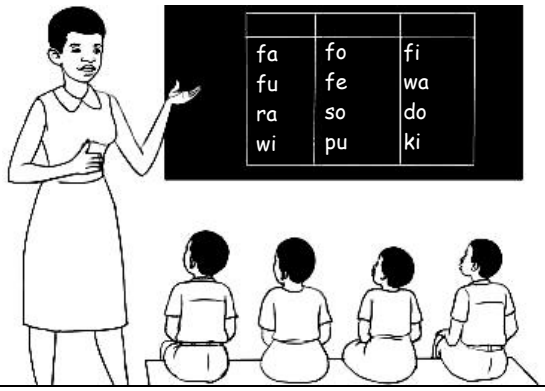
4. **SAY:** Today we are going to practise letter F.

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

1. **ASK**: Before we start with letter F, who can point to the letters on the alphabet chart and lead us in the alphabet song?
2. ***DO**: Give the pointer to a learner to point to the letters on the alphabet chart. Sing the local language alphabet song with learners.*

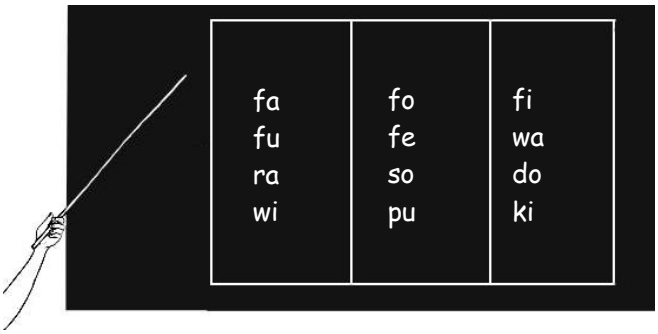
1. Explain:

2. Show students the syllable chart on the chalkboard. Remind learners that when we put sounds together, we make syllables and words.



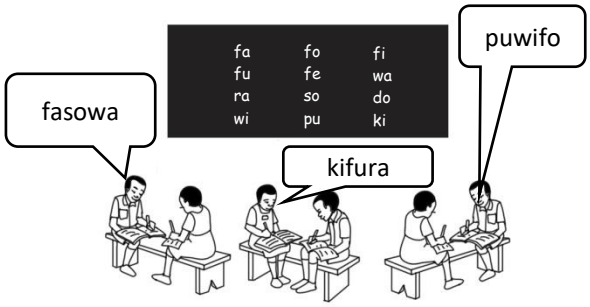

3. Explain that these are syllables that can be used to create words.

   Sound out the letters to read the syllables <u>with learners</u>. Read the first column (fa, fu, ra, wi) then the second column (fo, fe, so, pu) then the third column (fi, wa, do, ki).

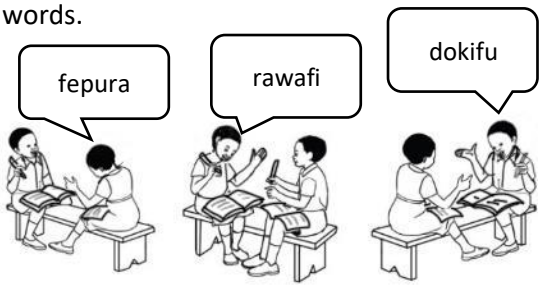



4. Ask learners to work in pairs or small groups to create 2 words.

   Have them pick 3 syllables from the chart and put them together to make a word. They should write their 2 invented words in their books. (ex. fasowa, kifura, puwifo)




5. Have learners work with a partner and practise reading the words.




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

**Break: Do an energizer** *(5 minutes)*

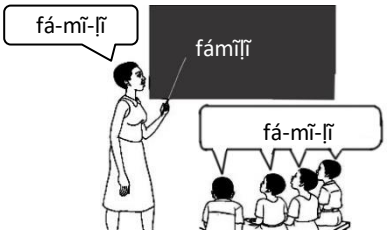
**Part 2: Reading and Writing Words with F** *(15 minutes)*

**SAY**: Great! Now it's time for us to practice words with F.

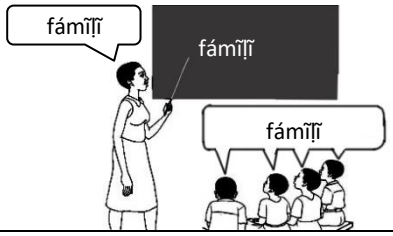
1. Write the 4 words on the chalkboard. Invite learners to try to read the words. Remind them that they can slowly sound out the letters.

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

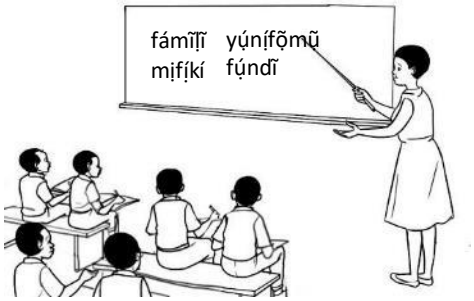
2. Point to each of the syllables in the first word and read them slowly and clearly. Have learners read the syllables in the word with you. (**fá-mĩ-ḷĩ**)



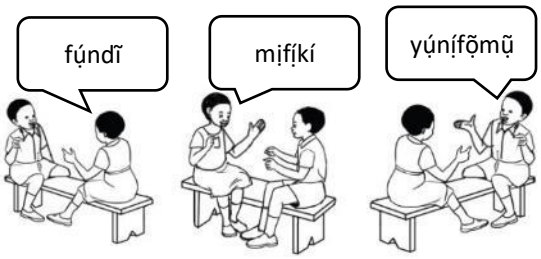

Point to the word. Have learners read the word with you.



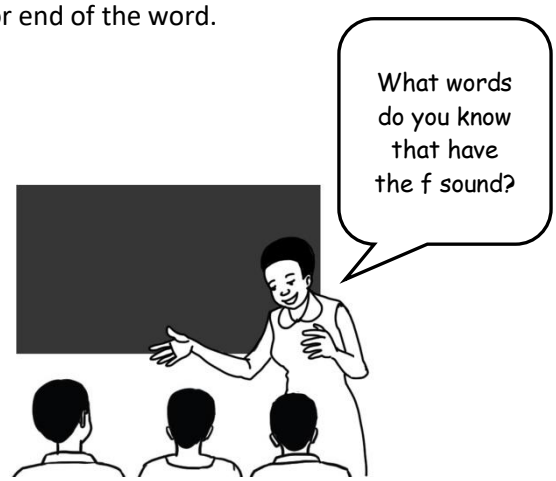

3. Ask learners to copy the 4 words in their exercise books.



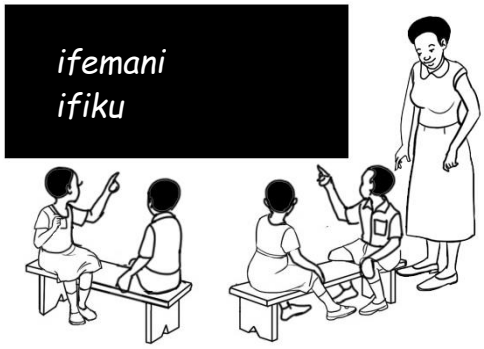

4. Have learners work with a partner and practise reading the words to each other.




5. Ask learners to tell you other words they know that have the **f** sound. It can be at the beginning, middle, or end of the word.




6. Select 2 short, simple words that learners shared and write them on the chalkboard. Have learners work with a partner to read the words.




*If needed, you can show learners how to sound out the letters and read the words. Read the words together.*

| **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.)*<br>2. **SAY**: Can you show me what you learned?<br>3. ***DO**: Write 2 news words with f on the chalkboard.*<br>4. **SAY**: Let's sound out the letters to read these new words together!<br>5. ***DO***: *Read words on the chalkboard with learners.*<br>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 F. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.** |

| **Lesson 43** | **Literacy** |
|---|---|
| **Lesson Topic: Vocabulary Review: Foods, Animals and Transportation** | **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 foods, animals, and transportation
3. Basket/box to place flashcards

**Preparation**
1. Prepare all the flashcards used to teach vocabulary related to foods, animals, and transportation.
2. Draw the table on the chalkboard (see *Part 1*)

✓ **Lesson 43 Assessment: Reads vocabulary words related to foods, animals, and transportation**

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 F at home. Show me a thumbs up if you practised.
2. **SAY**: Let's practise together. Who can tell us a word with the f sound?
3. ***DO**: Listen to learners share words. Write 2 words on the chalkboard.*
4. **SAY**: Let's sound out the letters to read these words together.
5. ***DO**: Read the words with learners.*
6. **SAY**: Great job! Today we are going to practise some of the words we learnt about foods, animals, and transportation.

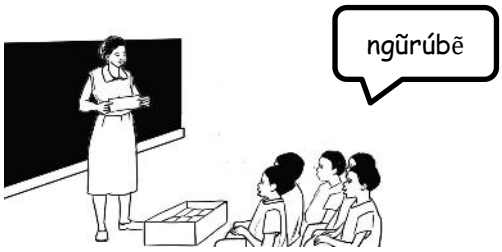
**Part 1: Reviewing Vocabulary** *(20 minutes)*

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 food words, then animal words, then transportation words. If learners cannot read the words, have them repeat after you.*

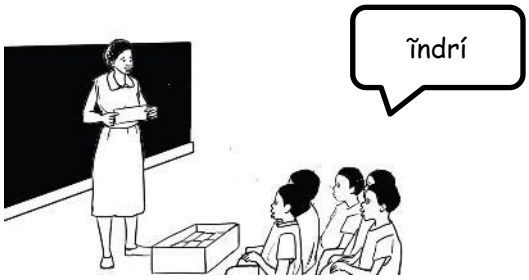
| Ãkónã | Ãnãkpá | Ãcĩpá |
|---|---|---|
| mũcélẽ<br>mãrágĩ<br>ã'ụ́<br>ĩ'bi | ngụ̃rụ́bẹ̃<br>tị́<br>ĩndrị́<br>ã'ụ́<br>búrãŋá | básĩ<br>kâŋá<br>gárĩ<br>pĩkĩpĩkĩ<br>gãrãmọ́sĩ |

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

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

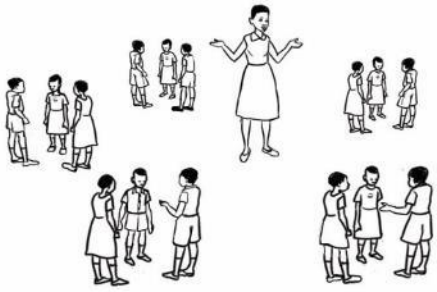



2. Repeat until learners have read all the flashcards.




*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 **do not show the group the card.**

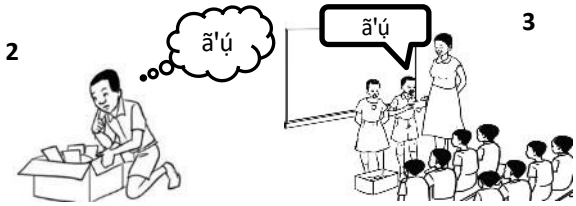
5. Ask a learner from the first team to come and find the flashcard from the basket/box.

- 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.

- If they do not pick the correct word, another team will try and pick the

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.




*Clap for this group and remember to thank all the groups for their hard work and participation! Do not forget to collect the flashcards.*

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

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.

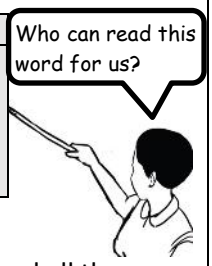
**Break: Do an energizer** *(5 minutes)*

**Part 2: Drawing Game** *(15 minutes)*

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

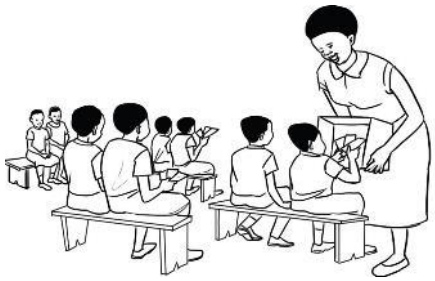
1. Point to the words in the table on the chalkboard in random order. Ask learners to read the words as you point to them.

| Ãkónã | Ãnãkpá | Ãcĩpá |
|---|---|---|
| mũcélẽ | ngũ̃rụ́bẽ̃ | básĩ |
| mãrágĩ | tị́ | kâŋá |
| ã'ụ́ | ĩ̃ndrị́ | gárĩ |
| ĩ̃'bi | ã'ụ́ | pĩ̃kĩ̃pĩ̃kĩ̃ |
| | búrãŋá | gãrãmọ́sĩ̃ |



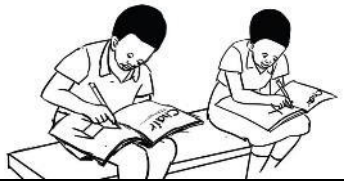

Continue until you have read all the words in the table.

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

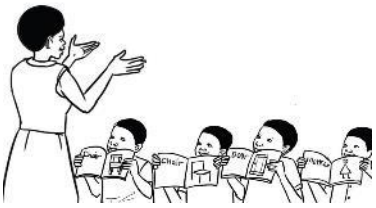


3. Ask learners to read the 3 flashcards with their team and discuss what each word means.

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.)*<br>2. ***DO**: Collect all the flashcards and place them in the basket/box.*<br>3. **SAY**: I will pick a flashcard and ask your team to read the word.<br>4. ***DO**: Call on different learners to pick a flashcard and show their team. The team reads the word.*<br>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 44 | Literacy |
|---|---|
| **Lesson Topic: Review Letters C, H, W and F** | **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 C, H, W, F 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 C, H, W, F.
2. Write some of the words from lesson 43 on the chalkboard. For example: ã'ụ́, ĩ'bi, mũcélẽ, tí, ĩndrí, ã'ụ́, pĩkĩpĩkĩ, gãrãmǫ́sĩ, básĩ.
3. Write the syllable table on the chalkboard.

| C | H | W | F |
|---|---|---|---|
| ca | ha | wa | fa |
| ce | he | we | fe |
| ci | hi | wi | fi |
| co | ho | wo | fo |
| cu | hu | wu | fu |

✓ **Lesson 44 Assessment: Identifies and reads syllables with letters C, H, W and F**

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.

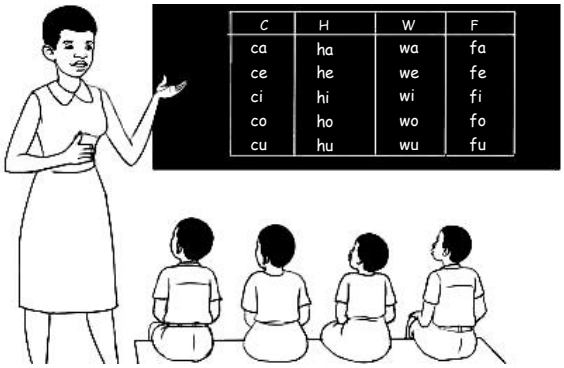
**Review and Introduce the Lesson** *(10 minutes)*

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**: Great job! Today we are going to practise what we have learnt. We will look at syllables made from letters C, H, W, F.

**Part 1: Reviewing Syllables** *(20 minutes)*

**SAY**: We have learned about letters C, H, W and F. We are going to do some activities to practise reading syllables made from these letters.

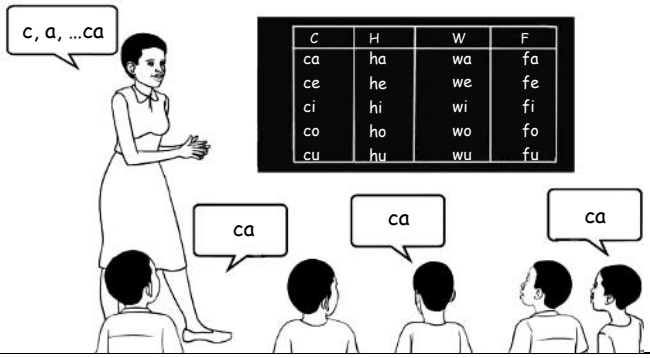
1. Show learners the syllable table on the chalkboard.



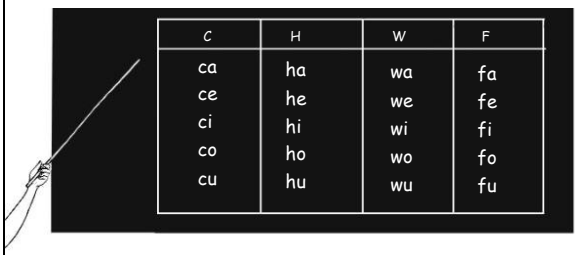

2. Show learners how to read the syllables. First say the sounds in the syllable then put the sounds together to read the syllable e.g /c/ /a/… ca

Begin by reading the C column, then H, then W, then F.

Have learners read the syllables <u>with</u> you.



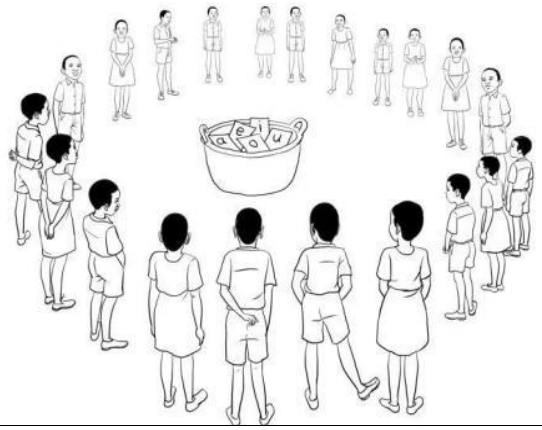

3. Read the syllables again with learners. Begin with the first column then proceed to the second then the third.



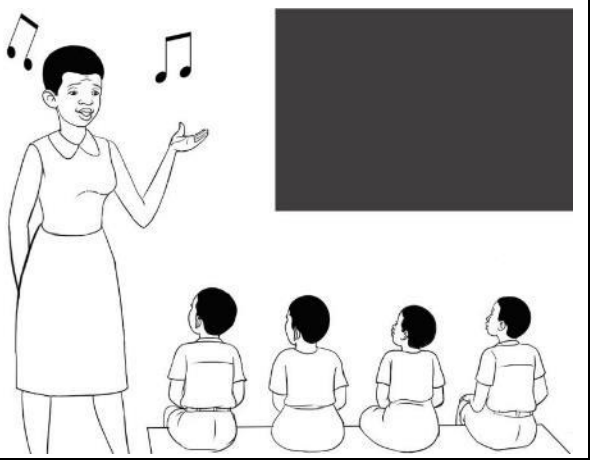

4. Place letter cards for **C, H**, **W, F** in a box/basket and mix them up.

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.

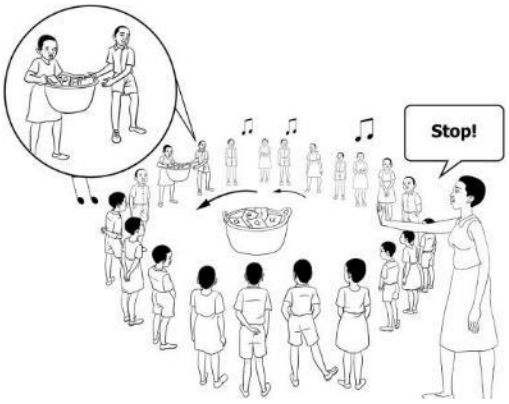



6. Introduce a familiar song to the learners. Sing the song.



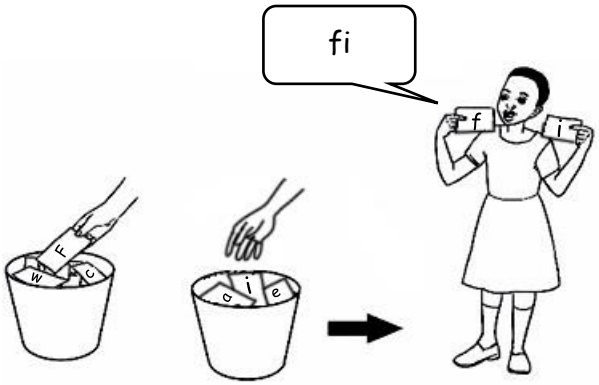
7. Tell learners that they will be playing a game. In the game, learners will sing the song.

   - As they sing, they will pass round the letter **C, H, W, F** basket/box.
   - Tell them that when you say stop, they should stop singing.

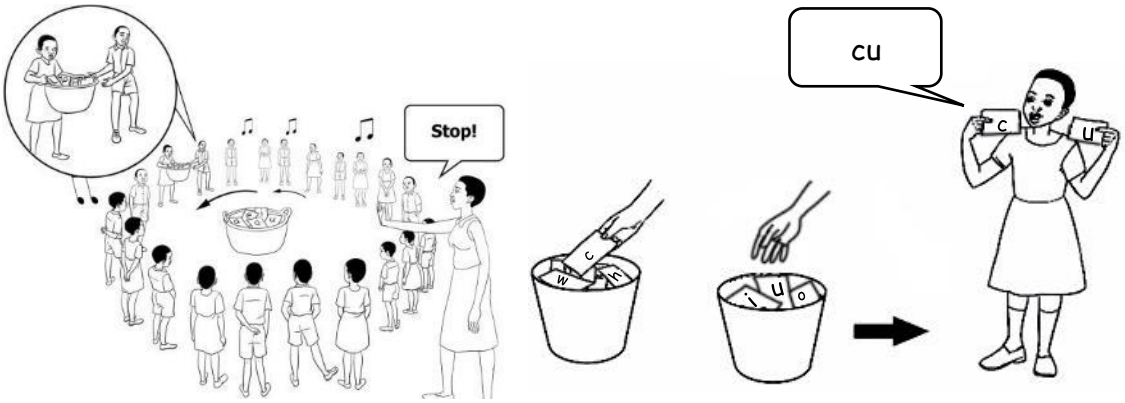



8. Whoever is holding the box/basket will close their eyes and pick a **C, H, W, F** card, then step into the middle of the circle and pick a vowel card **A, E, I, O, U**.

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




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



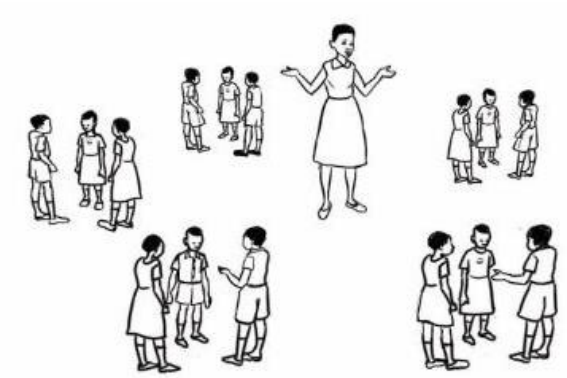

Use this time to observe learners as they identify and read syllables with letter C, H, W and F. If they can correctly identify and read the syllable, put a ✓ in the learner tracker.

**Break: Do an energizer** *(5 minutes)*

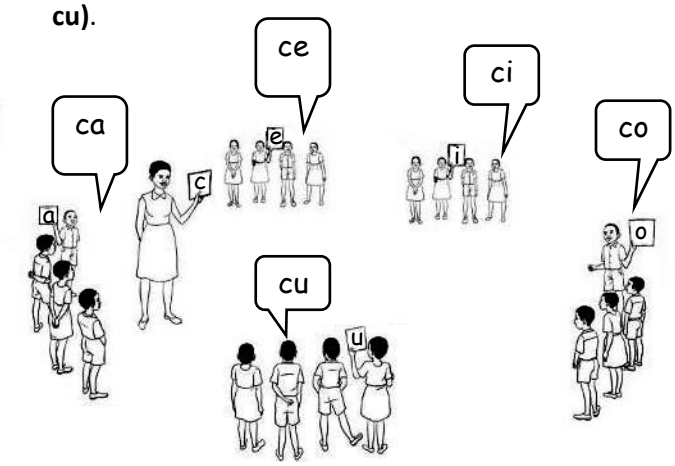
**Part 2: Word Building Game** *(15 minutes)*

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

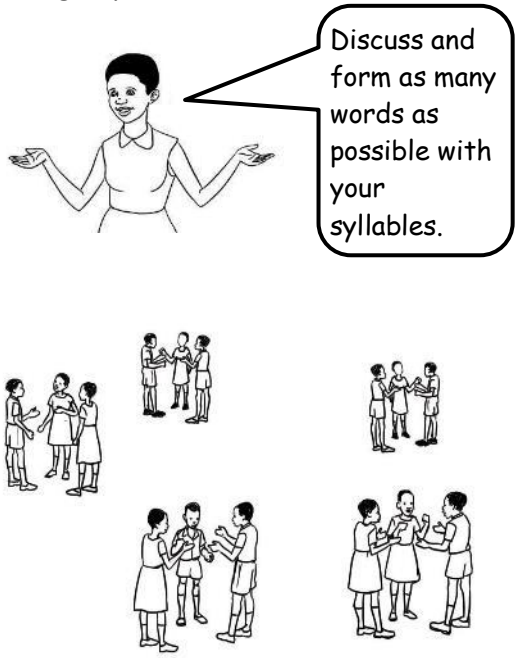
1. Divide learners into 5 groups.



2. Hold up letter **C** and give each group a vowel **A, E, I, O, U**.
   Ask each group to say their syllable (**ca, ce, ci, co, cu)**.

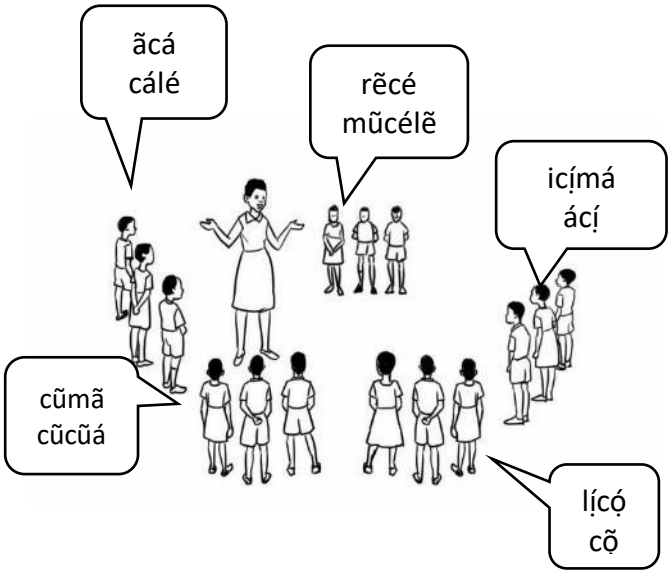



3. Tell groups:




4. After 2 minutes tell the groups to stop. 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 **H**.<br><br>● Hold up a different letter card and give groups a different vowel.<br>● Ask learners to read the syllable. Eg. *ha*<br>● Give groups 2 minutes to make words with the syllable.<br>● Groups share their words and check if the words have the target syllable. | 6. Repeat the activity with letter **W**.<br><br>● Hold up a different letter card and give groups a different vowel.<br>● Ask learners to read the syllable. Eg. *we*<br>● Give groups 2 minutes to make words with the syllable.<br>● Groups share their words and check if the words have the target syllable. |
| 7. Repeat the activity with letter **F**.<br><br>● Hold up a different letter card and say a different vowel.<br>● Ask learners to read the syllable. Eg. *fo*<br>● Give groups 2 minutes to make words with the syllable.<br>● 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.)*<br>2. **SAY**: Can you show me what you learned?<br>3. ***DO**: Write a word on the chalkboard for each letter. Have learners read them. Help as needed.*<br>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 C, H, W and F. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.** | |

| Lesson 45 | | Literacy |
|---|---|---|
| **Lesson Topic: Reading and Writing with Letter J** | | **Time: 1 hour** |

**Learning Competences**

The learner:

a) Reads syllables with letter J correctly.
b) Writes syllables with letter J correctly.
c) Reads words with letter J 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 syllable chart below on the chalkboard before the lesson.

| | | |
|---|---|---|
| ja<br>no<br>noja<br>nojam | oj<br>poj<br>apoj<br>apoji | ju<br>sip<br>jusip<br>jusipy |

✓ **Lesson 45 Assessment: Reading syllables with letter J**

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.

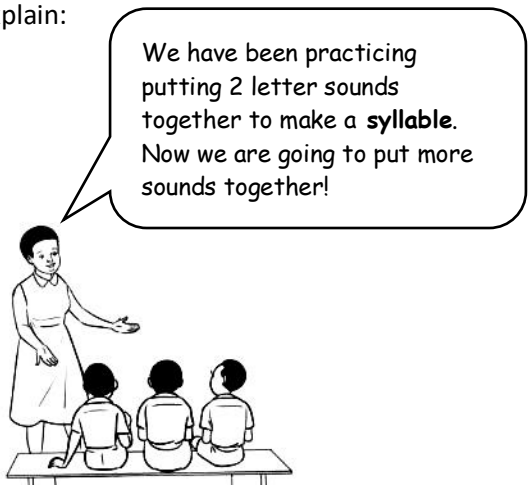
**Review and Introduce the Lesson** *(10 minutes)*

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. ***DO**: Move around and check learners' exercise books.*
3. **ASK**: Who wants to read some of the words and syllables to us? *Listen to learners read from their books.*
4. **SAY:** Today we are going to practise reading and writing syllables with letter J.

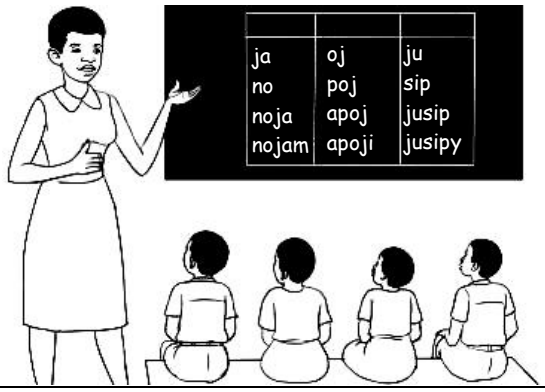
**Part 1: Reading and Writing Syllables with J** *(20 minutes)*

1. **ASK**: Before we start with letter J, who can point to the letters on the alphabet chart and lead us in the alphabet song?
2. ***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. Explain:

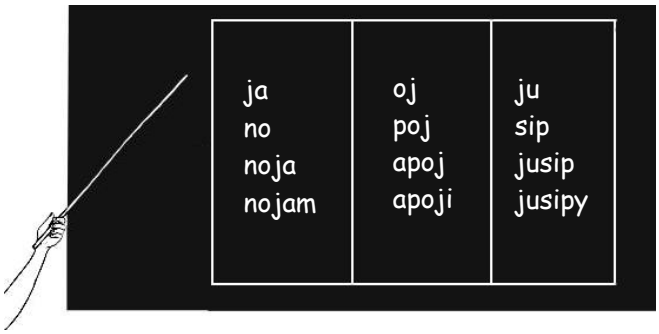



2. Show students the syllable chart on the chalkboard. Remind learners that when we put sounds together, we make syllables and words.

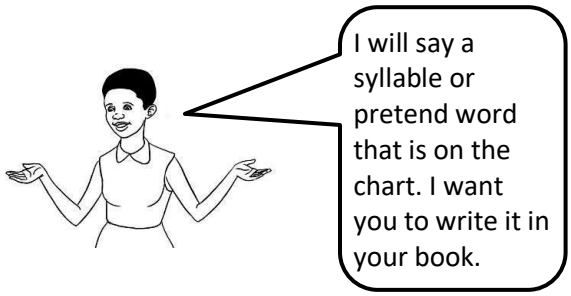


3. Explain that the chart has silly syllables and words to practise sounds. These are not real words.

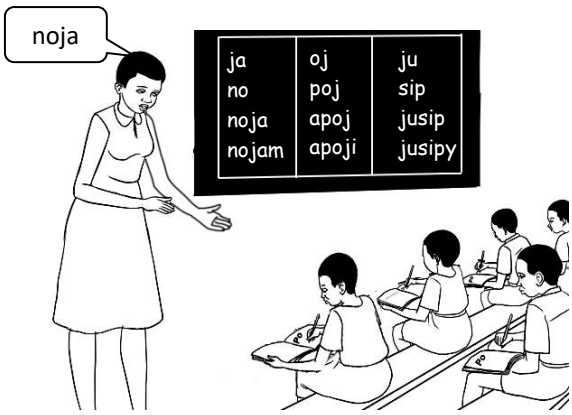
Sound out the letters to read the syllables <u>with learners</u>. Read the first column (ja, no, noja, nojam) then the second column (oj, poj, apoj, apoji) then the third column (ju, sip, jusip, jusipy).



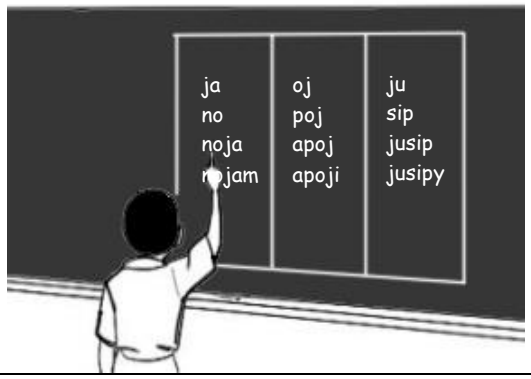

4. Explain the syllable game:



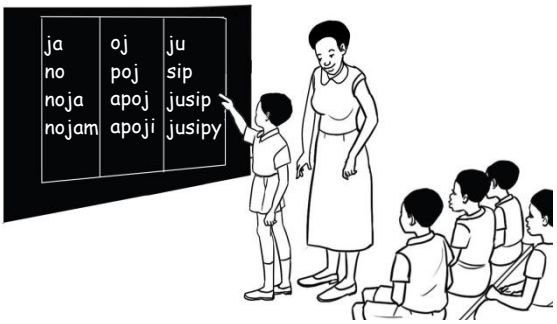

Say a syllable or pretend word from the chart <u>without pointing to it</u>. Have learners write it in their books.




5. After learners write, invite a learner to identify a syllable/word in the chart on the chalkboard.




6. Play the game until learners have written all the syllables and words and identified them on the chalkboard.




Use this time to observe learners as they read syllables with J. 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 J** *(15 minutes)*

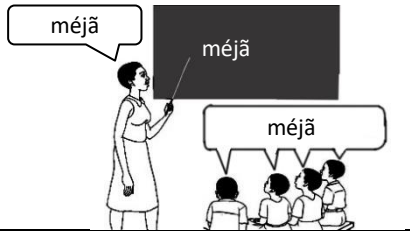
**SAY**: Great! Now it's time for us to practice words with J.

1. Write the 4 words on the chalkboard. Invite learners to try to read the words. Remind them that they can slowly sound out the letters.

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

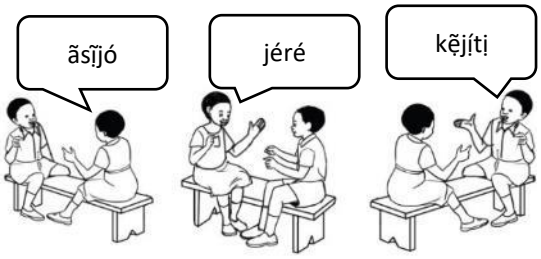
2. Point to each of the syllables in the first word and read them slowly and clearly. Have learners read the syllables in the word with you. (**mé-jã**)

Point to the word. Have learners read the word with you.

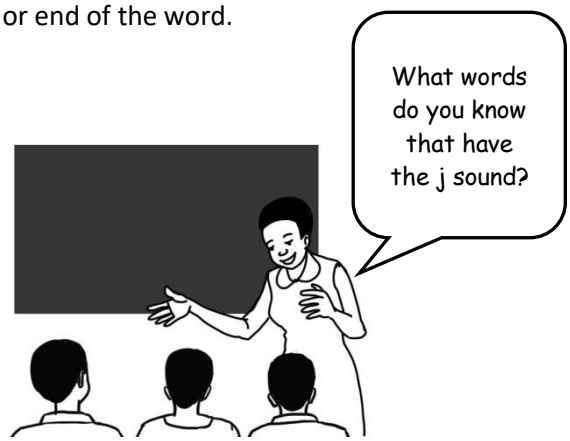



3. Ask learners to copy the 4 words in their exercise books.

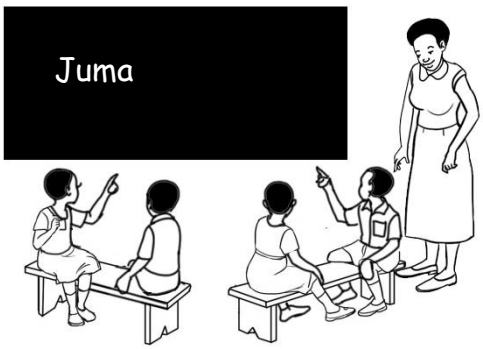
4. Have learners work with a partner and practise reading the words to each other.




5. Ask learners to tell you other words they know that have the **j** sound. It can be at the beginning, middle, or end of the word.




6. Select 2 short, simple words that learners shared and write them on the chalkboard. Have learners work with a partner to read the words.




*If needed, you can show learners how to sound out the letters and read the words. Read the words together.*

| **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.)*<br>2. **SAY**: Let's try a couple more words! We can sound out the letters to read the words.<br>3. ***DO**: Write 2 more words with the j sound on the chalkboard. Read the words with learners.*<br>4. **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 J. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.** |

| Lesson 46 | Literacy |
|---|---|
| **Lesson Topic: Reading and Writing with Letter Z** | **Time: 1 hour** |

**Learning Competences**

The learner:

a) Reads syllables with letter Z correctly.
b) Writes syllables with letter Z correctly.
c) Reads words with letter Z 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.

| | | |
|---|---|---|
| zi | ze | zu |
| zo | za | ja |
| jo | ha | fi |
| ga | te | wo |

✓ **Lesson 46 Assessment: Reading syllables with letter Z**

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)*

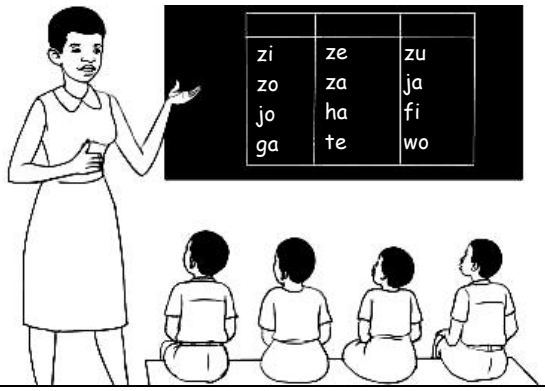
1. **SAY**: Hello learners! Last lesson, I asked you to practise reading and writing syllables with letter J at home. Show me a thumbs up if you practised.
2. **SAY**: Let's practise once more time together. I will say a word and I want you to write it in your book. After I will write it on the chalkboard and you can check if you were correct.
3. ***DO****: Say 2 words with the J sound. Give learners time to write after each word. Then write the word on the chalkboard and ask learners to read it together. Then ask them to check their work. Continue until learners have written both words in their exercise books.*
4. **SAY:** Today we are going to practise reading and writing syllables with letter Z.

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

1. **ASK**: Before we start with letter Z, who can point to the letters on the alphabet chart and lead us in the alphabet song?
2. ***DO****: Give the pointer to a learner to point to the letters on the alphabet chart. Sing the local language alphabet song with learners.*

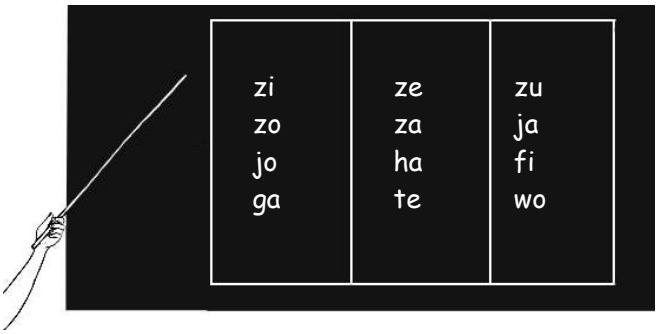
1. Explain:

2. Show students the syllable chart on the chalkboard. Remind learners that when we put sounds together, we make syllables and words.



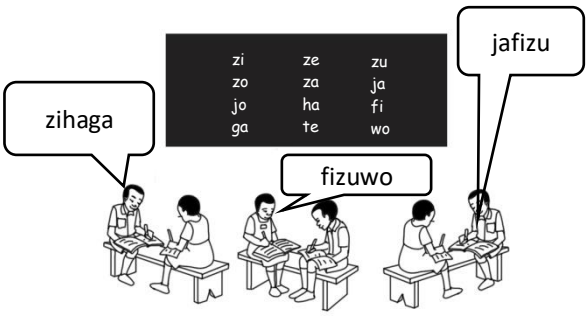

3. Explain that these are syllables that can be used to create words.

   Sound out the letters to read the syllables <u>with learners</u>. Read the first column (zi, zo, jo, ga) then the second column (ze, za, ha, te) then the third column (zu, ja, fi, wo).

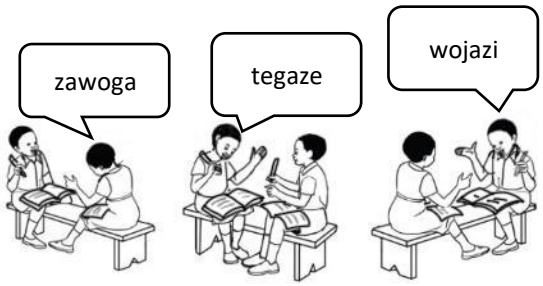



4. Ask learners to work in pairs or small groups to create 2 words.

   Have them pick 3 syllables from the chart and put them together to make a word. They should write their 2 invented words in their books. (ex. zihaga, fizuwo, jafizu




5. Have learners work with a partner and practise reading the words.




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

**Break: Do an energizer** *(5 minutes)*

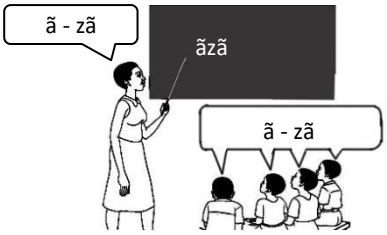
**Part 2: Reading and Writing Words with Z** *(15 minutes)*

**SAY**: Great! Now it's time for us to practice words with Z.

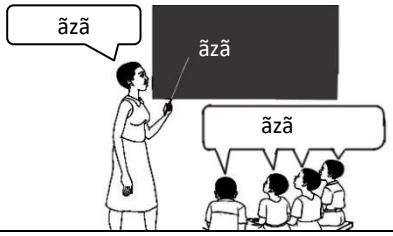
1. Write the 4 words on the chalkboard. Invite learners to try to read the words. Remind them that they can slowly sound out the letters.

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

2. Point to each of the syllables in the first word and read them slowly and clearly. Have learners read the syllables in the word with you. (**ã - zã**)

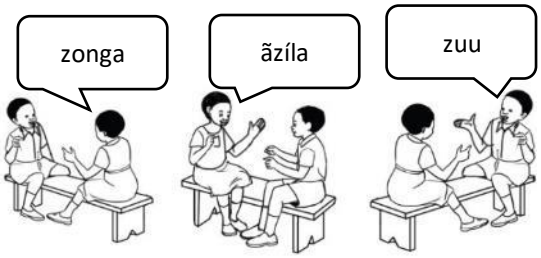



Point to the word. Have learners read the word with you.

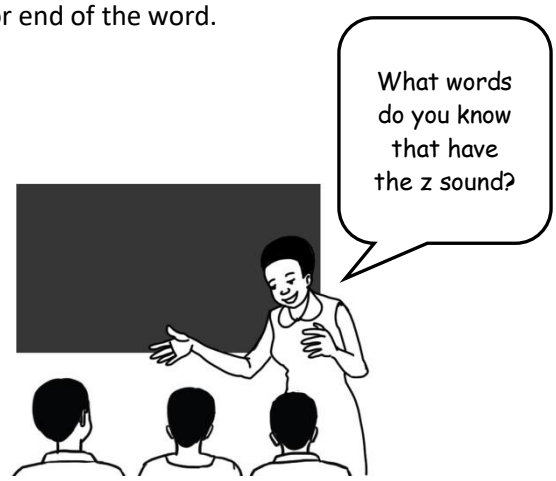



3. Ask learners to copy the 4 words in their exercise books.

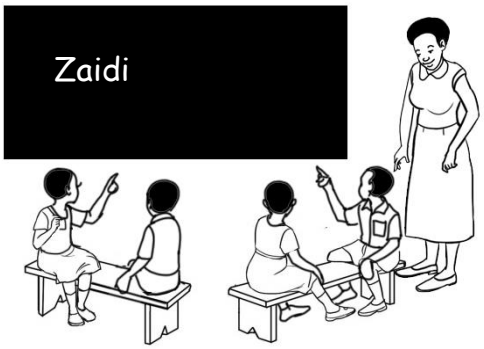
4. Have learners work with a partner and practise reading the words to each other.



5. Ask learners to tell you other words they know that have the **z** sound. It can be at the beginning, middle, or end of the word.




6. Select 2 short, simple words that learners shared and write them on the chalkboard. Have learners work with a partner to read the words.




*If needed, you can show learners how to sound out the letters and read the words. Read the words together.*

**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 try a couple more words! We can sound out the letters to read the words.
3. ***DO**: Write 2 more words with the j sound on the chalkboard. Read the words with learners.*
4. **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 Z. If most of the class (eg. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

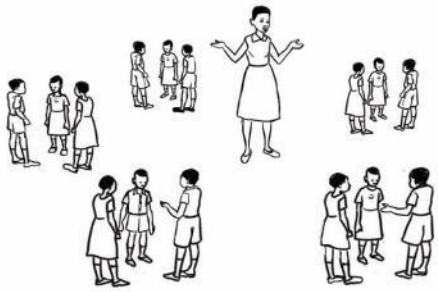
| Lesson 47 | | Literacy |
|---|---|---|
| **Lesson: Vocabulary and Story Review** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Reads vocabulary words.<br>b) Makes their own sentences.<br>c) Reads sentences. | **Materials**<br>1. Chalk and chalkboard<br>2. <u>All</u> vocabulary flashcards<br>3. Basket/box to place flashcards<br>4. Story:<br><u>Ãnãkpá ãmadrî kí</u><br>Ãmã tị 1.<br>Ãmã búrãŋá kí 2.<br>Ãmã ngũrụ́bẽ kí 3.<br>Ãmã ĩndrị kí 4.<br>Ãmã ã'ụ́ kí 5. | **Preparation**<br>1. Prepare all the flashcards used to teach vocabulary from lessons 1-46. Organise them into 5 sets to use in *Part 1*. Mix the words up so that each set has the same number of flashcards from the different topics.<br>2. Write the story on the chalkboard (see materials). |
| ✓ **Lesson 47 Assessment: Reads vocabulary words**<br>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 Z at home. Show me a thumbs up if you practised.<br>2. **SAY**: Let's practise together. Who can tell us a word with the z sound?<br>3. ***DO**: Listen to learners share words. Write 2 words on the chalkboard.*<br>4. **SAY**: Let's sound out the letters to read these words together.<br>5. ***DO**: Read the words with learners.*<br>6. **SAY:** Well done! Now we are going to have fun and play some word games to practice reading and writing. |

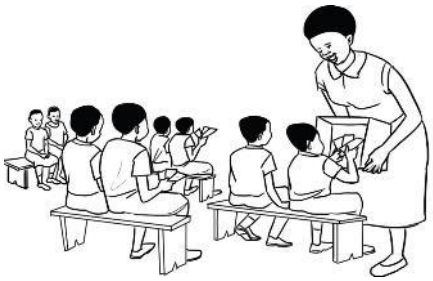
**Part 1: Vocabulary Game** *(20 minutes)*

**SAY**: We are going to play a game to practise all the vocabulary words we have learned!

1. Divide learners into 5 teams.

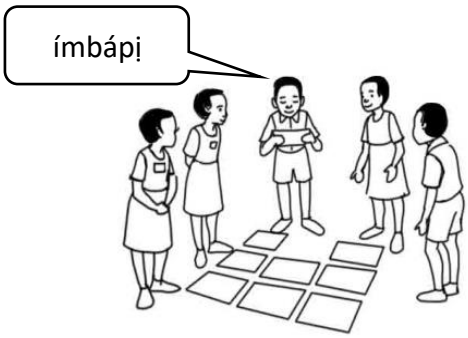


2. Have each team pick a set of flashcards from the box/basket. *Make sure you mix up the vocabulary flashcards and give each group the same number.*



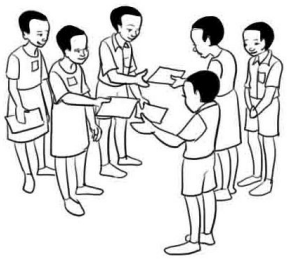
3. Ask learners to put the flashcards on the floor upside down so they cannot read the words.

4. Have them take turns flipping over a flashcard and reading the word to their team.




*If you want to make this a competition, the learner who reads the most words correctly is the winner!*

5. After a few minutes ask the teams to stop.
   - Have groups exchange their flashcards with another team.
   - Ask them to repeat the game with the new vocabulary cards.
     *Repeat until groups have played with all the vocabulary flashcards (they will play 5 times in total).*



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.

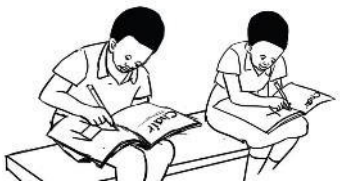
**Break: Do an energizer** *(5 minutes)*

**Part 2: Making Sentences** *(15 minutes)*

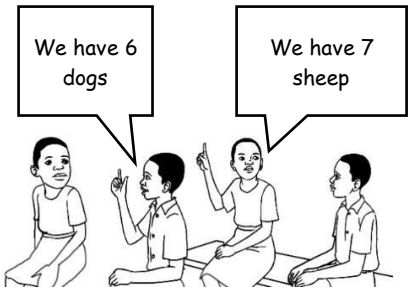
**SAY:** Now we are going to make a story we know longer.

1. Show learners the story on the chalkboard. Read the story 2-3 times <u>with</u> learners. Point to each word as you read it with learners.

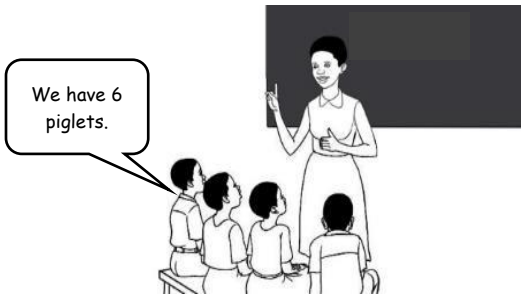
2. Ask learners to create 2 more sentences for the story and try to write them in their exercise books. *These should follow the pattern 'We have 6… We have 7…'*



3. Have learners share their sentences with a partner.




4. Ask learners to share their sentences with the whole group.




5. Have the class pick 2 sentences and add them to the story on the chalkboard.

6. Practise reading the new story <u>with</u> learners.

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 3: Check for Understanding and Close** *(10 minutes)* |
| --- |
| 1. **ASK:** Excellent work! Who can tell us what we learned today? *(Listen to 2-3 learners' responses)*<br>2. **SAY**: Well done everyone! Now I want you to show me how to read our story.<br>3. ***DO**: Point to the sentences in random order and have students read the sentences aloud. For example: We have 5 chickens. Our Animals. We have 2 cats.)*<br>4. **SAY:** Copy the story into your exercise books so you can practise at home.<br>5. **Practice at home**: Ask learners to practise reading the story to people at home. |
| ⚠ **Remember to complete the learner tracker. Give a ✓ for each learner who was able to read vocabulary words. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.** |

| Lesson 48 | Literacy |
|---|---|
| **Lesson: Reading and Writing Review** | **Time: 1 hour** |

**Learning Competences**

The learner:

a) Identifies letters of the alphabet.
b) Reads words.
c) Reads sentences.

**Materials**

1. Chalk and chalkboard
2. Alphabet chart
3. Sentences:

Ãmã ____
Ma mũcélẽ kí na ____ be.
Kí mụ _____ gá.
Ma acị _____ sĩ.
Ĩ'di ____

**Preparation**

1. Put the alphabet chart on the chalkboard.
2. Write the story from lesson 47 on the chalkboard, including the 2 sentences added during the lesson.
3. Write the sentences on the chalkboard (see materials).

**✓ Lesson 47 Assessment: Reads sentences**

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.

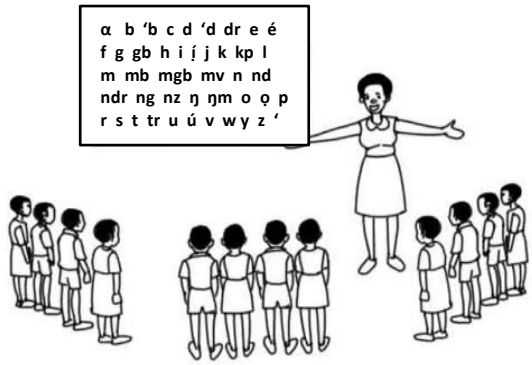
**Review and Introduce the Lesson** *(10 minutes)*

1. **SAY**: Hello learners! Last lesson, I asked you to practise reading the story at home. Show me a thumbs up if you practised at home.
2. **SAY**: Let's read our story together.
3. ***DO**: Read the story with learners. Point to the words as they read them.*
4. **SAY**: Well done! Now we are going to play with letters and sentences.

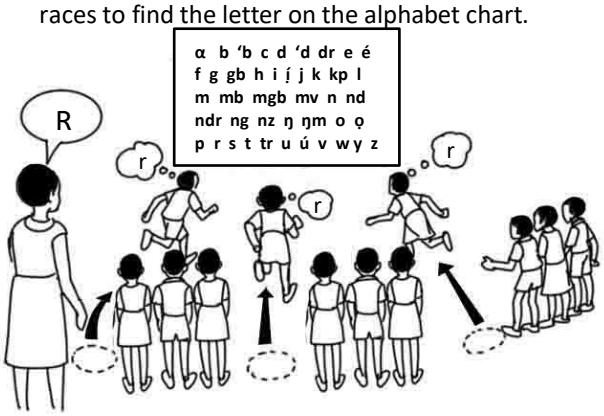
**Part 1: Letter Race** *(20 minutes)*

**SAY:** We are going to have a competition to see who can quickly find the letters.

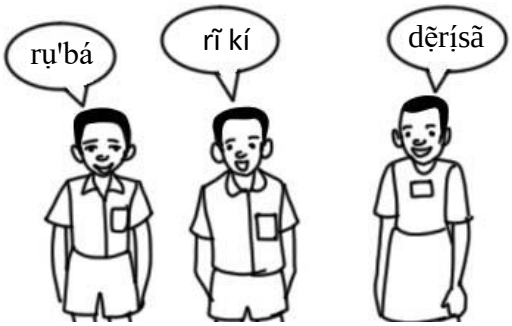
1. Organise learners into 3 teams. Have them line up facing the alphabet chart.



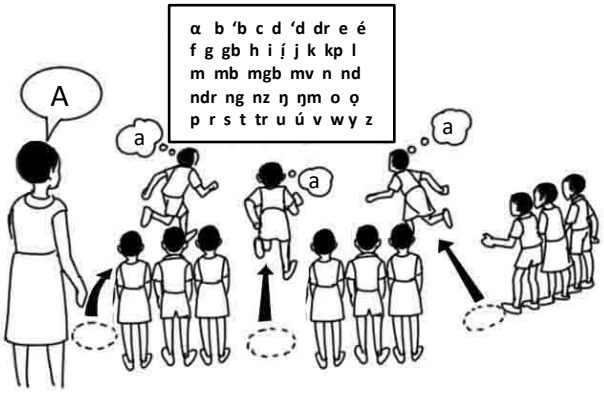

2. Call out letter **sounds**. The first person in each team races to find the letter on the alphabet chart.



3. Ask all 3 racers to say a word that has the letter R sound. It can be at the beginning, middle or end of the word.

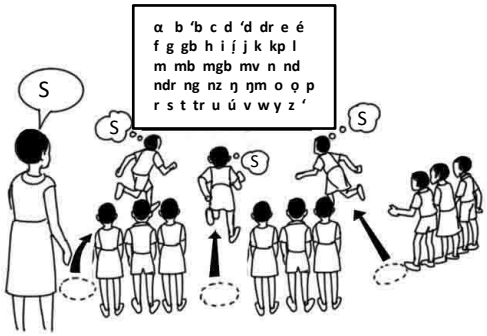



4. The racers go to the back of the line. The next 3 race to find the letter and then say a word that has the sound. (eg. A)




*Note: Say different letter sounds for each group of racers. Say them in random order.*

5. Continue the game until you have practised all the letters on the alphabet chart and all learners have had a turn.

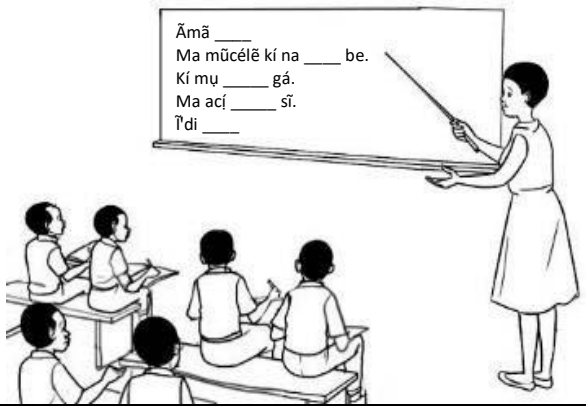


**Break: Do an energizer** *(5 minutes)*

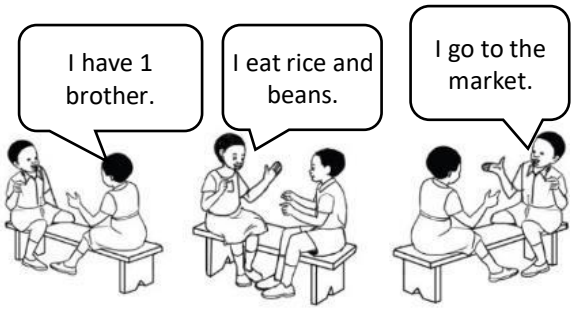
**Part 2: Making Sentences** *(15 minutes)*

**SAY:** Now we are going to make sentences!

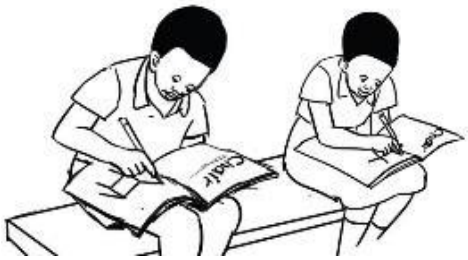
1. Show learners the sentence starters on the chalkboard.




2. Ask learners to work in groups of 2 or 3. In their groups they should complete the sentences.



3. Have students write their sentences in their exercise books.



4. Invite different groups to come to the front and complete a sentence on the chalkboard.

*Make corrections to the sentences learners wrote as needed.*

5. Once all the sentences are completed, have all learners read the sentences aloud together.

*This is an example your class will have their own sentences.*

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

1. **SAY:** Well done everyone! This is our last class and you have done a great job!
2. **DO:** Ask learners to form a circle.
3. **ASK:** What was your favourite part of the classes? What did you learn?
4. ***DO:*** *Go around the circle and let each learner answer the question if they want to. Listen to learners' responses.*
5. **Practice at home**: Encourage learners to use their exercise books to help them keep practising.

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

# Mathematics Lessons

## Mathematics and Attendance Tracker: Lessons 25 – 32

*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 25: Sequence 2-digit numbers | Lesson 26: Count on and count back from and to any 2-digit number by tens and ones | Lesson 27: Add 1 to a quantity from 1-9 given in a story | Lesson 28: Add numbers with sums up to 5 from stories | Lesson 29: Add numbers with sums up to 10 from stories | Lesson 30: Add pairs of numbers with sums up to 20 from stories | Lesson 31: Use the + and = symbol correctly to write and solve an addition problem up to 10 | Lesson 32: Write and solve an addition problem with a sum between 11 and 20 |
| | | | **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 25 - 32

*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 25: Sequence 2-digit numbers | Lesson 26: Count on and count back from and to any 2-digit number by tens and ones | Lesson 27: Add 1 to a quantity from 1-9 given in a story | Lesson 28: Add numbers with sums up to 5 from stories | Lesson 29: Add numbers with sums up to 10 from stories | Lesson 30: Add pairs of numbers with sums up to 20 from stories | Lesson 31: Use the + and = symbol correctly to write and solve an addition problem up to 10 | Lesson 32: Write and solve an addition problem with a sum between 11 and 20 |
| | | | **Date:** | | | | | | | | | |
| **Registered Learner Names** | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | |
| 22 | | | | | | | | | | | | |
| 23 | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | |
| Total number of ticks *(✓)* | | | | | | | | | | | | |
| Total number of crosses *(x)* | | | | | | | | | | | | |
| Total absentees (*the number of 'As'*) | | | | | | | | | | | | |

| Lesson 25 | Mathematics |
|---|---|
| **Sequence numbers** | **Time: 1 hour** |

**Learning Competences**

The learner:

a) Understands of place value and the meaning of zero, to sequence 2-digit numbers

b) Understands place value to find one more, one less, ten more and ten less than any 2-digit number

**Materials**

1. Chalkboard and chalk
2. 40 sticks and 4 rubber bands or string.

**Preparation**

1. Collect 40 sticks and 4 rubber bands or string.

**Lesson 25 Assessment: learners can use an understanding of place value and the meaning of zero to sequence 2-digit numbers.**

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 by the end of the lesson they could not, mark it as a cross (x) for now.

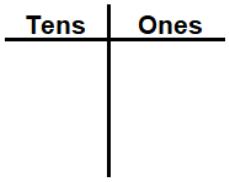
**Greet and Review Previous Lesson** *(up to 10 minutes)*

1. **SAY**: Welcome everyone!
2. **ASK:** Can you tell us what we learned in our last lesson?
3. ***Do**: Allow learners to share.*
4. **SAY**: Well done! In the last lesson we learnt about using ordinal numbers such as first, second, third to describe the order of events or objects. Recently we have also been learning how some numbers are made up of tens and ones.

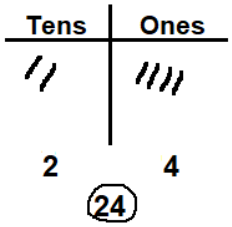
**Part 1: Introduce the New Lesson – Sequencing numbers** *(20 minutes)*

**Activity 1: Understanding tens and ones in 2-digit numbers**

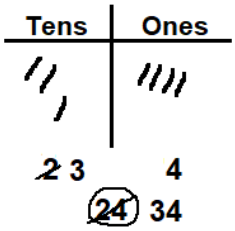
1. **SAY**: Today we are going to learn how to use our understanding of tens and ones to put numbers in order.
2. ***Do**: Write the number 24 on the board. Draw a tens and ones chart on the board. Have 50 sticks and 6 rubber bands ready to show the learners.*




3. **SAY**: I am going to make the number on the board using these sticks.
4. ***Do**: Count out loud 10 sticks and bind with a rubber band.*
5. **SAY**: I have made one bundle of ten sticks.
6. ***Do**: Write one tally in the tens column of the chart. Count out another bundle of ten and record with a second tally in the chart. Count the tallies in the tens column and write 2 at the bottom.*
   *Count out 4 single sticks and add 4 tallies in the ones column. Write 4 at the Bottom of the ones column. Write the number 24.*

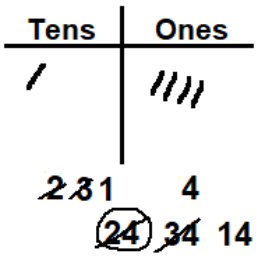



7. **SAY**: I have made the number 24 using tens and ones.
8. ***Do**: Write the number 34 on the board.*
9. **ASK:** How could we change 24 to 34? (Answer: add one ten)
10. ***Do**: Count out another ten sticks, bind and place on the chart with the others.*
    Add a tally to the tens column and change the 2 to 3, and 24 to 34.




11. **ASK:** How could we change to 14? (Answer: take away tens)
12. ***Do**: Remove one bundle of 10, then another, counting down 3, 2, 1.*
    *Remove tallies 3, 2, 1. Change the number to 14.*
13. **SAY**: So we can add or take away tens and change the digit in the Tens column to show this.
14. **ASK:** How can we change the number of ones? (Answer: add or take away ones)
15. **ASK:** If I add 3 ones, what number will I have? (Answer: 17)
16. ***Do**: Add 3 single sticks to make 17.*

17. ***Do**: Clean the board. Write the numbers 29, 41, 14, 24, 50 on the board in that order.*
18. **SAY:** Let's put these numbers in order from the smallest to the largest.
19. **ASK:** Which of these is the smallest number? (Answer: 14)
20. **ASK:** How do you know? (Answer: because it has the smallest number of tens)
21. ***Do**: Cross off the number 14 in the list and write it lower on the board to start the new ordered list.*
22. **ASK:** Which of these numbers have the smallest number of tens? (Answer: 24 and 29)
23. **ASK:** And which of 24 and 29 is the smallest? (Answer: 24, because it has the smallest number of ones)
24. **SAY:** Yes. So to determine the order of numbers we must first check the tens, then the ones.
25. ***Do**: Continue working through the numbers in this way until all are written in order.*




**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice Sequencing numbers** *(15 minutes)*

**Activity 2: Making 2 digit numbers using a tens and ones chart**

1. ***Do**: Clean the board. Write the numbers 30, 19, 13, and 31 on the board in that order.*
2. **SAY:** Draw 4 tens and ones charts in your book. Show each of these numbers in a tens and ones chart.
3. ***Do**: Give learners time to complete the task. Check learner's work and guide as required.*

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

**Sequencing numbers**

1. **SAY:** Now write those numbers in order from the smallest to the largest. (Answer: 13, 19, 30, 31)
2. ***Do**:*

   Walk around and check each learner's work. Put a ✓ for each learner in the Learner Tracker who orders the four numbers correctly.

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. 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 an understanding of place value and the meaning of zero, to sequence 2-digit numbers. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 26 | | Mathematics |
|---|---|---|
| **Counting on and back by tens and ones** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) counts on and counts back from and to any 2-digit number by tens and ones | **Materials**<br>1. Chalkboard and chalk<br>2. 40 sticks and 4 rubber bands or string.<br>3. 0 to 99 or 1 to 100 number chart | **Preparation**<br>1. Prepare 3 bundles of 10 sticks, 10 loose sticks and a rubber band or string.<br>2. 0 to 99 or 1 to 100 number chart |
| **Lesson 26 Assessment: learners can count on and count back from and to any 2-digit number by tens and ones.**<br>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 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!
2. **ASK:** Can you tell us what we learned in our last lesson?
3. ***Do**: Allow learners to share.*
4. **SAY**: Well done! Recently we have been learning about larger numbers and how to put then in order from smallest to largest. We used our understanding of tens and ones to help us.

**Part 1: Introduce the New Lesson – Sequencing numbers** *(20 minutes)*

**Activity 1: 'Counting on' and 'counting back' by tens**

1. **SAY**: Today we are going to learn to count on and count back using larger numbers.
2. ***Do**: Put up the number chart. Put the sticks and rubber bands on the table.*
3. **SAY**: We are going to put these sticks into bundles of 10. Count them with me.
4. ***Do**: Count 10 sticks out loud and bind them with a rubber band. Place the other 3 bundles of sticks on the table. Pick up one bundle of sticks. Point to 10 on the chart.*
5. **SAY**: One bundle of 10.
6. ***Do**: Pick up another bundle of 10. Point to 20 on the chart.*
7. **SAY**: Two bundles of 10 makes 20.
8. ***Do**: Repeat for each bundle of 10 (up to 40).*
9. ***SAY**:* Let's count by bundles of 10.
10. ***Do**: Point to each bundle in turn to 40 then continue pointing from 50 on the number chart, counting by 10s. Using the number chart, count back by 10s. Count on and back by 10s from different starting numbers.*

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice Sequencing numbers** *(15 minutes)*

**Activity 2: Counting on and back by ones**

1. **SAY**: Look at the numbers across the number chart. Look at the numbers in the ones column in each row of the chart.
2. **ASK:** What pattern can you see? (Answer: in each row the ones are from 0 to 9)
3. **SAY**: Let's pick a row and read the numbers across the chart.
4. ***Do:** Start at 30 and read across the chart to 39.*
5. **ASK:** What comes next? (Answer: 40)
6. **Do:** *Continue reading from 40, across to 49, then 50 to 59.*
7. **SAY:** Start counting from 17. Stop at 25.

8. **Do:** *Using the number chart, count back by ones from different starting numbers. In particular, ensure that learners can count on and back across the tens numbers (20, 30, 40 etc). Count on and back by ones from different starting numbers.*

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

**Counting on and back by tens and ones**

1. ***Do****: Clean the board. Write the number 40 on the board.*
2. **SAY:** Write the numbers, counting on from 40 to 70 by tens.
3. ***Do****:*

> ✓ Walk around and check each learner's work. Put a ✓ for each learner in the Learner Tracker who is able to count on by tens correctly from 40 to 70

4. **SAY:** Write the numbers, counting on from 27 to 35 by ones.
5. ***Do****:*

> ✓ Walk around and check each learner's work. Put a ✓ for each learner who you haven't already checked in the Learner Tracker who is able to count on by ones from 27 to 35

6. **SAY:** Write the numbers, counting back from 23 to 16 by ones.

> ✓ Walk around and check each learner's work. Put a ✓ for each learner who you haven't already checked in the Learner Tracker who is able to count back by ones from 23 to 16.

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. 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 count on and count back from and to any 2-digit number by tens and ones. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 27 | Mathematics |
|---|---|
| **Add 1** | **Time: 1 hour** |

**Learning Competences**
The learner:
a) Adds 1 to numbers 1-9 using counters.
b) Solves story problems.

**Materials**
1. Counters: the facilitator and learners should each bring their own set of 10.

**Preparation**
1. Bring your set of 10 counters.
2. Ask learners to each bring their 10 counters. If some learners come to the lesson without counters, give them a few minutes to collect objects outside, such as stones or sticks.

**Lesson 27 Assessment: learners have added the correct number of counters for the three stories.**
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 by the end of the lesson they could not, mark it as a cross (x) for now.

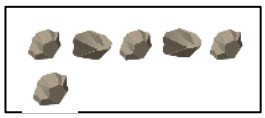
**Greet and Review Previous Lesson** *(up to 10 minutes)*

1. **ASK**: Welcome learners! Can you tell us what we learned in our previous lessons?
2. ***Do:*** *Allow learners to share.*
3. **SAY**: Very good everyone! In our previous lessons we have learnt to count on and count back by tens and ones.

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

**Activity 1: Remembering Numbers up to 10**

1. **SAY:** Please take out 10 counters from your set.
2. **SAY:** Let's practice counting with our counters.
   Please count out 6 counters and put them together on your desk. Count out 6 counters.
3. ***Do:*** *Walk around to check for understanding. Make sure learners can count up to 6.*
4. ***Do****: Count out 6 counters of your own and put them on a table:*



5. **SAY:** Let's count together. I will count my 6 counters. At the same time, I want you to count your own 6 counters.
6. ***Do:*** *Count together:*
7. **SAY:** "1, 2, 3, 4, 5, 6"
8. **SAY:** Very good! Let's try a different number now.
9. ***Do****: Repeat with different numbers of counters. Ask learners to count out each number on their desks. They may count them out into any form (for example, a pile instead of straight lines).*

| | | |
|---|---|---|
| **"1, 2, 3"** | **"1, 2, 3, 4, 5, 6, 7, 8, 9"** | **"1, 2, 3, 4, 5"** |

**SAY:** Today you will learn something new. You will **add** onto the numbers you have learned

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice** *(15 minutes)*

**Activity 2: Adding +1 Stories**

1. **SAY**: I will tell a story. Listen carefully.
   One day I saw 2 birds in a tree. I watched 1 more bird come to the tree. How many birds were there altogether?
2. ***Do****: Give learners a minute to think, then invite them to answer the question. (Answer: 3)*
   Show learners how to solve the story problem using your counters. These are the steps:

- **SAY:** I will solve the problem with counters. Each counter shows 1 bird. I cannot bring real birds to the lesson – they would fly away! So we will use our counters to show the birds in the story.
- ***Do**: Put 2 counters on a table*.

- **SAY** There were 2 birds, so we're putting down 2 counters to represent the two birds.
- ***Do**: Put 1 more counter on the table.*

- **SAY** 1 more bird came, so we put 1 more counter down.
- **Count***:* 1, 2, 3
- **SAY:** 2 birds and 1 bird make 3 birds altogether. 2 plus 1 is 3.

3. **SAY**: I showed you how to add one more using counters. Now I will read another story. You will solve the problems in the story using your own counters. You should each have 10 counters.
   Please find a partner and sit near them. Remember to keep social distancing.
   You may talk to your partner and work together to solve the problems. However, each partner should do their own work using their own counters.
4. ***Do**: Read the story below. Give learners 2-3 minutes to solve the story problem. Then, invite a learner to stand up and share the answer to the group. They should show the answer using their counters.*
   **Story**
   - There were 5 girls jumping rope. One more girl came to join them. How many girls were jumping rope altogether? (Answer: 5 plus 1 is 6)
5. ***Do**: Give learners a minute to think, then invite them to answer the question. (Answer: 6)*
   *Show learners how to solve the story problem using your counters.*
   - **Do**: Put 5 counters on a table.

   - **SAY**: There were 5 girls.
   - ***Do**: Put 1 more counter on the table.*

   - **SAY**: 1 more girl came.
   - **Count***:* 1, 2, 3, 4, 5, 6
   - **SAY**: 5 girls and 1 girl make 6 girls altogether. 5 plus 1 is 6.
6. **SAY**: To '**add**' means to put numbers together. We have added birds. We added girls. We solved problems using our counters. We will do more practice with adding.

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

**Assessment: Adding +1 Stories**

1. **SAY:** Now that we have practised, I will read three more stories. You will solve the problems in the stories using your own counters. You should each have 10 counters. Please do this work by yourself using counters. This is the first story:
   **Story**
   - Dembe ate 6 mangos. Miremba ate 1 mango. How many mangoes did they eat altogether?
2. ***Do:** Give learners 2-3 minutes to solve the story problem. Then, walk around and check everyone has the correct number of counters*. (Answer: 6 plus 1 is 7)

   ✓ Check that each learner has added the correct number of counters for each of the three stories. Give a ✓ for each learner in the Learner Tracker who was able to do this.

3. This is the next story:

**Story**

- 3 friends were walking to school. 1 more friend joined them. How many friends are there altogether?

4. ***Do:*** *Give learners 2-3 minutes to solve the story problem. Then, walk around and check everyone has the correct number of counters*. (Answer: 3 plus 1 is 4)
5. This is the last story:

**Story**

- There are 9 learners in a classroom. There is 1 teacher. How many people are in the classroom altogether?

6. ***Do****: Give learners 2-3 minutes to solve the story problem. Then, walk around and check everyone has the correct number of counters.* (Answer: 9 plus 1 is 10)
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 and your counters to the next lesson. Goodbye and see you next time.

⚠ **Now complete the learner tracker. Give a ✓ for each learner who was able to correctly add the numbers in the stories. If most of the class (ex. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.**

| Lesson 28 | | Mathematics |
|---|---|---|
| **Adding up to 5** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Associates simple stories with addition<br>b) Adds numbers with sum up to 5 using counters. | **Materials**<br>1. Chalkboard and chalk<br>2. Counters: the facilitator and learners should each bring their own set of 10. | **Preparation**<br>1. Bring your set of 10 counters.<br>2. Ask learners to each bring their 10 counters. |

**Lesson 28 Assessment: Add numbers with a sum of up to 5 correctly (from stories and with the support of counters).**

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 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**: I will tell a story. Listen carefully.
   One day I saw 9 children playing a game. I watched 1 more child come and join the game. How many children are in the game now?
2. ***Do**: Give learners a minute to think, then invite them to answer the question. (Answer: 10)*
   Show learners how to solve the story problem using your counters. These are the steps:
   - **SAY:** I will solve the problem with counters. Each counter shows 1 child.
   - ***Do**: Put 9 counters on a table*.
   - **SAY** There were 9 children, so we're putting down 9 counters to represent the 9 children.

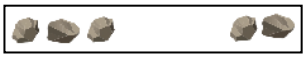
   - ***Do**: Put 1 more counter on the table.*
   - **SAY** 1 more child came, so we put 1 more counter down.

   - **Count***:* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
   - **SAY:** 9 birds and 1 bird make 10 birds altogether. 9 plus 1 is 10.
3. **SAY**: I showed you how to add one more using counters.
4. **SAY**: Now we will learn how to add the numbers 1 to 5.

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

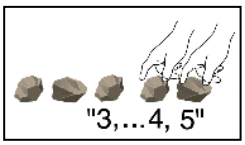
**Activity: Adding up to 5 with stories and counters**

1. **SAY:** I will read a story. Listen carefully.
2. **SAY:** There were 3 leaves on a plant. 2 more leaves grew. How many leaves does the plant have now?
3. ***Do**: Give learners a minute to think, then invite them to answer the question*. (Answer: 5)
4. ***Do**: Show learners how to solve the story using the counters you brought. These are the steps*:
   - ***Do**: Show learners two groups of counters: 3 and 2*.



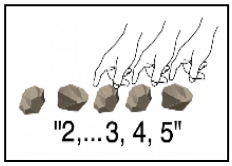
   - **SAY**: There were 3 leaves. 2 more leaves grew.
   - ***Do:** Count the counters in each group: **1, 2, 3** and **1, 2.***

   - **SAY**: There are already 3 leaves. 3 is our starting number. We will count on from 3 to find the total number of leaves.
   - ***Do**: Take the counters in the second group and put them in the first group, one by one. Count on from 3 as you put them into them into the 'total' group. **SAY**: 3, 4, 5*.



- **SAY:** 3 leaves and 2 leaves make 5 leaves altogether. 3 plus 2 is 5.

5. **SAY**: Let's solve another problem. Listen carefully to the next story.
6. **SAY**: Abbo ate 2 oranges in the morning. She ate 3 oranges in the afternoon. How many oranges did she eat altogether?
7. ***Do***: *Give learners a minute to think, then invite them to answer the question*. (Answer: 5)
8. ***Do***: *Show learners how to solve the story using the counters you brought*.
   - ***Do****: Show learners 2 groups of counters: 2 and 3*.
   - **SAY**: Abbo ate 2 oranges. Then she ate 3 more oranges.
   - ***Do*****:** *Count the counters in each group:* ***1, 2*** *and* ***1, 2, 3.***
   - **SAY**: She ate 2 oranges in the morning. 2 is our starting number. We will count on from 2 to find the total number of oranges.
   - ***Do***: *Take the counters in the second group and put them in the first group, one by one. Count on from 2 as you put them into them into the 'total' group.* ***SAY****: 2, 3, 4, 5*.
   - **SAY:** 2 oranges and 3 oranges make 5 oranges altogether. 2 plus 3 is 5.




9. **SAY:** We have found that 3 and 2 make 5. We have also found that 2 and 3 make 5. When adding two numbers, their order does not matter. Abbo can eat 3 oranges in the morning and 2 in the afternoon. She will still eat 5 oranges in total.

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice** *(20 minutes)*

**Activity: Adding up to 5 -more stories and counters – working in pairs**

1. **SAY**: I showed you how to add using counters. I will read more stories. You will solve the problems in the stories using your own counters. You should each have 10 counters.
2. **SAY**: Please find a partner and sit near them. Remember to keep social distancing.
3. **SAY**: You may talk to your partner and work together to solve the problems. However, each partner should do their own work using their own counters.
4. ***Do****: Read each story below. Give learners 2-3 minutes to solve the story problem. Then, invite a learner to stand up and share the answer to the group. They should show the answer using their counters. Clap for each learner who shares*.

**Stories**

- Namono has 3 sisters. She has 2 brothers. How many brothers and sisters does she have altogether? (Answer: 3 plus 2 is 5)
- There was 1 frog in a pond. 2 more frogs jumped into the pond. How many frogs are in the pond altogether? (Answer: 1 plus 2 is 3)
- I had 4 pencils. I bought 1 more pencil. How many pencils do I have now? (Answer: 4 plus 1 is 5)

Give a ✓ for each learner in the Learner Tracker who shows they are able to correctly solve the problem when sharing with the class.

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

**Assessment: Add numbers up to 5**

1. **ASK**: Who can tell us what we learned today?
2. ***Do***: *Pick 2-3 learners to say what they learned*.
3. **SAY:** I will read a story. Listen carefully. The answer to the story problem will be a number. Write the number on your paper. You may use the counters you brought to solve the problem.
4. **SAY:** I had 1 mango. My mother gave me 3 more mangoes. How many mangoes do I have now?

Check that each learner has added the correct number of counters for this story to get 4.
Give a ✓ for each learner in the Learner Tracker who was able to do this.

5. ***Do***: Walk around to check for understanding. Learners should write 4 on their paper.
6. ***Do****: Invite a learner to share the answer with the group, using their counters*. (Answer: 1 plus 3 is 4)
7. **SAY**: You can practice adding with stories like 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. Please also bring 10 counters for the next lesson. Goodbye and see you next time.

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

| Lesson 29 | Mathematics |
|---|---|
| **Adding up to 10** | **Time: 1 hour** |

**Learning Competences**
The learner:
a) Associates simple stories with addition
b) Adds numbers with sum up to 10 using counters.

**Materials**
1. Chalkboard and chalk
2. Counters: the facilitator and learners should each bring their own set of 10.
3. Learners can draw two ten frames (see Appendix 5) in their exercise books

**Preparation**
1. Bring your set of 10 counters.
2. Ask learners to each bring their 10 counters.

**Lesson 29 Assessment: Using counters and ten frames to add two numbers given in a story with a sum of up to 10 correctly.**
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 by the end of the lesson they could not, mark it as a cross (x) for now.

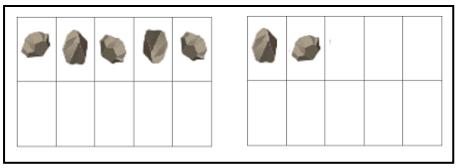
**Greet and Review Previous Lesson** *(up to 10 minutes)*

1. **SAY**: Please take out your counters. I will read a story. Listen carefully. The answer to the story problem will be a number. Write the number on your paper. Use your counters to solve the problem.
2. **SAY**: There are 3 girls and 2 boys in a class. How many children are there altogether?
3. ***Do****: Walk around to check for understanding. Learners should write 5 on their paper*.
4. ***Do****: Invite a learner to share the answer with the group, using their counters.* (Answer: 3 plus 2 is 5)
5. **SAY**: In the previous lesson you practiced adding numbers up to 5. Today, you will add larger numbers. You will add numbers up to 10.

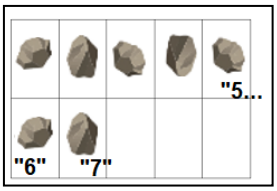
**Part 1: Introduce and Understand** *(20 minutes)*

**Activity 1: Adding numbers with a sum up to 10 using stories, ten frames and counters**

1. **SAY**: I will read a story. Listen carefully.
2. **SAY**: There were 5 girls skipping rope. 2 more girls joined them. How many girls are there altogether?
3. ***Do***: Give learners a minute to think, then invite them to answer the question. (Answer: 7)
4. ***Do***: *Show learners how to solve the story using counters and a ten frame. These are the steps:*
   - ***Do****: Show learners two groups of counters on the blank ten frames: 5 and 2*.
   - **SAY**: There were 5 girls. 2 more girls joined them.
   - ***Do:*** *Count the counters in each group:* ***1, 2, 3, 4, 5*** *and* ***1, 2.***

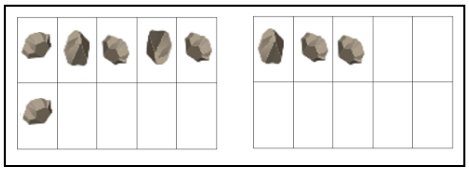


   - **SAY**: There were already 5 girls. 5 is our starting number. We will count on from 5 to find the total number of girls.
   - ***Do***: *Take the counters in the second ten frame and put them in the first ten frame, one by one. Count on from 5 as you put them into them into the 'total' group.* ***SAY:*** *5, 6, 7*.
   - **SAY:** 5 girls and 2 girls make 7 girls altogether. 5 plus 2 is 7.

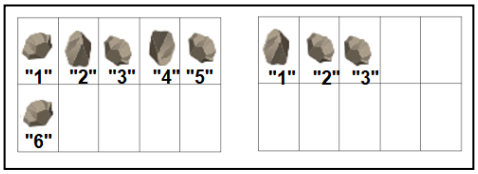



5. **SAY**: Let's solve another problem. Listen carefully to the next story.
6. **SAY**: Abbo sold 6 pineapples in the morning. She sold 3 pineapples in the afternoon. How many pineapples did she sell altogether?

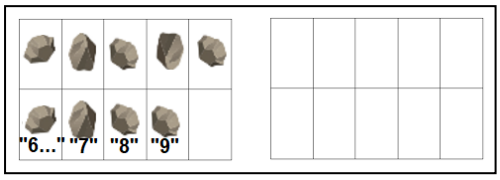
7. ***Do***: *Give learners a minute to think, then invite them to answer the question*. (Answer: 9)
8. ***Do***: *Show learners how to solve the story using the counters you brought*.
   - ***Do***: *Show learners 2 groups of counters: 6 and 3 on the ten frames*.



   - **SAY**: Abbo sold 6 pineapples. Then she sold 3 more pineapples.
   - ***Do*: *Count the counters in each group: **1, 2, 3, 4, 5, 6** and **1, 2, 3.***




   - **SAY**: She sold 6 pineapples in the morning. 6 is our starting number. We will count on from 6 to find the total number of pineapples.




   - ***Do***: *Take the counters in the second ten frame and put them in the first ten frame, one by one. Count on from 6 as you put them into them into the 'total' group (the first ten frame*).
   - **SAY**: 6, 7, 8, 9.
   - **SAY:** 6 pineapples and 3 pineapples make 9 pineapples altogether. 6 plus 3 is 9.

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice** *(15 minutes)*

**Practice: Adding up to 10 – more stories with counters (in pairs)**

1. **SAY**: I showed you how to add using counters. I will read more stories. You will solve the problems in the stories using your own counters and ten frames. You should each have 10 counters.
2. **SAY**: Please find a partner and sit near them. Remember to keep social distancing.
3. **SAY**: You may talk to your partner and work together to solve the problems. However, each partner should do their own work using their own counters.
4. ***Do***: *Read each story below. Give learners 2-3 minutes to solve the story problem. Then, invite a learner to stand up and share the answer to the group. They should show the answer using their counters. Clap for each learner who shares.*

   **Stories**
   - Namono has 3 aunts. She has 4 uncles. How many aunts and uncles does she have altogether? (Answer: 3 plus 4 is 7)
   - I had 5 orange trees near my house. I planted 3 more. How many orange trees do I have now? (Answer: 5 plus 3 is 8)
   - I read 4 books yesterday. I read 4 books today. How many books did I read altogether? (Answer: 4 plus 4 is 8)

Give a ✓ for each learner in the Learner Tracker who shows they are able to correctly solve the problem when sharing with the class.

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

**Assessment: Add numbers to 10**

1. **ASK**: Who can tell us what we learned today?
2. ***Do***: *Pick 2-3 learners to say what they learned*.
3. **SAY:** I will read a story. Listen carefully. The answer to the story problem will be a number. Raise your hand when you find the answer. You may use the counters you brought to solve the problem.
4. **SAY:** I had 3 mangoes. My mother gave me 3 more mangoes. How many mangoes do I have altogether?

Walk around to check for understanding. Make sure learners are using counters correctly. Give a ✓ in the tracker for each learner who is able to answer correctly.

5. ***Do***: *When most learners have their hands raised, ask them to say the answer together*. (Answer: 6)
6. ***Do***: Invite a learner to show how to find the answer using their counters. (Answer: 3 plus 3 is 6)
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. Please also bring your ten frames and counters for next lesson. Goodbye and see you next time.

**Now complete the learner tracker. Give a ✓ for each learner who was able to add the two numbers correctly. If most of the class (ex. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.**

| Lesson 30 | Mathematics |
|---|---|
| **Adding up to 20** | **Time: 1 hour** |

**Learning Competences**
The learner:
a) Associates simple stories with addition
b) Adds numbers with sum up to 20 using counters.

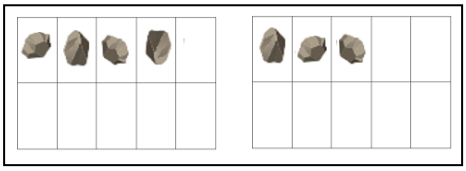
**Materials**
1. Chalkboard and chalk
2. Counters: the facilitator and learners should each bring their own set of 20.
3. Learners draw two ten frames (see Appendix 5) in their exercise books

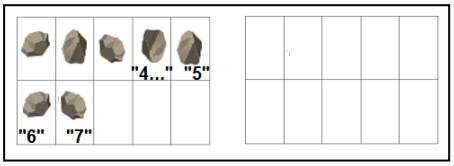
**Preparation**
1. Bring your set of 20 counters.
2. Ask learners to each bring their 20 counters.

**Lesson 30 Assessment: Adding pairs of numbers with a sum up to 20 given in a story (using counters and ten frames for support).**
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 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 adding numbers with a sum up to 10.
4. **SAY:** Let's review addition. Please take out your counters and ten frames. I will read a story. Use your counters to solve the problem. Write the answer on your paper.
5. **SAY:** I ate 4 oranges yesterday and 3 oranges today. How many oranges did I eat altogether?
6. ***Do***: *Walk around to check for understanding. Learners should write 7 on their paper*.
7. ***Do***: *Review how to solve the problem by 'counting on' with counters. These are the steps:*
   - ***Do****: Show learners two groups of counters on a pair of ten frames: 4 and 3.*
   - **SAY**: I ate 4 oranges yesterday. 4 is our starting number. We will count on from 4 to find the total number of oranges I ate.
   - ***Do***: *Take the counters in the second ten frame and put them in the first ten frame, one by one. Count on from 4 as you put them into them into the 'total' group*. **Say**: 4, 5, 6, 7.
   - **SAY:** 4 oranges and 3 oranges make 7 oranges altogether. 4 plus 3 is 7.





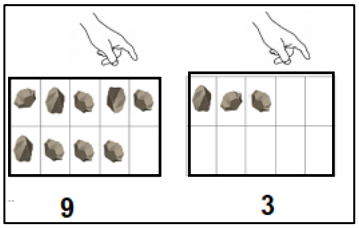

8. **SAY**: Today, you will add numbers up to 20. You already know how to add numbers up to 10. Now you are ready to add larger numbers!

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

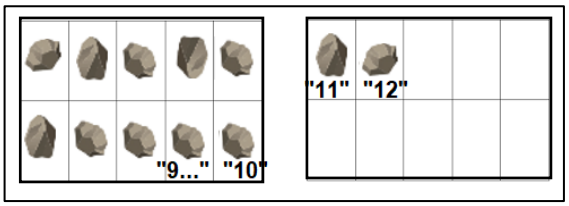
**Activity 1: Adding up to 20**

1. ***SAY***: I will read a story. Listen carefully.
2. **SAY**: Abbo ate 9 mangos in the morning. She ate 3 mangos in the afternoon. How many mangos did she eat altogether?
3. ***Do***: *Give learners a minute to think, then invite them to try to answer the question*. (Answer: 12)

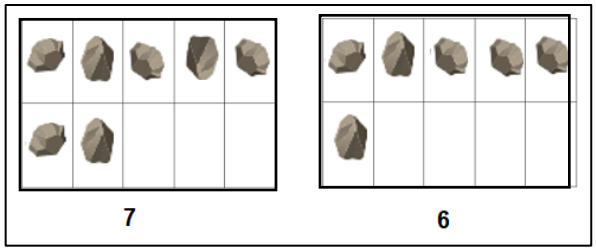
4. ***Do***: *Show learners how to solve the story using the counters and two ten frames to arrange their counters onto*.

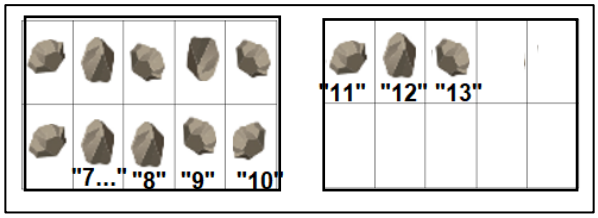



   - ***Do***: *Show learners 2 groups of counters: 9 and 3*.
   - **SAY**: Abbo ate 9 mangos. Then she ate 3 more mangos.
   - ***Do*: *Count the counters in each group: 1, 2, 3, 4, 5, 6, 7, 8, 9 and 1, 2, 3.***
   - **SAY**: She ate 9 mangos in the morning. 9 is our starting number. We will count on from 9 to find the total number of mangos.
   - ***Do***: *Take the counters in the second tens and put them in the first ten frame until it is full. Count on from 9. Only one more counter can fit into the first ten frame. This means the total number will be 1 group of ten and 2 single counters. This makes the number 12*.




   - **SAY:** 9 mangos and 3 mangos make 12 mangos altogether. 9 plus 3 equals 12.
5. **SAY:** Please write the answer in your exercise book.
6. ***Do***: *Write the answer on the board: 12*.
7. **SAY**: Let's solve another problem together. Listen carefully.
8. **SAY**: There are 7 girls and 6 boys in a class. How many children are there altogether?
9. ***Do****: Give learners a minute to think, then invite them to try to answer the question.* (Answer: 13)
10. ***Do***: *Show learners how to solve the story using the counters you brought and a similar process to Step 4 from the earlier problem above. Remember to show 7 as a starting number, then add 3 more counters onto it to fill the empty spaces on the first ten frame, counting on from 7 as the counters are added to make a full 10, then keep counting on to the remaining 3 counters on the second ten frame to make the number 13*.




11. **SAY:** 7 girls and 6 boys make 13 children altogether. 7 plus 6 equals 13.
12. **SAY:** Please write the answer in your exercise book.
13. ***Do****: Write the answer on the board: 13.*

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice** *(15 minutes)*

**Practice: Adding up to 20 - more stories**

1. **SAY**: I showed you how to add using counters and ten frames. I will read more stories. You will solve the problems in the stories using your own counters and ten frames. You should each have 20 counters and 2 ten frames.
2. **SAY**: After you solve each problem, write the answer in your exercise book. The answer to each problem is a number.
3. ***Do***: *Read each story below. Give learners 2-3 minutes to solve the story problem. Then, invite a learner to show how to solve the problem using the counters they brought and their ten frames. Invite a different learner to write the answer on the board. Clap for each learner who shares.*

   **Stories**

   - Namono has 8 oranges. She has 7 mangoes. How many pieces of fruit does she have altogether? (Answer: 8 plus 7 is 15)

- There were 10 frogs in a pond. 6 more frogs jumped in. How many frogs are in the pond altogether? (Answer: 10 plus 6 is 16)
- I had 10 books. I bought 10 more books. How many books do I have altogether? (Answer: 10 plus 10 is 20)

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

**Assessment: Independently add a pair of numbers with a sum up to 20**

1. **ASK**: Who can tell us what we learned today?
2. ***Do**: Pick 2-3 learners to say what they learned.*
3. **SAY**: I will read a story problem. Solve the problem using your counters. Write the answer on your paper.
4. **SAY:** There were 6 girls skipping rope. 5 more girls joined them. How many girls are there now?
5. ***Do***: *Write the answer on the board: 11.*

Walk around to check for understanding as learners work. Check whether learners can use their counters to add. Check for the correct answer on their paper. Give a ✓ in the tracker for each learner who is able to answer correctly.

6. **SAY**: 6 girls and 5 girls make 11 girls altogether.
7. **SAY**: You can practice adding numbers at home. Use your counters to help you. 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. Please also bring your set of 20 counters for our next lesson. Goodbye and see you next time.

**Now complete the learner tracker. Give a ✓ for each learner who was able to add a pair of numbers with a sum up to 20 correctly. If most of the class (ex. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.**

| Lesson 31 | | Mathematics |
|---|---|---|
| **Writing and solving addition problems to 10** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Recognises and writes the symbols + and =<br>b) Writes and solves addition problems with sum up to 10 (while using counters) | **Materials**<br>1. Chalkboard and chalk<br>2. Counters: the facilitator and learners should each bring their own set of 20. | **Preparation**<br>1. Bring your set of 20 counters.<br>2. Ask learners to each bring their 20 counters. |
| **Lesson 31 Assessment: Use the + and = symbol correctly to write and solve an addition problem up to 10.**<br>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 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**: Let's review addition. Please take out your counters. I will read a story. Use your counters to solve the problem. Write the answer on your paper.
2. **SAY**: Abbo has 5 pencils. Namono has 4 pencils. How many pencils do Abbo and Namono have altogether?
3. ***Do:*** *Walk around to check for understanding. Learners should write 9 on their paper.*
4. ***Do:*** *Invite a learner to show how to find the answer with counters. These are the steps:*
5. ***Do:*** *Show learners two groups of counters: 5 and 4.*
6. ***Do:*** *Take the counters in the second group and put them in the first group, one by one. Count on from 5 as you put them into them into the 'total' group. Say: 5, 6, 7, 8, 9.*
7. **SAY**: 5 pencils and 4 pencils make 9 pencils altogether. 5 plus 4 is 9.
8. **SAY**: You have learned to write the numbers up to 20. You have also learned how to add numbers using your counters. In this lesson, you will write addition problems and their answers.x

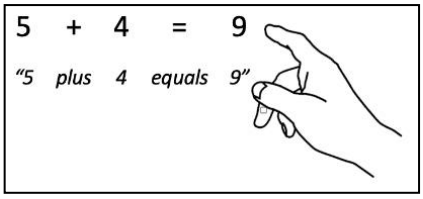
**Part 1: Introduce and Understand** *(20 minutes)*

**Activity 1: Introduce writing addition problems with sums up to 10**

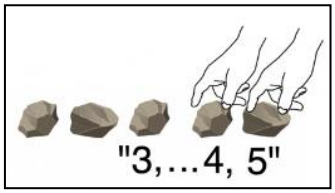
1. **SAY**: Let's think of our problem again. Abbo has 5 pencils and Namono has 4 pencils. They have 9 pencils altogether.
2. ***Do****: Write the addition problem on the board:*

5 + 4 = 9

3. **SAY**: This is the addition problem and answer.
4. ***Do****: Read the addition problem on the board. Point at each number or symbol as you read. Read it again together with learners:*
5. ***Do:*** *Point at the + symbol and* ***say:*** *We read this as "plus". It is the symbol for addition. It tells us to add the two numbers next to it. Here, it tells us to add 5 and 4.*
6. ***Do:*** *Point at the = symbol and* ***say****: We read this as "equals". The equal symbol means 'is the same as' or 'has the same value as'. In this case, we say 5 plus 4 is the same as 9. When we start with 5 counters, then add another 4 counters, we get 9 altogether. So 5 plus 4 is the same as 9. In other words, 5 plus 4 is equal to 9*
7. **SAY**: Please copy this addition problem in your exercise book.



8. ***Do***: *Walk around to check learners' work. Make sure they draw the symbols + and = correctly*.
9. **SAY**: Let's solve another problem together. I will read another story. Try to write the addition problem you hear. You do not need to solve it yet.
10. **SAY**: Abbo saw 3 birds in the morning. She saw 2 birds in the afternoon. How many birds did she see altogether?
11. **SAY**: Please write the addition problem. Remember to write the addition symbol and the equal symbol.
12. ***Do***: *Walk around to check for understanding. Help learners write the problem if needed.*
13. ***Do***: *Write on the board:* ***3 + 2 =***
14. **SAY**: Please check your work and make any corrections.
15. **ASK**: How do we read this problem on the board? (Answer: 3 plus 2 equals)
16. **SAY**: Please solve this addition problem. You may use your counters. Write your answer.
17. ***Do***: *Give learners 1 minute to solve the problem.*
18. **ASK**: What is the answer? (Answer: 5)
19. ***Do***: *Write the answer on the board:* ***3 + 2 = 5***
20. ***Do*****:** *Invite a learner to show the class how they solved the problem with counters. These are the steps:*
    - ***Do:*** *Count the counters in each group:* ***1, 2, 3*** *and* ***1, 2.***
    - ***Do****: Take the counters in the second group and put them in the first group, one by one.*




21. **Say**: Very good! Abbo saw 3 birds in the morning and 2 birds in the afternoon. She saw 5 birds altogether. We write this problem "3 plus 2 equals 5".

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice** *(15 minutes)*

**Practice: Writing addition problems**

1. **SAY**: I will read more stories. Write down an addition problem for each story you hear. Then, solve the problem using your own counters and write the answer.
2. ***Do***: *Read each story below. Give learners 2-3 minutes to solve the story problem. Then, invite a learner to show how to solve the problem using the counters they brought. Invite a different learner to write the addition problem on the board. Clap for each learner who shares.*

   **Stories**
   - I have 4 brothers and 2 sisters. How many brothers and sisters do I have altogether? (Answer: 4 + 2 = 6)
   - I had 1 dog. My dog had 3 puppies. How many dogs do I have now? (Answer: 1 + 3 = 4)
   - My sister had 5 chickens. She bought 5 more. How many chickens does she have now? (Answer: 5 + 5 = 10)

**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. **SAY**: I will give you an addition problem. Write down the problem you hear. Listen carefully!
4. **SAY**: 7 plus 2 equals. Repeat: 7 plus 2 equals

5. **SAY** Did you write the problem? Now find the answer and write it down. You may use your counters to find the answer.

Walk around. Check whether learners can write the addition problem and the answer. Give a ✓ in the tracker for each learner who is able to answer correctly.

6. ***Do***: *Write on the board: 7 + 2 = 9*
7. ***Do***: *Point to each part and read it aloud: "7 plus 2 equals 9"*
8. ***Do***: *Show how to solve the problem with counters.*
9. **SAY**: You can practice this at home. Does anyone have a question about what we learned today?
10. **SAY**: Remember to bring pencils and exercise books or paper to all of the maths lessons. Also bring your set of 20 counters for our next lesson. Goodbye and see you next time.

**Now complete the learner tracker. Give a ✓ for each learner who was able to use the + and = symbol correctly to write and solve addition problems up to 10. If most of the class (ex. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.**

| Lesson 32 | | Mathematics |
|---|---|---|
| **Writing addition problems up to 20** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Writes and solves addition problems with sum up to 20 (while using counters) | **Materials**<br>1. Chalkboard and chalk<br>2. Counters: the facilitator and learners should each bring their own set of 20 | **Preparation**<br>1. Bring your set of 20 counters.<br>2. Ask learners to each bring their 20 counters. |
| **Lesson 32 Assessment: Write and solve an addition problem with a sum between 11 and 20 independently.**<br>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 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)*

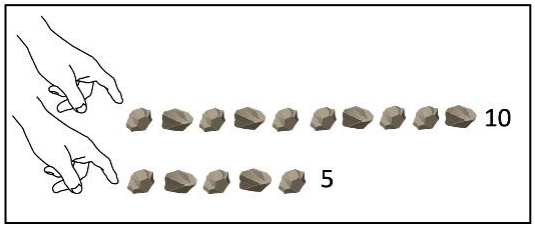
1. **ASK**: Welcome learners! Can you tell us what we learned in our previous lesson?
2. ***Do:*** *Allow learners to share.*
3. **SAY**: Very good everyone! In our previous lesson we learnt how to use the + and = symbol to write and solve addition problems. Let's practice two problems like the ones we did in the last lesson.
4. ***Do****:* Write 2 problems on the board: **3 + 3 =** **8 + 1 =**
5. **SAY** Please copy these problems in your exercise book. Find the answers and write them down. You may use your counters.
6. ***Do****:* Walk around to check for understanding. Make sure learners write the problems and use their counters correctly.
7. ***Do****:* Invite 2 learners to write the answers on the board. Ask other learners to check their work. (Answers: 6 and 9)
8. **Do:** Invite 2 different learners to show how to solve the problems with their counters.
9. **Say**: In the previous lesson, you wrote and solved addition problems with numbers up to 10. In this lesson, you will write and solve addition problems with larger numbers, up to 20.

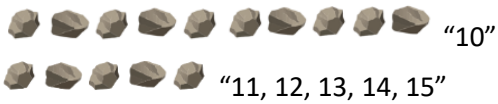
**Part 1: Introduce and Understand** *(20 minutes)*

**Activity 1: Introduce writing addition problems with sum up to 20**

1. **SAY:** I will read another story. Write down an addition problem for the story you hear. You do not need to solve it yet.
2. **SAY:** Namono sold 10 mangoes yesterday. She sold 5 mangoes today. How many mangoes has Namono sold altogether?
3. ***Do****:* Walk around to check for understanding. Learners should write **10 + 5 =** on their paper.
4. ***Do****:* Write the addition problem on the board: **10 + 5 =**
5. **SAY:** Please check your work.
6. **SAY:** Please solve this problem with your counters. Write your answer.
7. ***Do****:* Walk around to check for understanding.
8. **ASK**: What is the answer? (Answer: 15)
9. ***Do****:* Write the answer on the board: **10 + 5 = 15**
10. **SAY:** Very good! Look at the problem on the board. This problem tells us that Namono sold 10 mangoes, then 5 more. She sold 15 mangoes altogether. Who can show us how they solved this with counters?

11. ***Do*:** Invite a learner to show how to solve the problem using counters. These are the steps:
    - Make 2 groups of counters: 10 and 5.
    - 10 is the starting number. Take the counters in the second group and put them with the first 10. Count on from 10: "10, 11, 12, 13, 14, 15".

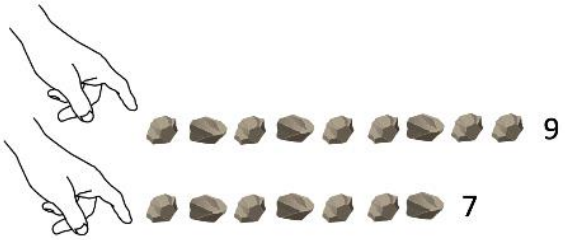



12. **SAY**: I will read an addition problem. Listen carefully and write down what you hear.
13. **SAY***:* 9 plus 7 equals. **Repeat:** 9 plus 7 equals.
14. ***Do*:** Walk around and see if learners can write the numbers and symbols they hear.
15. ***Do***: Invite a learner to write the problem on the board: **9 + 7 =**
16. **SAY**: Please check your work.
17. **SAY**: Please solve this problem with your counters. Write your answer.
18. **Ask**: What is the answer? (Answer: 16)

Walk around to check for understanding. Give a ✓ in the tracker for each learner who is able to answer correctly.

19. **Do**: Invite a learner to write the answer on the board: **9 + 7 = 16**
20. **Say:** Very good! 9 plus 7 equals 16. Who can show us how they solved this with counters?
21. **Do:** Invite a learner to show how to solve the problem using counters:
    - Make 2 groups of counters: 9 and 7. 9 is the starting number.




    - Take the counters in the second group and put them with the first 9. Count on from 9: "9, 10, 11, 12, 13, 14, 15, 16".

22. **Say**: Thank you, good work!

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice** *(15 minutes)*

**Practice: Writing addition problems**

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 problems and answers in their own exercise book.
3. **SAY**: I will write 4 problems on the board. Please copy them in your exercise book. After you finish copying them, find the answer and write it down
4. ***Do***: Write the problems below on the board.

**Problems**:

4 + 8 =

10 + 9 =

14 + 1 =

7 + 5 =

5. ***Do***: Walk around to make sure learners understand what to do. Help them if needed.
6. ***Do***: After they finish, invite 4 learners to write the answers on the board. (Answers: 12, 19, 15, 12)
7. **SAY**: Good job! Learners, please check your work.
8. ***Do***: If learners had difficulty with any of the problems, show how to solve them using counters.

**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. **SAY**: I will give you an addition problem. Write down the problem you hear. Listen carefully!
4. **SAY**: 6 plus 8 equals **Repeat**: 6 plus 8 equals
5. **SAY:** Did you write the problem? Now find the answer and write it down. You may use your counters to find the answer.

Walk around. Check whether learners can write the addition problem and the answer. Give a ✓ in the tracker for each learner who is able to answer correctly.

6. ***Do***: Write on the board: 6 + 8 = 14
7. ***Do***: Point to each part and read it aloud: "6 plus 8 equals 14"
8. ***Do***: Show how to solve the problem with counters.
9. **SAY**: You can practice this at home. Does anyone have a question about what we learned today?
10. **SAY**: Remember to bring pencils and exercise books or paper to all of the maths lessons and also your set of counters for the next lesson. Goodbye and see you next time.

**Now complete the learner tracker. Give a ✓ for each learner who was able to write and solve at least one addition problem independently. If most of the class (ex. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.**

## Mathematics and Attendance Tracker: Lessons 33 – 40

*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 33: Addition facts: Part 1 – Bonds to 10 | Lesson 34: Addition facts – Part 2: Doubles | Lesson 35: Addition facts: Part 3 – Bridging 10 | Lesson 36: Write and solve addition problems to 30. | Lesson 37: Subtract with numbers up to 10 presented as stories | Lesson 38: Subtract with numbers up to 20 presented as stories | Lesson 39: Subtract with numbers up to 20, using the subtraction symbol | Lesson 40: Add and subtract, including with story problems, with symbols (+ – =) |
| | | | **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 33 - 40

*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 33: Addition facts: Part 1 – Bonds to 10 | Lesson 34: Addition facts – Part 2: Doubles | Lesson 35: Addition facts: Part 3 – Bridging 10 | Lesson 36: Write and solve addition problems to 30. | Lesson 37: Subtract with numbers up to 10 presented as stories | Lesson 38: Subtract with numbers up to 20 presented as stories | Lesson 39: Subtract with numbers up to 20, using the subtraction symbol | Lesson 40: Add and subtract, including with story problems, with symbols (+ – =) |
| **Registered Learner Names** | | | **Date:** | | | | | | | | |
| 12 | | | | | | | | | | | |
| 13 | | | | | | | | | | | |
| 14 | | | | | | | | | | | |
| 15 | | | | | | | | | | | |
| 16 | | | | | | | | | | | |
| 17 | | | | | | | | | | | |
| 18 | | | | | | | | | | | |
| 19 | | | | | | | | | | | |
| 20 | | | | | | | | | | | |
| 21 | | | | | | | | | | | |
| 22 | | | | | | | | | | | |
| 23 | | | | | | | | | | | |
| 24 | | | | | | | | | | | |
| 25 | | | | | | | | | | | |
| Total number of ticks *(✓)* | | | | | | | | | | | |
| Total number of crosses *(x)* | | | | | | | | | | | |
| Total absentees (*the number of 'As'*) | | | | | | | | | | | |

| **Lesson 33** | | **Mathematics** |
|---|---|---|
| **Addition facts: Part 1 – Bonds to 10** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Is able to build and automatically recall the 11 bonds to 10 | **Materials**<br>1. Chalkboard and chalk<br>2. Counters | **Preparation**<br>1. A set of two empty tens frames for the facilitator (drawn on paper or on the ground – see *Appendix 5*)<br>2. Ask learners to each bring a set of 10 counters<br>3. Bring your own set of ten counters. |
| **Lesson 33 Assessment: learners can build and automatically recall the 11 bonds to 10.**<br>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 by the end of the lesson they could not, mark it as a cross (x) for now. | | |

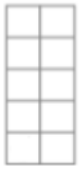
**Greet and Review Previous Lesson** *(up to 10 minutes)*

1. **SAY**: Welcome everyone!
2. **ASK:** Can you tell us what we learned in our last lesson?
3. ***Do**: Allow learners to share.*
4. **SAY**: Well done! In our last lessons we've been learning how to add numbers and solve addition problems.

**Part 1: Introduce the New Lesson – Addition facts – Bonds to 10** *(20 minutes)*

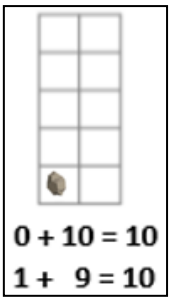
**Activity 1: Using a ten frame to build the bonds**

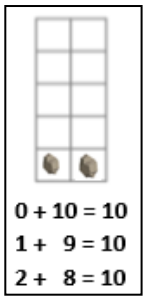
1. **SAY**: Today we are going to build the bonds to 10. The bonds to 10 are pairs of numbers that add up to 10. Knowing these bonds helps us to add larger numbers quickly and accurately.
2. ***Do**: Hold up an empty ten frame.*
3. **ASK:** How many spaces are there in a ten frame? (Answer: 10)
4. **SAY**: Yes. And so we will use a ten frame to help us build the bonds to 10.



**0 + 10 = 10**

5. ***Do**: Place the ten frame on the table. Place ten counters on the table.*
6. **ASK:** How many spaces in the ten frame have a counter? (Answer: none, zero)
7. **ASK:** How many counters must we put in the ten frame to make 10? (Answer: 10)
8. ***Do**: Write 0 + 10 = 10 on the board and read it: zero counters and 10 spaces equals 10.*
9. ***Do**: Place one counter in the ten frame.*
10. **ASK:** How many more counters must we put in the ten frame to make 10? (Answer: 9)
11. ***Do**: Write 1 + 9 = 10 on the board and read it: one counter and 9 spaces equals 10.*
12. ***Do**: Place a second stone in the ten frame.*
13. **ASK:** How many more counters must we put in the ten frame to make 10? (Answer: 8)
14. ***Do**: Write the number statement: 2 + 8 = 10 on the board and read it: two counters and 8 spaces equals 10.*
15. **ASK**: Can you see a pattern in the numbers so far? (Answer 1: counting 0, 1, 2, ask Learners to continue the counting. Stop them at 10. Answer 2: counting back 10, 9, 8, ask learners to continue the counting. Answer 3: 10, 10, 10 ask learners to continue. Stop them after 5 10s)
16. **SAY**: Well done.
17. ***Do**: Start each number statement on the board. Provide each pair of learners with a ten frame and 10 counters.*
18. **SAY**: I have started each number statement. Write them in your book and use the ten frame and counters to complete them.
19. ***Do:** Walk around and check each learner's work.*




0 + 10 = 10
1 + 9 = 10
2 + 8 = 10
3
4
5
6
7
8
9
10

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice Addition facts – Bonds to 10** *(15 minutes)*

**Activity 2: Building automatic recall of the bonds to 10**

1. **SAY**: I am going to complete the bonds to 10 with your help.
2. ***Do**: Ask learners to tell you each bond to 10 then complete each one.*
3. ***Do**: Draw a line underneath 5 + 5 = 10.*
4. **SAY**: Look at the bonds above the line and those below the line. Look at this one and this one (point to 2 + 8 and 8 + 2).
5. **ASK***:* What can you tell me about them? (Answer: they are the same numbers but reversed)
6. ***Do**: Draw a line to link them.*
7. **SAY:** Can you see any others that are reversed?
8. **Do***: Draw lines to link each bond and its reverse.*
9. **SAY**: So we have only 6 bonds to learn because the other 5 are reversed. I am going to call out a number and I want you to tell me its bond to 10.
10. ***Do:** Call out 5 numbers and wait for the responses.*
11. **SAY**: Now close your eyes. I am going to call out a number and I want you to tell me its bond to 10.

0 + 10 = 10
1 + 9 = 10
2 + 8 = 10
3 + 7 = 10
4 + 6 = 10
5 + 5 = 10
6 + 4 = 10
7 + 3 = 10
8 + 2 = 10
9 + 1 = 10
10 + 0 = 10

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

**Automatic recall of the bonds to 10**

1. ***Do**: Clean the board.*
2. **SAY**: Now write the bonds to 10 in your book.

3. ***Do**: Give learners time to write all the bonds.*

Give a ✓ in the tracker for each learner who is able to write the bonds for at least 3-4 numbers correctly.

4. ***Do**: Walk around and check each learner's work. Ask each learner to say the bond for 3-4 numbers.*
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. Also, please bring 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 build and recall the bonds to 10. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 34 | Mathematics |
|---|---|
| **Addition facts – Part 2: Doubles** | **Time: 1 hour** |

**Learning Competences**

The learner:

a) Represent doubling of numbers up to 10 using concrete materials (ten frames)

b) Write numbers up to 10 with their doubles

**Materials**

1. Chalkboard and chalk
2. 2 empty ten frames for the CLF (drawn on paper or on the ground)
3. Counters (eg. Stones)

**Preparation**

1. Learners will need to draw 2 ten frames in their books
2. Ask learners to bring their 20 stone counters.

**Lesson 34 Assessment: Represent doubles of numbers up to 10 and write numbers up to 10 with their doubles.**

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 by the end of the lesson they could not, mark it as a cross (x) for now.

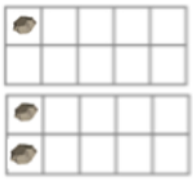
**Greet and Review Previous Lesson** *(up to 10 minutes)*

1. **SAY**: Welcome everyone!
2. **ASK:** Can you tell us what we learned in our last lesson?
3. ***Do**: Allow learners to share.*
4. **SAY**: Well done! In our last lesson we learned about the number pairs that add to 10.

**Part 1: Introduce the New Lesson – Addition facts - Doubles** *(20 minutes)*

**Activity 1: Using a ten frame to build doubles**

1. **SAY**: Today we are going to build and learn the doubles of numbers up to 10. Doubling a number means adding that number to itself. Being able to double a number helps us to add larger numbers quickly and accurately.
2. ***Do**: Place a stone on a ten frame, in the top left space.*
3. **SAY**: Here we have one stone.
4. ***Do**: Place another stone on the ten frame, underneath the first.*
5. **SAY**: I have doubled the number of stones. Double one, makes 2.
   I can check this using my fingers.
6. ***Do**: Hold up both hands, with one finger raised on each. Write and say: 1 and 1 is 2.*



**1 and 1 = 2**

7. ***Do:** Place 3 stones on the ten frame, in the top left spaces.*
8. **SAY**: Here we have *3 stones*.
9. ***Do**: Place another 3 stones on the ten frame, underneath the first 3.*
10. **SAY**: I have doubled the number of stones.
11. **ASK*:*** Double *3*, makes ?? (Answer: 6)
12. **SAY**: I can check this using my fingers.
13. ***Do**: Hold up both hands, with 3 fingers raised on each. Write and say: 3 and 3 is 6.*

**3 and 3 = 6**

14. ***Do:** Place a second ten frame alongside the first.*
15. ***Do:** Place 7 stones on the ten frames, across the top spaces.*
16. **SAY**: Here we have 7 *stones*.
17. ***Do**: Place another 7 stones on the ten frame, underneath the first 7.*
18. **SAY**: I have doubled the number of stones.
19. **ASK*:*** Double 7, makes ?? (Answer: 14)
20. ***Do**: Write and say: 7 and 7 is 14.*
21. ***Do**: Provide each pair of learners with a ten frame and 10 counters.*

**7 and 7 = 14**

22. **SAY**: With your partner, use the ten frames and counters to make the doubles of all the numbers up to 10. Write the numbers and their doubles in your books.

Walk around and check each learner's work. Give a ✓ in the tracker for each learner who is able to write several numbers and their doubles correctly.

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice Addition facts - Doubles** *(15 minutes)*

**Activity 2: Building automatic recall of the doubles to 10**

1. ***Do****: Draw a table on the board*
2. **SAY**: I am going to complete the doubles to 10 with your help.
3. ***Do****: Ask learners to tell you each double to 10 then complete each one.*
4. **SAY**: I am going to call out a number and I want you to tell me its double.
5. ***Do:*** *Call out numbers eg. '5 and 5 is ?' and wait for the responses. Continue until Learners are responding automatically.*
6. **SAY**: Now close your eyes.
7. I am going to call out numbers and I want you to tell me its double
8. ***Do:*** *Call out numbers eg. '5 and 5 is ?' and wait for the responses. Continue until le ling automatically.*

| Number | Double |
|---|---|
| 0 | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

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

**Automatic recall of the doubles to 10**

1. ***Do****: Clean the board.*
2. **SAY**: Now write the numbers 0 to 10 in your book like this, then write the double of each number next to it.
3. ***Do****: Demonstrate writing the doubles using just numbers.*
4. ***Do****: Give learners time to write all the doubles.*

**0 – 0**
**1 – 2**
**2 – 4**
**3 –**

Walk around and check each learner's work. Give a ✓ in the tracker for each learner, who you haven't checked yet, who is able to write the doubles for at least 3-4 numbers correctly.

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. Also bring your counters and 10 leaves. Goodbye and see you next time.

**Now complete the learner tracker. Give a ✓ for each learner who was able to build and automatically double of numbers to 10. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 35 | Mathematics |
|---|---|
| **Addition facts: Part 3 – Bridging 10** | **Time: 1 hour** |

**Learning Competences**
The learner:
a) Is able to use the bridging 10 strategy to add numbers

**Materials**
1. Chalkboard and chalk
2. 2 empty ten frames for the CLF (drawn on paper or on the ground)
3. 2 types of counters (eg. Stones and leaves)

**Preparation**
1. Learners will need to draw 2 ten frames in their books
2. Ask learners to bring their 20 stone counters and 10 leaves.

**Lesson 35 Assessment: learners can use the bridging 10 strategy to add numbers.**
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 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!
2. **ASK:** Can you tell us what we learned in our last lesson?
3. ***Do**: Allow learners to share.*
4. **SAY**: Well done! In our last lessons we learned about doubling each number up to 10.

**Part 1: Introduce the New Lesson – Addition facts – Bridging 10** *(20 minutes)*

**Activity 1: Using a ten frame to model bridging 10**

1. **SAY**: Today we are going to learn a new strategy that helps us to add larger numbers quickly and accurately. It is called bridging 10.
2. ***Do**: Place 2 ten frames end to end.*
3. **SAY**: I have 9 stones and 3 leaves. I want to work out how many objects there are altogether.
4. ***Do**: Place the stones in one ten frame and the leaves in the other.*
5. **SAY**: I am going to move one leaf to fill the space in the first ten frame.
   Now we can see that 9 and 3 is the same as 10 and 2.
6. ***Do**: Write 10 and 2 underneath. And 1t and 2 underneath.*
7. **SAY**: We have 1 ten and 2.
   The total number of objects is 12.
8. ***Do**: Clear the ten frames. Repeat steps 3 to 7 using 8* stones and 6 leaves – moving 2 leaves to fill the 2 spaces in the first ten frame.
9. ***Do**: Clear the ten frames. Repeat steps 3 to 7 using 7* stones and 6 leaves – moving 3 leaves to fill the 3 spaces in the first ten frame.

9 and 3

10 and 2
1t and 2

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice Addition facts – Bridging 10** *(15 minutes)*

**Activity 2: Building bridging 10 facts**

1. ***Do**: Provide each pair of learners with two ten frames, 10 of one type of counter and 10 of another type.*
2. **SAY**: I am going to write 3 tasks on the board. Use the ten frames to bridge to 10. Then write down how many tens and ones in each case.
3. ***Do**: Write 3 tasks on the board:*
   - *9 stones and 8 leaves*

- *6 stones and 5 leaves*
- *8 stones and 7 leaves.*

Walk around and check each learner's work. Give a ✓ in the tracker for each learner who is able to solve the three problems correctly

4. ***Do:*** *Ask learners to share their responses to the three problem and write them on the board next to each problem* [Answers: 1 ten and 7 ones; 1 ten and 1 one; 1 ten and 5 ones]
5. **SAY:** Please check your answers and write the correct answers into your exercise book

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

**Assessing bridging 10 - solving mentally**

1. ***Do****: Clean the board and collect the ten frames and counters.*
2. ***Do***: *Write 2 tasks on the board:*
   - *8 stones and 5 leaves*
   - *7 stones and 7 leaves*
3. **SAY**: Now, copy the tasks from the board into your book. Then, without using ten frames, write down how many tens and ones in each case.
4. ***Do****: Give learners time to carry out the tasks.*

Walk around and check each learner's work. Give a ✓ in the tracker for each learner who is able to solve the two problems correctly

5. **SAY:** You should have written 1 ten and 3 ones for the first problem and 1 ten and 4 ones for the second problem. Please check your answers and correct them if they are incorrect.

**Now complete the learner tracker. Give a ✓ for each learner who was able to use the bridging 10 strategy to add numbers. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 36 | Mathematics |
|---|---|
| **Writing and solving addition problems to 30** | **Time: 1 hour** |

**Learning Competences**
The learner:
a) Writes and solves addition problems to 30
b) Uses a number line to solve problems

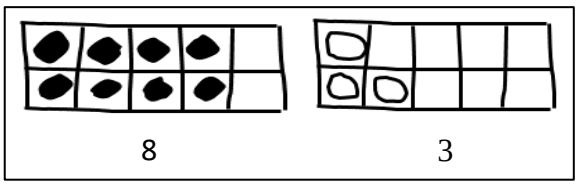
**Materials**
1. Chalk
2. Exercise book or paper and pencil for each learner

**Preparation**
1. Draw two empty ten frames on the board
2. Draw number line 1-30 on the board for Part 1 and 2
3. Prepare one number line per pair of learners (see *Annex 7)*

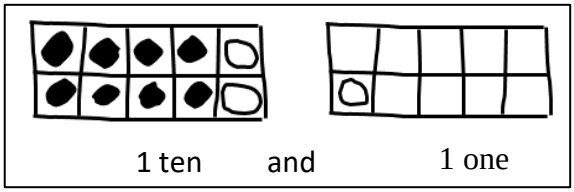
**Lesson 36 Assessment: Write and solve an addition problem to 30.**
Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If by the end of the lesson they could not, mark it as a cross (x) for now.

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

1. **SAY**: Welcome everyone. It's nice to see you all today.
2. **SAY:** In our last lesson we were learning about addition and bridging ten. Let us practice some of what we learned.
3. ***Do**: Draw 8 coloured dots onto one ten frame and 3 open dots onto the other ten frame on the board*




4. **SAY:** I have two collections of dots. How many dots are on the first ten frame? (Answer: *8) How many dots are on the second ten frame? (Answer 3). If I combine my two collections of dots, how many tens and how many ones will I have?*
5. ***DO:** Give learners time to think and respond (Answer: 11).*
6. ***DO:** Rearrange the dots on the ten frames to show the tens and ones.*
7. **SAY:** Well done. 8 and 3 is the same as 1 ten and 1 one which makes 11.



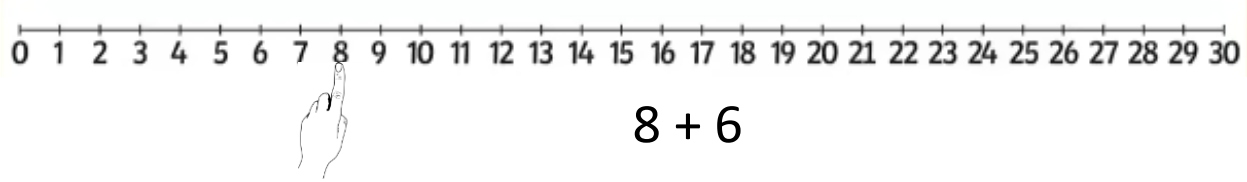

8. **SAY:** Now let's try one more problem, without the ten frame. I have 7 and I add 5, how many tens and ones do I have?
9. ***Do:** Give learners time to think and respond. (Anwer: 12)*
10. **SAY:** Well done everyone. Yes, 7 and 5 can be rearranged to make 1 ten and 2 ones, which gives 12. So 7 plus 5 equals 12.

**Part 1: Introduce the New Lesson - Writing and solving addition problems to 30** *(20 minutes)*

**Activity 1 Using a number line for addition**

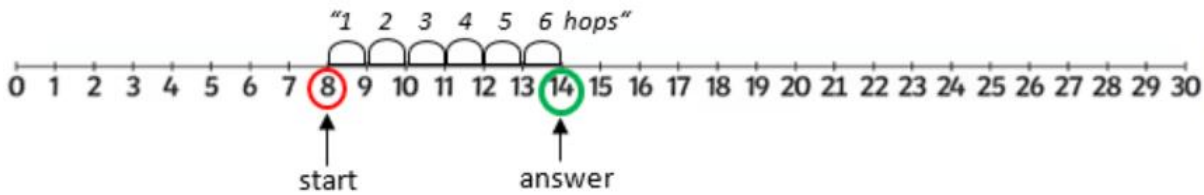
1. **SAY**: Today we are going to learn how to use a number line to solve addition problems.
2. **SAY:** I have drawn a number line on the board with numbers from 1 to 30 on it and here is a number line for you to use that also has numbers from 1 to 30.
3. ***DO**: Give each pair of learners a number line.*
4. **SAY**: I will show you how to use the number line to solve an addition problem. Here is our first addition problem.
5. ***DO**: Write 8 + 6 on the board. Say: "8 + 6"*
6. **SAY:** Look at the addition problem. Eight plus six. Eight is the biggest number so we start by finding eight on the number line. Put your finger on the number eight on your number line.

7. ***DO:*** *Point to the number eight on the number line.*



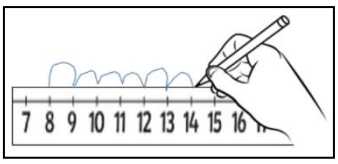

8 + 6

8. **SAY:** I will now count on six using my chalk to show my counting. To count properly I will pretend I have a frog on the end of my chalk and it is hopping from one number to the next. I will count the hops.
9. ***DO:*** *Draw the hops on the number line and count six hops.*

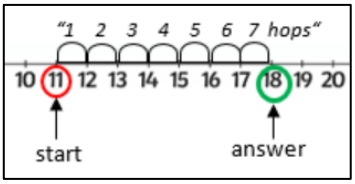



8 + 6 = 14

10. **SAY:** I started at eight and made 6 hops. I finished at 14. Eight plus six is fourteen.
11. ***DO:*** *Write 14 on the board. 8 + 6 = 14*
12. **SAY:** You have a turn at drawing the hops in your exercise book. Place your number line on your page. Put your pencil on your paper above the eight and draw six hops.




13. ***DO:*** *Walk around and check that learners are drawing the hops correctly. Make sure they are drawing on their book and not the number line.*
14. **SAY:** Let us try another addition problem now. Let us try seven plus eleven.
15. ***DO:*** *Erase the hops above the number line and write 7 + 11 on the board.*
16. **SAY:** Which of these is the bigger number? Seven or eleven?
17. ***DO:*** *Give learners time to think and answer. (Answer: 11)*
18. **SAY:** Eleven is the bigger number so we will start by finding eleven on the number line. Everyone put your finger on the eleven on your number line.
19. ***DO:*** *Point to eleven on the number line on the board.*
20. **SAY:** Now we must add seven. Using your pencil let us do seven frog hops from one number to the next to count on seven. I will do it on the board.




21. ***DO:*** *Draw seven hops on the board from 11 to 18. Count the hops as you do them.*
22. **SAY:** Now it is your turn. Start at 11 and count on seven hops with your pencil. Where do you finish?
23. ***DO:*** *Walk around and check that learners are drawing the hops correctly.*
24. **SAY:** Who can tell me where the hops finished? (Answer: 18)
25. ***DO:*** *Write = 18 at the end of the addition problem on the board. 7 + 11 = 18*
26. **SAY:** Let us do one more together. Who would like to suggest an addition problem?
27. ***DO:*** *Allow the learners to say an addition problem. Write the addition problem on the board. Find the bigger number on the number line first. Draw and count out loud the hops for the number to be added. Say aloud the number where the hops stop. This is the answer. Write and say the whole addition problem including the answer.*

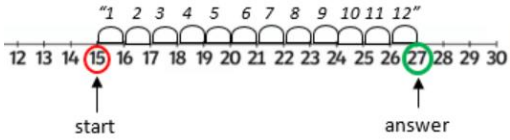
**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice the Topic** *(15 minutes)*

**Activity 2 Partner work**

1. **SAY**: Work with a partner to write an addition problem in your exercise book. This is mine.
2. ***DO:*** *Write 12 + 15 = on the board.*
3. **SAY:** Then you will each solve the addition problem using the number line.
4. ***DO****: Use your number line to find the answer. Point to the numbers as you say them.*
5. **SAY**: My biggest number is 15 so I will start at 15. I will now count on 12 places using my chalk to hop as I count.
6. ***DO:*** *Put your chalk on 15. Count on 12 as you draw 12 hops. Stop at 27. Write 12 + 15 = 27*
7. **SAY:** I started at 15 and counted on 12 hops. I finished at 27. So 12 plus 15 equals 27.
8. **SAY:** When you and your partner have solved the problem compare your answers. Did you both start at the bigger number and do your hops correctly? Each pair will share their addition problem and solution with the group at the end. You may now work together to write and solve addition problem.
9. ***DO:*** *Walk around and make sure the learners are using the number lines correctly to add their numbers.*
10. ***Do****: Give learners time to complete at least one problem.*

12 + 15 =



Walk around and check each learner's work. Give a ✓ in the tracker for each learner who is able to solve at least one addition problem correctly.

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

**Sharing**

1. **SAY**: My addition problem was 12 plus 15 equals 27. Let us share the problems your wrote and solved now.
2. ***Do****: Give each pair a chance to share their addition problem and solution with the group.*
3. Give a ✓ for each learner in the Learner Tracker who shows they are able to correctly solve the problem when sharing with the class.
4. **SAY:** You have all done a wonderful job. 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, along with you counters. Goodbye and see you next time.

⚠ **Now complete the learner tracker. Give a ✓ for each learner who was able to write and solve an addition problem to 30. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 37 | | Mathematics |
|---|---|---|
| **Subtracting with numbers up to 10** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Associates simple stories with subtraction<br>b) Subtracts with numbers up to 10 using counters | **Materials**<br>1. Chalkboard and chalk<br>2. Counters: the facilitator and learners should each bring their own set of 20. | **Preparation**<br>1. Bring your set of 20 counters.<br>2. Ask learners to each bring their 20 counters. |
| **Lesson 37 Assessment for Competence: Subtract numbers up to 10 presented as stories with the support of counters.**<br>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 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)*

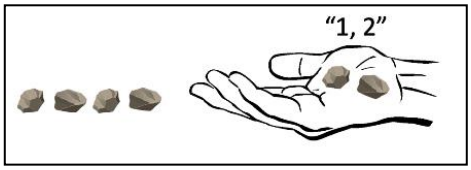
1. ***Do:*** *Write 2 problems on the board:* ***15 + 3 =*** ***9 + 2 =***
2. **SAY:** Please copy these problems in your exercise book. Find the answers and write them down. You may use your counters.
3. ***Do:*** *Walk around to check for understanding. Make sure learners write the problems and use their counters correctly.*
4. ***Do:*** *Invite 2 learners to write the answers on the board. Ask other learners to check their own work. (Answers: 18 and 11)*
5. ***Do*:** Invite 2 different learners to show how to solve the problems with their counters.
6. **SAY**: You have learned a lot of maths skills! You have learned how to count, read, and write numbers up to 30. You have learned how to add numbers and write addition problems. Learners, you are doing very well!
7. **SAY**: In this lesson you will learn something new: subtraction.

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

**Activity 1: Introduce subtraction with numbers up to 10**

1. **SAY**: I will read a story. Listen carefully.
2. **SAY**: I had 6 orange this morning. I ate 2 of them. How many oranges do I have left?
3. ***Do***: *Give learners a minute to think, then invite them to answer the question. (Answer: 4)*
4. ***Do***: *Show learners how to solve the story using the counters you brought. These are the steps:*
   - ***Do****: Count out 6 counters and put them on a table.*
     **SAY**: 1, 2, 3, 4, 5, 6.

   - **SAY:** These are the 6 oranges I had in the morning. I ate 2 oranges, so those are gone now.
   - ***Do:*** *Take away 2 counters. Count them as you take them away:*

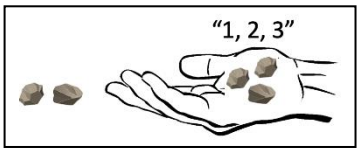



   - **SAY**: The counters on the table show how many oranges I have left. Let's count them.
   - ***Do***: *Count the counters left on the table.*

**"1, 2, 3, 4"**

   - **SAY:** I had 6 oranges and ate 2 of them. I have 4 oranges left.
5. **SAY:** When we **take away**, we **subtract.** Subtraction is the **opposite** of addition. When you added, you put two amounts together. **Addition** makes an amount **more**. **Subtraction** makes an amount **less**.

6. **SAY**: When we added we used the word "plus". When we **subtract**, we use the word "**minus**". We found that 6 oranges, take away 2 oranges, leaves us with 4 oranges. This is said **"6 minus 2 equals 4".**
7. **SAY**: Let's solve another problem. Listen carefully to the next story.
8. **SAY**: Abbo went to the market and bought 5 fish. She gave 3 fish to her sister. How many fish does Abbo have now?
9. **Do**: Give learners a minute to think, then invite them to answer the question. (Answer: 2)
10. **Do**: Show learners how to solve the story using the counters you brought. These are the steps:
    - ***Do**: Count out 5 counters and put them on a table.* **" 1, 2, 3, 4, 5"**
    - **SAY**: These are the 5 fish that Abbo bought. She gave 3 fish to her sister, so those are not with her any more.
    - ***Do:*** Take away 3 counters. Count them as you take them away:




    - **SAY**: The counters on the table show how many fish Abbo has left. Let's count them.
    - ***Do**: Count the counters left on the table.* **"1, 2"**
    - **SAY:** Abbo had 5 fish and she gave 3 fish to her sister. She has 2 fish left. 5 minus 3 equals 2.
11. ***Do**:* Make sure learners understand. Allow them to ask questions.

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice** *(15 minutes)*

**Practice: Subtraction with numbers up to 10**

1. **SAY**: I showed you how to subtract using counters. I will read more stories. You will solve the problems using your own counters.
2. **Say**: Please find a partner and sit near them. Remember to keep social distancing.
3. **Say**: You may talk to your partner and work together to solve the problems. However, each partner should do their own work using their own counters.
4. ***Do**: Read each story below. Give learners 2-3 minutes to solve the story problem. Then, invite a learner to stand up and share the answer to the group. They should show the answer using their counters. Clap for each learner who shares.*

   **Stories**
   - Adroa had 6 chickens. He sold 3 of them. How many chickens does he have left? (Answer: 6 minus 3 equals 3)
   - There were 8 monkeys in a tree. One monkey jumped down. How many monkeys are left in the tree? (Answer: 8 minus 1 equals 7)
   - I had 10 pineapples. I sold 4 of them. How many pineapples do I have left? (Answer: 10 minus 4 equals 6)

Give a ✓ for each learner in the Learner Tracker who shows they are able to correctly solve the problem when sharing with the class.

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

1. **ASK**: Who can tell us what we learned today?
2. ***Do**: Pick 2-3 learners to say what they learned.*
3. **SAY:** I will read a story. Listen carefully. The answer to the story problem will be a number. Write the number on your paper. You may use the counters you brought to solve the problem.

4. **SAY:** A football team had 4 footballs. 2 of the balls are missing! How many balls does the team have left?

> ✓ *Walk around to check for understanding. Learners should write 2 on their paper.* Give a ✓ in the tracker for each learner who is able to solve the problem correctly.

5. ***Do***: *Invite a learner to share the answer with the group, using their counters. (Answer: 4 minus 2 equals 2)*
6. **SAY**: You can practice this at home, subtracting small numbers using counters to help. 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 a set of 20 counters for the next lesson. Goodbye and see you next time.

⚠ **Now complete the learner tracker. Give a ✓ for each learner who was able to subtract with numbers up to 10. If most of the class (ex. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.**

| Lesson 38 | Mathematics |
|---|---|
| **Subtracting with numbers up to 20** | **Time: 1 hour** |

| | | |
|---|---|---|
| **Learning Competences**<br>The learner:<br>a) Subtracts with numbers up to 20 using counters | **Materials**<br>1. Chalkboard and chalk<br>2. Counters: the facilitator and learners should each bring their own set of 20. | **Preparation**<br>1. Bring your set of 20 counters.<br>2. Ask learners to each bring their 20 counters. |

**Lesson 38 Assessment for Competence: Subtract with numbers up to 20 presented as stories with the support of counters.**

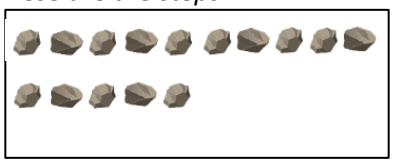
Check that all learners can demonstrate this competence during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If not, leave the space blank for now.

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

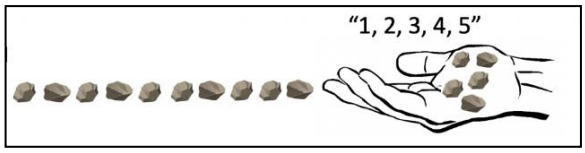
1. **SAY:** Please take out your counters. I will read a story. Listen carefully. The answer to the story problem will be a number. Write the number on your paper.
2. **SAY:** I love mangoes! I picked 6 mangoes from a tree this morning. I already ate 5 of them. How many mangoes do I have left?
3. ***Do***: *Walk around to check for understanding. Learners should write 1 on their paper.*
4. ***Do***: *Invite a learner to share the answer with the group, using their counters. (Answer: 6 minus 5 equals 1)*
5. **SAY**: In the previous lesson you learned how to subtract with numbers up to 10. Remember that subtraction means to take away. In this lesson you will subtract with bigger numbers, up to 20.

**Part 1: Introduce Subtraction with Numbers up to 20** *(20 minutes)*

1. **SAY**: I will read a story. Listen carefully.
2. **SAY**: There were 15 teachers at school. 5 teachers went home. How many teachers are left at the school?
3. ***Do****: Give learners a minute to think, then invite them to answer the question. (Answer: 10)*
4. ***Do****: Show learners how to solve the story using the counters you brought. These are the steps:*
   - ***Do****: Count out 15 counters:*

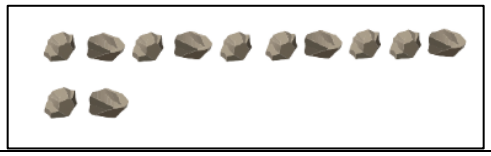


   - **SAY**: These are the 15 teachers who were at the school. 5 of them went home.
   - ***Do:*** *Take away 5 counters. Count them as you take them away:*




   - **SAY**: The counters on the table show how many teachers are left at the school. Let's count them.
   - ***Do****: Count the counters left on the table.* **Say**: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

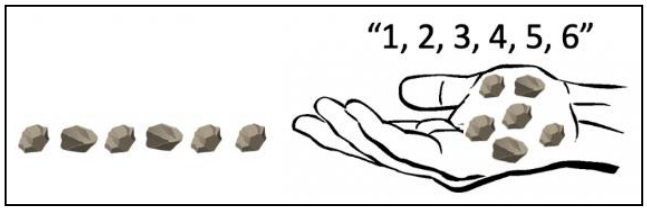
   - **SAY:** There were 15 teachers and 5 went home. There are 10 teachers left at the school. 15 minus 5 equals 10.
5. **SAY**: Let's solve another problem. Listen carefully to the next story.
6. **SAY**: There are 12 children in a classroom. 6 of them are boys. How many are girls?
7. ***Do****: Give learners a minute to think, then invite them to answer the question. (Answer: 6)*
8. ***Do****: Show learners how to solve the story using the counters you brought. These are the steps:*
   - ***Do****: Count out 12 counters:*

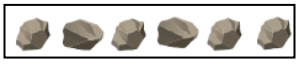


   - **SAY**: These are the 12 learners in the classroom. 6 of them are boys. The rest of them must be girls. Let's take away

the 6 boys to see how many girls there are in the classroom.

- ***Do:*** *Take away 6 counters. Count them as you take them away:*




- **SAY**: The counters on the table show how many of the learners are girls. Let's count them.
- **Do**: *Count the counters left on the table*. **SAY**: 1, 2, 3, 4, 5, 6. 
- **SAY:** There are 12 learners in a classroom. 6 of them are boys, so the other 6 must be girls. 12 minus 6 equals 6.

9. ***Do****: Make sure learners understand. Allow them to ask questions.*

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice Subtraction with Numbers up to 20** *(15 minutes)*

1. **SAY**: I showed you how to subtract using counters. I will read more stories. You will solve the problems in the stories using your own counters.
2. **SAY**: Please find a partner and sit near them. Remember to keep social distancing.
3. **SAY**: You may talk to your partner and work together to solve the problems. However, each partner should do their own work using their own counters.
4. ***Do****: Read each story below. Give learners 2-3 minutes to solve the story problem. Then, invite a learner to stand up and share the answer to the group. They should show the answer using their counters.*

**Stories**

Put a ✓ in the tracker for each learner who solves a problem correctly on the board.

- I bought 14 eggs. I cooked 6 of them for my family. How many eggs do I have left? (Answer: 14 minus 6 equals 8)
- I picked 20 oranges. I gave 10 of them to my brother. How many oranges do I have left? (Answer: 20 minus 10 equals 10)
- I had 15 books but I lost 3 of them. How many books do I have left? (Answer: 15 minus 3 equals 12)

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

1. **ASK**: Who can tell us what we learned today?
2. ***Do****: Pick 2-3 learners to say what they learned.*
3. **SAY:** I will read a story. Listen carefully. The answer to the story problem will be a number. Write the number on your paper. You may use the counters you brought to solve the problem.
4. **SAY:** A football team has 14 players. 2 of them are injured and they can't play football today. The others will all play football. How many players will play football today?
5. ***Do****: Walk around to check for understanding. Learners should write 12 on their paper.*

Put a ✓ in the tracker for each learner who solves the problem correctly.

6. ***Do****: Invite a learner to share the answer with the group, using their counters. (Answer: 14 minus 2 equals 12)*
7. **SAY**: You can practice this at home, using counters to help. Does anyone have a question about what we learned today?

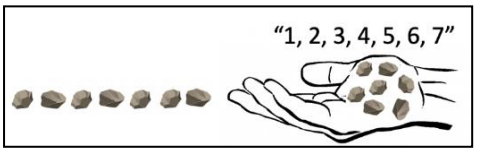
| |
|---|
| 8. **SAY**: Remember to bring pencils and exercise books or paper to all of the maths lessons. Please also bring a set of 20 counters for the next lesson. Goodbye and see you next time. |
| ⚠ **Now complete the learner tracker. Give a ✓ for each learner who was able to subtract with numbers up to 20. If most of the class (ex. 15 out of 20 learners) have not reached the competence, repeat this lesson next time.** |

| Lesson 39 | | Mathematics |
|---|---|---|
| **Writing and solving subtraction problems to 20** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Recognises and writes the subtraction symbol, –<br>b) Writes and solves subtraction problems with numbers up to 20 (while using counters) | **Materials**<br>1. Chalkboard and chalk<br>2. Counters: the facilitator and learners should each bring their own set of 20. | **Preparation**<br>1. Bring your set of 20 counters.<br>2. Ask learners to each bring their 20 counters. |
| **Lesson 39 Assessment: Write and solve subtraction problems with numbers up to 20, with the support of counters, including using the subtraction symbol.**<br>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 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**: Let's review subtraction. Please take out your counters. I will read a story. Use your counters to solve the problem. Write the answer on your paper.
2. **SAY:** Namono picked 14 mangoes. She gave 7 mangoes to her brother. How many mangoes does she have left?
3. ***Do***: *Walk around to check for understanding. Learners should write 7 on their paper.*
4. ***Do****: Invite a learner to show how to find the answer with counters. These are the steps:*
   - ***Do****: Count out 14 counters.*

   - ***Do:*** *Take away 7 counters.*




   - ***Do****: Count the counters left*

**"1, 2, 3, 4, 5, 6, 7"**

5. **SAY:** 14 mangoes take away 7 mangoes leaves us with 7 mangoes. 14 minus 7 equals 7.
6. **SAY**: You have learned how to subtract numbers using your counters. In this lesson, you will **write** subtraction problems before solving them.

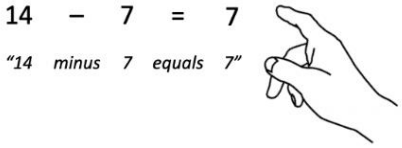
**Part 1: Introduce and Understand** *(20 minutes)*

**Activity 1: Introduce writing subtraction problems**

1. **SAY**: Let's think of our problem again. Namono picked 14 mangoes. She gave 7 mangoes to her brother, and she has 7 left.
2. ***Do***: Write the subtraction problem on the board:

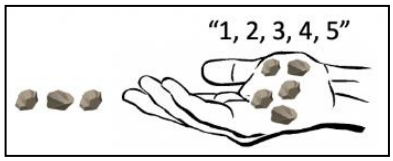
$$14 - 7 = 7$$

3. **SAY**: This is the subtraction problem and answer.
4. ***Do***: Read the subtraction problem on the board. Point at each number or symbol as you read. Read it again together with learners:




5. ***Do*:** Point at the – symbol and **SAY:** This is read "minus". It is the symbol for subtraction. It tells us to subtract the second number from the first number. Here, it tells us to subtract 7 from 14.
6. ***Do*:** Point at the = symbol and **SAY**: This is read "equals". The equal symbol means 'is the same as' or 'has the same value as'. In this case, we say 14 - 7 is the same as 7. When we start with 14 counters, then subtract 7 counters, we have 7 counters remaining. So 14 minus 7 is the same as 7. In other words, 14 minus 7 is equal to 7
7. **SAY**: Please copy this subtraction problem in your exercise book.
8. ***Do***: Walk around to check learners' work. Make sure they draw the symbols – and = correctly.
9. **SAY**: Let's solve another problem together. I will read another story. Try to write the subtraction problem you hear. You do not need to solve it yet.
10. **SAY**: There were 8 birds in a tree. 5 of them flew away. How many birds are left in the tree?
11. **SAY**: Please write the subtraction problem. Remember to write the subtraction symbol and the equal symbol.
12. ***Do***: Walk around to check for understanding. Help learners write the problem if needed.
13. ***Do***: Write on the board: **8 – 5 =**
14. **SAY**: Please check your work and make any corrections.
15. **ASK**: How do we read this problem on the board? (Answer: 8 minus 5 equals)
16. **SAY**: Please solve this subtraction problem. You may use your counters. Write your answer.
17. ***Do**: Give learners 1 minute to solve the problem.*
18. **ASK**: What is the answer? (Answer: 3)
19. ***Do**: Write the answer on the board:* ***8 – 5 = 3***
20. ***Do:** Invite a learner to show the class how they solved the problem with counters. These are the steps:*

    - ***Do**: Count out 8 counters.*
    - ***Do:** Take away 5 counters.*
    - ***Do**: Count the counters left ("1, 2, 3").*




21. **SAY**: Very good! There were 8 birds in a tree and 5 flew away. There are 3 birds left in the tree. We write this problem "8 minus 5 equals 3".

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice** *(15 minutes)*

**Practice: Writing subtraction problems**

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 problems on the board. Please copy them in your exercise book. After you finish copying them, find the answer and write it down
4. ***Do***: Write the problems below on the board.

**Problems**:

10 – 5 =

8 – 2 =

15 – 1 =

18 – 6 =

5. ***Do:*** Walk around to make sure learners understand what to do. Help them if needed.
6. ***Do:*** After they finish, invite 4 learners to write the answers on the board. (Answers: 5, 6, 14, 12)
7. **SAY**: Good job! Learners, please check your work.
8. ***Do***: If learners had difficulty with any of the problems, show how to solve them using counters.

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

**Assessment: Write subtraction problem with numbers to 20**

1. **ASK**: Who can tell us what we learned today?
2. **Do**: Pick 2-3 learners to say what they learned.
3. **SAY**: I will give you a subtraction problem. Write down the problem you hear. Listen carefully!
4. **SAY**: 6 minus 5 equals **Repeat**: 6 minus 5 equals
5. **SAY:** Did you write the problem? Now find the answer and write it down. You may use your counters to find the answer.

Walk around. Check whether learners can write the subtraction problem and the answer. Give a ✓ in the tracker for each learner who can do this.

6. ***Do:*** Write on the board: 6 – 5 = 1
7. ***Do***: Point to each part and read it aloud: "6 minus equals 1".
8. ***Do***: Show how to solve the problem with counters.
9. **SAY**: You can practice this at home, using counters to help. Does anyone have a question about what we learned today?
10. **SAY**: Remember to bring pencils and exercise books or paper to all of the maths lessons. Please also bring a set of 20 counters for the next lesson. Goodbye and see you next time.

**Now complete the learner tracker. Give a ✓ for each learner who was able to write and solve subtraction problems. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 40 | | Mathematics |
|---|---|---|
| **Adding and subtracting up to 20** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Write addition and subtraction problems with symbols (+ – =)<br>b) Solve addition and subtraction problems, including story problems | **Materials**<br>1. Chalkboard and chalk<br>2. Counters: the facilitator and learners should each bring their own set of 20. | **Preparation**<br>1. Bring your set of 20 counters.<br>2. Ask learners to each bring their 20 counters. |
| **Lesson 40 Assessment: Write and solve addition and subtraction problems, including story problems, with symbols (+ – =).**<br>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 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. ***Do:*** *Write 2 problems on the board:* **9 – 7 =** **14 – 3 =**
2. **SAY:** Please copy these problems in your exercise book. Find the answers and write them down. You may use your counters.
3. ***Do:*** *Walk around to check for understanding. Make sure learners write the problems and use their counters correctly.*
4. ***Do:*** *Invite 2 learners to write the answers on the board. Ask other learners to check their work. (Answers: 2 and 11)*
5. ***Do:*** *Invite 2 different learners to show how to solve the problems with their counters.*
6. **SAY**: You have learned many things in this mathematics class! You have learned how to count, read and write numbers up to 20. You have learned how to add and subtract with your counters. You learned how to read and write addition and subtraction problems. You have done very well!
7. **SAY**: In this lesson you will practice addition and subtraction. You will use your counters and solve story problems. You will write the problems and find the answers.

**Part 1: Introduce Addition and Subtraction Problems** *(20 minutes)*

1. **SAY**: Please find a partner and sit near them. Remember to keep social distancing.
2. **SAY**: I will read some stories. Some of them will be addition stories, and some will be subtraction stories. Write down a maths problem for the story you hear. Be careful to write the correct symbol: addition or subtraction. Then, solve the problem using your own counters and write the answer. You may discuss the problems with your partner. Each partner should write the answers in their own exercise book.
3. ***Do****: Read each story below. Give learners 2-3 minutes to solve the story problem. Then, invite a learner to show how to solve the problem using the counters they brought. Invite a different learner to write the maths problem on the board. Clap for each learner who shares.*

Put a ✓ in the tracker for each learner who solves a problem correctly on the board.

4. ***Do****: If learners have difficulty understanding the problems or deciding which operation to use (addition or subtraction), read the story and show the solution with counters again. Allow them to ask questions.*

   **Stories**
   - I had 12 pineapples. I sold 5 of them. How many pineapples do I have left? (Answer: 12 – 5 = 7)
   - My sister has 3 sons and 2 daughters. How many children does she have altogether? (Answer: 3 + 2 = 5)
   - Abbo picked 8 oranges from a tree. Namano picked 9 oranges from the same tree. How many oranges do they have altogether? (Answer: 8 + 9 = 17)
   - A teacher had 15 pencils. She gave 7 to her learners. How many pencils does she have left? (Answer: 15 – 7 = 8)

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice Solving Addition and Subtraction Problems** *(15 minutes)*

1. ***Do:*** *Write the problems on the board:*
   **Problems**:
   3 + 4 = 15 – 5 =
   9 + 7 = 8 – 4 =
   10 – 9 = 12 + 2 =
2. **SAY:** Please copy these problems in your exercise book. Find the answers and write them down. Notice that some of the problems are addition and some are subtraction. Make sure you do the correct steps to solve each problem!
3. ***Do:*** *Walk around to check for understanding. Make sure learners are doing the correct operation for each problem (addition or subtraction). Help them if needed.*

Put a ✓ in the tracker for each learner who solves two or more problems correctly.

4. ***Do:*** *Invite 6 learners to write the answers on the board (see below). Ask other learners to check their work.*
   **Answers**:
   3 + 4 = **7** 15 – 5 = **10**
   9 + 7 = **16** 8 – 4 = **4**
   10 – 9 = **1** 12 + 2 = **14**
5. ***Do:*** *If there are problems that learners did not solve correctly, show how to solve them with counters.*

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

1. **ASK**: Who can tell us what we learned today?
2. ***Do****: Pick 2-3 learners to say what they learned.*
3. **SAY:** I will read a story. Listen carefully. Write down the maths problem for the story. You will need to decide if it is an addition or subtraction problem. After you write the problem, please solve it. You may use your counters.
4. **SAY:** Akello had 9 mangoes. He ate 3 of them. How many mangoes does he have left?
5. ***Do****: Walk around to check for understanding. Learners should write* ***9 – 3 = 6.***
6. ***Do:*** *Invite a learner to write the problem and answer on the board.*
7. ***Do****: Invite a learner to show how to solve with counters.*
8. **SAY**: Very good, learners. Akello has 6 mangoes left.
9. **SAY**: You can practice this at home, using counters to help. Does anyone have a question about what we learned today?
10. **SAY:** Remember to bring pencils and exercise books or paper to all of the maths lessons. Please also bring a set of 20 counters for the next lesson. Goodbye and see you next time.

**Now complete the learner tracker. Give a ✓ for each learner who was able to solve addition and subtraction problems. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

## Mathematics and Attendance Tracker: Lessons 41 – 48

*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 41: Add two-digit numbers, requiring regrouping | Lesson 42: Subtract two-digit numbers, requiring regrouping | Lesson 43: Add and subtract to solve story problems and add and subtract 2-digit numbers vertically. | Lesson 44: Identify and draw straight lines and circles. | Lesson 45: Identify and draw rectangles, squares and triangles. | Lesson 46: Describe and compare the length, height and mass of objects | Lesson 47: Measure length using non-standard units. | Lesson 48: Compare and order objects using a beam balance. |
| | | | **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 41 - 48**

*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 41: Add two-digit numbers, requiring regrouping | Lesson 42: Subtract two-digit numbers, requiring regrouping | Lesson 43: Add and subtract to solve story problems and add and subtract 2-digit numbers vertically. | Lesson 44: Identify and draw straight lines and circles. | Lesson 45: Identify and draw rectangles, squares and triangles. | Lesson 46: Describe and compare the length, height and mass of objects | Lesson 47: Measure length using non-standard units. | Lesson 48: Compare and order objects using a beam balance. |
| | | | **Date:** | | | | | | | | |
| **Registered Learner Names** | | | | | | | | | | | |
| 12 | | | | | | | | | | | |
| 13 | | | | | | | | | | | |
| 14 | | | | | | | | | | | |
| 15 | | | | | | | | | | | |
| 16 | | | | | | | | | | | |
| 17 | | | | | | | | | | | |
| 18 | | | | | | | | | | | |
| 19 | | | | | | | | | | | |
| 20 | | | | | | | | | | | |
| 21 | | | | | | | | | | | |
| 22 | | | | | | | | | | | |
| 23 | | | | | | | | | | | |
| 24 | | | | | | | | | | | |
| 25 | | | | | | | | | | | |
| Total number of ticks *(✓)* | | | | | | | | | | | |
| Total number of crosses *(x)* | | | | | | | | | | | |
| Total absentees (*the number of 'As'*) | | | | | | | | | | | |

| Lesson 41 | | Mathematics |
|---|---|---|
| **Writing and solving addition problems** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Adds two-digit numbers requiring regrouping of ones to tens, using a vertical algorithm<br>b) Uses right to left processing (adds the ones first then the tens) and adds from top to bottom<br>c) Models addition using place value materials (eg. bundling sticks) and a place value (tens and ones) chart | **Materials**<br>1. Chalkboard and chalk<br>2. 6 bundles of 10 sticks and 15 single sticks for the facilitator | **Preparation**<br>1. Collect 6 bundles of 10 sticks and 15 single sticks for the facilitator |
| **Lesson 41 Assessment: Add two-digit numbers, requiring regrouping, using a vertical algorithm.**<br>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 by the end of the lesson they could not, mark it as a cross (x) for now. | | |

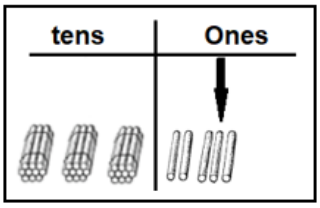
**Greet and Review Previous Lesson** *(up to 10 minutes)*

1. **SAY**: Welcome everyone!
2. **ASK:** Can you tell us what we learned in our last lesson?
3. ***Do**: Allow learners to share.*
4. **SAY**: Well done! In our last lesson we learned about writing and solving addition and subtraction problems using +, - and = symbols.

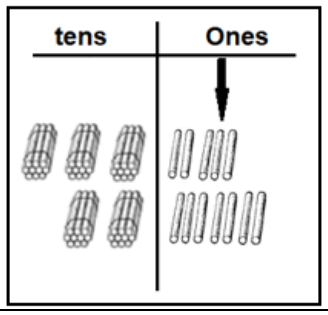
**Part 1: Introduce the New Lesson – Writing and solving addition problems** *(20 minutes)*

**Activity 1: From addition story to solution**

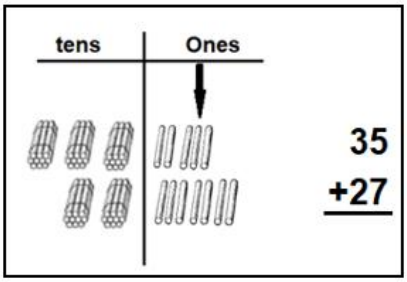
1. **SAY**: Today we are going to use learn to solve addition problems with larger numbers.
2. ***Do**: Place the sticks on the table or floor. Write an addition problem on the board (eg. There are 35 children in one class and 27 children in another class. How many children are there altogether?) Draw a tens and ones chart on the board.*
3. **SAY**: I have written an addition problem on the board here. We have some sticks in bundles of ten and some single sticks to help us to solve the problem. And I have drawn a tens and ones chart to record the addition.



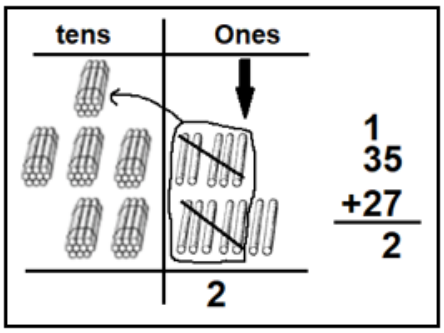

4. ***Do**: Point to the addition problem as you read it out loud.*
5. **ASK:** What numbers must we add? (Answer: eg. 35 and 27)
   So, how many tens and ones will I need to make 35?
   (Answer: 3 tens and 5 ones)
6. ***Do**: Carefully place on the table 3 bundles of sticks on the left and 5 single sticks on the right. Draw 3 bundles and 5 single sticks in the tens and ones chart, with an arrow above the single sticks and a space above the tens bundles.*
7. **SAY**: I have drawn the 3 bundles of ten and 5 single sticks in the chart.
8. **ASK:** How many tens and ones will I need to make 27?
   (Answer: 2 tens and 7 ones)
9. ***Do**: Carefully place on the table 2 bundles of sticks on the left and 7 single sticks on the right. Draw the bundles and single sticks in the tens and ones chart.*
10. **SAY**: I have drawn the 2 bundles of ten and 7 single sticks in the chart.



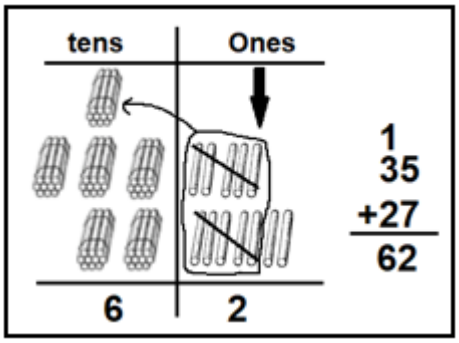
11. **SAY**: Let's record this using digits.
12. ***Do**: Write 3, saying 3 tens while pointing to the 3 bundles of sticks, and 5 while pointing to the 5 single sticks.*
    *Then write +, reminding learners that this symbol means add.*
    *Then write 2, saying 2 tens while pointing to the 2 bundles of sticks, and 7 while pointing to the 7 single sticks. Read the algorithm, aloud: 35 and 27.*




13. **SAY**: This is called an algorithm. We always **add the ones first**. And the arrow reminds us to always **start at the top**.
14. ***Do**: Point to the ones and the arrow. Count the ones aloud.*
15. **SAY**: We have 12 ones. That's one ten and two ones.
16. ***Do**: Circle ten of the ones.*
17. **SAY**: We can bundle these ten ones and move them to the tens column. That leaves us with 2 ones.
18. ***Do**: Record the 2 ones in the chart.*




19. **SAY**: We add the digits in the ones column from the top. 5 and 7 is 12. That is one ten and two ones. So we record the 2 ones and write the 1 ten at the top of the tens column.
20. **SAY**: Now we add the tens, from the top.
21. ***Do**: Count the bundles of ten and record the total (6) in the chart. Add the digits in the tens column and record the total*.
22. **ASK**: So, what is 35 and 27? (Answer: 62)
23. ***Do**:* Clean the board and r*epeat steps 2 to 22 using the numbers 36 and 17.*




**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice Writing and solving addition problems** *(15 minutes)*

**Activity 2: From addition story to algorithm**

1. ***Do**: Write an addition story on the board, that requires regrouping:* There are 28 chickens in the pen and 15 chickens outside. How many chickens are there altogether?
2. ***Do:** Read the addition story to learners.*
3. **SAY**: Please draw a tens and ones chart in your book and show the addition using bundles of tens and single ones.
4. ***Do:** Walk around and check each learner's work, giving time for learners to complete the drawing.*
5. **SAY**: Please write the algorithm.
6. ***Do:** Walk around and check each learner's work, giving time for learners to complete the algorithm.*

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

**Solving the problem**

1. **SAY**: Now solve the problem using the bundles of ten and single sticks, and the algorithm (Answer: 43).

Place a ✓ in the learner tracker for each learner who is able to add two-digit numbers requiring regrouping, using a vertical algorithm.

2. ***Do:** Walk around and check each learner's work. Ask learners to explain what they have done.*
3. ***Do:** If there is time, provide two-digit numbers, 25 and 26, and ask learners to write and solve the algorithm. They can use a tens and ones chart if they wish. Ask learners to explain what they have done.*
4. **SAY**: You can practice this at home, using sticks to help. 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. Please also bring a set of 20 counters for the next lesson. Goodbye and see you next time. |
| ⚠ **Now complete the learner tracker. Give a ✓ for each learner who was able to add two-digit numbers requiring regrouping, using a vertical algorithm. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.** |

| Lesson 42 | Mathematics |
|---|---|
| **Writing and solving subtraction problems** | **Time: 1 hour** |

**Learning Competences**

The learner:

a) Subtracts two-digit numbers requiring regrouping of tens to ones, using a vertical algorithm

b) Uses right to left processing (subtracts the ones first then the tens)

c) Models subtraction using place value materials (eg. bundling sticks) and a place value (tens and ones) chart

**Materials**

1. Chalkboard and chalk
2. 4 bundles of 10 sticks and 10 single sticks for the facilitator

**Preparation**

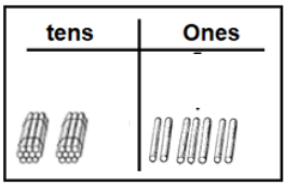
3. Collect 4 bundles of 10 sticks and 10 single sticks for the facilitator

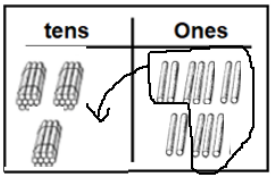
**Lesson 42 Assessment: Subtract two-digit numbers, requiring regrouping, using a vertical algorithm.**

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 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!
   In our last lesson we learned about adding two-digit numbers using a vertical algorithm. We used sticks and bundles to show tens and ones and showed how, when we end up with more than 10 ones in the ones column, we need to regroup.
2. **SAY***:* For example, if we are need to add 27 and 15, we would start by showing 27 using tens and ones.
3. ***Do****: Show the number 27 using sticks*
4. **SAY***:*We would then add 15 which is one ten and five ones
5. ***Do****: Add 1 bundle of ten and 5 ones as shown. Then, count out 10 single sticks from the ones column and collect them and make them a bundle of ten and move them to the tens column. Write the vertical algorithm underneath* as shown.



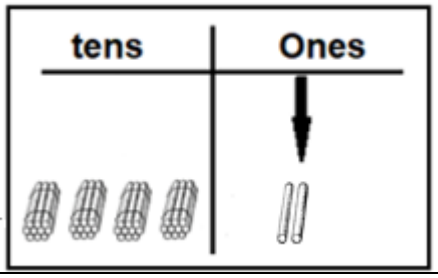




$$\begin{array}{r} {}^{1}27 \\ +\ 15 \\ \hline 42 \end{array}$$

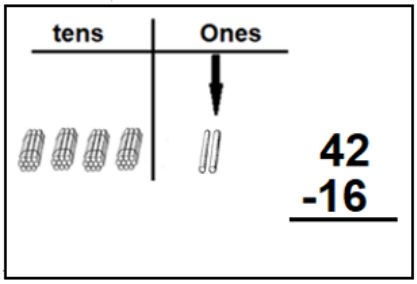
**Part 1: Introduce the New Lesson – Writing and solving subtraction problems** *(20 minutes)*

**Activity 1: From subtraction story to solution**

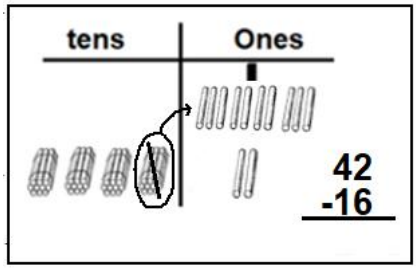
1. **SAY**: Today we are going to use learn to solve subtraction problems with larger numbers.
2. ***Do****: Place the sticks on the table or floor. Write a subtraction problem on the board (eg. There are 42 children in a classroom. 26 of the children go out of the room. How many children are left?) Draw a tens and ones chart on the board.*
3. **SAY**: I have written a subtraction problem on the board here. We have some sticks in bundles of ten and some single sticks to help us to solve the problem. And I have drawn a tens and ones chart to record the subtraction.
4. ***Do****: Point to the subtraction problem as you read it aloud.*
5. **ASK:** So, there are 42 children. How many must we take-away? (Answer: 26)
   So, how many tens and ones will I need to make 42? (Answer: 4 tens and 2 ones).
6. ***Do****: Carefully place on the table 4 bundles of sticks on the left and 2 single sticks on the right. Draw 4 bundles and 2 single sticks in the tens and ones chart, with an arrow above the single sticks and a space above the tens bundles.*
7. **SAY**: I have drawn the 4 bundles of ten and 2 single sticks in the chart.



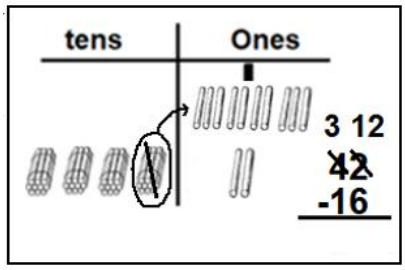
8. **SAY**: Let's record this using digits.
9. ***Do**: Write 4, saying 4 tens while pointing to the 4 bundles of sticks, and 2 while pointing to the 2 single sticks.*
   *Then write -, reminding learners that this symbol means take-away.*
   *Then write 1, saying 1 ten and then 6, saying 6 ones.*
   *Read the algorithm, aloud: 42 take-away 16.*



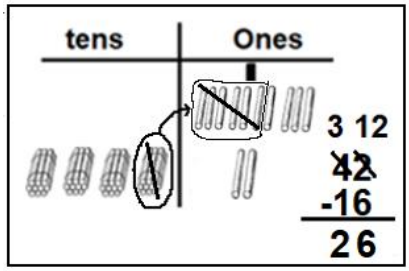

10. **SAY**: This is called an algorithm. We always **take-away the ones first**.
    And the arrow reminds us to always **start at the top**.
11. ***Do**: Point to the ones and the arrow.*
12. **SAY**: We have 2 ones. And we must take-away 6 ones.
13. **ASK**: Can we take-away 6 ones? (Answer: no)




14. ***Do**: Circle one of the tens.*
15. **SAY**: We can un-bundle these ten ones and move them to the ones column.
16. ***Do**: Record the additional 10 ones in the chart.*
17. Say: So now we have 10 plus 2 ones in the ones Column, and 3 tens left in the tens column.
18. ***Do**: Record the tens and ones in the algorithm.*
19. **ASK:** Can we take-away 6 ones now? (Answer: yes)




20. **ASK:** 12 ones, take-away 6 ones leaves how many ones? (Answer: 6 ones)
21. ***Do**: Record the 6 ones in the algorithm.*
22. **ASK:** 3 tens take-away 1 ten leaves how many tens? (Answer: 2 tens)
23. ***Do**: Record the 2 tens in the algorithm.*
24. **ASK**: So, what is 42 take-away 16? (Answer: 26)




25. ***Do**: Clean the board and repeat steps 2 to 25 using the numbers 35 and 18.*

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice Writing and solving subtraction problems** *(15 minutes)*

**Activity 2: From subtraction story to algorithm**

26. ***Do**: Write a subtraction story on the board, that requires regrouping eg) There are 34 chickens in the pen. 19 go outside. How many chickens are left in the pen?*
    *Read the subtraction story to learners.*
27. **SAY**: Please draw a tens and ones chart in your book and show the subtraction using bundles of tens and single ones.

Walk around and check each learner's work. Help learners where needed. Place a ✓ in the learner tracker for each learner who is able to subtract two-digit numbers requiring regrouping.

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

**Solving the problem**

28. **SAY**: Now show the vertical subtraction using numbers and then write your answer (Answer: 15).
29. ***Do:*** *Walk around and check each learner's work, giving time for learners to complete. Ask learners to explain what they have done.*
30. ***Do:*** *If there is time, provide just 2 two-digit numbers eg) 53 and 35, and ask learners to write and solve the subtraction algorithm. They can use a tens and ones chart if they wish. Ask learners to explain what they have done.*

Place a ✓ in the learner tracker for each learner who is able to subtract two-digit numbers, requiring regrouping, using a vertical algorithm.

31. **SAY**: You can practice this at home, using sticks to help. Does anyone have a question about what we learned today?
32. **SAY:** Remember to bring pencils and exercise books or paper to all of the maths lessons. Please also bring a set of 20 counters for the next lesson. Goodbye and see you next time.

**Now complete the learner tracker. Give a ✓ for each learner who was able to subtract two-digit numbers, requiring regrouping, using a vertical algorithm. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 43 | | Mathematics |
|---|---|---|
| **Practice Addition and Subtraction** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Adds and subtracts 2-digit numbers vertically<br>b) Solves addition and subtraction story problems | **Materials**<br>1. Chalkboard and chalk<br>2. Counters: the facilitator and learners should each bring their own set of 20. | **Preparation**<br>1. Ask learners to each bring their 20 counters. |
| **Lesson 43 Assessment: Solve addition and subtraction story problems and add and subtract 2-digit numbers vertically.**<br>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 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. ***Do:*** *Write a problem on the board*: **45 – 10 =**
2. **SAY:** Please copy this problem in your exercise book. Write it vertically and solve it. Make sure to line up your ones and tens. You may use your counters to subtract the ones and tens.
3. ***Do:*** *Walk around to make sure learners write the problem correctly and understand how to solve it. Help them if needed.*
4. ***Do:*** *Invite a learner to write the vertical subtraction problem and answer on the board:*

$$\begin{array}{r} 4\ 5 \\ -\ 1\ 0 \\ \hline 3\ 5 \end{array}$$

5. **SAY:** We subtract the ones first: 5 – 0 = 5. Then, we subtract the tens: 4 – 1 = 3. Remember that this is actually 40 minus 10, because 4 and 1 show tens. The answer is 35.
6. **SAY**: Very good, learners! In this lesson you will practice both addition and subtraction.

**Part 1: Introduce Addition and Subtraction Problems** *(20 minutes)*

5. **SAY**: Please find a partner and sit near them. Remember to keep social distancing.
6. **SAY**: I will read some stories. Some of them will be addition stories, and some will be subtraction stories. Write down a maths problem for the story you hear. Be careful to write the correct symbol: addition or subtraction. Then, solve the problem using your own counters and write the answer. You may discuss the problems with your partner. Each partner should write the answers in their own exercise book.
7. ***Do****: Read each story below. Give learners 2-3 minutes to solve the story problem. Then, invite a learner to show how to solve the problem using the counters they brought. Invite a different learner to write the maths problem on the board. Clap for each learner who shares.*
8. ***Do****: If learners have difficulty understanding the problems or deciding which operation to use (addition or subtraction), read the story and show the solution with counters again. Allow them to ask questions.*

| Stories | Answers |
|---|---|
| Abbo picked 18 oranges from a tree. Namano picked 11 oranges from the same tree. How many oranges do they have altogether? | 29 oranges:<br>$\begin{array}{r} 1\ 8 \\ +\ 1\ 1 \\ \hline 2\ 9 \end{array}$ |
| A teacher had 40 pencils. She gave 20 of them to her learners. How many pencils does she have left? | 20 pencils:<br>$\begin{array}{r} 4\ 0 \\ -\ 2\ 0 \\ \hline 2\ 0 \end{array}$ |

| | |
|---|---|
| There were 36 people on a bus. The bus stopped and 12 people got off. How many people are left on the bus? | 24 people:<br>$\begin{array}{r} 36 \\ -\ 12 \\ \hline 24 \end{array}$ |
| In one class, there are 22 girls and 16 boys. How many learners are there altogether? | 38 learners:<br>$\begin{array}{r} 22 \\ +\ 16 \\ \hline 38 \end{array}$ |

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice Solving Addition and Subtraction Problems** *(15 minutes)*

6. ***Do:*** *Write the problems on the board*:
   **Problems**:

$$\begin{array}{r} 31 \\ +\ 17 \\ \hline \end{array} \qquad \begin{array}{r} 48 \\ -\ 11 \\ \hline \end{array} \qquad \begin{array}{r} 17 \\ +\ 41 \\ \hline \end{array} \qquad \begin{array}{r} 26 \\ -\ 14 \\ \hline \end{array}$$

7. **SAY:** Please copy these problems in your exercise book. Find the answers and write them down. Notice that some of the problems are addition and some are subtraction. Make sure you do the correct steps to solve each problem!

Walk around to check for understanding. Make sure learners are doing the correct operation for each problem (addition or subtraction). Help them if needed. Give a ✓ in the tracker for each learner who can do this.

8. **D*o:*** *Invite 4 learners to write the answers on the board (see below). Ask other learners to check their work.*

   **Answers**:

$$\begin{array}{r} 31 \\ +\ 17 \\ \hline 48 \end{array} \qquad \begin{array}{r} 48 \\ -\ 11 \\ \hline 37 \end{array} \qquad \begin{array}{r} 17 \\ +\ 41 \\ \hline 58 \end{array} \qquad \begin{array}{r} 26 \\ -\ 14 \\ \hline 12 \end{array}$$

9. **Do:** If there are any problems that learners did not solve correctly, show how to solve them on the board.

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

1. **Ask**: Who can tell us what we learned today?
2. ***Do****: Pick 2-3 learners to say what they learned.*
3. **Say:** I will read a story. Listen carefully. Write down the maths problem for the story. You will need to decide if it is an addition or subtraction problem. After you write the problem, please solve it. You may use your counters.
4. **Say:** Akello grew 35 pineapples on his farm. He sold 21 of them at the market. How many pineapples does he have left?

Walk around to check for understanding. Give a ✓ in the tracker for each learner who can recognise that the word problem requires a subtraction and solve it to get the answer 14

5. ***Do:*** *Invite a learner to write the problem and answer on the board. Ask them to explain how they found the answer:*

$$\begin{array}{r} 3\ 5 \\ -\ 2\ 1 \\ \hline 1\ 4 \end{array}$$

6. **Say**: Very good, learners. Akello has 14 pineapples left. We used subtraction because Akello sold pineapples and he has fewer than he had before.
7. **SAY**: You can practice this at home, using sticks to help. 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. Please also bring a set of 20 counters for the next lesson. Goodbye and see you next time.

⚠ **Now complete the learner tracker. Give a ✓ for each learner who was able to solve addition and subtraction story problems and add and subtract 2-digit numbers vertically. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 44 | | Mathematics |
|---|---|---|
| **Lines and Circles** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Identifies straight lines and circles<br>b) Draws straight lines and circles | **Materials**<br>1. Chalkboard and chalk<br>2. One circle cut out from paper<br> <br>3. Learners should bring pencils and paper<br>4. Real objects around the community | **Preparation**<br>1. Cut a circle out from paper. You may use any circular object to draw the shape before cutting.<br>2. Ask learners to bring pencils and exercise books or paper. |

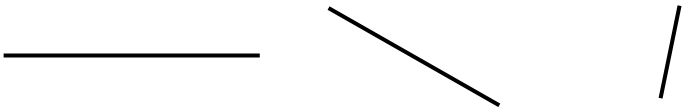
**Lesson 44 Assessment: Identify and draw straight lines and/or circles.**
Check that all learners can do this task during, or at the end of this lesson. If they can put a ✓ in the learner tracker. If by the end of the lesson they could not, mark it as a cross (x) for now.

**Greet and Review Previous Lesson** *(2 minutes)*

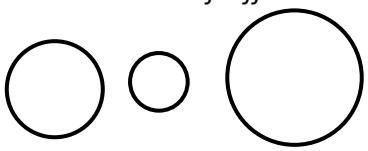
1. **SAY:** Welcome learners! In our previous lessons, we have been learning how to add and subtract with two-digit numbers. Today, we are going to learn something a little different

**Part 1: Introduce Lines and Circles** *(20 minutes)*

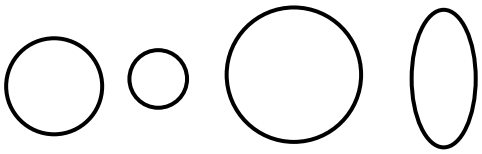
1. **Do**: *Hold up the paper circle you brought.*
2. **ASK**: Can you find any other things in this learning space with the same shape as this?
3. **Do**: *Invite learners to show you circles. (Examples: a pen, bottle, a circle pattern on clothing, etc.)*
4. **SAY**: This **shape** is called a **circle**. Today we will learn about shapes, including circles.
5. ***Do***: *Draw 3 lines on the board, in different directions:*



6. **ASK**: What are these? What do you think they're called?
7. **SAY**: These are **straight lines**. Straight lines never bend or curve.
8. **ASK**: Can you find any lines in this learning space?
9. ***Do****: Invite learners to show you straight lines. (Examples: The side of the chalkboard, wall, desk, door, or window. A line on an exercise book paper.)*
10. ***Do****: Draw 3 circles of different sizes on the board:*



11. **ASK**: What are these? (Answer: circles)
12. **ASK**: What makes a circle a circle? How can you tell if a shape is a circle?
13. ***Do****: Draw an **oval** near the circles on the board:*



14. **ASK**: Is this shape a circle? (Answer: no)
15. **ASK**: Why isn't this a circle? How is it different from a circle?
16. **SAY**:
    - A circle is perfectly round. A circle is the same length in every direction from its centre.
    - This other shape is not perfectly round. It is too long. It is bigger up-and-down and smaller side-to-side. This shape is not a circle.

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice Drawing Lines and Circles** *(20 minutes)*

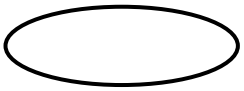
1. **SAY**: Now we will practice drawing lines and circles.
2. **SAY**: Please **draw a line** on your paper. Draw it the best you can. Try to make it straight. When you are finished, hold up your paper and show me.
3. ***Do**: Walk around and check learner's work. Make sure their lines look straight. If they do not look straight, explain why and help them.*
   **Example**:

***No**, not a straight line. It is a **curved** line.*

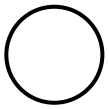
***Yes**, a straight line.*

. Give a ✓ in the tracker for each learner who can draw a straight line

4. **SAY**: Please **draw a circle** on your paper. Draw it the best you can. Try to make it round. When you are finished, hold up your paper and show me.
5. ***Do**: Walk around and check learner's work. Make sure their circles look round. If their circles are not round, explain why and help them.*
   **Example**:



***No**, not a circle because it is too long.*



***Yes**, a circle.*

Give a ✓ in the tracker for each learner who can draw a circle

6. **SAY**: Now you will draw **5 different straight lines** on your paper. Try to make each line different. Remember that lines can be different lengths. Lines can go up and down, side to side, or any other direction.
7. ***Do**: Walk around to check for understanding and help learners.*
8. **SAY**: Now you will draw **5 different circles** on your paper. Try to make each circle different. Remember that circles can be different sizes. They should always be round.
9. ***Do**: Walk around to check for understanding and help learners.*

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

1. **Ask**: Who can tell us what we learned today?
2. **Do**: Pick 2-3 learners to say what they learned.
3. **Ask**: Who can draw a **Straight** line on the board for us?

Give a ✓ in the tracker for each learner who can draw a straight line on the board.

4. **Do**: Invite 2-3 learners to each draw a **straight** line on the board. The group should clap for each learner.
5. **Ask**: Who can draw a circle on the board for us?
6. ***Do**: Invite 2-3 learners to each draw a circle on the board. The group should clap for each learner.*

Give a ✓ in the tracker for each learner who can draw a circle on the board.

7. **SAY**: You can practice finding and drawing straight lines and circles at home.
8. **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 draw lines and circles. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 45 | Mathematics |
|---|---|
| **Rectangles, Squares and Triangles** | **Time: 1 hour** |

**Learning Competences**

The learner:

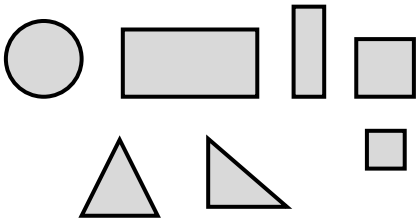
a) Identifies rectangles and squares

b) Draws rectangles and squares.

c) Draws triangles

**Materials**

1. Chalkboard and chalk
2. Shapes cut out from paper: circles, rectangles, squares, triangles



**Preparation**

1. Cut rectangles, squares, triangles and circles out of paper. Make two different cut-outs of each type of shape.

**Lesson 45 Assessment: Identify and draw rectangles, squares and triangles.**

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 by the end of the lesson they could not, mark it as a cross (x) for now.

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

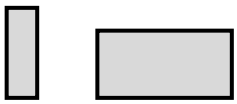
1. **ASK**: What did you learn in the previous lesson? (Answer: straight lines and circles)
2. **SAY**: Please draw one straight line and one circle in your exercise book.
3. ***Do**: Walk around to check learners' work.*
4. ***Do**: Invite a learner to draw a straight line on the board. Invite another learner to draw a circle.*

5. **SAY**: In the previous lesson you learned about lines and circles. Today you will learn about two more shapes: rectangles and squares.

**Part 1: Introduce Rectangles and Squares** *(20 minutes)*

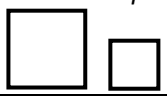
1. Hold up one of the paper rectangles you cut out.

2. **ASK**: Can you find any other things in this learning space with the same shape?
3. ***Do**: Invite learners to show you rectangles. (Examples: chalkboard, wall, door, window, book, etc.)*
4. ***Do**: Hold up the second rectangle you cut out alongside the first.*

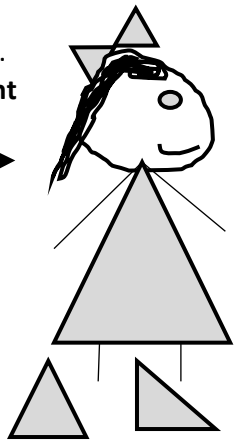


5. **ASK**: What are these shapes? (Answer: rectangles)
6. **ASK**: What makes a rectangle a rectangle? How can you tell if a shape is a rectangle?
7. **SAY**:
   - A rectangle is made from 4 straight lines. These are the 4 sides of the rectangle.
   - The opposite sides of a rectangle are the same length.
   - The rectangle also has 4 corners. A corner is where two sides meet.
   - All four corners of a rectangle have the same angle, called a right angle or a square angle
8. ***Do**: Hold up one of the paper squares you cut out.*

9. **ASK**: Can you find any other things in this learning space with the same shape as this?
10. ***Do**: Invite learners to show you squares. (Examples: tiles; some windows and bricks are square)*
11. ***Do**: Hold up the two paper squares you cut out side by side.*



12. **ASK**: What are these shapes? (Answer: squares)
13. **ASK**: What makes a square a square? How can you tell if a shape is a square?
14. **SAY**: A square is a special type of rectangle, where all 4 sides are the **same** length. Remember that other rectangles that are not squares have sides that are **different** lengths.
15. ***Do:*** *Draw this picture on the board.*



16. ***Do****: Hold up one of the paper triangles you cut out.*
17. **ASK**: Can you find any other shapes in this picture with the same shape as this?
18. ***Do****: Invite learners to show you triangles. (dress and parts of the bow on the hair)*
19. ***Do****: Hold up the two triangles you cut out side by side.*
20. **ASK**: What are these shapes? (Answer: triangles)
21. **ASK**: What makes a triangle a triangle? How can you tell if a shape is a triangle?
22. **SAY**:
    - A triangle is made from 3 straight lines. These are the 3 sides of the triangle.
    - The triangle also has 3 corners. A corner is where two sides meet.
    - The angles at the three corners of a triangle are not all the same, triangles have different angles at the corners.

23. ***Do:*** *show learners what 'angles' means by pointing to the space between the two lines that meet at the corner.)*

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice with Squares and Rectangles** *(15 minutes)*

**Individual Work: Practice Drawing Squares, Rectangles and Triangles**

1. **SAY**: Now we will practice drawing rectangles, squares and triangles.
2. **SAY**: Draw **2 different rectangles** on your paper. Try to make each rectangle different. Rectangles can be different sizes. The opposite sides of a rectangle should be the same length.

Give a ✓ in the tracker for each learner who can draw rectangles

3. ***Do****: Walk around to check for understanding and help learners.*
4. **SAY**: Now you will draw **2 different squares** on your paper. Try to make each square different. Remember that squares can be different sizes. All 4 sides should be the same length.
5. ***Do****: Walk around to check for understanding and help learners.*
6. Now you will draw **2 different triangles** on your paper. Try to make each triangle different. Remember that triangles can be different sizes. Triangles should have 3 sides.

Give a ✓ in the tracker for each learner who can draw squares

7. ***Do****: Walk around to check for understanding and help learners.*

Give a ✓ in the tracker for each learner who can draw triangles

| **Part 3: Check for Understanding and Closing** *(10 minutes)* |
| --- |
| 1. ***Do**: Pick 2-3 learners to say what they learned.*<br>2. **ASK**: Who can draw a rectangle on the board for us?<br>3. ***Do**: Invite 2-3 learners to each draw a rectangle on the board. The group should clap for each learner.*<br>4. **ASK**: Who can draw a circle on the board for us?<br>5. ***Do**: Invite 2-3 learners to each draw a circle on the board. The group should clap for each learner.*<br>6. **ASK**: Who can draw a triangle on the board for us?<br>7. ***Do**: Invite 2-3 learners to each draw a triangle on the board. The group should clap for each learner.*<br>8. **SAY**: You can practice finding and drawing rectangles, squares and triangles at home.<br>9. **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 identify and draw squares, rectangles and triangles. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.** |

| Lesson 46 | Mathematics |
|---|---|
| **Describing and comparing measurement attributes** | **Time: 1 hour** |

**Learning Competences**

The learner:

a) Describes and compares the length, height and mass of objects using appropriate language such as bigger, smaller, longer, shorter, heaviest, heavier, lighter, taller, largest, longest, etc

b) Understands the need to align objects when comparing their length or height

c) Understands how to compare the weight of objects by picking them up

**Materials**

1. Chalkboard and chalk
2. Six sticks of different length (up to 40cm long) and thickness, and six stones/rocks of different size

**Preparation**

1. Ask each learner to bring in 6 sticks of different length and thickness, and 6 stones/rocks of different size.

**Lesson 46 Assessment: Describe and compare the length, height and mass of objects using appropriate language, alignment and hefting.**

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 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!
2. **ASK:** Can you tell us what we learned in our last lesson?
3. ***Do**: Allow learners to share.*
4. **SAY**: Well done! In our previous lessons, we have been learning to draw different shapes.

**Part 1: Introduce the New Lesson – Describing and comparing measurement attributes** *(20 minutes)*

**Activity 1: Comparing size and mass of objects**

**Size:**

1. **SAY**: Today we are going to learn how to describe and compare objects.
2. ***Do**: Place the 6 stones/rocks on the table.*

3. **SAY**: Here are 6 rocks of different sizes.
4. **ASK**: Which rock is the smallest?
5. ***Do**: Move that rock to the left.*
6. **ASK**: Which rock is the largest?
7. ***Do**: Place that rock to the right.*
8. **SAY**: Let's put the rest of the rocks in order of size between these two.
9. **ASK**: Which of the remaining rocks is the largest?
10. ***Do**: Repeat step 9, and put each rock in size order in a line between the smallest and largest.*
11. **ASK**: Are the rocks in order of size now? (Answer: yes, they start here with the smallest rock and each rock is bigger than the one next to it)

**Length:**

12. ***Do**: Place the 6 sticks on the table.*
13. **SAY**: Here are 6 sticks of different lengths.
14. ***Do**: Pick up 2 sticks of medium (but not the same) length.*

15. **ASK**: How can we check which stick is longer? (Answer: put them next to each other)
16. ***Do**: Place the sticks next to each other, but not with their ends aligned. (Note: Some learners may think that a shorter stick is longer if the ends are not aligned and the shorter stick extends further)*
17. **SAY**: Let's compare the rest of the sticks together, to put them all in order of length.
18. ***Do**: Compare the sticks one at a time, emphasising the need to align their ends, to put them in order.*

19. **ASK**: Are the sticks in order of length now? (Answer: yes, their ends are all aligned and they start here with the shortest stick and each stick is longer than the one next to it)

**Height:**

20. ***Do****: Ask two learners to stand at the front of the class, the shortest learner standing on a step to make him/her higher.*
21. **ASK**: Who is the tallest?
22. ***Do****: Ask the learner to now stand off the step, and on the same level surface as the taller learner. Emphasise the point that they must be at the same level in order to accurately compare their heights.*
23. ***Do****: Ask the learners to line up in height order.*

**Mass:**

24. **ASK**: How can we compare how heavy the objects are? (Answer: pick them up)
25. **SAY**: Yes, we can compare the weight of 2 objects by holding one in each hand.
26. ***Do****: Demonstrate by holding 2 rocks, one in each hand. Move your hands up and down to feel the weight of each object and compare them.*
27. **SAY**: I can feel that this rock is heavier than this one.

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice Describing and comparing measurement attributes** *(15 minutes)*

**Activity 2: Comparing the size and mass of objects independently**

1. **SAY**: At your own table, put your stones and rocks in order from smallest to largest. Then put your sticks in order from shortest to longest.
2. **Do***: Give the learners time to order their rocks and sticks.*

**Part 3: Assess Describing and comparing measurement attributes and close** *(10 minutes)*

**Demonstrating learning**

Walk around and check each learner's work. Check the order of their rocks and sticks. Check that their sticks are aligned at one end for accurate comparison. Give a ✓ in the learner tracker for each learner who can describe and compare the size of the rocks correctly.

3. **ASK**: Ask each learner: How can you compare the mass of 2 objects? (Answer: by picking them up)
4. ***Do****: Check that each learner is able to compare their weight.*
5. ***Do****: Walk around and check each learner's work.*

In the learner tracker, put a ✓ for each learner who can compare the weight of objects.

**Now complete the learner tracker. Give a ✓ for each learner who can describe and compare the length, height and mass of objects using appropriate language, alignment and hefting. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 47 | Mathematics |
|---|---|
| **Measuring length using non-standard units** | **Time: 1 hour** |

**Learning Competences**

The learner:

a) Estimates the length of objects in non-standard units
b) Measures the length of objects using non-standard units
c) Understands that the smaller the non-standard unit being used to measure, the bigger the number
d) Understands that there must be no gaps between the units.

**Materials**

1. Chalkboard and chalk
2. One set of objects that can be used as non-standard units to measure the length of a table eg. paper clips, edges of paper sheets, exercise books, new pencils etc

**Preparation**

1. Collect the materials that can be used as non-standard units.

**Lesson 47 Assessment: Measure length using non-standard units.**

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 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!
2. **ASK:** Can you tell us what we learned in our last lessons?
3. ***Do**: Allow learners to share.*
4. **SAY**: Well done! In our last lessons we've been learning how to compare the lengths of objects.
5. ***Do**: Place 3 pencils on the table.*
6. **ASK**: How can we place the pencils in order of length? (Answer: Align the ends to compare their lengths first, then put them in order)
7. ***Do**: Align the ends of the pencils.*
8. **SAY**: Now it is easy to compare the lengths of the pencils and to place them in order.

**Part 1: Introduce the New Lesson – Measuring length using non-standard units** *(20 minutes)*

**Activity 1: Demonstrating measuring length with non-standard units**

1. **SAY**: Today we are going to measure the lengths of different objects.
2. ***Do**: Place a set of new (same length) pencils or exercise books on the table.*
3. **SAY:** I am going to measure the length of the end of the table using these pencils. Point along the short end of the table.
4. **SAY:** Now I am going to measure the end of the table.
5. ***Do**: Lay the pencils across the end of the table, leaving spaces between them.*
6. **ASK**: How many pencils long is the end of the table? (Answer: eg. 3 pencils long)

7. ***Do**: Record this number on the board. Then move the pencils so that they overlap, on top of each other. This will require additional pencils to reach the end of the table.*

8. **ASK**: How many pencils long is the end of the table? (Answer: eg. 5 pencils long)
9. ***Do**: Record this number on the board. Then move the pencils to close the gaps, so the pencils are touching end-to-end. This will require an additional pencil.*

10. **ASK**: How many pencils long is the end of the table? (Answer: eg. 4 pencils long)
11. **ASK**: Which is correct, 3 or 4 or 5 pencils? (Answer: 4 pencils because there are no gaps between them and they are not overlapping)
12. **SAY:** Yes. When measuring we must make sure there are no gaps and no overlaps of the items being used to measure.

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice Measuring length using non-standard units** *(15 minutes)*

**Activity 2: Measuring using feet**

1. **SAY:** I am going to measure the table using my feet.
2. ***Do**: Carefully, starting exactly at the end of the table, walk heel-to-toe, counting each step to the other end.*
3. **ASK:** What did you notice about where I started? (Answer: exactly at the end of the table)
4. **ASK:** What did you notice about how I placed my feet? (Answer: they touched each other, heel-to-toe, no gaps between them)
5. **SAY:** I want you to carefully measure the length of this room (*or learning space*) using your feet.

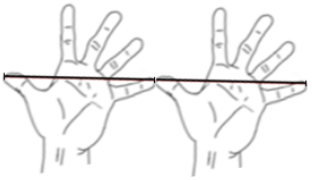
Walk around and check each learner's work. Give a ✓ in the tracker for each learner who was able to measure the room or learning space using their feet, ensuring that there are no gaps.

6. ***Do:** Guide learners who are having difficulty.*
7. **ASK:** A learner with long feet: how long is the room using your feet? (Answer: eg. 20)
8. **ASK:** A learner with small feet: how long is the room using your feet? (Answer: eg. 26)
9. **ASK:** All learners: Why did these learners get different answers? (Answer: because one has longer feet than the other, and so fewer are needed to cover the same distance. The larger the feet, the smaller the number needed, and vice versa)

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

**Demonstrating learning**

1. **SAY:** I want you to measure the length of the wall using your hand span, like this. Hand span is the distance from the tip of the thumb to the tip of the little finger.
2. ***Do**: Show learners what 'hand span' means.*
   *Explain that we use thumbtip-to-fingertip to measure using hand spans.*
3. **SAY:** I want you to carefully measure the length of this wall.



Walk around and check each learner's work. Give a ✓ in the tracker for each learner who is able to measure the length of the wall using hand spans, ensuring that there are no gaps

**Now complete the learner tracker. Give a ✓ for each learner who can measure the length of objects using non-standard units. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time.**

| Lesson 48 | | Mathematics |
|---|---|---|
| **Comparing and ordering objects using a beam balance** | | **Time: 1 hour** |
| **Learning Competences**<br>The learner:<br>a) Compares and orders objects using a simple beam balance<br>b) Understands that larger objects (eg. A seed pod) may be lighter than smaller objects (eg. A stone) | **Materials**<br>1. Chalkboard and chalk<br>**For the teacher:**<br>2. One stick (about 40- 50cm long)<br>3. 60cm of string & scissors<br>4. 2 small, identical containers eg. tins, lids, cups<br>5. Various objects that will fit in the cups eg. Large light stone, heavy small stone, wood, large light seed pod, eraser, a sock, a ball, a scrunched up piece of paper etc | **Preparation**<br>1. Collect the materials needed to make a beam balance. |
| **Lesson 48 Assessment: Compare and order objects using a beam balance.**<br>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 the space blank for now. | | |

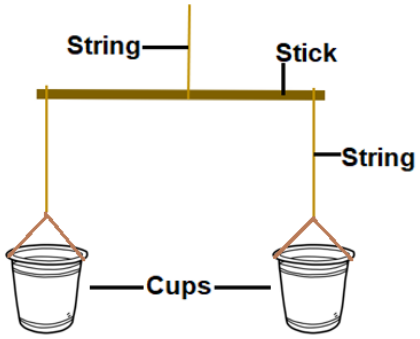
**Greet and Review Last lesson** *(up to 10 minutes)*

1. **SAY**: Welcome everyone!
2. **ASK:** Can you tell us what we learned in our last lessons?
3. ***Do**: Allow learners to share.*
4. **SAY**: Well done! In our last lessons we've been learning how to align the ends of objects to compare their length. We learned how to use hefting to compare the mass of objects.
5. ***Do**: Demonstrate hefting by holding one rock in each hand. Move your hands up and down to feel the weight of each object and compare them.*
6. **SAY**: I can feel that this rock is heavier than this one.

**Part 1: Introduce the New Lesson – Comparing and ordering objects using a beam balance** *(20 minutes)*

**Activity 1: Making a simple beam balance**

1. **SAY**: Today we are going to learn how to compare objects using a beam balance. First we are going to make a beam balance.
2. ***Do**: Place the stick, string, cups, scissors and stones/rocks on the table. Describe these steps as you follow them:*
   i. *Tie 1 piece of string to the top of each cup, in 2 places, evenly spaced. Even spacing ensures balance.*
   ii. *Using 1 pieces of string join the string on each cup to the end of the stick.*
   iii. *The matching pieces of string for each cup should be the same length.*
   iv. *Hold up and balance the stick on your finger to find the mid-point.*
   v. *Firmly tie a length of string to that mid-point, checking that the stick is balanced (level). Move the string along until the stick and cups are balanced.*
   vi. *Suspend the beam balance from above, or ask a learner to hold the string to suspend the balance.*




**Demonstrating a simple beam balance**

3. **SAY:** We can use this beam balance to compare the mass of objects that will fit in the cups.

Here I have some objects that we can compare.

4. ***Do**: Carefully place one object into a cup eg. a stone. Then place another object into the other cup eg. a seed pod that is larger than the stone.*
5. **ASK**: Which is heavier, the stone or the seed pod? (Answer: the stone, because that side of the balance has gone down)
6. ***Do**: Take out the seed pod and replace with a third object eg. an eraser.*
7. **ASK**: Which is heavier, the stone or the eraser? (Answer: the stone, because that side of the balance has gone down)
8. **SAY:** So the stone is heavier than both the seed pod and the eraser.
9. **ASK**: Which is heavier, the seed pod or the eraser? (Answer: we don't know because we haven't compared them)
10. ***Do**: Take the stone out of the cup and replace with the seed pod.*
11. **ASK**: Which is heavier, the seed pod or the eraser? (Answer: the eraser, because that side of the balance has gone down)
12. **SAY:** Let's put them on the table in order of mass.
13. **ASK**: Which is heaviest? (Answer: the stone) Which is lightest? (Answer: the seed pod) And between the stone and the seed pod? (Answer: the eraser)
14. **SAY:** Look at the order of the objects and their size.
15. **ASK**: What can you notice about the mass of the objects and their size? (Answer: larger objects may be lighter than smaller objects)

**Break: Do an energizer** *(5 minutes)*

**Part 2: Practice Comparing and ordering objects using a beam balance** *(15 minutes)*

**Activity 2: Comparing and ordering objects according to mass**

1. **SAY:** Here I have three more objects. I will place them in the cups. I want you to observe the balance and draw the objects in order of mass in your book.
2. ***Do**: Carefully place one object into a cup eg. a stick. Then place another object into the other cup eg. a stone. Then a scrunched up piece of paper. Each time, give learners time to observe and draw the objects.*

Walk around and check each learner's work. Give a ✓ in the tracker for each learner who was able to order the objects correctly. If a learner has drawn them in reverse order, ask them which is heaviest to check their understanding.

3. ***Do:** Guide learners who are having difficulty.*

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

**Demonstrating learning**

1. **SAY:** Here I have three more objects. I will place them in the cups. I want you to observe the balance and draw the objects in order of mass in your book.
2. ***Do****: Carefully place each object into the cups as before, to enable learners to observe the balance and compare them.*

Walk around and check each learner's work. Give a ✓ in the tracker for each learner who was able to order the objects correctly. If a learner has drawn them in reverse order, ask them which is heaviest to check their understanding.

3. **SAY**: This is the end of our maths class. You have learned a lot and I am very proud of you! Your new maths skills will help you at school and in your life. Please continue practicing the maths you have learned. You may use your counters, pencils, and exercise books to practice maths any time. You may ask your family members or neighbours to help you.

**Now complete the learner tracker. Give a ✓ for each learner who can compare and order objects using a beam balance. If most of the class (ex. 15 out of 20 learners) have not reached the competency, repeat this lesson next time. If most learners reached the competency, then this mathematics course is complete. Congratulate the learners for their hard work.**

# Exit Test

# Exit Test

Before you began teaching the lessons you gave each learner a short placement test. Now that you have taught all of the lessons, you will give learners the same test. We call this the exit test. This exit test will help you understand how much your learners progressed from the beginning to the end of the lessons.

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

The exit 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 give them a tick (✓) for each section of the test that they pass. Then you will total their score (number of ticks) and record it in the exit test column. You will also record the placement test on the record sheet. This will help you compare learners' results.

After completing the exit test, **compare each learner's exit test score with their placement test score.** Look at how individual learners progressed and look at how well the class progressed. Consider the follow questions:

- Did they improve?
- What competences did they master?
- Are their areas where most learners progressed?
- Are there areas where most learners still need more practise?

After you have considered the questions above, think about the lessons you taught, and **identify which lessons you could re-teach** to help leaners develop the competences they are still struggling with.

# Literacy Exit Test Record Sheet

*When learners pass a section give them a ✓ on the tracker.*

*Before starting the lessons, learners took a placement test. You have recorded this score in the literacy tracker. Record the placement test score in the last column of this record sheet.*

| | | | Literacy | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Learner Names** | Status | Gender | 1. Write name(s) | 2. Recognise letters | 3. Read some syllables | 4. Read some words | 5. Read sentences | 6. Read and understand a paragraph | **Exit test score (number of ticks)** | **Placement test score (number of ticks)** |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

# Literacy Exit 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 quiet enough, but not out of sight from others.

**Steps for Implementing the Exit Tests**

- **Step 1**: Introduce yourself and explain the purpose of the test by reading the text below to learners:
  "Hello today we will be doing a short test together to see how you have progressed since we started lessons 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 exit 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 4**: When you have completed the test, thank the learner and tell them that the test is finished.
- **Step 5**: If they have not yet taken the mathematics exit test, tell them that they will take that text next. Read the instructions in the mathematics test to give the test.
- **Step 6**: Once you have completed both tests, compare their placement test scores with their exit scores, and provide constructive feedback of the results to the learner.

**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** | **kọ́lọ́ŋá** | **ĩdríká** | **mvũ** |
| **ũkpõ** | **rẽcé** | **kụrị̃sị̃** | **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 ĩndrị́ kí ạgụ drị̃ drị̃. Ĩˈdi ịsụ́ tị́ uce kí ˈbo. Ngópĩ la íjọ́ ạjí ˈbé.

Atiku la ngọ́pị̃ ạ́sị́ 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 ĩrị̃.
2. Atiku ngọ́pị ají íjọ́ ãˈdu sĩ?

*This is the end of the literacy exit test.*

# Mathematics Exit Test Record Sheet

*When learners are able to do the section give them a ✓ on the tracker.*

*Before starting the lessons, learners took a placement test. You have recorded this score in the mathematics tracker. Record the placement test score in the last column of this record sheet.*

| | | | Mathematics | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Learner Names** | Status | Gender | 1. Count and Match | 2. Addition | 3. Subtraction | 4. Number Recognition 10-50 | 5. Addition | 6. Subtraction | **Exit Test Score (number of ticks)** | **Placement Test Score (number of ticks)** |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

# Mathematics Exit 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 quiet enough, but not out of sight from others.

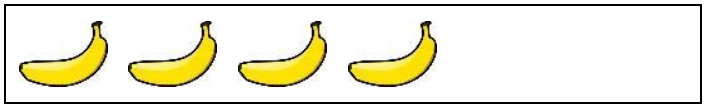
**Steps for Implementing the Exit Tests**

- **Step 1**: Introduce yourself and explain the purpose of the test by reading the text below to learners:
  "Hello today we will be doing a short test together to see how you have progressed since we started lessons 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 exit 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 4**: When you have completed the test, thank the learner and tell them that the test is finished.
- **Step 5**: If they have not yet taken the literacy exit test, tell them that they will take that text next. Read the instructions in the literacy test to give the test.
- **Step 6**: Once you have completed both tests, compare their placement test scores with their exit scores, and provide constructive feedback of the results to the learner.

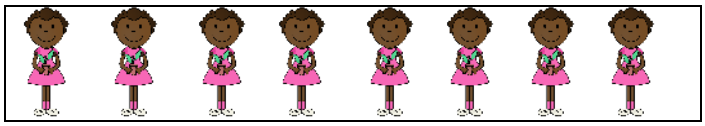
**Section 1: Count and Match**

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.

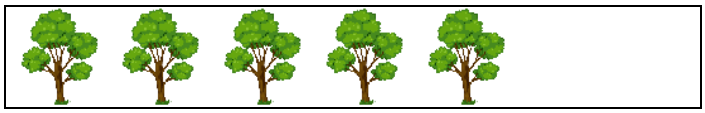
4



8



5



3

**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.

$$\begin{array}{r} 24 \\ +\ 12 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 19 \\ +\ 20 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ +\ 15 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 28 \\ +\ 21 \\ \hline \\ \hline \end{array}$$

**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.

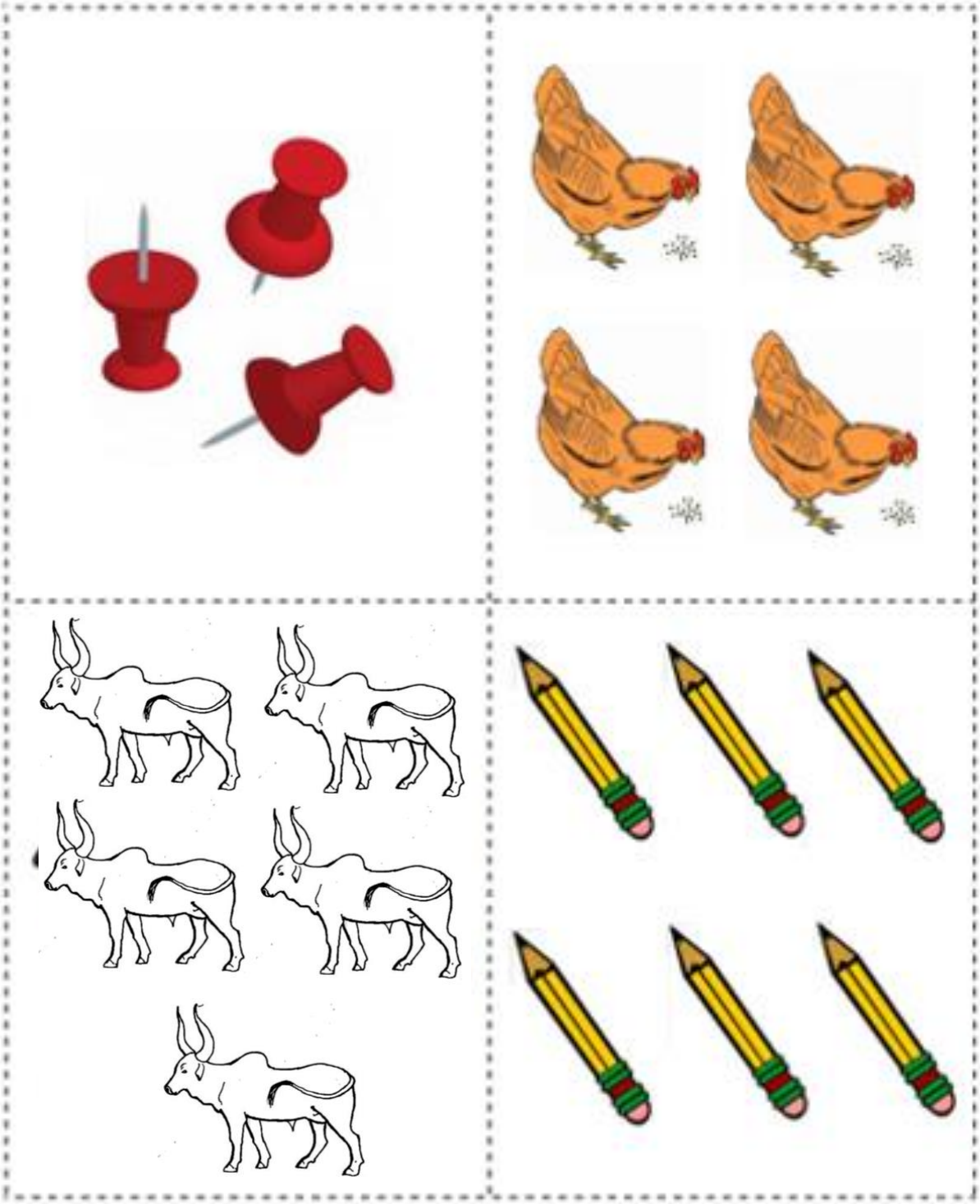
$$\begin{array}{r} 35 \\ -\ 13 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 44 \\ -\ 20 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ -\ 15 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 39 \\ -\ 24 \\ \hline \\ \hline \end{array}$$

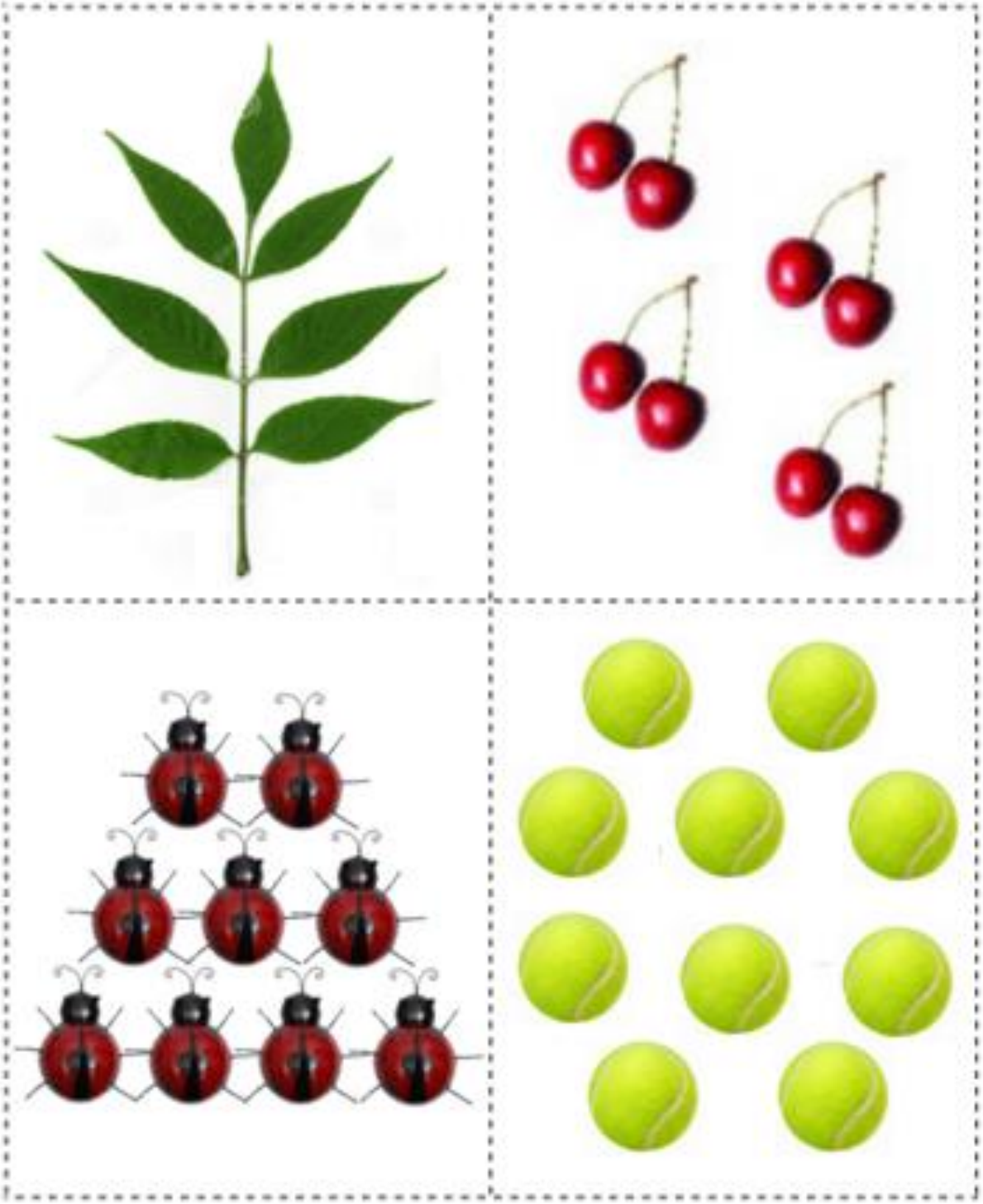
*This is the end of the mathematics exit test.*

# Appendix

**Appendix 1: Objects**

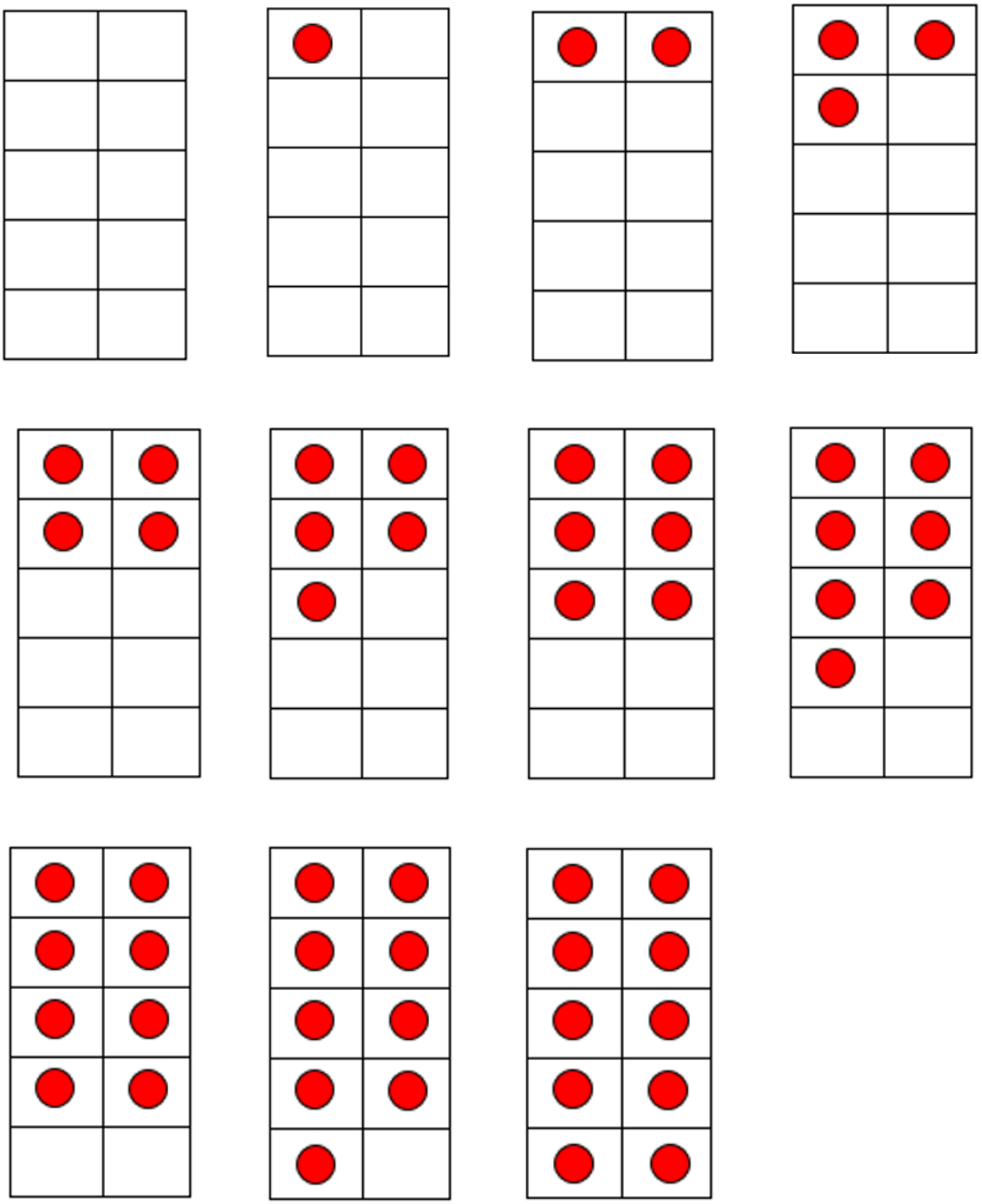


**[page intentionally left blank]**



**[page intentionally left blank]**

**Appendix 2. Ten Frames Cards**



**[page intentionally left blank]**

**Appendix 3. Number Symbol Cards**

| | |
|---|---|
| 0 | 1 |
| 2 | 3 |

**[page intentionally left blank]**

| | |
|---|---|
| 4 | 5 |
| 6 | 7 |

**[page intentionally left blank]**

| | |
|---|---|
| 8 | 9 |
| 10 | |

**[page intentionally left blank]**

## Appendix 4: Blank ten frames cards

| | |
|---|---|
| | |
| | |
| | |
| | |
| | |

| | |
|---|---|
| | |
| | |
| | |
| | |
| | |

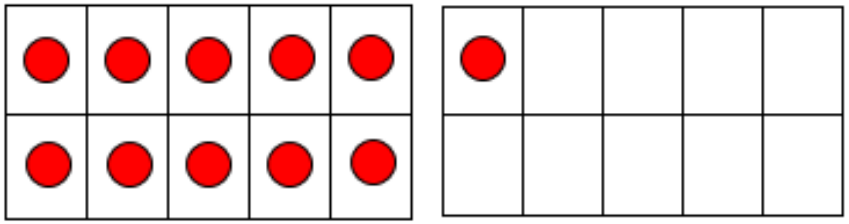
| | |
|---|---|
| | |
| | |
| | |
| | |
| | |

| | |
|---|---|
| | |
| | |
| | |
| | |
| | |

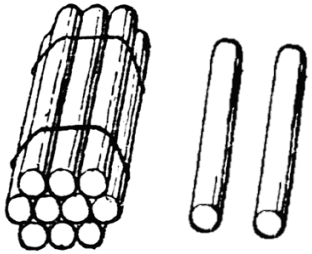
**[page intentionally left blank]**

**Appendix 5. Numbers 11 to 19 templates**

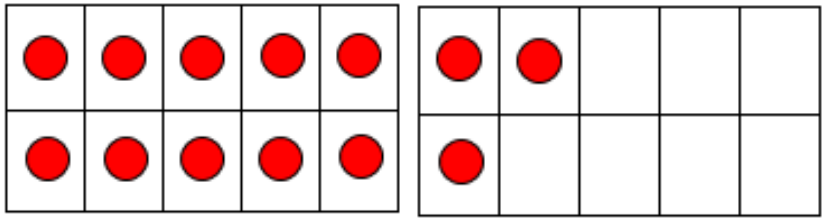
11



12

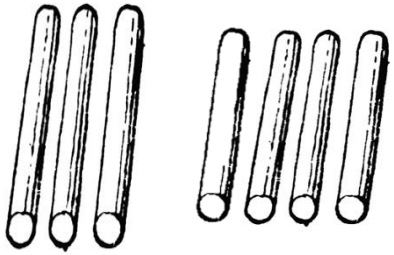


13

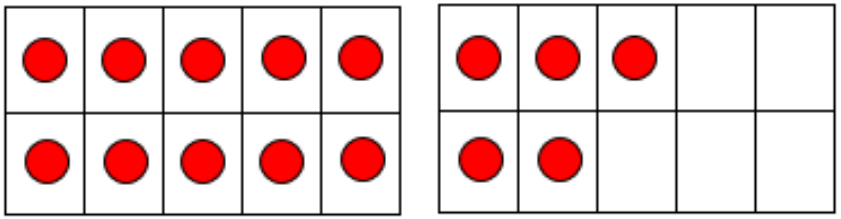


**[page intentionally left blank]**

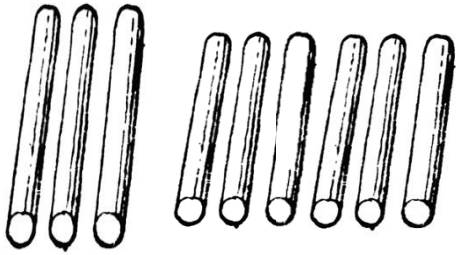
14



15

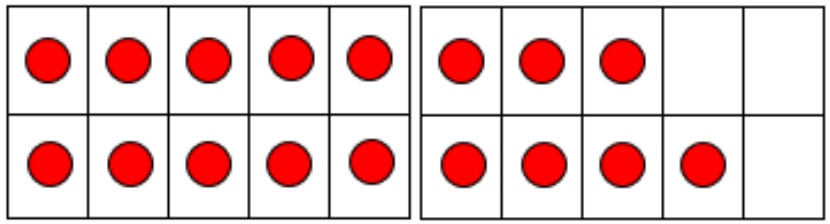


16

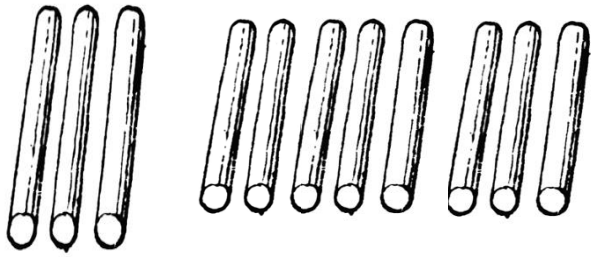


**[page intentionally left blank]**

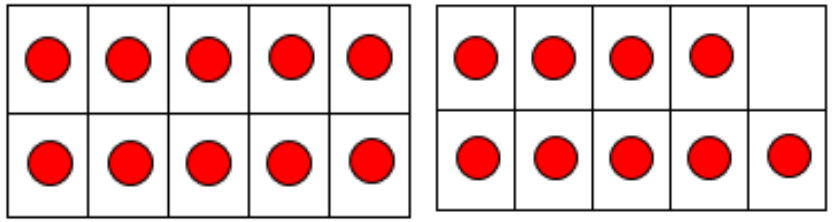
17



18

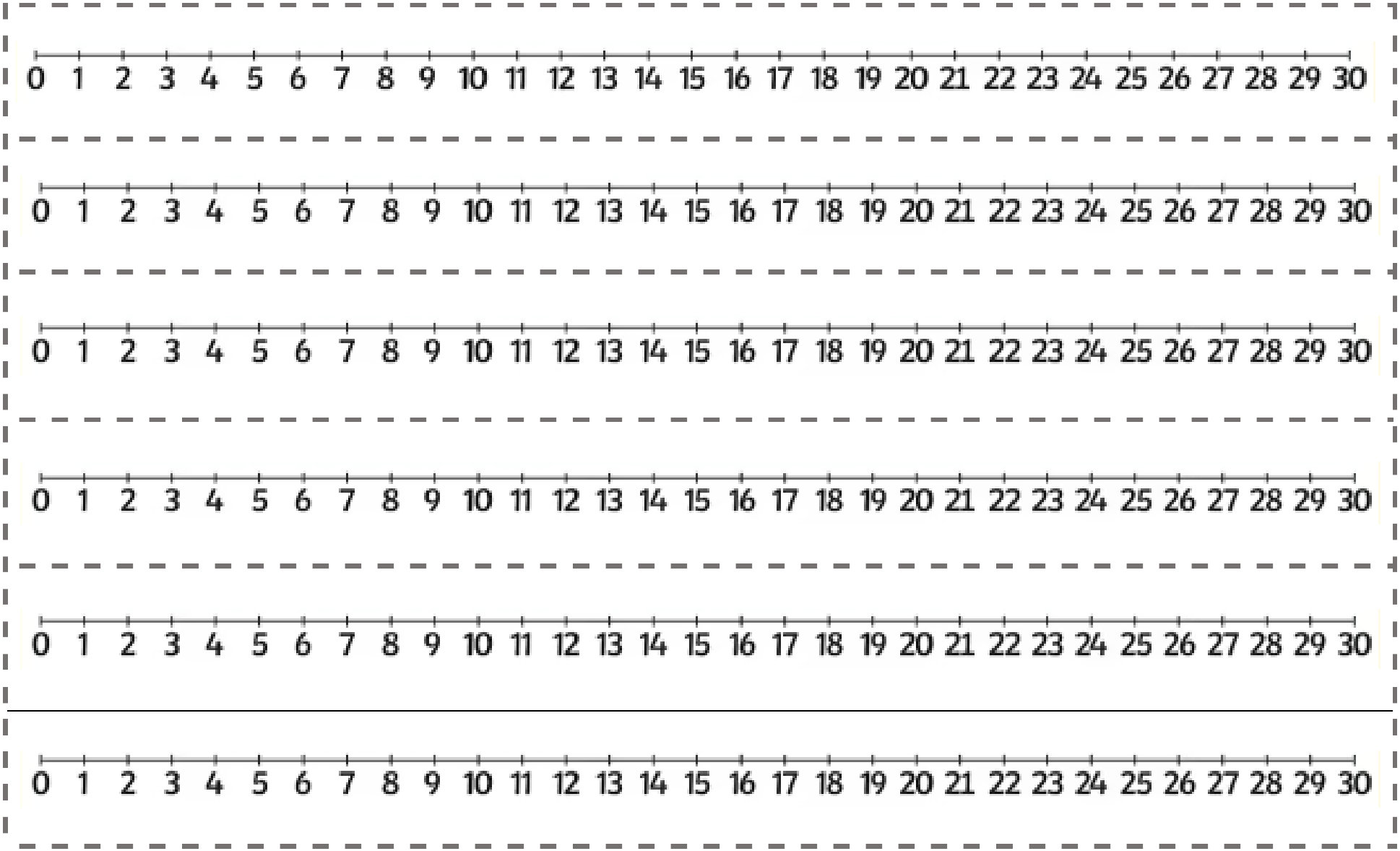


19



**[page intentionally left blank]**

**Appendix 6: 0-30 Number lines**



**[page intentionally left blank]**