

ENGLISH

Teacher's Guide 3

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FOREWORD

I am delighted to present to you this Teacher's Guide, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This Teacher's Guide shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum, school textbooks and Teachers' Guides for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum, the new textbooks and Teachers' Guides. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my role as the Undersecretary, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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Introduction

The vision of the basic education curriculum reforms is to enable every South Sudanese to become, **become successful, creative, productive and environmentally responsible citizen**. This will be achieved by providing every South Sudanese learner with the right **standards** in the skills and knowledge that they deserve, and which they need in order to thrive in life. This shall be accomplished through the provision of excellent **teaching resources, conducive school environments** and a **sustainable visionary curriculum** that provides every learner with high quality learning.

In order to do this, teachers must engage the learners in exciting activities that allow them to use and progressively demonstrate the competencies outlined in the curriculum.

This Teacher's Guide has been designed to do just that. It places the learner at the centre of learning. The Teacher's Guide provides pathways for identifying and nurturing the talents and interests of learners early enough to prepare them for the world of work, career progression and sustainability.

Based on a competency - based curriculum; the guide, as well as the Learner's Book provides methods of **assessment, promoting national values and national cohesion and their integration into the curriculum**.

The teacher should nurture the learner's potential through the learning pathways that are provided in this book. This is for the recognition of the learner's potential, gifts and talents. At the end of the day, no child should be labelled a failure.

The Book Structure

This Teacher's Guide is organised into **two** main sections. **Part 1** is the general introduction section detailing pedagogical issues. **Part 2** highlights the units as outlined in the Learner's Book. It gives in details the expected learning **outcomes, interesting teaching and learning activities, tips and informative notes to teachers**.

Organisation of the units

Each unit consists of the following:

1. Unit heading
2. Learning outcomes
3. Contribution to the competences
4. Links to other subjects
5. Links to cross-cutting issues
6. Links to values and attitudes
7. Key inquiry questions
8. Suggested assessment opportunities
9. Learning activities

Development of vocabulary

The following activities will enable you help the learners to not only develop and grasp **new words** in English but also have fun while learning the language.

- At the beginning of each unit all the key words for each activity should be displayed in the environment, used and referred to during the teaching of the units.
- At the beginning and end of lessons correctly model the new words you have taught, have the learners repeat them in their own language and in English.
- Label classroom areas, and items then refer to these during the teaching of the activities.
- If possible, each day model all the words and ask the learners to say them again; they can repeat the words to themselves, their partners or the whole class. Encourage learners to use the words beyond the classroom set up.
- Regularly reinforce frequently used expressions like instructional phrases for

example: write down, point at, draw, greetings such as hello, good morning, polite words such as please, thank you, sorry.

In addition to the above it will be beneficial at the end of each unit to play the following vocabulary games to reinforce vocabulary development:

a. **Chinese whispers**

- i. Ask learners to form a circle.
- ii. In turns, each to think of a word they know in English and then whisper it to the person next to them.
- iii. The last person says what the word is. Then he/she whispers another word and the process continues until everyone has a chance to say his or her own word.

b. **Memory games**

- i. Place flashcards around the classroom.
- ii. In turns, ask learners to point at the correct flashcards when a word or words related to it are mentioned.
- iii. If the class is spacious the learners could run to the correct part of the room and stand next to the relevant flashcard.

c. **Miming games**

- i. Divide the class into two teams. One player from each team comes to the front of the class and sits with their back to the board. Tell the two players not to look round at the board.
- ii. Write three words on the board behind the two players. Make sure it is possible to mime all the words.
- iii. When you say 'go', the two teams start miming the first word to the players sat at the front of the class.
- iv. The first player to correctly guess the word wins a point for their team.

- v. The two teams then start miming the second word and so on.
- vi. When all three words have been guessed correctly or the two players give up, two new players come to the front and three new words are written on the board.
- vii. Play continues until everyone has had a turn guessing the mimes.
- viii. The team with the most points at the end of the game is the winner.
- ix. As a variation, have the teams take it in turns to play and set a time limit of one minute for the player to guess the three words on the board.

d. **Who am I?**

- i. In turns, let the learners say something about the particular topic that you will be learning at this time and the others to try and guess what it is that he or she is talking about.
- ii. The person who is able to guess right to be appreciated and clapped for.

e. **Beat the clock**

- i. This game requires learners to perform a given tasks within a certain time limit.
- ii. In groups ask learners to say a given number of words relating to a given topic that you have taught.
- iii. Tell them their time limits and ensure they strictly adhere to it
- iv. The points to be awarded to each group depending on the number of words each group were able to give within the specified time limits.

Question words are words used to ask a question such as *what, when, where, who, whom, why* and *how*. They are sometimes called wh-words.

Model how to ask questions to the learners. Through modelling, they will be able to copy your phrases and your facial expressions when they ask questions. For example, when you greet the learners always include a simple question like: 'How

are you? Or what did you do after school yesterday?’ Encourage the learners to ask their classmates or other people when they meet.

Ensure that there are question words on charts around the learning environment. For example:

1. Who is your friend?
2. Where do you live?
3. Why are you late?
4. Which is better- this one or that one?
5. How many days are there in a week?
6. What are you doing?
7. When are you going home?

Encourage learners to use the following strategies if they get stuck on a word:

- Sound out the word to read
- Read word in chunks and blend together
- Use initial letter and think of a word that makes sense
- Look carefully at the word, ‘do I know it?’
- Read on then re-read and have a sensible guess, then check it makes sense.

Strategies to understand the text:

- Re-read the text
- What do I already know about this
- Use context clues
- Infer meaning – read between the lines

- Think aloud – talk through it
- Locate key words
- Make predictions – think, pair, share
- Use word attack strategies
- Re-read to check understanding



Unit 1

Commands and instructions

(Refer to Learner's Book pages 1-6)

Learn about		Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about commands and instructions. Key words should be displayed for them to copy and learn. They should be given opportunity to listen to both commands and instructions and to differentiate between the two.</p> <p>They should begin to read a range of simple non-fiction instructions and commands in different authentic contexts (<i>recipes, technological devices etc.</i>). They should also read some simple fiction relating to the giving of instructions and commands (<i>such as Mr Forgetful</i>). They should work in groups to develop some of their own sets of commands for simple classroom tasks and give these to other groups to carry out. They should discuss how effective their commands have been.</p> <p>They should be given opportunity to recite rhymes, poems, sing songs and act role-plays and dialogues related to commands and instructions. Learners should also be to construct simple oral and written sentences e.g. <i>Come here. Go and shut the door etc.</i></p>		<ul style="list-style-type: none"> • When are commands and instructions given? • How should one respond commands and instructions?
Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> • Understand a range of main points from both oral and written text on commands and instructions • Differentiate between present, past and future events in a well-constructed sentence about commands and instructions 	<ul style="list-style-type: none"> • Answer both oral and written simple questions about commands and instructions • Begin reading independently using appropriate strategies to establish meaning about commands and Instructions 	<ul style="list-style-type: none"> • Show increasing confidence when expressing opinions about stories, poems etc. on the theme
<p>Contribution to the competencies: <u>Communication and Co-operation:</u> Role-plays, poems, group work and following commands and instructions</p>		
<p>Links to other subjects: <u>Life Skills:</u> responding to others</p>		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for most of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to commands and instructions. The activities will help them to practise giving and differentiating between commands and instructions.

Learners will also be given the opportunity to listen to a story, play a game and sing songs on giving commands and instructions.

Learners will be encouraged to share what they will have learnt about the importance of following instructions with their families and communities.

Using the Learner's Book

There are both words and pictures in the textbook. Learners should be encouraged to read or recite/sing texts along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to read and say, these passages should be broken down into shorter phrases.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some key words on posters or boards around the learning space if possible so that learners get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The learner's competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of commands and instructions. Learners are asked to work in pairs and groups (as explained in this Teacher's Guide), so there are continuous opportunities for co-operation and teamwork.

It is important in Primary 3 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

Cross-cutting issues

Life skills: Learners will be given an opportunity to do something by following written instructions. They will also know the difference between commands and instructions.

Teaching aids

Learner's Book, chart, plain paper, scissors

Activity 1: **Knowing commands and instructions** (*Refer to Learner's Book page 1*)

Key words

stand sit up down

Learning Activities

(a) Sing and do

- Introduce the activity by greeting learners and welcoming them to Primary 3. Give each learner a chance to introduce themselves to the class.
- Ask the learners to describe the picture in the Learner's Book in their national language. Allow those that can express themselves in English to do so.
- Let the learners describe what the learners and the teacher in the picture are doing. Translate the actions that the learners mention from the national language to English language.
- Tell the learners they are going to sing and act a song **as a class**. Read the words of the song as they repeat after you. Guide them in finding a rhythm for the song.
- Sing the song and do the instructions in it as the learners watch. Sing the song slowly and let the learners master the words that describe each action. Sing the song together with the learners as you do the actions.
- Let the learners practise the song as they do the actions. Encourage them to increase the pace of the song as they repeat it and make it fun. This will enhance their **co-operation** skills.
- Ask the learners to create and write down simple sentences in their exercise books using the key words they have learned.
- Let the learners take turns to present their sentences to the class.

(b) Do and match

Key words

commands instructions

Learning activities

- **In pairs**, let the learners read the commands and instructions in the Learner's Book. Assist those that are having difficulties in reading.
- Use the sentences to explain the differences between commands and instructions. The explanation will be in the national language. There should be a difference in your tone when reading a command and an instruction. Commands are said with a higher tone.
- Let the learners read the commands and instructions after you emulating your tone. This will enhance their **communication** skills.
- Explain to the learners that: **A command** is something you **must do** while we use instructions to tell someone **how to do something**.
- Let the learners read and categorise the sentences into either commands or instructions.
- **Individually**, ask learners to stand before the class and do simple commands such as wave, look behind, sit, etc.
- Guide and correct accordingly.

Assessment opportunities

Observation

Observe as the learners sing and act the song and assess whether there is an understanding of the meaning of the commands given.

Product

Consider how the learners have handled the do and match exercise and assess whether the learners have understood the difference between commands and instructions.

Activity 2: Practise (Refer to Learner's Book page 2)

Key words

greet write clap read touch point

Learning Activities

(a) Look and do these commands

- **Introduce** the activity by revising the previous activity by asking as many learners to do simple commands.
- **As a class**, let the learners study the actions displayed in the Learner's Book. Let them name the actions they can see.
- Encourage them to name the actions they have learned in English language. Allow them to name national language the actions that they can't name in English in their as you translate it into English.
- Correct and guide the learners through this.
- **In pairs**, let the learners practise the actions displayed. Let the learners take turns to present the actions as they name them in English to the class. Let as many learners as possible participate in this.

(b) Listen and do these commands

Key words

sing dance smile laugh jump

Learning activities

- Let the learners read the commands in the Learner's Book .Listen and correct their pronunciation.
- Let the learners take turns to come to the front of the class and name an action that they have learned as they do the action. Let as many learners as possible take part in this.
- **In groups** of four, let the learners choose a group leader who will give them a command that they have learned as the rest perform them.

- Guide and correct them if necessary.
- Draw pictures of learners doing the different commands the learners have learned in the classroom on a chart and label it. Hang the drawing on a wall in the classroom where learners can read it.

Assessment opportunity

Observation

Observe as the learners perform different commands and assess whether they can link their actions to the commands.

Activity 3: **Say and do** (*Refer to Learner's Book page 3*)

Key words

jump shy clap sit point

Learning activities

In pairs, ask the learners to give commands and instructions to each other. They should use the key words in the Learner's Book.

Assessment opportunity

Observation

Observe as the learners give each other commands and instructions. Are they able to give the instruction in English? Can they follow the instructions given.

Activity 4: **Song on commands** (*Refer to Learner's Book page 3*)

Key word

everybody

Learning Activities

(a) Sing and do

- Introduce the activity by revising the previous activity by letting learners do the commands learnt.

- Let the learners read the words of the song. Correct their pronunciation.
- Select a few learners to perform the commands that they are familiar with from the song.
- Guide the learners in finding a rhythm for the song and let them sing the song **in groups**.
- Sing the song as you do the actions and let the learners repeat after you.
- **In groups** of five, ask the entire group to sing and one person to do the commands. This will enhance their **co-operation** skills.
- Ensure they make it fun.

Assessment opportunities

Observation

Observe as the learners perform the commands and assess whether they understand the meaning of the commands.

Activity 5: **Game on commands** (*Refer to Learner's Book page 3*)

Key word

point

Learning activities

- Call one learner at a time and ask them to move to the front of the class.
- Let them listen to the command you whisper to them. Again give simple commands like sit, stand, turn, walk, etc. Give them the commands in the Learner's Book.
- Ask the learners to mime the command.
- Let the class follow and do as per the command.
- Do this with different learners.
- Let the learners get **in groups** of five and play the game in the Learner's Book.

Assessment opportunity

Observation

Observe as the learners perform the commands and assess whether they understand the meaning of the commands.

Activity 6: Instructions (*Refer to Learner's Book page 4*)

Key words

outside pick

Learning Activities

(a) Follow and do these instructions.

- Let the learners read the instructions in the Learner's Book.
- Select a few learners to perform the instructions.
- Let the learners do the incorporate other commands that they have learned before, for example, go outside, pick a stick, come back to class and jump or clap.
- Let them take turns in doing the instructions. This will enhance their **communication** skills.

(b) Listen and do

Key words

plain paper scissors pattern

- Introduce the lesson by asking the learners to write down the instructions of cooking *kisra* in their exercise books. Let the learners take turns in reading their instructions to the rest of the class.
- Take note of the vocabulary the learners use in writing the instructions and correct them if need be.
- Let the learners read and attempt to follow the instructions in the Learner's Book. Avail the materials needed to the learners.
- **In groups**, depending on the quantity of material that is available, let the learners have the materials and let them perform the instructions. They should present the pattern that they come up with to the class. Applaud the group with the best pattern.

Assessment opportunities

Conversation

Talk to the learners to see whether they understand what instructions are by listening to how they give the steps on making *kisra*.

Observation

Observe whether the learners understood the instructions on making a pattern from paper by monitoring how they carry out the step by step instructions.

Activity 7: **Story** (Refer to Learner's Book pages 5-6)

Key words

forgetful shopkeeper wheat flour

Learning Activities

(a) Listen and tell

- Revise the previous activity by giving various learners a chance to give instructions on how to do something of their choice. They can do this in national language then you help them get a few words in English.
- Ask learners to listen carefully as you read the story 'Fina the forgetful girl'.
- Let them read the story after you. Correct wrong pronunciations.
- Ask the learners to pretend that they were Fina's mother and ask them to say what punishment they could have given to Fina for not following her instructions.
- Let the learners narrate of that one time they were given instructions and they did not follow. Let them say the consequences they faced from their actions. Explain to the learners the importance of following instructions.
- Guide the learners in reading and discussing the questions in the Learner's Book as a class.

(b) Tell us

- Introduce the lesson by asking learners to summarise the story 'Fina the forgetful girl' in their own words. Let them take turns to present their summaries to the class. They can do the summary in national language then you help them get a few words in English.

- Read the questions in the Learner’s Book and guide the learners in answering them **as a class**.
- Let the learners present as many opinions as possible in the open-ended questions as this will enhance their **critical thinking** skills.

Answers

1. Fina was sent to buy wheat flour at the market but bought sweets instead.
2. Open-ended
3. Open-ended e.g. write down what she had been sent.
4. Open ended
5. Open-ended

Assessment opportunities

Conversation

Talk to the learners as they answer the questions and assess whether there was an understanding of the story and whether they get the concept behind the story.

Activity 8: **Word bank** (*Refer to Learner’s Book page 6*)

Learning activities

- Let the learners say the new words that they have learnt in the unit and the context in which they were used.
- Write the words on the chalkboard as they say them.
- Let them copy the words in their word bank books.

Assessment opportunities

Conversation

Talk to the learners to see whether the key words mentioned are related to the unit.

Product

Assess the word bank books to see whether the words have been entered correctly.

GENERAL NOTE: Throughout the unit, the teacher is encouraged to allow learners to hold discussions in national language while at the same time explaining to them

concepts in national language. This should be applied throughout the book since the medium of learning in P1-P3 is national languages. However, this being the learning of English language, emphasis should be that learners are able to pick the key words in English, comprehend and make simple sentences in English and this should keep advancing as learners progress.

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages v– ix of this Teacher’s Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

Unit 2

Myself

(Refer to Learner's Book pages 7-13)

Learn about		Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about themselves. Key words should be displayed for them to copy and learn. They should be encouraged to talk about their daily activities and write a list in order of the activities through the day.</p> <p>They should read a range of simple fiction and non-fiction about people and descriptions of self. They should work in groups to write some simple sentences about another person and see if the group can guess who it is written about.</p> <p>Through brainstorming learners should list the daily activities in respect to keeping oneself clean.</p> <p>Learners should be given the opportunity to expressed ideas, opinions and emotions on how to show emotions and empathy to others. They should be guided to form simple words and sentences using appropriate parts of speech.</p> <p>Learners should also be exposed to stories, poems and act dialogues and role-plays related to the theme. They should also be given chance to know adverbs and adjectives and the use of punctuation marks.</p>		<ul style="list-style-type: none"> • What do you do every day? • How can we describe ourselves to others? • How can we describe other people?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the main points from a range of both spoken and written passages • Learners should be able to differentiate present, past and future in a range of spoken and written text about oneself 	<ul style="list-style-type: none"> • Answer both oral and written questions about myself • Give clear and fluent speeches expressing their opinions • Write sequences of sentences that extend ideas logically and where grammar is correct • Read independently, using strategies appropriately to establish meaning • Read texts fluently and accurately 	<ul style="list-style-type: none"> • Appreciate themselves and others for who they are • Show increasing confidence in speaking to different people in different occasion about who they are
<p>Contribution to the competencies: <u>Communication and Co-operation:</u> Group work, role-play, dialogues/conversation etc.</p>		
<p>Links to other subjects: <u>Life Skills:</u> Hygiene</p>		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for most of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to themselves. The activities will help learners to practise talking about themselves.

Learners will also be given opportunity to listen to and practise telling stories and also to sing songs about themselves. They will be exposed to rhymes, dialogues, role-play and games that will improve their vocabulary.

Using the Learner's Book

There are both words and pictures in the textbook, and as your learners are yet to develop their reading skills, it is important to read the text for them as they say the text after you. That way you will be 'modelling' reading and will help their development.

Learners should be encouraged to say or recite/sing texts along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to listen to and say, these passages should be broken down into shorter phrases.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some key words on posters or boards around the learning space if possible so that learners get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The learner competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of politeness. Learners are

asked to work in pairs and groups(as explained in this Teacher’s Guide), so there are continuous opportunities for co-operation and teamwork also.

It is important in Primary 3 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

Cross-cutting issues

Life skills: Learners will be introduced to a range of vocabulary that they can use to talk about themselves.

Teaching aids

Flashcards, the Learner’s Book, pictures, charts

Activity 1: **Introducing ourselves** (*Refer to Learner’s Book page 7*)

Key word

I love

Learning activities

Listen and role-play

- Introduce the activity by revising the previous unit on commands and instructions. Ensure the learners can differentiate the two.
- Ask the learners to say something about themselves. Let as many learners as possible respond.
- Read what Keji and Lam are saying in the Learner’s Book.
- Select a few learners who will take turns to read what Keji and Lam are saying.
- Ask the learners to say their gender, age, the class they are in and the subject they like. Remind them the meaning of the word ‘gender’.
- Let them take turns to come to the front, greet the class and talk about themselves with reference to their name, gender,age,the class they are in and the subject that they love most. Encourage them to use the present tense. This will enhance their **communication** skills.

Assessment opportunities

Conversation

Talk to the learners and assess the choice of vocabularies and tense the learners use to talk about themselves.

Activity 2: **Introducing our friends** (*Refer to Learner's Book page 8*)

Key words

good at help in

Learning activities

Say and do

- Introduce the activity by asking various learners to introduce themselves before the class. Let the learners introduce their friends.
- Let each learner tell his/her desk mate who his/her best friend is. Ask the learners to say one thing he/she likes about his/her friend.
- Let the learners read what Adut is saying **as a class**.
- **In pairs**, let the learners take turns to come to the front and introduce each other. Ask them to point at themselves as they introduce themselves and at their partner when introducing them. Encourage them to use present tense.
- Ask learners to note what subjects their partners and other learners are good at. Encourage them to seek assistance in the subjects that they are poor in from their classmates who are good at them. This will enhance their **co-operation** skills.

Assessment opportunities

Conversation

Talk to the learners and assess the type of vocabulary and tense that they use when introducing their friends.

Activity 3: Draw and write (Refer to Learner's Book page 8)

Learning activities

(a) Draw yourself

Let the learners draw themselves in their school uniform walking to school.

(b) Talk about yourself

Key words

best friend parents subject

Learning activities

- Revise the previous activity by giving many learners a chance to introduce their friends.
- Let the learners read the phrases given in the Learner's Book.
- **In groups** of four, let the learners talk about themselves with reference to the pointers in the Learner's Book. Select one person from each group and let them go to the front of the class and say who their best friend is, best subject, name and parents. This will enhance their **communication** skills.
- Encourage them to use the present tense, for example, 'My best subject **is** Mathematics.'
- Let them write the sentences in their exercise books.

(c) Write a sentence about yourself

Ask learners to write a sentence about themselves. Encourage learners to use the vocabulary learned.

Assessment opportunities

Observation

Observe as the learners talk about themselves and assess whether there was an understanding of the key words and note the tense used.

Product

Consider the drawing. Assess whether it is clear and relevant.

Look at the learner's exercise books and check whether words have been spelt and sentences punctuated correctly.

Activity 4: Playing a game of ‘Who am I?’ (*Refer to Learner’s Book page 9*)

Key words

I live who am I

Learning activities

- Introduce the activity by revising the previous activity by giving many learners a chance to say a sentence using the words given 3b.
- Ask the learners to say a few things about themselves. Let as many learners as possible respond.
- Let the learners read the example in the Learner’s Book.
- Select a few learners who will take turns to use the example given in the Learner’s Book to talk about themselves.
- Let them take turns to go to the front of the class and participate in the game by emulating the example given in the Learner’s Book. Encourage them to use present tense in their sentences.

Assessment opportunities

Conversation

Talk to the learners to see whether they are able to describe themselves appropriately with relevant vocabulary in present tense.

Observation

Observe the learners as they present and gauge whether there has been an understanding of the new words.

Activity 5: Vocabulary related to introducing self (*Refer to Learner’s Book page 9*)

Key words

myself ourselves your my

Learning activities

(a) Listen and repeat

- Read the words in the Learner's Book aloud and let the learners repeat after you. Point as you read the words, for example, point at yourself when you say 'myself', at a learner when you say 'you', at a boy when you say 'his' and at yourself when you say 'my'. Let the learners repeat your actions as they also say the words.
- This will enable the learners to quickly understand the meaning of the words.

(b) Make oral sentences

- Ask the learners to construct simple sentences using the words learned in 5a.
- Let them take turns to come to the front of the class and present their sentences.

Assessment opportunities

Observation

Observe as the learners do actions of the words as they say them and assess whether their actions match the words.

Product

Assess the sentences the learners will construct to see whether there was understanding of the meaning of the vocabulary used in introducing self.

Activity 6: **Daily activities** (*Refer to Learner's Book page 9*)

Key words

breakfast teeth

Learning activities

Say and mime

- Ask the learners to say what they can see in the picture in the Learner's Book. Let them say what time of day they perform the action in the picture.
- **In pairs**, ask learners to tell their friends what they do in the morning. Encourage them to use present tense.
- Let them say why they do that activity every day.

- Let the learners read what Buwa is saying.
- Let them identify the words that they have learned in previous lessons and let them say what they mean and in which context they were used.
- Ask them to read again and this time mime the words.
- Let the learners say why they think Buwa brushes every day. This will enhance their **critical thinking** skills.

Assessment opportunities

Observation

Observe the learners as they mime and assess whether the words match the actions.

Activity 7: **Order of daily activities** (*Refer to Learner's Book page 10*)

Learning activities

(a) Look and say

- Introduce the activity by giving the learners a chance to say what they do in the morning.
- Let the learners study the pictures in the Learner's Book and describe what they can see. This will enhance their **communication** skills.
- **In groups**, ask learners to discuss their daily activities starting from morning to evening.
- Let the learners say the importance of those activities.
- Let the learners take turns to present their work to the class.
- **As a class**, ask the learners to compare their different activities and agree on one major list consisting of common activities that they perform.
- Write the list on a manilla paper with matching illustrations and hang it at the back of the class.

(b) Copy and arrange these sentences correctly.

- Let the learners read the sentences in the Learner's Book aloud. Ask them to relate the sentences to the pictures in 7a, for example, 'Okello wakes up' refers to picture (a).
- Let them arrange the sentences chronologically according to the activities that they carry out during the day.

Assessment opportunities

Observation

Observe as the learners come up with the list of things that they do and assess the vocabulary they use to see if it is relevant. Are they using the present tense?

Product

Assess how the learners arrange the sentences to see whether there was understanding of the vocabulary used saying the order of daily activities.

Activity 8: *Story (Refer to Learner's Book page 11)*

Learning activities

- Introduce the activity by asking the learners to list their daily activities.
- Let the learners **in groups** read the story on how Judy spends her day.
- Ask them to make a list of Judy's activities in their exercise books chronologically.
- Let the learners compare their list of activities that they made in activity 6 with that of Judy. Let them **individually** list the activities that are similar in both lists in their exercise books.

Assessment opportunity

Product

Assess the lists that the learners come up with to see whether there was understanding of the vocabulary.

Activity 9: *Making a daily timetable (Refer to Learner's Book page 11)*

(a) **Say Judy's timetable. Draw and complete it.**

Key words

time activity

Learning activities

- Ask the learners to read the list they made on Judy's activities in activity 8 again.

- Let them copy the timetable in the Learner’s Book in their exercise books and fill it in with the activities they listed in activity 8.
- Ask them to take note of the times shown from the story in activity 8.

(b) Say your own timetable. Write it down.

- Copy the timetable in 9a on the chalkboard.
- Let the learners copy and fill the table in their exercise books with the activities that they do at those specific times on a school day .

Assessment opportunities

Product

Talk to the learners to see whether they understand the different times of the day by assessing the kind of responses they give concerning the activities carried out during the specific times of day.

Activity 10: Care for oneself (*Refer to Learner’s Book page 12*)

Key words

wash brush bathe cut nails

Learning activities

Look and tell

- Introduce the activity by asking learners to share their daily activities.
- Ask the learners to look at the pictures given **in pairs**.
- Let the learners say what the people in the pictures are doing.
- Let them say what these people are using to be clean and smart.
- Let them say the things they do to keep clean every day. This will enhance their **communication** skills.
- Let the learners present the answers to the class.
- Let the learners say what will happen to them if they do not keep clean. This will enhance their **critical thinking** skills.

Assessment opportunities

Observation

Observe as the learners describe the pictures and assess whether they are conversant with the actions displayed.

Conversation

Talk to the learners to see whether they understand the importance of learning about keeping their bodies clean.

Activity 11: **Poem on body cleanliness** (*Refer to Learner's Book page 12*)

Key words

stay clean

Learning activities

Recite and act

- Let the learners read the poem in the Learner's Book **as a class**.
- **In groups**, let the learners master the poem and recite it with actions. Let the groups take turns to present before the class with their own new sentence.

Assessment opportunities

Observation

Observe as the learners present the poem and assess whether there has been mastery of the meanings of the new words by observing their actions.

Activity 12: **Feeling sorry for others** (*Refer to Learner's Book page 13*)

Learning activities

Look and talk

- Let the learners study the picture in the Learner's Book and describe what they can see.

- Let them say the different situations in which they would feel sorry for someone else. Ask them what they would do to help.
- Encourage them to always empathise with people who are going through different hardships.

Activity 13: **Word bank** (*Refer to Learner's Book page 13*)

- Let the learners say the new words they have learned in the unit.
- Ask them to write the words in their word bank books.

Assessment opportunities

Product

Assess the word bank books and see whether the words entered are relevant to the unit and are spelled correctly.

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages v– ix of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

Unit 3

Our Payam

(Refer to Learner's Book pages 14-20)

Learn about		Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about their Payam. Key words should be displayed for them to copy and learn. Working in small groups and as a whole class, they should discuss about the location, people living in, and the social services carried out in their Payam.</p> <p>They should be exposed to poems, stories, rhymes, situational games, debates and act role-plays, dialogues/conversations with themes related to their Payam.</p> <p>They should be guided to begin reading independently using appropriate strategies to establish meanings. Individually, they should also be encouraged to write simple correct sentences using the given structure.</p>		<ul style="list-style-type: none"> • Where is your Payam located? • Who are the people living in your Payam? • What are the social services in your Payam?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand a range of main points from both oral and written text about our Payam • Differentiate between present, past and future in a range of spoken or written materials 	<ul style="list-style-type: none"> • Answer both oral and written simple questions about our Payam • Begin to read independently using appropriate strategies to establish meanings about our Payam • Write sequence of sentences to communicate ideas logically with correct grammar about our Payam 	<ul style="list-style-type: none"> • Show increasing confidence in communicating ideas and opinions logically considering the choices of words
<p>Contribution to the competencies:</p> <p><u>Communication and Culture:</u> Role-play, discussion etc.; the knowledge of people and services of the people of a Payam.</p>		
<p>Links to other subjects:</p> <p>Social Studies: On the topic of our Payam.</p>		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for most of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to talking about their Payam. The activities will help learners to practise talking about their Payam and the things they could talk about.

Learners will also be given opportunity to listen to and practise telling stories, sing songs and recite poems about their Payam. They will be exposed to rhymes, role-play and games that help them understand their Payam.

Learners will be encouraged to share what they will have learnt about their Payam with their families and communities.

Using the Learner's Book

There are both words and pictures in the textbook, and as your learners are yet to develop their reading skills, it is important to read the text for them as they say the text after you. That way you will be '**modelling**' reading and will help their development.

Learners should be encouraged to say or recite/sing texts along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to listen to and say, these passages should be broken down into shorter phrases.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some key words on posters or boards around the learning space if possible so that learners get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The learner's competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of politeness. Learners are

asked to work in pairs and groups(as explained in this Teacher’s Guide), so there are continuous opportunities for co-operation and teamwork also.

It is important in Primary 3 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

Cross-cutting issues

Peace Education: The learners will be exposed to the good things found in their Payam. This will encourage them to maintain peace so they could enjoy these things.

Life skills: Learners will be exposed to different important places in the Payam and be educated on the purpose of those places in the Payam.

Teaching aids

Learner’s Book, pictures, charts

Activity 1: **Where you live** (*Refer to Learner’s Book page 14*)

(a) Listen and role-play

Key words

I live

Learning activities

- As an introduction to this Unit, learners could be asked to name the different Payams that they live in.
- Refer the learners to the pictures in the Learner’s Books.
- Let the learners read what Akello and Odong are saying **in pairs**. One partner should be Akello and the other Odong.
- Let the learners talk about the different places they live **as a class**. This will enhance their **communication** skills.
- Guide them in constructing correct sentence structures with appropriate vocabulary.

(b) Tell us about your Payam

- Let the learners say what they like and do not like about their Payam. Let them give reasons for their answers.

Assessment opportunities

Observation

Observe as the learners talk about the places they live and assess the range of vocabulary they use.

Activity 2: Vocabulary related to our Payam (Refer to Learner's Book page 15)

Key words

church mosque grocery post office

Learning activities

(a) Look and name

- Let the learners look and name what is in the picture given in the Learner's Book. Ask them to mention anything that they can see.
- Emphasize that they should name the items or places that they have come across in previous activities in English. Allow them to name the other items that they have not learned before in their national language as you translate for them to English.
- Let the learners read the words in the Learner's Book and point to the place in the picture **in pairs**. Move around the class and monitor as the learners carry out the exercise.
- Let the learners use the correct pronunciation.

(b) Talk about these places in your Payam.

- Ask the learners to read the words in the Learner's Book aloud **as a class**.
- Let the learners talk about the places mentioned in the Learner's Book. Let them say if those places are present in their Payam and mention the kind of activities that happen there.

Assessment opportunities

Observation

Assess whether there was an understanding of the new words by observing the learners as they carry out the look and name exercise.

Activity 3: Important places in our Payam (Refer to Learner's Book page 16)

Key words

hotel

Learning activities

Look and talk

- Introduce the activity by asking the learners to name the places that they think are the most important to them in their Payam. Let them give reasons for their answers. This will enhance their **critical thinking** skills.
- They should name places that they have already learned in previous activities in English. Translate any places that will be named in their national language to English.
- Let the learners look and name what is in the pictures in the Learner's Book .
- Let them talk about what is happening in the pictures.
- Ask the learners if they can relate the different places found in the pictures to what is found in their Payam.

Assessment opportunities

Observation

Assess whether vocabulary used to name different places is appropriate and pronunciation is correct.

Activity 4: Social services in our Payam (Refer to Learner's Book page 16)

Key words

shopping centre social services

Learning activities

(a) Listen and tell

- Let the learners read the text in the Learner's Book **in groups**.

- Guide the learners in reading the sentence structures correctly by correcting their pronunciation and emphasising on observation of punctuation marks.
- Explain to the learners that social services are government services provided for the benefit of the community, for example, education, medical care and housing.
- Let them mention the different social services that have been mentioned in the text **as a class**.
- Let the learners mention any other social services that they have come across in their Payams that has not been mentioned in the text.
- Let the learners say how the government achieves its objective of providing these services to the community, for example, the government provides education through building schools and supplying them with textbooks. This will enhance their **critical thinking** skills.
- Let the learners talk about how they feel about the different social services offered in their community. Are they helpful?

(b) How do you get medicine in your Payam? Tell us.

- Let the learners talk about the health situation in their Payams.
- Let them say how they access medicine in their Payams.

Assessment opportunities

Conversation

Talk to the learners to see whether they understand what social services are by assessing the kind of vocabulary used to talk about it.

Activity 5: Reciting Poems in Social Services (*Refer to Learner's Book page 17*)

Key words

shiny money bakery

Learning activities

(a) Listen and recite

- Let the learners look and name the places presented in the pictures in the Learner's Book.

- Let the learners mention the kinds of social services found in these places. Remind them what social services are. Guide and correct them appropriately.
- Read and recite the poem in the Learner's Book.
- Let the learners read and recite after you **as a class**. This will enhance their **co-operation** skills.
- Pay closer attention to the vocabulary related to social services within their Payam like bank, hotel, etc.

(b) Write one more stanza for the poem

- Ask the learners to recite the poem in 5(a) again.
- Let the learners mention any important places that they have learned about for example: market, hospital, hair salon etc.
- Ask them to describe the places they have mentioned and say the things or services that they can get from those places.
- Let the learners choose one important place and write one more stanza for the poem in 5(a) emulating the first two stanzas.
- They should describe and mention the things or services produced at the important place that they have chosen.

Assessment opportunities

Conversation

Talk to the learners to see whether they can identify different places in the Payam through certain defining features.

Observation

Observe the learners as they talk about social services found in different places and assess whether they understood what social services are.

Product

Consider the stanzas the learners will create and assess whether the vocabulary used is appropriate for the context and whether the stanzas are relevant.

Activity 6: Playing a game of ‘Where’ (Refer to Learner’s Book page 17)

Key words

where sorghum

Learning activities

- **In pairs**, let the learners read the text in the Learner’s Book.
- One partner should read what the girl is saying and the other to read what the boy is saying. They should then switch roles and read again.
- The pairs should then replace the word ‘sorghum’ with bread, medicine and clothes in turns. This should be followed with a relevant response stating where these items can be found.
- They should then write these sentences from the game in their exercise books.
- Each pair to take turns to present their sentences to the class.

Assessment opportunities

Observation

Observe as the learners play the game and assess whether they can name and understand the purpose of the different amenities in their Payam.

Activity 7: Number of people in your Payam (Refer to Learner’s Book page 18)

Key words

number many lots a few

Learning activities

(a) Guess how many

- Refer the learners to the picture in the book.
- Guide them in interpreting the pictures in the book.
- Let them guess how many people they can see.
- Give the learners a chance to present their answers to the class.

(b) Guess how many people are in

- In groups, ask the learners to name the different places within their Payam. For example, school, home, etc. Let them guess the number of people that can be found within different places within their Payam.

Assessment opportunities

Conversation

Talk to the learners to see if they understand the meaning of the different words that describe the different places in the Payam by assessing the answers that they give to the number of people that live in the Payam.

Activity 8: Story (*Refer to Learner's Book pages 19-20*)

Key words

chief sub-county south left

Learning activities

(a) Listen and tell

- Introduce the activity by asking the learners to name the different places found in their Payam, for example church, school, etc.
- Draw the learner's attention to the text in the book.
- In small **groups**, let the learners read the text.
- Select a few learners and ask them to stand up and tell the class what the text is about. This will enhance their **communication** skills.

(b) Write answers. Read them to the class.

- **Individually**, let the learners write down the answers to the questions in the Learner's Books in their exercise books.
- Remind them that the answers should be picked from the text.
- Emphasise on neat handwriting.

(c) Role-play

- Let the learners study the map in the Learner's Book.

- Divide the learners in groups and ask them to role-play how they would get to school from Evan's home.
- Ask them to use props to identify different places they will pass in Fangak's Payam.
- Let the groups take turns to present to the class.
- Clap for the group that gets the directions right.

Assessment opportunities

Conversation

Talk to the learners to assess whether they understood the contents of the story and whether they can infer the answers of the oral questions from the text.

Activity 9: **Word Bank** (*Refer to Learner's Book page 19*)

Learning activities

- Ask the learners to name the new words they have learned in the unit and let them discuss and write down the meaning of the new words **in groups**.
- Let the different groups take turns to present their work to the class.
- **Individually**, let the learners copy the new words presented by different groups in their word bank books.
- Appreciate the group that comes up with the most words that are relevant.

Assessment opportunities

Conversation

Talk to the learners to see whether they understand the meaning of the new words selected.

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages v– ix of this Teacher’s Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

Unit 4

Economic activities in our Payam

(Refer to Learner's Book pages 21-25)

Learn about		Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about economic activities. Key words should be displayed for them to copy and learn. They should be encouraged to talk about the different economic activities people in their Payam are engaged in. They should write lists about the range of jobs in the Payam. They should listen to a visitor talk about the job they do (in English) and ask appropriate questions.</p> <p>Each group should research a job within the Payam and write an account of it that they present to the class.</p> <p>In small groups and as a whole class, they should discuss the benefit of their economic activities to the people of their Payam. They should be encouraged to demonstrate or role-play themes related to the economic activities.</p> <p>They should also be exposed to appropriate poems, stories, situational games, rhymes and dialogues with related themes. They should begin to read and write independently meaningful text.</p>		<ul style="list-style-type: none"> • What are the different economic activities people in your Payam are engaged in? • How do the economic activities benefit the people in your Payam?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand a range of main points from both oral and written text about our Payam 	<ul style="list-style-type: none"> • Speak clearly on themes related to economic activities of their Payam • Answer questions using a variety of structures • Begin to read and write independently • Form simple and compound sentences and begin to use subordinates • Use punctuation marks and spell simple words correctly 	<ul style="list-style-type: none"> • Show increasing confidence when expressing opinions
<p>Contribution to the competencies: <u>Communication and Co-operation:</u> Role-play, poems, songs etc.</p>		
<p>Links to other subjects: Social Studies: Economic activities in Payam.</p>		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for most of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to economic activities. The activities will help learners to practise politeness, talk about the different economic activities in their Payam.

Learners will also be given opportunity to listen to and practise telling stories. Sing songs and recite poems about economic activities.

Learners will be encouraged to share what they will have learnt about economic activities with their families and communities.

Using the Learner's Book

There are both words and pictures in the textbook, and as your learners are yet to develop their reading skills, it is important to read the text for them as they say the text after you. That way you will be '**modelling**' reading and will help their development.

Learners should be encouraged to say or recite/sing texts along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to listen to and say, these passages should be broken down into shorter phrases.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some key words on posters or boards around the learning space if possible so that learners get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The student competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of politeness. Learners are

asked to work in pairs and groups(as explained in this Teacher’s Guide), so there are continuous opportunities for co-operation and teamwork also.

It is important in Primary 3 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

Cross-cutting issues

Life skills: Learners should be given an opportunity to learn the different things that entail the different economic activities.

Teaching aids

Learner’s Book, pictures, charts

Activity 1: **Economic activities** (*Refer to Learner’s Book page 21*)

Key words

economy paint sell shop keeper cobbler

Learning activities

(a) Look and name

- Select a few learners randomly, one at a time, and ask them to describe what they see and name the people in the pictures in the Learner’s Book.
- Emphasise that the learners should respond in English. Translate to English where they have to describe or name in their national language.
- You can also write the words on pieces of paper and give the learners to place the correct picture.
- Let them mention if they have ever done or seen people do those activities in their Payam.
- Ask the other members of the class to mention the importance of these activities to their community. This will enhance their **critical thinking** skills.
- Explain to the learners that these activities are known as economic activities. They involve production of food and other things, sharing those things with everyone for them to use.
- Let the learners mention any other economic activities that they know of.

Answers

Activity	Person
a) fishing	fisherman
b) selling	shopkeeper
c) painting	painter
d) shoe making	cobbler

(b) Name these people in your Payam

- Let the learners read the names in the Learner's Book aloud **as a class**.
- Let them discuss the jobs the different people listed in the Learner's Book do.
- What do they do?

Answers

- a) Shopkeeper - sell goods
- b) Cobbler - make shoes
- c) Teacher - teach
- d) Painter - paint
- e) Fisherman - fish

Assessment opportunities

Conversation

Talk to the learners and see whether they can identify the different economic activities and the names of the people that perform the activities carried out in their Payam and assess the type and level of vocabulary used to express themselves.

Activity 2: Various economic activities (Refer to Learner's Book page 21)

Learning activities

(a) Listen and recite

- Introduce the activity by asking the learners oral questions like *what are the words we learnt in the previous activity?*

- Refer the learners to the poem in the Learner's Book.
- Let the learners read and recite the poem. Insist on proper pronunciation and intonation.
- **In pairs**, let the learners list the economic activities and the names of the people that perform the activities that are mentioned in the poem.
- Learners should take turns to present their answers to the class. Correct them where necessary.

(b) Answer in complete sentences

- Refer the learners to the questions in the Learner's Book. Ask the learners to say the complete sentences to their partners e.g. A fishmonger sells fish.
- **Individually**, let the learners write down the answers to the questions in their exercise books.
- Collect the books and mark the learner's work correcting them where necessary. Note the sentence structures used by the learners.

Assessment opportunities

Conversation

Talk to the learners to assess whether they have mastered the different names of the people that carry out different economic activities.

Activity 3: **Where people work** (*Refer to Learner's Book page 23*)

Key words

office work shop

Learning activities

(a) Where

- Introduce the activity by asking the learners to name the different economic activities and name the people that perform those activities **as a class**.
- Let the learners name the various places where people they have mentioned work.
- Refer the learners to the pictures in their books.

- In **pairs**, let the learners say where the people in the pictures are for example office, workshop, etc. Let them name the people and the economic activity that they are doing.
- Encourage all the learners to participate actively in the discussion.

Answers

- a) Secretary –works in the office
- b) Carpenter- works at the workshop

(b) Name places where people in your Payam work.

- Introduce the learners to different places where people work within their Payam like a shop, office, quarry, school, market, farm, etc.
- Give the learners a chance to say if they have been to any place where people work within their Payam.
- Appreciate all the learners who will mention the correct places.
- In conclusion, remind the learners to appreciate all the work places and respect the jobs that people do.

Assessment opportunities

Observation

Observe the learners as they name the places where different activities take place and assess whether there is mastery of relevant content.

Activity 4: **Benefits of economic activities** (*Refer to Learner's Book page 22*)

Learning activities

Look and say

- Start by referring the learners to the pictures in their books.
- Let the learners practise interpreting the pictures **in pairs**.
- Select individuals from the class to name the persons in the pictures and the job that they are doing.
- Ask the learners to talk about the importance of the jobs in the pictures.

- Hold a discussion about how all jobs are important. Let the learners appreciate the different job roles. Ask them what would happen if the cleaner did not clean their school.
- Conclude that all jobs are important and there is need to appreciate all of them.

Answers

- a) trader
- b) teacher

Assessment opportunities

Conversation

Talk to the learners to see whether they understand the importance of economic activities in a community.

Activity 5: A conversation (*Refer to Learner's Book page 23*)

Learning Activities

(a) Listen and act

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to mention the importance of different economic activities.
- Let the learners say what they can see in the picture given in the Learner's Book.
- Ask learners to say if they have ever engaged in such an economic activity.
- Read the dialogue in the Learner's Book and let the learners read after you.
- Divide the learners into **small groups**. Let the learners act out the dialogue.
- As a group, let them act before the class.
- Ask the class to vote for the best group.
- Let the rest of the members appreciate the best group.

(b) Act using your family members

- **In pairs**, let the learners read the conversation in 5a again.
- Ask the learners to role-play the conversation using their family members.

- One partner should play the role of the teacher and ask the other questions and then switch roles.

Assessment opportunities

Observation

Observe the learners as they role-play and assess whether they are able to identify the occupations of the different members of their family.

Activity 6: *Story (Refer to Learner's Book page 23-24)*

Learning activities

(a) Listen and tell

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to act out the dialogue in the previous activity.
- Start by reading the story given in the Learner's Book for the learners. Ask the learners to read the story after you.
- Let the learners read the text.
- Ask them to share what they would love to do when they grow up and why.

(b) Answer orally

- Refer the learners to the oral questions. Let the learners discuss the questions and answer them orally **in groups**.
- Conclude that every job is unique and has its strength and weaknesses.

Assessment opportunities

Conversation

Talk to the learners to assess whether they understood the poem and whether they can infer the answers of the oral questions from the text.

Activity 7: Word bank (Refer to Learner's Book page 24)

Learning activities

- Introduce the activity by revising the previous one. Do this by asking individuals to talk about anything they learnt from the text they read from the previous activity.
- Let the learners copy the words in their word bank books.
- You can have the words displayed e.g. at the blackboard for learners to copy.
- The words must be related to different economic activities in their Payam.
- Give the learners a chance to present their answers in **groups** to the class.
- Let others clap for them.

Assessment opportunities

Conversation

Talk to the learners to see whether they understand the meaning of the new words selected.

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages v– ix of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

Unit 5

Our environment

(Refer to Learner's Book pages 26-31)

Learn about		Key inquiry questions
<p>Learners should be exposed to vocabulary and structures that can enable them talk about environmental pollution. They should read some non-fiction about pollution and its effect on the environment.</p> <p>Talking in pairs and in small groups, they should discuss the sources of environmental pollution in their area and how the environment can be conserved. They should write lists of these sources and solutions and make a presentation to the class.</p> <p>They should work in groups to plan a project to improve the environment around the school. They should write down their plan and, if possible, carry it out.</p> <p>Learners should be exposed to appropriate poems, stories, healthy debates, situational games, riddles, tongue twisters and dialogues/ conversations.</p>		<ul style="list-style-type: none"> • What is environmental pollution? • What are the sources of environmental pollution? • How can we prevent environmental pollution?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the difference between the present, past and future events in a range of spoken and written materials 	<ul style="list-style-type: none"> • Speak clearly on themes related to economic activities of their Payam • Answer questions using a variety of structures • Begin to read and write independently • Form simple and compound sentences and begin to use subordinations • Use punctuation marks and spell simple words correctly 	<ul style="list-style-type: none"> • Show increasing confidence when expressing opinions
<p>Contribution to the competencies:</p> <p><u>Communication and Co-operation:</u> Role-play, poems, songs, etc.</p>		
<p>Links to other subjects:</p> <p>Social Studies: Economic activities in Payam.</p> <p><u>Environment and sustainability:</u> caring for the immediate environment</p>		

Key inquiry questions

- What is environmental pollution?
- What are the sources of environmental pollution?
- How can we prevent environmental pollution?

Assessment opportunities

In this unit of our environment, the activities provided present various assessments formats such as observation of learners during pair work, individual work and class discussions, reading texts and answering comprehension questions, matching exercises, filling in blank spaces, writing sentences and paragraphs, acting of dialogues, reciting poems and creating poems.

Links to cross-cutting issues

- Environmental Awareness and Sustainability
- Peace Education
- Life Skills

Teaching aids

Flashcards, the Learner's book, pictures, charts, audio recordings, video recordings

Background Information

This unit will help learners develop their vocabulary in relation to environment. The activities will help learners to practise how to take care of the environment, talk about the different ways they will employ in order to take care of the environment. This will help the learners understand the need of taking care of the environment. Learners will also be given opportunity to listen to and practise telling stories. Sing songs and recite poems about environment. All these are geared towards ensuring that learners are equipped with different ways of conserving the environment. Learners will be encouraged to share their views on what they think should be done in order to take care of the environment.

Activity 1: What is around us (*Refer to Learner's Book pages 26*)

Learning activities

(a) Look and read

- As an introduction to this unit, ask learners to mention some of the things found in their surroundings. Give a chance to as many learners as you can to contribute.
- Refer the learners to the picture in the Learner's Book.
- In **pairs**, let them discuss what they can see in the pictures.
- Give the learners a chance to present to the class what they can see.
- Read the rhyme in the Learner's Book and ask the learners to repeat after you. Do this repeatedly until the learners are able to associate the sounds with the words written on the Learner's Book.

(b) Draw and tell

- Ask the learners to stand outside their classroom and identify one physical feature that they are going to draw.
- Talk to them about what they normally see as they come to school. They can list them in their national language then you can guide them translate in English.
- In groups, guide the learners to create a rhyme about what they normally see when they come to school. Ask them to use the example given in the Learner's Book.

Assessment opportunities

Observation

Observe the learners as they talk about the picture in the Learner's Book and assess whether the vocabulary they are using in naming the pictures are relevant. Listen keenly as they repeat the rhyme after you. Are they able to pronounce the words correctly?

Product

Consider the rhyme written by the learners. Are they relevant?

Activity 2: Vocabulary on environmental pollution (*Refer to Learner's Book pages 26-27*)

Key words

erosion overgrazing pollution burning cutting

(a) Listen and say

Learning activities

- **Introduce** the activities by asking the learners about what they learnt in the previous unit.
- **As a class**, introduce the learners to vocabulary found in their Payam in relation to environmental pollution.
- Tell the learners to listen as you read the words to them. Let them read the words after you. Insist on correct pronunciation.
- Give the learners a chance to try and tell the meaning of each word in their own words. Guide and correct them where necessary.
- Depending on the ability of the class, you may ask the learners to use the words given to create sentences. Let learners write the sentences in their exercise books and take turns to read them to the class.

(b) Look and say

- **In groups**, guide the learners in looking at the pictures and say what they can see.
- Let the learners name the things they have come across before in English language. Allow them to name the new things in their national language and translate for them to English.
- Guide them in discussing what is happening in the pictures. Ask them to use the most appropriate words learned in 2a to name the pictures.
- Let the learners say how they think the actions depicted in the pictures affect the environment.

(c) Listen and match

- Let the learners read the words on side A of the table in the Learner's Book aloud.
- **In groups** of five, assign each group a word. Ask the learners to close their text books.
- Let them give the meaning of the word in their own words and select a representative who will present the meaning in front of the class. Guide and correct them accordingly.
- Individually, let the learners open the textbooks and do the matching exercise in their exercise books. Collect the books for marking and correction.

Assessment opportunities

Observation

Observe the learners as they give meanings of words in their own words and gauge the level of vocabulary that they are using to express themselves.

Product

Consider the matching exercise and assess whether there was an understanding of the new words learned.

Activity 3: Environmental pollution (*Refer to Learner's Book pages 28*)

Key words

pollute chemicals smoke sewage

(a) Look and talk

Learning activities

- **Introduce** the activity by reviewing the previous activity on vocabulary. Ask the learners oral questions like *what are the words we learnt in the previous activity?*
- Refer the learners to the picture in the Learner's Book on pollution.

- Let the learners describe what they can see in the picture. Expect them to use words they have already learned like, river, trees, air and pollution.

(b) Use these words to describe the picture above

- **In groups**, let the learners read and give the meanings of the words in the box in the Learner's Book.
- Let them take turns to read their meanings to the class. Guide and correct them accordingly.
- Depending on the ability of the class, ask them, **in pairs**, to write a paragraph using the words learned in the activity on industrial activities that lead to environmental pollution.
- In conclusion, encourage the learners to avoid activities that may lead to **environmental pollution**.

Assessment opportunities

Observation

Observe the learners as they describe the picture and assess whether there has been mastery of vocabularies used in the environmental pollution topic.

Product

Consider the paragraphs written by the learners and assess whether there has been correct usage of vocabulary learned. Look at the sentence structures and see whether they are correct.

Activity 4: *Poem (Refer to Learner's Book pages 28-29)*

Key words

swing nest save breathe need

Read and recite

Learning activities

- Introduce the activity by referring the learners to the previous activity on describing environmental pollution.

- Read the poem to the class aloud.
- **Individually**, let the learners read the poem silently.
- Guide them to read and recite the poem as a class.
- Select a few individuals and ask them to say what they have learned from the poem.
- **In groups**, let the learners practise reciting the poem. Let the groups take turns to present the poem to the class.

Assessment opportunity

Observation

Observe as the learners say what they have learned from the poem and assess whether they is an understanding of the vocabulary used in environmental pollution and environmental conservation.

Activity 5: **Keeping our school environment clean** (*Refer to Learner's Book pages 29*)

Key words

untidy dirty pick

Learning Activities

Sing and do

- Ask learners to look at the picture in the learner's book and describe what they can see. Let as many learners as possible respond. Let them say how often they indulge in the activity in the picture.
- Let the learners discuss **in groups** how leaving pieces of paper lying on the ground pollutes the environment.
- Ask the learners to read the words of the song in the Learner's Book in pairs.
- Guide the learners in finding a rhythm for the song and let them sing as a class.

Assessment opportunities

Observation

Observe the learners as they discuss the picture and assess whether they can differentiate the vocabularies used in environment conservation and environmental pollution.

Activity 6: **Story** (*Refer to Learner's Book pages 30*)

Key words

Learning activities

(a) Listen and say

- Read the story in the Learner's Book aloud to the learners.
- Read the story once more aloud.
- Select learners randomly and ask them to retell the story in their own words.

(b) Tell us

- Let the learners read the questions aloud in the Learner's Book.
- Let them answer the questions **in groups** and take turns to present their answers to the class.

Assessment opportunities

Conversation

Talk to the learners to assess whether they understood the story and whether they can infer the answers of the oral questions from the text.

Activity 7: **Word bank** (*Refer to Learner's Book pages 31*)

Learning activities

Say and copy new words learnt

- Introduce the activity by revising the previous one. Give many learners a chance to sing the song.
- Guide the learners to make a **word bank book** and then copy the new/key words they learnt in the unit.

- You can have the words displayed e.g. at the blackboard for learners to copy.
- If the learners' ability is low, they do not need to do the activity.

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages v– ix of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

Unit 6

Climate and Disasters

(Refer to Learner's Book pages 32-37)

Learn about		Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about climate and disasters. Key words should be displayed for them to copy and learn. Learners should read and listen to a range of fiction and non-fiction about climate and disasters (storms, tsunami, floods, droughts etc.)</p> <p>Learners should work in small groups to talk about the different climatic conditions, role-play and debate on activities people do during the different seasons of the year.</p> <p>Learners should be exposed to appropriate poems, stories, rhymes, conversations, riddles, situational games debates and compositions with themes related to climate and disasters. Individually they should begin to read and write independently.</p>		<ul style="list-style-type: none"> • What are the do different climatic conditions in your Payam? • What people do during the different climatic conditions? • What are the common natural disasters experienced in your Payam?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the difference between the present, past and future event in a range of both spoken and written materials 	<ul style="list-style-type: none"> • Speak clearly • Answer questions using a variety of structures • Begin to read and write independently • Apply the knowledge of tenses using simple and past • Use punctuation marks correctly • Spell simple words correctly 	<ul style="list-style-type: none"> • Show increasing confidence when expressing opinion
<p>Contribution to the competencies: <u>Communication and Co-operation:</u> Role-plays, conversations, riddles, poems etc.</p>		
<p>Links to other subjects: Social Studies: Looking at the topic climate and natural disasters <u>Environment and sustainability:</u> climate</p>		

Key inquiry questions:

- What are the do different climatic conditions in your Payam?
- What people do during the different climatic conditions?
- What are the common natural disasters experienced in your Payam?

Assessment opportunities

In this unit of Climate and Disasters, the activities provided present various assessments formats such as observation of learners during pair work, individual work and class discussions, reading texts and answering comprehension questions, matching exercises, filling in blank spaces, writing sentences and paragraphs, acting of dialogues, reciting poems and creating poems.

Links to cross-cutting issues

- a) Environmental Awareness and Sustainability
- b) Peace Education
- c) Life Skills

Teaching aids

Flashcards, the Learner's book, pictures, charts, audio recordings, video recordings

Background Information

This unit will help learners develop their vocabulary in relation to climate and disasters. Key words should be given for them to copy and learn. The activities will help learners to be informed about disasters and climate. This will help the learners understand the need to be prepared just in case of a disaster.

Learners will also be given an opportunity to listen to and practise telling stories. Sing songs and recite poems about climate and disasters. All these are geared towards ensuring that learners are equipped with knowledge on climate and disasters.

Learners will be encouraged to share their views on what they think on how disasters should be managed.

Activity 1: Defining weather and climate (*Refer to Learner's Book pages 32*)

Key words

climate weather

Learning activities

- As an introduction to this unit, ask learners to say what the weather is like on this particular day.
- Refer the learners to the pictures in the Learner's Book.
- **In pairs**, let them discuss what they can see in the pictures.
- Give the learners a chance to present to the class what they can see.
- Guide the learners in drawing the weather today.
- Give the learners a chance to share their answers with the class.
- Conclude the lesson by reminding the learners that climate is the average weather condition of a place like 30-35 years.

Assessment opportunities

Conversation

Talk to the learners to see whether they understand what weather and climate is.

Activity 2: Draw and tell (*Refer to Learner's Book pages 32*)

Learning activities

Draw the weather today

- Introduce the activity by revising the previous one. Do this by asking individuals to talk about what was in the pictures.
- Ask the learners to individually draw the weather today. It could be sunny, windy, calm, etc.
- Guide learners on how to go about the activity.
- Let them colour the pictures.

- Ask learners to show their pictures to the class and let them describe the characteristics of the weather they have drawn.
- Let the class clap for the best picture.

Assessment opportunities

Observation

Observe as the learners talk about their drawing and assess whether vocabularies used are relevant to the unit.

Product

Consider the drawing. Assess whether it is clear and relevant.

Activity 3:	Vocabulary on climate and disasters (<i>Refer to Learner's Book pages 32-33</i>)
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Key words

clouds disaster floods rain season

Learning activities

(a) Listen and say

- Introduce the activities by asking the learners about what they learnt in the previous unit.
- Introduce the learners to vocabulary found in their Payam in relation climate and disasters.
- Tell the learners to listen as you read the words to them.
- In pairs, let the learners say the words after you. Insist on the correct pronunciation of the words.

(b) Match and say

- In groups, ask the learners to try and make out the meaning of the words in column A in the Learner's Book in their own words.

- Let the groups take turns in presenting their answers to the class. Correct and guide them accordingly.
- Individually, ask the learners to match and take turns to say the meanings of the words.
- Correct the ones who have wrongly matched accordingly.

(c) Make oral sentences

- Let the learners construct sentences orally using the words given-cool, dry, warm, wet, hot.
- Let them emulate the example given in the Learner’s Book.
- Conclude the lesson by asking the learners to say the words they have learnt aloud.

(d) Play a word game

- In pairs, ask learners to choose a word from all the words they have learnt.
- Learners construct, tell and then write a sentence using this word.
- Ensure the learners use all the words.

Assessment opportunities

Observation

Observe the learners as they do the match and say exercise and assess whether they understand the meaning of the words in their sentences.

Activity 4: Climatic conditions in our Payam *(Refer to Learner’s Book pages 33)*

Key word

season

Learning activities

(a) Listen and tell

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to mention the words learnt in the previous activity.
- Before reading. As a class, let the learners tell each other about the type of climate in their payam. Is it dry, cool or wet? Guide them accordingly.

- Ask learners to look at the picture in the story and describe what they can see. Let as many learners as possible respond.
- Read the story given in the Learner's Book.
- Ask them to say the story after you.
- Let the learners say anything they have got from the story in turns as you guide and correct them accordingly. Even if it is just a word they picked.
- For more advanced learners, let them say the text in their own words. Let them start by saying what the text is about. Correct them accordingly but encourage them to retell it even in their national language.

(b) Talk about seasons in your Payam

- Ask the learners to say the words they have learned that name different seasons.
- Let the learners talk about the different seasons in their Payam emulating the text in Activity 4(a).
- They should also mention the activities that take place during the different seasons.

(c) What is your favourite season and why?

- Let the learners talk about the different seasons in their Payam and the activities that take place during those seasons.
- Let them choose their favourite season and say why they chose that particular season as their favourite.

Assessment opportunities

Observation

Observe the learners as they describe the weather in their Payam and assess whether there is an understanding of the vocabulary used in describing the different seasons, that is, cool.

Activity 5: **Activities people do during different seasons** (*Refer to Learner's Book pages 34*)

Learning activities

- Introduce the activity by revising the previous one. Do this by giving as many learners as possible a chance to say the words they have learnt in the text.

- Divide the learners into small groups. Let them say the different activities they do during different seasons like the rainy season, dry season, etc.
- Encourage all the learners to participate actively during the discussion.
- Refer the learners to the activity in the Learner's Book. In pairs, let them say what is happening in each picture.

(b) Match the activities with the times of the year.

- Ask the learners to match the activities in the Learner's Book with the times of the year.
- Let the pairs present to the class what is happening in turns.

(c) Debate

- Divide the class into two groups. Let the class hold a debate on wet season is better than dry season. Encourage all the learners to participate in the discussion. Remember by learners participating in the discussion their confidence is built.
- Conclude by appreciating both groups.

Assessment opportunities

Conversation

Talk to the learners to see whether they understand the different activities carried out every season by identifying what season it is from the pictures given.

Observation

Observe the learners as they carry out their debate and gauge the kind and relevance of vocabularies used to express themselves.

Activity 6: Poem (Refer to Learner's Book pages 35)

Key words

January February December May June

Learning activities

(a) Recite the poem

- Introduce the activity by referring the learners to the previous activity.

- Read out the words of the poem given. Let the learners say the words of the poem after you. You can repeat this as much as you deem necessary.
- Recite the poem. (It is important to practise the poem before the class activity.)
- Ask the learners to recite the poem after you. You may recite a few lines at a time depending on their ability.
- Divide the learners into small groups. Let them recite the poem in their groups as you go round and observe. Correct the learners accordingly.
- Let the groups recite to the class in turns.
- Conclude by awarding (even by a clap) the teams that recite best.

(b) Write a poem

Learning activities

- Ask the learners to work on this activity in pairs.
- Let the learners choose any month they like.
- Guide them to write a poem for that month. They should include reasons why they chose the month as their favourite.
- Let the pairs take turns to recite the poem to the class.

Product

Read the poem by the learners and check for any spelling mistakes. Also assess if the sentences in the poems are grammatically correct.

Assessment opportunities

Conversation

Talk to the learners to see whether they understand what the poem is talking about.

Activity 7: Story (Refer to Learner's Book pages 36-37)

Key words

remember destroy crops planted

Learning activities

(a) Listen and tell

- Before Reading: Let the learners tell each other about the different types of weather.
- Ask learners to look at the picture in the story and describe what they can see. Let as many learners talk.
- Read the story given in the Learner's Book.
- Ask learners to say the story after you.
- Let the learners say anything they have from the story in turns as you guide and correct them accordingly. Even if it is just a word they picked.

(b) Tell us

- Select a few individuals in the class and let them say the story in their own words.
- Let them start by saying what the story is about. Correct them accordingly but encourage them to retell it even in their national language.
- Let the learners carry out activity 7b in groups and take turns to present their answers to the class.

(c) Read these words. Discuss their meanings

- Let the learners read the words in the Learner's Book aloud as a class. This will enhance their co-operation skills.
- Let them identify the words in the story in 7a and infer their meanings in groups. Let the groups take turns to present the meanings of the words to the class.

(d) Use the words above to make sentences

- Let the learners make simple sentences using the words in 7c.
- Ask them to write the sentences in their exercise books and take turns to present them to the class.

Assessment opportunities

Observation

Observe the learners as they answer the oral questions and assess whether the words

in the story were understood especially when the learners are retelling the story in their own words.

Product

Consider the sentences constructed by the learners and assess whether there was an understanding of the new words and that the sentences are structured correctly.

Activity 8: **Word bank** (*Refer to Learner's Book pages 37*)

Learning activities

- Introduce the activity by revising the previous one. Let the learners say the words they circled in the bank.
- Guide the learners to make a word bank book and then copy the new/key words they learnt in the unit.
- You can have the words displayed e.g. at the blackboard for learners to copy.
- If the learners' ability is low, they do not need to do the activity.
- Appreciate the learners who would have done a good job by letting the rest of the learners clap for them.

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages v– ix of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

Unit 7

Games and sports

(Refer to Learner's Book pages 38-42)

Learn about		Key inquiry questions
<p>Learners should expose to vocabulary and structures that can enable them talk about themes related to sports. They should read a range of fiction and non-fiction about sports and games. Working in small groups, they should organize surveys to find the favourite sports in the class and school.</p> <p>They should find out about a famous sportsperson or team and write about them.</p> <p>They should look at the rules of simple games and write their own rules for some traditional games that they play. They should be encouraged to form simple and compound sentences about sports and begin to use subordinators in relation to sports.</p> <p>Learners should be exposed to stories, poems, debates, rhymes, dialogues/conversations Related to the themes sports. They should also learn to use punctuation marks appropriately.</p>		<ul style="list-style-type: none"> • What are your favourite sports? • How can we talk about games and sports? • What are the materials used in sports?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the use of tenses in a range of spoken and written materials • Understand main points and express preferences in their reading 	<ul style="list-style-type: none"> • Speak clearly and answer questions using a variety of structures • Read independently, using strategies appropriately to establish meaning • Write sequences of sentences that extend ideas logically and where grammar and punctuation are correct • Choose words for variety and interest • Spell polysyllabic words correctly 	<ul style="list-style-type: none"> • Show increasing confidence when expressing opinion
<p>Contribution to the competencies: <u>Communication and Co-operation:</u> Stories, poems, riddles, role-plays etc.</p>		
<p>Links to other subjects: Physical Education: Looking at topics relating to sports. <u>Life Skills:</u> Healthy living</p>		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for most of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to games and sports. The activities will help learners to practise how to talk about games and sports. Learners will also be given opportunity to listen to and practise telling stories. Sing songs and recite poems about games and sports. They will be exposed to rhymes, role-play and games that help them develop vocabulary about games and sports. Learners will be encouraged to share what they will have learnt about games and sports with their families and communities.

Using the Learner's Book

There are both words and pictures in the textbook, and as your learners are yet to develop their reading skills, it is important to read the text for them as they say the text after you. That way you will be '**modelling**' reading and will help their development.

Learners should be encouraged to say or recite/sing texts along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to listen to and say, these passages should be broken down into shorter phrases.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some key words on posters or boards around the learning space if possible so that learners get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The learner's competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of games and sports. Learners

are asked to work in pairs and groups (as explained in this Teacher's Guide), so there are continuous opportunities for co-operation and teamwork also.

It is important in Primary 3 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

Cross-cutting issues

Peace Education: Through an exploration of games and sports, learners will find a way of coming together as a community. This will promote peace.

Teaching aids

Learner's book, pictures, charts

Activity 1: Identifying games and sports (*Refer to Learner's Book pages 37*)

(a) Look and name

Key words

skipping hide and seek

Learning activities

- As an introduction to this unit, ask learners to mention the games and sports that they know.
- Refer the learners to the pictures in the Learner's Book.
- Let them discuss what they can see in the pictures **in pairs**.
- Give the learners a chance to present to the class what they can see. This will enhance their **communication** skills
- Let the learners read the words identifying different games and sports as a class.
- Learners to write the correct words that match the pictures.

(b) Use the words above to make sentences

- For advanced learners, let them construct correct sentences based on games and sports, for example, you could ask them to construct a sentence based on the sport they like most.

- Let them write the sentences in their exercise books individually and take turns to present their sentences to the class.
- Conclude the activity by reminding the learners that it is important to engage in games and sports.

Assessment opportunities

Conversation

Talk to the learners to see whether they know what games and sports are by assessing the examples they give of the games that they know of.

Observation

Observe the learners to see whether they can identify the different sports displayed in the Learner's Book as they present.

Product

Consider the sentences and assess if they are written in the correct structure.

Activity 2: **Vocabulary for games and sports** (*Refer to Learner's Book pages 39*)

Key words

dance netball

(a) Mime

Learning Activities

- Introduce the activity by asking the learners about what they learnt in the previous unit.
- Introduce the learners to vocabulary found in their Payam in relation to games and sports.
- Let the learners read the words in the learners book aloud **as a class**. Insist on the correct pronunciation of the words.
- **In groups**, let the learners practise miming the words. Let the groups take turns to present to the class.

(b) Make sentences

- Ask the learners to read the words in the Learner's Book aloud **as a class**.
- **In pairs**, ask them to construct simple sentences using the words.
- Give the learners a chance to present their answers to the class. This will enhance their communication skills.
- Conclude the activity by asking the learners to say the words they have learnt aloud.

Assessment opportunities

Observation

Observe the learners as they mime and assess whether there is an understanding of the games and sports written in the Learner's Book.

Product

Consider the sentences written by the learners and assess whether their structure is correct.

Activity 3: Talking about our games (Refer to Learner's Book pages 38)

Key words

kuboba skipping

Learning Activities

(a) Look and name

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to mention the words learnt in the previous activity.
- Let the learners tell each other about the different games they know. Guide them accordingly.
- Ask learners to look at the picture in the Learner's Book and describe what they can see. Let as many learners as possible respond.

- Inform the learners that the games presented in the pictures are known as traditional games. Explain to them that traditional games are mostly played with items that are readily available in the environment.

(b) List other traditional games you play

- In groups, let the learners list other traditional games that they know and play in their Payam.
- Let the learners in each group select a game that they have listed and demonstrate or act out the game in class.
- Appreciate the learners with a clap.

Assessment opportunities

Conversation

Talk to the learners to see whether they can identify the games displayed in the Learner's Book.

Product

Assess whether they understood what traditional games are by checking the list of traditional games written by the learners.

Activity 4: **Play a game** (*Refer to Learner's Book pages 40*)

Learning Activities

- Introduce the activity by revising the previous one. Do this by giving as many learners as possible a chance to talk about different games.
- This is an outdoor activity and you are required to take the children out of class.
- Divide learners into small **groups**. Let each group propose a game they have learned in the unit that they can play as a class.
- Let each group name their game. Select a game that is proposed by most groups to be played by the class members. This will enhance their co-operation skills.

- Let the learners go to the field where there is a big space or if it is done in class, create some good space for the children to play.
- Encourage all the learners to participate in the games.
- Conclude by appreciating the learners for participating in the game.

Assessment opportunity

Observation

Observe the learners as they engage in games and assess whether they understand the game by assessing whether they are observing the rules.

Activity 5: Favourite sport in our class (*Refer to Learner's Book pages 40*)

Learning activities

(a) Look and name

- Introduce the activity by asking learners their views in the previous activity. Did they enjoy the game?
- Refer the learners to the pictures in the Learner's Books.
- **In pairs**, let the learners look at the pictures and name the game being played in each picture.
- Let them say which game between the two they prefer to play and why.

(b) Say your favourite game

- Select a few individuals in your class and let them say their favourite games.
- Give the learners a chance to talk about their favourite games. Let them say why they like the game and mention the items needed to play the game.
- Conclude by awarding (even by a clap) the learners that have presented.

Assessment opportunities

Conversation

Talk to the learners to see whether the learners have been exposed to sports and can use appropriate vocabulary to express themselves.

Activity 6: **Survey to find the favourite sport in school** (Refer to Learner's Book pages 40)

Key words

Questionnaire cycling survey

Learning Activities

- Introduce the activity by revising the previous one. Do this by asking a few learners to talk about the previous activity.
- Ask the learners to look at the questionnaire given **as a class**.
- Explain to the learners that a questionnaire is a set of questions that is used to acquire statistical information from a target group of people.
- Let the learners fill in the questionnaires by putting a tick in the box beside their answers.
- Let them copy the questionnaires in their exercise books and tick appropriately.
- Remind the learners to be honest when filling in the questionnaires.
- Give them a chance to share with the class what they have written in the questionnaires.
- Appreciate the learners (even by a clap) for what they have done.
- Conclude by telling the learners the popular sport in school.

Assessment opportunities

Observation

Observe the learners as they fill in the questionnaire and assess whether they are conversant with the different sports.

Activity 7: Story (Refer to Learner's Book pages 40-41)

Key words

Mid-fielder international dribble score fan

Learning activities

(a) Listen and tell

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to talk about any sport in their Payam.
- **Before Reading.** Let the learners tell each other about any famous sportsperson they know **in pairs**.
- Ask learners to look at the picture in the story and describe what they can see. Let as many learners as possible respond.
- Let the learners read the story in the Learner's Book silently.
- Select one learner to read out the story to the class.
- Let the learners say anything they have got from the story in turns as you guide and correct them accordingly. Even if it is just a word they picked.

(b) Tell us

- Let the learners answer the questions correctly orally. Correct them where necessary.
- For more advanced learners, let them say the story in their own words. Let them start by saying what the story is about. Correct them accordingly.

(c) Make sentences

- Let the learners read the words in the Learner's Book aloud as a class.
- Divide the class into 5 groups and assign each group one word which they will be required to discuss and write down one sentence with.
- Encourage them to infer the meaning of the words from the story in 7a.
- Let the group members appoint a representative who will present their sentence to the class. Correct them if need be. Ask the rest of the class to write down the different sentences once you have approved them as correct.

- Individually, let the learners construct sentences using the words and take turns in presenting their sentences to the class.

Note: As learners write the sentences, ensure they **punctuate** them correctly. Each sentence must start with a **capital letter** and end with a **full stop**.

Assessment opportunity

Conversation

Talk to the learners to assess whether they understood the story and whether there was an understanding of the vocabulary used by watching how they infer the answers to the oral questions.

Observation

Observe whether the learners understood the meaning of the words by assessing the Sentence structures used in retelling the story.

Product

Consider the sentences constructed by the learners. Assess whether there is subject -verb agreement and generally check on the structures of the sentences.

Activity 8: Word bank (<i>Refer to Learner's Book pages 41</i>)

Learning activities

- Introduce the activity by revising the previous one. Let the learners say the words they read in the previous story.
- Guide the learners to make a **word bank book** and then copy the new/key words they learnt in the unit.
- You can have the words displayed e.g. at the blackboard for learners to copy.
- If the learners' ability is low, they do not need to do the activity.
- Appreciate the learners who have done a good job by letting the rest of the learners clap for them.

Assessment opportunities

Product

Assess the relevance of the words produced by the learners to the unit.

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages v– ix of this Teacher’s Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

Unit 8

Physical features of our Payam

(Refer to Learner's Book pages 43-47)

Learn about		Key inquiry questions
<p>Learners should be introduced to the vocabulary and structures that can enable them talk about physical features in their Payam. They should read a range of non-fiction about physical features. Working in small groups, they should discuss the physical features found in their Payam, talk about ways of describing them and write descriptive pieces.</p> <p>They should talk and write about how these physical features are important to us in terms of the crops we can grow and where we build our houses.</p> <p>Linking this to Social Studies, they should talk about the physical features of the African continent and write some sentences about the longest, rivers, highest mountains etc.</p> <p>They should sing songs, recite rhymes, and listen to poems and stories, tongue twisters, proverbs, riddles and conversation with themes. They should begin to read and write independently.</p>		<ul style="list-style-type: none"> • How can we talk about the physical features of our Payam? • What is the importance of these physical features to us?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the vocabulary of physical features • Understand main points and express preferences in their reading 	<ul style="list-style-type: none"> • Speak clearly and answer questions using a variety of structures • Read independently, using strategies appropriately to establish meaning • Write sequences of sentences that extend ideas logically and where grammar and punctuation are correct • Choose words for variety and interest • Spell polysyllabic words correctly 	<ul style="list-style-type: none"> • Show increasing confidence when expressing opinion
<p>Contribution to the competencies: <u>Communication and Co-operation:</u> Stories, poems, riddles, role-plays etc.</p>		
<p>Links to other subjects: Social Studies: Physical features <u>Environment and sustainability:</u> local environment</p>		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for most of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to physical features in a Payam. The activities will help learners to practise vocabulary used when talking about physical features.

Learners will also be given the opportunity to listen to and practise telling stories. Sing songs and recite poems about physical features. They will be exposed to rhymes, role-play and games that help them develop vocabulary on physical features.

Learners will be encouraged to share what they will have learnt about physical features with their families and communities.

Using the Learner's Book

There are both words and pictures in the textbook, and as your learners are yet to develop their reading skills, it is important to read the text for them as they say the text after you. That way you will be **'modelling'** reading and will help their development.

Learners should be encouraged to say or recite/sing texts along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to listen to and say, these passages should be broken down into shorter phrases.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some key words on posters or boards around the learning space if possible so that learners get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The learner competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of physical features. Learners are asked to work in pairs and groups (as explained in this Teacher's Guide), so there are continuous opportunities for co-operation and teamwork also.

It is important in Primary 3 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

Cross-cutting issues

Peace Education: Through an exploration on the physical features in a Payam the learners will learn that it is only through maintaining peace that they will be able to enjoy their environment.

Teaching aids

Learner's Book, pictures, charts

Activity 1: Naming physical features (Refer to Learner's Book pages 43-44)

Key words

River mountain forest swamp

(a) Look and match

Learning activities

- As an introduction to this Unit, learners could be reminded of the motto 'Good, better, best..'. This should encourage them to approach their learning with a positive attitude.
- Refer the learners to the picture in the Learner's Book.
- **In pairs**, let them look at the pictures and discuss. Let them say whether they have seen the physical features in their Payam and let them discuss the features that that make these places stand out. This will enhance their **critical thinking** skills.
- Allow them to name the physical features in their national language if it happens that they don't know their names in English language.
- Guide the learners in reading the words in the Learner's Book and matching each word with a picture that represents it.

- Give the learners a chance to share the answers with the class.
- Tell the class what the pictures are about.

Answers

- a) River
- b) Mountain
- c) Forest
- d) Swamp

(b) Listen and match

- Guide the learners in matching the words with their definitions.
- Identify the features named by the words in the pictures as this will help the learners to say their definition in their own words.
- Guide the learners in making correct simple sentences using the words.

Answers

- a) Rivers-these are big streams that flow into main rivers or lakes
- b) Mountains-these are highlands with a lot of rocks
- c) Forests-these are thick tree plantations
- d) Swamps-a wetland with a lot of grass, papyrus and reeds.

(c) Making sentences using words in A

- i) **In pairs**, let the learners go through the listen and match exercise in 1b to remind themselves the meanings of the words in column A.
- ii) Let them construct simple sentences using the words and write them down in their exercise books.
- iii) Let them take turns in reading out their sentences to the class.

Assessment opportunities

Conversation

Talk to the learners to see whether they can identify the physical features in a Payam.

Observation

Observe the learners as they define the physical features and assess the range of vocabulary that they use.

Product

Consider the sentences constructed by the learners and assess whether there was an understanding of the vocabulary introduced in the activity.

Activity 2: Materials found in our environment (*Refer to Learner's Book pages 44*)

Key words

Papyrus mat rock well pole

Learning activities

(a) Look and name

- Introduce the activity by reminding the learners what they learnt in the previous activity.
- Encourage lots of speaking and listening here.
- Help learners to ask each other questions about what is seen in the pictures they mention what they can see.
- Allow them to name in national language any material whose English name they don't know. Translate the words for them to English language.

Answers

- (a) Rocks
- (b) Papyrus reeds
- (c) Water
- (d) Poles

(b) Have you seen the things above in your Payam?

- Ask the learners to say whether they have seen the materials in their Payam. Let them say where.

- Let the learners discuss in pairs, what they think the materials are used for.
 - Select individuals randomly to present their answers to the class.
- (c) Listen and match**
- Explore these definitions together, **as a class**.
 - Provide opportunities for learners to repeat the vocabulary and describe what they already know about these aspects of physical features.
 - Share the inquiry questions for this unit and let them tell you what they know about these also.
 - Help learners understand these words by asking them, **in pairs**, to construct sentences orally using the words.

Answers

- (a) Rocks-big hard stones
- (b) Water-liquid got from rain, rivers, boreholes, etc.
- (c) Poles-tree trunks cut for construction
- (d) Papyrus reeds-reeds used for making mats and fishing baskets

(d) Copy and write answers

- Read the words aloud to the learners and let them define the words in the Learner's Book in their words. Guide and correct them where necessary.
- Let the learners copy and fill in the gaps in the sentences in their exercise books.

Expected answers

- a) Rocks
- b) Mats
- c) Well
- d) Poles
- e) Papyrus
- f) wet

Assessment opportunities

Observation

Observe the learners as they tackle the listen and match exercise and assess whether there has been an understanding of the vocabularies introduced in the activity.

Product

Consider the answers provided in 2d. Assess whether there has been an understanding of the new words.

Activity 3: Describing Physical features (*Refer to Learner's Book pages 46*)

(a) Look and read

Learning activities

- Introduce the activity by reviewing the previous activity on vocabulary. Ask the learners oral questions like *what are the words we learnt in the previous activity?*
- Refer the learners to the pictures in the Learner's Book on physical features.
- Let them look at the pictures and say what is in the pictures.
- Give the learners a chance to present their answers.
- Let the learners read the sentences below each picture as a class. This will enhance their **co-operation** and **communication** skills.
- Explain the plural concept to the learners.

(b) Complete

- **Individually**, Let the learners copy and complete the sentences in the Learner's Book in their exercise books.
- Tell the learners to follow the example of the sentences in 3a to tackle this exercise.
- Let the learners take turns to present their answers to the class.

Assessment opportunities

Observation

Observe the learners and assess whether they can identify the physical features correctly.

Conversation

Talk to the learners to assess whether they can form plural words from the names of the physical features.

Activity 4: **Poems** (*Refer to Learner's Book pages 47*)

Key words

race sky magic mist twist

(a) Listen and recite

Learning activities

- Read out the words of the poem given in the Learner's Book **as a class**. You can repeat this as much as you deem necessary.
- Recite the poem to the class. (It is important to practise the poem before the class activity.)
- Ask the learners to recite the poem after you. You may recite a few lines or one line at a time depending on their ability.
- Divide the learners into small groups. Let them recite the poem in their groups as you go round and observe. Correct the learners accordingly.
- Let the groups recite to the class in turns.
- Conclude by awarding (even by a clap) the teams that recite best.

(b) Write a poem

- Ask learners to work in groups to write a poem about a forest.
- Let them say what a forest is and describe what it looks like.
- Ask them to say the importance of the forest to the environment.
- They should list down their points and use them to create a poem about a forest.

Assessment opportunities

Observation

Observe as the learners present the poem and assess whether there has been mastery of the meanings of the new words by observing their actions.

Product

Consider the poem written by the learners and assess whether it is relevant and the vocabulary is used appropriately.

Activity 5: **Word bank** (*Refer to Learner's Book pages 47*)

Learning Activities

- Introduce the activity by revising the previous one .Let the learners say the words they read in the previous activities in this unit.
- Guide the learners in copying the words in their word bank books.
- You can have the words displayed e.g. at the blackboard for learners to copy.
- If the learners' ability is low, they do not need to do the activity.
- Appreciate the learners who would have done a good job by letting the rest of the learners clap for them.

Assessment opportunities

Product

Assess the progress of the word bank books.

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages v– ix of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

Unit 9

Peace and security

(Refer to Learner's Book pages 48-53)

Learn about		Key inquiry questions
<p>Learners should be encouraged reflect on the importance of peace and security in their community. They should read and listen to a range of fiction and non-fiction about peace and security, including newspaper articles.</p> <p>Individually, in small groups and as a whole class, learners are helped to list down what their community can do to promote peace and security at home, in school and their community at large. They should also be guided to state the causes of insecurity.</p> <p>Through stories, poems, role-plays and dialogues, learners should be exposed to the use of present, past and future tenses using regular and irregular verbs. They should also be allowed to form simple and compound sentences and begin to use subordinators (if, so, while and since).</p>		<ul style="list-style-type: none"> • Why do you and people in your community need to be peacefully and secure? • What causes insecurity in your community? • What do we do to avoid insecurity?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the difference between present, past and future events in a range of spoken and written materials about peace and security 	<ul style="list-style-type: none"> • Give clearly, fluently and confidently speech expressing opinions and answering questions about peace and security using a variety of structures • Read independently using strategies appropriately to establish meaning • Read texts fluently and accurately about peace and insecurity and understand main points and express preference in their reading • Write imaginatively, clearly and in an organised sequence of sentences that extend ideas logically and with correct grammar • Choose words and spell polysyllabic words correctly and use appropriate punctuations 	<ul style="list-style-type: none"> • Appreciate living in peace and being secure in the community they live
<p>Contribution to the competencies: <u>Critical Thinking</u> <u>Communication</u> <u>Problem Solving</u></p>		
<p>Links to other subjects: Social Studies <u>Peace Education</u>: resolving conflict and promoting peace</p>		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for most of the activities:

- **Observation**
- **Conversation**
- **Product**

An outline of the learning

This unit will help learners develop their vocabulary in relation to peace and security. The activities will help learners to practise vocabulary used when talking about peace and security.

Learners will also be given opportunity to listen to and practise telling stories. Sing songs and recite poems about peace and security. They will be exposed to rhymes, role-play and games that help them understand peace and security.

Learners will be encouraged to share what they learn about peace and security with their families and communities.

Using the Learner's Book

There are both words and pictures in the textbook, and as your learners are yet to develop their reading skills, it is important to read the text for them as they say the text after you. That way you will be '**modelling**' reading and will help their development.

Learners should be encouraged to say or recite/sing texts along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to listen to and say, these passages should be broken down into shorter phrases.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some key words on posters or boards around the learning space if possible so that learners get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The learner competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of peace and security. Learners are asked to work in pairs and groups (as explained in this Teacher's Guide), so there are continuous opportunities for co-operation and teamwork.

It is important in Primary 3 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to instil politeness in the young learners.

The subject matter will also deepen the learners' understanding of the South Sudan Culture and identity by identifying universal ways in which people can maintain peace and security in their communities.

Cross-cutting issues

Peace Education: Learners will be exposed to ways on how to promote and maintain peace and security.

Life skills: Learners will be exposed to different ways on how they can resolve conflicts peacefully.

Teaching aids

Learner's Book, pictures, charts

Activity 1: **Defining peace and security** (*Refer to Learner's Book pages 47*)

Key words

peace security

Learning activities

Look and talk

- As an introduction to this unit, ask learners to mention some of the benefits of peace.
- Refer the learners to the pictures in the Learner's Book.
- In pairs, let them discuss what they can see in the pictures.

- Give the learners a chance to present to the class what they can see.
- Guide the learners in talking about peace and security **as a class**.
- Give the learners a chance to share their ideas with the class.
- Depending on the ability of the learners, let some of them define peace and security.
- Conclude the activity by reminding the learners that peace refers to a period when there is no war.

Assessment opportunities

Conversation

Talk to the learners and see whether they can identify peaceful and warring scenarios and the vocabularies used to describe both scenarios.

Activity 2: Vocabulary for peace and security (*Refer to Learner's Book pages 48-49*)

Key words

Court community criminal

Learning Activities

(a) Say

- Introduce the activity by asking the learners about what they learnt in the previous unit.
- Introduce the learners to vocabulary found in their Payam about peace and security.
- Tell the learners to listen as you read the words to them.
- Let the learners say the words after you. Insist on correct pronunciation of the words.

Depending on the ability of the class, you may ask the learners **in pairs** to use the words given to make oral sentences. This will enhance their **communication** skills. Let learners say their sentences to the class in turns.

(b) Name the pictures

- Refer the learners to the pictures in the Learner's Book.
- Let them name the people in the pictures. Ask them to say where the people are mostly found.
- Conclude the activity by asking the learners to say the words they have learnt in the activity aloud.

Answers

(a) Security guard

(c) _____

(b) Police officer

(d) _____

(c) Make sentences

- Let the learners read out the words as a class.
- Select a few individuals to try and say the meaning of the words in their own words. Correct them where necessary.
- **Individually**, let the learners construct simple sentences using the words with regards to peace and security.

Assessment opportunities

Conversation

Talk to the learners to see whether they can identify the vocabulary used in naming the people responsible for promoting peace and security in the community.

Product

Consider the sentences constructed by the learners and assess the sentence structures, and their relevance to the unit.

Activity 3: **Poems** (*Refer to Learner's Book pages 49-50*)

Key words

care quarrel rest

Learning activities

- **Introduce** the activity by referring the learners to the previous activity.
- Read out the words of the poem given. Let the learners say the words of the poem after you **as a class**.
- You can repeat this as much as you deem necessary.
- **Recite** the poems to the class.(It is important to practise the poem before the class activity.)
- Ask the learners to recite the poems after you. You may recite a few lines or one line at a time depending on their ability.
- Divide the learners into small **groups**. Let them recite the poems in their groups as you go round and observe. Correct the learners accordingly.
- Let the learners compare the two homes. Let them say which one between Akello and Odong's home is peaceful. Let them share opinions on how peace can be promoted in homes. This will enhance their **critical thinking** skill.
- Let the groups recite to the class in turns.
- Conclude by awarding (even by a clap) the teams that recite best.
- Ask the learners to copy the table in the Learner's Book in their exercise books.
- Let them say the words that they have learned that indicate present, past and future tenses, for example 'helped' shows past tense.
- Ask them to read the sentences in the table aloud and write down sentences to complete the table.

Assessment opportunity

Conversation

Talk to the learners to see whether they know of ways on how to promote peace and assess the kind of vocabularies they use to talk about peace and security.

Observation

Observe the learners as they present the poems and assess whether their facial expressions match the mood of the poem.

Product

Consider the table the learners will copy and fill and assess whether the learners understood the concept on the different tenses of words.

Activity 4: **A conversation** (*Refer to Learner's Book pages 50*)

Key words

Guns bows arrows

Learning activities

(a) Listen and act

- Let the learners listen to you read and say the sentences of the conversation given.
- They can role-play to the class in turns as they try and speak the words.
- Correct the learners' pronunciation accordingly.
- Let the learners get into small **groups**. Let the learners act the conversation to each other. This will enhance their **co-operation** and **communication** skills. A few of the learners can then act in turns to the class.

(b) Make sentences

- Let the learners define the words in the Learner's Book in their own words. Guide and correct them. Let them make simple sentences with the words.
- Ask them to write the sentences in their exercise books and later take turns to present to the class.

Assessment opportunities

Observation

Observe the learners as they present the dialogue and assess their understanding of the message in the conversation by looking at their gestures and facial expressions.

Activity 5: Story (Refer to Learner's Book pages 52)

Learning activities

(a) Listen and tell

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to construct sentences before the class.
- **Before Reading.** Let the learners tell each other about the causes of insecurity in the society.
- Remind the learners that it is important to maintain peace among one another.
- Ask learners to look at the picture in the story and describe what they can see. Let as many learners talk.
- Read the story given in the Learner's Book.
- Ask learners to read the story after you.
- Let the learners say anything they have got from the story in turns as you guide and correct them accordingly. Even if it is just a word they picked.

(b) Tell us

- Let the learners answer the questions correctly orally **in groups**.
- Correct them where necessary.
- For more advanced learners, let them say the story in their own words. Let them start by saying what the story is about. Correct them accordingly but encourage them to retell it even in their national language.

Assessment opportunities

Conversation

Talk to the learners to assess whether they understood the story and whether there was an understanding of the vocabulary used by checking how they infer the answers of the oral questions from the text.

Activity 6: Word bank (*Refer to Learner's Book pages 52*)

Learning activities

- **Introduce** the activity by revising the previous one. Give many learners a chance to construct sentences.
- Guide the learners to copy words they learnt in the unit in their **word bank books**.
- You can have the words displayed e.g. at the blackboard for learners to copy.
- If the learners' ability is low, they do not need to do the activity.
- Summarise by reading out the words learnt in this unit as they read out a loud.

Assessment opportunity

Product

Assess the progress in the word bank book.

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages v– ix of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

Unit 10

Transport and travel

(Refer to Learner's Book pages 54-59)

Learn about		Key inquiry questions
<p>Learners should use vocabulary and structures that enable them talk about transport and travel. They should read a range of fiction and non-fiction related to travel and transport and work in groups to identify the transport they have used or seen locally.</p> <p>In pairs, small groups and as a whole class, they should tell short stories, recite rhymes and poems, act dialogues and conversation about transport and travels pointing out means used. They should construct simple and compound sentences about transport and travels.</p> <p>They should answer questions using present, past, continuous, future tense and other parts of speech.</p> <p>Individually, they should read and write simple texts independently.</p>		<ul style="list-style-type: none"> • What means of transport do people in your community use to travel? • Why do people travel? • What do we need when travelling?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the use of tenses in a range of spoken and written materials 	<ul style="list-style-type: none"> • Speak clearly • Answer questions using a variety of structures • Read and write independently • Construct sentences using negative and interrogative forms • Use punctuation marks correctly • Spell simple words correctly 	<ul style="list-style-type: none"> • Show increasing confidence when expressing opinion
<p>Contribution to the competencies: <u>Communication and Co-operation:</u> Working in groups and presenting to the class</p>		
<p>Links to other subjects: Social Studies: Looking at topics related to transport and travels</p>		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for most of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to transport. The activities will help learners to practise talking about the things they like, the things they do not like and differentiating emotions.

Learners will also be given opportunity to listen to and practise telling stories. Sing songs and recite poems about transport. They will be exposed to rhymes, dialogues, role-play and games that help them develop their vocabulary on transport.

Learners will be encouraged to apply whatever they will have learnt outside the classroom and develop the life-long learning attitude.

Using the Learner's Book

There are both words and pictures in the textbook, and as your learners are yet to develop their reading skills, it is important to read the text for them as they say the text after you. That way you will be '**modelling**' reading and will help their development.

Learners should be encouraged to say or recite/sing texts along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to listen to and say, these passages should be broken down into shorter phrases.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some key words on posters or boards around the learning space if possible so that learners get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The learner competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of transport. Learners are asked to work in pairs and groups (as explained in this Teacher's Guide), so there are continuous opportunities for co-operation and teamwork also.

It is important in Primary 3 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to instil accommodative hearts in the young learners.

Cross-cutting issues

Life skills: Learners will be exposed to different modes of transport that they can use for different purposes.

Teaching aids

Learner's Book, pictures, charts

Activity 1: Look and name (*Refer to Learner's Book pages 54*)

Key words

aeroplane train camel boat

(a) Look and name

Learning activities

- Introduce the lesson by asking learners oral questions about the different means of transport. Have you ever travelled? Which means of transport do you use?
- Introduce the lesson by asking learners to mention some of the means of transport they know.
- The learners to look at the pictures in the Learner's Book and name.
- Give them a chance to present to the class.
- Ask learners to construct sentences orally using the words given.
- Use the sentences to explain the differences between the means of transport.

Answers

- (a) camel
- (b) Train
- (c) Aeroplane
- (d) Boat

(b) Talk about the means of transport used in the past

- Ask the learners, **in groups**, to name some of the modes of transport used in the past in their Payam.
- Let the learners come to the front and talk these means of transport. Ensure they use the past tense correctly.

Assessment opportunity

Conversation

Talk to the learners to assess whether they can talk about different means of transport and use the language of tenses – In the past people travelled.

Activity 2: Vocabulary for transport (Refer to Learner's Book page 55)

Key words

ship taxi

Learning activities

(a) Look and talk

- **Introduce** the activity by asking as many learners as possible to mention the means of transport they have learned in previous activities.
- **In pairs**, ask the learners to name the modes of transport in the picture in the Learner's Book.
- Let them take turns to mention the modes of transport that they have identified.

(b) Make sentences

- Read the words to the learners.
- Ask learners to read the words given after you **in pairs**.
- Encourage learners to clap for those who pronounce the words correctly.
- Ask learners to use the words given to construct sentences in the present and past tense.
- Let them write down the sentences in their exercise books.
- Encourage all the learners to construct sentences correctly.
- Give the learners a chance to say the sentences aloud to the class.
- Correct the learners where necessary.

Assessment opportunities

Conversation

Talk to the learners about different means of transport and gauge the kind of vocabulary that they use. Can they use the different tenses?

Activity 3: Talking about how transport has changed (Refer to Learner's Book page 55)

Key words

traditional modern

Learning activities

Look and compare

- Introduce the activity by asking as many learners to say the words mentioned in the previous unit.
- Ask learners to look at the pictures and say what is in the picture.
- Let them compare the pictures **in pairs**. This will enhance their **co-operation** and **critical thinking** skills.
- Guide accordingly in comparing the two pictures.

- Discuss with them the differences between the ancient means of transport and the modern means of transport.
- Ask learners to choose a leader to present the points on comparing means of transport.
- Let others listen.
- Let others clap for the leaders.

Assessment opportunities

Conversation

Talk to the learners to see whether they can identify ancient and current means of transport. Assess the vocabulary used in doing the comparison.

Activity 4: **Rhyme** (*Refer to Learner's Book pages 56*)

Key words

flouting

Learning activities

Listen and recite

- Introduce the activity by asking various learners to compare different means of transport.
- Read the poem to the learners. Ask them to discuss the meaning of rhyme.
- Ask learners to read the poem first then recite it.
- Let the learners get into small **groups**.
- Let them recite the poem.

Encourage learners to notice that the poem is in the past tense. Ask them to tell you what words tell you it is written in the past tense.

(b) Write a poem

- Let the learners discuss in groups facts about a car, for example, its medium of transport, how it moves and its efficiency.
- Ask them to list down the important points **individually**.

- Let them emulate the poem in (a) and write one more stanza of the poem about 'a fast car'.
- Insist that they use words that show past tense.

Assessment opportunities

Conversation

Can learners tell you how they know if a sentence is in the past tense?

Product

Consider the stanza written by the learners and assess its relevance and whether it is in the past tense.

Activity 5: *Story (Refer to Learner's Book pages 56-57)*

Key words

distance past overseas electric flying cars

Learning activities

(a) Listen and tell

- Introduce the lesson by giving various learners a chance to recite the poem from the previous unit.
- Ask learners to listen carefully as you read the story.
- Let them read the story after you **as a class**.
- Let them read the story in turns.
- Correct bad reading habits and wrong pronunciations.

(b) Talk about transport in the past, present and future

- Let the learners list down the different modes of transport used in the past and in the present.
- Let them discuss the advantages and disadvantages of the different modes of transport.
- Ask them to discuss and write down the different ways in which transport can be made better for the future.

- Let the group members select a representative who will present their points to the class.

(c) **Tell us**

- In pairs, ask the learners to read the story in 5a again.
- Select individuals randomly to answer the questions in the Learner's Book.

Assessment opportunities

Conversation

Talk to the learners to assess whether they understood the story and whether they can infer the answers of the oral questions from the text.

Activity 6: **Hold a debate about transport** (*Refer to Learner's Book pages 58*)

Learning activities

Debate

- Introduce the activity by asking as many learners to give the answers to the story questions orally.
- Divide the class into two **groups**.
- Explain to them that they are going to hold a class debate. This will enhance their **co-operation** skills.
- Assign the learners different roles, for example, timekeeper and secretary. (This should be done before the lesson to avoid wasting time.)
- Explain to the learners what the motion is about.
- Appreciate the learners (even with a clap)

Assessment opportunities

Observation

Observe how the learners co-operate with each other when debating and assess the vocabulary used in the debate. Is it related to transport?

Product

Listen to the points that the learners come up with and assess whether there was an understanding of the motion.

Activity 7(a): Acting about means of transport (Refer to Learner's Book pages 58)

Key words

Road sign sink horse

(a) Learning activities

Listen and mime

- Read the sentences in the conversation in the Learner's Book.
- Let the learners read after you.
- Let the learners, **in groups**, act out the conversation.
- Explain to the learners the meaning of the vocabulary items in their Payam found in the conversation given.

(b) Write sentences

Learning activities

- Introduce this activity by asking learners simple oral questions.
- Ask the learners to discuss in pairs about their favourite way of travelling.
- Individually, let them write down four sentences about their way of travelling.
Note: The learners should include **punctuation marks** in their sentences. A sentence should begin with a **capital letter** and end with a **full stop**.
- Encourage the learners to think or imagine a way they would enjoy travelling.,

Assessment opportunity

Observation

Listen as the learners present the conversation and correct any pronunciation mistakes that they could make.

Product

Check the learners' sentences and assess if they have punctuated them well. Also check for spelling mistakes.

Activity 8: Word bank (*Refer to Learner's Book pages 59*)

- Help learners to come up with vocabulary on transport and travel in their Payam and discuss what each word means.
- Guide the learners in drawing the diagram in their books and fill in their word bank books.
- Encourage learners to find as many words as possible about their Payam.
- Give the learners a chance to show what they have done to the class.
- Appreciate the learners who have banked the most words about their Payam.

Assessment opportunity

Product

Assess the relevance of the words to the unit and the word bank book progress.

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages v– ix of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

Unit 11

Accidents and safety

(Refer to Learner's Book pages 60-64)

Learn about		Key inquiry questions
<p>Learners should use vocabulary and structures that can enable them talk about accidents and safety. They should read some simple texts on the subject of accidents, including newspaper reports.</p> <p>Through think, pair and share, they discuss the common accidents; they also demonstrate preventive measures to such accidents and illustrate the common road signs. They should write a newspaper report about an accident.</p> <p>Learners then sing songs, listen to and retell stories, tongue twisters, riddles, conversations/dialogues and role play on themes related to accidents and safety.</p> <p>They should continue with independent reading and writing simple text.</p>		<ul style="list-style-type: none"> • What are the common accidents in your Payam? • What are the preventive measures used in your Payam? • How do road signs help road users?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand and use tenses in a range of a variety of spoken and written materials 	<ul style="list-style-type: none"> • Speak clearly • Answer questions using a variety of structures • Read and write simple text independently • Construct sentences using adverbs • Use punctuation marks correctly • Spell simple words correctly 	<ul style="list-style-type: none"> • Show increasing confidence in expressing opinion
<p>Contribution to the competencies: <u>Communication and Co-operation:</u> Stories, poems, riddles, role-plays etc.</p>		
<p>Links to other subjects: <u>Social Studies:</u> Looking at topics related to accidents and safety <u>Life Skills:</u> safety</p>		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for most of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to accidents and safety. The activities will help learners to practise talking about accidents and how to prevent them.

Learners will also be given opportunity to listen to and practise telling stories. Sing songs and recite poems about accidents and safety. They will be exposed to rhymes, dialogues, role-play and games that help them develop polite language.

Learners will be encouraged to apply whatever they will have learnt outside the classroom and develop the life-long learning attitude.

Using the Learner's Book

There are both words and pictures in the textbook, and as your learners are yet to develop their reading skills, it is important to read the text for them as they say the text after you. That way you will be '**modelling**' reading and will help their development.

Learners should be encouraged to say or recite/sing texts along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to listen to and say, these passages should be broken down into shorter phrases.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some key words on posters or boards around the learning space if possible so that learners get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The learner competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of accidents and safety. Learners

are asked to work in pairs and groups (as explained in this Teacher's Guide), so there are continuous opportunities for co-operation and teamwork also.

It is important in Primary 3 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to instil accommodative hearts in the young learners.

Cross-cutting issues

Life skills: Learners will be exposed to different ways on how to avoid accidents.

Teaching aids

Learner's Book, pictures, charts

Activity 1: **Defining Accidents and safety** (*Refer to Learner's Book pages 59*)

Key words

accident safety

Learning activities

(a) Look and talk

- As an introduction to this unit, ask learners to mention the different causes of accidents.
- Refer the learners to the pictures in the Learner's Book.
- Split class in 2 groups.
- Let them talk about the pictures in the past and present tense. One groups talks in past and another group talks in present.
- Guide them in constructing correct sentence structures with appropriate vocabulary as they say what is happening in the pictures.
- Give the learners a chance to talk about any accident they may have been involved in. Ask them to tell it in the past tense. Remind them why this is the past tense.

(b) Say how you get to school

Organise the class in 3 groups: past group, present group and future group.

Each group constructs a sentence about:

- how they get to school
- how they got to school
- how they will get to school

(c) Write sentences

- Let the learners write down the sentences they said in (b) in their exercise books **individually**.
- The sentences should show the correct tenses and be punctuated properly, that is, start with a capital letter and have a full stop at the end.

Assessment opportunities

Conversation

Can learners differentiate between tenses?

Product

Are sentences composed, well punctuated using correct tense?

Activity 2: **Common accidents and how to avoid them** (*Refer to Learner's Book pages 61*)

Key words

common avoid fire

Learning activities

(a) Look and talk

- Introduce the activity by asking the learners about the previous activity.
- Let the learners look at the pictures and talk about them.
- Encourage the learners to talk about exactly what is happening in the pictures.
- Look at their emotions as they describe what is happening in the pictures.

(b) Talk about common accidents in your Payam

- Let the learners list the common causes of accidents in their Payam.
- Guide the learners by explaining to them that they should avoid activities that may lead to accidents like playing on the road, playing near fire, playing with sharp objects like a knife, etc.
- Conclude the activity by advising learners to be careful and avoid activities that can cause accidents.

Assessment opportunities

Conversation

Talk to the learners to assess whether they have insight on the different causes of accident in the house and outdoors.

Activity 3: Safety on the road (*Refer to Learner's Book pages 61-62*)

Key words

sign post zebra crossing

Learning activities

(a) Say how you cross the road

- Introduce the activity by reviewing the previous activity by asking the learners oral questions.
- Refer the learners to the pictures in the Learner's Book.
- Let the learners say what is in the picture.
- Let them discuss the importance of zebra crossing and if they find it useful to them as pedestrians. Tell your partner how to safely cross the road using the zebra crossing.

(b) What are traffic lights for?

- Let the learners point at the traffic lights in the picture in the Learner's Book.
- Let them say if they have ever seen traffic lights anywhere. Let them say where.

(c) Learners to construct simple instructions for someone to cross the road using the present tense.

- Assess use of punctuation + present tense

(d) Make sentences in the past tense

- Read the words in the Learner's Book.
- Let them read after you. Insist on correct pronunciation.
- Remind the learners that the words are related to accidents.
- Let the learners construct sentences in past tense using the words, for example, I **rode** a bicycle to school.
- Emphasise that the sentences should be in past tense. Let the learners underline the words that show past tense in the sentences.

Assessment opportunities

Product

Ensure they punctuate correctly and write in past tense.

Activity 4: **Poem** (Refer to Learner's Book pages 62)

Key words

cross left right

Learning Activities

(a) Recite

- Introduce the activity by asking various learners to talk about road safety.
- Read the poem to the learners.
- Ask learners to first read the poem then recite it.
- Let the learners get into small **groups**.
- Let them recite the poem.
- Ask them to recite the poem faster than they did **as a class**.
- Let the each group recite before the class.
- Ask the other learners to clap for the group that recites very well.

(b) Mime the poem

- Let the learners mime the poem.

Assessment opportunities

Observation

Observe as the learners mime the poem and assess whether there is an understanding of the content of the poem by assessing their gestures.

Activity 5: **Story** (*Refer to Learner's Book pages 63-64*)

Key words

tanker breakdown

Learning Activities

(a) Listen and tell

- Let the learners read the story **as a class**.
- Let them read the story in turns aloud to their partner.
- Correct bad reading habits and wrong pronunciations.

(b) Tell us

- Let the learners answer the question orally.
- Remind them that the answers should be found in the passage. Do learners understand the story?

(c) Writing sentences

- Let the learners read the story in activity 5a again, silently.
- Let them, pick three sentences from the story that show past tense. Let them underline the specific words in the sentences that show past tense.
- Let them take turns to read their sentences to the class. Correct them if necessary.
- Let the class clap for the learners with correctly selected sentences.

(d) Change the story into the present continuous tense.

Let the learners change the story into present continuous.

Assessment opportunities

Conversation

Talk to the learners to assess whether they understood the story and whether they can infer the answers of the oral questions from the text.

Product

Check that the story is written by the learners in the present continuous and accurately punctuated.

Activity 6: **Word Bank** (*Refer to Learner's Book pages 64*)

Learning activities

- Introduce the activity by revising the previous one. Do this by asking individuals to talk about anything they learnt from the text they read from the previous activity.
- Guide the learners to copy the new/key words they learnt in the unit.
- You can have the words displayed e.g. at the blackboard for learners to copy.
- If the learners' ability is low, they do not need to do the activity.
- The words must be related to accidents.
- Give the learners a chance to present their answers in **groups** to the class.
- Let others clap for them.
- In conclusion, read out the words in the word bank as the class repeats after you.

Assessment opportunities

Product

Assess the progress of the word bank books.

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages v– ix of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

Unit 12

Health and hygiene

(Refer to Learner's Book pages 65-68)

Learn about		Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about health and hygiene. They should read and listen to a range of appropriate fiction and non-fiction on the subject. They should work in groups to talk about what people in their community should do in order to promote healthy living, and what they can do to practice healthy living habits. They should write sets of instructions about healthy living in different contexts (<i>hygiene, diet, exercise etc.</i>)</p> <p>Learners should be exposed to stories, poems, role-play, dialogues and some situational games about health and hygiene practice. Learners should be guided to construct simple and compound sentences.</p> <p>They should also be encouraged to answer questions using correct tenses using subject verb agreement, negative and interrogative forms about health and hygiene.</p>		<ul style="list-style-type: none"> • How can people in our community promote healthy living? • What are good health and hygienic habits?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the tenses used in a range of spoken and written texts about health and hygiene 	<ul style="list-style-type: none"> • Give clearly, fluently and confidently speech expressing opinions and answering questions about health and hygiene using a variety of structures • Read independently using strategies appropriately to establish meaning • Read texts fluently and accurately about peace and insecurity and understand main points and express preference in their reading • Write imaginatively, clearly and in an organised sequence of sentences that extend ideas logically and with correct grammar • Choose words and spell polysyllabic words correctly and use appropriate punctuations. 	<ul style="list-style-type: none"> • Show increasing confidence when expressing opinions about health and hygiene
<p>Contribution to the competencies: <u>Communication and Co-operation:</u> Use of role-play, poems, stories etc.</p>		
<p>Links to other subjects: Science: Health and hygiene Life Skills: hygiene</p>		

Key inquiry questions

- How can people in our community promote healthy living?
- What are good health and hygienic habits?

Assessment opportunities

In this unit of health and hygiene, the activities provided present various assessments formats such as observation of learners during pair work, individual work and class discussions, reading texts and answering comprehension questions, matching exercises, filling in blank spaces, writing sentences and paragraphs, acting of dialogues, reciting poems and creating poems.

Teaching aids

Flash cards, the pupil's book, pictures, charts, audio recordings, video recordings

Cross-cutting issues

- a) Environmental Awareness and Sustainability
- b) Peace Education
- c) Life Skills

Background information

In this unit, learners should be given the basic vocabulary to talk about health and hygiene. Key words should be displayed for them to copy and learn. They should be given opportunity to construct oral sentences using vocabulary on health and hygiene.

They should begin to read a range of simple non-fiction stories on the subject. They should work in groups to discuss need to eat healthy and live in a hygienic environment.

They should be given opportunity to recite rhymes, poems, sing songs and act role-plays and dialogues related to health and hygiene. Learners should also be to construct simple oral and written sentences using vocabulary on health and hygiene.

They should also be encouraged to answer questions using the correct tenses using subject-verb agreement, negative and interrogative forms about health and hygiene.

Activity 1: Vocabulary (*Refer to Learner's Book pages 65*)

Key words

health hygiene

Learning activities

(a) Look and name

- Introduce the activity by asking as many learners as possible to name their favourite food.
- **In pairs**, let the learners look at the pictures and say what they can see. Read the words below the pictures to the learners.
- Ask learners to read the words given after you. Encourage learners to clap for those who pronounce the words correctly.
- **In groups**, ask learners to match the pictures using the words given. For advanced learners, let them construct sentences using the vocabulary.
- Ask the learners to tell what food they can identify from the pictures and which ones they like and why. They can go ahead and say why they do not prefer certain foods. Encourage them to eat each type of food shown as it helps in their growth.

(b) Draw the food you ate this morning

- **Individually**, ask the learners to draw the food they ate in the morning before coming to school. Let them show each other. Ask them if they ate healthy or unhealthy.
- Let them emulate the example in the Learner's Book and write their own sentence. The sentence should be in past tense.

Assessment opportunities

Conversation

Talk to groups of learners and ask them what foods they think should be added in

each category. Discourage too much eating of foods like sweets as they can harm the kids teeth.

Product

Assess the learners' drawings and see if they are able to portray images that can be identified easily as the foods they had.

Activity 2: **Poem** (*Refer to Learner's Book pages 66*)

Key word

food

Learning activities

(a) Recite

- Introduce the activity by asking learners oral questions about the previous activity and what they understood from it.
- Read out the words of the poem given. Let the learners say the words of the poem after you. You can repeat this as much as you deem necessary for the learners to get the words.
- Recite the poem to the class, act out some of the actions like playing.
- You may recite a few lines or one line at a time depending on their ability.
- Ask the learners to recite the poem after you. Encourage them to act out the poem as you had done.

(b) Say more good foods to eat

- Ask the learners to add more foods to eat that are healthy.

Assessment opportunities

Conversation

Check if they understand the poem and why they are healthy.

Observation

Observe the learners as they recite and act the poem in groups and before the class. Do their actions show a connection to what they are reciting?

Activity 3: **A game about food** (Refer to Learner's Book pages 66)

Learning activities

Play a game called 'food food'.

- Introduce the lesson by revising the previous activity by asking various learners to mention the different types of food that they know.
- Organise learners in to groups.
- Each group have a set of pictures of food that are healthy, unhealthy.
- Groups sorts food into categories. Each person in the group picks a card and says the name of the food and why it is to go into the category. The rest of the group checks that they agree.

Assessment opportunities

Observation

Observe the learners as they play the game? Are they able to speak in sentences to justify why the food is healthy/unhealthy.

Activity 4: **Story** (Refer to Learner's Book pages 67-68)

Learning activities

(a) Listen and read

Introduce the lesson by asking learners about good eating habits.

In groups, let the learners discuss what is happening in the pictures given.

Let the learners read the extracts. Remind them about good reading habits and skills.

In pairs, let the learners talk about what the passage is about. Let the learners find the vocabulary on food from the extract. Correct bad reading habits and wrong pronunciations.

(b) Answer orally

In pairs, let the learners answer the questions orally. Remind them that the answers should be found in the passage.

Assessment opportunities

Conversation

Talk to groups of learners about the picture, checking that they can describe the picture correctly and relate the picture to a story.

Observation

Assess whether there is evidence of comprehension by checking on how much learners get by listening to the story.

Activity 5: **Write sentences** (*Refer to Learner's Book pages 67*)

Learning activities

- Let the learners write sentences about what their family eats.
- Give them the following pointers to write about:
 - (a) What their family eats for breakfast
 - (b) What their family eats for lunch
 - (c) What fruits their family mostly eats
 - (d) What their family eats for supper
 - (e) Which drink their family members enjoy the most

Note: Ensure learners punctuate their sentences correctly. That is all sentences must start with a capital letter and end with a full stop.

Activity 6: **Word bank** (*Refer to Learner's Book pages 67*)

- Introduction: Help learners to come up with vocabulary on health and hygiene.
- In groups, guide the learners draw the diagram in their books and fill in with the word bank in their Payam.
- Encourage learners to find as many as words as possible about health and hygiene. Give the learners a chance to show what they have done to the class.
- Appreciate the learners who have banked the most words about health and hygiene.

Assessment opportunities

Product

Assess the learners' word bank books and check the words that they have written. Are the spellings correct? Encourage them to be neat and arrange their work.

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages v– ix of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

Unit 13

Occupations in our Payam

(Refer to Learner's Book pages 69-76)

Learn about		Key inquiry questions
<p>Learners should use vocabulary and structures to enable them talk about occupation. They should read and listen to a range of fiction and non-fiction about occupations. They should work in groups to list the occupations in the Payam and write something about each one.</p> <p>They should listen to a visitor talk about their job and should work in groups beforehand to prepare appropriate questions to ask.</p> <p>In small groups and as a whole class, they role-play or dramatise on themes related to occupations. They should also be exposed to poems, songs, rhymes, conversation and short stories on themes related to occupations.</p> <p>Individually, they should be encouraged to read and write independently.</p>		<ul style="list-style-type: none"> • How can we talk about buying and selling of things? • What are the different economic roles and employment outside their immediate environment?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the difference between the present, past and future events in a range of both spoken and written materials 	<ul style="list-style-type: none"> • Give clearly, fluently and confidently speech expressing opinions and answering questions about occupations using a variety of structures • Read independently using strategies appropriately to establish meaning • Read texts fluently and accurately about peace and insecurity and understand main points and express preference in their reading • Write imaginatively, clearly and in an organised sequence of sentences that extend ideas logically and with correct grammar • Choose words and spell polysyllabic words correctly and use appropriate punctuations 	<ul style="list-style-type: none"> • Show increasing confidence when expressing opinions about occupation.
<p>Contribution to the competencies: <u>Communication and Co-operation:</u> Group work and presentations</p>		
<p>Links to other subjects: Social Studies: Looking at topics related to occupation <u>Life Skills:</u> occupations</p>		

Assessment Opportunities

Opportunities for all three forms of assessment are indicated for most of the activities:

- Observation
- Conversation
- Product

An outline of the learning

In this unit, learners should be given the basic vocabulary to talk about occupations. Key words should be displayed for them to copy and learn. They should be given opportunity to construct oral sentences using vocabulary on occupations.

They should begin to read a range of simple non-fiction stories on occupations comprehension. They should work in groups to discuss the importance of different occupations.

They should be given opportunity to recite rhymes, poems, sing songs and act role-plays and dialogues related to occupations. Learners should also be able to construct simple oral and written sentences using vocabulary on occupations.

Individually, they should be encouraged to read and write independently.

Using the Learner's Book

There are both words and pictures in the textbook, and as your learners are yet to develop their reading skills, it is important to read the text for them as they say the text after you. That way you will be '**modelling**' reading and will help their development.

Learners should be encouraged to say or recite/sing texts along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to listen to and say, these passages should be broken down into shorter phrases.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some key words on posters or boards around the learning space if possible so that learners get used to seeing them and become familiar with spellings.

Learners could develop this collection as they progress through the unit.

The learner's competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of school the community around it.

Learners are asked to work in pairs and groups (as explained in this Teacher's Guide), so there are continuous opportunities for co-operation and teamwork also.

It is important in Primary 3 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways for learners to talk about their school and how it can benefit the community around it.

The subject matter will also deepen the learners' understanding of the South Sudan Culture and Identity by learners gaining understanding on occupations.

Cross-cutting issues

Life skills: discussing about occupations should let the learners express themselves in terms of attributes of self-including interests, gifts and talents. This unit is bound to help learners that occupations can arise from any talents they have, so as a teacher help them to discover and nurture them.

Activity 1: **Naming occupations** (*Refer to Learner's Book pages 69-70*)

Key words

nurse police officer driver teacher doctor

Learning activities

(a) Look and name

- **Introduce** this unit, by asking learners to mention some of the occupations they know.
- **In pairs**, let them discuss what they can see in the pictures. Give the learners a chance to present to the class what they can see.

(b) Read and say

- **As a class**, let the learners read the words aloud. Let them match the words with the pictures given.

(c) Answer

- **In groups**, let the learners answer the questions in their exercise books.
- Give each group a chance to present their answers to the class. Correct the learners where necessary.

Assessment opportunities

Conversation

Talk to the learners and assess if they are able to not only identify the people in the pictures by name but also say what their work is. Give the necessary support.

Observation

Observe the learners as they discuss. Identify learners who are particularly good at organising others as they facilitate the discussions.

Activity 2: Matching occupations (*Refer to Learner's Book pages 69-70*)

Key words

weaver barber mechanic carpenter

Learning activities

(a) Say and match

- **Introduce** the activity by revising the previous one. Do this by asking individuals to talk about what was in the pictures.
- **In pairs**, read the words in the Learner's Book. Ask the learners to read the words after you.
- Let the learners discuss in detail what each person in the pictures does for a living.

- Guide them in matching the words with the pictures. Give the learners a chance to present their answers to the class. Correct the learners where necessary.

(b) Read and match

- Arrange the learners **in groups**. Read the words and sentences. Let the learners read the words and the sentences too. Insist on correct pronunciation. Let the learners match the words. Correct where necessary.

(c) Write sentences

- Let the learners read the words in the Learner's Book.
- In small **groups**, let them discuss the people referred to by the words do for a living. Encourage learners to think of varied adjectives to describe the jobs, when they write about what they would like to do, can they provide good reasons to justify their answers.
- **Individually**, let the learners construct simple sentences with the words in the Learner's Book in the past, present and future tense.

Assessment opportunities

Conversation

Talk to the learners about the economic activities shown and let them match them with the sentences given. Check if learners are able to do this correctly.

Observation

Observe as learners discuss in their groups. Are they able to cooperate and match the sentences as required? Do we have learners in the groups who are able to correct another learner's pronunciation mistake?

Product

Consider the sentences constructed by the learners. Assess whether the sentences are correctly written in the tenses and with appropriate punctuation used. Check that learners have logically explained the job they would like to do.

Activity 3: A conversation (Refer to Learner's Book pages 71)

Key words

farmer farm plough grow

Learning activities

(a) Read and act

- **Introduce** the activity by revising the previous one. Do this by asking a few learners to say the complete sentences to the class.
- **In pairs**, ask the learners to look at the picture given in the Learner's Book. Let them say what they can see in relation to occupations. Let the learners listen to you read the dialogue and say the sentences of the dialogue given.
- **In pairs**, they can role-play to the class in turns as they try and speak the words. Correct the learners' pronunciation accordingly.
- **In groups**, let the learners get into small groups. Let them act the conversation to each other. A few of the learners can then act in turns act to the class.

(b) Write about

Ask learners to write about Mr. Kisanga's visit. Encourage them to retell his visit to each other.

- Check that they write in the past tense, and use appropriate punctuation. Encourage learners to include what they enjoyed most about Mr. Kisanga's visit.

Assessment opportunities

Conversation

Talk to groups of learners about the picture, checking that they can describe the picture correctly and relate the picture to the dialogue.

Also assess how much learners are able to tell what they want to be in future.

Product

Check if the sentences written are in the correct tense and if well punctuated.

Activity 4: Poem (Refer to Learner's Book pages 73)

Key words

weeding repair buyers sellers taxi driver

Learning activities

(a) Listen and recite

- Introduce the activity by referring the learners to the previous activity. Read out the words of the poem given.
- **In pairs**, let the learners say the words of the poem after you. You can repeat this as much as you deem necessary.
- Recite the poem to the class. (It is important to practise the poem before the class activity.) Ask the learners to recite the poem after you. You may recite a few lines or one line at a time depending on their ability.
- **In groups**, let the learners recite the poem in their groups as you go round and observe. Correct the learners accordingly.
- Let the groups recite to the class in turns. Conclude by awarding (even by a clap) the teams that recite best.

(b) Writing sentences

Let the learners construct simple sentences in their exercise books about occupations in their Payam.

Assessment opportunities

Conversation

Listen to learners when they say and sing the words of the poem after you. Note their pronunciation and correct accordingly. Check if they understand the poem and give support.

Observation

Observe the learners as they sing and act the poem in groups and before the class.

Product

Consider the sentences constructed by the learners. Assess whether there is an understanding of tenses and punctuation.

Activity 5: **Talking about occupations at different times** (*Refer to Learner's Book pages 73-74*)

Key words

weaved I will teaching

Learning activities

Role-play

- Introduce the activity by revising the previous one. Do this by giving as many learners a chance to say the words they have learnt in the text.
- **As a class**, read out what different speakers are talking about occupations. Let the whole class read after you. Insist on correct reading skills.
- **In groups**, let them read what the different speakers are reading in turns. Encourage all the learners to participate actively during the activity.

Assessment opportunities

Conversation

Talk to the learners about the different times used in this activity. Make sure that they can differentiate the different times. For example, something happening now and something that happened in the past and something that can happen in the future.

Activity 6: **Future Occupations** (*Refer to Learner's Book pages 73*)

Key words

pilot

Learning activities

(a) Listen and say

- Introduce the activity by revising the previous one.
- **Before Reading**, let the learners tell each other about what they would like to be in future.
- Ask learners to look at the picture in the text and describe what they can see. Let as many learners talk.
- Let the learners read what Kamal is saying in the Learner's Book.

(b) Write a paragraph about your future occupation

- Let the learners talk about what they want to be in future. Encourage all learners to tell of their future expectations.
- **Individually**, let the learners write a paragraph on their desired occupation in their exercise books. They should mention why they like their occupation of choice.
- Let the learners take turns to present their work to the class.

Assessment opportunities

Conversation

Ask the learners to tell you which occupations they want to have in future. Let them say why they prefer certain occupations to others. They can also tell you why they do not prefer certain occupations. Encourage them to be more diverse.

Product

Consider the paragraphs written by the learners and assess whether they are relevant to the activity are logical, written in the correct tense with appropriate punctuation.

Activity 7: Text on occupations (Refer to Learner's Book pages 75)

Key words

teach drive nurses

Learning activities

(a) Listen, read and tell

- **Before reading**, let the learners tell each other about different occupations. Ask learners to look at the picture in the story and describe what they can see. Let as many learner talk.
- Read the story given in the Learner's Book. Ask learners to say the story after you.
- **In groups**, let the learners say anything they have from the story in turns as you guide and correct them accordingly. Even if it is just a word they picked.

(b) Tell us

- For more advanced learners, let them say the story in their own words. Let them start by saying what the story is about. Correct them accordingly but encourage them to retell it even in their national language.
- **In pairs**, let the learners answer the questions orally.

Assessment opportunities

Conversation

Talk to groups of learners about the picture, checking that they can describe the picture correctly and relate the picture to the story.

Observation

Assess whether there is evidence of comprehension by checking on how much learners get by listening to what is being read.

Activity 8: Solving a puzzle (Refer to Learner's Book pages 75)

Key words

artist nurse builder farmer

Learning activities

(a) Draw and circle the words

- **Introduce** the activity by revising the previous one. Do this by asking individuals to say the words they corrected.
- Refer the learners to the puzzle in the Learner's Book. Let them draw the puzzle.
- Explain to them how to find the hidden words. The words should be related to occupations.
- **In pairs**, let them circle the words. Give them a chance to present their answers to the class.
- Conclude by correcting the learners where necessary.

(b) Write sentences

Let the learners use the words they have circled to write sentences. Ensure learners write extended sentences that includes what job each person does.

Assessment opportunities

Product

Assess if the learners are able to circle or find all the words in the puzzle. Are the words they have found the correct ones?

Consider the sentences and assess the level of vocabulary used and their relevance to the unit.

Activity 9: Word bank (Refer to Learner's Book pages 75)

Learning activities

- Introduce the activity by revising the previous one. Let the learners say the words they circled in the bank.

- **Individually**, guide the learners to make a **word bank book** and then copy the new/key words they learnt in the unit. You can have the words displayed e.g. the blackboard for learners to copy.

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages v– ix of this Teacher’s Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

Unit 14

Children's rights

(Refer to Learner's Book pages 77-81)

Learn about		Key inquiry questions
<p>Learners should be exposed to vocabulary and structures that can enable them talk about children's rights and responsibilities. They should read and listen to a range of non-fiction about children's rights and also some stories about children from different countries.</p> <p>Through think, pair and share, they should discuss children's responsibility like fetching water, obeying parents etc. They should talk about their own responsibilities and how they try to fulfill them. Drawing on the stories they have heard, they should discuss the lives of children in other countries. They should write about these and make a presentation to the class.</p> <p>They should be exposed to appropriate poems, stories, riddles, games and conversations with themes related to children's rights and abuse.</p> <p>Individually, they begin to read and write independently.</p>		<ul style="list-style-type: none"> • How can we differentiate children's rights from responsibilities? • How do children live in other countries?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the tenses used in a range of spoken and written materials related to children's rights 	<ul style="list-style-type: none"> • Give clearly, fluently and confidently speech expressing opinions and answering questions about children's rights using a variety of structures • Read independently using strategies appropriately to establish meaning • Read texts fluently and accurately about peace and insecurity and understand main points and express preference in their reading • Write imaginatively, clearly and in an organised sequence of sentences that extend ideas logically and with correct grammar • Choose words and spell polysyllabic words correctly and use appropriate punctuations 	<ul style="list-style-type: none"> • Show increasing confidence when expressing opinion about children's rights
<p>Contribution to the competencies: <u>Critical thinking:</u> About the application of children's rights <u>Communication and Co-operation:</u> Group work and presentations</p>		
<p>Links to other subjects: Social Studies: Looking at topics related to human rights Peace Education: human rights</p>		

Assessment opportunities

Product

Check the progress in the Learner's Books. Are they able to copy the words correctly? Is their work well arranged?

Assessment opportunities

Opportunities for all three forms of assessment are indicated for most of the activities:

- Observation
- Conversation
- Product

An outline of the learning

In this unit, learners should be given the basic vocabulary to talk about children's rights. Key words should be displayed for them to copy and learn. They should be given opportunity to construct oral sentences using vocabulary on Children's rights.

They should begin to read a range of simple non-fiction stories on Children's rights comprehension. They should work in groups to discuss the need for children to have rights.

They should be given opportunity to recite rhymes, poems, sing songs and act role-plays and dialogues related to Children's rights. Learners should also be able to construct simple oral and written sentences using vocabulary on Children's rights.

Individually, they should begin to read and write independently.

The learner's competencies

This unit presents many opportunities for communication and co-operation through acting dialogues, singing songs and storytelling.

Learners are asked to work in pairs and groups (as explained in this Teacher's Guide), so there are continuous opportunities for teamwork.

It is important in Primary 3 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to promote good nutrition in the young learners.

The subject matter will also deepen the learners' understanding of the South Sudan Culture and Identity.

Crosscutting issues

Peace education: through the learning and discussions in this unit the learners will be able to learn about human rights. They will be able know what their rights are and how they can live in peace and harmony by respecting other people's rights in their Payams.

Activity 1: Identifying children's rights (*Refer to Learner's Book pages 76*)

Key words

rights education food shelter

Learning activities

(a) Look and write

- As an introduction to this unit, ask learners to mention some of the rights they are entitled to. It may be a new word to them so you will have to explain to them what a right is-The things they deserve to have by law e.g. food, etc.
- **In pairs**, let them discuss what they can see in the pictures. Give the learners a chance to present to the class what they can see.
- Explain to the learners that the pictures illustrate some of the rights they are entitled to.
- Guide the learners to read and understand the words in the Learner's Book.
- Ask the learners to write a sentence relating to each picture in the Learner's Book.
- In turns, let them read the sentences in class.

Assessment opportunities

Conversation

Ask learners questions about the pictures portrayed in the Learner's Book and let them describe or name these rights. See if they are able to say something about each picture.

Product

Consider the sentences written by the learners. Are they relevant and related to the pictures? Are the sentences well punctuated with capital letters and full stops?

Activity 2: Vocabulary (Refer to Learner's Book page 78)

Key words

shelter protection education medicine food

Learning activities

(a) Listen and say

- **Introduce** the activities by asking the learners about the economic activities learnt in the previous activity.
- **As a class** ask the learners to talk about vocabulary found in their Payam in relation to economic activities. Read the words to them and let them read after you. Insist on the correct pronunciation of the words.

(b) Answer

- **In pairs**, let the learners do the questions in their exercise books. Depending on the ability of the class, you may ask the learners to use the words given to make oral sentences.
- Let learners say their sentences to the class in turns.

(c) Write about the rights

- Give one right to each group. In the group ask the learners to discuss why that right is important and write sentences to justify and explain this. Each group to present their work to the class. Display all the rights.

Answers

1. medicine
2. shelter
3. education
4. protection
5. food

Assessment opportunities

Observation

Observe how the learners are discussing in their groups using the language of persuasion to justify their reasons.

Product

Consider the sentences written by the learners and assess if their structure is correct. Check on the subject-verb agreement.

Activity 3: Poem (*Refer to Learner's Book page 79*)

Learning activities

(a) Recite and act

- Introduce the activity by referring the learners to the previous activity. Read out the words of the poem given.
- Let the learners say the words of the poem after you. (You can repeat this as much as deem necessary.) Recite the poem to the class.(It is important to practise the poem before the class activity.)
- Ask the learners to recite the poem after you. You may recite a few lines or one line at a time depending on their ability.
- **In groups**, let them recite the poem in their groups as you go round and observe. Correct the learners accordingly. Let the groups recite to the class in turns. Let the learners mime the poem.

(b) Mime the poem

- Ask the learners to mime the poem, that is, they use gestures only and appropriate facial expressions.
- Conclude by awarding (even by a clap)the groups that recited best.

(c) Writing a story

- Let the learners discuss about their rights and how they are important.
- Ask them to each write a story about these rights and how they enjoy throughout an ordinary day.
- Let them present their story to the class.

Assessment opportunities

Conversation

Listen to learners when they say and recite the words of the poem after you. Note their pronunciation and correct accordingly. Check if they understand the song and give support.

Observation

Observe the learners as they recite and act the poem in groups and before the class. Do their actions denote understanding?

Product

Consider the sentences written by the learners and assess their structures and relevance to the unit.

Activity 4: Story (Refer to Learner's Book pages 80)

Key words

rights children's officer

Learning activities

(a) Listen and read

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to mime the poem in the previous activity.
- Do this activity as a **class**, start by reading the text given in the Learner's Book for the learners. Ask the learners to read the text after you.
- Let the learners practise reading the text **in pairs**. Walk around as you correct their pronunciation and other reading skills.

(b) Tell us

- Ask the learners to answer the questions after the text orally. Give them a chance to present their answers to the class. Divide the class into two groups. Hold a brief debate on: *Every child has a right to education.*

Assessment opportunities

Conversation

Talk to groups of learners about the picture, checking that they can describe the picture correctly and relate the picture to the story.

Observation

Assess whether there is evidence of comprehension by checking on how much learners get by listening to the story.

Activity 5: Write sentences (*Refer to Learner's Book pages 81*)

Learning activities

- Introduce the activity by revising the previous one. Do this by asking individuals to talk about anything they learnt from the text they read from the previous activity.
- Introduce this activity by re-reading the story Adut, the Caring Girl. In pairs ask the learners to discuss what Adut may have told her parents. Introduce persuasive language to the learners. Tell them that this is a type of language that is used when you want someone to agree with what you are saying.
In order to do this; they should use phrases like; please, I ask you, It is important, Children need to e.t.c. in their sentences.
- Allow them enough time to read their sentences in class.

Assessment opportunities

Conversation

Talk to the learners about how they normally talk to their parents when they want something and assess whether they sound convincing and persuasive.

Product

Consider the sentences written by the learners. Are they persuasive?

Activity 6: Word Bank (Refer to Learner's Book pages 80)

Learning activities

- **In groups**, guide the learners in copying the new/key words they learnt in the unit.
- You can have the words displayed e.g. at the blackboard for learners to copy. If the learners' ability is low, they do not need to do the activity.
- The words must be related to children's rights. Give the learners a chance to present their answers in **groups** to the class.
- Let others clap for them. In conclusion, read out the words in the word bank as the class repeats after you.

Assessment opportunities

Product

Check the words written by the learners and assess if they are in the correct context and that the spellings are correct.

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages v– ix of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

Unit 15

Technology

(Refer to Learner's Book pages 82-87)

Learn about		Key inquiry questions
<p>Learners should be exposed to technological devices people in their community commonly use. They should work in groups to write explanation of the functions of these devices, and write sets of instructions. They should share the instructions with the class and see if fellow learners can guess which for device they are written.</p> <p>Learners should be encouraged to work in pairs, small groups and as a whole class to discuss changes people in their community experience as a result of using these common technological devices. They should be guided to form simple and compound sentences.</p> <p>They should be exposed to poems, songs, rhymes, riddles, conversations, dialogues, stories, etc. with themes related themes to technology. Individually, they should be encouraged to read and write independently.</p>		<ul style="list-style-type: none"> • What are the various technological devices people in your community use? • How has technology changed the lives of people in your community?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand a range of tenses of both spoken and written materials related to the theme technology 	<ul style="list-style-type: none"> • Give clearly, fluently and confidently speech expressing opinions and answering questions about technology using a variety of structures • Read independently using strategies appropriately to establish meaning • Read texts fluently and accurately about peace and insecurity and understand main points and express preference in their reading • Write imaginatively, clearly and in an organised sequence of sentences that extend ideas logically and with correct grammar • Choose words and spell polysyllabic words correctly and use appropriate punctuations 	<ul style="list-style-type: none"> • Show increasing confidence when expressing opinion about technology
<p>Contribution to the competencies: <u>Critical thinking:</u> About technology <u>Communication and Co-operation:</u> Group work and presentations</p>		
<p>Links to other subjects: Social Studies: Looking at topics related to technology</p>		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for most of the activities:

- Observation
- Conversation
- Product

An outline of the learning

Learners should be exposed to technological devices that people in their community commonly use. They should work in groups to write explanation of the functions of these devices, and write sets of instructions. They should share the instructions with the class and see if fellow learners can guess which for device they are written.

Learners should be encouraged to work in pairs, small groups and as a whole class to discuss changes people in their community experience as a result of using these common technological devices. They should be guided to form simple and compound sentences.

They should be exposed to poems, songs, rhymes, riddles, conversations, dialogues, stories, etc. with themes related to technology. Individually, they should be encouraged to read and write independently.

Using the Learner's Book

There are both words and pictures in the textbook, and as your learners are yet to develop their reading skills, it is important to read the text for them as they say the text after you. That way you will be '**modelling**' reading and will help their development.

Learners should be encouraged to say or recite/sing texts along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to listen to and say, these passages should be broken down into shorter phrases.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some key words on posters or boards around the learning space if possible so that learners get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The learner's competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of human rights. Learners are asked to work in pairs and groups (as explained in this Teacher's Guide), so there are continuous opportunities for co-operation and teamwork also.

It is important in Primary 2 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to make learners aware of their rights as children.

The subject matter will also deepen the learners' understanding of the South Sudan culture and identity by learning more about technology.

Links to other Subjects

Social Studies: Looking at topics related to technology and its evolution and how it can be used to better our lives in our different Payams.

Activity 1: **Common technological devices** (*Refer to Learner's Book pages 81*)

Key words

Smart phone television desktop laptop

Learning activities

Look and write

- As an introduction to this Unit, ask learners to mention some of the technological devices they are familiar with.
- **In pairs**, refer the learners to the pictures in the Learner's Book. Let them discuss what they can see in the pictures.
- Let them write the names of the devices given. They can also write one sentence for each picture.

Assessment opportunities

Conversation

Talk to learners and hear if they are able to describe the devices in the pictures. Are they able to tell accurately the uses of the devices and how they are operated? Are they able to name the devices correctly?

Activity 2: **Vocabulary for naming technology** (*Refer to Learner's Book page 83*)

Key words

keyboard click computer radio

Learning activities

(a) Make sentences

- Introduce the activities by asking the learners about what they learnt in the previous unit.
- **As a class**, introduce the learners to vocabulary found in their Payam in relation to technology. Let the learners read the words in the Learner's Book. Insist on the correct pronunciation of the words.
- **In pairs**, let the learners say the words after you. Learners then write a sentence about each one and if they have any of these.

(b) Guess who I am

- Read out sentences to show description of a certain technological device. Come up with descriptions of an aeroplane, a car, a mobile phone, etc.

In groups, let the learners say what they are.

- In turns let the learners describe various devices amongst themselves and say what they are.
- Give the groups a chance to present their answers. Conclude the activity by appreciating the learners for their effort.

(c) Write sentences

- Let the learners write one more sentence in each category in b explaining how they are used and why they are important.

Assessment opportunities

Conversation

Note the learners' pronunciation and correct the learners accordingly. Assess if the learners are able to make correct oral sentences using the words.

Product

Consider the sentences written by the learners and assess their relevance to the activity.

Activity 3: How a mobile phone works (Refer to Learner's Book pages 83)

Learning activities

(a) Look and tell

- Introduce the activity by reviewing the previous activity on vocabulary. Ask the learners oral questions like *what are the words we learnt in the previous activity?*
- **As a class**, refer the learners to the picture in the Learner's Book on how a mobile phone works. (If possible have a real mobile phone or a model.)

Explain to the learners that a mobile phone is used to communicate to someone far away from you.

- Tell them you dial a certain number and the person on the other end receives the phone.
- The two people then talk. Let them look at the picture in the Learner's Book.
- **In pairs**, let a pair of learners pretend they are holding mobile phones. Let them talk to each other on the mobile phone. Encourage them to make the conversation real. Let them act out in turns.

(b) Writing sentences

- Let the learners construct sentences about the picture in the Learner's Book.
- Let them say if they have ever used a mobile phone before and how they felt about it.
- Tell them they are writing their sentence for someone who has never seen a mobile phone before.

Assessment opportunities

Observation

Observe how learners hold a conversation using the phones. Have they understood how to operate a mobile phone?

Product

Consider the sentences written by the learners and assess whether they are structured correctly. Assess their relevance to the activity.

Activity 4: How a computer works (Refer to Learner's Book pages 83)

Learning activities

(a) Look and talk

- Introduce the activity by referring the learners to the previous activity on how a mobile phone works.
- **As a class**, refer the learners to the picture in the Learner's Book. Introduce the word **computer** to them.
- Tell them a computer is an electronic device used for processing information and performing calculations; follows a program to perform sequences of mathematical and logical operations. (Use the simplest possible way to make them understand.)
- **In pairs**, let the learners discuss what a computer is used for. Give them a chance to present their answers to the class.

(b) Writing sentences

- **Individually**, let the learners write sentences about what they discussed in pairs about computers in activity 4a.

Assessment opportunities

Conversation

Talk to learners and ask them if they have ever seen a computer. You can go ahead and ask them if they have ever operated one.

Product

Consider the sentences written by the learners and assess whether they are relevant and use appropriate vocabulary.

Activity 5: **Poem** (*Refer to Learner's Book pages 84*)

Key words

Headphones tablet play station

Learning activities

(a) Recite and act

- Introduce the activity by revising the previous one.
- Read out the words of the poem given. Let the learners say the words of the poem after you. You can repeat this as much as you would deem necessary.
- Recite the poem to the class. (It is important to practise the reciting the poem before the activity)
- **In pairs**, ask the learners to recite the poem after you. You may recite a few lines or one line at a time depending on the ability of the learners.
- **In groups**, let them recite the poem as you go round and observe. Correct the learners accordingly.

(b) Copy and write

- **Individually**, let the learners write the sentences provided in the Learner's Book in their exercise books. Let them write if it's true or false according to the poem.
- Let the learners take turns to present their answers to the class.

(c) Spell

- Read out the following words to the learners one word at a time.

technology computer buttons

- Select learners randomly and ask them to come to the front of the class and spell the words. Guide and correct them accordingly.
- Let them write the words in their exercise books.

(d) Write a paragraph

- Let the learners discuss the poem with their partner and think about what it means.
- Ask learners to write a paragraph to the poem.

Assessment opportunities

Conversation

Listen to learners when they say and recite the words of the poem after you. Note their pronunciation and correct accordingly. Check if they understand the poem and give support.

Observation

Observe the learners as they recite and act the song in groups and before the class. Do their actions denote understanding?

Product

Consider the sentences the learners will construct. Does the paragraph include reasons from the poem to explain what it is about?

Activity 6: **Story** (*Refer to Learner's Book pages 85-86*)

Key words

charging battery phone

Learning activities

(a) Listen and read

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to recite the poem on effects of technology before the class.
- **In pairs, before reading,** let the learners tell each other about how to use a mobile phone. Remind the learners that it is important to know how to use technological devices like a mobile phone.
- Ask learners to look at the picture in the story and describe what they can see. Let as many learners talk. Read the story given in the Learner's Book.

- Encourage learners to continue the story. Maria can tell her brother what her father had taught her.
- Learners to write this in the present tense as Maria talks to her brother.
- Ask learners to say the story after you. Let the learners say anything they have got from the story in turns as you guide and correct them accordingly. Even if it is just a word they picked.

(b) Answer orally

- **In groups**, let the learners answer the questions correctly orally. Correct them where necessary.
- For more advanced learners, let them say the story in their own words. Let them start by saying what the story is about. Correct them accordingly but encourage them to retell it even in their national language.

Assessment opportunities

Conversation

Talk to groups of learners about the picture, checking that they can describe the picture correctly and relate the picture to the story.

Observation

Assess whether there is evidence of comprehension by checking on how much learners get by listening to the story.

Product

Does the paragraph include speech marks, present tense, follow an from the story and make sense.

Activity 7: **Word bank** (*Refer to Learner's Book pages 87*)

Learning activities

- **Introduce** the activity by revising the previous one. Let some of them narrate the story.
- **Individually**, guide the learners to make a **word bank book** and then copy the new/key words they learnt in the unit.

- You can have the words displayed e.g. at the blackboard for learners to copy. If the learners' ability is low, they do not need to do the activity. Conclude by reading out the words to the learners as they repeat.

Assessment opportunities

Product

Check the learner's word bank books and see if they are able to copy the words correctly.

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages v– ix of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock