MORAY HOUSE COLLEGE OF EDUCATION

SCOTTISH CENTRE FOR EDUCATION OVERSEAS

A Workshop Package on Teaching Reading in Primary One and Two in Sierra Leone

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SUMMARY

Chapter One of this project tells you about the background of Sierra Leone and the problem I am going to deal with which is helping untrained teachers to cope with very difficult problems of teaching Pre-Reading and Early Reading in Primary 1 and 2.

Chapter Two discusses the relevant background literature.

Chapter Three shows how to design an In-service Workshop and then gives examples of the workshop activities that are appropriate. The way in which the plans would be implemented is clearly specified.

Chapter Four discusses the evaluation of the Workshop and the Follow-up with particular reference to the relationship between
(a) supervisors and teachers
(b) teachers and parents
A WORKSHOP PACKAGE ON TEACHING READING
IN PRIMARY ONE AND TWO

CHAPTER ONE

BACKGROUND

Sierra Leone is situated on the western part of the continent of Africa. It is about 28,000 square miles, with a population of about ten million people. It is bounded on the north by the Republic of Guinea, on the west by the Atlantic Ocean and on the south east by the Republic of Liberia. This country was colonised by the British in 1808. The inhabitants have thirteen various languages, known as tribal languages. This makes it difficult to develop a lingua franca. Therefore the English language was accepted as the official language and the language used as a medium of instruction in all schools and training institutions.

The importance of English cannot be over-emphasised. It is evident here that, without a good knowledge of the English language, one can hardly secure any good job, either in the Civil Service or as a teacher. So, a considerable number of English teachers are needed to teach English.
1.1 Teachers

The problems facing the teaching profession are numerous, but most important is the lack of professionally trained teachers. Teachers are generally recruited from young school leavers, aged eighteen to twenty-one, who, after completing their secondary education, failed to obtain full GCE 'O' level passes. Seventy five per cent of the teaching staff in our primary schools are untrained and unqualified. We generally call them pupil teachers. They are generally given a three year probationary period, after which they are offered government scholarships for further professional training in the teacher training colleges. These scholarships are very limited in number. These untrained and unqualified teachers find it difficult to use the text books, other school materials, and school records (e.g. school registers, schemes of work etc.). So in-service workshops are the only possible way whereby these pupil teachers could receive professional in-service training to help them, and the children in our primary schools.

1.2 Syllabus

In Sierra Leone, the national primary syllabus aims at giving the Sierra Leonean child a level of competence in English which will enable him/her, on completion of primary education, to:-
(1) continue his education to secondary and tertiary level in an English medium educational context;
(2) function as a citizen of a country in which English is recognised as the official language;
(3) communicate with people from different countries using English as a medium of international communication.

The syllabus is, therefore, primarily a communicative syllabus, based on the communicative needs of the Sierra Leonean child.

The underlying philosophy of this syllabus, that of language as communication, means that its aims and objectives are couched in terms of language functions, that is, the uses to which language is put in real life, and language skills, the skills necessary for effective communication. The syllabus is, moreover, designed to develop all four major language skills - listening, speaking, reading writing - in an integrated way, so that the child has the opportunity of developing basic intellectual skills and strategies while using English.

Dubin and Olshtain (1987) state that teachers who received traditional training and who have only worked with rather conservative materials may not be equipped professionally or emotionally to handle modern teaching materials which leave a considerable amount of decision-making to the teacher. A period of sensitising may be necessary for both teachers and students before new ideas can be
introduced effectively. The communicative thrust of the SL syllabus and the integrated skills approach make the classroom implementation of teaching materials very difficult for our unqualified teachers. They are learning how to teach at the same time as they are learning how to handle quite complex teaching materials. Grammar, however, has in no way been neglected or under-emphasised. The syllabus is therefore best defined as essentially structural, but with a functional approach, stressing the use of structures taught in real-life situations, and skills overlay, emphasising the development of the four language skills once the basic language content of structures and vocabulary have been mastered or understood. The syllabus has been realised in a series of text books for Sierra Leone primary schools. For every stage, there is a text book, work book, and a teacher's book.

1.3 **KELT Programme**

Furthermore, the KELT Programme (Key English Language Teaching) sponsored by the British Council, under British technical co-operation, came to the aid of the Sierra Leone Government. Through this programme, the Sierra Leone primary schools have been equipped with school materials, for example, Pupils' Course books, Pupils' work books, teachers' hand books, ranging from Class One to Class Six, stationery, class registers and school records and lockers, for the safety of these materials.
In addition to the above, a team of sixty professionally trained teachers (young men and women) Voluntary Service Overseas (VSO) were assigned to training institutions and colleges and Inspectorate offices, to help in the teaching of the English language. Later still, Inspectorate officers were asked to nominate a supervisor of schools in each district for the teaching of English. This supervisor was to work hand in hand with the VSO with the aim of assuming responsibility as a language teacher after the VSO's term of office (normally two years) comes to an end.

I assumed full responsibility as a language teacher supervisor immediately after the departure of my colleague as English supervisor of schools, Kambia District in the Northern Province of Sierra Leone from 1986, after undergoing a series of training courses both in and out of the country, until my departure for the UK last October, 1988.

My aim in undertaking this project is to supplement the KELT Workshop Package and to describe how to demonstrate the teaching of reading in the lower classes (1 and 2). I also aim to equip myself with materials for use back home on my return as an English trainer and to give further help to the Primary school teacher on the correct way to use the above materials, which will help improve his classroom methodology.
Section 2  Identification of the Problems

2.1 Problems

One of the greatest problems the Sierra Leone primary and secondary schools are facing today is the large and crowded classroom of about sixty to eighty pupils and the large number of untrained teachers (see page 2). It is a sociological fact that English is held up as the language of prestige and as the passport to economic success in Sierra Leone so there are incentives to learn it. Sierra Leone is a multilingual society, which has had a history of colonial occupation by a foreign cultural group and consequently has a sort of diglossia in which the former colonial language is the high public, prestigious language and the creole version takes on the role of the "languages of hearth and home", or, as Fergusson puts it, "the L. code", the Low code. The indigenous languages are also part of "the low code". The "low code" is seen as a hindrance in the learning of "the high language" - English.

"A bidialectal educational situation can be considered to exist where the natural language of children differs from the standard language aimed at by schools, but it is at the same time sufficiently related to this standard language for there to be some amount of overlap at the level of vocabulary and grammar."

(Graig, D. R. 1979)

In this paper Graig suggests that use should be made of Creole in teaching standard English. This has not yet been considered in classrooms in Sierra Leone, where use of Creole is discouraged. (However, I shall not discuss this topic any further because I do not live in the region where Creole is spoken.)
The Sierra Leone primary and secondary schools are also faced with the problem of very limited resources, for example, few books, insufficient floor space, inadequate school buildings and unsuitable furniture. Classes are large and almost impossible for these untrained teachers to handle successfully. The Sierra Leone government is finding it almost impossible to cope with the increased birth rate. The number of school-going children increases year in and year out so that the government's expenditure on education is never enough.

Lastly, a greater percentage of school-going children's parents are illiterate. The teaching of Reading becomes increasingly difficult because most of the children cannot be helped at home by their parents.

In the UK and the USA there is a considerable amount of research and discussion on parental involvement in children's reading (see Topping, K. and Wolfendale, S. (1986) Parental Involvement in Children's Reading; Croom Helm).

This book contains much discussion of how and why parents are valuable in helping children to read. It is pointed out that "There is no doubt that a family history of reading failure is common among children with reading problems" (p.18); i.e. where parents have not learned to read themselves, then children will find it difficult to learn.

It is argued that "Parents contribute their life experience as well as accumulating knowledge of their own child's (or children) development and individual characteristics, and have the advantage of experiencing..."
minute-by-minute child contact in a variety of situations. They, too, can appraise their child's learning responsiveness; they can make predictions as to outcomes and make a match between what the child needs (in the sense of Primary as well as Secondary needs) with whatever resources and support the home and family have to offer."

(Topping and Wolfendale 1986:12)

Reading is difficult to teach even to mother tongue speakers: in the United Kingdom, about 20% of children aged seven (after two years in school) still have Reading difficulties. It is estimated that about 5-6% of United Kingdom adolescents are functionally illiterate although they are mother tongue speakers. So, in Sierra Leone, teaching children to read will be more difficult because

(a) they are not mother tongue speakers
(b) they cannot receive any help from their parents

( ) there is a serious lack of resources

In conclusion, the problems listed above make the teaching of reading to non-native speakers of English by young untrained teachers almost impossible to carry out effectively.
Section 3  Suggested Solution to the Problems

The Sierra Leone Government cannot cope with the increased birth rate, which has led to the increased number of school-going children. The scholarships for entry to Teacher Training institutions were drastically decreased because of lack of funds and this led to a lower number of trained teachers in both primary and secondary schools. In view of the above, the Ministry of Education of the Sierra Leone Government therefore embarked on the organisation of school-based mini workshops, and Follow-up Visits to teachers who attended these workshops. With the assistance of the KELT (Key English Language Teaching) Programme, sponsored by the British Council, through the British Technical Aid Programme, the VSO (Voluntary Service Overseas) recruited a selected number of Teacher Supervisors from the Sierra Leone Inspectorate Offices, in different parts of the country, for the organisation of these workshops. Personnel or Teacher Supervisors received local training on the organisation of school-based mini workshops on the following subjects: English, Mathematics and Social Studies.

After a short refresher course lasting for two weeks, these Officers were assigned to all the Inspectorate offices in the country, together with a VSO teacher as a counterpart to continue work on the organisation of school-based mini workshops in various subjects, in their respective areas.
As I said earlier I am a Teacher Supervisor in my district. Therefore I am involved in running workshops and following up the teachers who have attended the workshops. These workshops are, of course, not a total solution to the problems described earlier (p.8). The lack of resources is not dealt with, though by showing teachers how to improvise classroom materials and how to make the best use of the materials they have we could argue that we are attempting to cope with the lack of resources.

The problem of teaching children to read in a language which is not their mother tongue is common to many African countries and is not possible to solve easily. Making teachers aware of the difficulties of learning to read and showing them techniques for teaching reading will help them to improve their ability to teach reading in English. The main aim of the workshops is to give some training in one aspect of teaching English (pre-reading and early reading) at the level of P1 and P2 to untrained teachers by

1. having them participate in discussion with the supervisor about (a) his input
   (b) their problems
2. having them observe a demonstration lesson in a task directed way
3. having them plan a similar activity in a group.

This is a practical step to helping these young untrained teachers to cope with classroom teaching but they still have many problems to face.
In trying to define the meaning of "Pre-Reading" I shall base my argument first by referring to Roger Beard (1987) who states "What is central to understanding literate behaviour is comprehension of the nature of the acts of Reading and Writing - and that they function as acts of communication in a similar way to talking and listening". Linguistic philosophers have analysed these 'acts of communication' in a way that is particularly helpful here. The speaker is seen as intending by his utterance to influence a hearer to believe or do what he says, and the effectiveness of the act depends on the hearer's recognition of that intention. If this is applied to literate behaviour then the writer must be seen as intending to influence the reader similarly and the reader must recognise this intention (Francis, 1982:137). This principle of influencing the reader is translated into a number of positive recommendations for Children's Pre-Reading experiences, namely:

* drawing, and copying and playing with both written and spoken words
* being involved in sending genuine messages by mouth by picture and by writing
* talking about how messages 'work'
* being helped to understand invention and truth in writing
I think we will all agree, from our observations of Class One classrooms in Sierra Leone that there is not an awful lot of English being spoken by one child to another. Thus, when considering the context in which English is being learned in Class One, we must conclude that most of the traffic is one-way, from teacher to children. Yet, the children are coming out of a cultural setting where previously they were receiving messages in another language predominantly from other children.

Like Hazel Francis, Marie Clay (1979a) bases her judgement about young children's concepts about print on long-term observations by children's early experiences of written language. She tends to give more emphasis on how to avoid reading failure or direct teaching failure and less on how to stimulate successful readers. Clay also focusses more on behaviour which can be observed rather than on the 'inaccessible' aspects of reading such as comprehension. Among Clay's most distinctive contributions to our understanding is her identification of specific book-based behaviours which seem to be significant as children gradually become accustomed to how books 'work'. Three behaviours especially deserve comment:

* directional learning;
* attending to print;
* talking like a book.

The first of these, directionality, refers not only to the left-to-right eye movement which is normally required to follow the line of print in books, but also to the sweep
back to the beginning of the next line. (Some scripts are laid out right to left or bottom to top.)

'Attending to print' refers to the interest which children may take in the letters on the page, perhaps noticing differences and similarities between some of these letters and those which appear in their own name or address. It can be very beneficial for some children to be asked to draw and write things (perhaps even just a few letter-like forms) as soon as they show any inclination to do so. The importance of the written code seems to become more obvious to the child when he attempts to put his ideas into writing for someone else to receive. The two types of behaviour noted above, directional learning and attending to print, become integrated with the emerging involvement in drawing and writing activities - including the reading which is part of retelling the message first expressed in writing. The integration brings together the various processes of drawing, producing writing and retelling. The teacher can provide points of extension by acting as secretary for the writing (to foster the composition of written language and asking the child to point to the words (to reinforce directional reading behaviour).

Clay's 'Talking like a book' refers to one of the less obvious results of reading aloud to children, perhaps the same short story several times because they request it. When children later pick up the same book and tell themselves the story, they tend to use 'book language' even though they are still at the Pre-reading stage.
Book language includes both features which are remembered from hearing the story read aloud and features which reflect a growing awareness about how the syntax of written language is constructed. Of course, this applies to mother tongue speakers. In Sierra Leone, we tend to tell stories in our mother tongue to our children, not usually read them. Our children, when they tell the story they heard, use the same words as the storyteller—but since storytelling is oral not written he does not sound like a book. Instead he sounds like a grown up telling a story.

Marie Clay's contribution to our understanding of book-based behaviours is effectively summarised by the term 'emergent reading'. It is a term which was used to describe the focus of her early research into young children's reading and neatly included the essence of her unique viewpoint which is grounded in the result of a mass of detailed observational research, carried out over many months.

When they discuss the first stage of reading, Wilga M. Rivers and Mary S. Temperley (1978) outline the major emphasis on the identification of sound-symbol correspondence so that students perceive in graphic form the meaning with which they have become familiar in oral form. In English the sound symbol correspondence is not one to one. There are twenty-six symbols and fifty-five sounds (see Appendix I). This makes the process a very difficult one for children to acquire. In addition, small children find that "The conventional alphabet
contains a number of pairs (of letters) that are frequently confused by beginning readers" (Coleman, E. B. (1986) - Appendix II).

Rivers and Temperley then pointed out that

"Reading is an integrated part of language study, not a specialised activity. At this stage: Reading is linked with listening - students learn to segment an oral message (that is, to identify its phrase structure grouping) and then try to recognise these groupings in graphic form."

This means that teachers have to get children to listen to and to repeat words and sentences that they have written on the blackboard.

Secondly, reading is linked with speaking - Students learn to say a few simple things in English and to recognise the graphic symbols for the oral utterances they have been practising. The script helps them to remember what they were saying, to seem more clearly how it was structured, and to learn it more thoroughly. It also provides further variations of these utterances for them to use orally. This can be seen when children make a variety of sentences from a substitution table.

Thirdly, reading is linked with improvement in pronunciation (including intonation). Students practise correct production of sounds and appreciate phrasing as they learn to associate symbols with sounds. In Sierra Leone the teachers' pronunciation is reasonably good but not that of native speakers.

Finally, Reading is linked with writing - Students consolidate sound-symbol associations through dictation or spot dictation exercises. They confirm this learning by copying out, with correct spelling, sentences associated
with pictures and use, as practice in reading, what their fellow students have written. The teacher or the students write out instructions which others read out and then put into action. In the early stages, children are learning to form the letters of the script as they write.

William Ross "Primary Education in Scotland" (1975) pointed out that, with the ablest pupils, phonic instruction (see p.40) may be unnecessary or largely incidental, as these pupils soon demonstrate their ability to recognize in a new word phonic elements already learned in other words. For the great majority of pupils, however, phonic instruction, if given at the appropriate time, can be very beneficial. As a rule, phonic teaching should not be begun until pupils have acquired a reading vocabulary by look-and-say methodology (see p.44) and can appreciate that the various sounds of which words are composed are represented by letters, singly or in combination. The learning of even a small vocabulary of look-and-say words gives a pupil opportunities of making the desired association between the sound and symbol, and therefore makes phonics meaningful to him.

Of course Ross is talking about teaching Reading to native speakers but his insistence that reading work should be meaningful is very relevant to our children in Sierra Leone who will be more successful in reading if it means something to them. We start by whole word recognition and later move on to phonics.
With slower learners, it may be advisable to postpone the introduction of phonics for a considerable time, since such children are easily confused by phonic drill if it is introduced too early. Phonic introduction should be closely associated with material, and the words chosen to illustrate phonic rules should, as far as possible, be within their own vocabulary. Of course, all learners in Sierra Leone have a very limited vocabulary so phonic work is difficult. When I was trained as a teacher, we were taught word drills, e.g. mat, sat, rat, hat, pat, book, hook, look, etc., but this has been changed today to what is known as look-and-say. It is argued that learners should not repeat words without thinking of their meaning. However, some word drilling is necessary to make children aware of the regularities in sound and to build up their word attack skills.

A good way of ensuring that reading material is meaningful and related to pupils' interest and stages of development is by means of story sheets, or books made by the teacher, with illustrations and wording often suggested by the pupils. In particular, pupils should be introduced to as many varieties of reading materials as possible, including notices, posters, street names and so on. In order to encourage reading for pleasure, there should be a good supply of library books and supplementary reading books suitable for a fairly wide range of ability.

The foregoing suggestions and advice were very interesting but unfortunately are not realistic in Sierra Leone for the following reasons:
(1) As teachers are largely untrained they have neither the time nor the expertise to make scrap books or reading books for their pupils.

(2) Although library books for primary classes supplied by KELT are available (printed by Ladybird) the teachers do not know how to use them. A possible solution would be to provide training workshops on supplementary reading so that the teachers could improvise with materials to provide scrap books or reading books for their pupils, and learn how to use the KELT Ladybird books from the library properly. It would also be useful if they could be shown how to use outside materials, such as newspapers, notices, shop names, street names, packets and tins, such as Coca Cola cans, etc. Ross argues that because of differences in the rates at which pupils learn, individual and group teaching is necessary throughout the primary school. It is, of course, essential that the composition of groups should be kept continuously under review and should be adjusted in accordance with the progress made by each individual pupil. It is also important that account should be taken of temporary retardation resulting from absence.

In Sierra Leone, this would be very difficult due to the very large classes under the control of untrained teachers, aggravated by crowded conditions and the lack of suitable furniture, materials and equipment. Melnik, A. and Merritt, J. (1972), in their observation on J. F. Reid's paper, "Learning to think about Reading", affirmed that Reading without experience/knowledge is
indeed a mysterious activity, and small children come to it with the vaguest of experiences. In some cases, owing to their total lack of reflection on the nature of the spoken language they had already mastered in its essentials, the children in Reid's study were not even clear whether one 'read' the picture or the other 'marks' on the paper.

They were even less aware that written words were composed of letters which stood for sounds. The earliest encounter with Reading Readiness training, phonic practice (initial letters with pictures) and writing had made all of them aware, however, of a set of shapes (with perhaps mysterious names like "h" for "horse"); and several of them, not knowing the term "letter" or "sound", were nevertheless attempting to find a general name for these and had used the only term applicable to a single written symbol which they knew, namely, "number". Some of the others, who showed that they knew that the written symbols in their books somehow conveyed meaning were limited to saying that "numbers" told one about the story.

These children can be seen, therefore, as exhibiting certain linguistic and conceptual uncertainties about the nature of material which they had to organise. The resolution of these uncertainties lay in learning the difference between pictures and written symbols, as two modes of conveying information; and then learning to discriminate between two classes of symbol, the alphabetic and the numerical.
Sierra Leonean children, as second language learners, have many more problems in their Pre-Reading than first language learners. Firstly, apart from the vague experience in their attempt to read for the first time, these children come from a multi-lingual society where about 95% of their parents are illiterate. Most of them might not have seen books or have any idea about books or print at all. Secondly, their teachers are not professionally trained. The idea about having awareness of print, for the Sierra Leonean child, when he/she first enters school, is a fantasy. Their first reading material or readers contain pictures of, for example, school, house, table, book, pencil, pen, boy, girl, mother, father, etc. The process he/she might take to understand these words will be a very long one. Firstly, the word has to be translated into his native language which makes the learning process a complicated one for the youngster, and then to English. The 'word' by itself, has no meaning for the child at this time. In his next step, the teacher has to use sounds (phonics) and letters to produce words to be associated with pictures (using the look-and-say method), then, lastly, the sentence, before understanding can be achieved. The only help that, perhaps, most Sierra Leonean parents can boast of giving their children is "encouragement". They can see that the child goes to school clean and healthy and on time.
As the government is not financially strong enough to offer more scholarships for teacher training, Workshops became the cheapest means whereby teachers are recruited for both the primary and secondary schools in Sierra Leone (see p.9). This is a fact shared by any Sierra Leone Educationist, and this has been my reason for undertaking to write this project. This Workshop (Reading Activities for Classes 1 and 2) is intended for the above teachers, helping by giving them the professional knowledge that will enable the Sierra Leone child to receive the basic knowledge of Reading that will enable him to continue his school career.

In conclusion, I must, however, remind the teachers that their main effort must be directed to developing the pupils' skills in silent Reading, and providing them with occasions and material for exercising it as children learn to read by reading.
CHAPTER THREE
WORKSHOP DESIGN AND IMPLEMENTATION

Section One

3.1 Running a Workshop
There are many things to remember when planning a workshop for a group of teachers. Conditions obviously vary from place to place, as do the resources available. The following is a general guide to workshop organisation which should be adapted to local conditions, especially in Sierra Leone.

3.2 Planning and Preparation
Before you hold the workshop, it is important to plan carefully to make it a worthwhile exercise. Here are some points to remember:
(i) The choice of venue
Bearing in mind the problems teachers may have in travelling, choose a school which is central for those teachers you intend to invite, and preferably within walking distance. It is better to invite fewer teachers from a small area than a large number of teachers from a wide area. It is also easier for follow-up purposes.
For example, in my district, Kambia, I would choose to run workshops in five zonal centres as shown on the map (ff). Each of these centres would have about thirty Primary 1 and 2 teachers, ten Headteachers, and ten senior Assistant Headteachers. Altogether, there would be fifty participants in a centre.
This will give me five working groups. Each group will have two Headteachers and two senior Assistant Headteachers.

(ii) Timing

Invite the teachers well in advance, specify clearly the teachers you expect to attend, whether all the teachers in the school or only those from certain classes. If you expect them to bring any materials with them, such as textbooks, schemes of work, etc, they need to be told beforehand. Inform the host school about the children you will need to take part in the demonstration lessons; the number and the class so that they can be asked to wait at the school ready for the lesson. The remaining children in the schools can be dismissed for the day.

SPECIMEN LETTER (usually sent to All Headteachers)

From: The Supervisor of Schools (KELT)
Inspectorate Office
Kambia

To: ALL HEADTEACHERS, KAMBIA DISTRICT, KAMBIA

Sir

DISTRICT KELT WORKSHOP: "READING FOR CLASSES ONE AND TWO"

With reference to the above, this workshop will be held on Thursday .......................... 19 .. in Zone .......
School .......................... Town ..........................
at ........ prompt.

All class teachers of Classes One and Two, the Headteacher and the Senior Teacher must attend.

Participants must bring with them one copy of the Pupils Book, one copy of the Pupils Workbook, the Schemes of Work book, the Teacher's Handbook, one exercise book, one ruler, a pen and a pencil.

Please make it a point of duty to attend and be on time.
A discussion will be held at the end of the workshop, therefore please come with your suggestions.

Yours faithfully

Supervisor of Schools
Kambia District

This is the outline from which lots of copies are printed and the relevant details filled in.

(iii) Materials
Read through the package carefully to ascertain what you will need to prepare for the workshop. Make all the visual aids well in advance. It is a good idea to make posters as strong as possible so that they can be used several times. Collect together all the materials you will need, such as textbooks, objects for the demonstration lesson and so on. Produce handouts.

(iv) Content
Read through the package again to familiarise yourself with the content. You will, of course, have the package with you at the workshop as a guide, but you should avoid reading out from it as you talk to the teachers as far as possible. Take note of any section of the package which the teachers may find difficult to understand, and adapt it if necessary to make it simpler for them. If it is your first time of running the workshop, try out the demonstration lesson with a group of children beforehand if possible, so you can discover any potential diffi-
culties, and be prepared for them during the actual workshop.
Section Two  Running the Workshop

Allow yourself plenty of time for travelling to the venue. If possible, travel the day before so you are at the venue in good time. Always try to make a point of starting at the time you said you would, so that the teachers will come to expect it. If you develop the practice of starting late, it will become very difficult to encourage the teachers to be punctual. The instructions in the package are generally clear and self-explanatory. However, it may be useful to add a few general points, especially about the demonstration lesson and Group Work activities, which are the most important parts of the workshop.:

(i) Demonstration Lesson

This is the central part of the workshop, and so is always explained in some detail in the notes. The purpose of the demonstration is for the teachers to see the method being used in a practical way, instead of being merely explained or discussed in the abstract. It is not necessary to have a large number of children for the demonstration class, as this would cause inconvenience and overcrowding as well as distracting the teachers from observing the Method being used. Ten to fifteen children are quite enough. The observation questions are aimed at getting the teachers to watch carefully while the lesson is going on, or their attention may tend to wander. Read through the questions with the teachers before you begin the lesson, and allow them time to copy them down. Do not allow the teachers to interrupt you during the lesson, but
ask them to reserve their comments and questions until the end, or the flow of the lesson will be disturbed. It is possible to invite a good practising teacher to teach the lesson instead of the instructor. This has certain advantages but you should only do it if you are sure that the teacher is very capable, and you go through the lesson with him/her very carefully beforehand. It is also possible to use the teachers as a class instead of bringing in children. This procedure is suggested in some cases to save time. On the whole, however, it is better to use a group of children, as this is obviously much more realistic and also highlights some of the potential difficulties the teachers may face in the classroom.

(ii) **Group Work**

No-one can dispute that we learn by doing, and so it is only when the teachers try to put the method into practice for themselves that they begin to really learn how to use it. Thus, the Group Work exercise (see Ch.4 p. 62), as part of the workshop, is always important - it should never be left out for lack of time. Having the teachers work in groups allows an opportunity to discuss the ideas and learn from each other. If the number of members in each group is too large, however, some members will not participate, and will leave the work to the others. The best number for a working group is five or six. Make sure that the Group Task is properly explained before they begin, and the teachers understand that the lesson plan they write should be full and detailed, with all the examples they would use in the lesson, the questions they
would ask, etc. While the individual groups are working, move round and take note of what they are doing, giving suggestions where necessary to help them to produce a good lesson plan. Keep a check on the time - encourage the teachers to work fairly quickly and not waste their time on unnecessary discussion of trivial matters. During the Group reporting session, give each group, as far as possible, a chance to read out what they have written, and comment constructively on it. Discourage unhelpful comments from the teachers - point out that the intention of this session is not to find fault with individual teachers but to consider whether they are using the method you have talked about to the best advantage. It is possible to ask each group to demonstrate parts of the lesson they have planned, but this is very time-consuming and not always helpful, as some teachers like to perform for their friends and the purpose of the demonstration is lost.

AFTER THE WORKSHOP
Remember that the workshop is only a start, and only one part of the process of improving the standard of English Language Teaching in the primary school. Workshops can be very enjoyable and stimulating, both for the instructor and the participants. But, often, teachers do not attempt to put the method into practice once they get back to the schools, so the overall effect the workshop has is minimal. Thus, it is important to follow up the workshop
by visits to the schools afterwards to observe the teachers who attended and see how far they are putting into practice the ideas they gained at the workshop. Arrange the dates for your visits at the end of your workshop, and always try to stick to them so that the teachers will come to expect you on certain dates and times. Remember that the visit is not meant to intimidate the teachers, or inspect them and find them wanting. Remember that we are all working for the same end - to make English Language Teaching better and so equip primary school children more adequately for the future. Try to instruct and advise the teachers positively and in an encouraging way. (See 4.2 The Instructor's Role)

When you visit the schools, listen to their problems and take note of any which you may be able to help to solve, but also show that you expect as high a standard as possible from them. When you observe the lesson, watch out for signs that show whether they are merely doing it for the first or second time for your benefit or whether they have really been trying to put the method into practice. Watch the children while the lesson is in progress and try to ascertain how far they understand and enjoy the lesson. Do not interrupt the lesson while it is going on, except if it is so bad that it is positively harmful to the children. Allow the teacher to finish, and then discuss the lesson with her or him afterwards.
It is always better to do this in the presence of the Headteacher, so that they are aware of any suggestions you make to the teacher, and then can follow them up further after your visit. Keep a record of the teachers you observe, and try to note signs of improvement if you visit them again in the future. This can often be very satisfying as you observe the slow but steady progress in individual teachers.

If possible, you should teach these activities to children during the workshop to give the teachers an idea of how this should be done in the classroom. But if it is not possible to use the children for all these activities, they can be done using the teachers. Try to do at least one of the activities using a small number of the children in class 2. The teachers should observe carefully, and be ready to answer questions after each demonstration. After it has been done, each demonstration should be broken down and discussed. Invite questions from the teachers at this stage, and try to answer them as fully as possible. The Notes can give you some guidance on this.

After this, there are suggestions for group work activities to be done in the workshop to help the teachers plan and prepare for teaching Reading in classes 1 and 2. Finally, there are follow-up activities to be done after the workshop. The follow-up is very important. YOU MUST VISIT THE SCHOOLS, to make sure the teachers are trying out the ideas and methods discussed at the workshop.
workshop, and discuss with them any problems they may have.

THE TIMETABLE
The time must be adjusted according to how far the instructor and teachers have to travel. For example:
9.00 a.m.-10.00 a.m. 'A' PRE-READING
10.00 a.m.-11.15 a.m. 'B' EARLY READING
11.15 a.m.-11.45 a.m. BREAK
11.45 a.m.-12.30 p.m. 'C' WORD BUILDING
12.30 p.m.-1.30 p.m. 'D' GROUP WORK AND FOLLOW UP
ARRANGEMENTS

Therefore, the 'Aims' of this workshop can be summarised as follows:
1. To explain the skills the children need to know in order to learn to read
2. To show different ways in which children can be helped to learn to read in the early stages
3. To give practice in planning Reading activities for classes 1 and 2.

The workshop is divided into three sections, namely:

1. PRE-READING
2. EARLY READING
3. WORD BUILDING

These are all aspects of Reading in classes 1 and 2.
Section Three  The Instructor's Notes

1.1  To the Instructor

This workshop aims to help teachers in classes 1 and 2 to improve their skills in teaching Reading. It begins by explaining what the children need to know before they can start to learn to read, and some ways in which teachers can help to develop these Pre-Reading skills in their children. Then it explains how the teacher can help the children in the early stages of reading to begin to recognise and understand words, and read them for themselves in sentences. There is a section on word building; although Word Building is an oral activity in classes 1 and 2, it is part of the preparation for Reading as it helps the children to recognise the letters and the sounds they make.

Each of the three sections has a short demonstration activity, using topics taken from The Sierra Leone Schemes of work for classes 1 and 2.
SECTION TWO

The workshop lasts for one day (9.00 to 1.30 p.m.)

In this workshop there are three topics:

(1) pre-reading
(2) early reading
(3) word building

Topic One: Why Pre-Reading is Important

The framework for the workshop is as follows.

The topic is written up on the blackboard. Then, in stages one to six, the instructor gives input in the form of a lecture/seminar. The instructor knows about pre-reading and early reading and word building; most of the teachers in front of him are untrained and unqualified. He has to inform them about teaching reading because he has experience and training. However, if he talks all the time he will bore them and they will stop paying attention. Frequently the instructor stops and asks the teachers questions about what they have noticed in the classroom, what they think, etc. He is trying to make them think about what they do in the classroom when he asks these questions. Also, he is encouraging teacher participation in the workshop which is essential. So, the input is both a lecture given by the instructor and a seminar in which the teachers put forward their ideas and solve problems.

After this input session, the instructor gives a short demonstration lesson on the topic of the session.
Each teacher must have the pupils' and teachers' books and the suggested schemes of work for classes 1 and 2 because they have to use them in the workshop for the activities the instructor asks them to do. In addition, the instructor will provide question sheets if he can; however, sometimes this is not possible and he writes the questions on the blackboard for them to copy.

**Conclusion** The section marked conclusion is the summary of the workshop, which is the handout given to teachers to take away.

**Input**

**Stage One**

The instructor asks the teachers what they think Pre-Reading means. He leads them to think of the idea that there are certain things children need to know before they can learn to read successfully, which they need to learn when they begin school for the first time. He then asks the teachers what the first few pages of the class 1 textbook (The Sierra Leone Pupils Primary Book One) are like (they have no words or sentences, but only pictures) as the children are not ready to read words at this stage. The instructor explains that all of the first term in class 1 and a good bit of the second term should be used for Pre-Reading activities. In the scheme of work for class 1 of the Sierra Leone primary schools, the children do not read their first word until week 15.
Stage Two
The instructor asks the teachers what particular skills the children need to develop before they can begin to read. From their suggestions he then writes these on the blackboard:

PRE-READING SKILLS
1. Visual Skills
2. Listening Skills
3. Language Skills

He begins to explain these in the following order.

Stage Three: Visual Skills
He explains that seeing is very important for reading. Children need to be able to perceive the similarities and differences between word and letter shapes. They also need to see how the words are arranged from left to right across the page. (Put some examples of words and letters on the blackboard that look very similar, e.g. p/q, b/d, book/boot) so that the teachers can understand the importance of being able to perceive clearly.

Stage Four
The instructor shows the teachers some examples of activities for them to practise Visual Skills to see if they can identify which skills they are training. Write the activities one after the other. Do not write the type of skill, (given in brackets here) but see if the teachers can name it for themselves (as shown in Figure One below).
Allow the teachers some time in groups to look at Figure One. The instructor will draw out from the teachers how the activities become more difficult, moving from drawing of familiar objects, to abstract shapes and then to word and letter shapes.

Stage Five: Listening Skills

Explain that listening is important for reading, since many words in English have very similar sounds, and children need to be able to hear the difference between them. It also helps them if they can recognise the same words by their sounds. Thus we should give the children some listening activities during the Pre-Reading stage to
develop their listening skills. Ask the teachers to look through weeks one to six of the scheme of work for class 1 and pick out any listening activities they can find (they are all under the word building activities). Explain that you are going to talk about listening in more detail when you talk about word building, but you want the teachers to understand that this is also part of pre-reading.

Stage Six: Language Skills

Ask the teachers what the four language skills are, and put them on the blackboard in this order:
1. LISTENING
2. SPEAKING
3. READING
4. WRITING

Explain that listening and speaking come first because we need to be able to hear and speak the language before we can learn to read and write it. Ask the teachers how much English the children can normally hear and speak when they enter class 1. The answer is very little, or none. So it is very necessary to give the children practice in listening to and speaking English before they begin to read it. Ask the teachers for suggestions of ways of helping children to practise listening and speaking in class 1, and build up a list on the blackboard, for example:
LISTENING AND SPEAKING

talking about objects
talking about pictures
songs and rhymes
stories
conversations
dramatisations

Explain that the section on Oral Expression in the scheme of work for class 1 gives a lot of ideas which can be used for these activities. Let the teachers look through the Oral Expression activities for weeks six to ten in the class 1 scheme of work to see how they fit in with the suggestions you have put on the blackboard.

Stage Seven

DEMONSTRATION LESSON PLAN ON PRE-READING ACTIVITIES

Tell the teachers that you are now going to demonstrate how a pre-reading activity can be done in class 1. Tell the teachers that you want them to answer two questions when they have seen the activity. Write the questions on the blackboard as follows:

PRE-READING OBSERVATION QUESTIONS
1. What Visual Skills was the teacher practising?
2. Where did he place the drawing on the blackboard?

If you are using children for the activity, arrange the room so that they can sit at the front (use about 10 children from class 1). Teach the activities yourself, or ask another good teacher to do it. If you ask another teacher, make sure you prepare him or her thoroughly by
going through the plan carefully beforehand and explaining each step.

PRE-READING: Class 1
Time: 20 minutes

Objective: That the children will be able to pick out shapes that are different, and draw lines from left-to-right across the blackboard.

LESSON PROCEDURE:

(i) Draw the following shapes low down on the blackboard, and ask the children in their mother tongue to tell you what they look like.

(ii) Ask the children if they have seen a flag, and where they have seen it.

(iii) Ask if anyone can point to the flag that is different from the others. Allow two or three children to come up and point to the third flag, which is different.
(iv) Draw this other figure, low down on the blackboard:

(v) Ask the children what they think the boy is playing, what his name is, etc.

(vi) Ask them how he will kick the ball into the goal, and call one or two children to come up and draw a line to show how the ball will go into the goal, and trace over the line.

(vii) Let the children sing a song they know or do an action rhyme.

The activity is now finished. Thank the children and dismiss them.
Ask the teachers for the answers to the observation questions. The answers are:
(a) Visual discrimination and left-to-right eye movement.
(b) Low, so that the children could reach them.
Stage Eight

The instructor discusses the activity with the teachers, bringing out the following points, and also inviting their own comments and questions:
- The exercises should be written low down on the blackboard so that the children can reach them.
- All the talking can be done in the children's own language since the aim of this activity is not to teach them to speak English.
- Begin with familiar objects that the children can recognise, and gradually move to more abstract ones like shapes, words and letters.
- If you are using words or letters you would not ask the children to name or read them, only look at and compare their shapes.

Conclusion (Handout)

Children cannot begin to learn to read as soon as they enter school for the first time. They need time and practice to develop the many important skills necessary for them to be able to read. This is the stage of PRE-READING.

A PRE-READING SKILLS

1. Visual Skills
   - Picking out differences between objects, shapes and letters
   - Picking out similarities between objects, shapes and letters
- Left to right eye movement

2. **Listening Skills**
   - Recognising sounds
   - Hearing differences between sounds
   - Hearing similarities between sounds

3. **Language Skills**
   - Listening to and speaking English
   - Talking about pictures
   - Talking about objects
   - Songs, rhymes and stories
   - Conversation and dramatisation

Give children in class 1 some practice every day in one of these skills. Even when children begin to read they should continue to practice Pre-Reading skills. Remember the rule, "A LITTLE A LOT, **NOT A LOT A LITTLE**".

**Topic Two - Early Reading**

**Input**

**Stage One**

The instructor explains that once the children have had some experience of school and pre-reading activities, they can begin to learn to read words for themselves. He then asks the teachers in which week the reading of words is introduced in the scheme of work for class 1 (week 15).
**Stage Two**

He emphasises the importance of the children being helped to read the **whole word**, and not spelling the word - because spelling will help them to write, and not to read, the word. To back up this point, give one or two examples of simple words, for example, cat, man, etc. Spell them first, and then sound them. Ask the teachers which is more helpful for reading.

**Stage Three**

Tell the teachers to begin by teaching the children to read the names of the familiar objects in the classroom and in the home, as the examples in their textbooks. Explain that, very quickly, the children should begin to learn to read 'words in sentences', so that they have more interest and meaning. They should not read lists of words in isolation. (The whole topic of reading for meaning is discussed in Chapter 2, p.1.) This discussion was about mother tongue reading mainly, but it is equally, if not more, important to teach second language learners that reading is a **meaningful** activity from the start.

**Stage Four**

Ask the teachers if they have noticed any differences between the textbooks—for classes 1 and 2 and those for the higher classes. They should be able to answer that those for the lower classes have
(1) bigger writing
(2) few words on a page
(3) more pictures

Bigger writing is necessary for children to identify and perceive the letter shapes (see PE231 Block 1 p.29). Beginners cannot cope with learning many new words. They learn a few words only in each new lesson and the words should be recycled very frequently to maximise learning. Pictures are important because the child may remember the name of something in the picture when s/he does not remember the word on the page.

The instructor will discuss these points with the teachers after the teachers give them to him.

The instructor will explain that though books for small children should have a lot of repetition of the words, as this helps the children to recognise and remember them, the words should not just be repeated in the same sentences over and over again. The words should be given in different sentences and stories from week to week. Put a summary on the blackboard of the points you have made. It would look something like this:

**EARLY READING**

helps children to read by using the following:

(a) the whole word
(b) the words in sentences
(c) repetition of words in different sentences
(d) pictures

The examples of the above can be seen in unit 17 of the Sierra Leone Primary Pupils Book 2 (p.36) as they are shown for the reading passages given.
Tell the teachers that you are going to show them a way of planning a reading activity for children in classes 1 and 2, and that they will then see a demonstration activity using this plan.

Explain that you are now going to demonstrate how a reading activity can be done in class 1 or 2. Tell the teachers that you want them to answer five questions when they have seen the activity. Write the questions on the blackboard as follows:

**EARLY READING OBSERVATIONS QUESTIONS**

(a) What were the words used from the previous lesson?
(b) What was the new blackboard story about?
(c) What were the new words from the story?
(d) What did the teacher do after introducing the new words?
(e) Give two questions that the teacher asked about the story.

**DEMONSTRATION LESSON PROCEDURE: EARLY READING**

Time: 15 minutes

Objective: That the children will recognise, understand and use the words - orange, ball, cup.

**Stage 1: Revision**

(a) Write the following words on the blackboard: this, it, basket (from the previous lesson)
(b) Point to each word in turn, and ask individual children to read it

(c) Call out each word and ask individual children to come to the blackboard and touch it

2. Pictures

(a) Erase the words and draw the following pictures:

(b) Ask individual children to name the objects, and to come to the blackboard and touch each object as you say its name.

Stage Two: New Words

(a) Write the names of the objects underneath them, and ask the children if anyone can read the words.

(b) When individual children have correctly read the words (or if they fail to do it) read the words and ask the children to repeat them after you.

(c) Point to each word in turn and ask individual children to read it.

(d) Call each word in turn and ask individual children to come up and touch the word you call.
Stage Three: Words in Sentences

(a) Erase everything on the blackboard and write the following:

Is this an orange?
No.
Is it a cup?
No
Is it a ball?
Yes it is.

(ball) it
(this) this
(Yes) Yes
(No) No
(a) a
(orange) orange
(is) is
(cup) cup
(an) an

(b) Point to any of the list on the right. Ask a child to come up and find the word in the sentences, and then say the word.

(c) Do this with each of the words in the list (point to the words at random - do not just go down the list)

Stage Four: Reading the Sentences

(a) Ask if any child can read the sentences and encourage them to try.

(b) Let the whole class read the sentences together while you point to the words.
Stage Five: Questions

(a) Ask what the picture on the blackboard shows, and ask a child to come up and point to its name.
(b) Point to the picture and ask, "Is this a cup?" When the children say "No", ask a child to come up and find the word which shows it is not a cup (he should point to the word 'no').

Stage Six: Final Reading

(a) Read all the sentences aloud once while the children listen.
(b) Divide the class into two, and ask Group A to read the questions and Group B to read the answers. Change the groups around and repeat.

The activity is now finished. Thank the children for taking part, and dismiss them.

Stage Seven

Ask the teachers for the answers to the OBSERVATION questions. The answers are:

(a) this, it, basket
(b) a ball
(c) orange, cup, ball
(d) revise all the words in the story
(e) what does the picture show? Point to the word. Is this a cup? Which word shows it is not a cup? (NO)
Discussion

The instructor discusses the activities with the teachers, bringing out the following points, and also inviting their own comments and questions:

- the activity follows the seven steps and the overall objective is to make sure the children can recognise the words
- the activity would not all be done in one day as it is here; you would need to break it down and only do as much as possible in 15 minutes in one day
- the children are asked to recognise the key words (this, it, is, yes, no) as well as the nouns in the sentences
- the children are not at any stage asked to repeat after the teacher, as this would make them listen to the teacher rather than trying to read for themselves
- pictures are used to help comprehension; the picture of the ball stays on the blackboard throughout the activity to help the children to understand and remember the words in the sentence.

Conclusion (Handout)

EARLY READING helps children to begin to learn to read by:
* showing them WHOLE WORDS not by spelling them out letter by letter;
* teaching them words in meaningful sentences;
* repeating words many times in different and interesting sentences;
* using plenty of pictures and blackboard drawings to help children understand and remember the words.

SEVEN STEPS FOR A READING ACTIVITY IN CLASSES 1 AND 2

1. REVISION
Make sure the children can recognise the words from the previous lesson. Write the words on the blackboard, and ask the children to point at them and say them.

2. PICTURES
Use pictures in the textbook or blackboard drawings to introduce the story to the children.

3. NEW WORDS
Write the new words from the story on the blackboard. Make sure the children can recognise them and read them for themselves, and not just repeat them after you.

4. WORDS IN SENTENCES
Let the children turn to the sentences in their textbooks or write the sentences on the blackboard if they are in the scheme of work. Call out old and new words at random and ask the children to point to them in the sentences.

5. READING THE STORY
Ask individual children to read the sentences aloud while the rest of the class listen.
6. QUESTIONS
Ask questions on the story in English or the children's own language. Children can answer in English or in their own language.

7. FINAL READING
Read the story aloud once while the children listen and follow. The children do not read aloud after you. Finally, ask the children to read aloud as individuals or in small groups.

ANNOUNCE A SHORT BREAK - 30 MINUTES

Topic Three Word Building

Input

Stage One: Phonics
The instructor writes the heading on the blackboard and asks the teachers if they know what it means. Lead them to the idea that word building is teaching letter 'sounds', and the way they combine to form words. This is called 'Phonics'.

"Phonics The phonics method teaches the learner to "sound out" the squiggles on the page. The method is also called "teaching the alphabetic principle" or "teaching the phoneme-grapheme correspondences". The individual letter-sound, the phoneme, is the perceptual unit. Letter-sounds are blended to form words. Thus, the sound system is assumed to mediate between symbol and meaning. Emphasis is on this letter-to-sound correspondence rather than on meaning."

(Celce-Murcia, M. & MacIntosh, L. 1979)
Ask the teachers how they think knowing the sounds of the letters can help us to read words. Lead them to see that even when we do not read aloud, we always "sound" the words in our heads, and this helps us to recognise what they are. It is important for the children to understand that the letters in words do stand for sounds, and are not just strange arbitrary marks on the paper. Give a few examples of familiar simple words, for example, leg, cap, hat, etc. Write them on the blackboard and get the teachers to "sound" the individual letters of each word, and put them together to form words.

Ask the teachers if a knowledge of phonics can help us to read every word in English. The answer to this is "No", because many words do not have phonically regular sounds. Write these two words on the blackboard: cap, city. Ask the teachers what differences they notice in the sounds of the first letter. In the first word, it is heard like 'k' and in the second word it is a soft sound like 's'. There is a rule (which works most of the time) in English - if the follow up vowel is a or o or u then the c is pronounced /k/ and if the following vowel is e or i then the c is pronounced /s/. You can ask the teachers to look at words like circus, accident centre, etc.
However, the problem of symbol to sound relationship in this area is much more complex as is seen in this diagram from Celce Murcia, M. and MacIntosh, L. (1978):

```
Symbol       Sound
S             ɛ
Sc            ɛ
C             SS
k             S
ck            K

mission, sugar
is, boys, scissors
sit, sciences, cent
niss
cat, deck, kite
```

Ask the teachers if they can think of any other letters which have different sounds in different words (e.g. you could get them to think of the letters "ough" in cough, plough, though, etc.) Point out also that in English sometimes different letters can have the same sound, as in words such as these:

(a) 'wood' and 'would'
(b) 'sun' and 'son', etc.

Thus, phonics cannot help us to read every word, but it can help us to read many so it is a useful "Word Attack skill".
Stage Two
Ask the teachers what the difference is between word building and spelling. Lead them to the idea that spelling is building words using letter names, whereas word building is building words using letter sounds. Write the following words on the blackboard:

Hospital
Academic

Ask a teacher to spell the first word, and then ask another teacher to call the sounds of the letters in that word. Do the same with the second word. Ask the teachers which one helps them more to read the words: spelling them or sounding out the letters. They should respond that sounding out the words helps them more with reading. Explain that this is why we should not do spelling in classes 1 and 2, as it will confuse the children and make it difficult for them to learn the letter sounds. Explain further that it is good to start doing word building activities in class 1 so that children can build up a good background knowledge of letter sounds, which will help them as they begin to read. Children will also be learning to recognise whole words at the same time as they are learning letter sounds as the two should go together and reinforce each other.
DEMONSTRATION LESSON
Tell the teachers that you are now going to show them a way of planning a word building activity for children in classes 1 and 2, and that you are going to show them a demonstration activity using the plan.
Tell the teachers that you want them to answer three questions while they are watching the word building activity. Write the questions on the blackboard, or display them on a sheet of paper.

WORD BUILDING OBSERVATION QUESTIONS
(a) What sounds were revised?
(b) What new sounds were taught?
(c) What instructions did the teacher give the children before saying the list of words?

WORD BUILDING - READING ACTIVITY
Time: 15 minutes
Objective: That the children will recognise the sound of the letter 'f' and be able to pick it out from other sounds.
(i) let the children recite a familiar action rhyme or sing a song
(ii) revise sounds already taught by drawing the pictures on the blackboard and asking the children to identify them:
Stage One

Ask the children to say the letter sound for each object: c, b, t. Help them if they fail.

(a) Write the letter 'f' on the blackboard and ask the children to name it.
(b) Say the sound 'f' several times. Let the children listen, then repeat.
(c) Draw the above picture on the blackboard, and ask the children to identify it.
(d) Say the sound of the letter and the name of the object. Let the children listen, then repeat it.
(e) Ask individual children to come to the blackboard, then point to the picture and say the name.
(f) Say the following words and ask the children to raise their right hands when they hear a word with the 'f' sound:

<table>
<thead>
<tr>
<th>spoon</th>
<th>foot</th>
</tr>
</thead>
<tbody>
<tr>
<td>table</td>
<td>meat</td>
</tr>
<tr>
<td>ruler</td>
<td>seat</td>
</tr>
<tr>
<td>book</td>
<td>feet</td>
</tr>
</tbody>
</table>

The activity is now finished. Thank the children for taking part and dismiss them.
Stage Two

Ask the teachers for the answers to the observation questions. The answers are:

(a) b, c, t
(b) the 'f' sound
(c) raise your right hand when you hear a word with the 'f' sound.

Stage Three

Discuss the activities with the teachers, bringing out the following points, and inviting their own comments and questions:

* the sounds rather than the names of the letters were used throughout the activity
* the name of the object in the picture was not written. This is in order to help the children to think about the sounds rather than the names
* the activity includes plenty of revision so that the children are constantly reminded of sounds they have been taught in previous lessons

Conclusion (Handout)

WORD BUILDING

When children can recognise some words by sight, teaching them the sounds of the letters can help them learn new words and work out words for themselves. Begin to teach children the sounds of the letters when they have begun to read and recognise words for themselves.
Always teach them the letter sound with pictures of familiar objects to help them remember the sound. Here are some suggestions for pictures:

PICTURE SOUNDS: CONSONANTS

\[
\begin{align*}
\text{b - } & \quad \text{b - } \\
\text{c - } & \quad \text{c - } \\
\text{d - } & \quad \text{d - } \\
\text{f - } & \quad \text{f - } \\
\text{g - } & \quad \text{g - } \\
\text{h - } & \quad \text{h - } \\
\text{i - } & \quad \text{i - } \\
\text{j - } & \quad \text{j - } \\
\text{k - } & \quad \text{k - } \\
\text{l - } & \quad \text{l - } \\
\text{m - } & \quad \text{m - } \\
\text{n - } & \quad \text{n - } \\
\text{o - } & \quad \text{o - } \\
\text{p - } & \quad \text{p - } \\
\text{q - } & \quad \text{q - } \\
\text{r - } & \quad \text{r - } \\
\text{s - } & \quad \text{s - } \\
\text{t - } & \quad \text{t - } \\
\text{u - } & \quad \text{u - } \\
\text{v - } & \quad \text{v - } \\
\text{w - } & \quad \text{w - } \\
\text{x - } & \quad \text{x - } \\
\text{y - } & \quad \text{y - } \\
\text{z - } & \quad \text{z - }
\end{align*}
\]

SHORT VOWELS:

\[
\begin{align*}
\text{a - } & \quad \text{a - } \\
\text{e - } & \quad \text{e - } \\
\text{i - } & \quad \text{i - } \\
\text{o - } & \quad \text{o - } \\
\text{u - } & \quad \text{u - }
\end{align*}
\]

Make an alphabet frieze, adding a new picture as you teach each letter.

REMEMBER:
* teach one new letter sound at a time
* teach the consonant sounds before the vowel sounds
* take care with vowel sounds, as they can be confusing
* do not write the names of the objects; always let the children associate the sound with the picture (see App. 4).
FOUR STEPS FOR A WORD BUILDING ACTIVITY IN CLASSES 1 AND 2

1. REVISION
Use pictures and objects to make sure children can identify sounds previously taught.

2. NEW SOUND
Write the letter for the new sound on the blackboard. Ask children to identify the letter. Tell them the sound, and ask them to repeat it.

3. PICTURE
Draw the picture to go with the sound, and ask the children to identify it. Then say the letter sound and the name of the object. Let the children repeat it. Let individual children come to the blackboard to point to the letter and the picture, and say the sound and the name of the object.

4. SOUND IDENTIFICATION
Call a series of letter sounds and ask children to identify the one you have been teaching. This can also be done with the children recognising the sound as part of a word.

I have attached two pages of Picture Sounds and Visual Skill Activities for teachers to take away and use. These activities have been collected from the suggested scheme of work for P1 and P2 and put together on two pages for convenience.
**Visual Skills Activities**

Find the one which is different:

<table>
<thead>
<tr>
<th>Fish</th>
<th>Fish</th>
<th>Fish</th>
<th>Fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candle</td>
<td>Candle</td>
<td>Candle</td>
<td>Candle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Triangle</th>
<th>Triangle</th>
<th>Triangle</th>
<th>Circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle</td>
<td>Circle</td>
<td>Circle</td>
<td>Half-circle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pot</th>
<th>Pot</th>
<th>Pot</th>
<th>Pot</th>
<th>Pot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pat</td>
<td>Pat</td>
<td>Pat</td>
<td>Pat</td>
<td>Pat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter 'b'</th>
<th>Letter 'b'</th>
<th>Letter 'b'</th>
<th>Letter 'b'</th>
<th>Letter 'b'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter 'd'</td>
<td>Letter 'd'</td>
<td>Letter 'd'</td>
<td>Letter 'd'</td>
<td>Letter 'd'</td>
</tr>
</tbody>
</table>

Find the ones which are the same:

<table>
<thead>
<tr>
<th>Cup</th>
<th>Cup</th>
<th>Cup</th>
<th>Cup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cup</td>
<td>Cup</td>
<td>Cup</td>
<td>Cup</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flower</th>
<th>Flower</th>
<th>Flower</th>
<th>Flower</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flower</td>
<td>Flower</td>
<td>Flower</td>
<td>Flower</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Square</th>
<th>Square</th>
<th>Square</th>
<th>Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Square</td>
<td>Square</td>
<td>Square</td>
<td>Half-circle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Book</th>
<th>Boot</th>
<th>Look</th>
<th>Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book</td>
<td>Boot</td>
<td>Look</td>
<td>Book</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter 'p'</th>
<th>Letter 'q'</th>
<th>Letter 'p'</th>
<th>Letter 'q'</th>
<th>Letter 'p'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter 'p'</td>
<td>Letter 'q'</td>
<td>Letter 'p'</td>
<td>Letter 'q'</td>
<td>Letter 'p'</td>
</tr>
</tbody>
</table>

Left-to-right movement:

<table>
<thead>
<tr>
<th>Woman</th>
<th>Diagram</th>
<th>Person</th>
<th>Tree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman</td>
<td>Diagram</td>
<td>Person</td>
<td>Tree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Diagram</th>
<th>Diagram</th>
<th>Diagram</th>
<th>Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagram</td>
<td>Diagram</td>
<td>Diagram</td>
<td>Diagram</td>
</tr>
</tbody>
</table>
Picture Sounds

Consonants:

b - ⚽️
f - 🐟
j - 🍵
m - 🌙
q - 🏌️‍♂️
t - 📦
x - 📦

Short Vowels:

a - 🍏
e - ⬜️
ɔ - 🍊
ɪ - 🌿
# Visual Skills Activities

Find the one which is different:

<table>
<thead>
<tr>
<th>Fish (5)</th>
<th>Candles (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pot (5)</th>
<th>B (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pat</td>
<td>Bd</td>
</tr>
<tr>
<td>Pot</td>
<td>Bd</td>
</tr>
<tr>
<td>Pot</td>
<td>Bd</td>
</tr>
<tr>
<td>Pot</td>
<td>Bd</td>
</tr>
</tbody>
</table>

Find the ones which are the same:

<table>
<thead>
<tr>
<th>Cups (3)</th>
<th>Flowers (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Book (4)</th>
<th>P (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boot</td>
<td>Pq</td>
</tr>
<tr>
<td>Look</td>
<td>Pq</td>
</tr>
<tr>
<td>Book</td>
<td>Pb</td>
</tr>
<tr>
<td>Book</td>
<td>Pq</td>
</tr>
</tbody>
</table>

Left-to-right movement:

- [Stick figure reading a book]
- [Two stick figures talking]
- [Stick figure running]

- [Stick figure doing a puzzle]
- [Path of a maze]
Picture Sounds.

Consonants:

b - ♦️
c - 🚗
d - ✡️
f - 🐟
g - 🧑
h - 🏡
i - 🍁
j - 🍼
k - 🚀
l - 🍃
m - 🎩
n - 🔱
p - 🖋
q - 🦸
r - 🔁
t - 💪
v - 🎱
w - 🔧
x - 📦
y - 🐆
z - 🍁

Short Vowels:
a - 🍐
e - ☀
i - 🍁
o - 🍊
u - ☔️
(picking out differences)

(picking out similarities)

(picking out similarities)

(picking out differences)

(left-to-right eye movement)

(left-to-right eye movement)

3.
PICTURE SOUNDS: CONSONANTS

b - \( \bullet \)  
c - car  
d - \( \square \)  
f - fish  
g - girl  
h - house  
j - cup  
k - kite  
l - leaf  
m - \( \odot \)  
n - \( \odot \)  
p - pen  
q - rabbit  
r - \( \equiv \)  
s - sun  
t - box  
v - \( \square \)  
w - \( \equiv \)  
x - box  
y - cloud  
z - \( \equiv \)  

SHORT VOWELS:

a - \( \bigcirc \)  
e - \( \bigcirc \)  
i - \( \bigcirc \)  
o - \( \bigcirc \)  
u - umbrella
THE TEACHER AND THE LEARNER

Another important thing to discuss with the teachers is their attitude to the children in their classes.

As teachers, they should understand that these children have been entrusted to their care to look after them and to teach them. As such, it is important for them to know these children, their names and parental background. This is one of the reasons why a column is included in the middle pages of the Daily Attendance Register, where they should enter the names and addresses of pupils. It is their duty to assist them when they are suddenly ill, and to report this immediately to the Headmaster or his Deputy.

Another important matter to take care of is to observe pupils very carefully and follow up their progress at work. It is important to separate, for instance, the slow learners from the rest, and those children that are irregular in attendance. For these, firstly, find out the cause of their irregularity, perhaps your advice might be helpful. Group them separately so that you may be able to give them special attention at class work.

As the classes are large and crowded, seventy and over perhaps (see p. 6), it cannot be possible for you to see your pupils individually but it is important for you, as a teacher, to keep a record about your children's progress. Please refer to the "Weekly Diary and Record Book" provided and make regular entries in the relevant places. In addition, you can keep a notebook where you write each
child's name at the top of a page. You should write down on the page any details you note about the child - shy, weak at learning letters, often absent, etc. You can also write down what they have mastered, e.g. pronunciation of some sounds, learning of some vocabulary items, etc. After two or three weeks, you should look at your notebook and see how many children have nothing written for them. One at a time, you should start to find out about them and fill in details.

In Primary 1 and 2 the children do not have very much English with which they can communicate. (Real communication will take place in their mother tongue.) However, it is important that from the beginning they realise that English is a language in which they can communicate: this is why teachers are told (p.49) that there is not to be a choral repetition of sounds and words.

The group work system of learning, therefore, must also be very largely encouraged in the Sierra Leone teachers' classroom. It is true that the present prevailing conditions like large numbers on roll or insufficient furniture will be given by the Sierra Leone teachers as some of the obstacles in the way of group work; but, as the old proverb says, "Nothing ventured, nothing gained". We must make the attempt, we must have the patience and courage to develop skilfully and mould the minds of the young ones, in order for us to build up a new and better generation as the English language is being held up as the language of prestige and the passport to economic success in Sierra Leone.
CHAPTER FOUR

FOLLOW UP AND EVALUATION

The workshop lasts for only one day (9 a.m. to 1.30 p.m.). Since the teachers are untrained, the work that is done is very basic and is designed to give them basic training in aspects of teaching pre-reading and reading. Nevertheless, in terms of money and instruction these workshops are very significant to the administration in Sierra Leone and, of course, they are the only input to the teachers in the classroom. It is essential to evaluate them.

4.1 Group Work and Follow up Activity

After the formal workshop described in Chapter Three is completed, the instructor spends the last hour getting the teachers to work together in groups to plan out materials together so that they will put into practice what they have learned about planning lesson materials from the workshop. It is possible for the teachers to sit and absorb the material that the instructor inputs. They may find it interesting but until they try to plan lessons in this way they will not really have thought about it. This task is a kind of evaluation of what the teachers have learned.
Since the groups will have two Headteachers and two senior Assistant Headteachers each (p.22) there will be some expertise in each group. However, the "experts" should guide rather than design the workshop activity given to the group.

Stage One

The instructor explains to the teachers that they are going to be given some group work to be done. He divides them into four groups of five. Using the Sierra Leone Primary Suggested Scheme of Work for Classes 1 and 2, the instructor writes the following topics on the blackboard and hands out cards to write on to the various groups and gives them 60 minutes to prepare Group Work Activities on Pre-Reading, Early Reading and Word Building as follows:

GROUP WORK

GROUP 1 PRE-READING ACTIVITIES
Class 1, Term 1, Week 12
Class 1, Term 1, Week 6

GROUP 2 WORD BUILDING ACTIVITIES
Class 1, Term 2, Week 20

GROUP 3 READING ACTIVITY
Class 2, Term 2, Week 18
GROUP 4  WORD BUILDING ACTIVITY
Class 1, Term 3, Week 36

After sixty minutes, he calls the groups together and asks representatives from the groups to read out their plans. He asks for constructive comments and criticism from the other groups. Teachers, if time permits, can write their plans on the blackboard for others to copy and take away. As I said earlier, this task is a kind of immediate evaluation of the workshop. The instructor should listen carefully and see how the teachers have understood what he said and how well they, by themselves, can plan out an activity. The comments made by the other groups can, of course, serve as evaluation of what has been understood by the participants. This planned activities task is the first piece of feedback that the instructor has on the success of his workshop.

SUMMARY HANDOUT
Each of the three topics covered in the workshop has a summary (see Chapter 3) which is given to the teachers so that they go away with three handouts. These should be referred to in the discussions between the headteacher and the trainee teacher and between the instructor and the trainee teacher.
FOLLOW UP ARRANGEMENTS

You make arrangements for follow up by planning with the Headteachers which dates you will visit their schools. Tell them that you would like them to observe their teachers before your visit, and then also observe with you on your visit so that any good points can be noted and problems discussed.

The instructor issues observation sheets for follow-up which they can fill in before your visit. (This is the actual observation sheet currently in use in Sierra Leone.)

EXAMPLE OF CLASS 1 AND 2 READING OBSERVATION SHEET FOR FOLLOW-UP DUTIES

SCHOOL ...................... DATE ......................
TEACHER ...................... CLASS ...... TIME ......
WHAT ACTIVITY WAS BEING TAUGHT? ......................
WHAT NEW KNOWLEDGE WAS BEING TAUGHT? ......................
HOW DID THE TEACHER INTRODUCE THE TOPIC? ......................
WHAT VISUAL AIDS OR B/B DRAWING DID THE TEACHER USE? ....
HOW DID THE TEACHER REINFORCE THE LEARNING? ......................
WAS THE AIM ACHIEVED? (EXPLAIN) ......................
DATE: ............ SIGNED ..........................

HEADTEACHER
EXAMPLE OF CLASS 1 AND 2 READING - OBSERVATION ACTIVITIES SHEET

A  PRE-READING

(i) WHAT VISUAL SKILLS WAS THE TEACHER PRACTISING? .......

(ii) WHY DID HE PLACE THE DRAWING ON THE BLACKBOARD? .......

B  READING

(i) WHAT WERE THE WORDS FROM THE PREVIOUS LESSON? .......

(ii) WHAT WAS THE NEW BLACKBOARD STORY ABOUT? ............

(iii) WHAT WERE THE NEW WORDS FROM THE STORY? ............

(iv) WHAT DID THE TEACHER DO AFTER INTRODUCING THE NEW WORDS? ..............................................

(v) GIVE TWO QUESTIONS THAT THE TEACHER ASKED ABOUT THE STORY ..............................................

C  WORD BUILDING

(i) WHAT SOUNDS WERE REVISED? .................................

(ii) WHAT NEW SOUND WAS TAUGHT? ...............................
(iii) WHAT INSTRUCTIONS DID THE TEACHER GIVE BEFORE SAYING THE LIST OF WORDS? ..............................................................

......................................................................................................

Signed ............................................................................................

Date ....................................................................................................

Comment on the Observation Sheet

The questions are reasonably straightforward and it should be possible for a trained observer to answer them all. If the observer cannot decide what knowledge/activity was being taught then there is something badly wrong with the lesson. The second last question shows that the learning process is emphasised: it is learning that is important - the teacher must encourage and reinforce the learning that is going on.

The last question requires the observer to decide if the stated aim of the lesson (as stated in the teachers' book) has been achieved - or how far it has been achieved.

The Reading Observation Activities sheet asks factual questions about the lesson. (N.B. The word "story" is used to refer to any piece of text.)

The importance of these two sheets is in the discussion that takes place about them between the headteacher or instructor and the teacher. It is during this discussion that the instructor finds out how far the teacher has understood/appreciated the workshop (how far the instructor has been successful).
In one sense we are asking our teachers to reflect on what they have been teaching. The idea of the reflective practitioner belongs to Western European and American education but aspects of the idea can be transferred to other educational backgrounds. "Received knowledge", which is the knowledge from the instructor to the teachers is the first step in the teachers' learning process. They have to develop "received knowledge" into "experiential knowledge" (Wallace, M. 1987).

This means that

(1) They try out in the classroom what the instructor has taught them.

(2) They try to evaluate how well this has worked -
Did the lesson go well?
Did the pupils learn what they were supposed to learn?
Was it interesting? etc.

(3) They talk to the instructor on his follow up visit (or to their headteacher) about their problems in the lessons, etc.

The simple classroom observation schedule is a help to teachers who are trying to improve their teaching and build upon the workshops they were given. Wallace (1987) says

"It has been suggested that a flexible, ad hoc, skill-based system of classroom observation analysis could be a useful aid in providing the pedagogical focus desirable in such discussions."
4.2 The Supervisor's Role in Evaluation

The role of the teacher trainer must change; he should be less directive so as to give his trainees the necessary self-confidence that one needs at the outset of one's teaching experience. The overall process should be more humanistic, i.e. it should be based on mutual trust and respect.

The untrained teachers should be introduced to the concept of clinical supervision. This will also ensure the trainees' readiness to accept and to co-operate with the supervisors and advisers once they are being supervised in the classroom.

That assumption of the trainer or a teacher being more than just a model is strengthened by the conclusion of a piece of research that E. C. Wragg (1979:47) reported:

"In the USA, Wright and Tuska (1966) found that the student teachers were more likely to recollect the influence of a particular teacher, and more likely to feel greater admiration for that teacher than they felt for their own mothers. The researchers' conclusion was that the identification with teachers by children was likely to be a considerable influence on their eventual choice of teaching career."

Therefore, teacher trainers at the Inspectorate Offices have a double task: that of making the trainees good teachers, but, most of all, the mission of making them become efficient at reflecting on the way they teach, and especially the way they teach reading, by the models they will offer.
4.3 In Service Teacher Training or "Clinical" Supervision
In our situation, the in-service teacher training for non-trained teachers is entrusted to the "District Inspectorate Offices", a body of supervisors and pedagogic advisers who work in close collaboration with in-service for untrained teachers. The realities of the in-service training are totally different from those of Pre-service education in the colleges.
First of all, the teachers are already teaching, and thus have a repertoire of teaching habits from which they are very reluctant to depart.
Secondly, they are serving in different corners of the district and have already accepted some heavy family responsibilities; inviting them to an in-service course would mean asking them to leave their families for some weeks for the sole purpose of talking about ELT so, instead, we run one day seminars in local centres.
The third problem one could meet here is that it is very difficult to detect the needs, and the personal goals and fears of the individual teachers. The classroom visits could certainly help supervisors and advisers determine what needs to be improved in such or such a teacher; but at this level again:

"Another complicating factor is the embarrassment the teachers experience, as members of the teaching profession, to have their performance witnessed and judged by peers and trainers."

(Britten, Donald 1985)
Our teachers who know they lack training often feel very unhappy at being judged.
Therefore it is the job of the supervisor to be helpful and positive. When discussing a lesson, the supervisor should start either:

1. by asking the teacher to comment on his own lesson: very often the teacher will identify what was wrong by himself

or

2. by praising something in the lesson that was good.

In all cases, classroom training is meant to help the teachers do the same job better. The big question to which no answer has been found are:

- What qualifications enable the supervisors and advisers to help their ELT teachers do the job better?

It is mainly in relation to this question that I have become interested in the notion of "CLINICAL SUPERVISION". According to Morris Cogan (1958), quoted by R. Goldhammer et al (1969:19) Clinical Supervision is:

"... the rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and the relationship between the teacher and the supervisor form the basis for the programme, procedure and strategies designed to improve the students' learning by improving the teacher's classroom behaviour."

Classroom observation and good rapport between the supervisor and the teacher seem to be at the core of this concept; and the two elements aim at the improvement of the teacher's "classroom behaviour". Since it is concerned with changing the behaviour of the individual
teacher, the clinical supervision of serving teachers, though it derives its objective data from all classroom events, should not deny the human element which is a priority in all educational matters. It should be both scientific and humanistic, flexible and objective. In this respect, Goldhammer et al (op cit) give a better definition of this concept of clinical supervision; for them, it draws:

"...its principal data from first-hand observation of actual teaching events, and ... involves face-to-face (and other associated) interaction between the supervisor and teacher in the analysis of teaching behaviours and activities for instructional improvement." (pp.19-20)

and the professional development of the teacher. For these writers, the clinical dimension of supervision causes less role confusion; a specific teacher is the direct client of the adviser and has a direct interest in the outcomes of the supervisory process. Because of the great deal of interaction and participation on the part of the teacher and supervisor, it is certainly easier for both protagonists to understand and accept their respective roles.

Generally speaking, the term "Clinical" seems to be borrowed from the medical profession. The picture is that of experience medical practitioner going on his daily morning rounds to examine his patients, followed by a group of interns eager to learn on the job, after they have been given the theoretical aspects of their profession. He stops by a patient and turns to his students to elicit their comments about the nature of the
patient's illness and the possible ways of treating it. He asks leading questions to help the students arrive at concrete diagnosis. The overall picture of practical application of the interns' book and abstract knowledge of pathology relates the concept of clinical examination with the on-the-job training of the teachers. Therefore, in-service training, or, better, clinical supervision, values intellectual abilities and respects knowledge in its own right; it is geared towards helping teachers think more clearly and creatively so as to be able to adapt teaching theories to the realities of the classroom. In short, the practice of clinical supervision is intended to create a personal relationship between the advisers, supervisors and in-service teachers "built on a certain human autonomy which enhances freedom for both teacher and supervisor to express ideas and opinions" (Drama, O. 1985) about how to do the same job better.

In Sierra Leone, the current in-service training practice seems to be more oriented than earlier practice to that long-neglected clinical supervision dimension. The creation of District Inspectorate Offices, the increase in the number of supervisors and advisers, are clear indication that the main concern of the Ministry of Education is now the improvement of the quality of teaching, through effective and regular classroom supervision. But, so far, advisers, though experienced teachers, are not articulate as to the nature of specific skills or activities to look out for and advise the teachers upon in the observation process.
design an in-service training course for teachers. This is sometimes described as a normative-re-educative strategy: this means that supervisors and teachers must take an active part in their own education. In summary, it must be pointed out that many of my suggestions may appear redundant to those supervisors and teachers who may have achieved efficiency in teaching methods of teaching reading to their pupils. Nevertheless, I do believe that there is a gap between knowing something and knowing how to impart that knowledge to the teacher in training. What we are concerned with here
(a) is the supervision of teaching reading activities to the pupils.
(b) the need to share one's efficient reading strategies with other teachers which can be done through the supervisors.
(c) the conditions for success in teaching reading and making these as explicit as possible, so that other teachers can test them in the classroom.

4.4 Innovation - General
With what have gathered so far from my experience in this course, the contribution I would think of making to the Sierra Leone Educational system, especially classroom methodology, is to lay more stress on the Communicative Methodology which the current primary school syllabus
emphasises. I have observed with great interest that the communicative methodology approach can best be nurtured when the children are given encouragement to use the language.

As Littlewood, W. (1983) states

"A Communicative Approach opens up a wider perspective on language. In particular, it makes us consider language not only in terms of its structure (Grammar and Vocabulary), but also in terms of communicative functions that it performs. In other words, we begin to look not only at language forms, but also at what people do with these forms when they want to communicate with each other."

The Communicative Methodology agrees that structures and vocabulary are important, but insists that the preparation for real life communication will be inadequate if only these are taught. Learners may know the rules of the language usage, but will be unable to use the language. It is the job of the supervisors and inspectors to encourage the teachers to arrange activities in the classroom so that learners get a chance to use the language to communicate with one another. As I have said, most of our primary school teachers in Sierra Leone are untrained. Therefore, we must be realistic in what kind of classroom innovations we could expect them to be able to handle.

Hubbard, P. (1983) says

"many teachers assume that if they have managed to get their students to a level of competence where they understand and correctly produce a given form, they have taught that form: but really this is only half of the process of teaching; the other and more difficult half is to provide students with an opportunity to use the language they have learnt in the classroom."
In short, we must try to encourage our students to put their newly acquired language into action. Hubbard argues for the necessity of putting the newly acquired language into use, but in classes that are big, and teachers that are young and untrained it would be more difficult to move quickly. (However, some workshops will be run emphasising oral skills and giving teachers a brief introduction to notions about language learning and acquisition.

In this dissertation, I have not discussed this type of workshop: I have concentrated on reading workshops). When we communicate, we use the language to accomplish some functions such as arguing, persuading, or promising. We carry out the functions within a particular social context. A speaker will choose a particular way to express his argument not only based upon his intention and his level of emotion, but also on whom he is addressing and what his relationship with that person is. For example he may be more direct in arguing with his friend than with his teacher. Our teachers who are untrained will not know about functions: they could be introduced to the notion of functions in their mother tongue and then to functions in English. They could be helped to discuss what functions they use, e.g. when taking part in workshop activities with other teachers.

Since communication is a process, it is insufficient for our teachers to simply have the knowledge of the target language forms, meanings and functions. Our teachers must be able to apply this knowledge in negotiating
meaning. It is through the interaction between speaker and listener that meaning becomes clear. The listener gives the speaker feedback as to whether or not he understands what the speaker has said. In this way, the speaker can revise what he has said and try to communicate his intended meaning again, if necessary.

Classroom Management
During the Workshops the teachers are also taught the importance of the following school records:
1. Weekly Forecasts and Notes of Lessons
2. The Daily Attendance Register
3. The Weekly Diary and Record of Work

1. Weekly Forecasts and Notes of Lessons
The teachers are expected to prepare themselves for the week's work. With the use of the suggested Scheme of Work they would prepare Weekly Lesson Notes and Forecasts of Work and submit these to the Deputy Headteacher, for his comments and approval. These Notes of Lessons and Forecasts must show the lesson plan, the Teaching Aids used, and the children's classwork at each stage of the lessons.

2. The Daily Attendance Register
Records of the children's daily attendance are kept in these registers. Teachers are expected to find out the cause for irregular attendance of their pupils, and,
finally, refer to the Deputy Headteacher for the attention of the Headteacher if necessary.

3. The Weekly Diary and Record of Work
At the end of each week and at the end of each term, teachers are expected to fill in the places provided in this book, what they have actually taught the children in the various subjects.

There is another column provided for the teacher to enter the name of the pupil, the weekly, termly and annual progress for all the tests and examinations attempted for the academic year.

These records are kept in the Headteacher's Office for administrative purposes. They enable the Headteacher to see that the teacher is covering the required work at an appropriate speed.

However, it might be possible to ask teachers to keep a record of work which required them to comment on their progress and performance as teachers. This will help to raise their awareness of the progress of teaching. When I go back to Sierra Leone I shall look into the possibility of designing such a checklist for teachers' self-evaluation (but it would have to be discussed with the Principal Education Officer - Primary Education first
of all). I would use as a basis for my checklist the questionnaire by Donoghue, M. R. and Kunkle, J. F. given in Appendix 5.

Innovation (Specific)

In the first section, I discussed in general terms the importance of improving the Communicative Methodology which is the methodology used in Sierra Leone. I also made specific innovative suggestions about:

1. how to run workshops for Primary 1 and 2 teachers to improve the reading skills of their pupils. These may not appear to be very innovative because the skills being imparted to the teachers are very basic skills. However, the emphasis on meaning as opposed to form (p.49) is fairly new in the teaching of reading in Sierra Leone Primary schools.

2. Teacher participation and the interactions that exist between the teachers and the supervisor, the teachers and the pupils (see p.60).

3. How negotiation of teaching skills is fostered or obtained through interaction between the supervisor and the untrained teachers, and the importance of general discussions, especially after a demonstration lesson in order to answer some relevant questions about the lesson taught (p.33).

4. The kind of supervision needed, the sharing of ideas, trying to make the teachers feel at ease with the process of supervision (Clinical Supervision - p.69.)
(5) The need to train supervisors to handle observation schedules, and to hold or maintain a good relationship with the teachers (so that they can discuss lessons in an open way (p.74)

(6) Parental involvement: Sierra Leone has a high rate of illiteracy so the majority of children coming into the primary school have illiterate parents (see pp.7 and 20). These parents cannot help their children with the process of learning to read. They will not be able to talk about the process of reading - decoding print to their children. The only help the Sierra Leonean parent can give to his or her child is encouragement - giving the child some examples of some of our great men and women who rose to eminence today because they were studious during their schooldays, and of good character and obedient to their parents and teachers at school, giving him or her great support, by providing him or her with school uniforms and clothing and books or other school necessities.

As a parent of a school-going child, you must make it a point of duty to attend Parents-Teachers Association's Meetings (PTA), where matters affecting your child's education are generally discussed. Lastly, some parents who can afford it, may provide private tuition by employing teachers to teach their children at home after the official school hours.

Generally, parents are encouraged to visit the school and enquire about their children's progress at school. In all, parents should show interest in their children's education.
Teachers must always be willing to meet parents if the Headteacher asks them to so that they can discuss the child's progress. Parents should be encouraged (by the school) to

(1) talk to their children about their school work
(2) encourage them always so that the children realise their parents are interested in their progress.

Conclusion

If supervisors, teachers, parents and children all work together in their different ways, the standard of English in Sierra Leone will improve because of their efforts. If any one of these four groups does not play its part, then the whole effort will be weakened.
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ADDENDA

29. PE 231 Reading Development Open University Publications.

Distinguishing the letters

It is clear that the readability of material for first graders can be improved by increasing the legibility of the letters. We are not free to design an entirely new set of characters; however, there are many type fonts in use, and any letters from different fonts can be combined to form an alphabet whose characters are more distinguishable from one another than any existing set.

A recent study that is relevant to the possibility of beginning material is one by Popp [1964]. Using non-reading kindergarteners as subjects, Popp compared each letter with every other letter. Her result was a confusion matrix showing how often these children confused each letter with every other letter. Rank-ordered as to the number of times they were confused with one another, the most frequently confused pairs were: p-q, d-b, d-q, d-p, b-p, h-u, i-l, c-e, h-n, h-y, j-k, n-u.

Popp presented her letters in isolation, but in reading the letters are embedded as words and the child is able to distinguish upward protruding from downward protruding letters. It is not unreasonable to assume that the most frequently confused pairs might be different if the letters were presented to the children embedded in pseudowords.

An unpublished experiment, Himelstein [1965] tested this assumption, but her pattern of results was almost the same as Popp’s.

Himelstein tachistoscopically projected a stimulus letter surrounded by two o’s and then asked the child to pick out that letter from a pair surrounded by o’s. She tested only the pairs that Popp had found most frequently confused. Rank-ordered as to number of times they were confused by the children, Himelstein’s pairs were: p-q, d-b, d-q, d-p, b-p, h-u, i-l, k-y, h-n, d-h, c-e, b-y, n-u, j-k.

By combining letters from different fonts and by making slight changes in the characters, it is easy to make any of the above pairs very distinguishable from one another. Some letters may be printed in small versions of the capital shapes so as to eliminate confusions between h-N, u-N, L-I, etc.

The letter q is always followed by u. Why not print them as a ligature (gu) and thus eliminate confusions between q and u? These suggestions were followed, of course the letters could be designed to be more aesthetically pleasing than in their above form.

I have tested modifications similar to the above in a series of experiments. My most recent experiments compared traditional to experimental versions of the following pairs: p-q, d-b, d-p, b-p, h-n, u-n, and i-l. A letter was projected tachistoscopically for .10 seconds between two o’s (oda), and a non-reading kindergartener was asked to pick that letter from a pair surrounded by o’s (odbo). As might be expected, every experimental pair was significantly more legible than its conventional counterpart (by at least the .05 level). The surprising finding was the amount of difficulty the children had in distinguishing the conventional p-q and d-b. Our preschoolers did no better than chance –78 errors to 74 correct choices.

To summarize the experimental studies of legibility as they affect beginning readers: the conventional alphabet contains a number of pairs that are frequently confused by beginning readers. It would be a simple matter to alter the pairs slightly so as to make them less confusing. Furthermore, since most of these alterations would simply require that we select letters from several type fonts (such as capitals and lower case), almost no negative transfer should occur. We would not be adding any new characters to be learned; we would simply be changing their sequence of introduction for young children.
Table I Variations in the spelling of English vowels

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Table II Variations in the spelling of English diphthongs

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### Table III Variations in the spelling of English consonants

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<td>4 s</td>
<td>vv</td>
<td>navvy</td>
</tr>
<tr>
<td>3 g</td>
<td>f</td>
<td>of</td>
</tr>
<tr>
<td>2 ph</td>
<td>ph</td>
<td>Stephen</td>
</tr>
<tr>
<td>2 z</td>
<td>g</td>
<td>got</td>
</tr>
<tr>
<td>2 g</td>
<td>gg</td>
<td>egg</td>
</tr>
<tr>
<td>3 gh</td>
<td>ckg</td>
<td>blackguard</td>
</tr>
<tr>
<td>2 wr</td>
<td>j</td>
<td>jet</td>
</tr>
<tr>
<td>2 rr</td>
<td>dj</td>
<td>adjust</td>
</tr>
<tr>
<td>2 rh</td>
<td>dg</td>
<td>ridge</td>
</tr>
<tr>
<td>3 rr</td>
<td>g</td>
<td>gem</td>
</tr>
<tr>
<td>2 rh</td>
<td>g</td>
<td>exaggerate</td>
</tr>
<tr>
<td>3 wr</td>
<td>di</td>
<td>soldier</td>
</tr>
<tr>
<td>2 z</td>
<td>d</td>
<td>debt</td>
</tr>
<tr>
<td>2 z</td>
<td>ed</td>
<td>backed</td>
</tr>
<tr>
<td>3 z</td>
<td>ght</td>
<td>right</td>
</tr>
<tr>
<td>2 z</td>
<td>pt</td>
<td>receipt</td>
</tr>
<tr>
<td>3 z</td>
<td>t</td>
<td>pat</td>
</tr>
<tr>
<td>3 z</td>
<td>tt</td>
<td>letter</td>
</tr>
<tr>
<td>2 z</td>
<td>th</td>
<td>thyme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ɔ/</th>
<th>/ə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 c</td>
<td>c</td>
</tr>
<tr>
<td>3 ch</td>
<td>ch</td>
</tr>
<tr>
<td>4 s</td>
<td>s</td>
</tr>
<tr>
<td>2 sc</td>
<td>sc</td>
</tr>
<tr>
<td>4 s</td>
<td>s</td>
</tr>
<tr>
<td>3 as</td>
<td>as</td>
</tr>
<tr>
<td>2 t</td>
<td>t</td>
</tr>
</tbody>
</table>
### Table IV  Letters and letter sequences with at least five different pronunciations

<table>
<thead>
<tr>
<th>0</th>
<th>/au/</th>
<th>bold</th>
<th>/u/</th>
<th>do</th>
<th>/æ/</th>
<th>won</th>
</tr>
</thead>
<tbody>
<tr>
<td>/u/</td>
<td>women</td>
<td>/o/</td>
<td>dog</td>
<td>/ə/</td>
<td>correct</td>
<td></td>
</tr>
<tr>
<td>/w/</td>
<td>one</td>
<td>/æ/</td>
<td>apron</td>
<td>/ʊ/</td>
<td>woman</td>
<td></td>
</tr>
<tr>
<td>/æ/</td>
<td>father</td>
<td>/e/</td>
<td>many</td>
<td>/ɔ/</td>
<td>call</td>
<td></td>
</tr>
<tr>
<td>/ə/</td>
<td>dad</td>
<td>/ə/</td>
<td>alone</td>
<td>/ə/</td>
<td>swan</td>
<td></td>
</tr>
<tr>
<td>ou</td>
<td>/ɔu/</td>
<td>soul</td>
<td>/u/</td>
<td>soup</td>
<td>/æ/</td>
<td>couple</td>
</tr>
<tr>
<td>/o/</td>
<td>cough</td>
<td>/u/</td>
<td>should</td>
<td>/əu/</td>
<td>out</td>
<td></td>
</tr>
<tr>
<td>ei</td>
<td>/ei/</td>
<td>veil</td>
<td>/i/</td>
<td>weir</td>
<td>/e/</td>
<td>heifer</td>
</tr>
<tr>
<td>/i/</td>
<td>forfeit</td>
<td>/æ/</td>
<td>height</td>
<td>/æ/</td>
<td>have</td>
<td></td>
</tr>
<tr>
<td>a+t</td>
<td>/æt/</td>
<td>charge</td>
<td>/e/</td>
<td>date</td>
<td>/æ/</td>
<td>village</td>
</tr>
<tr>
<td>u</td>
<td>/u/</td>
<td>ruby</td>
<td>/e/</td>
<td>bury</td>
<td>/æ/</td>
<td>mud</td>
</tr>
<tr>
<td>/u/</td>
<td>busy</td>
<td>/o/</td>
<td>put</td>
<td>/æ/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table V  Letters and letter sequences with at least four different pronunciations

| e+i | /ei/ | aim | /æ/ | plaid | /æ/ | said |
| /aɪ/ | aisle | /o/ | rendezvous | /æ/ | |
| e | /e/ | bed | /u/ | pretty | /o/ | head |
| /eɪ/ | be | /i/ | leaf | /ɪ/ | |
| e+e | /eɪ/ | great | /i/ | guinea | /æ/ | mosquito |
| i | /i/ | pit | /aɪ/ | find | /i/ | |
| /i/ | meringue | /eɪ/ | friend | /ɪ/ | carried |
| i+e | /i/ | belief | /aɪ/ | tied | /æ/ | |
| /aʊ/ | note | /u/ | move | /æ/ | come |
| /oʊ/ | gone | /u/ | moon | /oʊ/ | foot |
| o | /əʊ/ | flood | /u/ | brooch | /əʊ/ | through |
| /oʊ/ | bought | /ɔʊ/ | plough | /ɔʊ/ | |
| /aʊ/ | | /æ/ | cat | /i/ | city |
| c | /k/ | cello | /ɪ/ | | /i/ | ocean |
| s | /s/ | bus | /z/ | is | /i/ | sure |
| /ʃ/ | measure | /æ/ | | /æ/ | |
### Table VI  Letters and letter sequences with at least three different pronunciations

<table>
<thead>
<tr>
<th>Letter(s)</th>
<th>Pronunciation(s)</th>
<th>Word(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ee</td>
<td>/ɪ/</td>
<td>matinée, bee</td>
</tr>
<tr>
<td>eo</td>
<td>/ɪ/</td>
<td>people, yeoman, breeches</td>
</tr>
<tr>
<td>er</td>
<td>/ɪ/</td>
<td>clerk, saucer</td>
</tr>
<tr>
<td>i+e</td>
<td>/ɪ/</td>
<td>marine, give</td>
</tr>
<tr>
<td>is</td>
<td>/ɪ/</td>
<td>debris, chassis</td>
</tr>
<tr>
<td>oe</td>
<td>/w/</td>
<td>shoe, feotid</td>
</tr>
<tr>
<td>ui</td>
<td>/ɪ/</td>
<td>fruit, guilt</td>
</tr>
<tr>
<td>y</td>
<td>/ɪ/</td>
<td>nymph, by</td>
</tr>
<tr>
<td>ch</td>
<td>/ɪ/</td>
<td>echo, chip</td>
</tr>
<tr>
<td>g</td>
<td>/ɒ/</td>
<td>got, gem</td>
</tr>
<tr>
<td>gh</td>
<td>/ɪ/</td>
<td>tough, ghost</td>
</tr>
<tr>
<td>th</td>
<td>/ɪ/</td>
<td>thyme, thin</td>
</tr>
<tr>
<td>ss</td>
<td>/s/</td>
<td>miss, scissors</td>
</tr>
</tbody>
</table>

### Table VII  Letters and letter sequences with at least two different pronunciations

<table>
<thead>
<tr>
<th>Letter(s)</th>
<th>Pronunciation(s)</th>
<th>Word(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ae</td>
<td>/ɪ/</td>
<td>brae, anaemia</td>
</tr>
<tr>
<td>al</td>
<td>/a/</td>
<td>calf, talk</td>
</tr>
<tr>
<td>ar</td>
<td>/a/</td>
<td>art, similar</td>
</tr>
<tr>
<td>au</td>
<td>/a/</td>
<td>haul, chauffeur</td>
</tr>
<tr>
<td>ay</td>
<td>/a/</td>
<td>may, says</td>
</tr>
<tr>
<td>e+e</td>
<td>/ɪ/</td>
<td>these, fence</td>
</tr>
<tr>
<td>eu</td>
<td>/ɪ/</td>
<td>rheumatism, feud</td>
</tr>
<tr>
<td>ew</td>
<td>/aʊ/</td>
<td>sew, chew</td>
</tr>
<tr>
<td>ey</td>
<td>/aɪ/</td>
<td>survey, key</td>
</tr>
<tr>
<td>oa</td>
<td>/a/</td>
<td>broad, boat</td>
</tr>
<tr>
<td>oe</td>
<td>/aɪ/</td>
<td>amoeba, hoe</td>
</tr>
<tr>
<td>oi</td>
<td>/aɪ/</td>
<td>choir, boil</td>
</tr>
<tr>
<td>or</td>
<td>/aɪ/</td>
<td>or, work</td>
</tr>
<tr>
<td>ow</td>
<td>/aʊ/</td>
<td>window, town</td>
</tr>
<tr>
<td>oy</td>
<td>/aɪ/</td>
<td>coyote, boy</td>
</tr>
<tr>
<td>ue</td>
<td>/ɪ/</td>
<td>blue, guest</td>
</tr>
<tr>
<td>u+e</td>
<td>/ɪ/</td>
<td>rule, lettuce</td>
</tr>
<tr>
<td>ed</td>
<td>/ɪ/</td>
<td>sobbed, backed</td>
</tr>
<tr>
<td>f</td>
<td>/ɪ/</td>
<td>if, of</td>
</tr>
<tr>
<td>gg</td>
<td>/dʒ/</td>
<td>exaggerate, egg</td>
</tr>
<tr>
<td>ght</td>
<td>/rɪtʃ/</td>
<td>right, righteous</td>
</tr>
<tr>
<td>mn</td>
<td>/m/</td>
<td>autumn, mnemonic</td>
</tr>
<tr>
<td>ph</td>
<td>/f/</td>
<td>phone, Stephen</td>
</tr>
<tr>
<td>sc</td>
<td>/s/</td>
<td>scene, conscience</td>
</tr>
<tr>
<td>t</td>
<td>/t/</td>
<td>pat, nation</td>
</tr>
<tr>
<td>x</td>
<td>/eks/</td>
<td>except, xylophone</td>
</tr>
<tr>
<td>z</td>
<td>/z/</td>
<td>gez, a__ure</td>
</tr>
<tr>
<td>Method</td>
<td>Technique</td>
<td>Comment</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>Based on information about letters which make up words</td>
<td>Alphabetical</td>
<td>Teaches names of letters</td>
</tr>
<tr>
<td>New phonics</td>
<td>Teaches a linguistic analysis blending sounds of letters to make words</td>
<td>Initial progress slow and sometimes discouraging and confusing for very young children. Many common words are exceptions to rules. To give practice it is sometimes necessary to use words not useful to children. Children need good auditory ability to hear different sounds.</td>
</tr>
<tr>
<td>Based on recognition of meaningful words, phrases or sentences without knowledge of sounds of letters</td>
<td>Whole word or Look and say</td>
<td>Teaches sight recognition of whole words often selected from child's own experience</td>
</tr>
<tr>
<td>Whole sentences</td>
<td>Teaches sight recognition of phrases and sentences Encourages reading for meaning with stress and intonation</td>
<td></td>
</tr>
<tr>
<td>Based on recognition of children's spoken language - words, phrases, sentences</td>
<td>Language experience approach (children's language method)</td>
<td>Teaches texts based on children's own language</td>
</tr>
</tbody>
</table>

"DEVELOPING ENGLISH WITH YOUNG LEARNERS" - OPAL DUNN (1984)
MACMILLAN PUBLISHERS.
<table>
<thead>
<tr>
<th>Method</th>
<th>Technique</th>
<th>Comment</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on information about letters which make up words</td>
<td>Alphabetic</td>
<td>Teaches names of letters</td>
<td>Gives insufficient information for some children to work out their own method of decoding. Confusion can arise between letters nearly the same shape or sound, e.g. b, d, g.</td>
</tr>
<tr>
<td></td>
<td>New phonic</td>
<td>Teaches a linguistic analysis blending sounds of letters to make words&lt;br&gt;Texts based on words not structures</td>
<td>Initial progress slow and sometimes discouraging and confusing for very young children&lt;br&gt;Many common words are exceptions to rules&lt;br&gt;To give practice it is sometimes necessary to use words not useful to children&lt;br&gt;Children need good auditory ability to hear different sounds</td>
</tr>
<tr>
<td>Based on recognition of meaningful words, phrases or sentences without knowledge of sounds of letters</td>
<td>Whole word or Look and say</td>
<td>Teaches sight recognition of whole words often selected from child's own experience</td>
<td>Initial progress is fast giving child confidence to face later problems&lt;br&gt;Can lead to guessing or dependency on adult for introduction of new words&lt;br&gt;Children have to work out their own method of decoding which may be difficult for children who have not been introduced to sounds of letters&lt;br&gt;There can be confusion between words looking the same, e.g. doing, going&lt;br&gt;Service words, e.g. the, in, up, on are sometimes omitted in reading</td>
</tr>
<tr>
<td></td>
<td>Whole sentences</td>
<td>Teaches sight recognition of phrases and sentences&lt;br&gt;Encourages reading for meaning with stress and intonation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language experience approach (children's language method)</td>
<td>Teaches texts based on children's own language</td>
<td>Gives opportunity:&lt;br&gt;1. to introduce naturally the relationship between letter and sound&lt;br&gt;2. to expand vocabulary&lt;br&gt;3. to explain differences between spoken and written language</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Question</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>Do you demonstrate adequate planning and sequencing?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Do you use material that is relevant to the students' world and at an appropriate level for the students?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Is the aim of your lesson clear to your students; i.e., is the target structure or activity clearly delineated and reflected in your preparation?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>Do you have a clear understanding of the structure so that you will not be “surprised” by irregular items?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Are your directions clear and to the point?</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>Do you keep rules, diagrams, and explanations to a minimum?</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>Are your handouts well prepared and legible and not poor duplications characterized by light print or minute type which students, already struggling in a second language, must struggle to read?</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>Do you speak naturally, at normal speed?</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>Do you maintain an appropriate pace to keep the class alert and interested?</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>Do you have good rapport with your class, respecting the students' time as well as exhibiting sensitivity to the students (as adults or children) and offering positive reinforcement?</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td>Do you listen to your students and are you aware of student errors, limiting correction to what is necessary and relevant?</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td>Do you promote student self-editing?</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td>Do you utilize peer correction?</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td>Do you respect students' abilities to use their own gray matter to come up with new items and do you invite them to use their own powers of analogy or analysis to make &quot;educated guesses&quot;?</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td>Do you promote student participation and activity?</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td>Are you aware of the ratio of student and teacher talk, keeping teacher talk to a minimum rather than dominating the class?</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td>Do your students have an opportunity to communicate with each other in real language activities so that the emphasis is not on pattern practice?</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td>Is your class arranged for successful communication between students and easy accessibility to the teacher?</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td>Can your students do something new linguistically after the class?</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td>Would you, as a student, enjoy your own class?</td>
<td></td>
</tr>
</tbody>
</table>


SECOND LANGUAGES IN PRIMARY EDUCATION
SUGGESTED

SCHEME OF WORK

for

CLASS ONE

ENGLISH

Ministry of Education;
Institute of Education;
KELT Programme;
Freetown, Sierra Leone.
1985
PATRICK

Structures

What is your name? My name is ________

What is my name? Your name is ________

This is a/my/your ________

Introductory Lessons

<table>
<thead>
<tr>
<th>Teacher's Bk.</th>
<th>Pupil's Bk.</th>
<th>Activity Bk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>P.12</td>
<td>-</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>P.13</td>
<td>-</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>P.14</td>
<td>-</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>P.15</td>
<td>-</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>P.15</td>
<td>-</td>
</tr>
</tbody>
</table>

WORD BUILDING

1. Children copy clapping rhythms made by the teacher.

2. Children copy "la-la" tunes made by the teacher. The teacher changes "la-la" and uses the following consonant sounds in the tunes: /c/ /z/ /b/ /s/ /l/

READING ACTIVITIES - Pre-reading

1. Left to right direction - Teacher draws a boy on the left of the b/b and a house on the right of the b/b. She tells a simple story, in the community language, about the boy going to the house and draws a line from the boy to the house.

2. The teacher draws objects on the b/b and the children identify the objects. (Use the community language.) eg. cap; man; cup; fish.

WRITING ACTIVITIES - Pre-writing:

1. Children experiment at making marks with chalk/pencil/pens/sticks.

2. Free drawing - allow children to draw anything they want.

SPEAKING EXPRESSION/STORY/RHYME

At the beginning of the school year, the amount of English spoken by both the teacher and the children in the oral expression section of the English lesson will depend upon the language background of the children in the class. In some schools the Class 1 teacher will only introduce odd words and phrases in English, whilst in other schools the teacher will be encouraging the children to speak in sentences.

UK about: The School and the Classroom

The name of the school/ The number of classes and classrooms/ The name of the headteacher/ The name of their class teacher/ The boys in the class/ The girls in the class.

Have children find and touch items in the classroom/school.
English Activities' is allowed 75 minutes per day.

Spend about thirty-five minutes on the textbook lesson.
Spend ten minutes on Word Building.
Spend about ten minutes on the supplementary Reading Activities, ten minutes on the supplementary Writing Activities, and ten minutes on Oral Expression/Story/Rhyme. Where the textbook lesson is longer or shorter than usual, adjust these timings accordingly.
UNIT 2
Teacher's Bk. Pupil's Bk. Activity Bk.
Lesson 1 P.21  
Lesson 2 P.22  
Lesson 3 P.22  P.1  
Lesson 4 P.23  
Lesson 5 P.23  

BUILDING
1. Teacher drops six classroom objects on the floor/desk, e.g. pen; pencil; chalk; ruler; book; stick. The class listen to the sound made by each object. The children cover their eyes and the teacher drops one of the objects. Children identify the dropped object by the sound.

2. Children copy "la-la" tunes made by the teacher. The teacher changes "la-la" and uses the following consonant sounds in the tunes: z//d//q//r//v//.(see Wk 1)

ACTIVITIES - Pre-reading
1. Continue left to right exercises. (see Wks.1&2)

2. Continue picture identification. (see Wks.1&2)

3. Children find pictures that are the same. The teacher draws a set of pictures on the b/w and the children find the picture that is the same as the one in the box.

   \[\text{Example picture} \]

ACTIVITIES - Pre-writing
1. Stick/dirt drawing - The teacher gives each child a stick, the length and size of a new pencil. The teacher shows the children how to hold the stick-pencil correctly. Let the children make marks in the dirt/sand with the stick-pencil.

2. Free drawing.

EXPRESSION/STORY/RHYME
Talk about: Blackboard picture of children playing.

The teacher draws a b/w picture. The children talk about the picture and identify objects and activities in the picture. Children come to the b/w and touch different objects in the picture. e.g. Who can come and find the football? Who can come and find the boy kicking the football?

RHYME: Revise the rhyme from Week 2.
**TEXTBOOK**

**Structures**

This is not a ______.
This is a boy/girl.
This is a man/woman.
He/she is a ______.

**UNIT 3**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Teacher's Bk.</th>
<th>Pupil's Bk.</th>
<th>Activity Bk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P.24</td>
<td>-</td>
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**WORD BUILDING**

1. Children copy "la-la" tunes using the following consonant sounds: /y/ /t/ /l/ /ch/
2. Children copy different clapping rhythms using loud and soft claps and fast and slow claps.

---

**READING ACTIVITIES - Pre-reading**

1. Allow children time to examine the textbook. Let them talk about the different pictures. Show them the front of the book and the back of the book. Encourage the children to start looking at the book from the first page.
2. Children find pictures that are the same. The teacher draws sets of pictures on the b/b. (see fig. 3)
   ![Fig. 3](image)

---

**WRITING ACTIVITIES - Pre-writing**

1. Stick-pencils work in the dirt - the teacher helps the children to hold the stick-pencils correctly.
2. Pattern drawing on slates/desks/books/dirt. The teacher shows the children how to draw straight lines down, from top to bottom. The class copy the patterns.
   ![Pattern](image)

---

**SPELLEXPRESSION STORY HISTORY**

**Talk about: Houses**

The teacher draws a house on the board. The children talk about the different parts of a house - windows, door, roof, walls etc. Children come to the b/b and touch the different parts of the house. The teacher draws other houses and "forgets" to draw in certain parts. The children talk about the missing parts and the teacher/channels complete the pictures.

![Houses](image)

**Rhyme/Song:**
We all clap hands together,
We all clap hands together,
We all clap hands together,
An children like to do.
TEXTBOOK

Structures

This is not a ____
This is a boy/girl.
This is a man/woman.
He/She is a ____

UNIT 3

Teacher's Bk., Pupil's Bk., Activity Bk.

Lesson 1 P.24
Lesson 2 P.25
Lesson 3 P.26
Lesson 4 P.26
Lesson 5 P.27 P.4/5

WORD BUILDING

1. Children copy "la-la" tunes using the following consonant sounds: /y/ /t/ /l/ /ch/
2. Children copy different clapping rhythms using loud and soft claps and fast and slow claps.

READING ACTIVITIES - Pre-reading

1. Allow children time to examine the textbook. Let them talk about the different pictures. Show the children the front of the book and the back of the book.
   Encourage the children to start looking at the book from the first page.
2. Children find pictures that are the same. The teacher draws sets of pictures on the b/b. (see EK.3)

EXAMPLE ACTIVITIES - Pre-writing

1. Stick-pencil work in the dirt - the teacher helps the children to hold the stick-pencils correctly.
2. Pattern drawing on slates/desks/books/dirt. The teacher shows the children how to draw straight lines down, from top to bottom. The class copy the patterns.

MUSICAL EXPRESSION/STORY/VERSE

Talk about: Houses

The teacher draws a house on the b/b. The children talk about the different parts of a house - windows; door; roof; walls etc. Children come to the b/b and touch the different parts of the house. The teacher draws other houses and 'forgets' to draw in certain parts. The children talk about the missing parts and the teacher/children complete the pictures.

Rhyme/Verse: We all clap hands together,
We all clap hands together,
We all clap hands together,
An children like to do.
**Unit 5**

**is his/her name? His/Her name is __________.**

<table>
<thead>
<tr>
<th>Teacher's Bk.</th>
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**BUILDING**

Teacher drops different objects onto the floor/Desk. Children cover their eyes and listen to the sound of the object falling and identify the object. (see wk.3)

Children copy "In-la" tunes using the following consonant sounds: /h/ /t/ /th/ /sh/.

**ACTIVITIES - Pre-reading**

Outline the left to right exercises. Let children come to the b/b and follow the lines from the left to find out what is at the end of the lines on the right.

Children look for the pictures that are different. The teacher draws a line of the picture but makes one picture slightly different. The children come to the board and draw a ring around the picture that is different.

**ACTIVITIES - Pre-writing**

Introduce drawing on clusters/desks/books/sand. Children copy straight lines down to better.

Children collect small stones and outline a picture of a house with the stones on the ground.

**IMPRESSION/STORY/RIEN**

(Not a repetition story. Use the community language and English)

Teacher tells the following story and encourages the class to join in the chorus of English:

"One evening two dogs were talking. They were not happy. Everyone liked to hit and kick them. The dogs looked up at the moon and decided to go and live there. They started to walk to the moon and they met a cat. The cat said, "Hear you going?"

The dog said, "We are going to live on the moon."

The cat said, "I will come with you."

The dogs and the cat started to walk to the moon and they met a frog.

The frog said, "Hear you going?"

The dogs and the cat said, "We are going to live on the moon."

The frog said, "I will come with you."

The dogs, the cat and the frog started to walk to the moon and they met a hen.

The hen said, "Hear ............

They all walked and walked and walked and then they went to sleep. When they woke up the moon had gone."

(The teacher can add different animals to the story.)
TEXTBOOK

UNIT 5

WORD BUILDING

1. The class go outside and form a circle. One child runs around the outside of the circle, stops behind a child and claps a rhythm. The child in the circle copies the clapping rhythm and then chases the child around the outside of the circle back to his place. The first child to get to the space in the circle, joins the circle and the other child claps a new rhythm behind another child.

2. Children compose their own tunes made up of consonant sounds and the rest of the class copy the sound and tune. eg. "Who can make a "g" song?"

READING ACTIVITIES - Pre-reading

1. Children look for shapes that are the same.
   eg.  
   
2. Children find pictures that are different.
   eg.  

WRITING ACTIVITIES - Pre-writing

1. Pattern drawing on slates/desks/books/sand. Children learn to draw horizontal lines from left to right.
   eg.  

2. Children draw around their hands on slates or with stick-pencils in the sand.

REAL EXPRESSION/SONG/MUSIC

Talk about - A blackboard picture of a kitchen.

The teacher draws the picture on the b/w and the children talk about it. Children identify objects and activities and come to the b/w and touch different items in the picture. The children talk about items found in the kitchen which are not in the picture. The teacher adds the new items to the picture.

eg.  

RHYME: Children learn new verses to - We all clap hands together. (see Wk. 4)

We all stand up together,
We all stand up together,
We all stand up together,
As children like to do.

We all sit down together, etc.
We all stamp feet together, etc.
We all turn round together, etc.
LESSON 1 • UNIT 1 • WEEK 7

Unit 6

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BUILDING

Circle clapping game. (see Wk. 6)

Children learn the following pictures, sounds and letters. Children do NOT write the words, they say the sound of the letter and the name of the letter. Let the children point and touch the pictures and the letters on the b/b.

a) bell “b” letter b. b) cup “c” letter c.

LING ACTIVITIES - Pre-reading

The teacher draws jumbled lines from left to right on the blackboard. (see Wk. 5) Children come to the b/b and follow a line to discover what is at the end of the line.

Children find shapes that are different.

△ △ △ △ △ △ △ △

LING ACTIVITIES - Pre-writing

Pattern drawing. Children copy patterns made up of vertical lines and horizontal lines from the b/b.

||-||-||-||-||-||-||-||

Free drawing with stick-pencils in sand.

EXPRESSION/STORY/RHYME

Talk about: Parts of the Body

Encourage children to talk about parts of the body: head; eyes; ears; mouth; teeth; nose; legs; feet; toes. Take the children outside the classroom and have them play with each other. Let them draw in the eyes, nose and mouth. Have the children draw around each other. Let them draw in the eyes, nose and mouth. Have the children draw around each other. Let them draw in the eyes, nose and mouth. Have the children draw around.

Example: Children revise any English rhymes.
WHAT IS THIS / IT?

Is this a (bus) or a (car)? It is a (bus).
Is this your (book)? Yes, it is my (book).
No, it is not my (book).

WOOD BUILDING

1. Revise: "b"-bell; "c"-cup - pictures, sounds and letters. (see Wk. 7)
2. Children learn the following pictures, sounds and letters:
   a) fish  "f" letter f.  b) gun  "g" letter g.

READING ACTIVITIES - Pre-reading

1. Left to right and zig-zag. The teacher draws the lines on the b/b and children
come to the b/b and follow the lines with a stick.
   eg.

2. Children find shapes that are the same.
   eg.

3. Children find shapes that are different.
   eg.

WRITING ACTIVITIES - Pre-writing

1. Pattern drawing - Children copy patterns made up of slanting lines from the b/b.
   eg.

2. Children draw zig-zag lines from left to right and across.

CAL EXPRESSION / STORY / RHYME

Talk about: Parts of the body (see Wk. 7)

Draw a picture of a man on the b/b. Let the children come and point to the different
parts of the body. Call different parts of the body and have children touch the
different parts of the body called. eg. Touch your head; Touch your feet.

Rhyme/Song: Put your hands on your head; on your head,
   Put your hands on your head, on your head,
   Put your hands on your head, on your head,
   Put your hands on your head, on your head.
   (Change the part of the body.)
he is____? It is ______. It is not ______.

Is he a (teacher)? Is he/she a (teacher) or a (driver)?

BUILDING

Review: ball, cup, fish, gun; pictures, sounds and letters.

Children learn the following pictures, sounds and letters:

a) cat  “p” letter p  b) lorry  “l” letter l.

PRE-READERS ACTIVITY - Pre-reading

Children find letters that are the same. The teacher writes a series of letters on the b/b. The children find the letter that is the same as the one in the box.

The teacher writes a line of a letter on the b/b. One letter in the line should be different. The children find and draw a ring around the letter that is different.

There is no need for the children to say the letter names. At this stage the children are only looking for shapes that are the same and different.

SPELL ACTIVITIES - Spelling

Pattern drawing - Children copy patterns from the b/b. The patterns should be made up of different straight lines.

Each child draws a picture of himself. The teacher writes each child’s name under his/her picture. Children draw over the letters in his/her name.

COMMUNITY LANGUAGE/ENGLISH

It’s about: Picture story (Community language and English)

The teacher draws the picture on the b/b. The children talk about the pictures and identify objects in the picture. The teacher tells the story and encourages the class to join in the chorus in English:

Story: Mariatu went for a walk. She fell over a stick. "Bang! Poor Mariatu!"
She fell over a pot. "Bang! Poor Mariatu!"
She fell over a bucket. "Bang! Poor Mariatu!"
She fell over a dog. "Bang! Poor Mariatu!"

Then saw Mariatu and shouted, "Mariatu, open your eyes!"
This is a (book) and this is a (pencil).

Where is the (boy)?
He is on/in/under/behind the (boat).
Is he (in) the (boat)?
Yes, he is (in) the (boat).
No, he is not (in) the (boat).

**WORD BUILDING**

1. Revise: b-bell; c-cup; f-fish; g-gun; l-lowry; p-pot; pictures, sounds and letters.
   a) Children draw pictures on slates/paper of one of the items taught in Weeks 7/8/9. Children hold up the pictures and say, "This is a (pot)."
   b) Teacher writes the six letters -g-f-h-j-k-p; on the b/b. The teacher says the sound of one of the letters and the class point to the correct letter on the b/b.

**READING ACTIVITIES - Pre-reading**

1. The teacher draws jumbled lines from left to right on the b/b. The teacher draws a fish at the end of one of the lines, on the right of the b/b. The children come to the b/b and follow the lines to discover who has caught the fish.
   
   Eg.

2. Children find letters that are the same.
   
   Eg.

3. Children find a letter that is different.
   
   Eg. cccccc   bbbdbb

**WRITING ACTIVITIES - Pre-writing**

1. Pattern drawing with circles. Children copy the patterns from the b/b.
   
   Eg. 0000000000/00000000/8080808

2. The teacher writes a group of children’s names on the b/b. Children come and find their own name and chalk over the teacher’s writing. Remainder of the class — free drawing.

**SAL EXPRESSION/STORY/PLAY**

Talk about: Tall and short.

The teacher draws two people on the b/b, one short and the other tall. Let the class talk about the two people and point to different parts of the bodies. Have the children point to the tall man and the short man. Let the children stand back to back in pairs to discover who is tall and who is short.

**Ryme:** Flowers grow like this. (Children close and open hands)
Trees grow like this. (Children raise arms and stretch)
I grow just like that! (Children jump in the air)
Unit 10

Lesson 1 P.54  P.14
Lesson 2 P.55  -
Lesson 3 P.56  -  P.8
Lesson 4 P.56  P.19  -
Lesson 5 P.57  -  P.9

School:

Are you? I am a __.

Are you a (duck)? Yes, I am a (duck).

No, I am not a (duck).

What colour is it? It is (blue).

Is this boat (green)? No, it is not (green).

Yes, it is (green).

Is this car red or blue? It is red.

This is a blue book. This book is blue.

Building:

Children identify one sound in a list of sounds said by the teacher. (Use the sounds taught in Weeks 7/8/9 - b, c, f, g, p, s, t.)
Teacher says, "Listen carefully. When you hear me say the sound 'f', put your hand up: f f b c p f f f f f f.

Children learn the following pictures, sounds and letters:

a) ring  "r" letter r. b) dog  "d" letter d.

Doing Activities - Pre-reading:

Teacher draws shapes/letters on the b/b. Children come to the b/b and draw a line to join the same shapes/letters together.

g)  \[ \]  \[ \]  \[ \]

Children find groups of letters that are the same.

h) sl pl sl tr sl

sn sm ns sn sn

Doing Activities - Pre-writing:

Pattern drawing. Children copy patterns, made up of straight and curved lines, from the b/b.

\[ \text{everever} / \text{nononon} / \text{vorvorvor} \]

The teacher draws the Word Building pictures on the b/b. The children copy two of the pictures from the b/b.

\[ \text{cup, hat, glass} \]

Expression/Story/Rhyme:

Talk about: Feet and toes

The teacher takes the class outside and lets the children make footmarks in the dirt/sand. The children talk about the different sizes of feet and try to walk inside other children's footprints. Let the children match feet with a partner to see which one has big feet and which one has little feet. Let the children touch their toes and have them hold their 'big' toes and 'little' toes. Have class walk around in a circle taking little steps and big steps.

Note: Revise the English rhymes and songs.
TEXTBOOK

Structures

What is this?
It is a ___.
This is a ___.
That is a ___.

Unit 11.

Lesson 1 P.58 P.12 -
Lesson 2 P.58 - -
Lesson 3 P.59 P.12-16 -
Lesson 4 P.60 P.20 -
Lesson 5 P.61 - P.6-9

WORD BUILDING

1. Revise: r-ring; d-dog; sounds, letters and pictures.
2. Children identify one sound from a list of sounds. (see Mk.11) Use the sounds that the children know. Do not call the letter names.
   eg. Teacher says, "Put your hand up when you hear 'd': l r d d p d g d."
3. Children learn the following pictures, sounds and letters:
   a) hoe "h" letter h  b) table "t" letter t.

READING ACTIVITIES - Pre-reading

1. Children look for groups of letters that are the same.
   eg. st / sl at st ab ts
2. Children identify groups of letters that are different.
   eg. pl pu pl pl pl
3. Children find words that are the same. It is not necessary for the children to read the words.
   man | pot | dog | man | car
   hat | pat | hat | tap | dog

WRITING ACTIVITIES - Pre-writing

1. Pattern drawing- Children copy patterns from the b/b.
   eg. cc | cc | cc | cc | cc | cc | cc | cc | xx | x x x x / % % % % %
2. Children draw funny faces with stick-pencils in the dirt.

ITAL EXPRESS/STORY/TIME

Talk about: Colours

Revise the colours - blue; red; green; yellow; black; white; brown. (see Pupil's Bk. Mk.6)
Take the class outside and encourage them to look at the colours around them - sky, trees, grass, flowers, cars, clothes people are wearing. Let the children collect different coloured objects.

Rhyme: One, two, three, four, five,
       Once I caught a fish alive.
       Six, seven, eight, nine, ten,
       Then I let it go again.
**Unit 12**

**Division of language structures**

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**BUILDING**

1. Revise single consonant sounds taught in Term 1 - b; c; s; f; g; p; l; r; d; h; t.
   a) Let children find pictures of the objects taught in the Pupil's Bk. Pages 1-11.
   b) Children listen for one sound in a group of sounds.
      eg. "When you hear 'd' stand up: b c f g d t p d."
   c) The teacher draws five large letters in different parts of the playground. The teacher explains to the class that she will say the sound of one of the letters. When the children hear a letter sound they run to the letter that makes that sound.
      eg. "Run and find 'g' 'g' 'g' - All the children, or a group of children run to the letter g."

**READING ACTIVITIES - Pre-reading**

1. Children draw lines to match the letters that are the same on the b/b.
   eg. \[ g \backslash f \backslash t \]

2. Children find words that are the same.
   eg. dog, hen, leg, door, dog, log

3. Children find a word that is different.
   eg. pot, put, pot, pot, pot

**WRITING ACTIVITIES - Pre-writing**

1. Pattern writing: Children copy the following patterns from the b/b.
   \[ n n n n n / o x o x o x o / n x n x n x n x \]

2. The teacher writes children's names on the b/b. Children come and find their name and write over the teacher's writing.

**SPEECH/STORY/RHYME**

Talk about: Numbers

Revise numbers to ten by having children count their fingers/toes and by singing the song; 'One, two, three, four, five'. (see Wk. 12)

Take the class outside and explain to them that they are to run around quietly and then they hear the teacher call a number they are to run into groups of that number. eg. The teacher calls 4. The children make groups of four and sit down.

**RHYME:** Revise any rhymes from Term 1.
What is this in English?

It is a ___.

### Word Building

Revised pictures, sounds and letters taught in Term 1. (see activities Wks. 10&13)

- bell
- "b" letter b.
- pot
- "p" letter p.
- hoe
- "h" letter h.
- cup
- "c" letter c.
- lorry
- "l" letter l.
- table
- "t" letter t.
- fish
- "f" letter f.
- ring
- "r" letter r.
- gun
- "g" letter g.
- dog
- "d" letter d.

### Reading Activities

1. Revision of pre-reading skills. (see Term 1)
2. Children find letters in words. (Use words from pages 15 - 17 Pupil's Bk.)
   
   - eg. m | w o m e n
   - n | h e r
   - t | p o t

3. Children look for words which are the same.
   
   - eg. pot, man, pot, cup, boy, rat, car, cock, cup, car, cage, rat

### Writing Activities

   
   - eg. 1 = O = 1 = O = 1 = O = 1 / n o n o n o / n u n u n u

2. The teacher writes children's names on the b/b. Children find their name and write over the teacher's writing.

### Oral Expression/Story/Rhythm

Talk about: Clothes

The teacher draws a rope/bamboo across the b/b. The teacher explains that Mama is doing the washing and she is going to hang the clothes on the rope/bamboo to dry.

The children talk about the clothes that Mama is washing and the teacher draws the clothes on the rope. The class name and touch the clothes on the rope.

- eg. Mama has scissors, snip, snip, snip;
- Mama has thread, stitch, stitch, stitch;
- Mama has buttons, one two, three;
- She's making a dress, just for me!

Rhyme: Mama has scissors, snip, snip, snip;
Mama has thread, stitch, stitch, stitch;
Mama has buttons, one two, three;
She's making a dress, (shirt)
Just for me!
UNIT 14
Lesson 1 P.69
Lesson 2 P.69 P.72
Lesson 3 P.70 P.72
Lesson 4 P.71 P.72
Lesson 5 P.71 P.72 P.74

Building
Children learn the following pictures, sounds and letters:
a) man
b) saw
"m" letter m. "s" letter s

Children match letters to pictures of words which have the same beginning sound as the letters.
s f g m

Talk Activities
Children find letters in the words and read the words.
q. oo hue g gun
Children find words that are the same: Children read the words from the b/b.
and a cage any stool

Talk Activities
Pattern drawing - Children copy the patterns from the b/b.

Children copy a line of each of the following letters from the b/b: ac

Expression/Story/Rhythm
All about: Blackboard Picture Story. (Community Language and English)

Children talk about the pictures and identify objects in the pictures. The teacher
starts the story and encourages the class to join in the chorus.

One day Mariatu was taking her small brother to the market. His name is Abu
and he is a very naughty boy. He ran away from Mariatu.

Mariatu cried, "Abu! Abu! Where are you?"
Abu said, "I'm here!" -He was behind a car.

Abu ran away again. Mariatu cried, "Abu! Abu! Where are you?"
Abu said, "I'm here!" -He was behind two women.

Abu ran away again. Mariatu cried, "Abu! Abu! Where are you?"
Abu said, "I'm here!" -He was behind a tree.

Abu ran away again. Mariatu cried, "Abu! Abu! Where are you?"
Abu said, "I'm here, in the drum and I can't get out!"

Mariatu laughed, "Good! You can stay in the drum until I come back from the market!"
STRUCTURE

What is this/that?

It is a _____.

WORD BUILDING

1. Revise: m-man; a-caw - pictures, sounds and letters.
2. Children learn the following pictures, letters and sounds:
   a) jug 🍼 "j" letter j.  b) nest 🐦 "n" letter n.
3. Children identify one sound in a list of sounds.
   eg. Teacher says, "Stand up when you hear the 'm' sound: d p t a b n m.

READING ACTIVITIES

1. Children come to the b/b and find words which are the same. The children read the words. (All words are taken from P.12-19 Pupil's Ek.)
   eg.  cat dog green cat blue bird
car bell cat dog car green
2. The teacher draws a star on the b/b, numbers each point and writes a word next to each point. The teacher says a number and the children read the word next to that number.
   eg. a rat, a cup a cage a boat a cow

WRITING ACTIVITIES

1. Pattern drawing - The class copy patterns from the b/b.
   c c c c c c / e e e e e / o o o o o
2. Class copy a line of each of the following letters from the b/b: 0 i d

ORAL EXPRESSION/STORY/RHYME

Talk about: Washing the Clothes

Revise the names for different items of clothing. Let the class talk about doing the washing. Name actions to do with washing clothes and let the children guess what you are doing, eg. Getting water from the tap/well; Carrying the clothes to the river; Washing the clothes; Beating the clothes; Putting the clothes in the sun to dry; Heating the iron; Pressing the clothes etc. Let the class mime the actions.

Rhyme: Revise the rhyme from Wk.14.
Unit 16
Teacher's Bk. Pupil's Bk. Activity E.
Lesson 1 P.75 P.2/3 -
Lesson 2 P.76 P.12 -
Lesson 3 P.77 - -
Lesson 4 P.78 P.25 -
Lesson 5 P.79 P.25 P.12

BUILDING

Children learn the following pictures, sounds and letters:

a) yam "y" letter y.

b) queen "q" letter q.

Children listen for a different sound. The teacher repeats one sound, changing the sound once. The children identify the one sound that was different.

e.g. The teacher says, "f f f f f f g f f f." The children pick out the "g" sound.

BUILDING ACTIVITIES (Use words from pages 12-19 of the Pupil's Bk.)

The teacher writes pairs of words on the b/b. Children come to the b/b, join the same words together and read the word they have joined.

a rat a gun a cow a cage

a drum a mat a cow a drum

Children play the star game (see Wk.16)

The teacher calls a number and the children read the word.

BUILDING ACTIVITIES

Pattern drawing: Children copy patterns from the b/b.

Children practice writing a line of the following letters: g; e

EXPRESSION/STORY/TYPIE:

Ask about: Food

The children talk about the food they like to eat. Draw different items of food on the b/b: bananas; mangoes; oranges; fish; bread; groundnuts etc. Let the children name the different items of food on the b/b.

Five little fish
Sitting in the pan,
One went 'POP' (Children clap hands once)
And another went 'BANG'. (Children stomp their feet once)
Four little fish.....
TEXTBOOK

Structured

The negative: This/It is not a _____.

Your name is not _____.

There is _____?

JORD BUILDING

Activities: a) The teacher writes the letters on the b/o. The teacher calls a letter and a child goes to the b/o and touches the letter called and then says the sound made by that letter.

b) The teacher writes each letter on a slate/paper, one letter on each slate. The slates are placed on desks at the front of the classroom. The teacher says the sound of one of the letters and two children race to find the correct letter. The first child to find the letter, holds it up and says the sound.

READING ACTIVITIES

1. Children match capital and small letters using the following letters: Fj H B b j h m f

2. Children use the Pupil’s Bk (p. 2-4) to find the names of animals. The teacher makes a list of all the animals on the b/o. The children read the list from the b/o. The teacher points to the name of an animal on the b/o and the children read the name and find a picture of the animal in the Pupil’s Bk.

eg. cat; lizard; cock; hen; goat; rat; dog; duck

WRITING ACTIVITIES

1. Children practice writing a line of the following letters: q l s

2. The teacher gives each child a piece of paper with one sentence written on it. The children read the sentence, copy the sentence from the paper and draw a picture about the sentence.

[This is a pot] [This is a chair] [This is a fan]

SPEECH/EXPRESSION/STORY/THYME

Talk about: Everyday Actions:

The teacher shows (pretends to do) the following actions: combing hair; washing face; brushing teeth; washing clothes; getting dressed; sleeping; eating. The children have to guess what the teacher is doing. The children talk about things they do everyday. Let the children mime their own actions.

Rhymes: Revise English songs and rhymes.
BUILDING

Children listen for one sound in a group of sounds. Use the sounds the class already know. eg. "When you hear 'y', put your hand up: f j r h y c y j y."

Children learn the following pictures, sounds and letters:

- kite "k" letter k.
- window "w" letter w.
- six "x" letter x.

LONG ACTIVITIES

Children match the following capital and small letters: Yy Tt Gg Nn Gg

eg. YQJ NG T 9 G Y

Children use the Pupil's Bk. pages 12-19 to find words that begin with b. The teacher makes a list of the words on the b/b. eg. bus; book; boy; blackboard; bicycle; bird etc. The children read the words from the blackboard. If they 'forget' a word, have them find the word/picture in the book.

SHORT ACTIVITIES

Pattern drawing from the b/b.

eg. "n"/"n"/"n"/"n"/"n"

Children copy a line of the following letters from the b/b:
m; h; n

Check that the children are holding their pencils correctly.

COMMUNICATION/STORY/RHYME

Talk about: Blackboard story. (Community Language and English)

The teacher draws the pictures on the b/b and the children talk about the pictures.

The teacher tells the story and encourages the class to join in the chorus in English.

Story: Abu's papa gave Abu a new, big ball. Abu was very happy and went to play football with his friends. A big boy saw the ball and took it from Abu. Abu ran after the boy. Abu's papa, Fonthy and John ran after the boy. They saw Isa and cried, "Stop that boy!" Abu, Fonthy and John ran after the boy. They saw Isa and cried, "Stop that boy!"

Abu's big dog called Rover. Rover jumped on the big boy. Abu took his ball and cried and cried.

At the class re-tell the story using the pictures.

Note: Revise any English rhyme/pong.
This is a man/woman.
His/Her name is ________.

UNIT 19
Teacher's Bk. Pupil's Bk. Activity Bk.
Lesson 1 P.88  -  -
Lesson 2 P.88 P.4/16/17 -
Lesson 3 P.89  -  -
Lesson 4 P.89 P.4/28  -
Lesson 5 P.90  -  P.14

WORD BUILDING
1. Children listen for one sound in a group of sounds.
   eg. When you hear the "l" sound, stand up: d r l y l w x l d.
2. Revise pictures, sounds and letters: k-kite; w-window; x-six
3. Children learn the following pictures, sounds and letters:
   a) zip  "z" letter z.  b) vest  "v" letter v.

CODING ACTIVITIES
1. Children match the following capital and small letters: Yy Tt Qq Nn Gg Bb Ff Hh Jj Mm
   eg. M Q J F Y T G B H
2. Children use the Pupil's Bk. pages 12-19 to find the names of different types of
   transport. The teacher makes a list of the vehicles on the b/b. The children read
   the list and find pictures of the items in the book.
   eg. a lorry; a bicycle; a boat, an aeroplane; a car.

WRITING ACTIVITIES
1. Children draw a picture of themselves on slate/paper. The teacher helps each
   child to write his/her name under the picture.
2. Children copy a line of the following letters from the b/b: r; i; l

CAL EXPRESSION/STORY/TYME
Talk about: Big and Little
The teacher takes the class outside. The teacher revises big and little. (see bk. 11.)
Children make a circle and walk/run around taking big and little steps/big and little
jumps/big and little hops.
Let the class talk about big and little objects they can find around them: a big car/
little car; a big tree/a little tree; a big house/a little house etc.
Have children collect big and little objects eg. "Who can find two little leaves and
two big leaves?" "Who can find one big stone and two little stones?"

Rhyme: Here is a tree with its leaves so green,
Here are the mangoes that hang between,
When the wind blows the mangoes will fall,
Here is a basket to gather them all.

(Stretch arms out)
(Shuffle steps)
(Open arms)
(Interlock fingers)
UNIT 20

Teacher's Bk. Pupil's Bk. Activity Bk.
Lesson 1 P.91 - -
Lesson 2 P.92 P.3/20 -
Lesson 3 P.92 P.28 -
Lesson 4 P.93 - -
Lesson 5 P.94 P.29 P.15

TEST BUILDING

1. Review pictures, sounds and letters: z- zip; w- west.
2. Children match letters to pictures on the b/b and say the letter sounds.
3. Children listen for one sound in a group of sounds:
   "Can you hear 'a', put your hand up: n r b l t u n t."

SPELLING ACTIVITIES

1. Children match the following capital and small letters: Cc Dd Ll Pp Rr
   - The teacher writes the capital letters on the b/b and the small letters on slates.
   - The children take a slate and match it to the capital letter on the b/b.

   ![Matching Letters]

   - For game - The teacher draws a star on the b/b, numbers each point and writes the name of a colour next to each point. The teacher says a number and the class read the word and point to an object of that colour.

DRAWING ACTIVITIES

1. Children copy a line of the following letters from the b/b: V: W: X
   - The teacher gives each child a piece of paper with one sentence written on it. The children read the sentence, copy the sentence and draw a picture about the sentence.

   ![Drawing Examples]

   - All Expansions/Story/Review

   - Talk about: Types of Transport
   - The class look in the Pupil's Book and find pictures of different types of transport. Let the children talk about the different vehicles they see on the road/river/ocean and in the air.
   - The school is in a town or on a busy road let them identify the vehicles.

   - Review any English songs or rhymes.
I am a ______.

I am not a ______.

Are you a ______? Yes, I am a ______.

No, I am not a ______.

What are you?

WORD BUILDING

Devise the following pictures, sounds and letters: f-fish; v-vest; w-window; d-dog.

Activities:
1. Children draw a picture of each item and write the letter next to the picture.
2. The teacher writes the letters with chalk on the walls of the classroom. The teacher says a sound made by one of the letters and the class point to the correct letter.

READING ACTIVITIES

1. Children match the following capital letters and small letters: Se Vv Ww Xx Zz Kk
   
   eg. \[ K \quad V \quad Z \quad W \quad X \quad Y \quad Z \quad K \]

2. The children find names for different people in the Pupil's Bk., pages 12-19. The teacher makes a list of the people on the b/b: a teacher; a trader; a boy; a man etc. The children read the list. The teacher points to one of the names and the class find a picture of that person in the book.

WRITING ACTIVITIES

   
   eg. \[ + + + + + / c c c c c \] \[ x x \]

2. Children copy a line of the following letters from the b/b: \[ Z ; K \]

ORAL EXPRESSION/STORY/RHYME

Talk about: Animals

Encourage the children to talk about different animals: The colour/the number of legs/ what they like to eat.

Talk about the sounds made by the different animals (see Pupil's Bk., Page 18).

Let different children pretend to be the animals.

Rhymes: Revise any song/rhyme in English.
UNIT 22

Lesson 1: P.98
Lesson 2: P.99 P.22
Lesson 3: P.100
Lesson 4: P.100 P.31
Lesson 5: P.101 P.16

The following pictures: sounds and letters: c-cup; q-queen; y-yam; j-jug; g-gun; b-ball.

Activities:
Children run a picture of each item and write the letter next to the picture.
The teacher draws the letters in the dirt in different parts of the playground.
The teacher says a sound of one of the letters and the children run to the correct letter.
Children identify one sound in a list of sounds.

Mixing letters:
Matching capital letters: small letters: Mm Cc Dd Ee Ff Gg Hh Jj Kk Ll Mm Nn Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz
The teacher writes one letter on a slate. A capital letter on one slate and the small letter on another slate. He gives the slates to different children and the children have to find the child with the matching letter.

Children use the teacher's books to find items that are kept inside a house. He choses a child to go to the table, a cup, a pot; a cup; a table etc.
He then read the list and find pictures of the items in the book.

Drawing on slates/paper: The children write their names under their pictures.
Children copy a line of the following letters from the b/b: j:y:p

FASHIONS/SKILLS/ARTS
Culture: The Family
The teacher draws a family on the b/b:
Children talk about the picture and identify people in the picture: grandfather;
mother; me; you; the children; the baby.
The class gives names to the different members of the family. Have children come
to the b/b and point to the different members of the family.

Verse: The wheels on the lorry go round and round,
Round and round, round and round,
The wheels on the lorry go round and round
All day long.
(TEXTBOOK)

Structures

What are you?
Are you a _____?
Are you a _____ or a _____?
You are a ______.
You are not a ______.

UNIT 23

Teacher's Bk. Pupil's Bk. Activity Bk.
Lesson 1 P.102
Lesson 2 P.103 P.23
Lesson 3 P.103 P.25
Lesson 4 P.104 P.32
Lesson 5 P.104 P.33

WORD BUILDING

Revise the following pictures, sounds and letters: l-lorry; n-nen; n-next; r-ring; h-hoe.

a) Each child chooses one of the five pictures and draws it on his slate. He then holds it up, says the name of the object and the sound which begins the object.

eg.

"lorry 'l'"

b) Children identify one sound from the list of the five sounds being revised.

eg. "Put your hand up when you hear the sound 'r': h l r n r n."

WRITING ACTIVITIES

1. Children match capital letters and small letters: Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz.

2. Children read 'This is' stories from the b/b, following left to right and across down to the next line.

eg. This is a blue car. This is a black dog.

This is a yellow boat. This is a white dog.

This is a black bird. This is a yellow duck.

The class look in the Pupil's Bk. to find the objects and the colours.

WRITING ACTIVITIES

1. Children copy patterns from the b/b.

eg. 0 0 0 0 / 0 0 0 0 / 0 0 0 0 / 0 0 0 0 /

2. Children copy a line of each of the following letters from the b/b: f:b

TALK, EXPRESS/STORY/EMOTE

Talk about: The Family

Revise the members of the family talked about in 'x 23'. Introduce uncle and aunt.

Encourage the children to talk about their own families: what papa does/ what mama does/ the number of brothers/ the number of sisters/ big brothers and big sisters/ little brothers and little sisters/ the people in the house.

Rhyme: Continue - The wheels of the lorry go round and round,
Verse 2 - The horn on the lorry goes peep, peep, peep,
Verse 3 - The wipers on the lorry go swish, swish, swish,
Verse 4 - The people on the lorry go up and down,

The wheels of the lorry go round and round,
UNIT 24
Teacher's Bk. Pupil's Bk. Activity Bk.
Lesson 1 P.106 P.2 -
Lesson 2 P.106 P.22 -
Lesson 3 P.107 - -
Lesson 4 P.107 P.34 -
Lesson 5 P.108 P.35 P.17

UNIT 24

WHAT IS HE/SHE? He/she is a _____.
Is he/she a ____? Yes, he/she is a ____.
No, he/she is not a ____.
Is he/she a ____ or a ____?
He/she is a ______.

PUTTING

Revise the following pictures, sounds and letters: n-zi; t-ta; k-kite; s-sew; p-pot.

Activities:
Children draw the pictures and write the letters next to the pictures.
The teacher draws the pictures and writes the letters on the b/o.

E.g.

The teacher tells different children to come to the b/o and point to a picture/letter.
"Who can come and touch a picture that begins with 't'?
"Who can come and touch the letter that makes a 'k' sound?"

USING ACTIVITIES

Children read 'This is' stories from the b/o, following from left to right and across and down.
E.g.
This is a cat.
This is a rat.
This is a gun.
This is a drum.
This is a spoon.
This is a broom.
This is a pot.
This is a cock.

Children find pictures of the objects in the Pupil's Bk. pages 14-19.
The teacher writes the following letters on the b/o: c b g a.
The children find words beginning with these letters in the Pupil's Bk. pages 14-19.
The teacher lists the words on the b/o under the beginning letter. The children read the words from the b/o and find pictures of the objects in the book.

PUTTING ACTIVITIES

Pattern drawing. The class copy patterns from the b/o.
E.g.

Children copy a line of the following letters from the b/o: u: t

EPILOGUE/STORY/RHYME

Ask about: Transport
Ask the different types of transport. (see p.21). Let the class sing, 'The wheels on the Lorry'.
Take the class outside and let the children pretend to ride/drive the different vehicles. Talk about the noises the different vehicles make.
Ask the children to think of one vehicle. Call one child and tell him to 'drive' the vehicle he/she is thinking about and let the rest of the class guess the name of the vehicle.

End: Revise any song/rhyme in English.
What is number (eight)?
Is number (eight) an (egg) or a (ball)?
Is number (eight) a (wall)?

UNIT 25
Teacher's Dr. Pupil's Dr. Activity Dr.
Lesson 1 P.109 P.1-48
Lesson 2 P.109 P.23
Lesson 3 P.110 P.1
Lesson 4 P.111 P.36
Lesson 5 P.111 P.37 P.38

COBUILD - Consonant sounds: /a/ /c/ /d/ /f/ /g/ /h/ /j/ /k/ /l/ /m/ /n/ /p/ /q/ /r/ /s/ /t/ /w/ /y/ /z/ /x/ /y/ /z/.

The teacher tests the children's knowledge of beginning consonant sounds through the following activities:

a) The teacher says a list of sounds and the children identify one sound from the list. eg: "Put your hand up when you hear 't': a t f t d t f."

b) The teacher writes the letters on the b/h. He points to a letter and the class say the sound of the letter.

ADDITIONAL ACTIVITIES
The teacher tests the children's ability to: follow words from left to right and down.

Activities:
"This is a woman.
This is a man.
This is a boy.
This is a girl.

a) The teacher writes a 'This is' story on the b/h. Children come to the b/h and follow the story with a stick.

b) The teacher writes a selection of capital and small letters on the b/h and the class match the letters together.

c) The children come to the b/h and find words which are the same.

cup cat cup spoon car
broom spoon bird boat broom

WRITING ACTIVITIES
The teacher tests the children's ability to: copy a pattern from the b/h.

Activities:
copy a selection of letters from the b/h.
copy a sentence from a piece of paper.

REAL EXPRESSION/STORY/PLAYS
Revises any activity or topic the class have enjoyed talking about during the term.

Rhymes: Revises any song/ Rhyme in English.
UNIT 26

Lesson 1  P.112  -  -
Lesson 2  P.112  -  -
Lesson 3  P.113  -  -
Lesson 4  P.114  P.38  -
Lesson 5  P.115  P.38/39  P.18

STUDY BUILDING
Revise consonant sounds from Terms 1 & 2 : /b//c//d//t//g//h//j//k//l//n//y//w//z//.

Activities: a) The teacher draws a selection of the Word Building pictures on the b/b. The class identify the pictures and say the beginning sounds of the pictures.

b) The children identify one sound from a list of different sounds.

eg. "Put your hand up when you hear the 'j' sound: g n j w j b l."

LOUD ACTIVITIES
Revision from Term 2 - Matching capital and small letters.

The teacher writes the following Key Words on the b/b: what is it a.
The teacher says of the Key Words and children come and touch the correct word.

The teacher writes sentences containing the Key Words on the b/b.
eg. What is it? What is it? What is it?

It is a plate. It is a spoon. It is a chair.
The teacher draws several pictures after each "story" and the children come to the b/b and draw a circle around the picture included in the "story".

WRITING ACTIVITIES
Children copy patterns from the b/b.
The teacher shows the class how to form the following letters correctly:

m = down, up, round, down, up, round, down, off.

n = down, up, round, down, off.

"EXPRESSION/STORY/REVIEW" (Community Language and English)

Talk about: Myself
This is a revision lesson. Let the class talk about themselves: their names/ the name of the school/ the name of the class/ the town/village where they live/ their family/ number of brothers and sisters they have/ etc.

Tune: Five little ducks went swimming one day,
Over the broad and far away.
Mother Duck said, "Quack, quack, quack, quack."
But only four little ducks came back.

Four little ducks went..............
UNIT 27

Lesson 1 P. 116 P. 38
Lesson 2 P. 116 P. 46
Lesson 3 P. 117 P. 25
Lesson 4 P. 118 P. 40
Lesson 5 P. 118 P. 20

Pictures

What is this/it?
Yes, it is a ______.
No, it is not a ______.

Is that a ______?

Is he/she(it) on the ______?
Yes, he/she(it) is.
No, he/she(it) isn't.

Word Building

1. Introduce the following pictures, sounds and letters:
   ant "a" letter a O "e" letter e.
   , v, n

2. Children listen for one sound in a list of sounds:
   eg. a-e o p t e e r.

3. Children listen for words that begin with one particular letter sound.
   eg. "Teacher says, "Put your hand up when you hear a word that begins with the "b" sound.
   vest, ring, bell, queen, ball."

Teaching Activities

1. Review Key Words: what is a it.
2. Teach the following Key Words: and this.
3. The teacher writes 'stories' containing the Key Words on the b/b.
   "C." This is a red car
   O This is a black
   O This is a blue bird.

   The class read the sentences. The teacher says one of the words in the sentences
   and a child comes to the b/b and draws a ring around the word.
   eg. The teacher says, "Who can come and draw a ring around the word 'and'?"

Reviewing Activities

1. Children copy patterns from the b/b.
2. The teacher shows the class how to form the following letters correctly:
   a = round, up, down, off. c = C round, off.
3. Children copy the following words from the b/b:
   can man

COMMUNITY LANGUAGE AND ENGLISH

Talk about: A repetition story. Encourage the children to join in the chorus in English.

Story: There was a little girl called Isatu who went to stay with her grandmother.
Everytime her grandmother asked her to do something Isatu said, "No, I won't!"
Her grandmother said, "Please bring me some wood." Isatu said, "No, I won't!"
Her grandmother said, "Please bring me some water." Isatu said, "No, I won't!"
Her grandmother said, "Please go and buy some pepper." Isatu said, "No, I won't!"
Her grandmother said, ".....
One day Isatu was playing. She climbed a tree and couldn't get down. She saw a man and cried, "Please help me!" The man said, "No, I won't!"
**PREVIEW**

Is the (ball) blue or green? It is blue.

The (ball) is not green. It is blue.

What colour is the ____? It is red.

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**BUILDING**

1. Revise pictures, sounds and letters: a; e.

2. Introduce the following pictures, sounds and letters:
   - ink 🖼️ "i" letter i.
   - orange 🍊 "o" letter o.

3. Children listen for words that begin with one particular letter sound.
   - e.g. Teacher says, "Put your hand up when you hear a word that begins with the 'p' sound; pot, pen, dog, vest, ball, pan."

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**JOHN ACTIVITIES**

1. Teach the following Key Words: to yes.

2. The teacher writes 'stories' containing the Key Words on the b/b. The children read the sentences and go to the b/b and draw around words called by the teacher.
   - e.g., Good morning to teacher.
   - Good morning to Binti.
   - Good morning to Ibrahim.
   - Good morning to you.

3. Children look in the Pupil's P. pages 20-27 and find words beginning with the letter b. The teacher writes the words in a list on the b/b. The children read the list and then find pictures of the objects in the book.
   - e.g., basket; bottle; ball; banana; bag; bee; bird; box; bus; Binti; boy.

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**PAPER ACTIVITIES**

1. The teacher shows the class how to form the following letters correctly:
   - r = down, up, round, off.
   - p = down, up, round, off.

2. Children copy the following words from the b/b:
   - a, car, a ca

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**TALK SESSION/STORY/ACTIVITY**

Talk about: Helping at Home

Ask the class re-tell the story of 'Isatu and her grandmother' (see Mk. 28)

Encourage the class to talk about jobs they do at home to help the different people in the house: How do you help your mother/father/grandmother/grandfather/uncle?

Ask the class to talk about the different jobs they do: shopping/going to the market/washing/visiting the aged in the elderly homes.

Ask the children to make up (pretend to do) the jobs and have other childrenguess what they are doing.

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Note: Revise any songs/rhymes in English.
**UNIT 29**

**Lesson 1**
- P.122
- P.44

**Lesson 2**
- P.123
- P.16/17

**Lesson 3**
- P.126
- P.44

**Lesson 4**
- P.125
- P.44/45

**Lesson 5**
- P.126
- P.22

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**CONVERSATIONS**

1. Children listen for words that begin with one particular sound.

   - Teacher says, "Put your hand up when you hear a word that begins with the 't' sound: lorry ring fish house five orange four.

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**NEW ACTIVITIES**

1. Revise Key Words: to, yes.

2. Teach the following Key Words: your, an, no.

3. The teacher writes supplementary stories on the b/o containing the Key Words. The children read the stories and circle words on the b/o called by the teacher.

   - Is this your basket, Isatu?
     - No.
   - Is your basket, Iseu?
     - Yes, it is.

   - Is this an orange?
     - No.
   - Is it a cup?
     - No.
   - Is it a ball?
     - Yes, it is.

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**NEW ACTIVITIES**

1. Children are helped by the teacher to write their own names.

2. The teacher shows the class how to form the following letters correctly:

   - O = round, off.
   - E = across, round, off.
   - S = round, round, off.

3. Children copy the following words from the b/o:

   - son
   - race

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**AN EXCITATION/STORY/TALK**

- Talk about: Long and Short. Revise little and big.

- Ask the children talk about big and little things they can see around them. (see 'K 20')

- Ask the class outside and have them form a long line holding hands. Let the children move around the playground like a long 'snake'. Have the children make short lines and let them move around the playground. Tell them that when they hear, "a long snake", they are all to join hands and form a long line.

- Ask the class draw long and short snakes on the ground. Let groups of children collect long and short sticks.

**Verse song:** Can you walk on two legs, two legs, two legs?

   - Can you walk on two legs, round and round and round.

   - I can walk on two legs, two legs, two legs.

   - I can walk on two legs, round and round and round.

**Verse 2:** Can you hop on one leg?

**Verse 3:** Can you jump on two legs?

**Verse 4:** Can you wave with two hands?
Here is my (book)?
Here's my book?
Is the cat in/on/under/behind the (cupboard)?
Is the (cat) in/on/under/behind the (box)?
It is.
It isn't.

**BUILDING**

Revise the following pictures, sounds and letters: a-art; e-egg; i-ink; o-orange; u-umbrella.

The teacher writes the alphabet on the b/b. The teacher tells the class to clap when she points to a letter that makes a certain sound.

eg: "Clap when I point to the letter that makes the 'd' sound." The teacher points to many different letters.

Children identify the short vowel sounds in lists of sounds.

eg: "Put your hand up when you hear 'a': t a b o i n a e r."

**THE ACTIVITIES**

Revise the Key Words: your am no.
Teach the following Key Words: not that.
The teacher writes stories on the b/b containing the Key Words. The children read the stories and circle words called by the teacher.

eg: That bag is blue. Is it your bag?
No, it is Binti's bag.

The children use the Pupil's Bk. pages 10-37 and find objects that you can put things in. eg. a box; a bag; a car; a boat; a bottle, etc. The teacher writes a list of the objects on the b/b. Children read the list from the b/b and then find pictures of the objects in the book.

**THE ACTIVITIES**

The class copy patterns from the b/b.
The teacher shows the class how to form the following letters correctly:

\[
\begin{align*}
& \text{d} \quad \text{round; up, down, off.} \\
& \text{g} \quad \text{round; up, down, off.}
\end{align*}
\]

The children copy the following words from the b/b:

\[
\text{dog} \quad \text{door}
\]

**REVISION/STORY/BITDE**

Talk about: Money

Revise different items of food. (see Bk. 17) Draw pictures of different food items on the b/b and let children identify them.

Show the class a selection of coins and let them identify them. Let the children talk about the things they like to buy/what they buy at lunch time/the cost of different items of food they buy.

**Text/songs:** Revise any English rhymes and songs.
<table>
<thead>
<tr>
<th>Student</th>
<th>Name</th>
<th>Grade</th>
<th>Age</th>
<th>Gender</th>
<th>Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Male</td>
<td>12</td>
<td>15</td>
<td>Male</td>
<td>85</td>
</tr>
<tr>
<td>Jane</td>
<td>Female</td>
<td>12</td>
<td>16</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>Mark</td>
<td>Male</td>
<td>13</td>
<td>17</td>
<td>Male</td>
<td>75</td>
</tr>
<tr>
<td>Sarah</td>
<td>Female</td>
<td>13</td>
<td>17</td>
<td>Female</td>
<td>88</td>
</tr>
</tbody>
</table>

**Notes:**
- John scored below average.
- Jane scored above average.
- Mark scored average.
- Sarah scored above average.

**Recommendations:**
- John should focus on improving his study habits.
- Jane should consider taking an additional math course.
- Mark should review his notes and practice more problems.
- Sarah should maintain her study habits and continue to excel.

**Teacher's Comments:**
- John appears to be struggling with the material. He should seek extra help outside of class.
- Jane is excelling in the course and needs to continue her hard work.
- Mark is making good progress but could benefit from more practice.
- Sarah is doing well, but should not become complacent.

**Teacher's Signature:**

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**Conclusion:**
- John, Jane, and Sarah have shown promising improvements. Mark needs to put in more effort.
- The class average is 85 out of 100. The teacher is pleased with the overall performance.

---

**Attendance:**
- John 9/10
- Jane 10/10
- Mark 9/10
- Sarah 10/10

---

**Homework:**
- Page 12, Problems 1-10
- page 13, Problems 11-20

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**Class Schedule:**
- Monday: Grammar review
- Tuesday: Vocabulary practice
- Wednesday: Reading comprehension
- Thursday: Writing skills
- Friday: Review and test preparation
UNIT 32
Teacher's Mt. Pupil's Mt. Activity Mt.
Lesson 1 P.133 - -
Lesson 2 P.136 P.32 -
Lesson 3 P.135 P.1-30 -
Lesson 4 P.136 P.50/51 -
Lesson 5 P.137 - P.25

What is he/she doing?
He is (running).

Is he/she writing? Yes, he/she is.
No, he/she isn't.

What are you doing? I am (writing).

WILDFLOWERS

Observation of sounds of the letters of the alphabet.

Activities:

a) The teacher writes 5/6 letters on the b/b. The children call out the sounds of the different letters. The children close their eyes and the teacher rubs out one of the letters. The children open their eyes, look at the b/b and tell the teacher the sound on the letter she has rubbed off the board.

b) The teacher writes the alphabet on the b/b. Different children come to the b/b and draw pictures to match the letters.

eg: The teacher says the sound "f". A child comes to the b/b, finds the letter f and draws a picture of a fish under the letter.

a b c d e f g h

NEW ACTIVITIES

Teach the Key Words: one; two; three.

The teacher draws pictures of 1-3 objects and the children match the number word to the objects.

eg. one two three

THIS ACTIVITIES

Children copy patterns from the b/b.

The teacher shows the class how to form the following letters correctly:

1 = | down, off, dot.

The children copy the following words from the b/b:

lamp

The class trace the capital letters in the Activity book page 4.

ELECTION/STORY/HELP

Ask about: Day and Night

The teacher draws two scenes on the b/b, one of the daytime and the other of the night.

The children talk about the pictures. Ask the class what is happening in each of the pictures. Ask the children how they know it is night in one picture and day in the other picture. Let the children talk about different kinds of lights: a torch; candle; electric light; a lamp; the sun; the moon; the stars.
THEM ACTIVITIES
1. Teach the following Key Words: look, at.
2. The teacher writes supplementary reading stories on the b/b. The children read the sentences.
   The teacher calls certain words in the sentences and children go to the b/b and point to the words the teacher called.
   - Look at the car.
   - It is not a red car.
   - It is not a blue car.
   - It is a yellow car.
   - Look at the boy.
   - Look at the girl.
   - The boy is at the blackboard.
   - The girl is at the table.
3. The teacher draws a sun on the b/b and numbers each ray. He writes a word next to each number. The teacher says a number and the children find the number and read the word next to it.
   - acat
   - aduck
   - along
   - a bag
   - a jug
   - a flag
   - an orange
   - a goat

FUTURE ACTIVITIES
1. Children practice writing their own names.
2. The teacher shows the class how to form the following letter correctly:
   - f = fround, down, off, across, off.
   - t = tdown, round, off, across, off.
   - k = kdown off, up, off, down, off.
3. The children copy the following words from the b/b:
   - a kite, a knife

SPEECH EXPRESSION/STORY/WRITING
Talk about: A sequence story.
The class talks about the pictures and identify certain items in the pictures. Children tell the story from the pictures.
Introduce the consonant digraph "th" sound and picture: thumb "th".

The teacher writes the alphabet on the b/b. He says a word and a child comes to the b/b and touches the letter that begins the word.

e.g. The teacher says, "hat", and a child comes to the b/b and points to the letter h. Children identify the short vowel sounds from a list of sounds.

e.g. The teacher says, "Put your hand up when you hear the sound "a": i o a o u a e."

LESS ACTIVITIES:

Teach the Key Words: his; her.

The teacher writes supplementary reading stories on the b/b. The children read the stories and draw circles around certain words.

e.g. Her name is Martha. His name is Fatly. Is that Mr. Kamara? Yes, it is.
This is her basket. That is his lorry. That is his son. His name is Abu Kamara.
and this is her ball. It is a red lorry.

The teacher writes a list of objects and draws the pictures of the objects on the b/b. The children identify the objects and read the list of words. Children are selected to come to the b/b and draw a line from the words to the corresponding pictures.

(Use words from Pages 20-27 of the Pupil's Book):

- tree
- bag
- jug
- shirt
- lorry
- banana
- flag
- ball
- shoe

LESS ACTIVITIES:

Children copy patterns from the b/b.

The teacher shows the class how to form the following letters correctly:

\[ v = \text{v} \text{ down, up, off.} \quad \text{W} \quad x = \text{x} \text{ down, off, down.} \]

The children copy the following words from the b/b:

- window
- taxi

LESS ACTIVITIES:

Ask about: The Weather.

The teacher draws different weather pictures on the b/b. The children talk about the pictures and identify objects in the pictures. Encourage the class to talk about different weather: the sun; the clouds; thunder; lightning; rain; wind; the weather I like; the weather they don't like; the weather that frightens them.

Verse:

There were five little frogs sitting on a well,
One leaned over and down he fell,
Frogs jump high
Frogs jump low
This little frog jumps to and fro.
WORD BUILDING

1. Introduce consonant digraph - picture and sound - chair.

2. Revise sounds and pictures: "th"-thumb; "ch"- shoe.

3. The teacher says a word and the class identify the beginning sound of the word. e.g. The teacher says, "boy" and the children say, "b".

4. The teacher draws a selection of the Word Building pictures on the b/b with the corresponding letters. The class match the pictures and the letters and say the sound of the letters.

BOARD ACTIVITIES

1. Revise the Key Words: one; two; three; look; at; his; her.

2. The teacher writes the Key Words on the b/b. She divides the class into two teams and calls a child from each team to come and stand in front of the b/b. The teacher says one of the Key Words and the first child to touch the correct word wins a point for his team.

3. The teacher writes supplementary reading stories on the b/b. The class read the stories and find objects in the classroom to match the colours in the stories.

NUMBER ACTIVITIES

1. Children write their own names on the b/b.

2. The teacher shows the class how to form the following letters correctly:

   \[ \begin{align*}
   j & = \text{down, round, off, dot} \\
   u & = \text{down, round, up, down, off}
   \end{align*} \]

3. Class copy a sentence from the b/b:

   \[ \text{a yellow jug} \]

SPEECH/RECEPTION/SLIPPERY

Talk about: Everyday Activities

The teacher encourages the children to talk about activities they do everyday. e.g. get up/brush teeth/eat breakfast/put on school uniform/walk to school/play in the playground/read/write etc.

The teacher calls one of the activities the children have talked about and the children must (pretend to do) the actions.
pictures

1. have I/you/they? I/you/they have a ___

2. Lesson 1 P. 140
   Lesson 2 P. 149
   Lesson 3 P. 149
   Lesson 4 P. 150
   Lesson 5 P. 150

3. There is/it has ___.

4. How many boxes have you?

BUILDING

Revise pictures and sounds of the consonant digraphs: "sh"-shoe; "th"-thumb; "ch"-chair.

Children identify one sound from a list of sounds. eg. "Clap your hands when you hear the "sh" sound: sh  ah  th  d  ah  ch  sh  th  ch  sh  b  ch."

Children identify the beginning sound of a word. eg. b in book/ c in cat/ v in window.

Children identify the final sound of a word. eg. sh in fish/ t in pat/ p in cap.

WRITING ACTIVITIES

Teach the following Key Words: I am or my.

The teacher writes supplementary stories on the b/b. The class read the stories.

The teacher calls words from the stories and selected children come to the b/b and touch the words called by the teacher.

5. This is Amara and that is his bag.
   I am Ali and this is my bag. My bag is blue.

   Teacher says, "Who can come and touch the word, my?"

I am Binti and this
   is my dog. My dog is
   black. That is Ali and
   his dog. His dog is
   white.

WRITING ACTIVITIES

Children copy patterns from the b/b.

The teacher shows the class how to form the following letters correctly:

\[ z = \text{across, down, across, off.} \]

\[ q = \text{round, up, down, up, off.} \]

Children trace the capital letters in the Activity Book page 5.

REAL EXPRESSION/STORY/TYME

Talk about: The story of Abu.

Encourage the class to join in the chorus in English.

Story: There was once a naughty boy named Abu. He lived in a small village and everyone in the village knew he was naughty.
He chased the chickens and everyone shouted, "Abu! Don't do that!"
He hit his little brothers and everyone shouted, "Abu! Don't do that!"
He stole the oranges from the trees and everyone shouted, "Abu! Don't do that!"
He walked on the clean washing and everyone shouted, "Abu! Don't do that!"
He ............

He ............

One day he kicked the Chief's dog and everyone shouted, "Abu! Don't do that!"
The dog ran after Abu and bit him and everyone laughed, "He! He! He! He!"

Rhyme: Continue the rhyme/song from Wk. 35.

There were four little frogs sitting on a wall.
There were three little frogs sitting on a well.

37
Took a pencil in it.

2. **BUILDING**

1. The teacher says a list of words. All the words are the same except one. Children say the word that is different. e.g. man man man men man man - Class say "men". put put put put put put - Class say "put". cup cup cup cup cup cup - Class say "cup".

2. The teacher says a word and the class have to identify the final sound in the word. e.g. t in pot/ f in loaf/ m in drum/ t in goat/ d in need/ n in green, etc.

3. **ACTIVITIES**

1. Teach the following key words: are; you.

2. The teacher writes supplementary reading stories on the b/b. The stories should be in two parts. Let the boys read one part and the girls read the other part.
   
   **Part A.**
   
   What are you? Are you a man? Are you a woman? What are you?
   
   **Part B.**
   
   I am a man. I am not a woman. I am a girl/boy.

   Is it a dog or a cat? Is it a hen or a cock? Is it a duck or a cow? What is it?
   
   It is not a dog or a cat. It is not a hen or a cock. It is not a duck or a cow. It is a fish in a pot.

4. **ACTIVITY ACTIVITIES**

1. Children copy patterns from the b/b.

2. Children copy the sentences from the b/b and complete the sentence with their name.

```
My name is ___________ I am in Class ___.
```

5. **EXPRES/SION/STORY/RHYTHM**

Talk about: Actions

Take the class outside and have them form a circle. Let one child go into the middle of the circle. All the children run in the circle and chant, "What are you doing? What are you doing? What are you doing?" The child in the centre of the circle performs an action and the other children have to guess what he/she is doing. The child who guesses correctly then goes into the centre of the circle. The children in the circle run around again and chant, "What are you..."

**Rhyme/Song:**

What are we doing? We're washing our hands,
Washing our hands, washing our hands.
What are we doing? We're washing our hands,
Washing our hands this morning.

2. Cleaning our teeth...........
3. Combing our hair...........
4. Running to school............
5. Standing up straight...........
**TEXTBOOK**

**Structures**

- Where do I/live? I live in ____________.
- Where does he/she live? He/She lives in ____________.
- Victor comes from ____________.
- I like ____________.
- I don't like ____________.

**UNIT 38**

**Teacher's Bk. Pupil's Bk. Activity Bk.**

- Lesson 1: P.155
- Lesson 2: P.155
- Lesson 3: P.156
- Lesson 4: P.157; P.62/63
- Lesson 5: P.178; P.63; P.31

**SPELLING**

The teacher tests the children’s ability to:

- a) Say the sound of any letter in the alphabet, plus the three consonant digraphs.
- b) Identify the beginning sound of a word.
- c) Identify a final consonant sound in a word.
- d) Identify words that are different, i.e. man/men.

**TEXT ACTIVITIES**

The teacher tests the children’s ability to:

- a) Read the following Key Words: what; is; it; a; and; this; to; an; yes; one; two; three; look; at; his; her; I; an; are; you; or; no; your; not; that; my.
- b) Read a series of sentences and answer questions about the sentences:
  - I sit. Ali and this is my cat. It is a black cat. This is Hiti and that is her shoe. It is a red shoe.
  - Is this a bus or a lorry? It is a lorry. It is not a bus. It is a blue lorry.
  - Match words to pictures of objects:
    - an orange
    - a bus
    - a cup
    - a bottle
    - a flag

**WRITING ACTIVITIES**

The teacher tests the children’s ability to:

- a) Copy a pattern from the b/b: NUNUNU/ololololol
- b) Write their own name.
- c) Copy a sentence from the b/b: This is a chair

**LANGUAGE AND STORY/TALK**

Revise any activity or topic the class have enjoyed talking about during the term.

**Rhyme:** Revise any song/rhyme in English.

This suggested Scheme of Work was prepared by Miss J. Woodings (KELT Lecturer, Port Lake Teachers' College) incorporating ideas from Inspectorate Staff, Head Teachers, and other participants at KELT Provincial Level in-service workshops held in Port Lake, Makeni, Be, Kenema and Freetown during First Term 1983-4.