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Rwanda Alignment Guide

The Use of



Learning Resources to Complement the
English Syllabus in Lower Primary
Schools (P1 – P3)

June 2024



CENTRE FOR THE STUDY OF
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Rwanda Alignment Guide



Learning Resources to Complement the English Syllabus in Lower Primary Schools (P1 – P3)

June 2024

This document was prepared by members of the Learning Toolkit+ team (Concordia University, Montreal, Quebec, Aga Khan Academy, Mombasa and World Vision Rwanda, Kigali).

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A free PDF may be downloaded at: https://literacy.concordia.ca/resources/abra/teacher/en/resources_teacher_guides.php

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Foreword

The Ministry of Education has the mission among others to ensure learners acquire foundational skills in literacy and numeracy in pre-primary and lower primary (P1-P3) as these are critical for all future learning. This will be accomplished through Teacher Professional Development and the provision of technology-based learning resources for early grades.

It is in that context that Rwanda Basic Education Board is honored to avail “The Use of ABRACADABRA & READS Learning Resources to Complement the English Syllabus in Lower Primary Schools (P1 – P3)” and accompanying digital Learning Toolkit+ (LTK+) which can be accessed online on REB e-learning (e-learning.reb.rw) and offline on schools Content Access Point (CAPs). This guide is aligned with the English syllabus learning objectives for P1 – P3 and guides teachers on how to support key literacy skills related to the acquisition of sounds, reading fluency, reading comprehension, writing, and typing. The digital Learning Toolkit+ can be accessed using technology devices including smartphones, tablets, desktops, and laptops.

This will support teachers and learners in developing English language proficiency; digital literacy skills such as keyboarding and proficiency in the use of technology through interactive and engaging activities. To ensure consistency and coherence in the delivery of thematic units along with reading materials, each unit in the English syllabus has one or two aligned digital stories. Some digital stories are in dual channels (audio-visual). They are all printable and can be used offline.

These pedagogical skills are recommended to strengthen teacher professional development: use of reflective portfolios; self-regulated learning, differentiated instruction, community of practice, and Cooperative Learning as an instructional strategy that learners use to help each other as they work to achieve a common goal. The teacher provides the initial framework for the task, but it is the learners who have to take ownership of their learning.

Therefore, I would like to call upon all education stakeholders, particularly school leaders, local education leaders, parents, and development partners to support teachers in the learning journey to enhance foundational literacy skills and embrace the integration of technologies into teaching and learning practices to improve learning outcomes.

We sincerely extend our appreciation to the individuals who contributed to the development of these learning resources and this guide, and to the development partners who supported the exercise throughout. We also take this opportunity to encourage teachers to use these resources to a high extent to practice English and use technologies at every opportunity, both inside and outside the classroom.

Dr. MBARUSHIMANA Nelson

Director General of Rwanda Basic Education Board.



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Introduction

Objectives of our Technology-based Literacy Project

The integration of ABACADABRA (ABRA) and READS early literacy tools will lead learners to be able to demonstrate the following skills:

- Reading a variety of texts accurately and fast.
- Expressing ideas, messages, and events through writing legible texts.
- Writing with correctly spelled words and in well-developed sentences.
- Communicating ideas effectively through speaking by using correct phonetics of words.
- Listening carefully for understanding and seeking clarification when necessary.
- Developing digital literacy skills such as keyboarding and proficiency in the use of technology.

Purpose of this Guide

The purpose of this guide is to:

- Link the use of ABRA/READS to the learning objectives for P1 – P3 as outlined in *Rwanda’s Lower Primary Education English Syllabus*.
- Provide guidance to teachers on how to support skills related to the acquisition of sounds, reading fluency, reading comprehension, and writing in English using ABRA/READS.
- Provide teachers with a path for incorporating ABRA/READS into their teaching, including the use of extension activities where learning stations may be used, especially with large classes.

How to Use this Guide

This Guide is designed to be used as a springboard to other ABRA or READS related activities that may be used in the classroom. Teachers are encouraged to build on these suggestions and establish additional ways these tools may be integrated into their classroom practice.

See also:

While these resources may be used on mobile phones, it is recommended they are consulted using tablets, laptops, or desktop computers.

- **ABRA/READS Teacher Resources:** <https://literacy.concordia.ca/resources/abra/teacher/en>
- **Literacy TPD modules:** <https://literacy.concordia.ca/tpd/>

Abbreviations and Acronyms Used in this Guide

- ABACADABRA (ABRA): A Balanced Reading Approach for Children Always Designed to Achieve Best Results for All
- CL: Cooperative Learning
- CVC: Consonant Vowel Consonant
- ELM: Emerging Literacy in Mathematics
- ePEARL: Electronic Portfolio Encouraging Active Reflective Learning
- GPE: Global Partnership for Education



- ICT: Information and Communication Technology
- IS-21: Inquiry Strategies for the Information Society of the Twenty-First Century
- KIX: Knowledge Innovation Exchange
- LTK+: Learning Toolkit+
- P1: Primary one
- P2: Primary two
- READS: Repository of Ebooks and Digital Stories
- REB: Rwanda Basic Education Board
- TPD: Teacher Professional Development

Key Literacy Skills to be Developed in Early Primary

Alphabetics Skills

Alphabetics refers to the ability to recognize the different sounds in a spoken language and then match those sounds to written letters and words. Examples of alphabetic skills include:

- Rhyming words
- Counting the syllables in words
- Blending sounds to create a word
- Dividing words into the sound parts.

Alphabetics subskills include:

- **Pre-Alphabetics**: refers to letter knowledge and sounds. Letter knowledge means much more than being able to recite the alphabet. Children also need to identify upper- and lower-case letters, as well as match a letter sound to its symbol.
- **Phonological awareness**, which means noticing and working with the sounds in spoken language.
- **Phonemic awareness**, which means identifying the smallest units of spoken language.
- **Phonics** means building connections between spoken words and written language.

Children need a strong foundation of alphabetic skills in order to develop their reading, comprehension, and writing skills. Teachers can use the activities in the **Alphabetics section** of ABRA (called Sounds, Letters, and Words) to help children acquire and practice these important skills.

Fluency Skills

Fluency is the bridge between Alphabetics and Comprehension. Fluent readers are able to identify and group words quickly to understand the meaning of the texts they read. Fluent readers are able to read texts aloud as if they were speaking.

Fluency includes:

<https://literacy.concordia.ca/tpd/>



- **Accuracy** is the ability to read a text with little or no errors.
- **Speed** (fluency) refers to how fast a child can read.
- **Expression** is when a reader changes their voice to help convey feelings and meaning.

Fluency refers to the ability to read with accuracy, speed and expression. Fluency is key to understanding a text. Fluent readers are able to quickly and easily decode words so they can then focus on the meaning of those words. Teachers can use the activities in the **Fluency section** of ABRA (called **Reading**) to help children acquire and practice these important skills.

Comprehension Skills

The goal of reading is comprehension. Readers must be able to interpret what they read in order to gain meaning from the text. Comprehension is the ability to understand the information within a text. It not only requires the reader to use their alphabets and fluency skills, but to also engage with the text in a thoughtful manner.

Vocabulary refers to the words we use to communicate successfully. An individual's vocabulary can help their ability to comprehend what they hear or read. Improving one's vocabulary entails more than just learning the dictionary definition of the word.

Teachers can use the activities in the **Comprehension section** of ABRA (called **Understanding the Story**) to help children acquire and practice these important skills.

Writing/Typing Skills

Writing is one method that children use to convey their thoughts and ideas. Children in the first grade are beginning to learn the basics of writing. Building on the concept of a word, learners begin to print clearly and grasp the basics of grammar rules and style, such as when to use capital letters. They write with a combination of correct and incorrect spelling. Writing involves skills (mechanics), such as printing, spelling, and punctuation. Writing also involves higher-level skills, such as composition, using text structure, and the ability to convey ideas.

Typing

Children as young as 6 or 7 can begin to develop this skill, as their hands should fit comfortably over a keyboard. With digital technologies becoming an increasingly frequent aspect of human life, this is a vital life skill.

Learning Toolkit+ (LTK+) Literacy Tools

The LTK+ has been developed at Concordia University (Montreal, Canada) and consists of five tools: **ABRACADABRA** and **READS** (literacy), **ELM** (numeracy), **ePEARL** (digital portfolio) and **IS-21** (information literacy skills). Winners of the *2017 UNESCO World Literacy Prize*, the LTK+ suite of tools supports the development of essential educational competencies, especially among pre-primary and primary age learners, within a competency-based curriculum. The LTK+ tools, support material and TPD program are available **without charge**.

ABRACADABRA

ABRACADABRA, **A Balanced Reading Approach for Children Always Designed to Achieve Best Results for All**, is a highly interactive, early literacy web-based tool that supports beginning readers through 33 engaging activities, many of which are linked to 22 digital stories.

<https://literacy.concordia.ca/tpd/>



READS

Providing access to over 1200 multilingual and multinational stories, READS is an organized repository of digital books. This is an excellent resource for teachers searching for new and diverse reading materials. READS was designed to support the skills children are learning in ABRA. These stories can be used as inspiration for additional fluency, comprehension, vocabulary, and writing activities.

Alignment of Rwanda Syllabus (Early Primary P1 – P3) with ABRA Activities and READS

Alphabets Activity	Where it appears in the alignment document
Alphabet Song	P1: U1, P1:U2, P2:U1,
Animated Alphabet	P1:U3 (extension), P1:U4, P2:U1
Letter Bingo	P1: U2
Letter Sound Search	P1:U3, P1: U4
Matching Sounds	P1:U1
Rhyme Matching	P1:U5, P3:U2
Same Phoneme	P1:U5, P1:U6, P1:U7, P3:U1
Syllable Counting	P1:U10, P2:U4, P3:U1, P3:U9
Auditory Blending	P1:U9, P2:U4, P2:U9, P3:U5, P3:U6, P3:U8
Auditory Segmenting	P1:U8, P2:U4, P2:U9, P3:U3, P3:U4, P3:U8
Blending Train	P1:U8, P2:U6, P2:U7, P3:U6, P3:U7
Basic Decoding	P2:U3, P2:U6, P3:U3, P3:U4, P3:U7
Same Word	P1:U3, P1:U6, P2:U1, P3:U10
Word Changing	P1:U7, P2:U3, P2:U5, P3:U2, P3:U5
Word Counting	P2:U2, P2:U8, P3:U9
Word Families	P2:U3, P2:U5
Word Matching	P2:U2, P3:U1, P3:U10
Fluency Activity	Where it appears in the alignment document
Accuracy	P1:U7, P1:U8, P1:U9, P2:U4, P2:U6, P3:U3, P3:U8
Expression	P1:U10, P2:U6, P3:U5, P3:U6, P3:U8
High Frequency Words	P2:U1, P2:U5
Reading Practice	P2:U6, P2:U9, P3:U9, P3:U10
Speed	P2:U7, P3:U3, P3:U7, P3:U9
Tracking	P2:U2, P2:U3, P2:U4, P2:U7, P3:U1, P3:U7, P3:U10
(Student Stories)	P1:U2, P2:U8, P2:U9, P2:U10, P3:U2, P3:U9
Comprehension Activity	Where it appears in the alignment document
Comprehension Monitoring	P2:U7, P3:U6, P3:U8, P3:U10



Prediction	P1:U10, P2:U5, P2:U10
Sequencing	P2:U4, P2:U5, P2:U10, P3:U4
Story Elements	P1:U7, P1:U8, P2:U5, , P3:U2, P3:U5
Story Response	P2:U6, P2:U8, P3:U10
Summarizing	P1:U10, P2:U10, P3:U8, P3:U9
Vocabulary	P1:U9, P2:U4, P2:U5, P3:U1, P3:U6
Vocabulary ESL	P1:U6, P3:U2, P3:U9
Writing Activity	
Spelling Sentences	P2:U1, P2:U3, P2:U5, P2:U8, P2:U9, P3:U4, P3:U5, P3:U6, P3:U7, P3:U8, P3:U9, P3:U10
Spelling Words	P1:U10, P2:U2, P2:U4, P3:U2, P3:U6, P3:U7, P3:U8, P3:U9, P3:U10

ICT Setup for Schools

The use of the LTK+ requires a server and end-user devices, ideally desktops, laptops or tablets. If there are not enough devices for all learners, teachers may engage learners with the ABRA activities or READS stories in pairs or small groups. **However, it is important that each student log-in and log out individually as their actions are tracked by the software.** Extension activities may be used as a full class activity, learning station, or as homework. In cases where connection issues occur, teachers may complete an offline equivalent activity with their learners.

Accessing and Navigating the Software

Learners should understand how to access ABRA via a browser, know their usernames and password and where to enter them, and understand how and where to access Activities and Stories.

Each student and teacher has their own individual **User Name** and **Password**. Teachers should print out the class list so that their learners' log-in information is on hand. Learners should practice logging in and out, using the [Login Basics](#) guide.

Following this, it is recommended that teachers introduce basic navigation to their learners:

- How to access the different types of **Activities**
- How to select a **Story** (**Note that some pre-alphabetic activities are not linked to a story**)

Universal Design for Learning Principles

The design of ABRA/READS were guided by the UDL Principles, thereby ensuring that:

- All the core skills and subskills of emerging readers are embedded in the tools;
- Learning through multimedia allows for dual channel (i.e., visual, auditory) cognitive coding and encoding;
- Tool access is flexible and not linear, allowing customization of use depending on learner needs;
- ABRA provides difficulty levels, pace and repetition adaptable to the skills and abilities of the learner;
- ABRA provides instantaneous error detection and scaffolded feedback of learner responses;



- f. ABRA allows learner control maximizing learner engagement and active interaction;
- g. ABRA traces student responses so judging preparedness and progress is instantaneous for educators; and
- h. READS builds on the skills acquired in ABRA whether used during class time, lunch periods, reading time, paired reading, or at home.

ABRA/READS uses game-like multimedia activities and stories to ensure **multiple means of learner engagement** and allows for flexibility in selecting how and when those activities are used. ePEARL allows for the display of learning through multiple means of learner input.

ABRA/READS uses **multiple means of digital representation** including visual and auditory representations of curricular content, accompanied by a collection of learner support materials ranging from printables to teacher extension activities tied to learners' needs.

ABRA/READS allows for **multiple means of action and expression**, not only as children engage in the activities per se but also in a myriad of extension activities that allow learners opportunities to express what they have learned orally, in written form, and otherwise. ePEARL may be used to record ABRA readings to track reading development via a built-in recorder, a text editor, or by embedding students' multimedia files.

Pedagogical Strategies Discussed in this Guide

Use of Reflective Portfolios

In keeping with the philosophy of a competency-based curriculum, teachers are encouraged to develop their own self-regulated learning (SRL) skills through reflective practice. This is achieved by building professional portfolios that include the key components of SRL, such as **goal setting**, **self-examination** and **reflection** as their literacy instruction unfolds.

Community of Practice

The empirical evidence on models of effective teacher professional development have found that the following components are necessary: (1) Relevancy to in-classroom teaching, (2) Provision of ongoing support, and (3) Interaction with the content, facilitators, and peers. In the case of (3), the building of local communities of practice within a school, as well as beyond the school boundaries is encouraged. Peer feedback and support is scaffolded, such that teachers observe their colleague's lessons, reflect and provide constructive feedback for subsequent improvement.

Cooperative Learning

Cooperative learning is an instructional strategy that learners use to help each other learn as they work to achieve a common goal. In order to do this, the groups and tasks need to be structured so that all learners in the group participate. The teacher provides the initial framework for the task, but it is the learners who have to take ownership of their learning.



- **Positive interdependence** means learners depend on one another for the overall success of their work.
- **Individual accountability** means each learner is responsible for his or her own learning, and for helping their team members learn.
- The suggested CL activities are designed for teachers who have achieved proficiency in ABRA/READS and are interested in using different teaching strategies.
- In some cases, links to specific Lesson Plans and/or Handouts are provided. While the dates associated with these documents may change, their filenames will not.



PRIMARY ONE

At the end of P1, the learner should be able to:

- Appreciate simple stories rhymes, and poems when read aloud.
- Ask and answer simple questions including in short dialogues.
- Recognize and read aloud some common and familiar English words and simple phrases.
- Copy simple common and familiar words, label drawings, and begin to write some from memory.
- Use simple English vocabulary, language structures, phrases, sounds, and conventions of prints already learned.

Unit 1: Welcome to the Classroom

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Recognize words for classroom instructions. 	<ul style="list-style-type: none"> • Recognise familiar names and words. • Recognise and respond to greetings in words and gestures. • Listen to and follow instructions. • Recognise and produce sounds. 	<ul style="list-style-type: none"> • Listen carefully. • Pay attention to the teacher. • Enjoy yourself.
Vocabulary: <ul style="list-style-type: none"> • Instructions/Orders: Stand up, sit down, repeat, listen, etc. 		

Learning Resources

- ABRA activities: [Matching Sounds](#), [Alphabet Song](#).
- ABRA extension activities: [Letter Sound Rap](#), [Alphabet Cards](#).
- READS stories: [Shhh...Simmi is Listening](#), [Dancing](#).

LTK+ Connections

Unit 1: Welcome to the Classroom (25 Periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2 Pre-Alphabetics <i>(Listening activity)</i>	Matching Sounds <ul style="list-style-type: none"> • Level 1: Distinguishable sounds. • Level 2: Similar sound. 				



	<i>Learners will identify sounds that are the same.</i>				
Weeks 3-4 Pre-Alphabets <i>(Letter name and letter case)</i>	Alphabet Song <ul style="list-style-type: none"> Level 1: Sing it with us. <i>Learners will practice the alphabet by singing the alphabet song with ABRA.</i>				

Extension Activities

Literacy Subskills	Alphabets	Fluency	Comprehension	Writing	Stories
Pre-Alphabets	<p>Follow the directions in the Letter Sound Rap classroom activity.</p> <p>Offline version of the Alphabet Song: Use the Alphabet Cards or write the letters on the board. Start singing the Alphabet song and hold up or point to each letter as you do. Stop on a letter and ask the children to say its name. If correct, continue with the song. Periodically stop and have the children say the letter(s).</p>				<p>Read a story to the class that contains some of the unit vocabulary words, such as:</p> <ul style="list-style-type: none"> Shhh...Simmi is Listening Dancing <p>When you encounter a vocabulary word, ask learners if they know what it means. Use the story's context and images to help learners define the words.</p>



Assessment

- The student can practice the alphabet by singing the alphabet song.
- The students can recognise the same and different sounds.

Unit 2: Classroom Objects

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Recognise the use of the indefinite article and plurals. • List words for colours and classroom objects. 	<ul style="list-style-type: none"> • Recognise and use frequently used words in speaking and listening. • Listen to stories, nursery rhymes, poems. 	<ul style="list-style-type: none"> • Listen carefully and repeat. • Listen to your partner. • Be polite to your partner
Vocabulary: <ul style="list-style-type: none"> • Colours: Blue, yellow, green, red, etc. • Classroom objects: Chair, desk, pen, pencil, book, bag, etc. 		

Learning Resources

- ABRA activities: [Alphabet Song](#), [Letter Bingo](#).
- ABRA extension activities: [Letter Sound Rap](#), [Alphabet Cards](#), [High Frequency Words Flashcards \(Easy\)](#).
- ABRA stories: [Animal Antics](#).
- READS stories: [Colours](#), [Little Painters](#), [Posto, Please Clean Your Desk!](#)

LTk+ Connections

Unit 2: Classroom Object (25 periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2 Pre-Alphabetics <i>(Letter names, letter case; and letter recognition).</i>	Alphabet Song <ul style="list-style-type: none"> • Level 2: Keep singing even when we don't. <i>Learners will practice the alphabet by singing the alphabet song.</i>				



	<p>Letter Bingo</p> <ul style="list-style-type: none"> • Level 1: Upper case letters. <p><i>Learners match the letter name with its corresponding grapheme.</i></p>				
<p>Weeks 3-4</p> <p>Pre-Alphabets <i>(Letter names, letter case; and letter recognition).</i></p>	<p>Alphabet Song</p> <ul style="list-style-type: none"> • Level 3: Singing by yourself. <p><i>Learners will practice the alphabet by singing the alphabet song.</i></p> <p>Letter Bingo</p> <ul style="list-style-type: none"> • Level 2: Lower case letters. • Level 3: Often problematic lower-case letters (e, d, p, q, g, l, m, n, u, v). <p><i>Learners match the letter name with its corresponding grapheme.</i></p>				

Extension Activities

Literacy Subskills	Alphabets	Fluency	Comprehension	Writing	Stories
<p>Pre-Alphabets <i>(Letter name and letter case)</i></p> <p>Phonological Awareness</p>	<p>Offline version of the Alphabet Song: Use the Alphabet Cards or write the letters on the board. Start singing the Alphabet</p>	<p>Use the High Frequency Words Flashcards (Easy) to have learners practice recognizing</p>			<p>ABRA Student Stories: Animal Antics This fun story displays a multitude of colours and</p>



<p>(Rhyme awareness)</p> <p>Fluency (High Frequency Words)</p>	<p>song and hold up or point to each letter as you do. Stop on a letter and ask the children to say its name. If correct, continue with the song. Periodically stop and have the children say the letter(s).</p> <p>Ask learners to find a word that rhymes with blue (two, you, moo, grew). Bonus: Ask if they can think of a <i>classroom object</i> that rhymes with blue (glue). Repeat the activity for words that rhyme with red and green. Then create groups of 4-5 learners and ask each team to create a short rhyme using two colours.</p>	<p>commonly used words.</p>			<p>shapes, which the learner can identify. Read the story aloud, but as you move through it, stop and point out the colours in the images. Prompt learns to identify the colours as well.</p> <p>You can repeat the above activity with these READS stories:</p> <ul style="list-style-type: none"> • Colours • Little Painters • Posto, Please Clean Your Desk!
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Assessment

- Given the pronunciation of the letter name, the student can determine if the letter is on his/her bingo card.
- Students can match the letter name with its corresponding grapheme.
- Students can sing the alphabet alone.
- Students can recognise commonly used words.



Unit 3: People at Home and School

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> Say words for family members and people in school. 	<ul style="list-style-type: none"> Recognise and pronounce some frequently used words. Point to and name family members and name family relationships. Name people in school. Listen and read the names of family relationships. Write the names of family members. 	<ul style="list-style-type: none"> Put your hand up when you want to answer a question. Organise your group and choose someone to report to the whole class.
Vocabulary: <ul style="list-style-type: none"> Family members: Father, mother, brother, sister, etc. People in school: Teacher, head teacher, etc. Numbers: 1-20 		

Learning Resources

- ABRA activities: [Letter Sound Search](#), [Same Word](#), [Animated Alphabet](#).
- ABRA extension activities: [Image](#) and [Word](#) flashcards, [Letter Sound Search - Level 1](#), [Letter Sound Search - Level 2](#), [Letter Sound Search - Level 3](#).
- ABRA stories: [When I Open My Eyes](#), [Darryl! Don't Dawdle](#).
- READS stories: [Nin Wants to Get Dressed](#).

LTK+ Connections

Unit 3: People at Home and School (26 periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2 Pre-Alphabetics <i>(Letter sounds and letter case)</i> Phonics <i>(Word awareness)</i>	Letter Sound Search <ul style="list-style-type: none"> Level 1: 10 letters camouflaged in an easy background; i.e., s, p, m, t, c, d, n, a, h, r. Level 2: 14 letters camouflaged in a 				<i>When I Open My Eyes</i>



	<p>medium background; i.e., g, l, o, k, u, b, e, f, l, z, d, h, p, r.</p> <p><i>Learners must identify and find its associated letter.</i></p> <p>Same Word</p> <ul style="list-style-type: none"> • Level 1: First letter is different (e.g. cat and rat). <p><i>Learners will be able to distinguish between words that are the same or different.</i></p>				
<p>Weeks 3-4</p> <p>Pre-Alphabets <i>(Letter sounds and letter case)</i></p> <p>Phonics <i>(Word awareness)</i></p>	<p>Letter Sound Search</p> <ul style="list-style-type: none"> • Level 3: 14 letters camouflaged in a hard background; i.e., w, j, v, y, q, x, g, l, b, l, a, t, e, h <p><i>Learners must identify and find its associated letter.</i></p> <p>Same Word</p> <ul style="list-style-type: none"> • Level 2: Last letter is different (e.g. bad and bat). • Level 3: Medial letter is different (e.g. fan and fin). <p><i>Learners will be able to distinguish between words that are the same or different.</i></p>				<p><i>Darryl! Don't Dawdle</i></p>



Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Pre-Alphabetics (Letter Sounds & Alliteration)</p>	<p>Animated Alphabet</p> <ul style="list-style-type: none"> Level 1: 26 letters of the alphabet <p>Learners will be able to hear the sounds made by certain single letters.</p> <p>Ask the learners to reproduce the letter sound they hear.</p> <p>Create additional sentences that incorporate the unit's vocabulary words, like:</p> <ul style="list-style-type: none"> My mother made me mop up my mess. Teacher tells Tresor to take two tests. <p>Provide learners with an offline version of the Letter Sound Search activities: Level 1, Level 2, Level 3.</p>		<p>Practice number vocabulary using flashcards: Print and separate the 1-9 number Image and Word flashcards (optional: include 0). Pair learners and have them match the image card to the corresponding word card. Learners then read each card aloud.</p>		<p>READS</p> <p>Read Nin Wants to Get Dressed to the whole class. Then, ask learners to share something about their family (by raising their hands). Some questions to ask: Who do you live with? Who helps you with tasks (like Nin's family helps her get dressed)? How do you help your family?</p>

Assessment

- Students can identify the sounds made by certain single use letters in sentences.
- Students can be able to distinguish between words that are the same or different.



Unit 4: Clothes and Body Parts

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> Recognise the use of singular and plural nouns and questions with what is, and what are. List words for parts of the body, colours and clothes. 	<ul style="list-style-type: none"> Start to recognise and produce sounds and to recognise some sound letter relationships. Say who you are. Orally describe parts of the body. Orally describe clothes and their colours. Listen to the names of clothes and parts of the body and show understanding visually. 	<ul style="list-style-type: none"> Organise your group and keep time. Take turns in group work.
Vocabulary: <ul style="list-style-type: none"> Parts of the body: Head, eyes, ears, nose, mouth, etc. Colours: Red, blue, pink, brown, etc. Clothes: Shirt, skirt, trousers, jumper, etc. 		

Learning Resources

- ABRA activities: [Animated Alphabet](#), [Letter Sound Search](#).
- ABRA extension activities: [Letter Sound Search - Level 2 \(uppercase\)](#), [Letter Sound Search - Level 2 \(mixed case\)](#).
- READS stories: [My Body](#).

LTK+ Connections

Unit 4: Clothes and Body Parts (25 periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2 Pre-Alphabetic <i>(Letter sounds & alliteration, and letter case)</i>	Animated Alphabet <ul style="list-style-type: none"> Level 1: 26 letters of the alphabet <i>Learners will be able to hear the sounds made by certain single letters.</i>				



	<p>Ask the learners to reproduce the letter sound they hear.</p> <p>Letter Sound Search</p> <ul style="list-style-type: none"> • Level 1: 10 letters camouflaged in an easy background (i.e., s, p, m, t, c, d, n, a, h, r). 				
<p>Weeks 3-4</p> <p>Pre-Alphabetic (Letter sounds & alliteration, and letter case)</p>	<p>Letter Sound Search</p> <ul style="list-style-type: none"> • Level 2: 14 letters camouflaged in a medium background (i.e., g, l, o, k, u, b, e, f, l, z, d, h, p, r.) 				

Extension Activities

Literacy Subskills	Alphabets	Fluency	Comprehension	Writing	Stories
<p>Pre-Alphabetic (Letter sounds & alliteration, and letter case)</p>	<p>Pick one of the unit's vocabulary categories (body parts, colours, clothes). Say one word at a time and ask learners to identify what letter the word starts with.</p> <p>Animated Alphabet</p>				<p>Read <i>My Body</i> to the class. Ask learners to list two more things they can do with their body.</p>



	<p>Create additional sentences that incorporate the unit's vocabulary words, like:</p> <ul style="list-style-type: none"> • Hannah held her hair in her hand. • Samson's shirt got stuck sliding over his stomach. <p>Provide learners with an offline version of the Letter Sound Search activities: Level 2 (uppercase), Level 2 (mixed case).</p>				
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Assessment

- Given the pronunciation of a letter sound, the student can identify and find its associated letter.
- Students can hear the sounds made by certain single letters and reproduce the letter sound they hear.

Unit 5: Likes and Dislikes

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Recognise the use of the present simple tense. • List words for food items. • Identify numbers 20-50. 	<ul style="list-style-type: none"> • Name simple foods. • Express likes and dislikes in relation to food and colours. • Read simple sentences about likes and dislikes in relation to foods. 	<ul style="list-style-type: none"> • Write neatly. • Speak clearly when you answer a question. • When you work in pairs or groups, decide who is going to do which job.
<p>Vocabulary:</p> <ul style="list-style-type: none"> • Food: Bananas, rice, beans, eggs, etc. • Numbers: 20-50. 		



Learning Resources

- ABRA activities: [Rhyme Matching](#), [Same Phoneme](#).
- ABRA extension activities: [Word Cards](#), [Image Cards](#).
- ABRA stories: [The Little Red Hen](#), [How a Bean Sprouts](#).
- READS stories: [Fruits](#).

LTK+ Connections

Unit 5: Likes and Dislikes (25 periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2 Phonological Awareness (Phonemic awareness & rhyme awareness)	Same Phoneme <i>The student will be required to determine if phonemes (letter sounds) are the same or different.</i> Rhyme Matching <ul style="list-style-type: none"> • Level 1: 4 pairs of CVC words. <i>The student will identify words that rhyme.</i>				<i>The Little Red Hen</i>
Weeks 3-4 Phonological Awareness (Phonemic awareness & rhyme awareness)	Same Phoneme <i>The student will be required to determine if phonemes (letter sounds) are the same or different.</i> Rhyme Matching <ul style="list-style-type: none"> • Level 2: 6 pairs of CVC words. <i>The student will identify words that rhyme.</i>				<i>How a Bean Sprouts</i>



Extension Activities

Literacy Subskills	Alphabetic	Fluency	Comprehension	Writing	Stories
<p>Phonological Awareness (<i>Phonemic awareness</i>)</p> <p>Comprehension (<i>Story Response</i>)</p> <p>Writing</p>	<p>Say the words “banana” and “beans”. Ask learners to identify the common sound both words start with. Ask them which food they prefer to eat. Repeat the activity with the words “rice” and “roll”.</p> <p>For advanced learners, you can give them 3 cards from either the Word Cards or Image Cards. For example, you can provide the word cards for “tea” and “water” and the image card for “two” and ask them to match the two cards that start with the same phoneme.</p>		<p>Read the story Fruits to the class. Ask learners:</p> <ul style="list-style-type: none"> • Which of the fruits mentioned in the story do you like to eat? • What’s another food that starts with the same sound as: <ul style="list-style-type: none"> ○ Mangoes (ex: melon) ○ Pineapple (ex: plum, papaya, pear) ○ Apple (ex: apricot) ○ Corn (ex: coconut, carrot). 	<p>Have learners practice their writing skills by writing down three of their favourite things:</p> <ul style="list-style-type: none"> • Favourite fruit. • Favourite colour. • Favourite number. <p>You can also select one of the food vocabulary words and ask them to write down their answer to the following questions:</p> <ul style="list-style-type: none"> • How do you spell [insert word, ex: banana]? • What colour is it? • How many do you think you could eat at once? 	

Assessment

- The student can determine if phonemes (letter sounds) are the same or different.
- The student can identify words that rhyme.
- The student can write down/type some of their favourite things.
- The students can read simple sentences about likes and dislikes in relation to foods.



Unit 6: Classroom Objects and Personal Belongings

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> Recognise the use of prepositions of place and the possessive with names. Identify words for classroom objects. 	<ul style="list-style-type: none"> Recognise and produce sounds, recognise letters and recognise key sound letter relationships. Read simple sentences describing the position and number of things and visually show understanding. Listen to people talking about the position and number of objects and visually show understanding. 	<ul style="list-style-type: none"> Eager to learn new words and write them down. Attempt making sentences even if you make mistakes.
Vocabulary: <ul style="list-style-type: none"> Classroom objects: Book, exercise book, chair, desk, etc. 		

Learning Resources

- ABRA activities: [Same Phoneme, Same Word](#).
- ABRA extension activities: [Letter Sound Matching – 1](#), [Letter Sounds and Blending](#).
- ABRA stories: [I Can Move Like a...](#)

LTK+ Connections

Unit 6: Classroom Objects and Personal Belongings (25 Periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2 Phonological Awareness <i>(Phonemic awareness)</i> Phonics <i>(Word awareness)</i>	Same Phoneme <i>The student will be required to determine if phonemes (letter sounds) are the same or different.</i> Same Word				<i>I Can Move Like a...</i>



	<ul style="list-style-type: none"> Level 1: First letter is different (e.g., cat and rat) <i>Students will be able to distinguish between words that are the same or different.</i> 				
<p>Weeks 3-4</p> <p>Phonics (Word awareness)</p>	<p>Same Word</p> <ul style="list-style-type: none"> Level 2: Last letter is different (e.g., bad and bat) <i>Students will be able to distinguish between words that are the same or different.</i> 				<i>I Can Move Like a...</i>

Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Phonological Awareness (Phonemic awareness)</p> <p>Phonics (Word awareness)</p>	<p>Ask learners to complete the Letter Sound Matching – 1 worksheet to practice beginning sounds in words.</p> <p>Ask learners to complete the Letter Sounds and Blending worksheet in order to practice recognising and producing sounds and words. For steps 3 and 4 in the</p>				



	worksheet, prompt them to focus on words related to the unit vocabulary (“can you spell a word for something in this classroom?”)				
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Assessment

- Can describe the position and the number of objects and say who things belong to
- Students can distinguish between words that are the same or different.
- Test students' listening ability.

Unit 7: Home

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Recognise the use of the present simple tense, and prepositions of place, etc. • Identify words for localities, rooms, and household objects. 	<ul style="list-style-type: none"> • Recognise and produce sounds, recognise letters and recognise key sound letter relationships. • Orally, describe rooms and their contents. • Read simple sentences describing a dwelling or a floor plan and visually show understanding. • Listen to a text read aloud about a dwelling or a floor plan and visually show understanding. 	<ul style="list-style-type: none"> • Use English in and out of school. • Be aware of errors both in spoken and written English.
Vocabulary: <ul style="list-style-type: none"> • Localities: Town, village, city, etc. • Rooms: Bedroom, kitchen, living room, etc. 		

Learning Resources

- ABRA activities: [Same Phoneme](#), [Word Changing](#), [Accuracy](#), [Story Elements](#).
- ABRA extension activities: [Letter Sound Matching – 2](#), [Direction Word Search](#), [Home Word Search](#), [School Word Search](#), [Story Elements: The Three Billy Goats Gruff](#), [Sentence Starter: Placement and Direction](#).



- ABRA stories: [The Frogs and the Well](#), [When I Open My Eyes](#), [Where Am I?](#)
- READS stories: [My Home](#).

LTK+ Connections

Unit 7: Home (25 periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
<p>Weeks 1-2</p> <p>Phonological Awareness (Phonemic awareness)</p> <p>Phonics (Letter sounds, onset-rime segmentation, isolating phonemes, deleting phonemes, substituting phonemes, and word awareness)</p> <p>Accuracy</p>	<p>Same Phoneme The student will be required to determine if phonemes (letter sounds) are the same or different.</p> <p>Word Changing</p> <ul style="list-style-type: none"> • Level 1: CVC (Consonant-Vowel-Consonant) words. Only the first letter is manipulated. • Level 2: CVC words. All letters are manipulated. 	<p>Accuracy After listening to the computer read a passage, the student must read the same page accurately.</p>			<p><i>The Frogs and the Well</i></p> <p><i>When I Open My Eyes</i></p>
<p>Weeks 3-4</p> <p>Phonics (Letter sounds, onset-rime segmentation, isolating phonemes, deleting phonemes, substituting phonemes, and word awareness)</p>	<p>Word Changing</p> <ul style="list-style-type: none"> • Level 3: CVC words with long vowel sounds. Only the first letter is manipulated. • Level 4: CVC words with long vowel sounds. All letters are manipulated. 		<p>Story Elements The students must answer questions about events that took place in a story. They are given multiple-choice questions and must choose one of three possible answers.</p>		<p><i>The Frogs and the Well</i></p>



Comprehension (<i>Story Elements</i>)					
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Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
Accuracy Comprehension (<i>Story Elements</i>) Writing	<p>Ask learners to complete the Letter Sound Matching – 2 worksheet to practice beginning sounds in words.</p> <p>Provide learners with word search activities to help the familiarize themselves with words around a theme: Direction, Home, or School. You can strengthen this activity, by also asking learners to read the words in the puzzle.</p>	<p>Select a story to read together, such as <i>Where Am I?</i> in ABRA. Use the Echo Reading strategy: Teacher reads a passage while the book is visible to all learners. Then the learners repeat what the teacher just read.</p>	<p>An offline version of the Story Elements activity for the book The Three Billy Goats Gruff can be provided to learners as homework or in a learning station. Learners must read the story before starting the worksheet.</p>	<p>Advanced learners can engage in a writing activity about dwellings. Provide learners with the Sentence Starter: Placement and Direction worksheet.</p>	<p>Learners read the story My Home in pairs. Then they describe 3 aspects of their home to their partner.</p>

Assessment

- Student can read a story accurately.
- Can identify at least two elements of the story.
- Recognise and produce sounds, recognise letters and key sound letter relationships.



Unit 8: Domestic Animals

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> Recognise the use of the present simple tense. Identify words for animals and animal food. 	<ul style="list-style-type: none"> Recognise and produce sounds, recognise letters, and recognise key sound letter relationships. Describe orally the animals they have at home. Explain what animals eat. Read a short text describing domestic animals and show understanding visually or in writing. Listen to a text read aloud describing domestic animals and show understanding visually or in writing. Describe domestic animals in writing using simple supported sentences. 	<ul style="list-style-type: none"> Listen carefully when others speak. Risk taking: don't worry about making mistakes, everybody does it.
Vocabulary: <ul style="list-style-type: none"> Animals: Dog, goat, cow, rabbit, pig, etc. Food animals can eat: Grass, meat, vegetables, maize, etc. 		

Learning Resources

- ABRA activities: [Matching Sounds](#), [Auditory Segmenting](#), [Accuracy](#), [Story Elements](#).
- ABRA extension activities: [Letter Sound Matching – 3](#), [Animal Noises Word Search](#), [Sentence Starter: Animals](#).
- ABRA stories: [The Little Red Hen](#), [The Dove and the Ant](#).
- READS stories: [Goat, Dog and Cow](#), [See You Tomorrow](#).

LTK+ Connections

Unit 8: Domestic Animals (26 Periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Story
Weeks 1-2 Phonemic Awareness <i>(Blending, segmenting,</i>	Blending Train <ul style="list-style-type: none"> Level 1: 2-sound (phoneme) words. 	Accuracy <i>After listening to the computer read a passage, the student must read the same page accurately.</i>	Story Elements <i>The students must answer questions about events that took place in a story. They are given</i>		<i>The Little Red Hen</i>



<p><i>phoneme awareness, word awareness)</i></p> <p>Accuracy</p> <p>Comprehension (<i>Story Elements</i>)</p>	<ul style="list-style-type: none"> • Level 2: Harder 2-sound (phoneme) words. <p>Given the phonemic breakdown of a word, students will identify the word it makes; e.g., /r/ /o/ /d/ = "rod".</p> <p>Auditory Segmenting</p> <ul style="list-style-type: none"> • Level 1: 2-sound (phoneme) words. • Level 2: 3-sound (phoneme) words. 		<p><i>multiple-choice questions and must choose one of three possible answers.</i></p>		
<p>Weeks 3-4</p> <p>Phonological & Phonemic Awareness (<i>Blending, segmenting, phoneme awareness, word awareness</i>)</p> <p>Accuracy</p> <p>Comprehension (<i>Story Elements</i>)</p>	<p>Blending Train</p> <ul style="list-style-type: none"> • Level 3: 3-sound words. • Level 4: Harder 3-sound words. <p>Given the phonemic breakdown of a word, students will identify the word it makes; e.g., /r/ /o/ /d/ = "rod".</p> <p>Auditory Segmenting</p> <ul style="list-style-type: none"> • Level 2: 3-sound 	<p>Accuracy <i>After listening to the computer read a passage, the student must read the same page accurately.</i></p>	<p>Story Elements <i>The students must answer questions about events that took place in a story. They are given multiple-choice questions and must choose one of three possible answers.</i></p>		<p><i>The Dove and the Ant</i></p>



	(phoneme) words. <ul style="list-style-type: none"> • Level 3: Harder 3-sound words. 				
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Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Pre-Alphabets (Letter sounds)</p> <p>Comprehension (Summarizing, Story Response)</p> <p>Vocabulary</p> <p>Writing</p>	<p>Ask learners to complete the Letter Sound Matching – 3 worksheet to practice ending sounds in words.</p>		<p>Read the story Goat, Dog and Cow to the class. Then divide the learners into pairs. Ask learners to pick one of the three animals in the story, then ask, “what do you think would happen if your family drove by this animal?”</p> <p>Each pair should draw a picture and write a sentence underneath.</p> <p>Extend learners’ knowledge about animal vocabulary by assigning the Animal Noises Word Search activity.</p>	<p>Advanced learners can engage in a writing activity about animals. Provide learners with the Sentence Starter: Animals worksheet.</p>	<p>Read the story See You Tomorrow to the class. Then ask learners:</p> <ul style="list-style-type: none"> • How would you describe the cow in this story? (you can do this for all animals). • What are the animals eating? • What is an animal you see every day? • What do you think your family would say if you let some animals in your house to eat?

Assessment

- Given a phonemic breakdown, the student can identify a word, i.e., /c/ /a/ /t/ = "cat".
- Can identify the word and find its matching picture.
- Can read accurately a story (at least three pages) e.g.: The Little Red Hen.



- The students can answer questions about events that took place in a story in at least three elements: The title, Characters, setting...
- Student can read a story accurately.

Unit 9: Daily Routine

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Recognise the use of the present simple tense and of clock time. • Identify words for daily activities at home and clock time. 	<ul style="list-style-type: none"> • Recognise and produce sounds, recognise letters and recognise key sound letter relationships. • Orally tell the time. • Orally describe daily routines. • Read a short text about daily routines and show understanding visually or in writing. - Listen to a text read aloud about daily routines and show understanding visually or in writing. • Tell the time in writing. • Describe daily routines in writing using simple supported sentences. 	<ul style="list-style-type: none"> • Practise reading in and out of class.
Vocabulary <ul style="list-style-type: none"> • Daily activities at home: Do homework, clean teeth, get up, get dressed, etc. • Clock time: To, past, half, a quarter, etc. 		

Learning Resources

- ABRA activities: [Auditory Blending, Accuracy, Vocabulary](#).
- ABRA extension activities: [Auditory Segmenting - Level 2](#).
- ABRA stories: [When I Open My Eyes](#), [Darryl Don't Dawdle](#).
- READS stories: [Ma! Hurry Up!!](#), [Bath time for Chunnu and Munnu](#).



LTK+ Connections

Unit 9: Daily Routine (26 Periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
<p>Weeks 1-2</p> <p>Phonemic Awareness (Blending, phoneme awareness, word awareness, vocabulary knowledge)</p> <p>Accuracy</p>	<p>Auditory Blending</p> <ul style="list-style-type: none"> Level 1: 2-sound (phoneme) words. Level 2: 3-sound (phoneme) words. <p>Given a phonemic breakdown, the student will identify a word, i.e., /c/ /a/ /t/ = «cat».</p>	<p>Accuracy</p> <p>After listening to the computer read a passage, the student must read the same page accurately.</p>			<p><i>When I Open my Eyes</i></p>
<p>Weeks 3-4</p> <p>Phonemic Awareness (Blending, phoneme awareness, word awareness, vocabulary knowledge)</p> <p>Vocabulary</p>	<p>Auditory Blending</p> <ul style="list-style-type: none"> Level 2: 3-sound (phoneme) words. Level 3: Harder 3-sound words. <p>Given a phonemic breakdown, the student will identify a word, i.e., /c/ /a/ /t/ = «cat».</p>		<p>Vocabulary</p> <p>Given the definition of a word, the student must determine which of two sentences uses the word appropriately.</p>		<p><i>Darry!! Don't Dawdle</i></p>

Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Phonemic Awareness (Segmenting, blending, phoneme awareness, word awareness)</p>	<p>Ask learners to complete the Auditory Segmenting - Level 2 worksheet to practice segmenting words.</p>	<p>Select a story to read together, such as Ma! Hurry Up!! in READS. Use the Echo Reading strategy: Teacher reads a passage</p>	<p>Select a story to read to the class and pre-select some vocabulary words within that are related to the unit's theme. As you read</p>		<p>READS</p> <p>Read the story Bath time for Chunnu and Munnu to the class. Then ask learners:</p> <ul style="list-style-type: none"> What was this story about?



<p>Accuracy</p> <p>Comprehension (Summarizing, Story Response)</p> <p>Vocabulary</p>		<p>while the book is visible to all learners. Then the learners repeat what the teacher just read.</p>	<p>the story, stop when you encounter one of these words and ask learners what it means. Use the story's illustrations as clues. Once children have defined the word, continue reading the story.</p> <p>Some suggestions:</p> <ul style="list-style-type: none"> • Bath time for Chunnu and Munnu: bath time, bubbles, clean, pyjamas, dinner time. • Ma! Hurry Up!!: morning, hurry, wash, soon, comb, ready, minutes. 		<ul style="list-style-type: none"> • What are the steps for taking a bath? (use the book as a reminder) • What's a routine you do at night before going to bed?
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Assessment

- Given a phonemic breakdown, the student will identify a word, i.e., /c/ /a/ /t/ = «cat».
- Can identify the word and find its matching picture.
- Can read accurately a story (at least three pages) ex: *Darry!! Don't Dawdle*.
- The students can answer questions about events that took place in a story in at least four elements: The title, Characters, setting.
- Given the definition of a word, the student must determine which of the sentences uses the word appropriately.
- The student can list some element of the story.



Unit 10: Story Telling

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> Recognise the use of connectors of time. Identify key words for the story. 	<ul style="list-style-type: none"> Recognise and produce sounds, recognise letters and recognise key sound letter relationships. Listen to simple stories and visually show understanding. Read a story and visually show understanding. Retell a story with support. 	<ul style="list-style-type: none"> Be careful while listening to a story and look at the pictures. Be able to detect errors.
Vocabulary <ul style="list-style-type: none"> Vocabulary of a story 		

Learning Resources

- ABRA activities: [Syllable Counting](#), [Expression](#), [Prediction](#), [Spelling Words](#).
- ABRA extension activities: [Spelling Words - Level 3](#).
- ABRA stories: [The Frogs and the Well](#), [Waterfall](#).
- READS stories: [What are you doing?](#)

LTK+ Connections

Unit 10: Story Telling (25 Periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2 Phonological Awareness <i>(Syllable awareness)</i> Comprehension <i>(Prediction)</i> Writing	Syllable Counting <i>The student counts the number of syllables in a word and then feeds the yeti (a friendly folklore animal) the corresponding number of popsicles.</i>		Prediction <i>Based on information from the story, the students will predict future events. They should also be asked to justify their responses.</i>	Spelling Words <ul style="list-style-type: none"> Level 1: 2-sound (phoneme) words. Level 2: harder 2-sound (phoneme) words. The students will spell regular and	<i>The Frogs and the Well</i>



				irregular words using the keyboard.	
Weeks 3-4 Phonological Awareness (Syllable awareness) Fluency (Expression) Writing	Syllable Counting <i>The student counts the number of syllables in a word and then feeds the yeti (a friendly folklore animal) the corresponding number of popsicles.</i>	Expression <i>The computer reads a text using different expressions and the student must decide if the passage was read appropriately. The student must then read the same text practicing correct use of expression.</i>	Summarizing <i>The students will answer story-related questions to help them summarize the story.</i>	Spelling Words <ul style="list-style-type: none"> • Level 3: 3-sound words. • Level 4: harder 3-sound words. The students will spell regular and irregular words using the keyboard.	<i>Waterfall</i>

Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
Comprehension (Story response) Vocabulary Writing			Select a story to read to the class and pre-select some vocabulary words within that are related to the unit's theme. As you read the story, stop when you encounter one of these words and ask learners what it means. Use the story's illustrations as clues. Once children have defined the word, continue reading the story. Some suggestions:	Ask learners to complete the Spelling Words - Level 3 worksheet to practice spelling short vowel sounds.	Divide learners into pairs. Together, they should read the story What are you doing? . The story ends with the question "what are you doing?". Each pair should come up with an answer. They then draw and write a short sentence for their answer.



			<ul style="list-style-type: none">• <u>What are you doing?</u> : singing, waving, clapping, stretching, calling, answering, listening.		
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Assessment

- The student can count the number of syllables in a word.
- Evaluate students' ability to hear and count how many sounds are in a word.
- Clap out the syllables as they listen to the words.
- Can read accurately a story (at least six pages): *The Frogs and the Well, Waterfall*.
- The students can answer questions about events that took place in a story (Prediction).
- The students can spell regular and irregular words using the keyboard.



PRIMARY TWO

At the end of P2, the learner should be able to:

- Answer simple questions and give basic information in role-playing using gestures.
- Value others' contributions and use these to build on thinking.
- Read simple storybooks with support, answer questions and retell the story in their own words.
- Compose simple sentences using a model using familiar vocabulary.
- Build on prior knowledge of English vocabulary, language structures, phrases, sounds, and conventions of prints.

Unit 1: Greetings, Introductions and Talking about School

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Recognise the use of the present simple tense and modal verbs. • Identify words for greetings, instructions, subjects and clock time. 	<ul style="list-style-type: none"> • Recognise and produce sounds for familiar and common words. • Punctuate accurately. • Say how old you are and where you live. • Read simple sentences about learners and where they live. Show understanding in writing. 	<ul style="list-style-type: none"> • Appreciate the teacher's help when learning English. • Seek support when faced with language problems.
Vocabulary: <ul style="list-style-type: none"> • Greetings: Hello, hi, good morning, good afternoon, etc. • Instructions: Sit down, work in groups, come here, etc. 		

Learning Resources

- ABRA activities: [Alphabet Song](#), [Animated Alphabet](#), [Same Word](#), [Spelling Sentences](#).
- ABRA extension activities: [Word Flashcards](#), [Spelling Words - Level 6](#), [Sentence Starter: School](#).
- ABRA stories: [Darryl! Don't Dawdle!](#), [My Town](#).
- READS stories: [A Man Who Built a House](#).

LTK+ Connections

Unit 1: Greetings, Introductions and Talking about School (25 Periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2	Alphabet Song	High Frequency Words			



<p>Pre-Alphabets (Letter knowledge and sounds)</p> <p>Fluency</p>	<ul style="list-style-type: none"> • Level 2: Keep singing even when we don't. • Level 3: Singing by yourself. <p><i>Learners will practice the alphabet by singing the alphabet song.</i></p> <p>Animated Alphabet</p> <ul style="list-style-type: none"> • Level 1: 26 letters of the alphabet • Level 2: 11 consonant and vowel clusters <p><i>Learners will be able to hear the sounds made by certain clustered letters.</i></p>	<ul style="list-style-type: none"> • Level 2: A set of seven words are randomly presented four times with gradually less time to read them. <p><i>Given a list of high frequency words, students will have to read them out loud within a certain time period before another word pops up.</i></p>			
<p>Weeks 3-4</p> <p>Phonics (Word awareness)</p> <p>Writing (Typing)</p>	<p>Same Word</p> <ul style="list-style-type: none"> • Level 1: First letter is different (e.g. cat and rat). • Level 2: Last letter is different (e.g. bad and bat). • Level 3: Medial letter is different (e.g. fan and fin). <p><i>Learners will be able to distinguish between words that are the same or different.</i></p>			<p>Spelling Sentences</p> <ul style="list-style-type: none"> • Level 1: 2-word sentences. <p><i>The students will use keyboarding skills to spell words to make a sentence.</i></p>	<p><i>Darryl! Don't Dawdle!</i></p>



Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Fluency (<i>Speed</i>)</p> <p>Comprehension (<i>Story response</i>)</p> <p>Writing</p>		<p>Set aside the greeting cards (hello, good morning, etc.) from these word flashcards.</p> <p>Challenge learners to read these cards as quickly as they can. Use to stopwatch to keep track of how quickly a child can read these cards. Challenge the children to beat their previous score (race against themselves, not other learners).</p>	<p>Read the story A Man Who Built a House to your class. As you read, stop periodically to ask the following questions:</p> <ul style="list-style-type: none"> • Page 4: why do you think he was sleeping in a bad hut? • Page 7: what do you think he's going to do with these items? • Page 10: What activities do you do at a party? <p>Once you've finished reading the story, ask these questions as well:</p> <ul style="list-style-type: none"> • Where do you live? • Do you have any interesting neighbours? • What's the best part of where you live? 	<p>Ask learners to complete the Spelling Words - Level 6 worksheet to practice spelling consonant clusters.</p> <p>Provide learners with the Sentence Starter: School worksheet.</p>	<p>Divide the class into small groups or pairs. Learners take turns reading My Town to each other. Then challenge each learner to think of 1-2 important landmarks, or interesting items in their neighbourhood. Have them draw a picture and write a sentence describing the item.</p>



Assessment

- Students can identify the sounds made by certain single and clustered letters and use these letters fun sentences.
- Students can listen to the sounds made by certain clustered letters.
- Given a list of high frequency words, students can read them out loud within a certain time period before another word pops up.
- The students can use keyboarding skills to spell words to make a sentence.
- Students can distinguish between words that are the same or different.
- Students can read a story and stop to answer questions.

Unit 2: Sports

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Recognise the use of the present simple tense, short answers with gerunds and modal verbs. • Identify words for sports. 	<ul style="list-style-type: none"> • Recognise and produce sounds for familiar and common words. • Punctuate a sentence accurately. • Talk about the sports learners can do and like. • Read simple sentences about the sports people learners like and show understanding visually or in writing. 	<ul style="list-style-type: none"> • Practise in and out of the classroom • Practise repeating sentences until you get them right.
Vocabulary: <ul style="list-style-type: none"> • Sports: Football, volleyball, swimming, running, etc. 		

Learning Resources

- ABRA activities: [Word Counting](#), [Word Matching](#), [Syllable Counting](#), [Tracking](#).
- ABRA extension activities: [Word Matching - Level 1](#), [Word Matching - Level 2](#).
- ABRA stories: [The Three Billy Goats Gruff](#), [The Little Red Hen](#).
- READS stories: [Spots Day](#), [Children like to Play](#), [Soccer Game](#).



LTK+ Connections

Unit 2: Sports (26 Periods)					
Literacy Subskills	Alphabetic	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2 Phonics <i>(Word awareness, letter sounds, isolating phonemes)</i> Fluency Writing	Word Counting <ul style="list-style-type: none"> Level 1: 2, 3, and 4 word sentences (40%, 40%, and 20%) Level 2: 2, 3, 4, and 5 word sentences (20%, 30%, 30%, and 20%) <i>Learners will be able to count the words in a sentence and feed the yeti (friendly animal) the corresponding number of snowballs.</i> Word Matching <ul style="list-style-type: none"> Level 1: Same beginning sounds. <i>Learners can work in pairs to match words. If they get a pair correct, they continue. If they get it incorrect, they hand over control of the mouse to another learner</i>	Tracking <i>While reading the story, the student will be able to read with one-to-one correspondence and without skipping words.</i>		Spelling Words <ul style="list-style-type: none"> Level 3: 3-sound words. Level 4: harder 3-sound words. Level 5: 4-sound words. The students will spell regular and irregular words using the keyboard.	<i>Three Billy Goats Gruff</i> <i>Three Billy Goats Gruff</i>
Weeks 3-4	Word Matching				<i>Little Red Hen</i>



<p>Phonics (Word awareness, letter sounds, isolating phonemes)</p>	<ul style="list-style-type: none"> • Level 2: Same ending sounds. Learners can work in pairs to match words. If they get a pair correct, they continue. If they get it incorrect, they hand over control of the mouse to another learner <p>Syllable Counting Activity presents 1 to 4 syllable words only. Learners will be able to count the number of syllables in a word and feed the yeti (friendly animal) the corresponding number of popsicles.</p>				
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Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Phonics (Word awareness, letter sounds, isolating phonemes)</p> <p>Vocabulary</p> <p>Writing</p>	<p>Ask learners to complete the Word Matching - Level 1 worksheet to practice identifying two words with the same beginning sound, and the Word Matching - Level 2 worksheet to practice identifying</p>		<p>Select a story to read to the class and pre-select some vocabulary words within that are related to the unit's theme. As you read the story, stop when you encounter one of these words and ask learners what it</p>	<p>Read the story Soccer Game to the class. Have a short discussion about soccer with students (i.e.: what's fun about playing soccer? Do you know anyone that loves soccer?). Then ask learners to write</p>	



	two words with the same ending sound.		<p>means. Use the story's illustrations as clues. Once children have defined the word, continue reading the story.</p> <p>Some suggestions:</p> <ul style="list-style-type: none"> • <i>Spots Day</i>: marching, races, run, team, cheering, medals. • <i>Children Like to Play</i>: skipping, football, running, net ball, jump. 	one sentence about their experience playing or watching a soccer game.	
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Assessment

- Students can spell regular and irregular words using the keyboard.
- Students can count the words in a sentence.
- Students can match words. If they get a pair correct, they continue. If they get it incorrect, they hand over control of the mouse to another learner.
- Students can count the number of syllables in a word.
- Student can read with one-to-one correspondence and without skipping words.

Unit 3: Telling the Time

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Recognise the use of present simple questions and adverbials of time. 	<ul style="list-style-type: none"> • Recognise and produce sounds for familiar/common words and spell them. • Punctuate accurately. 	<ul style="list-style-type: none"> • Appreciate parent's support in learning and practising English if they can.



<ul style="list-style-type: none"> Identify words for clock time, time of day, daily activities, days of the week, dates, months, and years. 	<ul style="list-style-type: none"> Orally tell the time. Say the day, date, month and year. Orally describe daily events. Use a calendar. Listen to a text read aloud about daily routines and show understanding by responding visually or in writing. Read a short text about daily events; show understanding by filling in a table. 	
Vocabulary: <ul style="list-style-type: none"> Clock time: Half, quarter, past, to etc. Time of day: Morning, afternoon, evening, etc. Daily activities: Walk to school, get up, go home, fetch water, etc. Days of the week: Monday, Tuesday, Wednesday, etc. Ordinal numbers to 50. Months: January, February, March, etc. Years: - 1995, 2003, 2014, etc. 		

Learning Resources

- ABRA activities: [Basic Decoding](#), [Word Families](#), [Word Changing](#), [Tracking](#), [Spelling Sentences](#).
- ABRA extension activities: [Basic Decoding – Level 2](#), [Word Families – Level 1](#), [Months of the Year Word Search](#), [It's about Time Word Search](#).
- ABRA stories: [Darryl! Don't Dawdle!](#), [Henny Penny](#).
- READS stories: [Dog's Day](#).

LTK+ Connections

Unit 3: Telling the Time (25 Periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA stories
Weeks 1-2 Phonics <i>(Letter Sounds, short and long vowel patterns, blending,</i>	Basic Decoding <ul style="list-style-type: none"> Level 2: 3-sound (phoneme) words. Level 3: Harder 3-sound words. 	Tracking <i>While reading the story, the student will be able to read with one-to-one correspondence and</i>		Spelling Sentences <ul style="list-style-type: none"> Level 2: 2-phoneme words with clusters, short, long, and r-controlled vowel sounds. 	<i>Darryl Don't Dawdle</i>



<p>word awareness, vocabulary)</p> <p>Fluency</p> <p>Writing (Typing)</p>	<p>Given the visual representation of a word, the student must say the sounds of the letters then blend them together to read the word. Finally, they match the word read to a picture.</p> <p>Word Families</p> <ul style="list-style-type: none"> • Level 1: Single letter and phonemes (e.g. _at, _in, _ot). • Level 2: Single and clustered letters and phonemes (e.g. _est, _ick, _ight). <p>Learners will be able to create different words from the same word family.</p>	<p>without skipping words.</p> <p>Read aloud the ABRA story with the whole class.</p>		<p>The students will use keyboarding skills to spell words to make a sentence.</p>	
<p>Weeks 3-4</p> <p>Phonics (Word awareness, onset-rime segmentation, syllable patterns, letter sounds, isolating phonemes, deleting phonemes, substituting phonemes)</p>	<p>Word Families</p> <ul style="list-style-type: none"> • Advanced: Teacher or learner chooses the word family on which to work. Access to levels one and two's words are available. 	<p>Tracking</p> <p>While reading the story, the student will be able to read with one-to-one correspondence and without skipping words.</p> <p>Let learners read the stories individually or in pairs.</p>		<p>Spelling Sentences</p> <ul style="list-style-type: none"> • Level 3: 3-phoneme words with short vowel sounds. • Level 4: 3-phoneme words with clusters, short, long, and r-controlled vowel sounds. 	<p><i>Henny Penny</i></p>



<p>Fluency</p> <p>Writing (Typing)</p>	<p><i>Learners will be able to create different words from the same word family.</i></p> <p>Word Changing</p> <ul style="list-style-type: none"> • Level 3: CVC words with long vowel sounds. Only the first letter is manipulated. • Level 4 – CVC words with long vowel sounds. All letters are manipulated. <p><i>Learners must change individual letters in a word to form a new word.</i></p>			<p><i>The students will use keyboarding skills to spell words to make a sentence.</i></p>	
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Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Phonics (Letter Sounds, short and long vowel patterns, blending, word awareness, vocabulary)</p> <p>Comprehension (Inferencing – Comprehension Monitoring)</p> <p>Vocabulary</p>	<p>Provide learners with the Basic Decoding – Level 2 worksheet to practice letter sounds and blending.</p> <p>Provide learners with the Word Families – Level 1 worksheet to practice writing words from the same family.</p>		<p>Provide learners with the It's about Time Word Search and Months of the Year Word Search worksheets to practice identifying these vocabulary words.</p>	<p>Learners practice how to write/type today's date. Examples:</p> <ul style="list-style-type: none"> • September 1, 2022 • Thursday, September 1st 	<p>Divide the class into groups. Each group should look at the images in Dog's Day. Together they tell the story of the dog's day orally or in writing. Encourage them to incorporate 3 of the unit's vocabulary words in their story.</p>



<p>Writing</p>					<p>Prompt learners with the following questions:</p> <ul style="list-style-type: none"> • What time of the day did this happen? • When did the story take place (season or month)? • What daily activities is the dog doing? What about the people he sees?
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Assessment

- Given the visual representation of a word, the student must say the sounds of the letters then blend them together.
- The students will be able to read with one-to-one correspondence and without skipping words.
- The students can use keyboarding skills to spell words to make a sentence.
- Learners can create different words from the same word family.
- Learners can change individual letters in a word to form a new word.
- Learners can write/type today’s date.
- Can identify the plot and setting of the story.

Unit 4: Food Stuff

<p>Learning Objectives</p>		
<p>Knowledge and Understanding</p>	<p>Skills</p>	<p>Attitudes and Values</p>
<ul style="list-style-type: none"> • Recognise the use of the present simple tense, indefinite, and omission of articles. 	<ul style="list-style-type: none"> • Recognise and produce sounds for familiar and common words and spell them. • Punctuate accurately. 	<ul style="list-style-type: none"> • Respect other's point of view in group discussions. • Agree who will act as spokesperson for your group.



<ul style="list-style-type: none"> State words for meals, food, and food types. 	<ul style="list-style-type: none"> Talk about mealtimes and foods eaten at different mealtimes. Talk about likes and dislikes with respect to food. Classify foods. Read a short text about food and diet and show understanding visually or in writing. Listen to a text read aloud about food and diet and show understanding visually or in writing. 	
Vocabulary: <ul style="list-style-type: none"> Meals: Breakfast, lunch, dinner, etc. Food: Bread, rice, potatoes, porridge, bananas, etc. Food types: Cereal, fruit, vegetable, etc. 		

Learning Resources

- ABRA activities: [Syllable Counting](#), [Auditory Segmenting](#), [Auditory Blending](#), [Accuracy](#), [Tracking](#), [Vocabulary](#), [Sequencing](#), [Spelling Words](#).
- ABRA extension activities: : [Syllable Counting – Fruit Syllables](#), [Auditory Segmenting - Level 4](#), [Auditory Segmenting – Level 6](#), [offline version of the Sequencing activity](#).
- ABRA stories: [Feelings](#), [How a Bean Sprouts](#).
- READS stories: [Breakfast](#), [Chunu & Munu: The Corn Is Yummy!](#), [Cookie Rookie](#), [Everyone Eats](#), [Fruits](#), [One Big Cake](#), [Reba Wants Ice Cream](#).

LTK+ Connections

Unit 4: Food Stuff (26 Periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2 Phonological & Phonemic Awareness (Syllable awareness, segmenting, blending, phoneme)	Syllable Counting <i>Activity presents 1 to 4 syllable words only.</i> Learners will be able to count the number of syllables in a word and feed the yeti (friendly animal)	Accuracy <i>After listening to the computer read a passage, the student must read the same page accurately.</i>	Vocabulary <i>Given the definition of a word, the student must determine which of two sentences uses the word appropriately.</i>	Spelling Words <ul style="list-style-type: none"> Level 6: harder 4-sound words. Level 7: 5-sound words. Level 8: harder 5-sound words. 	Feelings



<p>awareness, word awareness)</p> <p>Fluency</p> <p>Vocabulary</p> <p>Writing (Typing)</p>	<p>the corresponding number of popsicles.</p> <p>Auditory Segmenting</p> <ul style="list-style-type: none"> • Level 3: Harder 3-sound words. • Level 4: 4-sound words. • Level 5: Harder 4-sound words. <p><i>Given a phonemic breakdown, the student will identify a word, i.e., /c/ /a/ /t/ = "cat".</i></p>			<p><i>The students will spell regular and irregular words using the keyboard.</i></p>	
<p>Weeks 3-4</p> <p>Phonemic Awareness (Blending, phoneme awareness, word awareness, vocabulary knowledge)</p> <p>Fluency</p> <p>Comprehension (Sequencing)</p> <p>Writing (Typing)</p>	<p>Auditory Blending</p> <ul style="list-style-type: none"> • Level 6: 5-sound words. • Level 7: Harder 5-sound words. <p><i>Given a phonemic breakdown, the student will identify a word, i.e., /c/ /a/ /t/ = «cat».</i></p>	<p>Tracking</p> <p><i>While reading the story, the student will be able to read with one-to-one correspondence and without skipping words.</i></p> <p>Let learners read the stories individually or in pairs.</p>	<p>Sequencing</p> <ul style="list-style-type: none"> • Level 1: 3 story events are displayed in random order. • Level 2: 5 story events are displayed in random order. <p><i>After reading a story, the student will place story events in their correct order.</i></p>		<p><i>How a Bean Sprouts</i></p>



Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Phonological & Phonemic Awareness (<i>Syllable awareness, segmenting, blending, phoneme awareness, word awareness</i>)</p> <p>Comprehension (<i>Sequencing</i>)</p>	<p>Provide learners with the Syllable Counting – Fruit Syllables worksheet for additional practice on this skill related to the unit’s theme.</p> <p>Provide learners with the Auditory Segmenting - Level 4 and/or Auditory Segmenting – Level 6 worksheets to practice segmenting three-sound and four-sound words.</p>	<p>Assign a story, like One Big Cake*, as a repeated reading activity. Assign learners to read in pairs. One learner can read the first page while the other follows along. Then they switch roles. Once they are done, they can read the book together again. You can assign this activity multiple times throughout the week. Observe the learners reading to ensure they’re developing the accuracy and speed skills.</p> <p>* See the last column for additional book suggestions.</p>	<p>Use this offline version of the Sequencing activity for the story <i>How a Bean Sprouts</i>.</p> <p>Following the fluency activity suggested to the left, you can create an offline version of the <i>Sequencing</i> activity. Print out a few pages from the book children have been repeatedly reading. Give the learners these pages and ask them to resort the story events in order.</p>		<p>Read one of the stories suggested below with your class. Then ask the following questions:</p> <ul style="list-style-type: none"> • At what mealtime would you eat this food (breakfast lunch, etc.)? • What do you like or dislike about this food? • Define unit vocabulary words that appear in these stories. <p>READS stories about food:</p> <ul style="list-style-type: none"> • Breakfast • Chunu & Munu: The Corn Is Yummy! • Cookie Rookie • Everyone Eats • Fruits • One Big Cake • Reba Wants Ice Cream



Assessment

- The student can read the same page accurately, after listening to the computer read a passage.
- Students can count the number of syllables in a word.
- Given the definition of a word, the student can determine which of two sentences uses the word appropriately.
- The students can spell regular and irregular words using the keyboard.
- Given a phonemic breakdown, the student can identify a word, i.e., /c/ /a/ /t/ = "cat".
- After reading a story, the student can place story events in their correct order.
- Students can define unit vocabulary words that appear in the stories.

Unit 5: Stories and Descriptions

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Recognise the use of the present simple tense with connectors of time to show time sequence. • Identify context appropriate words for a story. 	<ul style="list-style-type: none"> • Recognise and produce sounds for familiar and common words and spell them. • Punctuate accurately. • Read a simple story and show understanding of the time sequence. • Follow a story read aloud and show understanding of the time sequence. • Predict the story orally. • Read the story text aloud. • Read a story about sending a letter with attention to connectors of time. • Write a short text showing time sequence by using connectors. 	<ul style="list-style-type: none"> • Listen carefully to stories and pay attention to new vocabulary. • Take turns when you work in groups and be polite. • Listen carefully to what other group members say and respond if you can.
Vocabulary: <ul style="list-style-type: none"> • Vocabulary about the story. 		



Learning Resources

- ABRA activities: Word Changing, Word Families, High Frequency Words, Sequencing, Story Elements, Prediction, Vocabulary, Spelling Sentences.
- ABRA extension activities: [Word Families – Level 2](#), [High Frequency Words Flashcards \(Easy\)](#), [High Frequency Words Flashcards \(Harder\)](#), [Sequencing: Henny Penny \(3 excerpts\)](#), [Sequencing: Henny Penny \(5 excerpts\)](#), [Story Elements: The Plot](#), [Dear Character](#), [Sentence Starter: Everyday Activities](#).
- ABRA stories: [Henny Penny](#), [The Three Billy Goat Gruff](#).
- READS stories: [Letter to mum](#), [Ritu's Letter Gets Longer!](#), [The Magic Letter](#).

LTK+ Connections

Unit 5: Stories and Descriptions (25 Periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
<p>Weeks 1-2</p> <p>Phonics (Word awareness, onset-rime segmentation, syllable patterns, letter sounds, isolating phonemes, deleting phonemes, substituting phonemes)</p> <p>Fluency</p> <p>Comprehension (Sequencing, story elements)</p>	<p>Word Changing</p> <ul style="list-style-type: none"> • Level 3: CVC words with long vowel sounds. Only the first letter is manipulated. • Level 4 – CVC words with long vowel sounds. All letters are manipulated. <p><i>Learners must change individual letters in a word to form a new word.</i></p> <p>Word Families</p> <ul style="list-style-type: none"> • Level 1: Single letter and phonemes (e.g. _at, _in, _ot). • Level 2: Single and clustered 	<p>High Frequency Words</p> <ul style="list-style-type: none"> • Level 2: A set of seven words are randomly presented four times with gradually less time to read them. <p>Given a list of high frequency words, students will have to read them out loud within a certain time period before another word pops up.</p>	<p>Sequencing</p> <ul style="list-style-type: none"> • Level 1: 3 story events are displayed in random order. • Level 2: 5 story events are displayed in random order. <p><i>After reading a story, the student will place story events in their correct order.</i></p> <p>Story Elements <i>The students must answer questions about events that took place in a story. They are given multiple-choice questions and must</i></p>		<p><i>Henny Penny</i></p>



	<p>letters and phonemes (e.g. _est, _ick, _ight). <i>Learners will be able to create different words from the same word family.</i></p>		<p><i>choose one of three possible answers.</i></p>		
<p>Weeks 3-4</p> <p>Phonics <i>(Word awareness, onset-rime segmentation, syllable patterns, letter sounds, isolating phonemes, deleting phonemes, substituting phonemes)</i></p> <p>Comprehension <i>(Prediction)</i></p> <p>Vocabulary</p> <p>Writing <i>(Typing)</i></p>	<p>Word Changing</p> <ul style="list-style-type: none"> Level 4 – CVC words with long vowel sounds. All letters are manipulated. <i>Learners must change individual letters in a word to form a new word.</i> <p>Word Families</p> <ul style="list-style-type: none"> Advanced: Teacher or learner chooses the word family on which to work. Access to levels one and two's words are available. <i>Learners will be able to create different words from the same word family. Choose words in category 2: three or more letters (e.g., _est, _ick, _ight).</i> 		<p>Prediction <i>Based on information from the story, the students will predict future events. They should also be asked to justify their responses.</i></p> <p>Vocabulary <i>Given the definition of a word, the student must determine which of two sentences uses the word appropriately.</i></p>	<p>Spelling Sentences</p> <ul style="list-style-type: none"> Level 4: 3-phoneme words with clusters, short, long, and r-controlled vowel sounds. <i>The students will use keyboarding skills to spell words to make a sentence.</i> 	<p><i>The Three Billy Goat Gruff</i></p>



Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Phonics (<i>Word awareness, onset-rime segmentation, syllable patterns, letter sounds, isolating phonemes, deleting phonemes, substituting phonemes</i>)</p> <p>Fluency</p> <p>Comprehension (<i>Sequencing, story elements</i>)</p> <p>Vocabulary</p> <p>Writing</p>	<p>Provide learners with the Word Families – Level 2 worksheet to practice writing words from the same family.</p>	<p>Depending on the level of your learners, use the High Frequency Words Flashcards (Easy) or High Frequency Words Flashcards (Harder). Challenge learners to read these cards as quickly as they can. Use to stopwatch to keep track of how quickly a child can read these cards. Challenge the children to beat their previous score (race against themselves, not other learners).</p>	<p>Use this offline version of Sequencing: Henny Penny (3 excerpts) activity as reinforcement of this skill. Advanced learners can also do the Sequencing: Henny Penny (5 excerpts) worksheet.</p> <p>If possible, ask each child to read a story at home with a family member. Provide them with the Story Elements: The Plot worksheet. Children fill out the worksheet with help from the family member they read with.</p>	<p>Follow the suggested activities in the Dear Character classroom activity handout. The writing letters activity can be redone with <i>Henny Penny</i>, or any of the other stories you're reading to the class.</p> <p>Provide learners with the Sentence Starter: Everyday Activities worksheet. Bring their attention to the prompts' connectors of time.</p>	<p>READS stories about sending letters:</p> <ul style="list-style-type: none"> • Letter to mum • Ritu's Letter Gets Longer! • The Magic Letter

Assessment

- Based on information from the story, the students can predict future events and justify their responses.
- The student can change individual letters in a word to form a new word.
- The student can create different words from the same word family.
- The students can use keyboarding skills to spell words to make a sentence.
- Given a list of high frequency words, students can read them out loud within a certain time period before another word pops up.
- The students can answer questions about events that took place in a story.
- Based on information from the story, the students can predict future events.



Unit 6: Family Members

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> Recognise the use of questions in the present simple tense and of connectors and adverbials of time to describe a time sequence. Identify words for household activities, jobs and numbers up to 100. 	<ul style="list-style-type: none"> Recognise and produce sounds for familiar and common words and spell them. Punctuate accurately. Talk about family members, ages and jobs. Describe household activities and routines. Listen to a text read aloud about people and their jobs. Show understanding by responding visually or in writing. Follow a written text describing a sequence of daily events. Read a short text about people and their jobs. Show understanding by responding visually or in writing. Write a description of a sequence showing the daily routines of family members. 	<ul style="list-style-type: none"> Even if you are shy, try to make a contribution in a group. Even if you are shy, try to answer a question from the teacher. Appreciate the fact that practise makes you better.
Vocabulary: <ul style="list-style-type: none"> Household activities: Make the beds, cook meals, fetch water, collect firewood, etc. Jobs: Carpenter, farmer, teacher, nurse, etc. Numbers: From 1 to 100. 		

Learning Resources

- ABRA activities: [Blending Train](#), [Basic Decoding](#), [Accuracy](#), [Expression](#), [Reading Practice](#), [Story Response](#), [Vocabulary \(ESL\)](#), [Spelling Sentences](#).
- ABRA stories: [When I Open my Eyes](#), [Invisible Alligators](#).
- READS stories: [Today I Am](#), [I Can Help!](#)



LTK+ Connections

Unit 6: Family Members and Household Activities (25 Periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
<p>Weeks 1-2</p> <p>Phonemic Awareness (Blending, phoneme awareness)</p> <p>Phonics (Letter sounds, short and long vowel patterns, blending, word awareness, vocabulary)</p> <p>Fluency (Accuracy, Expression)</p> <p>Comprehension (Story Response)</p>	<p>Blending Train</p> <ul style="list-style-type: none"> Level 3: 3-sound words. Level 4: Harder 3-sound words. Given the phonemic breakdown of a word, students will identify the word it makes; e.g., /r/ /o/ /d/ = "rod". <p>Basic Decoding</p> <ul style="list-style-type: none"> Level 4: 4-sound words. Level 5: Harder 4-sound words. Given the visual representation of a word, the student must say the sounds of the letters then blend them together to read the word. Finally, they match the word read to a picture. 	<p>Accuracy <i>After listening to the computer read a passage, the student must read the same page accurately.</i></p> <p>Expression <i>The computer reads a text using different expressions and the student must decide if the passage was read appropriately. The student must then read the same text practicing correct use of expression.</i></p>	<p>Story Response <i>Students are given open-ended questions about the story that they will then discuss with one another.</i></p>		<p><i>When I Open my Eyes</i></p>
<p>Weeks 3-4</p> <p>Phonemic Awareness</p>	<p>Blending Train</p> <ul style="list-style-type: none"> Level 5: 4-sound words. 	<p>Reading Practice <i>This activity allows children to practice reading different stories. Children can</i></p>	<p>Vocabulary (ESL) <i>The student will be able to match a given word with its corresponding</i></p>	<p>Spelling Sentences</p> <ul style="list-style-type: none"> Level 4: 3-phoneme words with clusters, 	<p><i>When I Open my Eyes</i></p> <p><i>Invisible Alligators</i></p>



<p><i>(Blending, phoneme awareness)</i></p> <p>Phonics <i>(Letter sounds, short and long vowel patterns, blending, word awareness, vocabulary)</i></p> <p>Fluency</p> <p>Vocabulary</p> <p>Writing</p>	<ul style="list-style-type: none"> • Level 6: Harder 4-sound words. Given the phonemic breakdown of a word, students will identify the word it makes; e.g., /r/ /o/ /d/ = "rod". <p>Basic Decoding</p> <ul style="list-style-type: none"> • Level 6: 5-sound words. • Level 7: Harder 5-sound words. <p><i>Given the visual representation of a word, the student must say the sounds of the letters then blend them together to read the word. Finally, they match the word read to a picture.</i></p>	<p><i>work alone, in pairs, or in small groups.</i></p>	<p><i>picture then use the word appropriately in a given sentence.</i></p>	<p>short, long, and r-controlled vowel sounds.</p> <p><i>The students will use keyboarding skills to spell words to make a sentence.</i></p>	
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Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Comprehension <i>(Comprehension monitoring, story response)</i></p> <p>Vocabulary</p> <p>Writing</p>		<p>Tell learners you'll need their help to know the best way to read a story (<i>I Can Help!</i> or story <i>Today I Am</i>). Explain you'll read the page twice. Use a lively tone during the first reading, and a</p>	<p>Read the story <i>Today I Am</i> to the class, and ask the following questions:</p> <ul style="list-style-type: none"> • What does the word astronaut (sculptor, cricketer, botanist, etc.) mean? 	<p>Ask learners to read <i>I Can Help!</i> In pairs. Then, ask them to write the following 3 sentences:</p> <ol style="list-style-type: none"> 1. Pick a family member and write down their job. 	



		<p>monotone during the second. Ask which was better. Repeat this with the several pages, but switch up the tone, pauses, emphasis you use. At the mid-way point, read the next page the wrong way and ask learners how you can read it better. Read the page following their suggestions, then ask if the class if it sounded right. Continue soliciting their suggestions on the correct expression until you finish the book. Then have learners reread the story in small groups, each taking turns to read a page with the correct expression.</p>	<ul style="list-style-type: none"> • What's another activity you could do if you were an astronaut (sculptor, cricketer, botanist, etc.)? • Which of these jobs sounds the hardest? • What are some other jobs that sound fun to you? Why? <p>Then, have learners reread the story in pairs. The learners then discuss the various jobs their family members do. Together they pick ones of these jobs. On a piece of paper, they write "Today I am a..." and finish the sentence by writing the chosen job. They write a second sentence describing one activity they would do if that was their job. They can also draw a picture to go with their text.</p>	<ol style="list-style-type: none"> 2. What is one thing you, a family member, or your whole family does every night? 3. What is one way you helped your family this week? <p>Example sentences might be:</p> <ol style="list-style-type: none"> 1. Dad is a farmer. 2. We brush our teeth. 3. I helped mom clean up. <p>For learners that struggle, ask them to write only the key words. For example:</p> <ol style="list-style-type: none"> 1. Farmer 2. Brush teeth 3. Clean 	
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Assessment

- Given the phonemic breakdown of a word, students can identify the word it makes; e.g., /r/ /o/ /d/ = "rod".
- The computer reads a text using different expressions and the student can decide if the passage was read appropriately.
- The student can then read the same text practicing correct use of expression.
- Based on information from the story, the students can predict future events and justify their responses.
- The students can use keyboarding skills to spell words to make a sentence.
- Given the visual representation of a word, the student can say the sounds of the letters then blend them together to read the word.
- After listening to the computer read a passage, the student can read the same page accurately.
- The computer reads a text using different expressions and the student can decide if the passage was read appropriately.
- The student can read the same text practicing correct use of expression.
- Students can answer to open-ended questions about the story and then discuss with one another.

Unit 7: Weather

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Identify the use of the present continuous and present simple tenses. • State words for weather, temperature, and months. 	<ul style="list-style-type: none"> • Recognise and produce sounds for familiar and common words and spell them. • Punctuate accurately. • Orally describe the weather. • Read a short text about Rwandan (comparative) weather and show understanding visually or in writing. • Listen to a short text read aloud about Rwandan weather and show understanding visually or in writing. 	<ul style="list-style-type: none"> • Appreciate learning a language in groups for mutual support. • Listen carefully to how the teacher pronounces words and sounds, and repeat.
Vocabulary: <ul style="list-style-type: none"> • Weather: Rainy, windy, cloudy, sunny, etc. • Temperature: Hot, cool, cold, etc. 		



Learning Resources

- ABRA activities: [Blending Train](#), [Speed](#), [Tracking](#), [Comprehension Monitoring](#).
- ABRA extension activities: : [Counting Sounds](#), [Writing Exercise: The Four Seasons](#).
- ABRA stories: [How a Bean Sprouts](#), [The Four Seasons](#).
- READS stories: [Nature Alphabet](#) , [Rain](#) , [Rain, Rain](#) , [Sun and Rain](#) , [The Tree](#), [Vayu, the Wind](#), [Why do Sunflowers Love the Sun?](#)

LTK+ Connections

Unit 7: Weather (25 Periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2 Phonemic Awareness <i>(Blending, phoneme awareness)</i> Fluency <i>(Speed)</i> Comprehension	Blending Train <ul style="list-style-type: none"> • Level 7: 5-sound words. • Level 8: Harder 5-sound words. Given the phonemic breakdown of a word, students will identify the word it makes; e.g., /r/ /o/ /d/ = "rod".	Speed <i>Using an algorithm of good reading speed, the computer will monitor a student's reading rate. The student will read a given text at an appropriate pace.</i>	Comprehension Monitoring <i>As they are reading a story, students identify on each page the incorrect word, meaning the one that does not make sense. This activity is best done after children are familiar with a story so they can tell which word does not make sense in the text.</i>		<i>How a Bean Sprouts</i>
Weeks 3-4 Fluency		Tracking <i>While reading the story, the student will be able to read with one-to-one correspondence and without skipping words. Let learners read the stories</i>			<i>The Four Seasons</i>



		individually or in pairs.			
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Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
Phonemic Awareness Comprehension <i>(Story Response)</i>	For additional offline practice with identifying and counting phonemes, follow the classroom activities outlined in Counting Sounds .		Read Sun and Rain aloud to the class. Then ask learners: <ul style="list-style-type: none"> • Is the sun or rain more powerful? • What is the weather like when it's really sunny? • What is the weather like when it's rains a lot? • What's the weather like today? 	Provide learners with the Writing Exercise: The Four Seasons worksheet. <i>Note: this worksheet was designed to be paired with the ABRA story The Four Seasons, but could be completed after reading one of the READS stories instead.</i>	READS Read a story to the class that relates to the unit's theme, such as: <ul style="list-style-type: none"> • Nature Alphabet • Rain • Rain, Rain • Sun and Rain • The Tree • Vayu, the Wind • Why do Sunflowers Love the Sun? When you encounter a vocabulary word, ask learners if they know what it means. Use the story's context and images to help learners define the words.

Assessment

- Given the phonemic breakdown of a word, students will identify the word it makes; e.g., /r/ /o/ /d/ = "rod".
- Using an algorithm of good reading speed, the computer will monitor a student's reading rate. The student can read a given text at an appropriate pace.
- As they are reading a story, students can identify on each page the incorrect word, meaning the one that does not make sense.
- While reading the story, the student can read with one-to-one correspondence and without skipping words.



- Students are given open-ended questions about the story that they can then discuss with one another.

Unit 8: Animals, Birds and Insects

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Identify the use of the present simple tense, the present continuous tense and modal verbs. • State words for mammals, insects, birds, and animal activities. 	<ul style="list-style-type: none"> • Recognise and produce sounds for familiar and common words and spell them. • Punctuate a sentence accurately. • Orally and in writing classify animals according to their abilities, colour, food and where they live. • Describe pictures of the activities of animals orally and in writing. • Label a map showing where animals live. • Read short texts about animals and their key features and show understanding visually or in writing. • Listen to a short text read aloud about animals and their key features and show understanding visually or in writing. 	<ul style="list-style-type: none"> • Feel free to ask for the meaning when a new word comes up in dialogue. • Appreciate repetition to improve and fix language.
Vocabulary: <ul style="list-style-type: none"> • Mammals: Elephant, lion, monkey, etc. • Insects: Butterfly, mosquito, etc. • Birds: Eagle, crane, etc. • Animal activities: Sleep, eat, etc. 		

Learning Resources

- ABRA activities: [Word Counting](#), [Students' Stories](#), [Story Response](#), [Spelling Sentences](#).
- ABRA extension activities: [Word Search: Animal Noises](#), [Image](#) and [Word](#) flashcards, [Sentence Starter: Animals](#), [Writing Exercise: I Can Move Like a...](#)
- ABRA stories: [The Dove and the Ant](#), [Animal Antics](#), [Little Wing](#), [I Can Move Like a...](#), [Canadian Wild Animals](#).
- READS stories: [Did You Hear?](#), [Goodnight, Tinku!](#), [Incredible Insects: A Counting Book](#), [Let's Count Legs](#), [Spider, Spider, Stick Your Tongue Out!](#), [Watch Out! The Tiger is Here!](#), [We are all Animals](#), [What Type of Teeth?](#), [Who is Faster?](#), [Who is](#)



[Our Friend?](#), [A Little Monkey and a Fish](#), [Bounthy's Singing Birds](#), [Busy Mother Hen](#), [Foxy Joxy Plays a Trick](#), [Now I've Got You!](#), [The Royal Toothache](#), [There's a Bug in my Room](#), [Where is My Mother?](#), [Zoe Gets Sick](#).

LTK+ Connections

Unit 8: Animals, Birds and Insects (25 Periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
<p>Weeks 1-2</p> <p>Phonics (Word awareness)</p> <p>Fluency</p> <p>Comprehension (Story response)</p>	<p>Word Counting</p> <ul style="list-style-type: none"> Level 1: 2, 3, and 4 word sentences (40%, 40%, and 20%) <p>Learners will be able to count the words in a sentence and feed the yeti (friendly animal) the corresponding number of snowballs.</p>	<p>Students' Stories</p> <p>Animal Antics</p> <p>Students can choose amongst 15 stories written by pupils and narrated in three distinct English accents: Canadian, Australian, and Kenyan. This can be used as a further opportunity to practice fluency skills and expression in varying contexts.</p> <p>Learners can read the book aloud or use audio button to engage in audio-assisted reading.</p>	<p>Story Response</p> <p>Students are given open-ended questions about the story that they will then discuss with one another.</p>		<p><i>The Dove and the Ant</i></p> <p><i>Animal Antics</i></p>
<p>Weeks 3-4</p> <p>Phonics (Word awareness)</p> <p>Fluency</p> <p>Writing (Typing)</p>	<p>Word Counting</p> <ul style="list-style-type: none"> Level 2: 2, 3, 4, and 5 word sentences (20%, 30%, 30%, and 20%) <p>Learners will be able to count the words in a sentence and feed the yeti (friendly animal) the corresponding number of snowballs.</p>	<p>Students' Stories</p> <p>Little Wing</p> <p>Students can choose amongst 15 stories written by pupils and narrated in three distinct English accents: Canadian, Australian, and Kenyan. This can be used as a further opportunity to practice fluency skills and</p>		<p>Spelling Sentences</p> <ul style="list-style-type: none"> Level 4: 5-word sentences. <p>The students will use keyboarding skills to spell words to make a sentence.</p>	<p><i>The Dove and the Ant</i></p> <p><i>Little Wing</i></p>



		<p><i>expression in varying contexts.</i> Learners can read the book aloud or use audio button to engage in audio-assisted reading.</p>			
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Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Pre-Alphabetics (Letter recognition)</p> <p>Phonological Awareness (Blending)</p> <p>Phonics (Word awareness)</p> <p>Fluency</p> <p>Comprehension (Story response)</p> <p>Writing</p>	<p>Provide learners with the Word Search: Animal Noises worksheet. You can extend this activity by also asking learners to:</p> <ul style="list-style-type: none"> • Read each word aloud. • Make the animal noises (i.e.: what would a bark sound like? What about a bleat?) • Which animal(s) make this sound? 	<p>Print and separate the animal Image and Word flashcards. You can then ask learners to practice saying the name of common animals with the follow activities:</p> <ol style="list-style-type: none"> 1. Pair learners and have them match the image card to the corresponding word card. Learners then read each card aloud. 2. Hold up one card at a time. Learners either read the word, or identify the animal by image. Challenge learners to read these cards as quickly as they 	<p>Reread the story Animal Antics as a class, then ask the following questions:</p> <ul style="list-style-type: none"> • How does each of these animals move? • How big are snails? Spiders? Etc. • What do you think snails eat? Spiders? Etc. • Where do you think snails live? Spiders? Etc. <p>Read Goodnight, Tinku! to the class. Periodically stop and ask the following questions:</p> <ul style="list-style-type: none"> • Page 2: what animals do you see in the picture? 	<p>Print and separate the animal Image flashcards. Hold up one card at a time and ask learners to spell the animal's name. You can help them check their spelling, or have them use the Word flashcards to check, and correct if necessary, their spelling.</p> <p>Provide learners with the Sentence Starter: Animals worksheet.</p> <p>Ask learners to read the story story Stick Your Tongue Out! in pairs. Then they select one animal from the book. They draw its picture and</p>	<p>Below are additional stories that relate to this theme. You can them as additional reading practice, extend another activity detailed in this unit, or use for vocabulary words.</p> <p>ABRA</p> <ul style="list-style-type: none"> • I Can Move Like a... • Canadian Wild Animals <p>READS: Informative</p> <ul style="list-style-type: none"> • Did You Hear? • Goodnight, Tinku! • Incredible Insects: A Counting Book • Let's Count Legs • Spider, Spider



		<p>can. Use to stopwatch to keep track of how quickly a child can read these cards. Challenge the children to beat their previous score (race against themselves, not other learners).</p>	<ul style="list-style-type: none"> • Page 5: What do you know about fireflies? • Page 6: What do you know about bats? • Page 7: What do you know about foxes? • Page 8: What do you know about owls? • Page 9: What do you know about crickets? • Page 10: What do all of these animals have in common? What does 'nocturnal' mean? 	<p>write one sentence about the animal.</p> <p>Have learners reread the story I Can Move Like a... in pairs. Then provide them with the Writing Exercise: I Can Move Like a... worksheet to complete individually</p>	<ul style="list-style-type: none"> • Stick Your Tongue Out! • Watch Out! The Tiger is Here! • We are all Animals • What Type of Teeth? • Who is Faster? • Who is Our Friend? <p><i>Fictional</i></p> <ul style="list-style-type: none"> • A Little Monkey and a Fish • Bounthy's Singing Birds • Busy Mother Hen • Foxy Joxy Plays a Trick • Now I've Got You! • The Royal Toothache • There's a Bug in my Room • Where is My Mother? • Zoe Gets Sick
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Assessment

- The student can read a story accurately.
- After reading a story, the student can place story events in their correct order.



Unit 9: Mathematics

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
	<ul style="list-style-type: none"> Recognise and produce sounds for familiar and common words and spell them. Punctuate a sentence accurately. 	<ul style="list-style-type: none"> Practise the language of other subjects, so that you will be able to use it in those subject lessons.
Vocabulary: <ul style="list-style-type: none"> Numbers: From 1 to 100, hundreds, and thousands. Addition, subtraction, multiplication, division. 		

Learning Resources

- ABRA activities: [Auditory Segmenting](#), [Auditory Blending](#), [Students' Stories](#), [Reading Practice](#), [Spelling Sentences](#).
- ABRA extension activities: [Word Search: Math](#).
- ABRA stories: [The Three Billy Goat Gruff](#), [Counting Cuddly Koalas](#), [The Wiener Dog Magnet](#).
- READS stories: [Counting](#), [Hide and Seek](#), [How Many?](#), [One Big Cake](#), [Maths at the Mela](#), [More or Less? Need to Guess!](#), [One, Three, Five, HELP](#), [Teaching Pa](#), [This is How You Count Eggs](#).

LTK+ Connections

Unit 9: Mathematics (25 Periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2 Phonological & Phonemic Awareness <i>(Segmenting, blending, phoneme awareness, word awareness, vocabulary knowledge)</i> Fluency	Auditory Segmenting <ul style="list-style-type: none"> Level 4: 4-sound words. Level 5: Harder 4-sound words. <i>Given a phonemic breakdown, the student will identify a word, i.e., /c/ /a/ /t/ = "cat".</i> Auditory Blending	Students' Stories Counting Cuddly Koalas <i>Students can choose amongst 15 stories written by pupils and narrated in three distinct English accents: Canadian, Australian, and Kenyan. This can be used as a further</i>		Spelling Sentences <ul style="list-style-type: none"> Level 4: 5-word sentences. <i>The students will use keyboarding skills to spell words to make a sentence.</i> 	<i>The Three Billy Goat Gruff</i> <i>Counting Cuddly Koalas</i>



<p>Writing (Typing)</p>	<ul style="list-style-type: none"> • Level 6: 5-sound words. • Level 7: Harder 5-sound words. Given a phonemic breakdown, the student will identify a word, i.e., /c/ /a/ /t/ = «cat». 	<p><i>opportunity to practice fluency skills and expression in varying contexts.</i> Learners can read the book aloud or use audio button to engage in audio-assisted reading.</p>			
<p>Weeks 3-4</p> <p>Phonological & Phonemic Awareness (Segmenting, blending, phoneme awareness, word awareness, vocabulary knowledge)</p> <p>Fluency</p> <p>Writing (Typing)</p>	<p>Auditory Segmenting</p> <ul style="list-style-type: none"> • Level 6: 5-sound words. • Level 7: Harder 5-sound words. Given a phonemic breakdown, the student will identify a word, i.e., /c/ /a/ /t/ = "cat". <p>Auditory Blending</p> <ul style="list-style-type: none"> • Level 6: 5-sound words. • Level 7: Harder 5-sound words. Given a phonemic breakdown, the student will identify a word, i.e., /c/ /a/ /t/ = «cat». 	<p>Reading Practice <i>This activity allows children to practice reading different stories. Children can work alone, in pairs, or in small groups.</i></p>		<p>Spelling Sentences</p> <ul style="list-style-type: none"> • Level 4: 5-word sentences. The students will use keyboarding skills to spell words to make a sentence. 	<p><i>The Three Billy Goat Gruff</i></p> <p><i>The Wiener Dog Magnet</i></p>

Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Pre-Alphabetics (Letter recognition)</p>	<p>Provide learners with the Word Search:</p>		<p>The READS story Posto, Please Clean</p>	<p>Read the How Many? to the class.</p>	<p>Below are additional stories that relate to</p>



<p>Comprehension</p> <p>Vocabulary</p> <p>Writing</p>	<p>Math worksheet. You can extend this activity by also asking learners to:</p> <ul style="list-style-type: none"> • Read each word aloud. • Define each word. • Solve an equation with each word. 		<p>Your Desk! contains some addition equations. Read this story to you class while either projecting it on the board or hold up a large copy so all children can see. Try to cover the answer to the equation and ask learners to solve it before continuing on. If you have a clean-up activity during this class, or ask learners to clean their desks before leaving for the day, ask them to count how many of each item they put away. How many was that in total?</p> <p>The READS story This is How You Count Eggs explains how children add objects using groups of tens. Before reading this story to the class, present with them with a group of 12-29 objects (ex: pencils) and ask them to count them. Take</p>	<p>Ask each child to write down the answer to the question on each page. They can use the illustration to help them check their answer. Help them solve the equation before moving on to the next page.</p>	<p>this theme. You can them as additional reading practice, extend another activity detailed in this unit, or use for vocabulary words.</p> <p>ABRA</p> <ul style="list-style-type: none"> • Counting to Ten <p>READS:</p> <ul style="list-style-type: none"> • Counting • Hide and Seek • One Big Cake • Maths at the Mela • More or Less? • Need to Guess! • One, Three, Five, HELP • Teaching Pa
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			<p>note if they count them individually or by tens. Read <i>This is How You Count Eggs</i> to the class. Ask them to recount the objects using this method.</p> <p><i>Note: If your learners have an LTK+ account, they can practice this skill using ELM's Place Value Activities. Learn more about ELM.</i></p>		
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Assessment

- As they are reading a story, students can identify the numbers in the story. Guided by the teachers, students can practice addition, subtraction, multiplication, division.
- Students can access ELM for more practice.

Unit 10: Talking about the Event in the Past and Future

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Recognise the use of the past simple tense and near future. • Identify words for leisure activities, subjects, and daily routines. 	<ul style="list-style-type: none"> • Recognise and produce sounds for familiar and common words and spell them. • Punctuate a sentence accurately. • In both speech and writing describe events in the past and future. • Read a simple story in the past and show an understanding of the time sequence visually or in writing. 	<ul style="list-style-type: none"> • Treat your classmates with respect. Listen to them and respond if you can. • Be clear in the way you pronounce words. • When you write something, look at it again and correct your grammar.



	<ul style="list-style-type: none"> • Listen to a short text about future plans. Follow a story in the past read aloud and show an understanding of the time sequence visually or in writing. • Orally predict the story. • Read the story text aloud. • Retell the story with support. • Write a short text about past and future activities 	
Vocabulary: <ul style="list-style-type: none"> • Leisure activities: Play football, visit, etc. • Subjects: Maths, science, social studies, etc. • Daily routines: Get up, get dressed, have breakfast, brush my teeth, etc. 		

Learning Resources

- ABRA activities: Students' Stories, Prediction, Summarizing, Sequencing.
- ABRA extension activities: [Inferencing / Comprehension Monitoring \(Rain\)](#), [Writing Exercise: The Little Red Hen](#).
- ABRA stories: [The Little Red Hen](#), [Waterfall](#), [Lea's Birthday Party](#).
- READS stories: [The Laddoo Code](#), [It's All the Cat's Fault](#), [Today I Am](#), [Bath time for Chunnu and Munnu](#), [Breakfast](#), [Children like to play](#), [Joy goes to school](#), [Ma! Hurry Up!!](#), [Nin Wants to Get Dressed](#).

LTK+ Connections

Unit 10: Talking about the Event in the Past and Future (26 Periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2 Comprehension <i>(Prediction, Summarizing)</i>			Prediction <i>Based on information from the story, the students will predict future events. They should also be asked to justify their responses.</i> Summarizing		<i>The Little Red Hen</i>



			<i>The students will answer story-related questions to help them summarize the story.</i>		
Weeks 3-4		Students' Stories Lea's Birthday Party <i>Students can choose amongst 15 stories written by pupils and narrated in three distinct English accents: Canadian, Australian, and Kenyan. This can be used as a further opportunity to practice fluency skills and expression in varying contexts. Learners can read the book aloud or use audio button to engage in audio-assisted reading.</i>	Prediction <i>Based on information from the story, the students will predict future events. They should also be asked to justify their responses.</i> Sequencing <ul style="list-style-type: none"> Level 2: 5 story events are displayed in random order. <i>After reading a story, the student will place story events in their correct order.</i> 		<i>Waterfall</i> <i>Lea's Birthday Party</i>

Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
Comprehension Writing			Give learners the Inferencing / Comprehension Monitoring (Rain) worksheet. They should visually represent their	Have learners reread the story The Little Red Hen in pairs. Then provide them with the Writing Exercise: The Little Red Hen worksheet	Below are additional stories that relate to this unit's theme and vocabulary words. You can them as additional reading practice, extend



			<p>understanding of a sequence of events.</p> <p>Read the story The Laddoo Code to the class, stopping periodically to ask them comprehension questions. For example:</p> <ul style="list-style-type: none"> • P1: What do you think this story will be about? • P. 4: What has happened in the story so far? • P. 7: What do you think will happen next? • P. 10: What would you do in this situation? • P. 13: What do you think is happening with the note? • P.14 Can you retell the story in your own words? <p>Have learners read the story It's All the Cat's Fault. Then ask them to retell the story in their own words, paying</p>	<p>to complete individually.</p> <p>Have learners read the story It's All the Cat's Fault. Then ask if they really think it's the cat's fault or not. They write a sentence and draw a picture about who they think is at fault.</p> <p>Have learners reread the story Today I Am in pairs. Then have them write a short text about their future profession and at least one activity they think they'll do in this job.</p>	<p>another activity detailed in this unit or use for vocabulary words.</p> <ul style="list-style-type: none"> • Bath time for Chunnu and Munnu • Breakfast • Children like to play: • Joy goes to school • Ma! Hurry Up!! • Nin Wants to Get Dressed
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			special attention to the order of events.		
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Assessment

- The students can answer story-related questions to help them summarize the story.
- As they are reading a story, students can identify on each page the incorrect word, meaning the one that does not make sense.



PRIMARY THREE

At the end of P3, the learner should be able to:

- Listen carefully and identify the main points from a short-spoken message made up of familiar English words and expressions,
- Interpreting gestures, and other signals and cues,
- Ask and answer simple questions and talk about their interests with others,
- Encourage others to contribute and acknowledge that they have the right to hold a different opinion,
- Read a variety of familiar and some unfamiliar words and simple sentences independently. Interpret the main points from short written texts and respond to simply written questions,
- Choose their books of interest and explain what they like about them,
- Compose short sentences in response to simple questions using expressions already learned to give a clear message,
- Communicate simple English sentences using additional vocabulary, language structures, and conventions of prints already learned.

Unit 1: Places in the Community

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Recognise the use of the present simple tense, prepositions of place and related question forms. • Identify words for directions, and community buildings. 	<ul style="list-style-type: none"> • Identify community buildings in the locality where they live, paying attention to grammar, vocabulary and pronunciation. • Listen to and follow directions to places in the classroom and the school and respond appropriately. • Write a short text describing the position of community buildings on a map paying attention to prepositions. 	<ul style="list-style-type: none"> • Request parents to listen to you when you speak English. • Practise repeating new sentence patterns at home.
Vocabulary: <ul style="list-style-type: none"> • Directions: Go, turn, right, left, straight ahead, etc. • Community buildings: Post office, bakers, bank, hair salon, food shop, etc. 		

Learning Resources

- ABRA activities: [Same Word](#), [Word Counting](#), [Word Matching](#), [Syllable Counting](#), [Tracking](#), [Vocabulary \(ESL\)](#).
- ABRA stories: : [I Can Move Like A...](#) , [My Town](#).



- READS stories: [Going Home](#), [Keeper and His Special Nursery](#); [My First Day at the Market](#); [Growfield Farm](#); [Man Who Built a House](#); [My Home](#); [Tree House](#); [My Trip to the Zoo](#); [Gana and Norman Go Away to a New Village](#).

LTK+ Connections

Unit 1: Places in the Community (25 Periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
<p>Weeks 1-2</p> <p>Phonics (Word awareness)</p> <p>Vocabulary</p>	<p>Same Word</p> <ul style="list-style-type: none"> • Level 1: First letter is different (e.g. cat and rat). • Level 2: Last letter is different (e.g. bad and bat). • Level 3: Medial letter is different (e.g. fan and fin). <p><i>Learners will be able to distinguish between words that are the same or different.</i></p> <p>Word Counting</p> <ul style="list-style-type: none"> • Level 1: 2, 3, and 4 word sentences (40%, 40%, and 20%) • Level 2: 2, 3, 4, and 5 word sentences (20%, 30%, 30%, and 20%) <p><i>Learners will be able to count the words in a sentence and feed the yeti (friendly animal)</i></p>		<p>Vocabulary (ESL)</p> <p><i>Learners will be able to match a given word with its corresponding picture then use the word appropriately in a given sentence.</i></p>		<p><i>I Can Move Like A...</i></p>



	<i>the corresponding number of snowballs.</i>				
<p>Weeks 3-4</p> <p>Phonological and Phonemic Awareness (Syllable awareness)</p> <p>Phonics (Word awareness, letter sounds, isolating phonemes)</p> <p>Fluency</p>	<p>Word Matching</p> <ul style="list-style-type: none"> Level 1: Same beginning sounds. Learners can work in pairs to match words. If they get a pair correct, they continue. If they get it incorrect, they hand over control of the mouse to another learner <p>Syllable Counting</p> <ul style="list-style-type: none"> Activity presents 1 to 4 syllable words only. Learners will be able to count the number of syllables in a word and feed the yeti (friendly animal) the corresponding number of popsicles. 	<p>Tracking</p> <p>Read aloud the ABRA story with the whole class.</p>			<p><i>My Town</i></p>

Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Alphabetics</p> <p>Comprehension</p> <p>Writing</p> <p>Reading</p>	<p>As learners go home, they can identify things in their environment that have similar beginning sounds and write down at least two pairs of things to share with</p>	<p>Read aloud to friends and siblings at home and around the community.</p>	<p>When children go home, they are directed to tell their parents, in English, the 5 best things about their town.</p> <p>Read the story Going Home to the</p>	<p>Divide the class into groups. Each group is given a well-known community building or landmark (library, popular store, statue). The group describes how to get there from</p>	<p>Read with or for the learners stories that relate to the unit, whenever they come across words related to places within the community, pause and ask questions,</p>



	the rest of the class. An example would be (road and river).		class. Ask them to summarize some of the people and places the main character sees as she walks home. Then, they should name 5 things they usually see on their way to and from school	school, and they draw a picture or map. Once all teams are done, the teacher collects the sheets and binds it into a book.	explain whenever need arises. READS <ul style="list-style-type: none"> • Gana and Norman Go Away to a New Village • Growfield Farm • Keeper and His Special Nursery • Man Who Built a House • My First Day at the Market • My Home • My Trip to the Zoo • Tree House
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Assessment

- Students are given open-ended questions about the story that they can then discuss with one another.
- Students can hear the sounds made by certain single and clustered letters.
- Given the pronunciation of a letter sound, the student can identify and find its associated letter.
- The computer reads a text using different expressions. The student can decide if the passage was read appropriately.
- The student can then read the same text practicing the correct use of the expression.
- With open-ended questions about the story students can discuss with one another.
- The students can use keyboarding skills to spell words to make a sentence.

Unit 2: People and Jobs in Community

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Identify the use of the present simple tense and language for wishing. 	<ul style="list-style-type: none"> • Identify a range of jobs and describe simply what the job involves. 	<ul style="list-style-type: none"> • Appreciate the importance of planned text.



<ul style="list-style-type: none"> State words for jobs and activities. 	<ul style="list-style-type: none"> Say what job they would like to do in the future. Listen to people talk about jobs and show understanding in speech and writing. Read a short text about jobs and show understanding using visuals or in writing. Write a short text describing the jobs done by people in the community or by family members. Pay attention to the present simple tense. Write a short text saying what job they would like to do in the future, paying attention to want to. 	<ul style="list-style-type: none"> Practise using a dictionary.
Vocabulary: <ul style="list-style-type: none"> Jobs: Taxi driver, doctor, farmer, teacher, etc. Activities: Teach, drive, attend to, etc. 		

Learning Resources

- ABRA activities: Rhyme Matching, Word Changing, Word Families, Blending Train, Auditory Blending, High Frequency Words.
- ABRA stories: [Feelings](#), [Waterfall](#).
- READS stories: [Man Who Built a House](#); [Tiliot Goes to the Dentist and Other Stories](#); [Teacher Akinyi](#); [My Teacher](#); [Keeper and his Special Nursery](#); [My First Day at the Market](#).

LTK+ Connections

Unit 2: People and Jobs in Community (26 periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2 Phonological awareness <i>(Rhyme awareness)</i> Writing <i>(Typing)</i>	Rhyme Matching Learners have the choice of playing with 12 cards (6 pairs), and 16 cards (8 pairs). <i>Learners will be able to identify words that rhyme.</i>			Spelling Words <ul style="list-style-type: none"> Level 1: 2-sound (phoneme) words. Level 2: harder 2-sound (phoneme) words. The students will spell regular and	<i>Feelings</i>



				irregular words using the keyboard.	
<p>Weeks 3-4</p> <p>Phonics (Letter sounds, onset-rime segmentation, isolating phonemes, deleting phonemes, substituting phonemes, word awareness)</p> <p>Comprehension (Story elements)</p> <p>Writing (Typing)</p>	<p>Word Changing</p> <ul style="list-style-type: none"> Level 2: CVC words. All letters are manipulated. Level 3: CVC words with long vowel sounds. Only the first letter is manipulated. Level 4: CVC words with long vowel sounds. All letters are manipulated. <p>Learners must change individual letters in a word to form a new word.</p>		<p>Story Elements</p> <p>The students must answer questions about events that took place in a story.</p>	<p>Spelling Words</p> <ul style="list-style-type: none"> Level 3: 3-sound words. Level 4: harder 3-sound words. <p>The students will spell regular and irregular words using the keyboard.</p>	<p><i>Waterfall</i></p>

Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Phonological awareness (Rhyme awareness)</p> <p>Comprehension</p> <p>Writing</p>	<p>Learners to identify different words in their home environment that rhyme, for example (milk/silk).</p> <p>They can also identify different jobs/occupations that rhyme, for example</p>		<p>Read the story Keeper and his Special Nursery with your class. Then ask the following questions:</p> <ul style="list-style-type: none"> What jobs do people in this story have? What are some things they do for their job? 	<p>Provide learners with a list of vocabulary words of different occupations within the community. Learners practice spelling these words.</p>	<p>Below are additional stories that relate to this theme. You can then use them as additional reading practice, extend another activity detailed in this unit, or use for vocabulary words.</p> <p>READS:</p> <ul style="list-style-type: none"> Man Who Built a House;



	tutor/doctor, banker/hawker.		<ul style="list-style-type: none"> • Would you want a job like this? Why or why not? <p>You can also create some take home worksheets with questions based on stories they have read about different occupations.</p>		<ul style="list-style-type: none"> • My First Day at the Market • My Teacher • Teacher Akinyi • Tiliot Goes to the Dentist and Other Stories
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Assessment

- The student can identify words that rhyme.
- The student can change individual letters in a word to form a new word.
- The computer reads a text using different expressions. The student can decide if the passage was read appropriately.
- The student can then read the same text practicing the correct use of the expression.
- The students can answer questions about events that took place in a story.
- The students can use keyboarding skills to spell words to make a sentence
- After listening to the computer read a passage, the student can read the same page accurately.

Unit 3: Time

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Identify the use of questions about time in the present simple tense. • State words for the times of the day, days, months, years. 	<ul style="list-style-type: none"> • Describe daily routines, paying attention to questions with when. • Listen to people talking about clock time and dates. Show understanding in speech or writing. • Listen to and understand a text about time and days of the week. Show understanding in speech or writing. • Read a short text about a daily routine and show understanding using visuals or in writing. 	<ul style="list-style-type: none"> • Enjoy yourself in English class. The more fun you have, the easier it is to learn English. • Be eager to learn new words and write them down.



	<ul style="list-style-type: none"> Write a short text describing the daily routine of people in the community or family members, paying attention to the present simple tense. 	
Vocabulary: <ul style="list-style-type: none"> Times of day, days, months, years. Numbers: 1-100 Ordinal numbers: - 1-50. 		

Learning Resources

- ABRA activities: [Auditory Segmenting](#), [Basic Decoding](#), [Accuracy](#), [Speed](#).
- ABRA extension activities: [Reading Together](#), [Acrostic Poem: The Brave Monkey Pirate](#).
- ABRA stories: [Waterfall](#), [How a Bean Sprouts](#), [The Brave Monkey Pirate](#).
- READS stories: [Playtime](#), [Rhyme Time](#), [The Magic Time Machine](#), [Bath Time for Chunnu and Munnu](#), [The Day of an African Woman](#).

LTK+ Connections

Unit 3: Time (25 periods)					
Literacy Subskills	Alphabetic	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2 Phonological & Phonemic Awareness <i>(Segmenting, blending, phoneme awareness, word awareness)</i> Phonics <i>(Letter sounds, short and long vowel patterns, blending, word awareness, vocabulary)</i> Accuracy	Auditory Segmenting <ul style="list-style-type: none"> Level 3: 3-phoneme words with short vowel sounds. <i>Learners can do this activity in pairs and take turns (one word per turn) listening to a word then finding the spaceship that has the breakdown of the given word.</i> Basic Decoding <ul style="list-style-type: none"> Level 2: 3-phoneme words 	Accuracy <i>After listening to the computer read a passage, the learner must read the same page accurately.</i>			Waterfall



	<p>with short vowel sounds.</p> <ul style="list-style-type: none"> • Level 3: 3-phoneme words with clusters, short, long, and r-controlled vowel sounds. <p><i>Given the visual representation of a word, learners must say the sounds of the letters then blend them together to read the word. They must then find the picture to match the word read.</i></p>				
<p>Weeks 3-4</p> <p>Phonological & Phonemic Awareness <i>(Segmenting, blending, phoneme awareness, word awareness)</i></p> <p>Phonics <i>(Letter sounds, short and long vowel patterns, blending, word awareness, vocabulary)</i></p> <p>Speed</p>	<p>Auditory Segmenting</p> <ul style="list-style-type: none"> • Level 4: 3-phoneme words with clusters, short, long, and r-controlled vowel sounds. <p><i>Learners can do this activity in pairs and take turns (one word per turn) listening to a word then finding the spaceship that has the breakdown of the given word.</i></p> <p>Basic Decoding</p> <ul style="list-style-type: none"> • Level 4: 4-phoneme words with blends mainly at the beginning, 	<p>Speed</p> <p><i>This game is best played after learners are familiar with a story or are comfortable with reading or sounding out words. The game can be done with one to four players. Each learner chooses a character and names it. The computer selects who will read and monitors the person's reading rate. If a learner needs help, s/he can click on the word but</i></p>			<p><i>How a Bean Sprouts</i></p>



	<p>short, long, and r-controlled vowel sounds.</p> <ul style="list-style-type: none"> • Level 5: 4-phoneme words with blends mainly at the end, short, long, and r-controlled vowel sounds. <p><i>Given the visual representation of a word, learners must say the sounds of the letters then blend them together to read the word. They must then find the picture to match the word read.</i></p>	<p><i>this slows down her/his reading speed. However, the speed would not be too negatively impacted if the learner reads most of the text at the appropriate reading speed.</i></p>			
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Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Alphabetics (<i>Word awareness</i>)</p> <p>Fluency</p> <p>Writing</p>	<p>The learners can cut out all the words in an old newspaper that they can read, glue or tape them onto a piece of paper, bring them to school and practice reading them together with other learners.</p>	<p>The learners can take a story book home, ask an older friend or sibling to listen to them read accurately, correct them whenever necessary. They can then fill out the Reading Together worksheet with help from their sibling or friend.</p>		<p>Have learners read The Brave Monkey Pirate in pairs. Then, ask them to complete the Acrostic Poem worksheet that goes with this story.</p>	<p>Below are additional stories that relate to this theme. You can use them as additional reading practice, extend another activity detailed in this unit, or use for vocabulary words.</p> <p>READS</p> <ul style="list-style-type: none"> • Bath Time for Chunnu and Munnu • Playtime



					<ul style="list-style-type: none"> • Rhyme Time • The Day of an African Woman • The Magic Time Machine
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Assessment

- The student can count the words in a sentence.
- The student can count the number of syllables in a word
- While reading the story, the student can read with one-to-one correspondence and without skipping words.

Unit 4: Events in Past and Future

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Recognise the use of past simple, adverbs, connectors of time and future tense. • Identify words for trips and leisure activities. 	<ul style="list-style-type: none"> • Read a simple story and show an understanding of the time sequence. • Follow a story read aloud and show an understanding of the time sequence. • Retell the story orally. • Report events from the past orally and in writing. • Recount a trip, paying attention to the past simple tense and connectors and adverbs of time. • Listen to a text about past events or about future activities. Show understanding in speech or writing. • Read a short text about past events or future activities. Show understanding using visuals or in writing. • Write a short text describing future plans. 	<ul style="list-style-type: none"> • Practise English in pairs for mutual help. • Listen carefully to your partner and respond.
Vocabulary: <ul style="list-style-type: none"> • Trips: Go, visit, stay, come back, etc. 		



- **Leisure activities:** Swim, visit, play, etc.

Learning Resources

- ABRA activities: [Basic Decoding](#), [Auditory Segmenting](#), [Sequencing](#), [Spelling Sentences](#).
- ABRA extension activities: [Image flashcards](#), [Inferencing / Comprehension Monitoring \(Giraffe\)](#), [Sentence Starter: Sports](#).
- ABRA stories: [The Little Red Hen](#); [The Three Billy Goats Gruff](#); [How a Bean Sprouts](#).
- READS stories: [Playtime](#); [The Day of an African Woman](#).

LTK+ Connections

Unit 4: Events in Past and Future (25 periods)

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
<p>Weeks 1-2</p> <p>Phonics (Letter sounds, short and long vowel patterns, blending, word awareness, vocabulary)</p> <p>Comprehension (Sequencing)</p> <p>Writing (Typing)</p>	<p>Basic Decoding</p> <ul style="list-style-type: none"> • Level 6: 5-phoneme words with blends at the beginning and end, short, long, and r-controlled vowel sounds. • Level 7: 5-phoneme challenge words. <p><i>Given the visual representation of a word, learners must say the sounds of the letters then blend them together to read the word. They must then find the picture to match the word read.</i></p>		<p>Sequencing</p> <ul style="list-style-type: none"> • Level 1: 3 story events (summary of story pages), displayed in random order. <p><i>After reading a story, the learners will place story events in their correct order.</i></p>	<p>Spelling Sentences</p> <ul style="list-style-type: none"> • Level 1: 2-word sentences. • Level 2: 3-word sentences. <p><i>The students will use keyboarding skills to spell words to make a sentence.</i></p>	<p><i>The Little Red Hen</i></p> <p><i>The Three Billy Goats Gruff</i></p> <p><i>How a Bean Sprouts</i></p>



<p>Weeks 3-4</p> <p>Phonological & Phonemic Awareness <i>(Segmenting, blending, phoneme awareness, word awareness)</i></p> <p>Comprehension <i>(Sequencing)</i></p>	<p>Auditory Segmenting</p> <ul style="list-style-type: none"> Level 5: 4-phoneme words with blends mainly at the beginning, short, long, and r-controlled vowel sounds. Level 6: 4-phoneme words with blends mainly at the end, short, long, and r-controlled vowel sounds. <p><i>Learners can do this activity in pairs and take turns (one word per turn) listening to a word then finding the spaceship that has the breakdown of the given word.</i></p>		<p>Sequencing</p> <ul style="list-style-type: none"> Level 2: 5 story events (summary of story pages), displayed in random order. <p><i>After reading a story, the learners will place story events in their correct order.</i></p>		<p><i>The Three Billy Goats Gruff</i></p> <p><i>How a Bean Sprouts</i></p>
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Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Alphabetics</p> <p>Comprehension</p> <p>Writing</p>	<p>Place a small number of image cards in front of children. Tell them you are going to say a word using "Snail Talk" a slow way of saying words (e.g.,</p>		<p>Give learners picture cut outs based on a story read in class, they arrange the pictures in sequence as the events occurred in the story.</p>	<p>Encourage learners practice spelling words they see on posters and billboards as they go home or head to school, share these</p>	<p>Below are additional stories that relate to this theme. You can them as additional reading practice, extend another activity detailed in</p>



	/fffflllaaaag/). They have to look at the pictures and guess the word you are saying. It is important to have the children guess the answer in their head so that everyone gets an opportunity to try it. Alternate between having one child identify the word and having all children say the word aloud in chorus to keep children engaged.		They can then stick the pictures in order to make a story. Give learners the Inferencing / Comprehension Monitoring (Giraffe) worksheet. They should visually represent their understanding of a sequence of events.	words with the other learners in class. Provide learners with the Sentence Starter: Sports worksheet.	this unit, or use for vocabulary words. <ul style="list-style-type: none"> • The Day of an African Woman • Playtime
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Assessment

- The student can create different words from the same word family.
- Students can distinguish between words that are the same or different.
- The computer reads a text using different expressions, the student can decide if the passage was read appropriately.
- The student can then read the same text practicing the correct use of the expression.

Unit 5: Domestic Animals

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Recognise the use of questions with quantity and countable nouns. • Recall words for domestic animals. • Name animal products. 	<ul style="list-style-type: none"> • Say which animals they have at home or see in the neighbourhood, paying attention to question forms. • Identify the uses and products of domestic animals. 	<ul style="list-style-type: none"> • Appreciate the importance of respecting time given while participating in group discussions. • Agree a spokesperson who will report the work of the group to the whole class.



	<ul style="list-style-type: none"> Listen to and understand a text about animals and their uses and products. Read a short text about animals, their uses and products. Show understanding using visuals or in writing. Write a short text describing animals and their uses and products. 	
Vocabulary: <ul style="list-style-type: none"> Domestic animals: Cow, cat, rabbit, rat, chicken, etc. Animal products: Milk, meat, eggs, etc. 		

Learning Resources

- ABRA activities: Auditory Blending, Expression, Story Elements, Spelling Sentences, Word Changing, Vocabulary (ESL).
- ABRA extension activities: [Image flashcards](#).
- ABRA stories: [The Little Red Hen](#), [The Dove and the Ant](#).
- READS stories: [Diary the Dairy Cow](#), [Goat and the Hyena's Knife](#), [Goat, Dog and Cow](#), [Goat, the False King](#), [Jojo and Cow](#), [Lekishon and the Cows](#), [Moo Moo Brown Cow](#), [Have you any Milk?](#), [My Cat Koko](#), [Selemeng's Cats](#), [Why Dog and Cat are Enemies](#).

LTK+ Connections

Unit 5: Domestic Animals (25 periods)					
Literacy subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2 Phonemic Awareness <i>(Blending, phoneme awareness, word awareness, vocabulary knowledge)</i> Expression	Auditory Blending <ul style="list-style-type: none"> Level 1: 2-sound (phoneme) words. Level 2: 3-sound (phoneme) words. <i>Given a phonemic breakdown, the student will identify a</i>	Expression <i>The computer reads a text using different expressions and the student must decide if the passage was read appropriately. The student must then read the same text practicing correct use of expression.</i>	Story Elements <i>Students must select the answer to six questions about the story. Because there are audio prompts to assist, this activity can be done by all students once they are familiar with the story.</i>	Spelling Sentences <ul style="list-style-type: none"> Level 3: 4-word sentences. Level 4: 5-word sentences. <i>This activity is directly related to the stories so have the learners read a story then spell</i>	<i>The Little Red Hen</i>



<p>Comprehension (Story Elements)</p> <p>Writing (Typing)</p>	<p>word, i.e., /c/ /a/ /t/ = «cat».</p>			<p>words related to that story. The students will use keyboarding skills to spell words to make a sentence.</p>	
<p>Weeks 3-4</p> <p>Phonics (Letter sounds, onset-rime segmentation, isolating phonemes, deleting phonemes, substituting phonemes, word awareness)</p> <p>Vocabulary</p>	<p>Word Changing</p> <ul style="list-style-type: none"> • Level 1: CVC words. Only first letter is manipulated • Level 2: CVC words. All letters are manipulated. • Level 3: CVC words with long vowel sounds. Only the first letter is manipulated. • Level 4: CVC words with long vowel sounds. All letters are manipulated <p><i>Learners must change individual letters in a word to form a new word.</i></p>		<p>Vocabulary ESL <i>The student will be able to match a given word with its corresponding picture then use the word appropriately in a given sentence.</i></p>		<p><i>The Dove and the Ant</i></p>

Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Phonological Awareness (Segmenting)</p>	<p>Hold a picture in your hand so that it cannot be seen by the children and say,</p>	<p>Allow the learners to read in pairs and the partner to tell them if they read with the</p>	<p>Read the story Moo Moo Brown Cow, Have you any Milk?</p>	<p>Learners can write down the names of the domestic</p>	<p>Below are additional stories that relate to this theme. You can them as additional</p>



<p>Fluency</p> <p>Comprehension</p> <p>Writing</p>	<p>for example, <i>In my hand is a /m-oo-n/</i>. What do I have in my hand? Whoever says <i>moon</i> gets the picture. You can create your own cards, or use these image cards.</p>	<p>correct expression. They take turns in reading.</p>	<p>with the class. Then ask the following comprehension questions:</p> <ul style="list-style-type: none"> • What products come from cows? • What do cows eat? • How do you think Raju's friends will react when he explains where milk comes from? <p>Students can be given worksheets on comprehension questions based on domestic animals. Select a story in READS and create a worksheet to go with it.</p>	<p>animals and their respective products.</p>	<p>reading practice, extend another activity detailed in this unit, or use for vocabulary words.</p> <p>ABRA</p> <ul style="list-style-type: none"> • The Three Billy Goats Gruff <p>READS:</p> <ul style="list-style-type: none"> • Diary the Dairy Cow • Goat and the Hyena's Knife • Goat, Dog and Cow • Goat, the False King • Jojo and Cow • Lekishon and the Cows • Moo Moo Brown Cow, Have you any Milk? • My Cat Koko • Selemeng's Cats • Why Dog and Cat are Enemies
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Assessment

- Given a phonemic breakdown, the student can identify a word.
- Students can read passage with good expression and accuracy.
- Identify all elements in a story.



Unit 6: The Body and the Health

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> Recognise the use of question forms with infinitives. Identify words for movements and parts of the body. 	<ul style="list-style-type: none"> Identify parts of the body, paying attention to questions with what, and how many. Describe simple ways of taking care of oneself, paying attention to the infinitive, to. Listen to and understand a text about taking care of oneself. Show understanding in speech or writing. Read a short text about the parts of the body. Show understanding using visuals or in writing. Write a short text describing how to take care of oneself. 	<ul style="list-style-type: none"> Keep your hands clean. Wash them before and after handshakes. Use new words in speech and writing. It will help you learn them.
Vocabulary: <ul style="list-style-type: none"> Movements: Bend, nod, clap, etc. Parts of the body: Head, leg, foot, arm, etc. 		

Learning Resources

- ABRA activities: Auditory Blending, Vocabulary, Spelling Sentences, Blending Train, Expression, Comprehension Monitoring, Spelling Words.
- ABRA stories: [I can Move Like a ...](#); [Feelings](#), [The Little Red Hen](#); [The Dove and the Ant](#) .
- READS stories: [My Red T-Shirt](#), [Anaya's Thumb](#), [Bath time for Chunnu and Munnu](#), [Body](#), [Hair](#), [Listen to My Body](#), [Mary and the Washed Chickens](#), [My Body](#), [The Very Wiggly Tooth](#), [Timmy and Pepe](#), [What Type of Teeth?](#)

LTK+ Connections

Unit 6: The Body and the Health (25 periods)					
Literacy subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2	Auditory Blending		Vocabulary	Spelling Sentences	<i>I can Move Like a ...</i>
Phonemic Awareness	<ul style="list-style-type: none"> Level 3: Harder 3-sound words. 		<i>Given the definition of a word, the student must</i>	<ul style="list-style-type: none"> Level 3: 4-word sentences. 	<i>Feelings</i>



<p><i>(Blending, phoneme awareness, word awareness, vocabulary knowledge)</i></p> <p>Vocabulary</p> <p>Writing <i>(Typing)</i></p>	<ul style="list-style-type: none"> • Level 4: 4-sound words. <i>Given a phonemic breakdown, the student will identify a word, i.e., /c/ /a/ /t/ = «cat».</i> 		<p><i>determine which of two sentences uses the word appropriately.</i></p>	<ul style="list-style-type: none"> • Level 4: 5-word sentences. <i>The students will use keyboarding skills to spell words to make a sentence.</i> 	<p><i>The Little Red Hen</i></p>
<p>Weeks 3-4</p> <p>Phonemic Awareness <i>(Blending, phoneme awareness)</i></p> <p>Expression</p> <p>Comprehension <i>(Comprehension Monitoring)</i></p> <p>Writing <i>(Typing)</i></p>	<p>Blending Train</p> <ul style="list-style-type: none"> • Level 1: 2-phoneme words with short and long vowel sounds. • Level 2: 2-phoneme words with clusters, short, long, and r-controlled vowel sounds. • Level 3: 3-phoneme words with short vowel sounds. <i>Given the phonemic breakdown of a word, learners will identify the word it makes; e.g., /r/ /o/ /d/ = "rod".</i> Peer monitoring can be encouraged (one student reads the word while the others check for 	<p>Expression</p> <p><i>The computer reads a text using different expressions and the student must decide if the passage was read appropriately. The student must then read the same text practicing correct use of expression.</i></p>	<p>Comprehension Monitoring</p> <p><i>After reading a story, the learners will identify words that don't make sense (There is one incorrect word on each page.)</i></p>	<p>Spelling Words</p> <ul style="list-style-type: none"> • Level 5: 4-phoneme words with blends mainly at the beginning, short, long, and r-controlled vowel sounds. • Level 6: 4-phoneme words with blends mainly at the end, short, long, and r-controlled vowel sounds. <i>The students will spell regular and irregular words using the keyboard.</i> 	<p><i>The Dove and the Ant</i></p>



	accuracy and give feedback).				
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Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
<p>Phonological & Phonemic Awareness (Phoneme awareness, blending, segmenting, word awareness)</p> <p>Fluency</p> <p>Comprehension</p> <p>Writing</p>	<p>Sing the following to the tune of "If You're Happy and You Know It, Clap Your Hands":</p> <p><i>If you think you know this word, shout it out!</i> <i>If you think you know this word, shout it out!</i> <i>If you think you know this word, shout it out!</i> <i>If you think you know this word, shout it out!</i></p> <p>After singing, the teacher says a segmented word such as /k/ /a/ /t/ and students provide the blended word "cat."</p>	<p>Divide your class into similar-ability groups of 4-5 learners. Give the group a story appropriate for their reading level (suggested books at the end of this row). As a group, the team chooses how many sentences each student should read. For example, 3 sentences. In addition, allow learners to choose the order of reading. Once the students begin reading, the winner is the student who follows the rules and manages to be the person to read the last sentence.</p>	<p>Find the meaning of different body movements and use the words in a sentence.</p> <p>Read the story My Red T-Shirt to the class. Then ask the class the following questions:</p> <ul style="list-style-type: none"> • What activities does the mother do to help Aman look presentable and stay healthy? • What would happen if Aman's mother stopped washing the shirt? • What do you think about Aman's plan for his shirt? 	<p>Provide learners with spelling words, have them arrange the words in an alphabetic order</p>	<p>Below are additional stories that relate to this theme. You can them as additional reading practice, extend another activity detailed in this unit, or use for vocabulary words.</p> <p>READS:</p> <ul style="list-style-type: none"> • Anaya's Thumb • Bath time for Chunnu and Munnu • Body • Hair • Listen to My Body • Mary and the Washed Chickens • My Body • The Very Wiggly Tooth • Timmy and Pepe • What Type of Teeth?



Assessment

- As they are reading a story, students can identify on each page the incorrect word, meaning the one that does not make sense. This activity is best done after children are familiar with a story so they can tell which word does not make sense in the text.
- Students can identify possible story element.

Unit 7: Clothes

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Identify the use of the present continuous tense and adjectives for describing clothes. • State words for clothes, colours, and temperature. 	<ul style="list-style-type: none"> • Identify clothes and describe them. • Listen to and understand a text about clothes. Show understanding in speech or writing. • Read a short text about clothes and show understanding using visuals or in writing. • Write a short text describing clothes. 	<ul style="list-style-type: none"> • Do not worry about making mistakes in English, everybody does it. • Listen carefully and respond appropriately to the teacher's questions.
Vocabulary: <ul style="list-style-type: none"> • Clothes: Skirt, trousers, blouse, jumper, etc. • Colors: Blue, red, yellow, green, purple. 		

Learning Resources

- ABRA activities: [Blending Train](#), [Tracking](#), [Story Elements](#), [Spelling Words](#), [Basic Decoding](#), [Speed](#), [Vocabulary](#), [Spelling Sentences](#).
- ABRA extension activities: [Draw and Describe](#).
- ABRA stories: [The Little Red Hen](#); [The Dove and the Ant](#).
- READS stories: [My Red T-Shirt](#), [Ms Phone](#), [New Shoes](#), [Nin Wants to Get Dressed](#), [School Clothes](#), [Tell me ...now Colors](#).

LTK+ Connections

Unit 7: Clothes (26 periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2	Blending Train	Tracking	Story Elements	Spelling Words	<i>The Little Red Hen</i>



<p>Phonemic Awareness (Blending, phoneme awareness)</p> <p>Fluency</p> <p>Comprehension (Story elements)</p> <p>Writing (Typing)</p>	<ul style="list-style-type: none"> • Level 4: 3-phoneme words with clusters, short, long, and r-controlled vowel sounds. • Level 5: 4-phoneme words with blends mainly at the beginning, short, long, and r-controlled vowel sounds. • Level 6: 4-phoneme words with blends mainly at the end, short, long, and r-controlled vowel sounds. <p><i>Given the phonemic breakdown of a word, learners will identify the word it makes; e.g., /r/ /o/ /d/ = "rod".</i></p>	<p><i>While reading the story, the student will be able to read with one-to-one correspondence and without skipping words.</i></p> <p><i>Students can take turns to read the story and be in control of the computer (arrow keys for tracking). Remind students that they can click on the words that they don't know (and have the computer read them), but make sure that this feature is not overused.</i></p>	<p><i>The students must answer questions about events that took place in a story. They are given multiple-choice questions and must choose one of three possible answers.</i></p>	<ul style="list-style-type: none"> • Level 7: 5-sound words. • Level 8: harder 5-sound words. <p><i>The students will spell regular and irregular words using the keyboard.</i></p>	
<p>Weeks 3-4</p> <p>Phonics (Letter sounds, short and long vowel patterns, blending, word awareness, vocabulary)</p> <p>Speed</p>	<p>Basic Decoding</p> <ul style="list-style-type: none"> • Level 6: 5-phoneme words with blends at the beginning and end, short, long, and r-controlled vowel sounds. 	<p>Speed</p> <p><i>Using an algorithm of good reading speed, the computer will monitor a student's reading rate. The student will read a given text at an appropriate pace.</i></p>	<p>Vocabulary</p> <p><i>Given the definition of a word, the learner must determine which of two sentences uses the word appropriately.</i></p>	<p>Spelling Sentences</p> <ul style="list-style-type: none"> • Level 4: 3-phoneme words with clusters, short, long, and r-controlled vowel sounds. <p><i>The students will use keyboarding skills to</i></p>	<p><i>The Dove and the Ant</i></p>



Vocabulary Writing <i>(Typing)</i>	<ul style="list-style-type: none"> • Level 7: 5-phoneme challenge words <p><i>Given the visual representation of a word, the learner must say the sounds of its letters, then blend them together to read the word.</i></p>			<i>spell words to make a sentence.</i>	
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Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
Phonological Awareness <i>(Blending, Segmenting, word awareness)</i> Fluency Comprehension Writing	Write or type a list of words (related to the unit's theme) and give them to the children. The children can segment and blend the words together as a group, individually or in pairs. The list also goes home so that parents or guardians can listen to the children while they sound out the words.	Put students in pairs and provide them with one copy of a text (see suggestions at the end of this row). Have a hidden list of words at the ready and call them out, at random, one at a time. Allow time for students to scan the text for the word they hear. The first person in the pair to point correctly at the word in the text gets a point. Make sure you set sound level rules, as well as clear guidance on how the class should	Have learners reread the story My Red T-Shirt . Then they should answer the following questions: <ul style="list-style-type: none"> • Retell the story in your own words. • What is your favourite thing to wear? What color is it? Why is it special to you? 	Provide learners with the Draw and Describe worksheet. Ask them to draw a picture of themselves. In the writing section of the worksheet, they should describe what they're wearing. Pick out a sentence from your coursebook and write it up on the board. Ask students to write 5 questions: two that are answered by the sentence and three that are not answered in the	Below are additional stories that relate to this theme. You can them as additional reading practice, extend another activity detailed in this unit, or use for vocabulary words. <ul style="list-style-type: none"> • Ms Phone • New Shoes • Nin Wants to Get Dressed • School Clothes • Tell me ...now Colors



		be silent ready for the next round.		sentence, but have some connection to the sentence.	
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Assessment

- The student can read a given text at an appropriate pace
- The students can answer questions about events that took place in a story.

Unit 8: Rwanda

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Identify the use of questions in descriptions. • Recognise words for compass points, and basic geographical features. 	<ul style="list-style-type: none"> • Identify where family members live in Rwanda. • Listen to a text about the geography of Rwanda. Show understanding in speech, writing or by labelling a map. • Read a short text about the geography of Rwanda. Show understanding through writing or by labelling a map. • Write a short text describing the basic features of Rwandan geography. • Write a short text saying where family members live in Rwanda. 	<ul style="list-style-type: none"> • Accept the fact that you may encounter difficult words in reading and seek support from the teacher. • Be careful and plan writing assignments.
Vocabulary: <ul style="list-style-type: none"> • North, south, southeast, etc. • Basic geographical features: Lake, river, mountain, village, town, etc. 		

Learning Resources

- ABRA activities: [Auditory Blending](#), [Expression](#), [Comprehension Monitoring](#), [Spelling Words](#), [Auditory Segmenting](#), [Accuracy](#), [Summarizing](#), [Spelling Sentences](#).
- ABRA extension activities: [Word Search: Explore the Environment](#), [Before Reading](#), [During Reading](#), [After Reading](#), [Sentence Starter: Environment](#), [Story Starters: I Can Move Like a...](#) or [Story Starters: When I Open my Eyes](#).
- ABRA stories: [How a Bean Sprouts](#); [The Little Red Hen](#).
- READS stories: [Drought and the River of Blessings](#), [Hero of the Mountain](#), [Nani's Walk to the Park](#), [Nanu's Taxi](#), [The Day of an African Woman](#), [The Treasure Map](#), [Tumi Goes to the Park](#), [Who Drives the Driverless Car?](#)



LTK+ Connections

Unit 8: Rwanda (25 periods)					
Literacy Subskills	Alphabets	Fluency	Comprehension	Writing	ABRA Stories
<p>Weeks 1-2</p> <p>Phonemic Awareness (Blending, phoneme awareness, word awareness, vocabulary knowledge)</p> <p>Expression</p> <p>Comprehension (Comprehension Monitoring)</p> <p>Writing (Typing)</p>	<p>Auditory Blending</p> <ul style="list-style-type: none"> Level 5: Harder 4-sound words. Level 6: 5-sound words. Level 7: Harder 5-sound words. <p>Given a phonemic breakdown, the student will identify a word, i.e., /c/ /a/ /t/ = «cat».</p>	<p>Expression</p> <p>The computer reads a text using different expressions and the student must decide if the passage was read appropriately. The student must then read the same text practicing correct use of expression.</p>	<p>Comprehension Monitoring</p> <p>As they are reading a story, students identify on each page the incorrect word, meaning the one that does not make sense. This activity is best done after children are familiar with a story so they can tell which word does not make sense in the text.</p>	<p>Spelling Words</p> <ul style="list-style-type: none"> Level 7: 5-sound words. Level 8: harder 5-sound words. <p>The students will spell regular and irregular words using the keyboard.</p>	<p><i>How a Bean Sprouts</i></p>
<p>Weeks 3-4</p> <p>Phonemic Awareness (Blending, phoneme awareness, word awareness, vocabulary knowledge)</p> <p>Accuracy</p>	<p>Auditory Segmenting</p> <ul style="list-style-type: none"> Level 7: Harder 5-sound words. <p>Given a phonemic breakdown, the student will identify a word, i.e., /c/ /a/ /t/ = "cat".</p>	<p>Accuracy</p> <p>After listening to the computer read a passage, the student must read the same page accurately.</p>	<p>Summarizing</p> <p>The students will answer story-related questions to help them summarize the story.</p>	<p>Spelling Sentences</p> <ul style="list-style-type: none"> Level 3: 4-word sentences. Level 4: 5- word sentences. <p>The students will use keyboarding skills to spell words to make a sentence.</p>	<p><i>The Little Red Hen</i></p>



Comprehension (Summarizing)					
Writing (Typing)					

Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
Phonemic Awareness Fluency Comprehension Writing	<p>Sing the follow song to the class: <i>Listen to my cheer.</i> <i>Then shout the sounds you hear.</i> <i>Cat! Cat! Cat!</i> <i>Let's take apart the word cat.</i> <i>Give me the beginning sound.</i> (Children respond with /c/.) <i>Give me the middle sound.</i> (Children respond with /a/.) <i>Give me the ending sound.</i> (Children respond with /t/.) <i>That's right!</i> /c/ /a/ /t/-Cat! Cat! Cat!</p> <p>Provide learners with the Word Search: Explore the Environment worksheet. You can extend this activity by also asking learners to:</p>	<p>Select a book related the unit's theme for the whole class to read (suggestions at the end of this row). One student starts reading and can read a maximum of one sentence. As soon as they end their sentence, another student must begin reading. If no-one starts within a second, or more than one person starts reading, the whole group must go back to the beginning. Starting with another student reading the first sentence. You can vary this by getting learners to translate the text as they read the sentence.</p>	<p>Have learners read a book at home with the help of an older sibling or a friend (some book suggestions at the end of this row). They should fill at least one of these worksheets (advanced learners can do all three): Before Reading, During Reading, and After Reading.</p>	<p>Hold a spelling bee contest in class using the unit's vocabulary words.</p> <p>Provide learners with the Sentence Starter: Environment worksheet.</p> <p>Provide learners with either the Story Starters: I Can Move Like a... or Story Starters: When I Open my Eyes worksheet. Ask them to create a story that incorporates basic features of Rwandan geography.</p>	<p>Below are additional stories that relate to this theme. You can them as additional reading practice, extend another activity detailed in this unit, or use for vocabulary words.</p> <ul style="list-style-type: none"> • Drought and the River of Blessings • Hero of the Mountain • Nani's Walk to the Park • Nanu's Taxi • The Day of an African Woman • The Treasure Map • Tumi Goes to the Park • Who Drives the Driverless Car?



	<ul style="list-style-type: none"> • Read each word aloud. • Which of these do they see around their home? 				
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Assessment

- The students can answer story-related questions to help them summarize the story.

Unit 9: Calculation

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Recognise the use of determiners and equals in maths. • Identify words for describing specific actions stated mathematical terms. 	<ul style="list-style-type: none"> • Conduct an oral class survey, record the data using a table, chart, etc. • Represent the data in bar graph. • Interpret the data and write a short text about learners' diet or walk to school. • Present the data orally to the class. • Listen to a short text and show understanding visually or in writing. • Read calculations and number questions and solve them orally and in writing. • Read a short text and show understanding visually or in writing. • Listen to calculations and solve them in writing. • Read numbers aloud and write numbers in figures and words. • Recite ordinal numbers. • Arrange numbers in ascending and descending order in writing. • Write calculations. 	<ul style="list-style-type: none"> • Do not worry about making mistakes in English, everybody does it. • Listen carefully and respond appropriately to the teacher's questions.



Vocabulary:

- **Graphs:** Bar, vertical, horizontal, show, etc.
- **Food:** Fruit, rice, potatoes, beans, cassava, maize.
- Cardinal, ordinal numbers.
- Addition, subtraction, multiplication, division: Times, multiplied by, divided by, plus, subtract /minus.

Learning Resources

- ABRA activities: [Word Counting](#), [Reading Practice](#), [Summarizing](#), [Spelling Words](#), [Syllable Counting](#), [Speed](#), [Student's Stories](#), [Spelling Sentences](#).
- ABRA extension activities: [Jump to the beat](#), [Skim Reading](#), [Exit Slip](#), [Transforming the Sentence](#).
- ABRA stories: [The Three Billy Goats Gruff](#); [Invisible Alligators](#); [How a Bean Sprouts](#).
- READS stories: [How Far is Far?](#)

LTK+ Connections**Unit 9: Calculation (25 periods)**

Literacy Subskills	Alphabetic	Fluency	Comprehension	Writing	ABRA Stories
Weeks 1-2 Phonics (Word awareness) Fluency Comprehension (Summarizing) Writing (Typing)	Word Counting <ul style="list-style-type: none"> • Level 1: 2, 3, and 4 word sentences (40%, 40%, and 20%) • Level 2: 2, 3, 4, and 5 word sentences (20%, 30%, 30%, and 20%) <i>Learners will be able to count the words in a sentence and feed the yeti (friendly animal) the corresponding number of snowballs.</i>	Reading Practice <i>The student will practice reading the story to the end. This activity is best done in pairs or in small groups.</i>	Summarizing <i>The students will answer story-related questions to help them summarize the story.</i>	Spelling Words <ul style="list-style-type: none"> • Level 7: 5-sound words. • Level 8: harder 5-sound words. <i>The students will spell regular and irregular words using the keyboard.</i>	<i>The Three Billy Goats Gruff</i> <i>Invisible Alligators</i>
Weeks 3-4	Syllable Counting	Speed	Student' Stories	Spelling Sentences	<i>How a Bean Sprouts</i>



Phonological Awareness <i>(Syllable awareness)</i> Fluency <i>(Speed)</i> Comprehension Writing <i>(Typing)</i>	Activity presents 1 to 4 syllable words only. <i>Learners will be able to count the number of syllables in a word and feed the yeti (friendly animal) the corresponding number of popsicles</i>	<i>Using an algorithm of good reading speed, the computer will monitor a student's reading rate. The student will read a given text at an appropriate pace.</i>	<i>The student will practice reading a story of their choice from the 3 countries.</i> <i>This activity is best done in pairs or in small groups.</i>	<ul style="list-style-type: none"> • Level 3: 4-word sentences. • Level 4: 5-word sentences. <i>The students will use keyboarding skills to spell words to make a sentence.</i>	
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Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
Phonological Awareness <i>(Syllable awareness)</i> Fluency Comprehension Writing	Have a list of words on the board or written on a manilla, as you read aloud the word, the learners then break it down into syllables, and they jump on the beat at each syllable.	Select an ABRA or READS book. As soon as you give students the text, provide them with a list of words in L1 (native language) to find in L2 (language being learnt) in the text. This could be all masculine nouns, all verbs, all adjectives, all words beginning with 'a'. They could either highlight the words in the text or underline the words.	Prepare an exit slip for the learners, with the question, ' <i>What did you learn from the story?</i> '	Select a story you previously read with the class. Write one sentence from it on the board. Call on a student to come to the board and change 1, 2 or 3 words by erasing words and writing words. The new words they select should be the same category (ex: if you erase a noun, they should write a new noun). Encourage students to be as creative as possible. Repeat 3 or 4 times.	Below is an additional story that relates to this theme. You can use it as additional reading practice, extend another activity detailed in this unit, or use for vocabulary words. <ul style="list-style-type: none"> • How Far is Far?



Assessment

- Students can choose amongst 15 stories written by learners and narrated in three distinct English accents: Canadian, Australian, and Kenyan. This can be used as a further opportunity to practice fluency skills and expression in varying contexts.

Unit 10: Shopping

Learning Objectives		
Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Identify the use of countable and uncountable nouns and determiners. • Recognise words for market goods. 	<ul style="list-style-type: none"> • Describe what is sold at market stalls. • Say what you need at the market, paying attention to how much and how many. • Ask for goods and about prices, buy goods. • Listen to and understand a text about the market. Show understanding in speech, writing or by labelling a plan. • Read a short text about the market. Show understanding in writing or by labelling a plan. • Write a shopping list paying attention to quantity. • Write a short text describing a local market and what is sold there. 	<ul style="list-style-type: none"> • Learn new vocabulary in different contexts, places and situations. • Respect the contributions of others in group discussions.
Vocabulary <ul style="list-style-type: none"> • Market goods: Banana, rice, socks, clothes, etc. 		

Learning Resources

- ABRA activities: [Same Word](#), [Tracking](#), [Comprehension Monitoring](#), [Spelling Words](#), [Word Matching](#), [Reading Practice](#), [Story Response](#), [Spelling Sentences](#).
- ABRA extension activities: [Word Matching - Level 1](#), [Word Matching - Level 2](#), [Before Reading](#), [During Reading](#), [After Reading](#), [Reading Record](#), [Book Club](#), [Writing Exercise 2](#).
- ABRA stories: [Darryl! Don't Dawdle!](#), [The Brave Monkey Pirate](#), [Waterfall](#).
- READS stories: [Going to the Market](#), [Josias Goes Shopping](#), [My First Day at the Market](#), [Takloo the Little Salt Seller](#).



LTK+ Connections

Unit 10: Shopping (26 periods)					
Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	ABRA Stories
<p>Weeks 1-2</p> <p>Phonics (Word awareness)</p> <p>Fluency</p> <p>Comprehension (Comprehension Monitoring)</p> <p>Writing (Typing)</p>	<p>Same Word</p> <ul style="list-style-type: none"> Level 1: First letter is different (e.g. cat and rat). Level 2: Last letter is different (e.g. bad and bat). Level 3: Medial letter is different (e.g. fan and fin). <p>Learners will be able to distinguish between words that are the same or different.</p>	<p>Tracking</p> <p>While reading the story, the student will be able to read with one-to-one correspondence and without skipping words.</p>	<p>Comprehension Monitoring</p> <p>As they are reading a story, students identify on each page the incorrect word, meaning the one that does not make sense. This activity is best done after children are familiar with a story so they can tell which word does not make sense in the text.</p>	<p>Spelling Words</p> <ul style="list-style-type: none"> Level 7: 5-sound words. Level 8: harder 5-sound words. <p>The students will spell regular and irregular words using the keyboard.</p>	<p><i>Darry! Don't Dawdle!</i></p>
<p>Weeks 3-4</p> <p>Phonics (Word awareness, letter sounds, isolating phonemes)</p> <p>Fluency</p> <p>Comprehension (Story Response)</p> <p>Writing (Typing)</p>	<p>Word Matching</p> <ul style="list-style-type: none"> Level 1: Same beginning sounds. Level 2: Same ending sounds. <p>Learners can work in pairs to match words. If they get a pair correct, they continue. If they get it incorrect, they hand over control of the mouse to another learner.</p>	<p>Reading Practice</p> <p>This activity allows children to practice reading different stories. Children can work alone, in pairs, or in small groups.</p>	<p>Story Response</p> <p>Students are given open-ended questions about the story that they will then discuss with one another.</p>	<p>Spelling Sentences</p> <ul style="list-style-type: none"> Level 3: 4-word sentences. Level 4: 5-word sentences. <p>The students will use keyboarding skills to spell words to make a sentence.</p>	<p><i>The Brave Monkey Pirate</i></p> <p><i>Waterfall</i></p>



Extension Activities

Literacy Subskills	Alphabetics	Fluency	Comprehension	Writing	Stories
Alphabetics Fluency Comprehension Writing	<p>Prepare worksheets for learners to match words with similar beginning, middle, ending sounds. Your time-takers may use the Word Matching - Level 1 and Word Matching - Level 2 worksheets. However, you may need to create some additional worksheets for your more advanced learners.</p>	<p>Allow learners to take a reading book of their choice home, to read to a sibling, parent, or friend. They should fill at least one of these worksheets (advanced learners can do all three): Before Reading, During Reading, and After Reading.</p> <p>Have learners keep a Reading Record of all the ABRA and READS books they read. <i>Optional: You can start a Book Club and reward learners with certificates or other items when they reach milestones.</i></p>	<p>Assign a story to the class related to the unit's theme (some suggested books at the end of this row). Once students have read the text through properly, allow them 5 minutes to create a list of true or false statements. These can be given to a peer to answer if time allows.</p>	<p>Write a sentence on the board but write a blank instead of one of the words. (It's ideal to choose a content word that could be replaced by many other words.) Ask students to jot down 5 words that would fit in the blank. Next, call on students to read out one of the words they wrote down. Write them on the board around the sentence. Finally, reveal the missing word. They can do this individually or in a group, depending on the class size.</p> <p>Provide learners with the Writing Exercise 2 worksheet for additional practice.</p>	<p>Below is an additional story that relates to this theme. You can use it as additional reading practice, extend another activity detailed in this unit, or use for vocabulary words.</p> <ul style="list-style-type: none"> • Going to the Market • Josias Goes Shopping • My First Day at the Market • Takloo the Little Salt Seller

Assessment

- The students can answer story-related questions to help them summarize the story.
- Students can discuss with one another about the story.
- The students can use keyboarding skills to spell words to make a sentence.

