

P3, LESSON 1

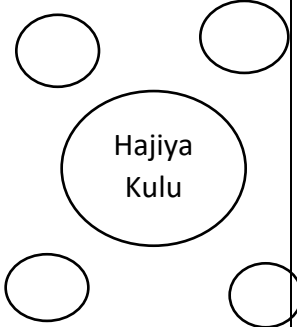
ACTIVITY	KEY CONTENT	INSTRUCTIONS
<p><u>PROVERB</u></p> <p>4 minutes</p>	<p>He is who blessed can sell water at the sea.</p>	<p>1) <i>Write:</i> He who is blessed can sell water at the sea.</p> <p>2) <i>Say:</i> Let's read aloud the proverb together. Read as I point. <i>Read the proverb with the pupils.</i></p> <p>3) <i>Say:</i> Raise your hand if you have heard this proverb before. <i>Ask: Do you think it would be difficult to sell water at the sea?</i> <i>Ask: What do you think the proverb means?</i></p> <p>4) <i>Say:</i> It would be very difficult to sell water at the sea, because people can get it from the sea instead of you! Therefore, if people still choose to buy water from you, you must be blessed.</p>
<p><u>GETTING READY TO READ TOGETHER</u></p> <p>8 minutes</p>	<p>Pupil book: "Reading Together" picture</p> <p>Hajiya Kulu</p> <p>•</p> <p>When I read and I come across a dot, I always pause, because it's a full stop!</p>	<p>1) <i>Say:</i> Open your books to page X. What do you see in the picture? <i>Say:</i> What do you think this story might be about?</p> <p>2) <i>Say:</i> This story is about a woman named Hajiya Kulu. <i>Write:</i> Hajiya Kulu. <i>Say:</i> Can you find the name Hajiya Kulu in the story? Point to it. <i>Say:</i> How many times do you see the name? Count and check your answer with a partner.</p> <p>3) <i>Say:</i> In this story, you will see a mark that looks like this. <i>Write:</i> ● <i>Say:</i> This mark is called a full stop. The full stop tells us when to pause. Listen carefully when I speak. Sometimes I pause when I'm speaking. Imagine—if I never paused, it would be very difficult to understand me! It is the same for reading. Pausing when we read makes our reading easier to understand. <i>Say:</i> Now we're going to stand up and learn the full stop chant and motions. I will say it first, then you will do it with me. <i>Demonstrate, then repeat with pupils:</i> When I read and I come across a dot, I always pause, because it's a full stop! <i>Say:</i> Here is a full stop in the story on the board (point). Now point to a full stop in your book!</p>

<p><u>READING TOGETHER</u></p> <p>5 minutes</p>	<p>Hajiya Kulu is a trader in Ringimi town. Hajiya Kulu sells cosmetics. Hajiya Kulu sells clothes. Hajiya Kulu sells jewelry. Many people in Ringimi town also sell cosmetics, clothes, and jewelry. But people prefer to buy from Hajiya Kulu.</p>	<p>1) Say: Now I will read the story on the board. Follow along as I read. When I reach a full stop, raise your hand. Notice how I pause when you raise your hand. <i>Read the story once aloud, using good expression. Make sure that pupils raise their hand at each full stop.</i></p> <p>2) Say: Now I will read one sentence at a time, stopping at the full stop. You will repeat the sentence after me. This time, you don't have to raise your hand. Just follow in your book with your finger. Everyone raise your finger in the air, and put it at the start of the story! <i>Read the story, providing time for pupils to repeat, imitating your expression.</i></p> <p>3) Say: Now let's read the text together at the same time. Continue to follow with your finger, and always remember to pause at the full stop. <i>Read the story again with the pupils. Make sure that everyone pauses at the full stop.</i></p>
<p><u>READING COMPREHENSION (QUESTIONS)</u></p> <p>3 minutes</p>		<p>1) Ask: What is Hajiya Kulu selling? Why do you think Hajiya Kulu does business? Why do you think Hajiya Kulu is so successful?</p>
<p><u>SENTENCE COMPLETION</u></p> <p>4 minutes</p>		<p>1) Say: There are two sentences that need your help. Who can read the first? Allow a pupil to read the first sentence. How could we complete this sentence? <i>After students have responded, ask students to write their answer.</i></p> <p>2) Who can read the second sentence? Allow a pupil to read.. How could we complete this sentence?</p>
<p><u>GRAMMAR</u></p> <p>4 minutes</p>		<p>1) Say: Look at the sentences and think about our chant. What is missing?</p> <p>2) Say: Add the full stops where they belong. You can the text we read as a guide. When you are finished, check your answer with a partner.</p> <p>3) Say: Who can tell the class where they added their full stops? Allow a student to answer. Who can read the sentences aloud, pausing at the full stop? Allow a student to read.</p>
<p><u>PICTURE INTERPRETATION</u></p> <p>7 minutes</p>	<p>Pupil book: picture descriptions</p>	<p>1) Say: Now look at the picture underneath the story. What do you see?</p> <p>2) Say: Write a word or sentence describing what you see. <i>As students work, circulate through the room to provide assistance.</i></p> <p>3) Say: Who can share what they have written?</p>

P3, LESSON 2 & 3

ACTIVITY	KEY CONTENT	INSTRUCTIONS
<u>PROVERB</u> 2 minutes	He is who blessed can sell water at the sea.	1) <i>Write on the board:</i> He who is blessed can sell water at the sea. 2) <i>Say: Who can read this proverb aloud for us?</i> <i>Ask a volunteer to come to the board to read it, pointing at each word.</i> 3) <i>Say: Who can explain what the proverb means?</i> <i>Say: Do you know anyone who is blessed?</i>
<u>GETTING READY TO READ TOGETHER</u> 4 minutes	Pupil book Hajiya Kulu sell • When I read and I come across a dot, I always pause, because it's a full stop!	1) <i>Say: Yesterday we read a story. Who can tell me what it is about?</i> <i>Say: Open your books to this story on page X.</i> 2) <i>Write:</i> Hajiya Kulu <i>Say: The story we read is about a trader named Hajiya Kulu. Can you find her name in the story? Point to it and check your answer with a partner.</i> 3) <i>Write:</i> sell <i>Say: Sell is another common word in this story. Can you find it? Point to it and check your answer with a partner.</i> 4) <i>Write:</i> • <i>Ask: Who remembers what this is? When we see a full stop as we're reading, we pause. Let's stand and do our full stop chant: When I read and I come across a dot, I always pause, because it's a full stop!</i> <i>Say: Point to a full stop in the story. Check your answer with a partner.</i>
<u>READING TOGETHER</u> 7 minutes	Pupil book: Hajiya Kulu is a trader in Ringimi town. Hajiya Kulu sells cosmetics. Hajiya Kulu sells clothes. Hajiya Kulu sells jewelry. Many people in Ringimi town also sell cosmetics, clothes, and jewelry. But	1) <i>Say: Let's read the text together. Remember to pause at the full stop. Put your finger under the first word before we begin.</i> <i>Read the story again with the pupils. Make sure that everyone pauses at the full stop.</i> 2) <i>Say: Now you will read with a partner. Each person should take turns reading aloud. Make sure your partner pronounces words correctly and pauses at each full stop.</i> <i>As pairs read, circulate to provide assistance.</i>

Day 3 alteration: Instead of step 1, ask one pupil to read aloud, while the you and the rest of the class stands up and demonstrates the actions.

	people prefer to buy from Hajiya Kulu.	
<u>READING COMPREHENSION</u> <u>(GRAPHIC ORGANIZER)</u> 5 minutes		<p>1) <i>Draw/write:</i> Draw a circle on the board and write “Hajiya Kulu” in the center. Then draw 4 circles around it.</p> <p>2) <i>Say:</i> Let’s think about 4 words that describe Hajiya Kulu as a person. We’ll put one word in each of these circles. Who can give me the first word? <i>Ask for 4 different pupils to each volunteer a word. If the student is able, he or she can write it on the board in the circle.</i></p>
<u>GETTING READY TO READ ALONE</u> 3 minutes		<p>1) <i>Say:</i> Now look at “Reading by myself.” There are three pictures. Each picture gives a clue about what is written in the text. <i>Say:</i> What do you see in the first picture? <i>Say:</i> What do you see in the second picture? <i>Say:</i> What do you see in the third picture?</p> <p>2) <i>Say:</i> In the text, underline the words “Hajiya Kulu.” <i>Say:</i> In the text, underline the word “sell.”</p>
<u>READING ALONE</u> 2 minutes	Pupil book: Hajiya Kulu is a trader in Ringimi town. Hajiya Kulu sells jewelry and clothes. Hajiya Kulu sells more than everyone else.	<p>1) <i>Say:</i> Now you will whisper read the passage to yourself. This means you read very quietly to yourself.</p> <p><i>Allow pupils to read for themselves.</i></p>
<u>DICTATION</u> 4 minutes	Hajiya Kulu sell	<p>1) <i>Say:</i> Find the place in your book that says, “Listen and write.” I will say a word, then you write the word in the space. <i>Say:</i> Hajiya. Write the word on the first line. Hajiya. <i>Say:</i> Kulu. Write the word on the second line. Kulu. <i>Say:</i> sell. Write the word on the third line. Sell.</p> <div data-bbox="1520 1260 1974 1386"> LESSON 3 ALTERATION: Change the order of dictation: sell, Kulu, Hajiya </div> <p>2) <i>Say:</i> Check your answer with a partner. Help your partner if he or she needs it.</p>

<p><u>WORKBOOK</u></p> <p><u>EXERCISES</u></p> <p>8 minutes</p>	<p>Pupil book</p>	<p>1) Say: Who can read number 7 aloud? <i>Allow a pupil to read. What answers could you put here? Allow pupils to respond. Complete the sentence.</i></p> <p>2) Say: Can a volunteer share the sentence that they wrote?</p> <p>3) Say: Think about what Hajiya Kulu would do next. Then draw a picture and write about it. <i>Give an example if necessary. Allow pupils time to write and draw.</i></p> <p>4) Say: Can one pupil share what they wrote?</p>	<p>LESSON 3 ALTERATION: Confirm that pupils have completed their workbooks. In small classes, ask pupils to show their open book to you before turning it in and leaving class. In large classes, ask pupils to check each others’.</p>
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