



THE PRESIDENT'S
RECOVERY
PRIORITIES

Education

Ministry of
Education,
Science and
Technology

Lesson plans for

PRIMARY *Language* ARTS

3
CLASS

3
TERM

Foreword

Our country's future lies in the education of our children. The Government of Sierra Leone is committed to doing whatever it takes to secure this future.

As Minister of Education, Science and Technology since 2007, I have worked every day to improve our country's education. We have faced challenges, not least the Ebola epidemic which as we all know hit our sector hard. The Government's response to this crisis – led by our President – showed first-hand how we acted decisively in the face of those challenges, to make things better than they were in the first place.

One great success in our response was the publication of the Accelerated Teaching Syllabi in August 2015. This gave teachers the tools they needed to make up for lost time whilst ensuring pupils received an adequate level of knowledge across each part of the curriculum. The Accelerated Teaching syllabi also provided the pedagogical resource and impetus for the successful national radio and TV teaching programs during the Ebola epidemic.

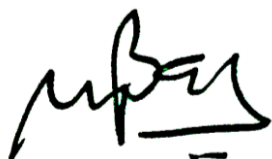
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans – one for each lesson, in each term, in each year for each class. This is a remarkable achievement in a matter of months.

These plans have been written by experienced Sierra Leonean educators together with international experts. They have been reviewed by officials of my Ministry to ensure they meet the specific needs of the Sierra Leonean population. They provide step-by-step guidance for each learning outcome, using a range of recognised techniques to deliver the best teaching.

I call on all teachers and heads of schools across the country to make best use of these materials. We are supporting our teachers through a detailed training programme designed specifically for these new plans. It is really important that these Lesson Plans are used, together with any other materials you may have.

This is just the start of education transformation in Sierra Leone. I am committed to continue to strive for the changes that will make our country stronger.

I want to thank our partners for their continued support. Finally, I also want to thank you – the teachers of our country – for your hard work in securing our future.



Dr. Minkailu Bah














Minister of Education, Science and Technology

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Introduction to the Lesson Plan Manual

These lesson plans are based on the National Curriculum and meet the requirements established by the Ministry of Education, Science and Technology.

- 1  The lesson plans will not take the whole term, so use spare time to review material or prepare for exams
 - 2  Teachers can use other textbooks alongside or instead of these lesson plans.
 - 3  Read the lesson plan before you start the lesson. Look ahead to the next lesson, and see if you need to tell pupils to bring materials for next time.
 - 4  Make sure you understand the learning outcomes, and have teaching aids and other preparation ready – each lesson plan shows these using the symbols on the right.
 - 5  Quickly review what you taught last time before starting each lesson.
 - 6  Follow the suggested time allocations for each part of the lesson. If time permits, extend practice with additional work.
 - 7  Lesson plans have a mix of activities for the whole class and for individuals or in pairs.
 - 8  Use the board and other visual aids as you teach.
 - 9  Interact with all students in the class – including the quiet ones.
 - 10  Congratulate pupils when they get questions right! Offer solutions when they don't, and thank them for trying.
-  Learning outcomes
 Teaching aids
 Preparation

Lesson Title: Poem: 'My Fast Feet'	Theme: Reading, Writing and Categories	
Lesson Number: L-03-121	Class/Level: Primary 3	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to read 'My Fast Feet' together.		Teaching Aids The poem 'My Fast Feet' at the end of the plan.		Preparation 1. Write the poem 'My Fast Feet', at the end of the plan, on the board. 2. Underline the new words in the poem: caterpillar, marching, tiny, row and heel.
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Opening (2 minutes)

1. **Say:** Class, this year we have learnt many poems. We learnt 'Zippy Zippers' and 'Going Home'.
2. **Say:** Today you will learn to read another poem called 'My Fast Feet'.

Introduction to the New Material (10 minutes)

1. **Say:** Look at the board and pay attention as I read the poem.
2. Read the poem loudly for the class. Point to each line as you read it.
3. Draw pupils' attention to the new words in the poem.
4. Explain the meanings of the new words in the poem:
 - caterpillar: small creature like a worm with many feet
 - marching: stepping in line
 - tiny: very small
 - row: straight line
 - heel: back part of a foot
5. **Say:** I will read the poem again, then you will read the poem to your partner.

Guided Practice (5 minutes)

1. **Say:** Girls, stand up and get ready to read with me.
2. Point to each line of the 1st stanza of the poem and read it with the girls, then the boys.

Independent Practice (15 minutes)

1. **Say:** Write the poem in your exercise books.
2. Move around the class to see if pupils are writing the poem correctly.

Closing (3 minutes)

1. **Say:** Read the poem from your exercise books while I read it from the board.
2. Give pupils a minute to do that.
3. Read aloud together.
4. **Say:** Today you learnt to read a new poem called 'My Fast Feet'. I want you to practise reading this poem at home. Read it every night this week. You will recite it later this week.

[POEM MY FAST FEET] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III
(RAISES Education Project)




My Fast Feet

I watch a caterpillar walk,
He really is quite slow.
Many, many tiny feet,
Each morning in a row.

How he keeps them separate,
I really do not know.
Which foot forward and which one back:
To keep him on the go?

Now, I have only two feet,
For going to and fro,
But I can walk and run quite quickly,
Stepping heel to toe.

Lesson Title: Word Family: 'ast'	Theme: Reading, Writing and Categories	
Lesson Number: L-03-122	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read and write a word family with the rime 'ast'.</p>	 <p>Teaching Aids Flash cards</p>	 <p>Preparation</p> <ol style="list-style-type: none"> Flash cards with the letters 'f', 'c', 'm', 'l' and 'p'. Flash card with the rime 'ast'. Write the sentence frames on the board: James was first in the race, and Tambo was _____. James will always run ____ in a race. Read the Teacher Explanation at the end of the plan.
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Opening (2 minutes)

- Remind pupils of the 'ound' word family from last week. Say these words to the class: bound, found, ground, sound.
- Say:** Today you will learn to read and write a new word family with the rime 'ast'.

Introduction to the New Material (10 minutes)

- Write the word 'fast' on the board. Ask pupils to read it with you.
- Underline 'ast' in 'fast'. Slowly sound out the rime /ast/ for the pupils.
- Show the flash cards 'c', 'f', 'l', 'p' and 'm'. Ask the class to name each letter.
- Tell pupils to make the sound of each letter out together with you.
- Say:** If I put each of these letters in front of /ast/, we get a new word. Watch me do this.
- Write each 'f' in front of 'ast' and **Say:** See how /f/ and /ast/ makes 'fast'. This time, I will write and you answer.
- Write 'c' on the board next to 'ast'.
- Ask:** Which word do we get now? Raise your hands to answer.
- Let 2 pupils volunteer to answer.
- Say:** Now I will choose 1 word to fill in the blank space in some sentences.
- Point to the first sentence on the board and read it for the pupils: James was first in the race, and Tambo was _____. (Answer: last)
- Ask:** Which word ending with 'ast' could fit into this sentence? Let pupils raise their hands to answer.
- Say:** That is right! 'Last'.
- Write 'last' in the sentence on the board.
- Say:** Now, you will work with a partner to put more such words into sentences.
- Write: 'fast' in the blank.

Guided Practice (10 minutes)

- Ask pupils to get into pairs.
- Say:** Now look at the board at this sentence: James will always run ____ in a race. (Answer: fast)
- Work with your partners to decide which word from the 'ast' word family could fit in here.

4. Give pupils 1 minute to talk to their partner. Then direct their attention to the next sentence on the board and read it out to them:
My sister came to visit _____ night. (Answer: last)
5. **Say:** Talk to a partner about which word can fit here in this sentence.
6. Pause while they talk.
7. **Say:** Okay, we will discuss the answer later when you write them in your exercise books. Now finish the last sentence with a partner: In the ____ week, I worked hard. (Answer: past)

Independent Practice (10 minutes)

1. **Say:** Open your exercise books. Write these sentences from the board with the answers that you and your partner discussed.
2. Move around the room to help individual pupils.
3. Have 3 pairs volunteer to share their answers. Write these answers on the board in the sentences. (Answers: last, and past)

Closing (3 minutes)

1. **Say:** Girls and boys, read our new words with me.
2. Point to each word as you and the class read them aloud. (Answer: cast, fast, last, mast, past)
3. **Say:** Pupils, today you learnt how to read and write words in the 'ast' word family. You also used them in sentences. Good work.




[EXPLANATION FOR THE TEACHER]

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

Sample words from the 'ast' word family:

- fast
- mast
- vast
- past
- cast
- blast

Lesson Title: Categories: Fast and Slow Things	Theme: Reading, Writing and Categories	
Lesson Number: L-03-123	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to create categories of things that are fast and things that are slow.</p>	 <p>Teaching Aids The poem 'My Fast Feet'.</p>	 <p>Preparation 1. Write the Slow things and Fast things table on the board:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Slow things</th> <th>Fast things</th> </tr> </thead> <tbody> <tr> <td>Caterpillar</td> <td></td> </tr> </tbody> </table> <p>2. Poem 'My Fast Feet' at the end of the lesson plan.</p>	Slow things	Fast things	Caterpillar	
Slow things	Fast things					
Caterpillar						

Opening (3 minutes)

- Say:** Let's recite this week's poem 'My Fast Feet.' You can look it up in your exercise books.
- Recite the poem with pupils once.
- Say:** Pupils, what is the speed of the caterpillar in the poem? (Answer: slow)
- Let pupils respond.
- Say:** Yes, it is slow. There are other things that are slow.
- Say:** Today you will learn to create categories of things that are fast and things that are slow.

Introduction to the New Material (15 minutes)

- Say:** A category is a group of things that belong together. Look at the list of slow things I started.
- Point to the table.

Slow things	Fast things
Caterpillar	

- Say:** Caterpillar is in the list of slow things. I am thinking of something else that is slow.
- Earlier this year, we read a story about the big tortoise who wanted to fly. Do you remember? He fell and cracked his shell.
- Ask:** Which list should I put the tortoise in? In slow or fast?
- Let pupils respond. Then write 'tortoise' in the list of slow things.
- Say:** Look at the other side of the table. This is for things that are fast.
- Say:** Pupils, a dog runs fast. I can write 'dog' in the list of fast things.
- Write 'dog' in the table.
- Say:** A cat also runs fast.
- Write 'cat' in the table.
- Read the lists of fast and slow things.
- Use pupils' mother tongue or any other language to explain the fast and slow things on the board.
- Say:** Pupils, you just saw how I 'categorised' different animals and objects into their lists. You will help me 'categorise' more things in the table.

Guided Practice (10 minutes)

1. **Say:** Get into pairs. Tell a partner another thing that is slow. It could be an animal or an object.
2. Pause and let pupils talk.
3. Ask 2 pairs to volunteer to list something that is slow.
4. Write their answers in the table on the board. (Possible answers: chameleon, snail, centipede, an old person, bicycle)
5. **Say:** Now, tell your partner something that is fast.
6. Have 2 pairs volunteer to share what they have discussed. Add them to the list. (Possible answers: chameleon, snail, centipede, old person, bicycle)
7. Write more of the pupils' answers in the table on the board. (Possible answers: okada, car, truck, bird, lizard, mouse)
8. Point to each side of the table.
9. **Say:** Each of these is a category or group of things.

Independent Practice (10 minutes)

1. **Say:** Write the lists of fast and slow things from the board. You may add any other things that come to your mind.
2. Move around the classroom making sure that pupils understand the task and are able to do it.

Closing (2 minutes)

1. **Say:** Now, I will read our list here on the board. You read from your exercise books.
2. Read the lists. If any pupils have added any new words, let them volunteer to share those words.
3. **Say:** Today you learnt how to create categories of, or 'categorise', fast things and slow things. In our next lesson, you will fill in sentences about fast things and slow things.

[POEM MY FAST FEET] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III
(RAISES Education Project)




My Fast Feet

I watch a caterpillar walk,
He really is quite slow.
Many, many tiny feet,
Each morning in a row.

How he keeps them separate,
I really do not know.
Which foot forward and which one back:
To keep him on the go?

Now, I have only two feet,
For going to and fro,
But I can walk and run quite quickly,
Stepping heel to toe.

Lesson Title: Writing Sentences	Theme: Reading, Writing and Categories	
Lesson Number: L-03-124	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to write sentences about things that are fast and those that are slow.</p>	 <p>Teaching Aids None</p>	 <p>Preparation 1. Write the Slow things and Fast things table on the board:</p> <table border="1" data-bbox="1053 571 1412 694"> <thead> <tr> <th>Slow things</th> <th>Fast things</th> </tr> </thead> <tbody> <tr> <td>Caterpillar</td> <td></td> </tr> </tbody> </table> <p>2. Write the sentence frames board: The ___ are slow. A ___ runs fast.</p>	Slow things	Fast things	Caterpillar	
Slow things	Fast things					
Caterpillar						

Opening (3 minutes)

1. **Say:** You learnt about fast and slow things in our last lesson and how to categorise them.
2. **Say:** Tell your partners 2 things that are fast and 2 things that are slow.
3. Pause for partners to talk.
4. **Say:** Pupils, today you will write sentences about things that are fast and those that are slow.

Introduction to the New Material (10 minutes)

1. Read aloud the list of fast and slow things while the pupils listen.
2. **Say:** Now read the list with me, slowly and loudly.
3. **Say:** Now, help me complete the sentences on the board. Use the slow and fast things you have named.
4. **Ask:** Which animal is slow? (Possible answer: tortoise)
5. Wait for pupils to respond.
6. **Say:** Yes, I can write that in this sentence frame.
 - The _____ is a slow animal.
7. **Say:** I will write another sentence of my own, which I will think up of now. I want to make a sentence with the word 'fast'. Here it is: My car is very fast.
8. Write this sentence on the board as you say it.

Guided Practice (8 minutes)

1. Now look at these sentence frames on the board. These will help you to make your own sentences?
2. Read the sentence frames aloud for the pupils.
 - The ___ are slow. (Possible answers: boats, caterpillars)
 - A ___ runs fast. (Possible answers: dog)
3. **Say:** Get into pairs. Discuss which objects or animals can fit into each of these sentences.

4. Give pupils 2 minutes to discuss.
5. Have 3 pairs of volunteers share their answers with the class and write those answers on the board.




Independent Practice (*12 minutes*)

1. **Say:** Write down these 2 sentences from the board.
2. Give pupils time to do so.
3. Now, make up 1 more sentence, and write it in your exercise books. Use the word 'fast' or the word 'slow' in your sentence. You can also use other words from the board.
4. Give pupils 4-5 minutes to write this new sentence. Support pupils as needed.
5. **Say:** Turn to a partner and read 1 of your sentences.
6. Have 3 pupils volunteer to share their sentences with the class.

Closing (*2 minutes*)

1. **Say:** Pupils, today you learnt how to write sentences about things that are fast and those that are slow. Ask your parents about more things that are fast and those that are slow.

Lesson Title: Reciting a Poem: 'My Fast Feet'	Theme: Reading, Writing and Comparing	
Lesson Number: L-03-125	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to recite a poem with expression.</p>	 <p>Teaching Aids None</p>	 <p>Preparation 1. Write the poem 'My Fast Feet', at the end of the plan, on the board. 2. Underline the words to stress in the Introduction to the New Material.</p>
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Opening (3 minutes)

1. **Say:** Open your exercise books to the poem, 'My Fast Feet'. Let's read it aloud together.
2. Read the poem with the pupils while tracking it on the board.
3. **Say:** Today, you will learn to recite the poem with expression.

Introduction to the New Material (10 minutes)

1. **Say:** When we read or recite with expression, it is like when we talk. We change the speed and make it fast or slow. We also recite with rhythm. I will show you how to do this.
2. Read the poem for the pupils once with expression and rhythm.
3. **Say:** We change our voices when we recite with expression. We recite slower or faster. We put stress on certain words. We recite the poem with rhythm, too.

Guided Practice (10 minutes)

1. **Say:** Read the 1st stanza with me.
2. Recite it with the class.
3. Point to the 2nd stanza on the board.
4. **Say:** Listen while I recite this stanza for you.
5. Read this stanza with expression and rhythm too.
6. **Say:** Now you recite the whole poem with me. Everyone stand up. Let us recite with some energy!
7. Recite it with the class 2-3 times.

Independent Practice (10 minutes)

1. **Say:** Get into pairs. Read the last stanza of the poem together with your partners. Take turns and make sure that both partners get a turn.
2. Move around the classroom making sure that pupils are reciting with expression and rhythm.
3. Have 2 pupils volunteer to come to the front of the class and recite 1 stanza each.

Closing (2 minutes)

1. **Say:** Today you learnt to recite the poem with expression. I hope you enjoyed the activity. Excellent job!




My Fast Feet

I watch a caterpillar walk,
He really is quite slow.
Many, many tiny feet,
Each morning in a row.

How he keeps them separate,
I really do not know.
Which foot forward and which one back:
To keep him on the go?

Now, I have only two feet,
For going to and fro,
But I can walk and run quite quickly,
Stepping heel to toe.

Lesson Title: Story: 'The Ant and the Grasshopper'	Theme: Reading, Writing and Comparing	
Lesson Number: L-03-126	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read the folktale: 'The Ant and the Grasshopper'.</p>	 <p>Teaching Aids 1. The poem 'The Ant and the Grasshopper' at the end of the plan. 2. Drawing of an ant and a grasshopper.</p>	 <p>Preparation 1. Write the poem 'The Ant and the Grasshopper' at the end of the plan, on the board. 2. Draw a simple picture of an ant and a grasshopper on the board. 3. Underline the new words in the folktale: grains, plenty, hungry.</p>
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Opening (2 minutes)

1. **Ask:** Have you ever seen ants and grasshoppers?
2. Tell pupils what these insects are called in their local language(s).
3. **Say:** Today you will read a folktale called 'The Ant and the Grasshopper'.

Introduction to the New Material (7 minutes)

1. **Say:** Look at the board. I will first explain the meanings of some words.
2. Read and explain the meanings of these new words:
 - grains: seeds like rice and millet
 - plenty: more than enough, a lot
 - hungry: wanting to eat
3. Read the folktale slowly and loudly. Point to each line you read.

Guided Practice (8 minutes)

1. Read the folktale again for the class.
2. **Say:** Let's read it again. Boys, read the 1st paragraph. Girls, read the 2nd paragraph. Switch until the end.
3. **Say:** Class, now we will all read this folktale together.

Independent Practice (15 minutes)

1. **Say:** Copy the folktale into your exercise books.
2. Give pupils time to write the tale.
3. Tell them to read the folktale to their partners.

Closing (3 minutes)

1. **Say:** Let's all read the folktale together again.
2. **Say:** Today you learnt to read the folktale 'The Ant and the Grasshopper'. We will learn more about this story in our next lesson. Great work!

[POEM THE ANT AND THE GRASSHOPPER] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RAISES Education Project

Ant carries grains of rice,
Every day.
All the time.




Grasshopper sings and sings.
Every day.
All the time.

Ant has plenty rice to eat.
Grasshopper says, "I am hungry. Give me some rice."

'Continue to sing, Grasshopper', said Ant.

"If you do not work,
You do not eat."

Lesson Title:	Folktale: 'The Ant and the Grasshopper'	Theme:	Reading, Writing and Comparing
Lesson Number:	L-03-127	Class/Level:	Primary 3
		Time:	35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to dramatise a poem.</p>		<p>Teaching Aids 1. The poem 'The Ant and the Grasshopper' at the end of the plan. 2. Drawing of ant carrying a grain of rice and a grasshopper singing.</p>		<p>Preparation Write the poem 'The Ant and the Grasshopper' at the end of the lesson plan, on the board. 2. Draw a picture on the board of an ant carrying grains of rice and a grasshopper singing. (Keep the drawings for a lesson later in the week.)</p>
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Opening (2 minutes)

1. **Say:** Think about the poem 'The Ant and the Grasshopper'.
2. **Say:** Ask your partner: 'What was the poem about?' (Answer: the hard-working ant, the lazy grasshopper)
3. **Say:** Today, you will read this folktale again and dramatise it.

Introduction to the New Material (7 minutes)

1. Show pupils the drawings on the board.
2. **Say:** Notice that the ant is busy carrying grains of rice. But the grasshopper is just singing and singing. He doesn't work like the ant.
3. **Say:** Now I will reread the poem. Follow along with me in your exercise books.
4. Track and read the folktale to the class as pupils read along with you.
5. **Say:** Now you will be the ants and the grasshoppers. Remember the ant works carrying rice, but the grasshopper only sings.

Guided Practice (12 minutes)

1. **Say:** Work in pairs. 1 partner take up the role of the ant. The other one can be the grasshopper. Read only the lines of your character.
2. **Say:** Practise acting out the folktale with your partners.
3. Move around to direct pupils read fluently and with expression.

Independent Practice (11 minutes)

1. Invite 2 pairs to come to the front and dramatise the folktale.

Closing (3 minutes)

1. **Say:** Ask your partners, 'What did you learn from the poem 'The Ant and the Grasshopper'?
2. Pause for 1 minute while partners talk.
3. **Ask:** Do you know someone who behaves like the Ant or like the Grasshopper?
4. Pause for another minute while partners talk.

5. **Say:** Good effort pupils! You all did an outstanding job today. When we dramatise a poem, it helps us understand it more.

[POEM THE ANT AND THE GRASSHOPPER] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III. RAISES Education Project

Ant carries grains of rice,
Every day.
All the time.




Grasshopper sings and sings.
Every day.
All the time.

Ant has plenty of rice to eat.
Grasshopper says, "I am hungry. Give me some rice."

"Continue to sing, Grasshopper", said Ant.

"If you do not work,
You do not eat."

Lesson Title: Word Family: 'ine'	Theme: Reading, Writing and Comparing	
Lesson Number: L-03-128	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson pupils will be able to read and write the word family with the rime 'ine'.</p>	 <p>Teaching Aids Flash cards.</p>	 <p>Preparation</p> <ol style="list-style-type: none"> Flash cards with the letters 'd' 'f' 'l' 'm', 'n'. Flash card with the rime 'ine'. Write the word 'line' on the board. Write the sentence frames on the board: Don't worry about me, I am _____. My friend has ___ oranges. I will _____ with you today. Tom can draw a _____ in the book. Read the Teacher Explanation at the end of the plan.
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Opening (2 minutes)

- Say:** In our last word family lesson, we studied the ending 'est'. Do you remember those words?
- Let pupils respond. If needed, remind them of the words: best, test, rest, west, nest.
- Say:** Today, you will learn to read and write a new word family with 'ine'.

Introduction to the New Material (10 minutes)

- Point to the word 'line' on the board. Ask pupils to read it with you.
- Underline 'ine' in 'line'. Slowly sound out the rime /ine/ for the pupils.
- Say:** Sound it out with me.
- Show pupils the flash cards 'd', 'f', 'l', 'm' and 'n'. Sound them out as well.
- Say:** When I put a letter in front of /ine/, it makes a word. I'll show you.
- Write:** dine, fine, mine, line, nine one by one.
- Explain what each word means.
- Say:** Read the words with me.
- Point to the 1st sentence frame: Don't worry about me, I am _____. (fine)
- Read the sentence frame. Tell them 'fine' fits in the blank. Remind the class that 'fine' is when something is nice or okay. Then write 'fine' in the blank.
- Say:** Let's read the next sentence together.
- Read it slowly for pupils. Let them repeat it after you.
- Say:** My friend has ___ oranges. Which word should fit here? Remember, it must end with 'ine'.
- Let pupils respond. Then write 'nine' in the blank. Remind pupils that 'nine' is a number in maths. Read the sentence for the class: My friend has nine oranges.

Guided Practice (10 minutes)

- Say:** Use the other words in these sentences. Read them with me and then work with a partner.
- Say:** Look at this sentence: I will _____ with you today. Ask a partner which word fits in the blank.

3. Invite a pair to answer. (Answer: dine)
4. **Say:** Now finish the last sentence with a partner.
5. **Read:** Tom can draw a _____ in the book.
6. Give pupils time to find the answer. Then write 'line' in the blank.

Independent Practice (10 minutes)

1. **Say:** Now write 1 sentence on your own with the /ine/ words. You can use the sentence frames on the board to help you.
2. Give pupils 4 minutes to do this.
3. Then ask pupils to write the existing sentences from the board.

Closing (3 minutes)

1. **Say:** Let's read our new words together: dine, fine, mine, line, nine.
2. **Say:** Today you learnt how to read and write words with 'ine'. Excellent work!

[EXPLANATION FOR THE TEACHER]

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

Here is the 'eet' word family.




- feet
- sheet
- meet

A rime is the group of letters with the same sound and letters at the end of the words.

Sample words from the 'ine' word family:

- mine – when something is yours.
- nine – a number in math.
- fine – when something is nice or okay.
- line – a long thin mark on a paper or surface.

Lesson Title: Comparing: Grasshoppers and Ants	Theme: Reading, Writing and Comparing	
Lesson Number: L-03-129	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to describe and compare the grasshopper and the ant from a poem.</p>	 <p>Teaching Aids 1. The poem 'The Ant and the Grasshopper' at the end of the plan. 2. Drawings of the ant and the grasshopper.</p>	 <p>Preparation 1. Have the drawings of the ant and the grasshopper. 2. Write the poem 'The Ant and the Grasshopper', at the end of the plan, on the board. 3. Write the sentence frames on the board: The ant has _____ of rice to _____. The grasshopper is always _____. The ant works hard _____ grains of rice. The grasshopper only ___ and ___.</p>
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Opening (3 minutes)

1. **Say:** Tell a partner what you remember about the story 'The Ant and The Grasshopper'.
2. Give pupils 1 minute to talk.
3. **Say:** Pupils, today you will describe and compare the grasshopper and the ant.

Introduction to the New Material (10 minutes)

1. **Say:** Open your exercise books to the poem 'The Ant and The Grasshopper'. Reread it with me.
2. Read the folktale.
3. **Say:** Now I will compare the grasshopper and the ant. To compare means to describe how 2 things are the same and different. Both the ant and the grasshopper are insects. This is how they are the same.
4. **Say:** The ant is smaller than a grasshopper. The ant works hard, but the grasshopper is lazy. He just sings while the ant works. This explains how they are different.
5. Show pupils the sentence frames on the board.
6. **Say:** Here are 2 sentences to compare the ant and the grasshopper.
7. Read them aloud and fill in the blanks with the class.
 - The ant has _____ of rice to _____. (Answer: plenty, eat)
 - The grasshopper is always _____. (Answer: hungry)
8. **Say:** Complete these sentences about the grasshopper and the ant with a partner.
9. Give pupils 1 minute to do this. Then have 2 pairs volunteer to share their answers.

Guided Practice (5 minutes)

1. **Say:** Pupils, look at the board and fill in the blanks with a word from the folktale that makes sense.
 - The ant works hard _____ grains of rice. (Answer: carrying)
 - The grasshopper only ___ and _____. (Answer: sings, sings)
2. Invite 2 pupils to say the words that complete the sentences. Fill in the blanks.
3. **Say:** Read the sentences with me.

4. Read the sentences once again with the pupils.

Independent Practice (15 minutes)

1. **Say:** Copy the sentences in your exercise books.
2. Give pupils 5 minutes to do so.
3. **Say:** Now, turn to your partner and compare the ant and the grasshopper for them. Both partners must get a turn.
4. Move around the classroom and support pupils if needed.
5. Have 2 pupils volunteer to come to the front of the class and compare the ant and the grasshopper.

Closing (2 minutes)

1. **Say:** Pupils, you learnt to describe and compare the grasshopper and the ant from the folktale. Good work!

[*POEM THE ANT AND THE GRASSHOPPER*] From 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III RAISES Education Project

Ant carries grains of rice.
Every day.
All the time.




Grasshopper sings and sings.
Every day.
All the time.

Ant has plenty of rice to eat.
Grasshopper says, "I am hungry. Give me some rice."

"Continue to sing, Grasshopper," said Ant.

If you do not work,
You do not eat.

Lesson Title: Verb 'To Be': Present Progressive	Theme: Reading, Writing and Comparing	
Lesson Number: L-03-130	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use the verb 'to be' + -ing to describe present actions.</p>	 <p>Teaching Aids None</p>	 <p>Preparation 1. Read the Teacher Explanation at the end of the page. 2. Write the sentences the board: The baby is ____. The children are ____. We are _____ a new song. I _____ in the park. I _____ to school every day. They are _____ some water. 3. Write the 3 sentences at the end of the lesson on the board.</p>
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Opening (3 minutes)

1. Play 'Simon Says'. The teacher gives the command while the pupils follow them. Play it by saying sentences such as: Simon says, 'you are jumping', 'you are sitting', 'you are smiling'. (That is, use the word 'am' with 'ing' verbs.)
2. **Say:** We have talked about using verbs to talk about what we do. In Simon Says you jumped, you put your hands in the air.
3. **Say:** Today we will talk about things we do now. You will learn to use the verb 'to be' with '-ing' to describe present actions.

Introduction to the New Material (12 minutes)

1. **Say:** When we describe present actions, there is always a helping verb like 'am' 'are' and 'is'.
2. **Say:** Let me show you some examples:
 - a) I am teaching.
 - b) You are listening and learning.
3. Underline the words in the sentences above and **Say:** Repeat after me.
4. Repeat with pupils and **Say:** When I have to describe something that I am still doing at the time, I will add /ing/ after the action word. For example:
 - a) I am 'reading'. This means, I am still reading.
 - b) I am 'teaching'. This means, right now at this time, I am teaching.
5. Now write the sentences "I teach" and "I am teaching" quickly on the board. Direct pupils' attention to the board again.
6. **Say:** Pupils, remember, that I only add the 'ing' when I use words like 'am', 'is', 'are' in the sentence. For example, in the sentence, 'I teach', there is no 'am', so I do not add 'ing'. If I add 'am' in this sentence, then I will write, 'I am teaching'.

Guided Practice (7 minutes)

1. **Say:** With a partner, fill in the blanks with these words: play, sleep, run and add the 'ing' verb:

You do not have to write them down. Just practice them by speaking for now with your partner.

- a) The baby is ____ . (Answer: play + ing).
 - b) The children are ____ . (Answer: work + ing).
2. Have 2 pairs share their answers. Fill their answers into the blanks.
 3. Read the sentences aloud and then read them again with the pupils.

Independent Practice (12 minutes)

1. **Say:** Write these sentences on the board in your exercise books. Fill in the blanks with either a verb with or without 'ing.' You have to figure out whether to put 'ing' or not. The main verb has been given to you. You have to choose one of them to put in the blank:
 - a) We are _____ a new song. [sing/singing] (Answer: sing + ing)
 - b) I _____ in the park. [play/playing] (Answer: play)
 - c) I _____ to school every day. [go/going] (Answer: go)
 - d) They are _____ some water. (Answer: drink + ing)
2. Move around the class to see if pupils are correct. Give pupils 7-8 minutes for this.
3. Have 4 pupils volunteer to share their answer. Write the correct answers in the sentences and ask pupils to check their answers.

Closing (1 minute)

1. **Say:** Today you learnt how to use the verb 'to be' with 'ing' to describe present actions. This is called 'present progressive tense'. Do practise this at home!

[EXPLANATION FOR THE TEACHER]




Present Progressive Tense is the verb 'to be' with the verb + ing.

Singular	Plural
I am dancing/working/playing. You are dancing/working/playing. He is dancing/working/playing. She is dancing/working/playing. It is dancing/working/playing.	You are dancing/working/playing. We are dancing/working/playing. They are dancing/working/playing.

[SENTENCES TO WRITE ON THE BOARD]

- | | |
|------------------------------------|-----------------------|
| 1. I am teaching. | I teach. |
| 2. You are listening and learning. | You listen and learn. |
| 3. I am reading. | I read. |

Lesson Title: Prepare for Reading 'The Pygmy Hippopotamus'	Theme: Nonfiction Reading	
Lesson Number: L-03-131	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to list what they know and want to know about the Pygmy Hippopotamus.</p>	 <p>Teaching Aids 1. Picture or drawing of a Pygmy Hippopotamus. 2. Know, Want to know, Learnt (KWL) Chart at the end of the plan.</p>	 <p>Preparation 1. Read Teacher Explanation on next page. 2. Drawing of a Pygmy Hippopotamus. (Keep the drawing for the next lesson.) 3. Write the Know, Want to know, Learnt (KWL) Chart on the board at the end of the plan. (Keep the chart for the next lesson.)</p>
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Opening (3 minutes)

- Say:** We have many different animals in our country: cows, monkeys, chimpanzees, pigs, birds, fish. Another animal found in Sierra Leone is a Pygmy Hippopotamus. 'Pygmy' means 'small.'
- Translate to pupils' local languages if necessary.
- Say:** 'Hippopotamus' is a very long name. Clap it with me. And say, "Hip-po-po-ta-mus".
- Say each syllable and clap your hands: hip-po-po-ta-mus. Do this several times with the pupils.
- Say:** We can also say 'hippo', a shorter name for this animal. Today you will list what you know and want to know about the Pygmy Hippopotamus. In our next lesson, we will read about the Pygmy Hippo.

Introduction to the New Material (10 minutes)

- Say:** Today I will teach you how to use a special chart. In it, we will list what we know and want to know about the Pygmy Hippo.
- Point to the Know, Want to know, Learnt Chart. Tell the pupils that this is called a KWL chart.
- Show the picture or drawing of the Pygmy Hippo.
- Say:** We know the Pygmy Hippo is an animal. I will write that in the chart under 'What I Know.'
- Write 'Animal' in the K column.
- Say:** We also know it lives in Sierra Leone. I will add that to the chart under 'What I Know'.
- Write 'Lives in Sierra Leone' in the K column.

Guided Practice (8 minutes)

- Ask pupils to get into pairs.
- Say:** Tell a partner something you want to know about the Pygmy Hippo. Tell him or her a question you have about it.
- Invite 4 pupils to share their questions. (Examples: Where does it live? What does it eat? How big is it? Is it dangerous?)
- Write these questions, and other relevant questions from the examples above, in the chart.

Independent Practice (12 minutes)

- Say:** Now you will write the chart below in your exercise books:

K <i>Know</i>	W <i>Want to Know</i>	L <i>Learnt</i>
Animal Lives in Sierra Leone	Where does it live? What does it eat? How big is it?	Leave this column blank until Lesson L-03-135.

Closing (2 minutes)

1. Read the contents of chart out loud.
2. **Say:** Tomorrow we will read about the pygmy hippo and find answers to your questions. Then you will use this KWL chart again.

[TEACHER EXPLANATION]

The pygmy hippopotamus is found in Liberia, Guinea, Ivory Coast and Sierra Leone. Those in Sierra Leone live in the rivers around the Loma Mountains in the northern part of the country. They also live in the rivers around Tiwai Island in southern Sierra Leone. There are only about 2,000 alive in the wild. Most of these live in Liberia.

The pygmy hippopotamus is about the size of a male pig or hog. It weighs about 600 pounds (the weight of 4 men.) The pygmy hippopotamus are very shy and very hard to see. They come out to eat at night. They live alone or in pairs. They spend most of the time in rivers. They eat grasses, leaves, shoots and fallen fruit.




Information from <http://pygmyhippofoundation.org/pygmy-hippos>

[KNOW - WANT TO KNOW - LEARNT CHART (KWL CHART)]

1. This is a teaching strategy for any new topic.
2. Use this chart with pupils before reading any nonfiction text.
3. Pupils write what they already know about the topic. (Sometimes they will know nothing.)
4. Pupils write what they want to know in simple questions.
5. After reading the nonfiction text, pupils write what they learnt.

K <i>Know</i>	W <i>Want to Know</i>	L <i>Learnt</i>

Lesson Title: Informational Text: 'The Pygmy Hippopotamus'	Theme: Nonfiction Reading	
Lesson Number: L-03-132	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read the non-fiction 'The Pygmy Hippopotamus'.</p>	 <p>Teaching Aids 1. Picture or drawing of a Pygmy Hippopotamus (From previous lesson) 2. Pointer (folded paper). 3. Know, Want to know, Learnt (KWL) Chart (from previous lesson).</p>	 <p>Preparation 1. The picture or drawing of the Pygmy Hippopotamus (from previous lesson). 2. Write the information text 'The Pygmy Hippopotamus', at the end of the plan, on the board. 3. Underline the new words in the text: deep, stout, muddy, weigh, pound, fallen.</p>
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Opening (2 minutes)

- Say:** In our last lesson, we listed what we know and want to know about the Pygmy Hippopotamus using the Know, Want to know Learnt chart (KWL). Remind pupils of what they know. (Answer: it is an animal; it lives in Sierra Leone)
- Say:** Today we will read 'The Pygmy Hippopotamus'. You will learn more about it.

Introduction to the New Material (10 minutes)

- Show the pupils the picture or drawing of the Pygmy Hippo and the text on the board.
- Read the title of the text to them slowly and loudly.
- Point to the underlined words in the text and explain these new words:
 - deep: in the middle of (the forest)
 - stout: fat or big in size
 - muddy water: dirty water or water mixed with mud
 - weigh: showing how heavy or light something is.
 - pound: unit of measuring weight, such as when buying meat
 - fallen fruit: fruit that falls on the ground.
- Say:** Pupils, listen as I read the text.
- Point to each line and read the text slowly and loudly 2 times.

Guided Practice (7 minutes)

- Say:** Read the text with me.
- Read the text again with students pointing to each line.
- Ask all the girls to read the 1st paragraph. Then ask all the boys to read the 2nd paragraph.

Independent Practice (14 minutes)

- Say:** Turn to your partners. Read this text to your partner one by one. Both partners must take a turn.
- Let pupils do this activity for 6-7 minutes and support them in reading fluently if needed.
- Ask pupils to copy the text into their exercise books.

Closing (2 minutes)

1. **Say:** Tell your partner 1 thing you find the most interesting about the Pygmy Hippopotamus.
(Answers: it lives in water, it eats at night, it likes to be alone)
2. Give pupils 1 minute to do this.
3. **Say:** Today we read 'The Pygmy Hippopotamus'. This will help us learn more about it. Practise reading the text at home.




[TEXT THE PYGMY HIPPOPOTAMUS] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III RAISES Education Project: NP, Abridged Text

Deep in the forest of Sierra Leone lives the stout Pygmy Hippopotamus. It stands in the cool, muddy water of the river.

It is very big. It weighs 600 pounds. The Pygmy Hippopotamus eats at night. It eats grass and fallen fruit. It is quiet. And likes to be alone. It is very strong.

Be careful if you ever see one.

Lesson Title: Word Family: 'ix'	Theme: Nonfiction Reading	
Lesson Number: L-03-133	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read and write the word family 'ix'.</p>	 <p>Teaching Aids Flash cards.</p>	 <p>Preparation</p> <ol style="list-style-type: none"> Flash cards with the letters 'f', 's', 'n', 'm', 'p'. Flash card with the rime 'ix'. Write the word 'fix' on the board. Write the sentences on the board: Betty will _____ the button on the shirt. Kadiatu will _____ the garri and sugar for you. There are _____ teachers in my school. I help my mother _____ beans and rice. Read the Teacher Explanation at the end of the plan.
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Opening (2 minutes)

- Ask:** Do you remember lesson with the 'ine' words: dine, line, mine?
- Say:** Today you will learn to read and write a new word family with the rime 'ix'.

Introduction to the New Material (10 minutes)

- Point to the word 'fix' on the board. Say the word and ask pupils to repeat it after you.
- Underline 'ix' in 'fix'. Slowly sound out the rime /ix/ for the pupils.
- Say:** Repeat after me.
- Show the pupils the flash cards 'f', 'n', 'm', and 's'. Sound out each letter. Have pupils repeat them after you.
- Say:** If I put any of the flash cards in front of the rime 'ix', I can make a new word. Watch me do this.
- Join the letters one at a time to 'ix'. Write the words 'mix' and 'six', on the board below 'fix'.
- Read the new words with the pupils.
- Say:** Now I will choose 1 word to fill in this blank in the sentence.
- Read the sentence for the class: Betty will _____ the button on the shirt. (Answer: fix)
- Say:** 'fix' fits in the sentence.
- Say:** Let us read the next sentence together: Kadiatu will _____ the garri and sugar for you. (Answer: mix)
- Ask:** Which word will fit in this sentence?
- Let pupils raise their hands to respond.
- Write 'mix' in the blank after a pupil says it.

Guided Practice (10 minutes)

1. **Say:** Now we will put the other words in sentences. Let us read them together again: fix, mix, nix, and six. For this, you will work in pairs and find the answer with your partners.
2. **Say:** Tell a partner what word fits here: There are _____ teachers in my school. (Answer: six) Do not tell me the answer yet. You will write the answer later in your exercise books.
3. Give pupils time to discuss the answer.
4. **Say:** Now finish the last sentence with a partner: I help my mother _____ beans and rice. (Answer: mix)
5. Give pupils time to discuss the answer.

Independent Practice (10 minutes)

1. **Say:** Now write these sentences with the answer you guessed in your exercise books.
2. Allow pupils to write these sentences down.
3. Have 4 pupils volunteer to share their answers with the class.
4. Write the correct answers in the sentences on the board and ask pupils to check their answers against them.

Closing (3 minutes)

1. **Say:** Pupils, today you learnt how to read and write words with the rime 'ix'. Good work.

[EXPLANATION FOR THE TEACHER]

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

Here is the 'ake' word family.




- bake
- cake
- lake

A rime is the group of letters with the same sound and letters at the end of the words.

Sample words from the 'ix' word family:

- fix
- mix
- nix
- six

Lesson Title: Answering Simple Questions About 'The Pygmy Hippopotamus'	Theme: Nonfiction Reading	
Lesson Number: L-03-134	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning outcomes By the end of the lesson, pupils will be able to ask and answer simple questions about 'The Pygmy Hippopotamus'.</p>	 <p>Teaching Aids 1. The text 'The Pygmy Hippopotamus' at the end of the plan. 2. Pointer (folded paper).</p>	 <p>Preparation 1. Write the information text 'The Pygmy Hippopotamus', at the end of the plan, on the board. 2. Write the questions from the KWL Chart in the Introduction to the New Material. 3. Write the question and answer frames on the board: Where does the Pygmy Hippo live? What does it eat? How big is it? The hippopotamus lives in a _____. It stands in the _____, _____ of the _____. The Pygmy Hippopotamus eats _____ and _____. The Pygmy Hippopotamus _____ 600 pounds.</p>
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Opening (3 minutes)

1. **Say:** In our earlier lessons on the Pygmy Hippopotamus, we listed what we knew and wanted to know in a Know, Want to know learnt (KWL) chart. We also read about the Pygmy Hippo.
2. **Say:** Today, you will ask and answer simple questions about 'The Pygmy Hippopotamus'.

Introduction to the New Material (12 minutes)

1. **Say:** Listen carefully as I read the text to you.
2. Point to each line and read the text. Make sure all pupils are listening.
3. Ask pupils to open their exercise books to their KWL chart.
4. **Say:** Here are questions we wrote together in the last lesson. Notice they each end with a question mark. Where does the Pygmy Hippo live? What does it eat? How big is it?
5. Read the sentence frames on the board with the pupils.
6. **Say:** I will now read the text to look for the answers to these questions.
7. Point to lines 1 and 4. Read them.
8. **Say:** This tells me where the pygmy hippo lives. I will use these sentence frames to answer the questions.
9. Explain the sentence frames and answers for pupils:
 - a. The hippopotamus lives in a _____. (Answer: forest)
 - b. It stands in the _____, _____ of the _____. (Answer: cool, muddy water, river)
10. **Say:** Now you answer other questions about the text.

Guided Practice (5 minutes)

1. **Say:** Work with a partner.
2. Point to the next question: What does it eat?
3. **Say:** We can find the answer in the text.
4. Give pupils 1 minute to find the answer with a partner. Have 2 pairs volunteer to share their answers. Then, point to line 8 of the text on the board. Read this line aloud.
5. **Say:** Use this sentence frame to tell to your partner about what the Pygmy Hippo eats: The Pygmy Hippopotamus eats _____ and _____. (Answer: grass, fallen fruit)
6. Fill in the blanks and reread the sentence with the class.

Independent (12 minutes)

1. **Say:** Now we will answer the last question: How big is the Pygmy Hippo? Read the text to look for the answer. Raise your hands if you find the answer.
2. Give pupils 1 minute to find the answer. Have 3 pupils volunteer to share their answers.
3. **Say:** Good effort, pupils! Now let's see where you found the answer.
4. Read this sentence frame for pupils: The Pygmy Hippopotamus _____ 600 pounds. (Answer: weighs)
5. **Say:** With a partner, read the text to find the word that fits in the sentence.
6. Point to line 6.
7. Point to each question and answer. Read them aloud with pupils.

Closing (3 minutes)

1. **Say:** Revise the sentence frames you completed.
2. Move around to check their work.
3. **Say:** Pupils, today you learnt to ask and answer simple questions about a text. This will help you ask and answer more questions about life in general.

[TEXT THE PYGMY HIPPOPOTAMUS] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III RAISES Education Project: Abridged Text

Deep in the forest of Sierra Leone
Lives the stout Pygmy Hippopotamus.

It stands in the cool, muddy water
Of the river.




It is very big.
It weighs 600 pounds.

The Pygmy Hippopotamus eats at night.
It eats grass and fallen fruit.

It is quiet.
And likes to be alone.

It is very strong.
Be careful if you ever see one.

Lesson Title: Reading to Learn	Theme: Reading, Writing and Categories	
Lesson Number: L-03-135	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to list what they learnt from the text about the Pygmy Hippopotamus.</p>	 <p>Teaching Aids 1. The text 'The Pygmy Hippopotamus' at the end of the plan. 2. Picture or drawing of a Pygmy Hippopotamus (from previous lesson). 3. KWL chart (previous lesson)</p>	 <p>Preparation 1. Write the information text 'The Pygmy Hippopotamus', at the end of the plan, on the board. 2. Display drawing of Hippopotamus. 3. Write the KWL chart on the board (from previous lesson).</p>
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Opening (2 minutes)

1. **Say:** In our previous lessons, we listed what you know and want to know about the Pygmy Hippopotamus. Look at the KWL chart.
2. **Say:** Now we have read about the Pygmy Hippopotamus. Today you will list what you have learnt.

Introduction to the New Material (10 minutes)

1. Show pupils the picture of the Pygmy Hippopotamus. Tell them to listen as you read the text again. Point to each line and read the text slowly and loudly.
2. **Say:** I learnt that the Pygmy Hippopotamus likes to be alone.
3. **Say:** I will write that in the KWL chart in the 'Learnt' column.
4. Write in the 'Learnt' column: 'It likes to be alone'.

Guided Practice (8 minutes)

1. **Say:** Get into pairs. Look at the picture and think about what we read. Tell your partners 1 thing you learnt about the Pygmy Hippopotamus.
2. Pause while pupils talk.
3. Invite 2 pairs to explain what they learnt in 2-3 sentences. (Possible answers: it is a dangerous animal, It eats grasses, it is a quiet animal)
4. Write what the group says in the KWL chart on the board.

Independent Practice (10 minutes)

1. **Say:** In your KWL chart, write 1 more thing you learnt. (Possible answers: it weighs 600 pounds, it eats grass and fallen fruit, it comes out at night)
2. **Say:** Complete the chart in your exercise books.

K <i>Know</i>	W <i>Want to Know</i>	L <i>Learnt</i>
Animal Lives in Sierra Leone	Where does it live? What does it eat? How big is the Pygmy Hippo?	It likes to be alone. It weighs 600 pounds. It eats grass and fallen fruits. It comes out at night. It is a dangerous animal.

Closing (5 minutes)

1. **Say:** Let us go over what we learnt about the Pygmy Hippopotamus.
2. Read the chart from the board and let pupils read from their exercise books.
3. **Say:** Girls and boys, today you learnt to list what you learnt about the Pygmy Hippopotamus. And now you know how to use a KWL chart. Share what you learnt about the Pigmy Hippo with your parents at home.




[TEXT THE PYGMY HIPPOPOTAMUS] 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III RAISES Education Project: NP, Abridged Text

Deep in the forest of Sierra Leone lives the stout Pygmy Hippopotamus. It stands in the cool, muddy water of the river.

It is very big. It weighs 600 pounds. The Pygmy Hippopotamus eats at night. It eats grass and fallen fruit. It is quiet. And likes to be alone. It is very strong.

Be careful if you ever see one.

Lesson Title: Story: 'The Rabbit and the Tortoise'	Theme: Reading, Colours, and Verbs	
Lesson Number: L-03-136	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read the story 'The Rabbit and the Tortoise' together.</p>	 <p>Teaching Aids 1. The story 'The Rabbit and the Tortoise' at the end of the plan. 2. Picture or drawing of a rabbit and a tortoise. Pointer (folded paper).</p>	 <p>Preparation 1. Write the story 'The Rabbit and the Tortoise', at the end of the plan, on the board. 2. Underline the new words in the story: rabbit, tortoise, boast, race, slow, steady, accept, finish line. 3. Draw and display picture or drawing of a rabbit and tortoise on the board (Keep for next lesson).</p>
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Opening (3 minutes)

1. **Say:** Think about a race you ran or watched. Talk to a partner about the race.
2. Give pupils about 1 minute to talk.
3. **Say:** Today you will read a story about a race between a rabbit and a tortoise.

Introduction to the New Material (12 minutes)

1. Show the pupils the picture or drawing of the rabbit and the tortoise.
2. Read the title of the story to pupils slowly and loudly.
3. Show and explain the underlined words:
 - rabbit: small animal with soft fur, long ears, a short tail
 - tortoise: reptile with a hard shell, lives on land, moves slowly
 - boast: talk with too much pride
 - race: competition to show who is faster or fastest
 - slow: opposite of fast
 - steady: moving in an even or regular way
 - accept: agree
 - finish line: end of a race
4. **Say:** Listen carefully as I read the story to you.
5. Point to each line and read the story slowly and loudly for pupils 2 times.

Guided Practice (7 minutes)

1. Read the story with the pupils.
2. **Say:** Now, only the girls will read the first stanza.
3. **Say:** Now, only the boys will read the second stanza.
4. Then have the whole class read the story together.

Independent Practice (12 minutes)

1. **Say:** Copy the story in your exercise books.
2. Give pupils 7 minutes to do this.
3. Now have 3 pupils volunteer to come to the front of the class to read 1 stanza each.

Closing (1 minute)

1. **Say:** Today you read 'The Rabbit and the Tortoise'. This will help you be better readers. Read this story to your family at home.

[STORY THE RABBIT AND THE TORTOISE] From 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III (RAISES Education Project), Abridged Text

Rabbit boasts, "I am very fast. Who wants to race with me?"

Tortoise accepts loudly, "I will."

The race began.

Rabbit ran fast and stopped to rest.

The slow Tortoise went slowly ahead.

He did not stop to rest.

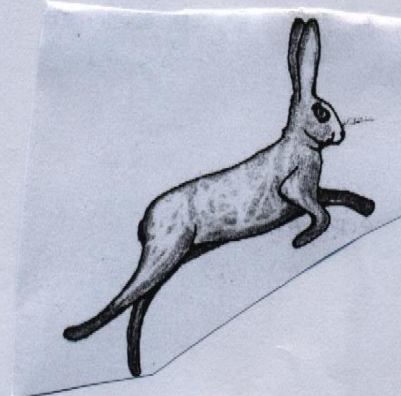
The fast Rabbit woke up and ran to the finish line.

But, the slow Tortoise crossed before Rabbit.

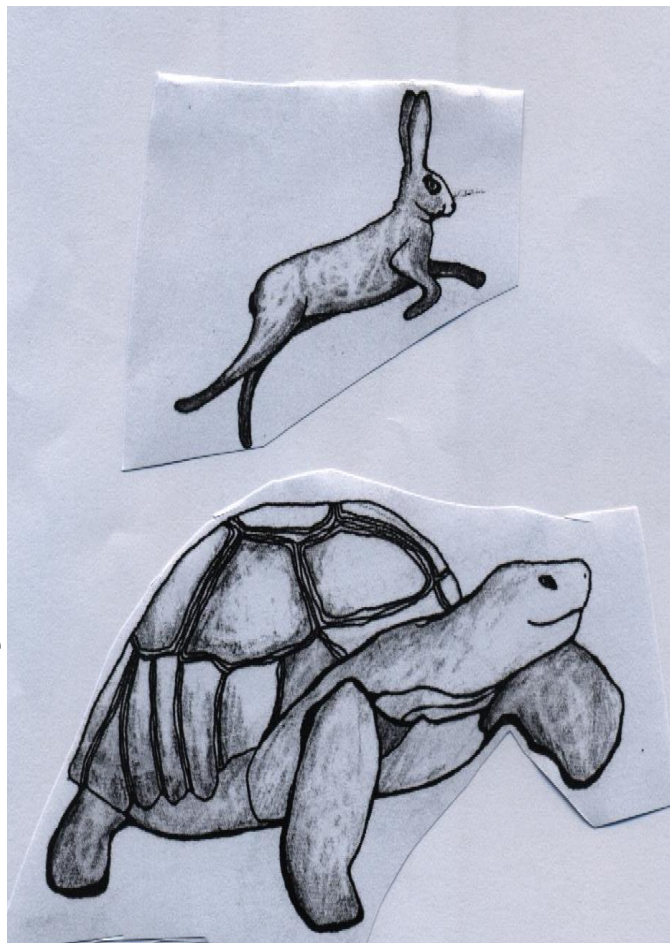
The Tortoise won the race.

He said, "Slow and steady wins the race".




Rabbit



Tortoise



Lesson Title: Story: Lesson or Moral	Theme: Reading, Colours and Verbs	
Lesson Number: L-03-137	Class/Level: Primary 3	Time: 35 minutes

	<p>Learning Outcomes By the end of lesson, pupils will be able to reread the story aloud and discuss the lesson it teaches.</p>		<p>Teaching Aids 1. The story 'The Rabbit and the Tortoise' at the end of the plan. 2. Picture or drawing of a rabbit and a tortoise. 3. Pointer (folder paper).</p>		<p>Preparation 1. Write the story 'The Rabbit and the Tortoise' at the end of the plan, on the board. 2. The picture or drawing of the Rabbit and the Tortoise (from previous lesson).</p>
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Opening (3 minutes)

1. **Say:** We will continue our lesson on the story 'The Rabbit and the Tortoise'. Ask a partner: What was the story about? What happened at the end of the story?
2. Pause for pupils to talk.
3. **Say:** Today you will reread the story and talk about the lesson it teaches.

Introduction to the New Material (14 minutes)

1. **Say:** Listen carefully as I read the story aloud.
2. Point to each line and read the story slowly and loudly.
3. After reading, **Say:** Rabbit is fast but boasts and is arrogant. Tortoise is slow but well focused.
4. **Say:** Every story has moral lessons we can learn. 1 moral lesson I learnt from this lesson is that: It is good to focus on whatever we are doing.

Guided Practice (5 minutes)

1. **Say:** Now talk with a partner about another lesson you learnt from the story. (Example: It is not good to be boastful of what you have or can do.)
2. Ask 2 pupils to tell the class what they discussed.
3. Write their lessons or moral learnt on the board.

Independent Practice (10 minutes)

1. Invite 1 pupil to come forward and track the story on the board.
2. **Say:** Now we will read the story again. Think about the lesson as we read.
3. Give pupils 2 minutes to read the story from the board.
4. **Say:** Now talk with a partner about these questions:
 - a) What are the lessons you learnt from the story?
 - b) How should the rabbit have behaved?
5. Give pupils time to discuss their answers in pairs.
6. Have 3 pairs volunteer to share their answers.

Closing (3 minutes)

1. Remind the class of the lessons in the story.
 - a) It is not good to boast.
 - b) In life you have to focus on whatever you are doing.
2. **Say:** Tell the story and the lessons in it to your family at home. Good work

[STORY THE RABBIT AND THE TORTOISE] From 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III (RAISES Education Project), Abridged Text

Rabbit boasts, "I am very fast. Who wants to race with me?"

Tortoise accepts loudly, "I will."

The race began.

Rabbit ran fast and stopped to rest.

The slow Tortoise went slowly ahead.

He did not stop to rest.




The fast Rabbit woke up and ran to the finish line.

But, the slow Tortoise crossed before Rabbit.

The Tortoise won the race.

He said, "Slow and steady wins the race".

Lesson Title: Word Family: 'est'	Theme: Reading, Colours and Verbs	
Lesson Number: L-03-138	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning outcomes By the end of the lesson, pupils will be able to read and write a word family with the rime 'est'.</p>	 <p>Teaching Aids Flash cards</p>	 <p>Preparation</p> <ol style="list-style-type: none"> Flash cards with the letters 'b', 'n', 'p', 'v', 'w', 't', and 'r'. Flash card with the rime 'est'. Write the word 'pest' on the board. Read the Teacher Explanation at the end of the plan. Write the 4 sentence frames on the board: Abu is my _____ friend. The bird fell from the _____. After working all day, my father will _____. The teacher gave us a _____.
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Opening (2 minutes)

- Say:** Think about our last word family lesson with the rime 'ix'.
- Say:** Help me name the 'ix' words: fix, mix, six.
- Invite 3 pupils to name a word.
- Say:** Today you will learn to read and write a new word family with the rime /est/.

Introduction to the New Material (15 minutes)

- Write the word 'pest' on the board, and underline 'est'. Slowly sound out the rime /est/ for the pupils. Then say the word 'pest'.
- Say:** Sound out 'pest' with me. A pest is a small animal, like an insect.
- Show the pupils the flash cards 'b', 'n', 'v', 'w', 't', and 'r'. Ask the class to name them with you and sound them out.
- Say:** If I put any of these letters in front of 'est', I can make a new word.
- Write 2 new words on the board: best and nest.
- Say:** Look how I have put different letters in front of 'est' and made new words. Read the new words with me.
- Read the words slowly with the class.

Guided Practice (5 minutes)

- Say:** Now we will fill in the blanks in some sentences with 'est' words. You will help me do it.
- Read the sentence for pupils: Abu is my _____ friend. (Answer: best)
- Say:** Which word ending with 'est' fits here? Raise your hands to answer.
- Have pupils answer. If they say 'best', write the word in the sentence. If they do not, then tell them the answer.
- Say:** Let's read the next sentence together: The bird fell from the _____. (Answer: nest)
- Read it slowly for pupils. Ask them to raise their hands to answer.

7. Have 2-3 pupils answer the question.
8. **Say:** Birds sleep in nests, so 'nest' fits in the blank.
9. Write it in the blank and read the sentence again for the class.
10. Ask pupils to get into pairs.
11. **Say:** Talk to a partner about the next sentence. Which word fits here? : After working all day, my father will _____. (Answer: rest)
12. Give pupils time to discuss the answer. This time, pupils do not have to raise their hands. They will write the answer in their exercise books in some time.
13. **Say:** Now talk about the last sentence with a partner: The teacher gave us a _____. What word fits in the blank? (Answer: test) Discuss with your partner.

Independent Practice (12 minutes)

1. **Say:** Now write sentences you just discussed with your partner in your exercise books.
2. Give pupils 2 minutes to write.
3. Have 3 pairs volunteer to share their answers. Praise their effort.
4. Write the correct answers on the board in the sentences.
5. Ask pupils to check their sentences against yours.
6. **Say:** Now, make more words ending in 'est' with the letters 'v' and 'w'.
7. Give pupils 1 minute to do this.
8. Then write the words 'vest' and 'west' on the board and explain their meaning if needed.

Closing (1 minutes)

1. **Say:** Let's the new words together: best, nest, pest, vest, west, test, and rest.
2. Today you learnt how to read and write words in a word family with the rime 'est'. Great work!




[EXPLANATION FOR THE TEACHER]

A word family is a set of words that end with same letters and sounds, but begin with different letters and sounds.

Sample words from the 'est' word family:

- best
- nest
- pest
- rest
- test

Lesson Title: Colours of the Flag	Theme: Reading, Colours and Verbs	
Lesson Number: L-03-139	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson pupils will be able to identify and describe the colours of the national flag.</p>	 <p>Teaching Aids 1. Drawing of the national flag or a real flag. 2. Coloured chalk, if available.</p>	 <p>Preparation 1. Write sentence frames in the Green stands for _____. White stands for _____. Blue stands for the _____. The colours of our flag are ____, ____ and _____.</p>
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Opening (3 minutes)

1. **Say:** Each country has its own flag. You know Sierra Leone has a flag, too.
2. **Ask:** Where do you see the flag of Sierra Leone? Tell your partner. (Answer: schools, police stations, state house, military barracks)
3. Give pupils 1 minute to talk to their partners.
4. **Say:** Today you will learn to identify and describe the national flag of Sierra Leone.

Introduction to the New Material (10 minutes)

1. **Say:** A flag is a piece of cloth with coloured designs that represents a country.
2. Show pupils the diagram of the national flag on the board (or a real flag).
3. **Say:** The national flag of Sierra Leone has 3 colours.
4. **Say:** Green stands for agriculture. White stands for unity (living together without fighting). Blue stands for the sea.

Guided Practice (5 minutes)

1. **Say:** Use these sentence frames to talk to a partner about the national flag.
2. Point to them and read them aloud for pupils:
 - a) Green stands for _____. (Answer: agriculture)
 - b) White stands for _____. (Answer: unity)
 - c) Blue stands for the _____. (Answer: sea)
 - d) The colours of our flag are ____, ____ and _____. (Answer: green, white, blue)
3. **Say:** Practise saying these sentences with partners, filling the blanks with the colours.
4. Write the answers in the blanks.




Independent Practice (15 minutes)

1. Have 2 pairs volunteer to share their sentences with their class.
2. **Say:** Good work pupils! Now, write the sentences in your exercise books.
3. Move around and observe what pupils are doing. Help when needed.

Closing (2 minutes)

1. Select 4 pupils to each read 1 of the sentences for the class.
2. **Say:** Today you learnt how to identify and describe the national flag of Sierra Leone. The flag is very important to all of us.

Lesson Title: The Simple Past Tense	Theme: Reading, Colours and Verbs	
Lesson Number: L-03-140	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use the simple past tense to describe a week at school.</p>	 <p>Teaching Aids None</p>	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the explanation of past tense and examples at the end of the lesson on the board. 2. Write the sentences on the board: Last week, I looked at my pupils' work. Last Wednesday, I clapped for you all. 3. Write sentence frames on the board: Last Friday we _____ football in school On Saturdays, I _____ to my mother's stories. After washing, I _____ my clothes. Yesterday, after playing, we _____ up our things. When we were younger, we _____ here and there.
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Opening (1 minute)

1. **Say:** Class, you have learned about present tense verbs. Remember they are words that tell what people do now or every day: I look, she jumps, you play, we dance.
2. **Say:** Today you will learn to use words in the simple past tense to describe a week at school.

Introduction to the New Material (10 minutes)

1. **Read:** The past tense tells about actions and events that already happened. The past tense is for things that happened last night, last week, yesterday, last month.
2. **Say:** For example: looked, touched, jumped, played, and worked. Each of these verbs ends with 'ed'. Explain that mostly, we add 'ed' to present tense verbs to make them past.
3. Read these sentences about last week to the pupils:
 - a) Last week, I looked at my pupils' work.
 - b) Last Wednesday, I clapped for you all.
4. Underline the 'ed' in the verbs.
5. **Say:** The 'ed' means the actions already happened. The verbs are in the past tense.

Guided Practice (7 minutes)

1. **Say:** Tell a partner one thing you did at school last week. Use the verbs on the board.
2. Have 2 pairs volunteer to share what they discussed. After they speak, say the 'ed' verbs they used and write them on the board.




Independent Practice (15 minutes)

1. **Say:** Copy the following sentences from the board. Then pick either an 'ed' or a non 'ed' verb from the square brackets to put into the sentences. Pay attention to whether the sentence is in the past tense or the present tense. Let me read the sentences for you once:
 - a) Last Friday we _____ football in school. [play/played] (Answer: played)
 - b) On Saturdays, I _____ to my mother's stories. [listen/listened] (Answer: listen)
 - c) After washing, I _____ my clothes. [fold/folded] (Answer: fold)
 - d) Yesterday, after playing, we _____ up our things. [pick/picked] (Answer: picked)
 - e) When we were younger, we _____ here and there. [jump/jumped] (Answer: jumped)
2. Move around the class to support pupils.
3. Invite 5 pupils to read their sentences to the class.
4. Write the correct answers on the board and ask pupils to check their work against it.

Closing (2 minutes)

1. **Say:** Remember, we make past tense of regular verbs by adding 'ed'. Today you learnt how to use the simple past tense to describe a week at school. This will help you speak and write about things that happened in the past.

Lesson Title: Story: 'Mamoud Goes to Yara'	Theme: Reading, Verbs and Punctuation	
Lesson Number: L-03-141	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read and discuss the story: 'Mamoud Goes to Yara'.</p>	 <p>Teaching Aids 1. The story 'Mamoud Goes to Yara', at the end of the plan. 2. Drawing of Mamoud and a goat. 3. Pointer (folded paper).</p>	 <p>Preparation 1. Write the story 'Mamoud Goes to Yara' at the end of the plan, on the board. 2. Draw Mamoud and a goat on the board. 3. Underline the new words in the story. 4. Write the sentence frames on the board: Mamoud's _____ said, 'Please go to Yara'. Mamoud is taking a _____ to his _____. His auntie was so _____ to see him in Yara.</p>
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Opening (2 minutes)

- Say:** Sometimes, people ask you to do things for them. Maybe your mother asks you to fetch water. Maybe your uncle asks you to help him. I have an interesting story to read with you about a boy who helps his uncle: 'Mamoud Goes to Yara'.

Introduction to the New Material (13 minutes)

- Say:** Before we read we will talk about the new words in the story.
- Explain the meanings of these new words:
 - uncle: brother of your mother or father
 - rope: thick string
 - fresh: just made, just picked, not dried or canned
 - glad: happy, pleased
- Say:** Listen carefully while I read the story.
- Point to each line as you read the story.
- Explain the story to pupils in their local language(s).
- Say:** Read with me.

Guided Practice (8 minutes)

- Say:** Get into pairs and discuss this story. Tell each other what you liked and learnt in the story.
- Give pupils about 3-4 minutes to do this.
- Read the sentences without filling the blanks to the pupils:
 - Mamoud's _____ said, 'Please go to Yara'. (Answer: Uncle)
 - Mamoud is taking a _____ to his _____. (Answer: goat, auntie)
 - His auntie was so _____ to see him in Yara. (Answer: happy)
- Say:** With your partners, fill in the blanks in the sentences.
- Give pupils 3 minutes to complete the sentences.

6. Write the correct words in the blanks.

Independent Practice (10 minutes)

1. **Say:** I will read the story again. Read along with me.
2. Point to each line of the story as you read it.
3. **Say:** Write the 3 sentences from the board in your exercise books.

Closing (2 minutes)

1. **Say:** Today you read and discussed the story 'Mamoud Goes to Yara'. This will help you read other stories. Good work!

[STORY MAMOUD GOES TO YARA]

One day Mamoud's uncle said, 'Mamoud, please go to Yara. Take this goat to my sister'. Mamoud tied a rope around the goat's neck. They began walking to Yara.




It was early morning. The air was fresh. Mamoud sang a little song:

*Walking along, walking around;
Singing a song, singing a song.*

After some time, he arrived in Yara with the goat. His aunty was so happy to see Mamoud. She was also glad to get a goat from her brother. She gave Mamoud some gara cloth to take to his uncle.

What a wonderful day!

Lesson Title: Vocabulary: Errands	Theme: Reading, Verbs and Punctuation	
Lesson Number: L-03-142	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use different verbs to name and talk about errands they do.</p>	 <p>Teaching Aids None</p>	 <p>Preparation 1. Write the verbs connected with errands on the board: take, fetch, bring, keep, carry, buy and call. 2. Write the sentence frames on the board: I _____ the fruit home from the market. The girls _____ water from the stream. The girl walks to the school to _____ her sister home. He _____ tomatoes for his mother. I _____ for my _____.</p>
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Opening (3 minutes)

- Say:** Pupils, in the last lesson we read ‘Mamoud Goes to Yara.’ In it, Mamoud did an errand for his uncle. An errand is a job you do for somebody. Mamoud went to Yara for his uncle. He took a goat to his auntie. That is an errand.
- Say:** Today you will learn to name and talk about errands you do for people.

Introduction to the New Material (12 minutes)

- Show pupils the words on the board. Explain ‘take’, ‘bring’, ‘fetch’, ‘buy’, ‘call’ and ‘carry’.
- Say:** These words tell about errands at home, school or in the community. Read them after me.
- Say:** Here are some sentences about errands:
 - I _____ the fruit home from the market. (Answer: carry)
 - The girls _____ water from the stream. (Answer: fetch)
 - The girl walks to the school to _____ her sister home. (Answer: bring)
 - He _____ tomatoes for his mother. (Answer: buys)
- Say:** I will complete these sentences with verbs. I make the verb match the subject by adding ‘s’ or ‘es’ when needed. I will need your help in this. Raise your hands if you want to answer.
- Let pupils raise their hands and have 1-2 pupils answer each question.
- Then fill in the blanks. Read each one aloud together with the pupils.
- Say:** I know you do errands for your parents. Raise your hands if you carry fruit and vegetables home from the market. Raise your hands if you fetch water for your family.

Guided Practice (5 minutes)

- Say:** Now get into pairs. Name an errand you do for someone. This is a small job you go somewhere to do. This job is for someone else, like your family or friends.
- Tell pupils they can use the words on the board.




Independent Practice (13 minutes)

1. **Say:** Use this sentence frame to write errands you do for someone: I _____ for my _____. Read the errand words on the board. Use them to write 2 or more sentences about errands.

Closing (2 minutes)

1. **Say:** Read 1 of your sentences to a partner.
2. Give pupils 1 minute to do so.
3. **Say:** Pupils, today you learnt how to use different verbs to say errands you do. In the next lesson you will express an opinion about a family issue, doing chores.

Lesson Title: Fluent Reading: Punctuation Marks	Theme: Reading, Verbs and Punctuation	
Lesson Number: L-03-143	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use commas, full stops, and question marks to read fluently.</p>	 <p>Teaching Aids The story 'The Rabbit and the Tortoise' at the end of the plan.</p>	 <p>Preparation 1. Write the story 'The Rabbit and the Tortoise' at the end of the plan, on the board. 2. Write a full stop, comma and question mark on the board.</p>
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Opening (3 minutes)

1. **Ask:** Do you remember the story about the rabbit and the tortoise?
2. **Say:** Tell a partner why the tortoise won the race.
3. Give pupils 1 minute to talk.
4. **Say:** In the story rabbit boasted that he runs faster than tortoise.
5. **Say:** We will use that story for today's lesson. You will learn how to use commas, full stops, and question marks to help you read. Point to the examples on the board.

Introduction to the New Material (12 minutes)

1. **Say:** Listen while I read this question: 'Who wants to race me?'
2. **Say:** Notice my voice goes up when I am asking a question. Read this question with me. Make your voice go up when you read a question.
3. **Say:** The full stop shows that we have come to the end of the sentence.
4. **Say:** Listen while I stop at each full stop.
5. Read another line with a full stop.
6. **Say:** Now I will read this part that has 2 commas. I will pause at each comma. I pause a bit longer for a full stop.
7. Read the last paragraph aloud. Pause at each comma and pause longer at each full stop.
8. **Say:** When you read, always pause at the commas and pause longer at the full stops.

Guided Practice (10 minutes)

1. **Say:** Read the story from the beginning with me. Pause at each comma and pause longer at each full stop. Raise your voice at a question mark.
2. Read the story again with attention to the full stops, commas and question marks.

Independent Practice (10 minutes)

1. **Say:** Read the story with a partner. Use the punctuation marks when you read.
2. Move around the room as pupils read. Guide and encourage them.

Closing (5 minutes)

1. **Say:** Girls, stand and read the 1st 6 lines aloud. Use the punctuation marks.
2. **Say:** Boys, stand and read the last 6 lines aloud. Use the punctuation marks.
3. **Say:** Today you learnt how to read using commas, full stops and question marks. Excellent work!

[STORY THE RABBIT AND THE TORTOISE] From 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III RAISES Education Project NP, Abridged Text

Rabbit boasts, "I am very fast. Who wants to race me?"

Tortoise accepts loudly, "I will."

The race began.

Rabbit ran fast and stopped to rest.

The slow tortoise went slowly ahead.

He did not stop to rest.




The fast rabbit woke up and ran to the finish line.

But, the slow tortoise crossed before Rabbit.

The tortoise won the race.

He said, "Slow and steady wins the race."

Lesson Title: Vocabulary: 'Mamoud Goes to Yara'	Theme: Reading, Verbs And Punctuation	
Lesson Number: L-03-144	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to define key words from 'Mamoud Goes to Yara'.</p>	 <p>Teaching Aids The story 'Mamoud Goes to Yara'.</p>	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Have the story 'Mamoud Goes to Yara' ready to read aloud. 2. Write the following words on the board: uncle, rope, fresh, glad, wonderful 3. Write the sentence frames on the board: Amadu tied a _____ around the goat's neck. Yeabu picked the _____ mangoes from the tree.
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Opening (5 minutes)

1. **Ask:** Remember the story 'Mamoud Goes to Yara'? Let's read it again. Open your exercise books and read along with me.
2. Read the story slowly with the class.
3. **Say:** Today you will explain the key words from this story.

Introduction to the New Material (10 minutes)

1. Point to and read the key words for the class: uncle, rope, fresh, glad, wonderful.
2. **Say:** Spell and read these words with me.
3. **Say:** Now you will use these words to fill blanks in sentences.

Guided Practice (5 minutes)

1. **Say:** Read this sentence with me: Amadu tied a _____ around the goat's neck. (Answer: rope)
2. **Say:** Turn to a partner and choose the word that makes sense in the sentence.
3. Invite a pupil to say the word that fits in the blank. (Answer: rope) Write it in the blank.
4. **Say:** Read this sentence with me: Yeabu picked the _____ mangoes from the tree. (Answer: fresh)
5. **Say:** Turn to a partner and choose the word that makes sense in the sentence.
6. Invite a pupil to say the word that fits in the blank. (Answer: fresh)
7. Write it in the blank.

Independent Practice (13 minutes)




1. **Say:** Now write the key words and these sentence frames in your exercise books.
2. Give pupils 5 minutes to write.
3. **Say:** Work on your own to write words in the blanks.
 - a) I was _____ when I saw my brother. (Answer: glad)
 - b) Osman's _____ came running when he saw the snake. (Answer: uncle)

- c) We had a _____ day at the market. (Answer: wonderful)
4. Move around the class to check and help pupils as needed.

Closing (2 minutes)

1. **Say:** Read 1 of your sentences to a partner.
2. Give pupils about 1 minute to do so.
3. **Say:** Today you defined key words from a story. I hope you will use these words when you talk to friends.

Lesson Title: Expressing Opinions	Theme: Reading, Verbs and Punctuation	
Lesson Number: L-03-145	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson pupils will be able to express opinions about issues relating to their family.</p>	 <p>Teaching Aids None</p>	 <p>Preparation 1. Write the following on the board: laundering, sweeping, fetching water, cooking, washing dishes 2. Write the phrases: 'like', 'do not like', 'prefer', 'do not prefer' on the board. 3. Write the following sentences on the board: I <u>do not like</u> fetching water because it is difficult. I <u>prefer</u> sweeping because it is easy. I like _____ because it is easy. I do not like _____ because it is difficult. I prefer _____ because I do it with my mother.</p>
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Opening (3 minutes)

1. **Ask:** Do you remember the story of 'Mamoud Goes to Yara'? In that story, Mamoud did an errand for his uncle.
2. Let pupils respond.
3. **Say:** It is important to help our families. We all do things at home to help. Think about the things you do for your family. Today, you will learn to say what you think (express opinions) about issues in your families, like doing chores or housework.

Introduction to the New Material (10 minutes)

1. Read words for chores slowly and loudly: laundering, sweeping, fetching water, cooking, washing dishes.
2. **Say:** These are some of the things we do in our homes every day. Sometimes we like doing chores. Other times we do not.
3. **Ask:** Do you do these things for your family?
4. Let pupils respond.
5. **Say:** Now I will show you how to express opinions about doing chores at home. You have learnt how to do this before.
6. Look at these sentences on the board:
 - a) I do not like fetching water because it is difficult.
 - b) I prefer sweeping because it is easy.
7. **Say:** Remember that we use the words 'like' and 'prefer' to express our opinions?
8. Look at the words and phrases, 'like', 'do not like', 'prefer', 'do not prefer', on the board.
9. **Say:** Read the opinion words and the sentences with me.

Guided Practice (5 minutes)

1. **Say:** Think about other chores you do.
2. **Say:** Together with a partner name another chore you do for your family.
3. **Ask:** Ask a partner: What chore do you prefer? Is there something you do 'not' like to do?




Independent Practice (14 minutes)

1. **Say:** Write these sentences to express opinions. Choose a word from the list for each blank.
 - a) I like _____ because it is easy.
 - b) I do not like _____ because it is difficult.
 - c) I prefer _____ because I do it with my mother.

Closing (3 minutes)

1. Invite 4 pupils to each read one of their sentences.
2. **Say:** You learnt to express your opinions about issues relating to your family, like chores. Now you know how to use the words 'like' and 'prefer' to give an opinion.
3. **Say:** This will help you say what you think about things you like and things you do not like.

Lesson Title: Colours: Review	Theme: Reading, Nonfiction and Writing	
Lesson Number: L-03-146	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to group objects by colour.</p>	 <p>Teaching Aids 1. Objects that a different colours. 2. Crayons or coloured chalk or painted sticks: red, yellow, green, blue, white.</p>	 <p>Preparation Gather objects of different colours, for example: pencils, books, cups, bags.</p>
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Opening (2 minutes)

1. **Say:** Do you remember the lesson about the colours of the Sierra Leone flag?
2. Invite 3 pupils to name the colours of the Sierra Leone flag.
3. **Say:** Today you will learn how to group objects by colour.

Introduction to the New Material (10 minutes)

1. Show pupils the different coloured chalks.
2. **Say** and **write:** green, blue, red, yellow, white.
3. **Say:** Read the colours with me.
4. **Say:** We will look at the number words today, too.
5. Show students the different numbers: 1, 2, 3, 4, 5.
6. **Say** and **write:** one, two, three, four, five.
7. **Say:** Read the numbers with me.
8. **Say:** Today I will teach you how to describe objects by naming their colour and how many there are. Explain objects have different colours.
9. Read the sentence aloud: We have ____ books on the table. (Possible answer: three, green)
10. Write 'three' and 'green' in the blanks.
11. **Say:** Now you describe objects by colour and say how many there are.

Guided Practice (10 minutes)

1. **Say:** Fill in the sentences with a partner. Use the name of an object and its colour.
 - a) I see ____ pencils on the chair. (Possible answer: two, yellow)
 - b) We have ____ cups in our class. (Possible answer: four, red)
 - c) There are ____ bags on the floor. (Possible answer: two, blue)
2. Write the words in the blanks and read the sentences with the class.




Independent Practice (15 minutes)

1. **Say:** Copy the sentences in your exercise books.

Closing (3 minutes)

1. Invite 2 pupils to read their sentences to the class.
2. **Say:** Girls and boys, today you learnt how to name the colour of objects and to say how many there are.

Lesson Title: Informational Text: 'Little Flying Flowers'	Theme: Reading Nonfiction and Writing	
Lesson Number: L-03-147	Class/Level: Primary 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read 'The Little Flying Flowers'.</p>	 <p>Teaching Aids The poem 'The Little Flying Flowers' at the end of the plan.</p>	 <p>Preparation</p> <ol style="list-style-type: none"> Write the poem 'The Little Flying Flowers' at the end of the plan, on the board. Underline the new words in the poem: butterfly, moth, insect, beautiful, similar. Write the following sentence frames on the board: Butterflies and moths are both _____. They both have _____ legs. _____ is awake at night. _____ is awake in the day.
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Opening (1 minute)

- Ask:** What are some flowers you know? (Possible answers: roses, yellow-bell, hibiscus)
- Let pupils respond.
- Say:** The title of this text is 'The Little Flying Flowers'. It is about 2 insects that look like flowers. Today you will read 'The Little Flying Flowers'.

Introduction to the New Material (10 minutes)

- Read the poem, pointing to each line.
- Say:** Read the text after me, line-by-line.
- Read the underlined words. Explain their meanings in English or any other language:
 - butterfly: an insect with brightly-coloured wings
 - moth: an insect with wings, not brightly coloured
 - insect: any small creature with 6 legs and a body with 3 parts
 - beautiful: pretty
 - similar: alike but not exactly the same
- Say:** Remember that when we compare we say how 2 things are the same or similar? I will show you.
- Say:** Moths and butterflies are the same, because they are both insects and because they both have wings.
- Read the differences from the chart out loud.
- Say:** Reread the text again with me.

Guided Practice (10 minutes)

- Say:** Tell a partner how moths and butterflies are similar. Use these sentence frames to help you.
- Butterflies and moths are both _____. (Answer: insects)

3. They both have _____ legs. (Answer: 6)
4. Give pupils 3 minutes to talk.
5. **Say:** Now tell a partner how moths and butterflies are different. Use these sentence frames to help you.
 - a) _____ is awake at night. (The moth)
 - b) _____ is awake in the day. (The butterfly)
6. Give pupils 3 minutes to talk.

Independent Practice (10 minutes)

1. **Say:** Write 1 sentence that tells how butterflies and moths are similar or the same. Write another sentence that tells how they are different.
2. Move around the room to check and help.

Closing (4 minutes)

1. **Say:** Let's read this text together.
2. Point to each line of the text and read aloud with pupils.
3. **Say:** Today you read 'The Little Flying Flowers'. Now you know about butterflies and moths.

[*POEM THE LITTLE FLYING FLOWERS*] From 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III RAISES Education Project, NP Abridged Text




A moth and a butterfly are insects.
They are beautiful. They look like flying flowers.

Moths and butterflies are similar.
But they come from different families.

HERE ARE THREE WAYS THEY ARE DIFFERENT:

Butterfly	Moth
1. Is awake in the day	1. Is awake at night
2. Antenna is like a thread	2. Antenna is like a comb
3. Rests with its wings closed	3. Rests with its wings open
But they are both beautiful!	

Lesson Title: Vocabulary: Similar and Different	Theme: Reading Nonfiction and Writing
Lesson Number: L-03-148	Class/Level: Primary 3 Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to compare different objects and animals.</p>	 <p>Teaching Aids None</p>	 <p>Preparation 1. Write the following on the board on the board: To compare means to describe how two things are the same and different. 2. Write the following 4 short sentences on the board: Both the goat and the dog have 4 legs. Also, people take care of goats and dogs. The goat has horns but the dog does not. A dog has a long tail but the goat does not.</p>
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Opening (3 minutes)

1. Invite 6 pupils to name things in the classroom. (Possible answers: table, chair, board, pen, chalk, book)
2. Invite other pupils to name animals in the community. (Possible answer: cats, dogs, goats, birds, cows)
3. **Say:** Today you will learn to compare different objects and animals, like the ones you named.

Introduction to the New Material (12 minutes)

1. **Say:** To compare means to describe how two things are the same and different.
2. **Say:** I will teach you how to compare two animals.
3. Read slowly from the board.
 - Both the goat and the dog have 4 legs.
 - Also, people take care of goats and dogs.
 - The goat has horns but the dog does not.
 - A dog has a long tail but the goat does not.
4. **Say:** In the 1st pair of sentences I named what is the same between a dog and a goat. In the 2nd pair of sentences I named what is different between a dog and a goat.
5. **Say:** This is how we compare two things: First, we name the ways they are the same. Then, we name the ways they are different. You will now compare some more things.

Guided Practice (5 minutes)

1. **Say:** Get into pairs and turn to your partner. Compare 2 things we find in a classroom: a chair (or bench) and a table. Look at them carefully. Think about how they are the same and how they are different. Remember, first name how they are the same and then name how they are different.




Independent Practice (13 minutes)

1. **Say:** With your partners, compare two animals: a fowl and a cat.
2. **Say:** Remember, first name how they are the same, and then name how they are different.
3. Move around the class and listen to pupils as they compare the animals.
4. After 4 minutes, invite 1 boy to tell how a fowl and a cat are the same. Invite 1 girl to tell how they are different.
5. **Say:** Now compare two things we have here in the classroom: a book and a slate (or chart).
6. **Say:** Remember, first name how they are the same, and then name how they are different.
7. Give pupils 4 minutes to talk.
8. Invite 1 girl to tell how a book and a slate (or chart) are the same. Invite 1 boy to tell how they are different.

Closing (2 minutes)

1. **Say:** Today you learnt how to compare different objects and animals. There are many, many things, like objects, animals and people in your communities to compare. This will help you compare more of them. Great job!

Lesson Title: Related Sentences: Why I Appreciate Animals	Theme: Reading Nonfiction and Writing	
Lesson Number: L_03_149	Class/Level: 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to write sentences about animals and why they are important in our lives.</p>	 <p>Teaching Aids None</p>	 <p>Preparation 1. List the following names of animals in the community on the board: sheep, bats, dogs, goats, hens, cats. 2. Write the sentence frames on the board: We use the skin of the sheep to make _____ and _____. Bats help us because they eat _____. Goats are important _____. Cats help us by eating _____. Dogs protect us by _____. Hens give us ___ to eat.</p>
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Opening (2 minutes)

1. **Say:** Think about the animals that live in or near your houses. Today you will learn to write sentences about these animals and why they are important in our lives.

Introduction to the New Material (13 minutes)

1. **Say:** Look at this list of animals: sheep, bats, dogs, goats, hens, cats.
2. **Say:** These animals are important to us. They help us in different ways.
3. **Say:** Sheep are important to us. Muslims use the skin of the sheep as prayer mats. People also use the skin to make musical drums.
4. **Say:** We can write this in a sentence: We use the skin of the sheep to make _____ and _____.
(Answer: prayer mats, musical drums)
5. Write 'prayer mats' and 'musical drums' in the blanks.
6. Explain this.
7. **Say:** Think about bats. We don't like mosquitos because they bite us and give us malaria. Did you know that bats eat mosquitos?
8. **Say:** Read this sentence with me: Bats help us because they eat _____. (Answer: mosquitos)
9. Write 'mosquitos' in the blank.
10. **Say:** Now you will describe how other animals are important to us.

Guided Practice (5 minutes)

1. **Say:** Tell a partner why goats are important to us. Goats are important _____. (Possible answers: to give us meat, to give us goat fat for medicine, to give us skin for drums, to give us skin for shoes)
2. Invite 4 pupils to answer.
3. **Say:** Tell a partner why cats are important to us? Cats help us by eating _____. (Answer: rats)
4. Invite 1 pupil to answer.




Independent Practice (12 minutes)

1. Read the last two sentences aloud leaving the blanks empty.
 - a) Dogs protect us by _____. (Example answer: barking at strangers)
 - b) Hens give us ___ to eat. (Answer: eggs, meat)
2. **Say:** Think about these 2 sentence frames. Write them in your exercise books. Fill in the blanks.
Work alone or in pairs.

Closing (3 minutes)

1. **Say:** Tell a partner 1 of your sentences.
2. Give pupils time to talk to their partners.
3. **Say:** Today you learnt to write sentences about animals and why they are important in our lives.
We have many animals to be thankful for!

Lesson Title:	Reading: Main Idea	Theme:	Reading, Nonfiction and Writing
Lesson Number:	L-03-150	Class/Level:	Primary 3
		Time:	35 minutes

	<p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to name and explain the main idea from 'Little Flying Flowers'.</p>		<p>Teaching Aids</p> <ol style="list-style-type: none"> The poem 'The Little Flying Flowers' at the end of the plan. Picture or drawing of a moth and butterfly. 		<p>Preparation</p> <ol style="list-style-type: none"> Draw and display a picture or drawing of a moth and a butterfly. Write the poem 'The Little Flying Flowers', at the end of the plan, on the board.
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Opening (3 minutes)

- Say:** Girls and boys, we read the poem 'The Little Flying Flowers' this week.
- Ask:** What do you remember about moths and butterflies? Tell a partner.
- Say:** Today you will name and explain the main idea from 'The Little Flying Flowers'.

Introduction to the New Material (12 minutes)

- Say:** Listen while I read 'The Little Flying Flowers'.
- From this text, we can find some similar things about moths and butterflies. Raise your hands to tell me what they are.
- Have 4-5 pupils volunteer to share their answers.
- Say:** You told me what you found was similar in them. These sentences tell us how they are similar. (Point to and reread the sentences.)
 - They are both insects.
 - They have antennas. (Explain 'antenna'.)
 - They have wings. (Explain 'wings'.)
 - They have 4 legs.
- Read the information in the table to the class and show them that this is how you got your information.
- Explain to the class that the text also tells how the butterfly and the moth are different. Read the information or explain it in any language the pupils understand.

Butterfly	Moth
Is awake in the day	Is awake at night
Antenna is like a thread	Antenna is like a comb
Rests with its wings closed	Rests with its wings open

- Say:** Everything in 'The Little Flying Flowers' tell us that moths and butterflies are similar and different. This is the main idea.

Guided Practice (5 minutes)

- Say:** Look again at the picture of the moth and the butterfly.
- Say:** Tell your partner 1 way the moth and the butterfly are similar and 1 way the butterfly and the moth are different.
- Pause while partners talk. Ensure that both partners take a turn to talk.

Independent Practice (12 minutes)

1. Tell pupils to write 2 of the sentences from the board in their exercise books.
2. Move around the class to observe what pupils are doing and support.

Closing (3 minutes)

1. **Say:** Now you know that all the sentences of a text are about the main idea. This is important to remember when you are reading. Today you learnt how to name and explain the main idea in 'The Little Flying Flowers'.

[*POEM THE LITTLE FLYING FLOWERS*] From 1, 2, 3 Read and Write with Me! Stories and Poems for Children in Class III RAISES Education Project, NP Abridged Text

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But they come from different families.

HERE ARE THREE WAYS THEY ARE DIFFERENT:

Butterfly	Moth
Is awake in the day	Is awake at night
Antenna is like a thread	Antenna is like a comb
Rests with its wings closed	Rests with its wings open
But they are both beautiful!	

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