Theme 5: Our Environment

Term 2 Week 1

Picture Description
James is visiting a farm. There is a pig with piglets suckling under the tree. There is a cow and calf nearby. Look! There is a monkey in the tree. A cat is playing with her kitten. There is a goat with a kid too. The farmer and James are feeding the birds.

Picture Story
They are at a farm. There are many animals. There are birds. There are piglets. HFW: are

Picture Discussion
1. What can you see in the picture?
2. Who can you see in the picture?
3. Where are they?
4. What are they doing?
5. What do you think the story will be about?

Vocabulary
1. pig-piglet
2. cow-calf
3. goat-kid
4. duck-duckling
5. chicken-chick
6. dog-puppy

Phonological Awareness
1. pig (1) pig/let (2)
2. cow (1) calf (1)
3. goat (1) kid (1)
4. duck (1) duck/ling (2)
5. chick/en (2) chick (1)
6. dog (1) pupp/y (2)
### Chant: Animals on the Farm!

**Monday:**
On the farm,
On the farm,
What can you see?
I can see a cow with a calf.
I can see a pig with piglets.
That’s what I can see!

**Tuesday:**
On the farm,
On the farm,
What can you see?
I can see a hen with chicks.
I can see a goat with a kid.
That’s what I can see!

**Wednesday:**
On the farm,
On the farm,
What can we see?
We can see a dog with puppies.
We can see a duck with ducklings.
That’s what we can see!

**Thursday:**
On the farm,
On the farm,
What can we see?
We can see a cat with kittens.
We can see a monkey in a tree.
That’s what we can see!

### Structures
What is the young of a ___?
The young of a ___ is a ___.

Is the ___ bigger than the ___?
Yes, it is.
No, it is not.

Is the ___ smaller than the ___?
Yes, it is.
No, it is not.

### Chant Guide
1. This is a chant about animals on the farm. You can change the animals to ones that your learners are most familiar with if needed.
2. Learners mime looking with a hand over their eyes each time they say, ‘see’.
3. Learners make the sounds for each animal after naming them in the chant. (*Eg. We can see a dog with puppies, “Woof, woof.”*)
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**Activities**
- Learners identify the letter names.
- Learners identify the letter sounds.
- Learners practise the letter sounds using the sound actions.
- Learners write the letters in their exercise books.

**Letter Names and Sounds**

**Letter Names**

- Ll
- Oo

**Letter Sounds**
- L (as in little)
- O (as in on)

**Sound Actions**
- L: Lick
  Pretend that your hand is a sweet. Pretend to lick it from the bottom to the top.
- O: Open
  Reach out your hand and pretend to open a door.

**Word Building**

- Learners revise all letter sounds in the word-building table.
- Learners build words by blending sounds together using the word-building table.
- The class discusses the meaning of the built words as needed.
- Learners use the built words in a sentence.
- Learners write the built words in their exercise books.

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- hold
- spot
- hot
- pot
- stop
- lot
- plot
- mop

**Competences**

**Vocabulary and Structures**
- Identify the weekly vocabulary words using the vocabulary picture cards.
- Use the weekly vocabulary words in a sentence.

**Listening and Speaking**
- Answer questions about a story.
- Pronounce words in a chant or song.

**Reading and Writing**
- Blend letters together to read words.
- Write built words.
Sub-theme 5.1: Common Animals

Term 2 Week 1

Vocabulary Picture Cards

<table>
<thead>
<tr>
<th>Image</th>
<th>Vocabulary Guide</th>
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<tbody>
<tr>
<td><img src="image" alt="Pig" /> <img src="image" alt="Piglet" /></td>
<td>1. pënë-atinpënë</td>
</tr>
<tr>
<td><img src="image" alt="Cow" /> <img src="image" alt="Calf" /></td>
<td>2. dyan- atindyan</td>
</tr>
<tr>
<td><img src="image" alt="Goat" /> <img src="image" alt="Kid" /></td>
<td>3. dyël-atindyël</td>
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<tr>
<td><img src="image" alt="Duck" /> <img src="image" alt="Duckling" /></td>
<td>4. atudi-aïnatudi</td>
</tr>
<tr>
<td><img src="image" alt="Chicken" /> <img src="image" alt="Chick" /></td>
<td>5. gwëno-atingwëno</td>
</tr>
<tr>
<td><img src="image" alt="Dog" /> <img src="image" alt="Puppy" /></td>
<td>6. gwok-atingwok</td>
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Continuous Assessment Activities

Vocabulary and Structures
- Call out the vocabulary words and say, “Point to the ___.” Note whether or not learners point to the correct picture in their primers.
- Ask learners, “What is the young of a ___?” Note whether or not learners are able to respond correctly using the structure, “The young of a ___ is a ___.”

Listening and Speaking
- Ask learners the after reading questions. Note whether or not learners are able to respond correctly.
- Have learners sing the song of the week. Note whether or not learners are able to recite the words with correct pronunciation.

Reading and Writing
- Point to the letters of a built word and have learners blend them together to read the word. Note whether or not learners blend the letters together to read the word correctly.
- Dictate the built words and have learners write them in their exercise books. Note whether or not learners write the words correctly.

References

NPSCU Teacher’s Guide
- Competences for Assessment, page 75
- Scheme of Work, pages 119-120
- Lesson Plan Guidelines, pages 122-123

NPSCU Curriculum Scope and Sequence
- Page 26