Unit 6  Sisters

About this unit
Pupils will discuss how their families interact at home. They read a story and learn to identify the main points. They practise saying words with consonant clusters and complete sentences by choosing the correct words. Pupils learn a grammatical poem and work with question marks and exclamation marks.

Lesson one

Lesson aims
Pupils will:
- **Listening and speaking**: Speak about their families at home, and practise recognising and pronouncing consonant clusters.
- **Vocabulary**: Learn how to spell words containing consonant clusters, such as black, cream, frog, skid, smell, stump, swing.

Resources
- Chalkboard and coloured chalk
- Pupil's Book
- Workbook
- The words of the rhyme *This is the Mother* written on the board or a chart
- Flash cards of consonant clusters and words containing consonant clusters.
- Magazines for cutting. They should contain pictures of families.

Starting off
1. Encourage a discussion on what each of the pupils’ family members are responsible for doing at home. Do pupils undertake specific chores on the weekends (like cleaning and washing)? Talk about what they like helping with around the house/compound.

Listening and speaking
(Pupil's Book p. 33; Workbook p. 16)
1. Read the notes about consonant clusters in the PB on page 33. Sound out the consonant clusters and the pupils repeat after you.
2. Pupils complete Exercise 1, on page 16 of the WB.

Suggested answers (Workbook p. 16)
1. a) black blue blood  b) slap slow sleep  c) break bread brown  d) stop stamp steel  e) clay clap clip

Extension
1. In groups, pupils cut out pictures of families and family members from magazines. They stick the pictures on chart paper.
2. They give their poster a heading which is a full sentence. It should begin with the word Families. For example, Families care for each other, Families show each other respect, Families are fun, etc.

Support
Use flash cards to work with individuals or small groups that need help with consonant clusters.
1. Return to the examples of consonant clusters in Exercise 1, Worksheet 6 on page 16 of the WB. Work with individuals to help them think of a word orally. Let them write the word on the board. Then they use a coloured chalk to circle the consonant cluster.

Lesson two

Lesson aims
Pupils will:
- **Reading**: Predict what the story is about; listen and follow as the story is read to them; read the story aloud, and answer questions orally about the story.
Vocabulary: Learn and record new words such as fight, angry, cough, stomp, dragged, lied, worry, safe, smart, lost, invited, fizzy.

Resources
- Chalkboard
- Pupil's Book
- Flash cards of new vocabulary.

Starting off
1. Sing a song or rhyme from a previous lesson or any song that pupils know about families.
2. Tell pupils that sometimes families do argue. Explain that it is normal for people to disagree sometimes.

Reading (Pupil's Book p. 33–36)
1. Pupils open their PB at page 33. Ask pupils to look at the pictures and say what they think the story is about. Read the story slowly, stressing important points with the correct intonation. Explain difficult words such as passage, bruised. Ask questions about the story, for example What is the name of the two sisters in the story?

Extension
Pupils work in groups of 4 and act out an argument between siblings that is solved by an adult.
1. Stress that the argument should not get too angry.
2. Give them an example: A brother and sister argue over whose turn it is to take the rubbish out. They each say it is the other one's turn. Mum says that they should start a list so they can remember whose turn it is. But for today, Mum flips a coin to see who should start!

Support (Pupil's Book p. 33)
1. Help pupils with their reading by sitting quietly with them as they read aloud to you. Use the story about Nikki and Lisa in the PB on page 33. Help them to sound out difficult words and to use contextual clues, such as the pictures, to try and work out the meanings.

Lesson three

Lesson aims
Pupils will:
- Reading and comprehension: Read a story and practise telling the main points of the story using the adverbs first, next, then, last; and then answer questions about the story orally and then in writing.
- Phonics: Practise using consonant clusters by completing sentences, and identifying the verbs in a group of words.

Resources
- Chalkboard
- Pupil's Book
- Reader.

Starting off
1. Read the story in the PB again. Let pupils follow in their own books as they read with you.

Reading and comprehension (Pupil's Book p. 33-36; Reader p. 8)
1. You ask: What is the story about? You answer: The story is about two sisters who have a fight. Explain that you have just given some of the main points of the story. The main points are the most important parts of a story. They tell you in only a few words who the main people are and what they do. Point out that the words at first, next, then and lastly help us to work out the main points of the story correctly.
2. Pupils open to the comprehension on page 36 of the PB. Pupils work individually to write the answers in their note books.

**Answers (Pupil’s Book p. 36)**

1. At first, Lisa and Nikki ______ (have a fight)
   Next Lisa ________ (stomps off to her aunt’s house)
   Then their mother is worried because _____ (she can’t find Lisa)
   Lastly they find Lisa safe at _____ (Auntie Mona’s house)

2. Nikki punched Lisa’s lips. 3. Lisa ran to Auntie Mona’s house.

**Phonics (Pupil’s Book p. 36)**

1. Pupils complete Phonics Exercise 1 on page 36 of their PB. Read through the word boxes and sentences to explain what is required.

**Answers (Pupil’s Book p. 36)**

1. a) drank b) gulp c) thank d) help

2. Practise using verbs by letting pupils do Phonics Exercise 2. Ask: Which of the words in the boxes are verbs (lift, left, stand, lend)? They write a sentence for each picture using the words in the boxes. Each sentence must have a verb in it.

**Extension and Support (Reader p. 9)**

1. Pupils open their Readers at page 9. In groups, they read the story *Our new teacher* out loud. Now individually, they find the main points of the story using this frame:
   We were sad because _____ (our teacher went to another school)
   Then we got a new ________ (teacher called Mr Ombo)
   During break Mr Ombo _____ (helped Amina when she fell off the swing)
   Now we think _____ (he is a nice teacher too / he is kind)

**Lesson four**

**Lesson aims**

Pupils will:
- **Grammar**: Learn a poem and find words that rhyme; identify verbs and form regular and irregular plurals.
- **Reading**: Read letters from different children, and answer questions about these letters.
- **Vocabulary**: Learn and record new words such as, *elder, visit, retired, military, vacation, nephew, niece.*

**Resources**

- Chalkboard
- Pupil’s Book
- Reader
- Workbook
- Flashcards of new vocabulary.

**Starting off**

1. Ask pupils to think about rhyming words. Explain that words that rhyme have the same ending sounds. Let pupils tell you which words rhyme with the word *dear*.
   (near, fear, here, hear, tear)

**Grammar (Pupil’s Book p. 37)**

1. Read the poem *Family Love* on page 37 of the PB. Read it again while the pupils read aloud with you.

2. Ask what word rhymes with *brother*? (other) What word rhymes with *together*? (weather)

3. In pairs, pupils a) list the verbs in the poem (fight, argue, love, sticks), and b) give the plural of mother, family, baby (mothers, families, babies).

**Reading (Reader p. 15–16)**

1. Read the text *Meet my family* on page 15 of the Reader, while pupils follow in
their books.

2. Read the text to them as they follow in their books, explaining any new words. Ask simple questions to be sure pupils understand the letters written by the different children.

3. Pupils then read the letters for themselves.

4. Read the questions and explain what is required. In pairs, pupils take turns to ask and answer the questions.

**Answers** *(Reader p. 15-16)*

1. They live in Abuja and Osun State. 2. Yusuf has more than 40 cousins. 3. Chinnyere’s grandma was a Head teacher. 4. Vacation means holiday. 5. Femi and her family visit their grandmother on vacation.

**Extension** *(Reader p. 15)*

Using the letters in the Reader on page 15 as examples, pupils write a letter to a friend about themselves. They give their name, their age, tell about brothers and sisters and say one interesting thing about their families.

**Support** *(Workbook p. 15)*

Practise using the simple present tense: Pupils open their WB at page 15, Exercise 4. They look at the picture and say what each person is doing. Remind them that verbs are action words. Ask them to identify the verbs in the sentences. Now change the verb in the first sentence to: Grandfather reads a book. Ask them to do the same for the rest of the sentences. (paints, washes, sweeps, cooks).

**Lesson five**

**Lesson aims**

Pupils will:

- **Writing**: Rewrite sentences using question marks and exclamation marks, and practise asking questions and saying exclamations with the correct intonation.

**Resources**

- Chalkboard
- Pupil’s Book
- Workbook
- Punctuation chart.

**Starting off** *(Workbook p.16)*

1. Pupils open their WB at Exercise 2 on page 16. Read the poem about mothers. Read it again while pupils read aloud with you.

2. Write a class poem about fathers. Read it out aloud together.

**Writing** *(Pupil’s Book p. 37; Workbook p. 17)*

1. Guide pupils through the basic punctuation on your punctuation chart. Use sentences on cardboard or a chart to show how they are used. Let pupils read these sentences with appropriate expression and intonation (ending on a rising tone for a question, using emotion for an exclamation). Point out that the punctuation helps us to read with expression and understanding.

2. Pupils open their PB at page 37. Guide pupils through the notes about question marks and exclamation marks. Invite individuals to come up to the board and write simple questions or exclamations. Correct grammar and then ask the class to read the sentences out with the correct expression.

3. Individually, pupils write the answer to Exercise 1 in their note books.

**Answers** *(Pupil’s Book p. 37)*

Lisa: Ouch! Lisa punched my mouth! 
Nikki: Why did you kick me? 
Mom: Lisa and Nikki! Where are you?

4. Pupils complete Exercise 4 on page 17 of the WB.
4.  a) The boy is on the bicycle.  b) The pot is next to the lamp.  c) The rat is running from the cat.  d) Where is the girl?

5.  Pupils complete the sentences in Exercise 3 in their WB on page 17.

Answers  (Workbook p. 17)
3.  a) My sister’s name is Lisa.  b) She has black hair.  c) She is twelve years old.  d) She is kind to me.

Extension
1.  In groups of three, pupils make up a dialogue framed on the dialogue in Exercise 1 in the PB above. There should be three characters so that each person gets a turn to talk. Their dialogue must contain exclamations and questions. Let them enjoy acting out their dialogues for the class.

Support
1.  Practise consonant clusters: Write the following sentence on the board: Frank Brown gave Stella a slice of dry bread. Listen to individual pupils read the sentence aloud. Can they pronounce the sounds correctly? Ask them to come up and circle the consonant clusters in the words?