

Accelerated Adult Learning (Basic Literacy) Teacher's Guide



ISEC 

Improving Skills and
Economic Opportunities
for Cox's Bazar

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As the Forcibly Displaced Myanmar Nationals (FDMN) Response in Bangladesh has entered into its sixth year, the protracted nature of the Rohingya situation and the prevailing challenging context in Myanmar will continue to lead to further uncertainty in the Rohingya population and sustained pressure on the host country. This underlines the compelling need for a 'comprehensive strategy' to address the Rohingya situation in Bangladesh, which draws upon the capacities of a wide range of partners from across society.

In the meantime, robust support must be sustained to Bangladesh and to the Rohingya population to ensure they can live safely and decently, and are able to educate and skill themselves in preparation for repatriation and reintegration.

Youth and adult learning and education have become even more crucial in a humanitarian context where education and skills development can provide both a protective role and hope for the future. According to sector specific assessments produced by the Inter-Sector Coordination Group (ISCG) (J-MSN 2021-2022), a significant number of adults, youth, and adolescents in the camps lack basic literacy and numeracy skills due to the absence of formal education and the lack of a mechanism to recognize skills acquired by the Rohingya population, and this is a significant impediment to livelihood training activities.

In this given context and with the generous support from UNHCR and Global Affairs Canada, UNESCO has developed the Integrated Literacy and Livelihood Skills Development Course Package for youth and adults that includes Basic Literacy, Functional Literacy, Placement Test Tools, Learning Assessment Guidelines and Tools, Teachers' Guidebooks and other supplementary learning materials through a consultative and piloting process.

The Basic Literacy course requires 240 hours (around 4 months) of study, whereas the Functional Literacy course requires 120 hours (around 2 months) to complete. The lessons in these courses introduce and reinforce the vocabulary needed for learners to be prepared for training and apprenticeships for specific livelihood skills. To the extent possible vocabulary related to specific trades has been introduced and reinforced. The entire content is centered around livelihoods and skills, with a major focus on trades such as barber, carpenter, community health worker, craftsman, electrician, food processor, mason, mechanic, plumber, and tailor. The lessons introduce and reinforce concepts and vocabulary related to the promotion of life skills. These encompass various topics such as "Inclusion," "Gender Mainstreaming," "Equal Rights," "Education and Sustainable Development," "Environmental Sustainability," "Global Citizenship," "Healthy Diet," and "Healthy Living." Recognition of Prior Learning (RPL) will ensure that learners are appropriately enrolled in either the basic literacy course or the functional literacy course.

The literacy package, as part of the Accelerated Adult Learning (AAL) Programme, aims to equip FDMN youth and adults in refugee camps in Bangladesh with Basic and Functional Literacy and Numeracy skills for transition to livelihood skills. It offers basic literacy and numeracy in English and Burmese, functional literacy and numeracy in English with consolidation of basic literacy skills in Burmese in preparation for livelihood skills training.

I would like to extend my gratitude to the UNHCR, Global Affairs Canada, Refugee Relief and Repatriation Commissioner, Livelihoods and Skills Development Sector, BRAC and other UN Agencies, Development Partners, International and National NGOs for their incredible support to develop the youth and adult literacy course package and adopting in their systems to use throughout the Livelihoods and Skills Development Sector in Cox's Bazar, Bangladesh.

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I sincerely thank my colleagues at the UNESCO Institute for Lifelong Learning (UIL) and UNESCO Dhaka Office for their technical guidance and overall coordination of the literacy package development process.

Finally, I hope that the literacy package will succeed in engaging the attention of policymakers, practitioners and youth and adult Rohingya Refugee learners.



Susan Vize

Head of Office and

UNESCO Representative to Bangladesh

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Essential Teaching Points

This introduction is for you, the teachers. The materials development team has worked hard to prepare lessons which should be enjoyable as well as effective in teaching basic literacy skills. Now is up to you, the teachers, to make sure that the learners gain the literacy skills they need to take part in vocational training and skills development courses.

The Basic Literacy and Numeracy (BLN) course has been designed for Rohingya youth and young adults, living in Bangladesh, with very limited or no literacy skills in English or Burmese. Many of the learners will not have been to school. It is not expected that they will know written or spoken English or written or spoken Burmese or that they would be literate in their mother tongue.

The purpose of the BLN course is to open the way for the learners to attend vocational training and skills development courses. It is not the aim of the course for the learners to become fluent speakers of English or Burmese. The aim is for the learners to become familiar with written English and Burmese, particularly technical vocabulary, so that they can have access to and successfully complete vocational training and skills development courses.

Teaching the BLN course will depend on you, the volunteer teachers from the Rohingya community. As a teacher, you should have a basic knowledge of English and Burmese grammar and written vocabulary. It is not expected that you will be fluent speakers of English. Teaching the course will help improve your own English and Burmese literacy skills.

The following are some tips which will help you to teach effectively and efficiently:

- 1. Follow the guidance in the Teacher's Guide:** The Teacher's Guide has been prepared to take you step by step through each lesson. The guide is available in English and in Burmese. You can use the one which is easiest for you to understand and follow. Make sure that you follow each step as it is described in the guide. This will help you to manage your time and to teach effectively.
- 2. Prepare well for every lesson:** Before going to class each day, read the Teacher's Guide to prepare to teach the lesson. In the table at the beginning of each lesson the 'expected learning outcomes' are listed as well as the 'teaching resources' you will need to teach the lesson.
- 3. Complete every lesson within the allocated time:** The estimated time needed for each step of the lesson is given in brackets in the guide. Try to stick to these times. If you cannot complete an activity within the allocated time, you may assign outstanding tasks as homework. It is very important that you complete every step of the lesson. Do not leave some parts of the lesson undone. Otherwise, the learners will not be ready for the next day's lesson.
- 4. Prepare to lead the discussion at the start of each lesson:** The introduction to each lesson is built around a discussion topic. The session starts with the teacher introducing the topic. Then the class is split into four small groups which are given questions to answer. This is followed by a report back from the groups and a plenary discussion. You need to prepare for these discussions by making sure you understand the topic and can answer the learners' questions.
- 5. Teach the meaning of words and sentences:** The literacy part of each lesson begins with a key sentence. It is important for the learners to understand the meaning of the sentence and the key words. In the first sixty lessons, do not teach the learners to read the key sentence or the key words. They just need to understand that the letters are from these key words and sentences.
- 6. Teach the sounds of letters:** The course has been prepared based on phonetic principles. This means that the sounds of the letters must be taught. The names of the letters will also be taught but the learners need to understand that for reading, it is the

sounds of the letters, not the names, that are important.

7. **Blend the sounds of letters to make words:** As the learners learn the sounds of letters, you will teach them how to blend the sounds of the letters to read words. It is very important that the learners blend the sounds of the letters to read words rather than spelling out words. This will make their learning to read and write much quicker.
8. **Do not ask the learners to read the titles or headings:** A number and title has been given for each lesson in bold type. There are also headings in bold throughout the lessons. These have been included in the textbooks to help you as a teacher to follow the lesson. They correlate with the headings in the Teacher's Guide. They are not intended for the learners to read.
9. **Teach the simple first and move to the more complex:** The lessons have been designed to help the learners move from the simple to the more complex at a pace that is suitable for new learners. That is why they learn one sound for each letter first. Later they learn about other sounds the letters may make and how to blend the letters to make words. After they have learned to read words, they will progress to sentences and then to short passages.
10. **Teach simple calculations in numeracy first:** In the numeracy part of the lessons, simple addition is taught first, followed by simple subtraction. It is important for the learners to understand how simple numeracy problems can be solved on paper before moving to more complex calculations.
11. **Teach how to regroup to solve numeracy problems:** As learners progress they will need to solve more complex numeracy problems. The Teacher's Guide will advise to teach the learners to 'regroup' the numbers. 'Regrouping' is the same as 'carrying' units from the unit place to the tens place and from the tens place to the hundreds place. The problems are arranged systematically so that the learners can understand 'regrouping' (or 'carrying') to solve more complex addition and subtraction problems.
12. **Teach the times table:** From Lesson 51 the learners are gradually taught the times table. The learners should recite the times table and learn it by memory. This will help them to do multiplication and division.
13. **Teach simple multiplication and division first:** Very simple multiplication and division are taught in the latter part of the BLN course. These problems can be solved using the times table. Learners should grasp how to do simple multiplication and division before they are asked to do more complex problems.
14. **Teach the learners how to join letters in writing:** From Lesson 31 cursive as well as the print form of letters is taught. A very simple form of cursive is taught. As the learners progress in their writing skills, they may 'join up' the letters when they write. They can start by writing their names in a cursive (joined up) style.
15. **Be aware of the different levels of learning:** All learners will not progress at the same pace. Many of the learners will have already completed a few years of schooling. The early lessons may be quite easy for them, but it is important for them to follow each lesson. It is especially important for them to learn to 'sound out' (rather than 'spell out' words). Learners with no previous schooling may struggle at first but the lessons have been designed so that they can grasp all that is taught within the allocated session. The lessons have been prepared with all the different levels in mind. There should be sufficient repetition for the new learners to successfully progress through the course. There is sufficient variety so that more advanced learners do not become bored. Learners who cannot complete all the tasks during the allocated time may be asked to complete the tasks as homework.
16. **Give priority to English literacy:** The courses have been designed for the learners to gain basic literacy in the Basic Literacy and Numeracy course and to gain functional literacy in the Functional Literacy and Numeracy (FLN) course. Burmese literacy is also included in the lessons and approximately 15 percent of the class time is allocated for Burmese literacy. Some of the learners may already be literate in Burmese due to having gone to school in Myanmar. The allocated time should be sufficient for these students to consolidate their literacy skills in Burmese. For learners with no previous schooling in Burmese, it is expected that they will gain very basic skills in Burmese both in the BLN and the FLN courses.

Lesson 1 Literacy and Livelihood Skills

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners are aware that the purpose of the course is to prepare them for taking part in livelihood and vocational training. 2. Learners can recognise and say the sound and the name of the letter A, write the capital A and write the small letter a. 3. Learners can say words that start with the sound of the letter A and recognise words that start with the sound of the letter B. 4. Learners can recognise, say the sound and the name of and write the Burmese letter o. 5. Learners can say words that start with the sound of the Burmese letter o and recognise words that start with the sound of the letter o. 6. Learners can read the numbers 1-5 and write the number 1 in English and Burmese. 7. Learners recognise the names in English and Burmese of five objects needed for carpentry or related trades. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner 7. One piece of paper for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Ask the learners why they are interested in education and learning basic literacy.
- Based on their answers, discuss with the learners the importance of education and literacy acquisition to improve their daily lives.
- Ask the learners what livelihood skills they are interested to learn.
- Discuss with the learners the importance of education and literacy for the development of livelihood skills.
- Inform the learners that in the first three lessons they will be discussing carpentry and toys that can be made from wood for children.
- Discuss with the learners the importance of toys for children and how they can be made with local resources.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a toy airplane made of wood.
- Ask if any of the learners know the English word for the picture. Repeat the word **airplane** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **airplane** under the sentence. Ask the students what sound **airplane** begins with. Identify that it begins with the **a** sound.
- Name a word that starts with the **a** sound in their language and ask the learners to name other words in their language that start with the **a** sound.
- Write the capital (big) letter **A** on the board and teach the learners that this is the letter that stands for the **A** sound and that its name is **A**. Ask them to look at the letter and to repeat the name of the letter **A** several times.
- Write the small letter **a** on the board and teach the learners that this is another form of the letter **a**. Ask them to look at the letter and to repeat the name of the letter **a** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart, discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (ant, apple, bamboo, airplane, boat). Go back and forth through the pictures asking them to name each picture in English.

- Ask the learners to identify the pictures that begin with the **a** sound.
- Ask the learners to identify the pictures that do not begin with the **a** sound. Help the learners to identify the beginning sound of these pictures as **b**. Ask the learners to name other words in any language that start with the **b** sound.
- Write the capital (big) letter **B** on the board and teach the learners that this is the letter that stands for the **B** sound and that its name is **B**. Ask them to look at the letter and to repeat the sound of the letter **B** several times.
- Write the small letter **b** on the board and teach the learners that this is another form of the letter **B**. Ask them to look at the letter and to repeat the sound of the letter **B** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Draw a line from the first two letters to the matching pictures. Ask for volunteers to come to the front and draw lines from the other three letters to the matching pictures. Ensure that the learners all understand that each letter is to be connected by a line with the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **A** on the board. Explain again that in English there are two types of the same letter. Ask the learners to open their textbooks and to find where the **A** is written in the row of boxes. Demonstrate step by step how to write **A** and ask the learners to write over the light print **A** in the textbook step by step.
- Ask the learners to write **A** in their textbook to complete the line. Check that they have written **A** correctly and help them as needed.
- Write the small letter **a** on the board. Explain that this is the small **a**. Ask the learners to find where the **a** is written in the row of boxes. Demonstrate step by step how to write **a** and ask the learners to write over the light print **a** in the textbook step by step.
- Ask the learners to write **a** in their textbook to complete the line. Check that they have written **a** correctly and help them as needed.

Step 5: Match the letters. (5 minutes)

- Remind learners that every letter can be written as a capital (big) letter and as a small letter.
- Write the four letters on the board as they are written in the learner's textbook. Demonstrate how to match the letters by drawing a line from **A** to **a** and from **B** to **b**. Ask volunteers to come to the front and do the same.
- Ask the learners in their groups to match and connect the capital (big) letters **A** and **B** with the small letters **a** and **b** and by drawing lines from **A** to **a** and from **B** to **b** in the group's textbook.
- Ask the learners to individually in their textbooks connect the capital (big) letters **A** and **B** with the small letters **a** and **b** by drawing lines from **A** to **a** and from **B** to **b**.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **A** and **B**. Demonstrate one by one how to match the letters with the pictures.
- Place the cards randomly on the floor or a table so that everyone can see. Demonstrate how to match the letter and picture cards. Place the cards at random again and ask two learners to take

turns matching the cards with the pictures. When a learner matches two cards correctly, s/he keeps the card and takes another turn. The winner is the one with the most cards at the end of the game.

- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **A** and ask the students to each write **A** in their exercise books. Ask the learners to write one line of **A**'s.
- Demonstrate on the board writing **a** and ask the students to each write **a** in their exercise books. Ask the learners to write one line of **a**'s
- Ask the learners in random order to write in their exercise books **A** or **a** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **A** and **a**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of bamboo (**ဝါး**). Ask learners if they know what it is in their language. Ask the learners what can be made with bamboo and discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **ဝါး** several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound **ဝါး** begins with. Identify that it begins with the **o** sound.
- Name a word that starts with the **o** sound in their language and ask the learners to name other words in their language that start with the **o** sound.
- Write the letter **o** on the board and teach the learners that this is the letter that stands for the **o** sound and that its name is **o**. Mention that the shape of the letter **o** can be seen when the bamboo is cut.
- Ask them to look at the letter and to repeat the name of the letter **o** several times.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ဝါး, ဝါး, ဝါး, ဝါး, ဝါး, ဝါး). Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the **o** sound.
- Ask the learners to identify the pictures that do not begin with the **o** sound. Help the learners to identify the beginning sound of these pictures as **o**. Ask the learners to name other words in any language that start with the **o** sound.
- Write the letter **o** on the board and teach the learners that this is the letter that stands for the **o** sound and that its name is **o**. Ask them to look at the letter and to repeat the sound of the letter **o** several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter **o** on the board. Demonstrate how to write the letter **o**.

- Ask the learners to write **o** over the light print **o** in their textbooks. Ask the learners to write the letter **o** in each of the boxes. Check that they have written **o** correctly and help them as needed.
- Ask the learners to practice writing the letter **o** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write and count the numbers. (10 minutes)

- Review with the learners orally counting from one to five in the various languages (Rohingya, English and Burmese).
- Write the numbers **1** to **5** in English on the board and ensure that the learners can count from **1** to **5** in English.
- Write the numbers **၁** to **၅** in Burmese on the board and ensure that the learners can count from **၁** to **၅** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **1** to **5** and then in Burmese from **၁** to **၅**.
- Show the learners how to write the number **1** in English. Ask the learners to write over the light print **1** in their textbook. Then ask them to write the number **1** in all the boxes in their textbooks.
- Show the learners how to write the number **၁** in Burmese. Ask the learners to write over the light print **၁** in their textbook. Then ask them to write the number **၁** in all the boxes in their textbooks.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (saw, ladder, hammer, brick, ruler) and Burmese names (လွှဲ၊ လှေ၊ ခါး၊ တူ၊ အုတ်ခဲ၊ စေတံ) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Practice in exercise books (5 minutes)

- Ask the learners to write the number **1** in English and the number **၁** in Burmese several times in their exercise books. Check that the numbers are written correctly.
- The learners may practice writing the numbers in their exercise books as optional homework.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners things that can be made with wood and with bamboo.
- Ask the learners what other materials may be used to make toys. Demonstrate how to make a toy airplane with paper. If paper is available, ask the learners to make airplanes with sheets of paper.
- Review the sound, name and writing of the English letter **A** and **a**.
- Review words (in any language) that begin with the sound of the letter **A**.
- Show the learners the letter **B** and review with them words (in any language) that begin with the sound of the letter **B**.
- Tell the learners that in the next lesson they will learn how to write the letter **B**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **A** in their exercise books
 - Write lines of the small **a** in their exercise books
 - Write lines of the Burmese letter **o** in their exercise books
 - Write lines of the English number **1** in their exercise books
 - Write lines of the Burmese number **၁** in their exercise books

Lesson 2

Carpentry and Other Livelihood Skills

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners are aware of the importance of carpentry skills and how carpentry and other skills can be used to increase a family's income. 2. Learners can recognise and say the sound and the name of the letter B, write the capital B and write the small letter b. 3. Learners can say words that start with the sound of the letter C and recognise words that start with the sound of the letter C. 4. Learners can recognise, say the sound and the name of and write the Burmese letter ဝ. 5. Learners can say words that start with the sound of the Burmese letter ဝ and recognise words that start with the sound of the letter ဝ. 6. Learners can read the numbers 1-5 and write the numbers 1 and 2 in English and Burmese. 7. Learners recognise the names in English and Burmese of five objects needed for various trades. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the importance of participation and the sharing of ideas. Explain that in each session there will be an opportunity to discuss various issues in small groups so that everyone has an opportunity to participate.
- Explain that the groups will be given questions to discuss. Then a member of each group will report to the whole class the group's answers. After all three groups have reported, the whole class will discuss the answers.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What work can carpenters do in the camps and how can their skills increase their income?
 - What other skills can be used to increase a family's income?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a toy **boat** made of wood.
- Ask if any of the learners know the English word for the picture. Repeat the word **boat** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **boat** under the sentence. Ask the students what sound **boat** begins with. Identify that it begins with the **b** sound.
- Name a word that starts with the **b** sound in their language and ask the learners to name other words in their language that start with the **b** sound.
- Write the capital (big) letter **B** on the board and teach the learners that this is the letter that stands for the **B** sound and that its name is **B**. Ask them to look at the letter and to repeat the name of the letter **B** several times.

- Write the small letter **b** on the board and teach the learners that this is another form of the letter **b**. Ask them to look at the letter and to repeat the name of the letter **b** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (battery, airplane, axe, boat, car). Go back and forth through the pictures asking them to name each picture in English.
- Ask the learners to identify the pictures that begin with the **a** and then with the **b** sound.
- Ask the learners to identify the picture that does not begin with the **a** or the **b** sound. Help the learners to identify the beginning sound of this pictures as **c** (k). Ask the learners to name other words in any language that start with the **c** (k) sound.
- Write the capital (big) letter **C** on the board and teach the learners that this is the letter that stands for the **C** (k) sound and that its name is **C**. Ask them to look at the letter and to repeat the sound of the letter **C** (k) several times.
- Write the small letter **c** on the board and teach the learners that this is another form of the letter **C**. Ask them to look at the letter and to repeat the sound of the letter **C** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Draw a line from the first two letters to the matching pictures. Ask for volunteers to come to the front and draw lines from the other three letters to the matching pictures. Ensure that the learners all understand that each letter is to be connected by a line with the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **B** on the board. Explain again that in English there are two types of the same letter. Ask the learners to open their textbooks and to find where the **B** is written in the row of boxes. Demonstrate step by step how to write **B** and ask the learners to write over the light print **B** in the textbook step by step.
- Ask the learners to write **B** in their textbook to complete the line. Check that they have written **B** correctly and help them as needed.
- Write the small letter **b** on the board. Explain that this is the small **b**. Ask the learners to find where the **b** is written in the row of boxes. Demonstrate step by step how to write **b** and ask the learners to write over the light print **b** in the textbook step by step.
- Ask the learners to write **b** in their textbook to complete the line. Check that they have written **b** correctly and help them as needed.
- Remind the learners of how to write **A** and **a** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Remind learners that every letter can be written as a capital (big) letter and as a small letter.
- Write the six letters on the board as they are written in the learner's textbook. Demonstrate how to match the letters by drawing a line from **A** to **a**, from **B** to **b** and from **C** to **c**. Ask

volunteers to come to the front and do the same.

- Ask the learners in their groups to match and connect the capital (big) letters **A**, **B** and **C** with the small letters **a**, **b** and **c** by drawing lines from **A** to **a**, from **B** to **b** and from **C** to **c** in the group's textbook.
- Ask the learners to individually in their textbooks connect the capital (big) letters **A**, **B** and **C** with the small letters **a**, **b** and **c** by drawing lines from **A** to **a**, from **B** to **b** and from **C** to **c**.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **A**, **B** and **C**. Demonstrate one by one how to match the letters with the pictures.
- Place the cards randomly on the floor or a table so that everyone can see. Demonstrate how to match the letter and picture cards. Place the cards at random again and ask two learners to take turns matching the cards with the pictures. When a learner matches two cards correctly, s/he keeps the card and takes another turn. The winner is the one with the most cards at the end of the game.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **A** and ask the students to each write **A** in their exercise books. Ask the learners to write one line of **A**'s.
- Demonstrate on the board writing **a** and ask the students to each write **a** in their exercise books. Ask the learners to write one line of **a**'s.
- Demonstrate on the board writing **B** and ask the students to each write **B** in their exercise books. Ask the learners to write one line of **B**'s.
- Demonstrate on the board writing **b** and ask the students to each write **b** in their exercise books. Ask the learners to write one line of **b**'s.
- Ask the learners in random order to write in their exercise books **A**, **a**, **B** or **b** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **A**, **a**, **B** and **b**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of spade (ခေါ်ဖြား). Ask learners if they know what it is in their language. Ask the learners what they can use the spade for and then discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ခေါ်ဖြား several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound ခေါ်ဖြား begins with. Identify that it begins with the **o** sound.
- Name a word that starts with the **o** sound in their language and ask the learners to name other words in their language that start with the **o** sound.
- Write the letter **o** on the board and teach the learners that this is the letter that stands for the **o** sound and that its name is **o**. Highlight that the letter **o**'s shape is created by cutting the bottom of the previously taught letter **o** to make it open. Ask them to look at the letter and to repeat the name of the letter **o** several times.
- Ask them to look at the letter and to repeat the name of the letter **o** several times.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ဝင်ရိုး၊ ဝါး၊ ကော်ဇော၊ ဂေါ်ပြား၊ ဝိုထောင်). Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the **o** sound.
- Ask the learners to identify the pictures that do not begin with the **o** and **o** sound. Help the learners to identify the beginning sound of these pictures as **o**. Ask the learners to name other words in any language that start with the **o** sound.
- Write the letter **o** on the board and teach the learners that this is the letter that stands for the **o** sound and that its name is **o**. Ask them to look at the letter and to repeat the sound of the letter **o** several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter **o** on the board. Demonstrate how to write the letter **o**.
- Ask the learners to write **o** over the light print **o** in their textbooks. Ask the learners to write the letter **o** in each of the boxes. Check that they have written **o** correctly and help them as needed.
- Ask the learners to practice writing the letter **o** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)**Step 1: Read, write and count the numbers.** (10 minutes)

- Review with the learners orally counting from one to five in the various languages (Rohingya, English and Burmese).
- Write the numbers **1** to **5** in English on the board and ensure that the learners can count from **1** to **5** in English.
- Write the numbers **1** to **5** in Burmese on the board and ensure that the learners can count from ခ to စ in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from 1 to 5 and then in Burmese from ခ to စ.
- Show the learners how to write the number **2** in English. Ask the learners to write over the light print **2** in their textbook. Then ask them to write the number **2** in all the boxes to complete the two rows.
- Remind the learners of how to write the number **1** in English and ask them to write the number **1** in all the boxes to complete the two rows.
- Show the learners how to write the number **၂** in Burmese. Ask the learners to write over the light print **၂** in their textbook. Then ask them to write the number **၂** in all the boxes in their textbooks.
- Remind the learners of how to write the number ခ in Burmese and ask them to write the

number ဝ in all the boxes to complete the two rows.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (gas cylinder, television, mobile phone, air conditioner, fridge) and Burmese names (ဂတ်စ်အိုင်း၊ တီဗွီ၊ လက်ကိုင်ဖုန်း၊ အဲကွန်း၊ ရေခဲသေတ္တာ) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Practice in exercise books (5 minutes)

- Ask the learners to write the numbers **1** and **2** in English and the numbers ဝ and j in Burmese several times in their exercise books. Check that the numbers are written correctly.
- The learners may practice writing the numbers in their exercise books as optional homework.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners skills that can be used to increase their income.
- Review the sound, name and writing of the English letter **B** and **b**.
- Review words (in any language) that begin with the sound of the letter **B**.
- Show the learners the letter **C** and review with them words (in any language) that begin with the sound of the letter **C**.
- Tell the learners that in the next lesson they will learn how to write the letter **C**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **A**, the small **a**, the capital (big) **B** and the small **b** in their exercise books
 - Write lines of the Burmese letters ဝ and ဝ in their exercise books
 - Write lines of the English numbers **1** and **2** in their exercise books
 - Write lines of the Burmese number ဝ and j in their exercise books

Lesson 3 Toys and Play

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the importance of toys and play for children's development. 2. Learners can recognise and say the sound and the name of the letter C, write the capital C and write the small letter c. 3. Learners can say words that start with the sound of the letter D and recognise words that start with the sound of the letter D. 4. Learners can recognise, say the sound and the name of and write the Burmese letter ဓ. 5. Learners can say words that start with the sound of the Burmese letter c and recognise words that start with the sound of the letter c. 6. Learners can read the numbers 6-10 and write the numbers 2 and 3 in English and Burmese. 7. Learners recognise the names in English and Burmese of five objects needed for various trades. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss the importance of toys and play for children's mental and social development.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why is play important for young children's mental and social development?
 - What games can we play and what toys can we provide at low cost?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a toy **car** made of wood.
- Ask if any of the learners know the English word for the picture. Repeat the word **car** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **car** under the sentence. Ask the students what sound **car** begins with. Identify that it begins with the **c** (k) sound.
- Name a word that starts with the **c** (k) sound in their language and ask the learners to name other words in their language that start with the **c** (k) sound.
- Write the capital (big) letter **C** on the board and teach the learners that this is the letter that stands for the **C** (k) sound and that its name is **C**. Ask them to look at the letter and to repeat the name of the letter **C** several times.
- Write the small letter **c** on the board and teach the learners that this is another form of the letter **c**. Ask them to look at the letter and to repeat the name of the letter **c** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (car, boat, button, cake, door). Go back and forth through the pictures asking them to name each picture in English.
- Ask the learners to identify the pictures that begin with the **b** and then with the **c** sound.
- Ask the learners to identify the picture that does not begin with the **b** or the **c** sound. Help the learners to identify the beginning sound of this pictures as **d**. Ask the learners to name other words in any language that start with the **d** sound.

- Write the capital (big) letter **D** on the board and teach the learners that this is the letter that stands for the **D** sound and that its name is **D**. Ask them to look at the letter and to repeat the sound of the letter **D** several times.
- Write the small letter **d** on the board and teach the learners that this is another form of the letter **D**. Ask them to look at the letter and to repeat the sound of the letter **D** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Draw a line from the first two letters to the matching pictures. Ask for volunteers to come to the front and draw lines from the other three letters to the matching pictures. Ensure that the learners all understand that each letter is to be connected by a line with the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **C** on the board. Explain again that in English there are two types of the same letter. Ask the learners to open their textbooks and to find where the **C** is written in the row of boxes. Demonstrate step by step how to write **C** and ask the learners to write over the light print **C** in the textbook step by step.
- Ask the learners to write **C** in their textbook to complete the line. Check that they have written **C** correctly and help them as needed.
- Write the small letter **c** on the board. Explain that this is the small **c**. Ask the learners to find where the **c** is written in the row of boxes. Demonstrate step by step how to write **c** and ask the learners to write over the light print **c** in the textbook step by step.
- Ask the learners to write **c** in their textbook to complete the line. Check that they have written **c** correctly and help them as needed.
- Remind the learners of how to write **B** and **b** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Remind learners that every letter can be written as a capital (big) letter and as a small letter.
- Write the six letters on the board as they are written in the learner's textbook. Demonstrate how to match the letters by drawing a line from **B** to **b**, from **C** to **c** and from **D** to **d**. Ask volunteers to come to the front and do the same.
- Ask the learners in their groups to match and connect the capital (big) letters **B**, **D** and **D** with the small letters **b**, **c** and **d** by drawing lines from **B** to **b**, from **C** to **c** and from **D** to **d** in the group's textbook.
- Ask the learners to individually in their textbooks connect the capital (big) letters **B**, **C** and **D** with the small letters **b**, **c** and **d** by drawing lines from **B** to **b**, from **C** to **c** and from **D** to **d**.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **B**, **C** and **D**. Demonstrate one by one how to match the letters with the pictures.
- Place the cards randomly on the floor or a table so that everyone can see. Demonstrate how to match the letter and picture cards. Place the cards at random again and ask two learners to take turns matching the cards with the pictures. When a learner matches two cards correctly, s/he keeps the card and takes another turn. The winner is the one with the most cards at the end of the game.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **B** and ask the students to each write **B** in their exercise books. Ask the learners to write one line of **B**'s.
- Demonstrate on the board writing **b** and ask the students to each write **b** in their exercise books. Ask the learners to write one line of **b**'s.
- Demonstrate on the board writing **C** and ask the students to each write **C** in their exercise books. Ask the learners to write one line of **C**'s.
- Demonstrate on the board writing **c** and ask the students to each write **c** in their exercise books. Ask the learners to write one line of **c**'s.
- Ask the learners in random order to write in their exercise books **B, b, C or c** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **B, b, C and c**.

Break: Time for relaxation and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the letter and its sound.** (5 minutes)

- Begin by showing a picture of carpet (**ကော်ဇော**). Ask learners if they know what it is in their language. Discuss with the learners: What skills does a person need to weave a carpet?
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **ကော်ဇော** several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound **ကော်ဇော** begins with. Identify that it begins with the **က** sound.
- Name a word that starts with the **က** sound in their language and ask the learners to name other words in their language that start with the **က** sound.
- Write the letter **က** on the board and teach the learners that this is the letter that stands for the **က** sound and that its name is **က**. Mention that the shape of the letter **က** is similar to that of two of Burmese letter **ဂ** put together.
- Ask them to look at the letter and to repeat the name of the letter **က** several times.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (**ကော်ဇော**, **ငါး**, **ကော်ဖီ**, **ဂေါ်** (**ပြား**, **ဂွံ**). Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the **က** sound.
- Ask the learners to identify the pictures that do not begin with the **က** and **ဂ** sound. Help the learners to identify the beginning sound of these pictures as **င**. Ask the learners to name other words in any language that start with the **င** sound.
- Write the letter **င** on the board and teach the learners that this is the letter that stands for the **င** sound and that its name is **င**. Ask them to look at the letter and to repeat the sound of the letter **င** several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter **က** on the board. Demonstrate how to write the letter **က**.
- Ask the learners to write **က** over the light print **က** in their text books. Ask the learners to write the letter **က** in each of the boxes. Check that they have written **က** correctly and help them as needed.

- Ask the learners to practice writing the letter **o** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write and count the numbers. (10 minutes)

- Review with the learners orally counting from six to ten in the various languages (Rohingya, English and Burmese).
- Write the numbers **6** to **10** in English on the board and ensure that the learners can count from **6** to **10** in English.
- Write the numbers **၆** to **၁၀** in Burmese on the board and ensure that the learners can count from **၆** to **၁၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **6** to **10** and then in Burmese from **၆** to **၁၀**.
- Show the learners how to write the number **3** in English. Ask the learners to write over the light print **3** in their textbook. Then ask them to write the number **3** in all the boxes to complete the two rows.
- Remind the learners of how to write the number **2** in English and ask them to write the number **2** in all the boxes to complete the two rows.
- Show the learners how to write the number **၃** in Burmese. Ask the learners to write over the light print **၃** in their textbook. Then ask them to write the number **၃** in all the boxes in their textbooks.
- Remind the learners of how to write the number **၂** in Burmese and ask them to write the number **၂** in all the boxes to complete the two rows.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (mobile phone, charging cable, fan, socket, gas cylinder) and Burmese names (လက်ကိုင်ဖုန်း၊ အားသွင်းကြိုး၊ ပန်ကာ၊ ပလပ်ပေါက်၊ ဂတ်စ်အိုး) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Practice in exercise books (5 minutes)

- Ask the learners to write the numbers **2** and **3** in English and the numbers **၂** and **၃** in Burmese several times in their exercise books. Check that the numbers are written correctly.
- The learners may practice writing the numbers in their exercise books as optional homework.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners the importance of play and toys and how they can provide games and toys for their children.
- Review the sound, name and writing of the English letter **C** and **c**.
- Review words (in any language) that begin with the sound of the letter **C**.
- Show the learners the letter **D** and review with them words (in any language) that begin with the sound of the letter **D**.
- Tell the learners that in the next lesson they will learn how to write the letter **D**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **B**, the small **b**, the capital (big) **C** and the small **c** in their exercise books
 - Write lines of the Burmese letters **o** and **o** in their exercise books.
 - Write lines of the English numbers **2** and **3** in their exercise books
 - Write lines of the Burmese number **၂** and **၃** in their exercise books

Lesson 4 Self Employment

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners can name ways for families to increase their income through self employment 2. Learners can recognise and say the sound and the name of the letter D, write the capital D and write the small letter d. 3. Learners can say words that start with the sound of the letter E and recognise words that start with the sound of the letter E. 4. Learners can recognise, say the sound and the name of and write the Burmese letter c. 5. Learners can say words that start with the sound of the Burmese letter c and recognise words that start with the sound of the letter ∞. 6. Learners can read the numbers 6-10 and write the numbers 3 and 4 in English and Burmese. 7. Learners recognise the names in English and Burmese of five objects needed for various trades. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss ways to increase income through self employment
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why do people earn more money in carpentry than in most other jobs inside the camps?
 - Other than working for NGOs or someone else, how can people make money in the camps?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a **door** made of wood.
- Ask if any of the learners know the English word for the picture. Repeat the word **door** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **door** under the sentence. Ask the students what sound door begins with. Identify that it begins with the **d** sound.
- Name a word that starts with the **d** sound in their language and ask the learners to name other words in their language that start with the **d** sound.
- Write the capital (big) letter **D** on the board and teach the learners that this is the letter that stands for the **D** sound and that its name is **D**. Ask them to look at the letter and to repeat the name of the letter **D** several times.
- Write the small letter **d** on the board and teach the learners that this is another form of the letter **d**. Ask them to look at the letter and to repeat the name of the letter **d** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (door, car, concrete, driver, egg). Go back and forth through the pictures asking them to name each picture in English.
- Ask the learners to identify the pictures that begin with the **c** and then with the **d** sound.
- Ask the learners to identify the picture that does not begin with the **c** or the **d** sound. Help the learners to identify the beginning sound of this pictures as **e**. Ask the learners to name other

words in any language that start with the **e** sound.

- Write the capital (big) letter **E** on the board and teach the learners that this is the letter that stands for the **E** sound and that its name is **E**. Ask them to look at the letter and to repeat the sound of the letter **E** several times.
- Write the small letter **e** on the board and teach the learners that this is another form of the letter **E**. Ask them to look at the letter and to repeat the sound of the letter **E** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Draw a line from the first two letters to the matching pictures. Ask for volunteers to come to the front and draw lines from the other three letters to the matching pictures. Ensure that the learners all understand that each letter is to be connected by a line with the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **D** on the board. Explain again that in English there are two types of the same letter. Ask the learners to open their textbooks and to find where the **D** is written in the row of boxes. Demonstrate step by step how to write **D** and ask the learners to write over the light print **D** in the textbook step by step.
- Ask the learners to write **D** in their textbook to complete the line. Check that they have written **D** correctly and help them as needed.
- Write the small letter **d** on the board. Explain that this is the small **d**. Ask the learners to find where the **d** is written in the row of boxes. Demonstrate step by step how to write **d** and ask the learners to write over the light print **d** in the textbook step by step.
- Ask the learners to write **d** in their textbook to complete the line. Check that they have written **d** correctly and help them as needed.
- Remind the learners of how to write **C** and **c** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Remind learners that every letter can be written as a capital (big) letter and as a small letter.
- Write the six letters on the board as they are written in the learner's textbook. Demonstrate how to match the letters by drawing a line from **C** to **c**, from **D** to **d** and from **E** to **e**. Ask volunteers to come to the front and do the same.
- Ask the learners in their groups to match and connect the capital (big) letters **C**, **D** and **E** with the small letters **c**, **d** and **e** by drawing lines from **C** to **c**, from **D** to **d** and from **E** to **e** in the group's textbook.
- Ask the learners individually, in their textbooks, to connect the capital (big) letters **C**, **D** and **E** with the small letters **c**, **d** and **e** by drawing lines from **C** to **c**, from **D** to **d** and from **E** to **e**.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **C**, **D** and **E**. Demonstrate one by one how to match the letters with the pictures.
- Place the cards randomly on the floor or a table so that everyone can see. Demonstrate how to match the letter and picture cards. Place the cards at random again and ask two learners to take turns matching the cards with the pictures. When a learner matches two cards correctly, s/he keeps the card and takes another turn. The winner is the one with the most cards at the end of the game.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every

member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **C** and ask the students to each write **C** in their exercise books. Ask the learners to write one line of **c**'s.
- Demonstrate on the board writing **c** and ask the students to each write **c** in their exercise books. Ask the learners to write one line of **c**'s.
- Demonstrate on the board writing **D** and ask the students to each write **D** in their exercise books. Ask the learners to write one line of **D**'s.
- Demonstrate on the board writing **d** and ask the students to each write **d** in their exercise books. Ask the learners to write one line of **d**'s
- Ask the learners in random order to write in their exercise books **C, c, D** or **d** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **C, c, D** and **d**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of a fish (**ငါး**). Ask learners if they know what it is in their language. Ask the learners how useful the fish is and discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **ငါး** several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound **ငါး** begins with. Identify that it begins with the **c** sound.
- Name a word that starts with the **c** sound in their language and ask the learners to name other words in their language that start with the **c** sound.
- Write the letter **c** on the board and teach the learners that this is the letter that stands for the **c** sound and that its name is **c**. Mention that the shape of the letter **c** is similar to that of a fish mouth kept opened.
- Ask them to look at the letter and to repeat the name of the letter **c** several times.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (**ကတ်ကြေး၊ ငါး၊ ကော်ဇော၊ ထိုင်ခုံ၊ ငှက်**).
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the **c** sound.
- Ask the learners to identify the pictures that do not begin with the **c** and **က** sound. Help the learners to identify the beginning sound of these pictures as **က**. Ask the learners to name other words in any language that start with the **က** sound.
- Write the letter **က** on the board and teach the learners that this is the letter that stands for the **က** sound and that its name is **က**. Ask them to look at the letter and to repeat the sound of the letter **က** several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter **c** on the board. Demonstrate how to write the letter **c**.
- Ask the learners to write **c** over the light print **c** in their textbooks. Ask the learners to write the letter

c in each of the boxes. Check that they have written **c** correctly and help them as needed.

- Ask the learners to practice writing the letter **c** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write and count the numbers. (10 minutes)

- Review with the learners orally counting from six to ten in the various languages (Rohingya, English and Burmese).
- Write the numbers **6** to **10** in English on the board and ensure that the learners can count from **6** to **10** in English.
- Write the numbers **၆** to **၁၀** in Burmese on the board and ensure that the learners can count from **၆** to **၁၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **6** to **10** and then in Burmese from **၆** to **၁၀**.
- Show the learners how to write the number **4** in English. Ask the learners to write over the light print **4** in their textbook. Then ask them to write the number **4** in all the boxes to complete the two rows.
- Remind the learners of how to write the number **3** in English and ask them to write the number **3** in all the boxes to complete the two rows.
- Show the learners how to write the number **၄** in Burmese. Ask the learners to write over the light print **၄** in their textbook. Then ask them to write the number **၄** in all the boxes in their textbooks.
- Remind the learners of how to write the number **၃** in Burmese and ask them to write the number **၃** in all the boxes to complete the two rows.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (fan, screwdriver, fuel gauge, watch, sound box) and Burmese names (ပန်ကာ၊ ဝက်အူလှည့်၊ ဆီဂီတံ၊ နာရီ၊ ဆောင်းဘောက်) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Practice in exercise books (5 minutes)

- Ask the learners to write the numbers **3** and **4** in English and the numbers **၃** and **၄** in Burmese several times in their exercise books. Check that the numbers are written correctly.
- The learners may practice writing the numbers in their exercise books as optional homework.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners' skills that can be used to increase their income.
- Review the sound, name and writing of the English letter **D** and **d**.
- Review words (in any language) that begin with the sound of the letter **D**.
- Show the learners the letter **E** and review with them words (in any language) that begin with the sound of the letter **E**.
- Tell the learners that in the next lesson they will learn how to write the letter **E**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **C**, the small **c**, the capital (big) **D** and the small **d** in their exercise books
 - Write lines of the Burmese letters **မ** and **ခ** in their exercise books
 - Write lines of the English numbers **3** and **4** in their exercise books
 - Write lines of the Burmese numbers **၃** and **၄** in their exercise books

Lesson 5 Eggs and Nutrition

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the importance of eating eggs and other nutritious food. 2. Learners can recognise and say the sound and the name of the letter E, write the capital E and write the small letter e. 3. Learners can say words that start with the sound of the letter F and recognise words that start with the sound of the letter F. 4. Learners can recognise, say the sound and the name of and write the Burmese letter ဇ. 5. Learners can say words that start with the sound of the Burmese letter ဇ and recognise words that start with the sound of the letter ဇ. 6. Learners can read the numbers 1-10 and write the numbers 4 and 5 in English and Burmese. 7. Learners recognise the names in English and Burmese of five objects needed for various trades. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss the importance of eggs and other nutritious food.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why are many children in the camps malnourished?
 - In addition to eggs, what are some inexpensive but nutritious food we can feed our children?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a **(quail) egg**.
- Ask if any of the learners know the English word for the picture. Repeat the word **egg** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **egg** under the sentence. Ask the students what sound **egg** begins with. Identify that it begins with the **e** sound.
- Name a word that starts with the **e** sound in their language and ask the learners to name other words in their language that start with the **e** sound.
- Write the capital (big) letter **E** on the board and teach the learners that this is the letter that stands for the **E** sound and that its name is **E**. Ask them to look at the letter and to repeat the name of the letter **E** several times.
- Write the small letter **e** on the board and teach the learners that this is another form of the letter **e**. Ask them to look at the letter and to repeat the name of the letter **e** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (eagle, dress, egg, door, fan). Go back and forth through the pictures asking them to name each picture in English.

- Ask the learners to identify the pictures that begin with the **d** and then with the **e** sound.
- Ask the learners to identify the picture that does not begin with the **d** or the **e** sound. Help the learners to identify the beginning sound of this pictures as **f**. Ask the learners to name other words in any language that start with the **f** sound.
- Write the capital (big) letter **F** on the board and teach the learners that this is the letter that stands for the **F** sound and that its name is **F**. Ask them to look at the letter and to repeat the sound of the letter **F** several times.
- Write the small letter **f** on the board and teach the learners that this is another form of the letter **f**. Ask them to look at the letter and to repeat the sound of the letter **f** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **E** on the board. Explain that this is the capital (big) **E**. Ask the learners to open their textbooks and to find where the **E** is written in the row of boxes. Demonstrate step by step how to write **E** and ask the learners to write over the light print **E** in the textbook step by step.
- Ask the learners to write **E** in their textbook to complete the line. Check that they have written **E** correctly and help them as needed.
- Write the small letter **e** on the board. Explain that this is the small **e**. Ask the learners to find where the **e** is written in the row of boxes. Demonstrate step by step how to write **e** and ask the learners to write over the light print **e** in the textbook step by step.
- Ask the learners to write **e** in their textbook to complete the line. Check that they have written **e** correctly and help them as needed.
- Remind the learners of how to write **D** and **d** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Write the six letters on the board as they are written in the learner's textbook. Ask volunteers to come to the front and match the capital (big) letters with the small letters by drawing lines.
- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **D**, **E** and **F**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **D** and ask the students to each write **D** in their exercise books. Ask the learners to write one line of **D**'s.
- Demonstrate on the board writing **d** and ask the students to each write **d** in their exercise books. Ask the learners to write one line of **d**'s.
- Demonstrate on the board writing **E** and ask the students to each write **E** in their exercise books. Ask the learners to write one line of **E**'s.
- Demonstrate on the board writing **e** and ask the students to each write **e** in their exercise books. Ask the learners to write one line of **e**'s.
- Ask the learners in random order to write in their exercise books **D, d, E or e** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **D, d, E** and **e**.

Break: Time for relaxation and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the letter and its sound.** (5 minutes)

- Begin by showing a picture of a chair (ထိုင်ခုံ). Ask learners if they know what it is in their language. Ask the learners who usually craft a chair and discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ထိုင်ခုံ several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound ထိုင်ခုံ begins with. Identify that it begins with the **oo** sound.
- Name a word that starts with the **oo** sound in their language and ask the learners to name other words in their language that start with the **oo** sound.
- Write the letter **oo** on the board and teach the learners that this is the letter that stands for the **oo** sound and that its name is **oo**. Mention that the shape of the letter **oo** is similar to that of two 0 (zero's) put together.
- Ask them to look at the letter and to repeat the name of the letter **oo** several times.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ထိုင်ခုံ၊ ငါး၊ ထယ်သွား၊ ငှက်သီး၊ တူ)။
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the **oo** sound.
- Ask the learners to identify the pictures that do not begin with the **oo** and **c** sound. Help the learners to identify the beginning sound of these pictures as **o**
- Ask the learners to name other words in any language that start with the **o** sound.
- Write the letter **o** on the board and teach the learners that this is the letter that stands for the **o** sound and that its name is **o**. Ask them to look at the letter and to repeat the sound of the letter **o** several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter **oo** on the board. Demonstrate how to write the letter **oo**.
- Ask the learners to write **oo** over the light print **oo** in their text books. Ask the learners to write the letter **oo** in each of the boxes. Check that they have written **oo** correctly and help them as needed.

- Ask the learners to practice writing the letter **oo** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write and count the numbers. (10 minutes)

- Review with the learners orally counting from one to ten in the various languages (Rohingya, English and Burmese).
- Write the numbers **1** to **10** in English on the board and ensure that the learners can count from **1** to **10** in English.
- Write the numbers ၁ to ၁၀ in Burmese on the board and ensure that the learners can count from ၁ to ၁၀ in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **1** to **10** and then in Burmese from ၁ to ၁၀.
- Show the learners how to write the number **5** in English. Ask the learners to write over the light print **5** in their textbook. Then ask them to write the number **5** in all the boxes to complete the two rows.
- Remind the learners of how to write the number **4** in English and ask them to write the number **4** in all the boxes to complete the two rows.
- Show the learners how to write the number ၅ in Burmese. Ask the learners to write over the light print ၅ in their textbook. Then ask them to write the number ၅ in all the boxes in their textbooks.
- Remind the learners of how to write the number ၄ in Burmese and ask them to write the number ၄ in all the boxes to complete the two rows.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (fan, screwdriver, fuel gauge, watch, sound box) and Burmese names (ပန်ကာ၊ ဝက်အူလှည့်၊ ဆီဂီတ်၊ နာရီ၊ ဆောင်းဘောက်) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Practice in exercise books (5 minutes)

- Ask the learners to write the numbers **4** and **5** in English and the numbers ၄ and ၅ in Burmese several times in their exercise books. Check that the numbers are written correctly.
- The learners may practice writing the numbers in their exercise books as optional homework.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners skills that can be used to increase their income.
- Review the sound, name and writing of the English letter **E** and **e**.
- Review words (in any language) that begin with the sound of the letter **E**.
- Show the learners the letter **F** and review with them words (in any language) that begin with the sound of the letter **F**.
- Tell the learners that in the next lesson they will learn how to write the letter **F**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **D**, the small **d**, the capital (big) **E** and the small **e** in their exercise books
 - Write lines of the Burmese letters **c** and **oo** in their exercise books
 - Write lines of the English numbers **4** and **5** in their exercise books
 - Write lines of the Burmese number ၄ and ၅ in their exercise bo

Lesson 6 Handicrafts

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners can name handicrafts that can be made at home with local materials 2. Learners can recognise and say the sound and the name of the letter F, write the capital F and write the small letter f. 3. Learners can say words that start with the sound of the letter G and recognise words that start with the sound of the letter G. 4. Learners can recognise, say the sound and the name of and write the Burmese letter ဖ. 5. Learners can say words that start with the sound of the Burmese letter ဖ and recognise words that start with the sound of the letter ဖ. 6. Learners can read the numbers 11-15 and write the numbers 5 and 6 in English and Burmese. 7. Learners recognise the names in English and Burmese of five objects needed for various trades. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss handicrafts that can be made at home with local materials.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What types of handicrafts do people know how to make in the camps?
 - Which handicrafts are the most useful in the camps?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a **fan**.
- Ask if any of the learners know the English word for the picture. Repeat the word **fan** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **fan** under the sentence. Ask the students what sound **fan** begins with. Identify that it begins with the **f** sound.
- Name a word that starts with the **f** sound in their language and ask the learners to name other words in their language that start with the **f** sound.
- Write the capital (big) letter **F** on the board and teach the learners that this is the letter that stands for the **F** sound and that its name is **F**. Ask them to look at the letter and to repeat the name of the letter **F** several times.
- Write the small letter **f** on the board and teach the learners that this is another form of the letter **f**. Ask them to look at the letter and to repeat the name of the letter **f** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (fork, egg, fan, ear, goat). Go back and forth through the pictures asking them to name each picture in English.
- Ask the learners to identify the pictures that begin with the **e** and then with the **f** sound.
- Ask the learners to identify the picture that does not begin with the **e** or the **f** sound. Help the

learners to identify the beginning sound of this picture as **g**. Ask the learners to name other words in any language that start with the **g** sound.

- Write the capital (big) letter **G** on the board and teach the learners that this is the letter that stands for the **G** sound and that its name is **G**. Ask them to look at the letter and to repeat the sound of the letter **G** several times.
- Write the small letter **g** on the board and teach the learners that this is another form of the letter **G**. Ask them to look at the letter and to repeat the sound of the letter **G** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **F** on the board. Explain that this is the capital (big) **F**. Ask the learners to open their textbooks and to find where the **F** is written in the row of boxes. Demonstrate step by step how to write **F** and ask the learners to write over the light print **F** in the textbook step by step.
- Ask the learners to write **F** in their textbook to complete the line. Check that they have written **F** correctly and help them as needed.
- Write the small letter **f** on the board. Explain that this is the small **f**. Ask the learners to find where the **f** is written in the row of boxes. Demonstrate step by step how to write **f** and ask the learners to write over the light print **f** in the textbook step by step.
- Ask the learners to write **f** in their textbook to complete the line. Check that they have written **f** correctly and help them as needed.
- Remind the learners of how to write **E** and **e** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Write the six letters on the board as they are written in the learner's textbook. Ask volunteers to come to the front and match the capital (big) letters with the small letters by drawing lines.
- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **E**, **F**, **G**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **F** and ask the students to each write **F** in their exercise books. Ask the learners to write one line of **F**'s.
- Demonstrate on the board writing **f** and ask the students to each write **f** in their exercise books. Ask the learners to write one line of **f**'s.
- Demonstrate on the board writing **E** and ask the students to each write **E** in their exercise books. Ask the learners to write one line of **E**'s.
- Demonstrate on the board writing **e** and ask the students to each write **e** in their exercise books. Ask the learners to write one line of **e**'s.
- Ask the learners in random order to write in their exercise books **E, e, F or f** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **E, e, F and f**.

Break: Time for relaxation and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the letter and its sound.** (5 minutes)

- Begin by showing a picture of a hammer (တူ). Ask learners if they know what it is in their language. Ask the learners who usually use a hammer and discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word တူ several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound တူ begins with. Identify that it begins with the တ sound.
- Name a word that starts with the တ sound in their language and ask the learners to name other words in their language that start with the တ sound.
- Write the letter တ on the board and teach the learners that this is the letter that stands for the တ sound and that its name is တ. Mention that the shape of the letter တ is similar to that of the Burmese letter ဝ and ဘ are put together.
- Ask them to look at the letter and to repeat the name of the letter တ several times.

Step 2: Name the pictures (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ထွန်ခြစ်၊ တုံး၊ ဘီး၊ ထိုင်ခုံ၊ တူ).
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the တ sound.
- Ask the learners to identify the pictures that do not begin with the တ and တ sound. Help the learners to identify the beginning sound of these pictures as ဘ
- Ask the learners to name other words in any language that start with the ဘ sound.
- Write the letter ဘ on the board and teach the learners that this is the letter that stands for the ဘ sound and that its name is ဘ. Ask them to look at the letter and to repeat the sound of the letter ဘ several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter တ on the board. Demonstrate how to write the letter တ.
- Ask the learners to write တ over the light print တ in their textbooks. Ask the learners to write the letter တ in each of the boxes. Check that they have written တ correctly and help them as needed.

- Ask the learners to practice writing the letter **o** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write and count the numbers. (10 minutes)

- Review with the learners orally counting from eleven to fifteen in the various languages (Rohingya, English and Burmese).
- Write the numbers **11** to **15** in English on the board and ensure that the learners can count from **11** to **15** in English.
- Write the numbers **၁၁** to **၁၅** in Burmese on the board and ensure that the learners can count from **၁၁** to **၁၅** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **11** to **15** and then in Burmese from **၁၁** to **၁၅**.
- Show the learners how to write the number **6** in English. Ask the learners to write over the light print **6** in their textbook. Then ask them to write the number **6** in all the boxes to complete the two rows.
- Remind the learners of how to write the number **5** in English and ask them to write the number **5** in all the boxes to complete the two rows.
- Show the learners how to write the number **၆** in Burmese. Ask the learners to write over the light print **၆** in their textbook. Then ask them to write the number **၆** in all the boxes in their textbooks.
- Remind the learners of how to write the number **၅** in Burmese and ask them to write the number **၅** in all the boxes to complete the two rows.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (watch, screwdriver, fuel gauge, fan, sound box) and Burmese names (နာရီ၊ ဝက်အူလှည့်၊ ဆီဂီတ်၊ ပန်ကာ၊ ဆောင်းဘောက်) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Practice in exercise books (5 minutes)

- Ask the learners to write the numbers **5** and **6** in English and the numbers **၅** and **၆** in Burmese several times in their exercise books. Check that the numbers are written correctly.
- The learners may practice writing the numbers in their exercise books as optional homework.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners skills that can be used to increase their income.
- Review the sound, name and writing of the English letter **F** and **f**.
- Review words (in any language) that begin with the sound of the letter **F**.
- Show the learners the letter **G** and review with them words (in any language) that begin with the sound of the letter **G**.
- Tell the learners that in the next lesson they will learn how to write the letter **G**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **E**, the small **e**, the capital (big) **F** and the small **f** in their exercise books
 - Write lines of the Burmese letters **o** and **o** in their exercise books
 - Write lines of the English numbers **5** and **6** in their exercise books
 - Write lines of the Burmese number **၅** and **၆** in their exercise books

Lesson 7 Milk

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners can name ideas for self employment including selling milk 2. Learners can recognise and say the sound and the name of the letter G, write the capital G and write the small letter g. 3. Learners can say words that start with the sound of the letter H and recognise words that start with the sound of the letter H. 4. Learners can recognise, say the sound and the name of and write the Burmese letter ဘ. 5. Learners can say words that start with the sound of the Burmese letter ဘ and recognise words that start with the sound of the letter ဘ. 6. Learners can read the numbers 16-20 and write the numbers 6 and 7 in English and Burmese. 7. Learners recognise the names in English and Burmese of five objects needed for various trades. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss with the learners some ideas for self employment including selling milk.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Can selling milk be a way to earn extra income in the camps?
 - What are some other types of business that can be done in the camps?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a goat.
- Ask if any of the learners know the English word for the picture. Repeat the word **goat** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **goat** under the sentence. Ask the students what sound **goat** begins with. Identify that it begins with the **g** sound.
- Name a word that starts with the **g** sound in their language and ask the learners to name other words in their language that start with the **g** sound.
- Write the capital (big) letter **G** on the board and teach the learners that this is the letter that stands for the **G** sound and that its name is **G**. Ask them to look at the letter and to repeat the name of the letter **G** several times.
- Write the small letter **g** on the board and teach the learners that this is another form of the letter **g**. Ask them to look at the letter and to repeat the name of the letter **g** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (goat, fish, fan, gate, house). Go back and forth through the pictures asking them to name each picture in English.
- Ask the learners to identify the pictures that begin with the **f** and then the **g** sound.
- Ask the learners to identify the picture that does not begin with the **f** or the **g** sound. Help the learners to identify the beginning sound of this pictures as **h**. Ask the learners to name other words in any language that start with the **h** sound.

- Write the capital (big) letter **H** on the board and teach the learners that this is the letter that stands for the **H** sound and that its name is **H**. Ask them to look at the letter and to repeat the sound of the letter **H** several times.
- Write the small letter **h** on the board and teach the learners that this is another form of the letter **H**. Ask them to look at the letter and to repeat the sound of the letter **H** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **G** on the board. Explain that this is the capital (big) **G**. Ask the learners to open their textbooks and to find where the **G** is written in the row of boxes. Demonstrate step by step how to write **G** and ask the learners to write over the light print **G** in the textbook step by step.
- Ask the learners to write **G** in their textbook to complete the line. Check that they have written **G** correctly and help them as needed.
- Write the small letter **g** on the board. Explain that this is the small **g**. Ask the learners to find where the **g** is written in the row of boxes. Demonstrate step by step how to write **g** and ask the learners to write over the light print **g** in the textbook step by step.
- Ask the learners to write **g** in their textbook to complete the line. Check that they have written **g** correctly and help them as needed.
- Remind the learners of how to write **F** and **f** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Write the six letters on the board as they are written in the learner's textbook. Ask volunteers to come to the front and match the capital (big) letters with the small letters by drawing lines.
- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **F**, **G**, **H**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **G** and ask the students to each write **G** in their exercise books. Ask the learners to write one line of **G**'s.
- Demonstrate on the board writing **g** and ask the students to each write **g** in their exercise

books. Ask the learners to write one line of **g**'s.

- Demonstrate on the board writing **F** and ask the students to each write **F** in their exercise books. Ask the learners to write one line of **F**'s.
- Demonstrate on the board writing **f** and ask the students to each write **f** in their exercise books. Ask the learners to write one line of **f**'s
- Ask the learners in random order to write in their exercise books **F, f, G or g** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **F, f, G** and **g**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of a comb (ဘီး). Ask learners if they know what it is in their language. Ask the learners who usually use a comb in their job and discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ဘီး several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound ဘီး begins with. Identify that it begins with the ဘ sound.
- Name a word that starts with the ဘ sound in their language and ask the learners to name other words in their language that start with the ဘ sound.
- Write the letter ဘ on the board and teach the learners that this is the letter that stands for the ဘ sound and that its name is ဘ. Mention that the shape of the letter ဘ is similar to that of two Burmese numeral ၁s are put together, a small opening is created at the bottom of the characters.
- Ask them to look at the letter and to repeat the name of the letter ဘ several times.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (တူရင်း၊ ဘိလပ်မြေ ဘီး၊ သဲ၊ တူ).
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the ဘ sound.
- Ask the learners to identify the pictures that do not begin with the ဘ and တ sound. Help the learners to identify the beginning sound of these pictures as သ
- Ask the learners to name other words in any language that start with the သ sound.
- Write the letter သ on the board and teach the learners that this is the letter that stands for the သ sound and that its name is သ. Ask them to look at the letter and to repeat the sound of the letter သ several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter ဘ on the board. Demonstrate how to write the letter ဘ.
- Ask the learners to write ဘ over the light print ဘ in their textbooks. Ask the learners to write the letter ဘ in each of the boxes. Check that they have written ဘ correctly and help them as needed.
- Ask the learners to practice writing the letter ဘ in their exercise books several times.

Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write and count the numbers. (10 minutes)

- Review with the learners orally counting from sixteen to twenty in the various languages (Rohingya, English and Burmese).
- Write the numbers **16** to **20** in English on the board and ensure that the learners can count from **16** to **20** in English.
- Write the numbers **၁၆** to **၂၀** in Burmese on the board and ensure that the learners can count from **၁၆** to **၂၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **11** to **20** and then in Burmese from **၁၁** to **၂၀**.
- Show the learners how to write the number **7** in English. Ask the learners to write over the light print **7** in their textbook. Then ask them to write the number **7** in all the boxes to complete the two rows.
- Remind the learners of how to write the number **6** in English and ask them to write the number **6** in all the boxes to complete the two rows.
- Show the learners how to write the number **၇** in Burmese. Ask the learners to write over the light print **၇** in their textbook. Then ask them to write the number **၇** in all the boxes in their textbooks.
- Remind the learners of how to write the number **၆** in Burmese and ask them to write the number **၆** in all the boxes to complete the two rows.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (watch, screwdriver, fuel gauge, fan, sound box) and Burmese names (နာရီ၊ ဝက်အူလှည့်၊ ဆီဂီတီ၊ ပန်ကာ၊ ဆောင်းဘောက်) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Practice in exercise books (5 minutes)

- Ask the learners to write the numbers **6** and **7** in English and the numbers **၆** and **၇** in Burmese several times in their exercise books. Check that the numbers are written correctly.
- The learners may practice writing the numbers in their exercise books as optional homework.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners skills that can be used to increase their income.
- Review the sound, name and writing of the English letter **G** and **g**.
- Review words (in any language) that begin with the sound of the letter **G**.
- Show the learners the letter **H** and review with them words (in any language) that begin with the sound of the letter **H**.
- Tell the learners that in the next lesson they will learn how to write the letter **H**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **F**, the small **f**, the capital (big) **G** and the small **g** in their exercise books
 - Write lines of the Burmese letters **ဖ** and **ဂ** in their exercise books
 - Write lines of the English numbers **6** and **7** in their exercise books
 - Write lines of the Burmese number **၆** and **၇** in their exercise books

Lesson 8 Carpentry and Trades

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners can state how to use carpentry and other skills to be productive. 2. Learners can recognise and say the sound and the name of the letter H, write the capital H and write the small letter h. 3. Learners can say words that start with the sound of the letter I and recognise words that start with the sound of the letter I. 4. Learners can recognise, say the sound and the name of and write the Burmese letter ခ. 5. Learners can say words that start with the sound of the Burmese letter ခ and recognise words that start with the sound of the letter ခ. 6. Learners can read the numbers 11-20 and write the numbers 7 and 8 in English and Burmese. 7. Learners recognise the names in English and Burmese of five objects needed for various trades. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss the importance of using carpentry and other skills to be productive.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What are some of the products that carpenters can make and sell?
 - Among the many livelihood skills people have, which do you think are the most productive?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a **house**.
- Ask if any of the learners know the English word for the picture. Repeat the word **house** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **house** under the sentence. Ask the students what sound **house** begins with. Identify that it begins with the **h** sound.
- Name a word that starts with the **h** sound in their language and ask the learners to name other words in their language that start with the **h** sound.
- Write the capital (big) letter **H** on the board and teach the learners that this is the letter that stands for the **H** sound and that its name is **H**. Ask them to look at the letter and to repeat the name of the letter **H** several times.
- Write the small letter **h** on the board and teach the learners that this is another form of the letter **h**. Ask them to look at the letter and to repeat the name of the letter **h** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (hen, goat, house, garden, iron). Go back and forth through the pictures asking them to name each picture in English.
- Ask the learners to identify the pictures that begin with the **g** and then with the **h** sound.
- Ask the learners to identify the picture that does not begin with the **g** or the **h** sound. Help the learners to identify the beginning sound of this pictures as **i**. Ask the learners to name other words in any language that start with the **i** sound.

- Write the capital (big) letter **I** on the board and teach the learners that this is the letter that stands for the **I** sound and that its name is **I**. Ask them to look at the letter and to repeat the sound of the letter **I** several times.
- Write the small letter **i** on the board and teach the learners that this is another form of the letter **I**. Ask them to look at the letter and to repeat the sound of the letter **I** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **H** on the board. Explain that this is the capital (big) **H**. Ask the learners to open their textbooks and to find where the **H** is written in the row of boxes. Demonstrate step by step how to write **H** and ask the learners to write over the light print **H** in the textbook step by step.
- Ask the learners to write **H** in their textbook to complete the line. Check that they have written **H** correctly and help them as needed.
- Write the small letter **h** on the board. Explain that this is the small **h**. Ask the learners to find where the **h** is written in the row of boxes. Demonstrate step by step how to write **h** and ask the learners to write over the light print **h** in the textbook step by step.
- Ask the learners to write **h** in their textbook to complete the line. Check that they have written **h** correctly and help them as needed.
- Remind the learners of how to write **G** and **g** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Write the six letters on the board as they are written in the learner's textbook. Ask volunteers to come to the front and match the capital (big) letters with the small letters by drawing lines.
- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **G, H, I**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **H** and ask the students to each write **H** in their exercise books. Ask the learners to write one line of **H**'s.
- Demonstrate on the board writing **h** and ask the students to each write **h** in their exercise books. Ask the learners to write one line of **h**'s.
- Demonstrate on the board writing **G** and ask the students to each write **G** in their exercise books. Ask the learners to write one line of **G**'s.
- Demonstrate on the board writing **g** and ask the students to each write **g** in their exercise

books. Ask the learners to write one line of **g**'s

- Ask the learners in random order to write in their exercise books **G, g, H or h** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **G, g, H and h**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of a sand (သဲ). Ask learners if they know what it is in their language. Ask the learners how useful the sand is and discuss.
 - Ask if any of the learners know the Burmese word for the picture. Repeat the word သဲ several times and ask the learners to repeat the word in Burmese.
 - Ask the students what sound သဲ begins with. Identify that it begins with the သ sound.
 - Name a word that starts with the သ sound in their language and ask the learners to name other words in their language that start with the သ sound.
- 8 Write the letter သ on the board and teach the learners that this is the letter that stands for the သ sound and that its name is သ. Mention that the shape of the letter သ is similar to that of two Burmese numeral-၁s are put together keeping a small opening above the second numeral.
- Ask them to look at the letter and to repeat the name of the letter သ several times.

Step 2: Name the pictures. (5 minutes)

- 1 Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ဘုံပိုင်၊ ဘီး၊ သစ်သား၊ သဲ၊ လွှဲ).
- Go back and forth through the pictures asking them to name each picture in Burmese.
 - Ask the learners to identify the pictures that begin with the သ sound.
 - Ask the learners to identify the pictures that do not begin with the သ and ဘ sound. Help the learners to identify the beginning sound of these pictures as လ.
 - Ask the learners to name other words in any language that start with the လ sound.
 - Write the letter လ on the board and teach the learners that this is the letter that stands for the လ sound and that its name is လ. Ask them to look at the letter and to repeat the sound of the letter လ several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter သ on the board. Demonstrate how to write the letter သ.
- Ask the learners to write သ over the light print သ in their textbooks. Ask the learners to write the letter သ in each of the boxes. Check that they have written သ correctly and help them as needed.
- Ask the learners to practice writing the letter သ in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)**Step 1: Read, write and count the numbers.** (10 minutes)

- Review with the learners orally counting from eleven to twenty in the various languages (Rohingya, English and Burmese).
- Write the numbers **11** to **20** in English on the board and ensure that the learners can count from **11** to **20** in English.
- Write the numbers **၁၁** to **၂၀** in Burmese on the board and ensure that the learners can count from **၁၁** to **၂၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **11** to **20** and then in Burmese from **၁၁** to **၂၀**.
- Show the learners how to write the number **8** in English. Ask the learners to write over the light print **8** in their textbook. Then ask them to write the number **8** in all the boxes to complete the two rows.
- Remind the learners of how to write the number **7** in English and ask them to write the number **7** in all the boxes to complete the two rows.
- Show the learners how to write the number **၈** in Burmese. Ask the learners to write over the light print **၈** in their textbook. Then ask them to write the number **၈** in all the boxes in their textbooks.
- Remind the learners of how to write the number **၇** in Burmese and ask them to write the number **၇** in all the boxes to complete the two rows.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (watch, screwdriver, fuel gauge, fan, sound box) and Burmese names (နာရီ၊ ဝက်အူလှည့်၊ ဆီဂီတိ၊ ပန်ကာ၊ ဆောင်းဘောက်) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Practice in exercise books (5 minutes)

- Ask the learners to write the numbers **7** and **8** in English and the numbers **၇** and **၈** in Burmese several times in their exercise books. Check that the numbers are written correctly.
- The learners may practice writing the numbers in their exercise books as optional homework.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners skills that can be used to increase their income.
- Review the sound, name and writing of the English letter **H** and **h**.
- Review words (in any language) that begin with the sound of the letter **H**.
- Show the learners the letter **I** and review with them words (in any language) that begin with the sound of the letter **I**.
- Tell the learners that in the next lesson they will learn how to write the letter **I**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **G**, the small **g**, the capital (big) **H** and the small **h** in their exercise books
 - Write lines of the Burmese letters **ဂ** and **ဂ** in their exercise books
 - Write lines of the English numbers **7** and **8** in their exercise books
 - Write lines of the Burmese number **၇** and **၈** in their exercise books

Lesson 9 Laundry

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners know how families can increase their income by doing laundry or by opening a laundry shop. Learners can recognise and say the sound and the name of the letter I, write the capital I and write the small letter i. Learners can say words that start with the sound of the letter J and recognise words that start with the sound of the letter J. Learners can recognise, say the sound and the name of and write the Burmese letter ခ. Learners can say words that start with the sound of the Burmese letter ခ and recognise words that start with the sound of the letter ခ. Learners can read the numbers 1-20 and write the numbers 8 and 9 in English and Burmese. Learners recognise the names in English and Burmese of five objects needed for various trades. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets)) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss ways that a family's income might be increased through doing laundry.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why aren't many people in the camps able to wear ironed clothes?
 - What would be needed to open a laundry shop in a marketplace or in one's home?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a **iron**.
- Ask if any of the learners know the English word for the picture. Repeat the word **iron** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **iron** under the sentence. Ask the students what sound **iron** begins with. Identify that it begins with the **i** sound.
- Name a word that starts with the **i** sound in their language and ask the learners to name other words in their language that start with the **i** sound.
- Write the capital (big) letter **I** on the board and teach the learners that this is the letter that stands for the **I** sound and that its name is **I**. Ask them to look at the letter and to repeat the name of the letter **I** several times.
- Write the small letter **i** on the board and teach the learners that this is another form of the letter **i**. Ask them to look at the letter and to repeat the name of the letter **i** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (ink, iron, house, honey, jam). Go back and forth through the pictures asking them to name each picture in English.
- Ask the learners to identify the pictures that begin with the **h** and then with the **i** sound.
- Ask the learners to identify the picture that does not begin with the **h** or the **i** sound. Help the learners to identify the beginning sound of this pictures as **j**. Ask the learners to name other words in any language that start with the **j** sound.
- Write the capital (big) letter **J** on the board and teach the learners that this is the letter that

stands for the **J** sound and that its name is **J**. Ask them to look at the letter and to repeat the sound of the letter **J** several times.

- Write the small letter **j** on the board and teach the learners that this is another form of the letter **J**. Ask them to look at the letter and to repeat the sound of the letter **J** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **I** on the board. Explain that this is the capital (big) **I**. Ask the learners to open their textbooks and to find where the **I** is written in the row of boxes. Demonstrate step by step how to write **I** and ask the learners to write over the light print **I** in the textbook step by step.
- Ask the learners to write **I** in their textbook to complete the line. Check that they have written **I** correctly and help them as needed.
- Write the small letter **i** on the board. Explain that this is the small **i**. Ask the learners to find where the **i** is written in the row of boxes. Demonstrate step by step how to write **i** and ask the learners to write over the light print **i** in the textbook step by step.
- Ask the learners to write **i** in their textbook to complete the line. Check that they have written **i** correctly and help them as needed.
- Remind the learners of how to write **H** and **h** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Write the six letters on the board as they are written in the learner's textbook. Ask volunteers to come to the front and match the capital (big) letters with the small letters by drawing lines.
- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **H**, **I**, **J**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **I** and ask the students to each write **I** in their exercise books. Ask the learners to write one line of **I**'s.
- Demonstrate on the board writing **i** and ask the students to each write **i** in their exercise books. Ask the learners to write one line of **i**'s.
- Demonstrate on the board writing **H** and ask the students to each write **H** in their exercise

books. Ask the learners to write one line of **H**'s.

- Demonstrate on the board writing **h** and ask the students to each write **i** in their exercise books. Ask the learners to write one line of **h**'s
- Ask the learners in random order to write in their exercise books **H, h, I or i** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **H, h, I** and **i**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of a saw (လှ). Ask learners if they know what it is in their language. Ask the learners how useful the saw for a carpenter is and discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word လှ several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound လှ begins with. Identify that it begins with the လ sound.
- Name a word that starts with the လ sound in their language and ask the learners to name other words in their language that start with the လ sound.
- Write the letter လ on the board and teach the learners that this is the letter that stands for the လ sound and that its name is လ. The shape of the letter လ resembles a combination of the Burmese letter ဝ and the Burmese numeral ၁ put together.
- Ask them to look at the letter and to repeat the name of the letter လ several times.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (သဲ၊ ယို၊ သံ၊ လက်သမား၊ လှ).
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the လ sound.
- Ask the learners to identify the pictures that do not begin with the လ and သ sound. Help the learners to identify the beginning sound of these pictures as ယ
- Ask the learners to name other words in any language that start with the ယ sound.
- Write the letter ယ on the board and teach the learners that this is the letter that stands for the ယ sound and that its name is ယ. Ask them to look at the letter and to repeat the sound of the letter ယ several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter လ on the board. Demonstrate how to write the letter လ.
- Ask the learners to write လ over the light print လ in their text books. Ask the learners to write the letter လ in each of the boxes. Check that they have written လ correctly and help them as needed.
- Ask the learners to practice writing the letter လ in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)**Step 1: Read, write and count the numbers.** (10 minutes)

- Review with the learners orally counting from one to twenty in the various languages (Rohingya, English and Burmese).
- Write the numbers **1** to **20** in English on the board and ensure that the learners can count from **1** to **20** in English.
- Write the numbers **၁** to **၂၀** in Burmese on the board and ensure that the learners can count from **၁** to **၂၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **1** to **20** and then in Burmese from **၁** to **၂၀**.
- Show the learners how to write the number **9** in English. Ask the learners to write over the light print **9** in their textbook. Then ask them to write the number **9** in all the boxes to complete the two rows.
- Remind the learners of how to write the number **8** in English and ask them to write the number **8** in all the boxes to complete the two rows.
- Show the learners how to write the number **၉** in Burmese. Ask the learners to write over the light print **၉** in their textbook. Then ask them to write the number **၉** in all the boxes in their textbooks.
- Remind the learners of how to write the number **၈** in Burmese and ask them to write the number **၈** in all the boxes to complete the two rows.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (wheel, nut, fan, bolt, torch) and Burmese names (ဘီး၊ မူလီခေါင်း၊ ပန်ကာ၊ မူလီ၊ ဓာတ်မီး) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Practice in exercise books (5 minutes)

- Ask the learners to write the numbers **8** and **9** in English and the numbers **၈** and **၉** in Burmese several times in their exercise books. Check that the numbers are written correctly.
- The learners may practice writing the numbers in their exercise books as optional homework.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners skills that can be used to increase their income.
- Review the sound, name and writing of the English letter **I** and **i**.
- Review words (in any language) that begin with the sound of the letter **I**.
- Show the learners the letter **J** and review with them words (in any language) that begin with the sound of the letter **J**.
- Tell the learners that in the next lesson they will learn how to write the letter **J**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **H**, the small **h**, the capital (big) **I** and the small **i** in their exercise books
 - Write lines of the Burmese letters **ဆ** and **လ** in their exercise books
 - Write lines of the English numbers **၈** and **၉** in their exercise books
 - Write lines of the Burmese number **၈** and **၉** in their exercise books

Lesson 10 Review

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners can say what they have learned about livelihoods and literacy skills. 2. Learners can recognise, say the sound of and the name of and write the capital (big) and small letters a, b, c, d, e, f, g, h and l. 3. Learners can blend the sounds of three letters to read and write bag, egg and bed. 4. Learners can recognise, say the sound of and the name of and write the o, n, m, c, oo, on, on, and oo. 5. Learners can recognise, read and write the numbers 1-10 in English and Burmese. 6. Learners recognise the names in English and Burmese of five objects needed for various trades. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss with the learners what they have enjoyed about the lessons so far and tell them that they will discuss in this session what they have learned and how they can apply it.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What have we talked about in the last nine lessons?
 - What have we learned and how can that help us in our daily lives?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letters and their sounds. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a **bag**.
- Ask if any of the learners know the English word for the picture. Repeat the word **bag** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **bag** under the sentence. Ask the students what sound **bag** begins with. Identify that it begins with the **b** sound.
- Ask the learners what the middle letter is and what sound it makes. Ensure that they recognise it as the letter **a** that makes the **a** sound.
- Ask the learners what the last letter is and what sound it makes. Ensure that they recognise it as the letter **g** that makes the **g** sound.
- Explain to the learners that **b** and **g** are consonants and **a** is a vowel. In most words there is at least one vowel and one consonant.
- One at a time write the three letters on the board and explain how the sounds blend to make the word **bag**. Ask the learners to say the sounds after you and to blend the letters to make the word several times.
- Explain to the learners that as they learn more letters they will be able to read and write more words.

Step 2: Name the pictures. (5 minutes)

- Show the first set of five pictures in the textbook and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (door, egg, car, airplane, boat). Go back and forth through the pictures asking them to name each picture in English.
- One by one ask the learners to say the sound that each word begins with.
- Show the second set of pictures in the textbook and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (house, fan, iron goat). Go back and forth through the pictures asking them to name each picture in English.
- One by one ask the learners to say the sound that each word begins with.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures in the textbook again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the two rows of pictures. Review with the learners the sound of each letter.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Match the letters. (5 minutes)

- Ask the learners to look in their textbooks to see the row of capital (big) letters and one row of small letters. Note that the capital (big letters) are in alphabetical order. Review the name and sound of each letter.
- Ask the learners to look at the second row of letters and note that the small letters are not in alphabetical order.
- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 5: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) letters for **A, B, C, D, E, F, G, H** and **I**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the capital (big) letters with the small letters—to be repeated a few times so that every member of the group gets to play.

Step 6: Read and write the words (20)

- Letter by letter write the word **bag** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.
- Letter by letter write the word **egg** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.

- Letter by letter write the word **bed** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.

Step 8: Individual work in exercise books. (15 minutes)

- Demonstrate on the board writing **bag** and ask the students to each write **bag** in their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **egg** and ask the students to each write **egg** in their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **bed** and ask the students to each write **bed** in their exercise books. Ask the learners to write one line of the word.
- Ask the learners in random order to write in their exercise books **bag**, **egg**, or **bed** as directed several times.
- Ask the students to practice writing the words in their exercise books several more times. Optional homework can be to write more lines of **bag**, **egg** and **bed**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a **လယ်ကွင်း**.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **လယ်ကွင်း** several times and ask the learners to repeat the word in Burmese.
- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key word **လယ်ကွင်း** under the sentence. Ask the students what sound **လယ်ကွင်း** begins with. Identify that it begins with the **လ** sound.
- Ask the learners what the last letter is and what sound it makes. Ensure that they recognise it as the letter **က** that makes the **က** sound.

Step 2: Name the pictures and match with the letter. (10 minutes)

- Discuss each picture in the first row and can name it in their language. Identify the Burmese word for each picture (ငါး၊ ထိုင်ခုံ၊ ကော်ဇော ဝါး၊ ဂေါ်ဖြား). Go back and forth through the pictures asking them to name each picture in Burmese.
- One by one ask the learners to say the sound that each word begins with.
- Go to the pictures in the second row and identify the Burmese word for each picture (သဲ၊ တူ၊ လွှဲ၊ ဘီး). Go back and forth through the pictures asking them to name each picture in Burmese.
- Point to the letters under the two rows of pictures. Review with the learners the sound of each letter.
- Discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to draw a line from each letter to the matching picture in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 3: Name the letters and their sounds. (10 minutes)

- Write the nine letters on the board. Ask the learners to say the sound and name each letter.
- Ask the learners to look in their textbooks and note that the letters are written in order in

the two rows. Each one can name the letters and their sounds, looking at the textbook.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write and count the numbers. (5 minutes)

- Review with the learners orally counting from one to ten in the various languages (Rohingya, English and Burmese).
- Write the numbers **1** to **10** in English on the board and ensure that the learners can count from **1** to **10** in English.
- Write the numbers **၁** to **၁၀** in Burmese on the board and ensure that the learners can count from **၁** to **၁၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **1** to **10** and then in Burmese from **၁** to **၁၀**.
- Ask the learners to write in the blank boxes the numbers in English from **1** to **10** and then in Burmese from **၁** to **၁၀**.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (brick, tape, pliers, hammer, ladder) and Burmese names (အုတ်ခဲ၊ ပေကြိုး၊ ပလာယာ၊ တူ၊ လှေကား) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Write the numbers from the lowest to the highest. (2 minutes)

- Ask the learners to write the numbers from the lowest to the highest in their textbooks.

Step 4: Write the numbers from the highest to the lowest. (3 minutes)

- Ask the learners to write the numbers from the highest to the lowest in their textbooks.

Step 5: Practice in exercise books (5 minutes)

- Ask the learners to write the numbers **1** to **10** in English and the numbers **၀** and **၉** in Burmese several times in their exercise books. Check that the numbers are written correctly.
- The learners may practice writing the numbers in their exercise books as optional homework.

Review (15 minutes)

- Ask the learners what new things they have learned in lessons 1 – 10 and how this can be of help to them.
- Discuss with the learners skills that can be used to increase their income.
- Review the sound, name and writing of the English letters **a, b, c, d, e, f, g, h** and **i**.
- Suggest the following as optional homework for those who have time:
 - Write the capital (big) letters **a, b, c, d, e, f, g, h** and **i** in their exercise books several times.
 - Write the Burmese letters **၀, ၀, ၀, ၀, ၀, ၀, ၀, ၀**, and **၀** in their exercise books several times.
 - Write the words **bag, egg** and **bed** several times in their exercise books.
 - Write the reviewed letters several times in their exercise books.
 - Write the numbers **1 – 10** in English and Burmese several times in their exercise books.

Lesson 11

Fruit

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the nutritional value of fruit. 2. Learners can recognise and say the sound and the name of the letter J, write the capital J and write the small letter j. 3. Learners can say words that start with the sound of the letter K and recognise words that start with the sound of the letter K. 4. Learners can recognise, say the sound and the name of and write the Burmese letter က. 5. Learners can say words that start with the sound of the Burmese letter က and recognise words that start with the sound of the letter က. 6. Learners recognise the names in English and Burmese of five objects needed for various trades. 7. Learners can read the numbers 11-20 and write numbers in ascending and descending order within the range of 6 to 10 in English and Burmese. 8. Learners are able to add single-digit numbers up to the value of nine. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss the health benefits of fruit.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why is it important for adults and children to eat fruit?
 - What are some types of cheap fruit and how do they compare in nutritional value and cost to sweets for children?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **jam**.
- Ask if any of the learners know the English word for the picture. Repeat the word **jam** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **jam** under the sentence. Ask the students what sound **jam** begins with. Identify that it begins with the **j** sound.
- Name a word that starts with the **j** sound in their language and ask the learners to name other words in their language that start with the **j** sound.
- Write the capital (big) letter **J** on the board and teach the learners that this is the letter that stands for the **J** sound and that its name is **J**. Ask them to look at the letter and repeat the name of the letter **J** several times.
- Write the small letter **j** on the board and teach the learners that this is another form of the letter **j**. Ask them to look at the letter and to repeat the name of the letter **j** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (jacket, iron, jam, ice, kettle). Go back and forth through the pictures asking them to name each picture in English.
- Ask the learners to identify the pictures that begin with the **i** and then with the **j** sound.
- Ask the learners to identify the picture that does not begin with the **i** or the **j** sound. Help the learners to identify the beginning sound of this picture as **k**. Ask the learners to name other words in any language that start with the **k** sound.

- Write the capital (big) letter **K** on the board and teach the learners that this is the letter that stands for the **K** sound and that its name is **K**. Ask them to look at the letter and repeat the sound of the letter **K** several times.
- Write the small letter **k** on the board and teach the learners that this is another form of the letter **k**. Ask them to look at the letter and to repeat the sound of the letter **k** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flip chart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **J** on the board. Explain that this is the capital (big) **J**. Ask the learners to open their textbooks and to find where the **J** is written in the row of boxes. Demonstrate step by step how to write **J** and ask the learners to write over the light print **J** in the textbook step by step.
- Ask the learners to write **J** in their textbook to complete the line. Check that they have written **J** correctly and help them as needed.
- Write the small letter **j** on the board. Explain that this is the small **j**. Ask the learners to find where the **j** is written in the row of boxes. Demonstrate step by step how to write **j** and ask the learners to write over the light print **j** in the textbook step by step.
- Ask the learners to write **j** in their textbook to complete the line. Check that they have written **j** correctly and help them as needed.
- Remind the learners of how to write **I** and **i** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **I, J, K**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **J** and ask the students to each write **J** in their exercise books. Ask the learners to write one line of **J**'s.
- Demonstrate on the board writing **j** and ask the students to each write **j** in their exercise books. Ask the learners to write one line of **j**'s.
- Remind the learners how to write **I** and **i** by writing the letters on the board and ask the students to write one line of **I**'s and one line of **i**'s in their exercise books.
- Ask the learners in random order to write in their exercise books **I, i, J** or **j** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **I, i, J**, and **j**.

Break: Time for relaxation and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the letter and its sound.** (5 minutes)

- Begin by showing a picture of jam (ယုံ). Ask learners if they know what it is in their language. Ask the learners how to make easy fruit jams and discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ယုံ several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound ယုံ begins with. Identify that it begins with the ယ sound.
- Name a word that starts with the ယ sound in their language and ask the learners to name other words in their language that start with the ယ sound.
- Write the letter ယ on the board and teach the learners that this is the letter that stands for the ယ sound and that its name is ယ. Mention that the shape of the letter ယ resembles the upside-down က.
- Ask them to look at the letter and to repeat the name of the letter ယ several times.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (လက်၊ ယုံ၊ ဟင်းသီးဟင်းရွက်၊ လှူ ယင်ကောင်).
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the ယ sound.
- Ask the learners to identify the pictures that do not begin with the ယ and လ sound. Help the learners to identify the beginning sound of these pictures as ဟ
- Ask the learners to name other words in any language that start with the ဟ sound.
- Write the letter ဟ on the board and teach the learners that this is the letter that stands for the ဟ sound and that its name is ဟ. Ask them to look at the letter and to repeat the sound of the letter ဟ several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter ယ on the board. Demonstrate how to write the letter ယ.
- Ask the learners to write ယ over the light print ယ in their text books. Ask the learners to write the letter ယ in each of the boxes. Check that they have written ယ correctly and help them as needed.
- Ask the learners to practice writing the letter ယ in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)**Step 1: Read, write, and count the numbers.** (5 minutes)

- Review with the learners orally counting from eleven to twenty in the various languages (Rohingya, English, and Burmese).
- Write the numbers 11 to 20 in English on the board and ensure that the learners can count from 11 to 20 in English.

- Write the numbers **၁၁** to **၂၀** in Burmese on the board and ensure that the learners can count from **၁၁** to **၂၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **11** to **20** and then in Burmese from **၁၁** to **၂၀**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (fridge, gas cylinder, mobile phone, aircon, television) and Burmese names (ရေခဲသေတ္တာ၊ ဂတ်စ်အိုး၊ လက်ကိုင်ဖုန်း၊ အဲကွန်း၊ တီဗွီ) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Write the numbers from the lowest to the highest and from the highest to the lowest. (5 minutes)

- Begin by reviewing the concept of ascending order.
- Instruct learners to write the English numbers **6** to **10** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၆** to **၁၀** in ascending order in all the boxes to complete the second row.
- Review the concept of descending order.
- Instruct learners to write the English numbers **10** to **6** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၁၀** to **၆** in descending order in all the boxes to complete the fourth row.

Step 4: Solve the problems (5 minutes)

- Begin by explaining the concept of single-digit addition.
- Demonstrate the addition method on the board.
- Ask the learners to look at the problems in their textbooks. Note that the first three have the answers and ask them to solve the other problems.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners skills that can be used to increase their income.
- Review the sound, name, and writing of the English letters **J** and **j**.
- Review words (in any language) that begin with the sound of the letter **J**.
- Show the learners the letter **K** and review with them words (in any language) that begin with the sound of the letter **K**.
- Tell the learners that in the next lesson they will learn how to write the letter **K**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **I**, the small **i**, the capital (big) **J**, and the small **j** in their exercise books
 - Write lines of the Burmese letters **လ** and **ဝ** in their exercise books
 - Write and solve single-digit addition problems in their exercise books.

Lesson 12

Tea Sellers

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners will understand various ways of selling tea. Learners can recognise and say the sound and the name of the letter K, write the capital K and write the small letter k. Learners can say words that start with the sound of the letter L and recognise words that start with the sound of the letter L. Learners can recognise, say the sound and the name of and write the Burmese letter က. Learners can say words that start with the sound of the Burmese letter က and recognise words that start with the sound of the letter က. Learners recognise the names in English and Burmese of five objects needed for various trades. Learners can read the numbers 21-30 and write numbers in ascending and descending order within the range of 11 to 15 in English and Burmese. Learners are able to add single-digit numbers up to the value of nine. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss various ways that tea can be sold.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What are some of the ways tea is made and sold in the camps?
 - How can selling tea increase a family's income?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a **kettle**.
- Ask if any of the learners know the English word for the picture. Repeat the word **kettle** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **Kettle** under the sentence. Ask the students what sound **Kettle** begins with. Identify that it begins with the **k** sound.
- Name a word that starts with the **k** sound in their language and ask the learners to name other words in their language that start with the **k** sound.
- Write the capital (big) letter **K** on the board and teach the learners that this is the letter that stands for the **K** sound and that its name is **K**. Ask them to look at the letter and repeat the name of the letter **K** several times.
- Write the small letter **k** on the board and teach the learners that this is another form of the letter **k**. Ask them to look at the letter and to repeat the name of the letter **k** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (key, jam, kettle, jumper, ladder). Go back and forth through the pictures asking them to name each picture in English.
- Ask the learners to identify the pictures that begin with the **j** and then with the **k** sound.
- Ask the learners to identify the picture that does not begin with the **j** or the **k** sound. Help

the learners to identify the beginning sound of this picture as **L**. Ask the learners to name other words in any language that start with the **L** sound.

- Write the capital (big) letter **L** on the board and teach the learners that this is the letter that stands for the **L** sound and that its name is **L**. Ask them to look at the letter and repeat the sound of the letter **L** several times.
- Write the small letter **l** on the board and teach the learners that this is another form of the letter **L**. Ask them to look at the letter and to repeat the sound of the letter **l** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flip chart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **K** on the board. Explain that this is the capital (big) **K**. Ask the learners to open their textbooks and to find where the **K** is written in the row of boxes. Demonstrate step by step how to write **K** and ask the learners to write over the light print **K** in the textbook step by step.
- Ask the learners to write **K** in their textbook to complete the line. Check that they have written **K** correctly and help them as needed.
- Write the small letter **k** on the board. Explain that this is the small **k**. Ask the learners to find where the **k** is written in the row of boxes. Demonstrate step by step how to write **k** and ask the learners to write over the light print **k** in the textbook step by step.
- Ask the learners to write **k** in their textbook to complete the line. Check that they have written **k** correctly and help them as needed.
- Remind the learners of how to write **J** and **j** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **J, K, L**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **K** and ask the students to each write **K** in their exercise books. Ask the learners to write one line of **K**'s.
- Demonstrate on the board writing **k** and ask the students to each write **k** in their exercise books. Ask the learners to write one line of **k**'s.
- Remind the learners how to write **J** and **j** by writing the letters on the board and ask the students

to write one line of **J**'s and one line of **j**'s in their exercise books.

- Ask the learners in random order to write in their exercise books **J**, **j**, **K** or **k** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **J**, **j**, **K**, and **k**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of vegetables (ဟင်းသီးဟင်းရွက်). Ask learners if they know what it is in their language. Ask the learners how one can prepare a delicious meal with vegetables and discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ဟင်းသီးဟင်းရွက် several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound ဟင်းသီးဟင်းရွက် begins with. Identify that it begins with the **ဟ** sound.
- Name a word that starts with the **ဟ** sound in their language and ask the learners to name other words in their language that start with the **ဟ** sound.
- Write the letter **ဟ** on the board and teach the learners that this is the letter that stands for the **ဟ** sound and that its name is **ဟ**. Mention that the shape of the letter **ဟ** is similar to the right side up of the Burmese letters **ဂ** and the Burmese numeral **၁** are put together.
- Ask them to look at the letter and to repeat the name of the letter **ဟ** several times.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ဟင်းသီးဟင်းရွက်၊ ယို၊ ပုဆိန်၊ ယပ်တောင့်၊ ဟင်း).
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the **ဟ** sound.
- Ask the learners to identify the pictures that do not begin with the **ဟ** and **ဟ** sound. Help the learners to identify the beginning sound of these pictures as **ု**.
- Ask the learners to name other words in any language that start with the **ု** sound.
- Write the letter **ု** on the board and teach the learners that this is the letter that stands for the **ု** sound and that its name is **ု**. Ask them to look at the letter and to repeat the sound of the letter **ု** several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter **ဟ** on the board. Demonstrate how to write the letter **ဟ**.
- Ask the learners to write **ဟ** over the light print **ဟ** in their textbooks. Ask the learners to write the letter **ဟ** in each of the boxes. Check that they have written **ဟ** correctly and help them as needed.
- Ask the learners to practice writing the letter **ဟ** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)**Step 1: Read, write, and count the numbers.** (5 minutes)

- Review with the learners orally counting from twenty-one to thirty in the various languages (Rohingya, English, and Burmese).
- Write the numbers **21** to **30** in English on the board and ensure that the learners can count from **21** to **30** in English.
- Write the numbers **၂၁** to **၃၀** in Burmese on the board and ensure that the learners can count from **၂၁** to **၃၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **21** to **30** and then in Burmese from **၂၁** to **၃၀**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (gas cylinder, fridge, aircon, mobile phone, television) and Burmese names (ဂတ်စ်အိုး၊ ရေခဲသေတ္တာ၊ အဲကွန်း၊ လက်ကိုင်ဖုန်း၊ တီဗွီ) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Write the numbers from the lowest to the highest and from the highest to the lowest. (5 minutes)

- Instruct learners to write the English numbers **11** to **15** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၁၁** to **၁၅** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **15** to **11** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၁၅** to **၁၁** in descending order in all the boxes to complete the fourth row.

Step 4: Solve the problems (5 minutes)

- Review the concept of single-digit addition.
- Review the addition method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners skills that can be used to increase their income.
- Review the sound, name, and writing of the English letters **K** and **k**.
- Review words (in any language) that begin with the sound of the letter **K**.
- Show the learners the letter **L** and review with them words (in any language) that begin with the sound of the letter **L**.
- Tell the learners that in the next lesson they will learn how to write the letter **L**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **J**, the small **j**, the capital (big) **K**, and the small **k** in their exercise books
 - Write lines of the Burmese letters **ယ** and **လ** in their exercise books
 - Write and solve single-digit addition problems in their exercise books.

Lesson 13

Masonry

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners understand the skills and training required for a mason. Learners can recognise and say the sound and the name of the letter L, write the capital L and write the small letter l. Learners can say words that start with the sound of the letter M and recognise words that start with the sound of the letter M. Learners can recognise, say the sound and the name of and write the Burmese letter u. Learners can say words that start with the sound of the Burmese letter u and recognise words that start with the sound of the letter u. Learners recognise the names in English and Burmese of five objects needed for various trades. Learners can read the numbers 31- 40 and write numbers in ascending and descending order within the range of 11 to 15 in English and Burmese. Learners are able to add and subtract single-digit numbers up to the value of nine. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss the skills and training necessary to be a mason.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What are the skills of a good mason?
 - What type of training is needed to become a mason?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **Ladder**.
- Ask if any of the learners know the English word for the picture. Repeat the word **Ladder** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **Ladder** under the sentence. Ask the students what sound **Ladder** begins with. Identify that it begins with the **L** sound.
- Name a word that starts with the **L** sound in their language and ask the learners to name other words in their language that start with the **L** sound.
- Write the capital (big) letter **L** on the board and teach the learners that this is the letter that stands for the **L** sound and that its name is **L**. Ask them to look at the letter and repeat the name of the letter **L** several times.
- Write the small letter **l** on the board and teach the learners that this is another form of the letter **L**. Ask them to look at the letter and to repeat the name of the letter **l** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flip chart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (lemon, kettle, ladder, kite, mat). Go back and forth through the pictures asking them

to name each picture in English.

- Ask the learners to identify the pictures that begin with the **k** and then with the **l** sound.
- Ask the learners to identify the picture that does not begin with the **k** or the **l** sound. Help the learners to identify the beginning sound of this picture as **M**. Ask the learners to name other words in any language that start with the **M** sound.
- Write the capital (big) letter **M** on the board and teach the learners that this is the letter that stands for the **M** sound and that its name is **M**. Ask them to look at the letter and repeat the sound of the letter **M** several times.
- Write the small letter **m** on the board and teach the learners that this is another form of the letter **m**. Ask them to look at the letter and to repeat the sound of the letter **m** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **L** on the board. Explain that this is the capital (big) **L**. Ask the learners to open their textbooks and to find where the **L** is written in the row of boxes. Demonstrate step by step how to write **L** and ask the learners to write over the light print **L** in the textbook step by step.
- Ask the learners to write **L** in their textbook to complete the line. Check that they have written **L** correctly and help them as needed.
- Write the small letter **l** on the board. Explain that this is the small **l**. Ask the learners to find where the **l** is written in the row of boxes. Demonstrate step by step how to write **l** and ask the learners to write over the light print **l** in the textbook step by step.
- Ask the learners to write **l** in their textbook to complete the line. Check that they have written **l** correctly and help them as needed.
- Remind the learners of how to write **K** and **k** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **K**, **L**, **M**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **L** and ask the students to each write **L** in their exercise books. Ask the learners to write one line of **L**'s.
- Demonstrate on the board writing **l** and ask the students to each write **l** in their exercise books. Ask the learners to write one line of **l**'s.

- Remind the learners how to write **K** and **k** by writing the letters on the board and ask the students to write one line of **K**'s and one line of **k**'s in their exercise books.
- Ask the learners in random order to write in their exercise books **K, k, L** or **l** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **K, k, L, and l**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of axe (ပုဆိန်). Ask learners if they know what it is in their language. Ask the learners what actions can be performed with an axe and discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ပုဆိန် several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound ပုဆိန် begins with. Identify that it begins with the **u** sound.
- Name a word that starts with the **u** sound in their language and ask the learners to name other words in their language that start with the **u** sound.
- Write the letter **u** on the board and teach the learners that this is the letter that stands for the **u** sound and that its name is **u**. Mention that the shape of the letter **u** resembles the upside-down **n**.
- Ask them to look at the letter and to repeat the name of the letter **u** several times.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ဟင်းသီးဟင်းရွက်၊ ပုဆိန်၊ ဟွန်း၊ စက်ဘီး၊ ပေါက်တူး).
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the **u** sound.
- Ask the learners to identify the pictures that do not begin with the **u** and **u** sound. Help the learners to identify the beginning sound of these pictures as **o**.
- Ask the learners to name other words in any language that start with the **o** sound.
- Write the letter **o** on the board and teach the learners that this is the letter that stands for the **o** sound and that its name is **o**. Ask them to look at the letter and to repeat the sound of the letter **o** several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter **u** on the board. Demonstrate how to write the letter **u**.
- Ask the learners to write **u** over the light print **u** in their textbooks. Ask the learners to write the letter **u** in each of the boxes. Check that they have written **u** correctly and help them as needed.
- Ask the learners to practice writing the letter **u** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Review with the learners orally counting from thirty-one to forty in the various languages

(Rohingya, English, and Burmese).

- Write the numbers **31** to **40** in English on the board and ensure that the learners can count from **31** to **40** in English.
- Write the numbers **၃၁** to **၄၀** in Burmese on the board and ensure that the learners can count from **၃၁** to **၄၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **31** to **40** and then in Burmese from **၃၁** to **၄၀**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (television, gas cylinder, aircon, fridge, mobile phone) and Burmese names (တီဗွီ၊ ဂတ်စ်အိုင်း၊ အဲကွန်း၊ ရေခဲသေတ္တာ၊ လက်ကိုင်ဖုန်း) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Write the numbers from the lowest to the highest and from the highest to the lowest.

(5 minutes)

- Instruct learners to write the English numbers **16** to **20** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၁၆** to **၂၀** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **20** to **16** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၂၀** to **၁၆** in descending order in all the boxes to complete the fourth row.

Step 4: Solve the problems (5 minutes)

- Review the concept of single-digit addition and introduce the concept of single-digit subtraction.
- Demonstrate the subtraction method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners skills that can be used to increase their income.
- Review the sound, name, and writing of the English letters **L** and **I**.
- Review words (in any language) that begin with the sound of the letter **L**.
- Show the learners the letter **M** and review with them words (in any language) that begin with the sound of the letter **M**.
- Tell the learners that in the next lesson they will learn how to write the letter **M**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **K**, the small **k**, the capital (big) **L**, and the small **l** in their exercise books
 - Write lines of the Burmese letters **က** and **လ** in their exercise books
 - Write and solve single-digit addition and subtraction problems in their exercise books.

Lesson 14

Mat Making

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners know the types of mats that can be made at home. Learners can recognise and say the sound and the name of the letter M, write the capital M and write the small letter m. Learners can say words that start with the sound of the letter N and recognise words that start with the sound of the letter N. Learners can recognise, say the sound and the name of and write the Burmese letter စ. Learners can say words that start with the sound of the Burmese letter စ and recognise words that start with the sound of the letter စ. Learners recognise the names in English and Burmese of five objects needed for various trades. Learners can read the numbers 41- 50 and write numbers in ascending and descending order within the range of 21 to 25 in English and Burmese. Learners are able to add and subtract single-digit numbers up to the value of nine. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss the various mats that can be made at home.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What kinds of mats do you use at home?
 - What kinds of mats can people make at home?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **Mat**.
- Ask if any of the learners know the English word for the picture. Repeat the word **Mat** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **Mat** under the sentence. Ask the students what sound **Mat** begins with. Identify that it begins with the **m** sound.
- Name a word that starts with the **m** sound in their language and ask the learners to name other words in their language that start with the **m** sound.
- Write the capital (big) letter **M** on the board and teach the learners that this is the letter that stands for the **M** sound and that its name is **M**. Ask them to look at the letter and repeat the name of the letter **M** several times.
- Write the small letter **m** on the board and teach the learners that this is another form of the letter **m**. Ask them to look at the letter and to repeat the name of the letter **m** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (mat, level, milk, ladder, needle). Go back and forth through the pictures asking them to name each picture in English.
- Ask the learners to identify the pictures that begin with the **l** and then with the **m** sound.
- Ask the learners to identify the picture that does not begin with the **l** or the **m** sound. Help the

learners to identify the beginning sound of this picture as **N**. Ask the learners to name other words in any language that start with the **N** sound.

- Write the capital (big) letter **N** on the board and teach the learners that this is the letter that stands for the **N** sound and that its name is **N**. Ask them to look at the letter and repeat the sound of the letter **N** several times.
- Write the small letter **n** on the board and teach the learners that this is another form of the letter **n**. Ask them to look at the letter and to repeat the sound of the letter **n** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **M** on the board. Explain that this is the capital (big) **M**. Ask the learners to open their textbooks and to find where the **M** is written in the row of boxes. Demonstrate step by step how to write **M** and ask the learners to write over the light print **M** in the textbook step by step.
- Ask the learners to write **M** in their textbook to complete the line. Check that they have written **M** correctly and help them as needed.
- Write the small letter **m** on the board. Explain that this is the small **m**. Ask the learners to find where the **m** is written in the row of boxes. Demonstrate step by step how to write **m** and ask the learners to write over the light print **m** in the textbook step by step.
- Ask the learners to write **m** in their textbook to complete the line. Check that they have written **m** correctly and help them as needed.
- Remind the learners of how to write **L** and **I** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **L**, **M**, **N**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **M** and ask the students to each write **M** in their exercise books. Ask the learners to write one line of **M**'s.
- Demonstrate on the board writing **m** and ask the students to each write **m** in their exercise books. Ask the learners to write one line of **m**'s.
- Remind the learners how to write **L** and **I** by writing the letters on the board and ask the students to write one line of **L**'s and one line of **I**'s in their exercise books.

- Ask the learners in random order to write in their exercise books **L, I, M** or **m** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **L, I, M**, and **m**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of bicycle (**စက်ဘီး**). Ask learners if they know what it is in their language. Ask the learners how one can use a bicycle and about their experiences with cycling and discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **စက်ဘီး** several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound **စက်ဘီး** begins with. Identify that it begins with the **စ** sound.
- Name a word that starts with the **စ** sound in their language and ask the learners to name other words in their language that start with the **စ** sound.
- Write the letter **စ** on the board and teach the learners that this is the letter that stands for the **စ** sound and that its name is **စ**. Mention that the shape of the letter **စ** is similar to the Burmese letter **ဝ**, featuring an additional internal curved line on the left side.
- Ask them to look at the letter and to repeat the name of the letter **စ** several times.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ပုဆိန်၊ ပေါက်ချွန်၊ စာအုပ်၊ ဓား၊ စက်ဘီး)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the **စ** sound.
- Ask the learners to identify the pictures that do not begin with the **စ** and **ဝ** sound. Help the learners to identify the beginning sound of these pictures as **ပ**
- Ask the learners to name other words in any language that start with the **ပ** sound.
- Write the letter **ပ** on the board and teach the learners that this is the letter that stands for the **ပ** sound and that its name is **ပ**. Ask them to look at the letter and to repeat the sound of the letter **ပ** several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter **စ** on the board. Demonstrate how to write the letter **စ**.
- Ask the learners to write **စ** over the light print **စ** in their textbooks. Ask the learners to write the letter **စ** in each of the boxes. Check that they have written **စ** correctly and help them as needed.
- Ask the learners to practice writing the letter **စ** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Review with the learners orally counting from forty-one to fifty in the various languages (Rohingya, English, and Burmese).

- Write the numbers **41** to **50** in English on the board and ensure that the learners can count from **41** to **50** in English.
- Write the numbers **၄၁** to **၅၀** in Burmese on the board and ensure that the learners can count from **၄၁** to **၅၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **41** to **50** and then in Burmese from **၄၁** to **၅၀**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (television, fridge, mobile phone, gas cylinder, aircon) and Burmese names (တီဗွီ၊ ရေခဲသေတ္တာ၊ လက်ကိုင်ဖုန်း၊ ဂတ်စ်အို၊ အဲကွန်) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Write the numbers from the lowest to the highest and from the highest to the lowest. (5 minutes)

- Instruct learners to write the English numbers **21** to **25** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၂၁** to **၂၅** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **25** to **21** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၂၅** to **၂၁** in descending order in all the boxes to complete the fourth row.

Step 4: Solve the problems (5 minutes)

- Review the concept of single-digit addition and the concept of single-digit subtraction.
- Review the subtraction method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners skills that can be used to increase their income.
- Review the sound, name, and writing of the English letters **M** and **m**.
- Review words (in any language) that begin with the sound of the letter **M**.
- Show the learners the letter **N** and review with them words (in any language) that begin with the sound of the letter **N**.
- Tell the learners that in the next lesson they will learn how to write the letter **N**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **L**, the small **l**, the capital (big) **M**, and the small **m** in their exercise books
 - Write lines of the Burmese letters **u** and **o** in their exercise books
 - Write and solve single-digit addition problems in their exercise books.

Lesson 15

Sewing

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners understand the importance of sewing for both the family and as a source of income. Learners can recognise and say the sound and the name of the letter N, write the capital N and write the small letter n. Learners can say words that start with the sound of the letter O and recognise words that start with the sound of the letter O. Learners can recognise, say the sound and the name of and write the Burmese letter ၀. Learners can say words that start with the sound of the Burmese letter ၁ and recognise words that start with the sound of the letter ၁. Learners recognise the names in English and Burmese of five objects needed for various trades. Learners can read the numbers 51- 60 and write numbers in ascending and descending order within the range of 26 to 30 in English and Burmese. Learners are able to add three single-digit numbers up to the value of nine and subtract single-digit numbers. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss how the skill of sewing can be applied for the benefit of the family and its income.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How can the skill of sewing be used in the home for the family?
 - How can sewing increase a family's income?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **Needle**.
- Ask if any of the learners know the English word for the picture. Repeat the word **Needle** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **Needle** under the sentence. Ask the students what sound **Needle** begins with. Identify that it begins with the **n** sound.
- Name a word that starts with the **n** sound in their language and ask the learners to name other words in their language that start with the **n** sound.
- Write the capital (big) letter **N** on the board and teach the learners that this is the letter that stands for the **N** sound and that its name is **N**. Ask them to look at the letter and repeat the name of the letter **N** several times.
- Write the small letter **n** on the board and teach the learners that this is another form of the letter **n**. Ask them to look at the letter and to repeat the name of the letter **n** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (net, medicine, mat, needle, oven). Go back and forth through the pictures asking them to name each picture in English.
- Ask the learners to identify the pictures that begin with the **m** and then with the **n** sound.
- Ask the learners to identify the picture that does not begin with the **m** or the **n** sound. Help the

learners to identify the beginning sound of this picture as **O**. Ask the learners to name other words in any language that start with the **O** sound.

- Write the capital (big) letter **O** on the board and teach the learners that this is the letter that stands for the **O** sound and that its name is **O**. Ask them to look at the letter and repeat the sound of the letter **O** several times.
- Write the small letter **o** on the board and teach the learners that this is another form of the letter **o**. Ask them to look at the letter and to repeat the sound of the letter **o** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **N** on the board. Explain that this is the capital (big) **N**. Ask the learners to open their textbooks and to find where the **N** is written in the row of boxes. Demonstrate step by step how to write **N** and ask the learners to write over the light print **N** in the textbook step by step.
- Ask the learners to write **N** in their textbook to complete the line. Check that they have written **N** correctly and help them as needed.
- Write the small letter **n** on the board. Explain that this is the small **n**. Ask the learners to find where the **n** is written in the row of boxes. Demonstrate step by step how to write **n** and ask the learners to write over the light print **n** in the textbook step by step.
- Ask the learners to write **n** in their textbook to complete the line. Check that they have written **n** correctly and help them as needed.
- Remind the learners of how to write **M** and **m** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **M**, **N**, **O**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **N** and ask the students to each write **N** in their exercise books. Ask the learners to write one line of **N**'s.
- Demonstrate on the board writing **n** and ask the students to each write **n** in their exercise books. Ask the learners to write one line of **n**'s.
- Remind the learners how to write **M** and **m** by writing the letters on the board and ask the students to write one line of **M**'s and one line of **m**'s in their exercise books.
- Ask the learners in random order to write in their exercise books **M**, **m**, **N** or **n** as directed

several times.

- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **M, m, N, and n**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of knife (ခွဲ). Ask learners if they know what it is in their language. Ask the learners how one can use a knife in daily life and about their experiences with knife usage, then discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ခွဲ several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound ခွဲ begins with. Identify that it begins with the ခ sound.
- Name a word that starts with the ခ sound in their language and ask the learners to name other words in their language that start with the ခ sound.
- Write the letter ခ on the board and teach the learners that this is the letter that stands for the ခ sound and that its name is ခ. Mention that the shape of the letter ခ is similar to the Burmese letter ဝ, featuring an additional internal curved line at the bottom.
- Ask them to look at the letter and to repeat the name of the letter ခ several times.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (စောင့် စက်ဘီး၊ ဓာတ်ကြိုး၊ ခလုတ်၊ ဓား)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the ခ sound.
- Ask the learners to identify the pictures that do not begin with the ခ and ဝ sound. Help the learners to identify the beginning sound of these pictures as ခ
- Ask the learners to name other words in any language that start with the ခ sound.
- Write the letter ခ on the board and teach the learners that this is the letter that stands for the ခ sound and that its name is ခ. Ask them to look at the letter and to repeat the sound of the letter ခ several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter ခ on the board. Demonstrate how to write the letter ခ.
- Ask the learners to write ခ over the light print ခ in their textbooks. Ask the learners to write the letter ခ in each of the boxes. Check that they have written ခ correctly and help them as needed.
- Ask the learners to practice writing the letter ခ in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Review with the learners orally counting from fifty-one to sixty in the various languages (Rohingya, English, and Burmese).

- Write the numbers **51** to **60** in English on the board and ensure that the learners can count from **51** to **60** in English.
- Write the numbers **၅၁** to **၆၀** in Burmese on the board and ensure that the learners can count from **၅၁** to **၆၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **51** to **60** and then in Burmese from **၅၁** to **၆၀**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (fridge, television, mobile phone, aircon, gas cylinder) and Burmese names (ရေခဲသေတ္တာ၊ တီဗွီ၊ လက်ကိုင်ဖုန်း၊ အဲကွန်း၊ ဂတ်စ်အိုဗုံး) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Write the numbers from the lowest to the highest and from the highest to the lowest. (5 minutes)

- Instruct learners to write the English numbers **26** to **30** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၂၆** to **၃၀** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **30** to **26** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၃၀** to **၂၆** in descending order in all the boxes to complete the fourth row.

Step 4: Solve the problems (5 minutes)

- Review the concept of single-digit addition and introduce three single-digit numbers addition.
- Demonstrate three single-digit number addition methods on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners skills that can be used to increase their income.
- Review the sound, name, and writing of the English letters **N** and **n**.
- Review words (in any language) that begin with the sound of the letter **N**.
- Show the learners the letter **O** and review with them words (in any language) that begin with the sound of the letter **O**.
- Tell the learners that in the next lesson they will learn how to write the letter **O**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **M**, the small **m**, the capital (big) **N**, and the small **n** in their exercise books
 - Write lines of the Burmese letters **မ** and **မ** in their exercise books
 - Write and solve single-digit addition problems in their exercise books.

Lesson 16

Saving Trees

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the importance of avoiding cooking with wood, both in preserving trees and fostering a cleaner environment. 2. Learners can recognise and say the sound and the name of the letter O, write the capital O and write the small letter o. 3. Learners can say words that start with the sound of the letter P and recognise words that start with the sound of the letter P. 4. Learners can recognise, say the sound and the name of and write the Burmese letter ခ. 5. Learners can say words that start with the sound of the Burmese letter ခ and recognise words that start with the sound of the letter ခ. 6. Learners recognise the names in English and Burmese of five objects needed for various trades. 7. Learners can read the numbers 61- 70 and write numbers in ascending and descending order within the range of 31 to 35 in English and Burmese. 8. Learners are able to add single-digit numbers up to the value of fifteen and subtract single-digit numbers. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss how not using wood for cooking helps save trees and keeps the environment cleaner.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What is the difference between cooking with firewood and with LPG?
 - How does cooking with LPG help the environment?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **Oven**.
- Ask if any of the learners know the English word for the picture. Repeat the word **Oven** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **Oven** under the sentence. Ask the students what sound **Oven** begins with. Identify that it begins with the **o** sound.
- Name a word that starts with the **o** sound in their language and ask the learners to name other words in their language that start with the **o** sound.
- Write the capital (big) letter **O** on the board and teach the learners that this is the letter that stands for the **O** sound and that its name is **O**. Ask them to look at the letter and repeat the name of the letter **O** several times.
- Write the small letter **o** on the board and teach the learners that this is another form of the letter **o**. Ask them to look at the letter and to repeat the name of the letter **o** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (oven, needle, oil, nuts, papaya). Go back and forth through the pictures asking them to name each picture in English.

- Ask the learners to identify the pictures that begin with the **n** and then with the **o** sound.
- Ask the learners to identify the picture that does not begin with the **n** or the **o** sound. Help the learners to identify the beginning sound of this picture as **p**. Ask the learners to name other words in any language that start with the **p** sound.
- Write the capital (big) letter **P** on the board and teach the learners that this is the letter that stands for the **P** sound and that its name is **P**. Ask them to look at the letter and repeat the sound of the letter **P** several times.
- Write the small letter **p** on the board and teach the learners that this is another form of the letter **p**. Ask them to look at the letter and to repeat the sound of the letter **p** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **O** on the board. Explain that this is the capital (big) **O**. Ask the learners to open their textbooks and to find where the **O** is written in the row of boxes. Demonstrate step by step how to write **O** and ask the learners to write over the light print **O** in the textbook step by step.
- Ask the learners to write **O** in their textbook to complete the line. Check that they have written **O** correctly and help them as needed.
- Write the small letter **o** on the board. Explain that this is the small **o**. Ask the learners to find where the **o** is written in the row of boxes. Demonstrate step by step how to write **o** and ask the learners to write over the light print **o** in the textbook step by step.
- Ask the learners to write **o** in their textbook to complete the line. Check that they have written **o** correctly and help them as needed.
- Remind the learners of how to write **N** and **n** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **N**, **O**, **P**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **O** and ask the students to each write **O** in their exercise books. Ask the learners to write one line of **O**'s.
- Demonstrate on the board writing **o** and ask the students to each write **o** in their exercise books. Ask the learners to write one line of **o**'s.
- Remind the learners how to write **N** and **n** by writing the letters on the board and ask the

students to write one line of **N**'s and one line of **n**'s in their exercise books.

- Ask the learners in random order to write in their exercise books **N**, **n**, **O** or **o** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **N**, **n**, **O**, and **o**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of switch (**ခလုတ်**). Ask learners if they know what it is in their language. Ask the learners how various switches are commonly used in daily life, explore how each operates, and discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **ခလုတ်** several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound **ခလုတ်** begins with. Identify that it begins with the **ခ** sound.
- Name a word that starts with the **ခ** sound in their language and ask the learners to name other words in their language that start with the **ခ** sound.
- Write the letter **ခ** on the board and teach the learners that this is the letter that stands for the **ခ** sound and that its name is **ခ**. Mention that the shape of the letter **ခ** is similar to the Burmese numeral ၁, featuring an additional internal curved line at the bottom.
- Ask them to look at the letter and to repeat the name of the letter **ခ** several times.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ဓာတ်လျှောက်၊ ခလုတ်၊ ခဲတံ၊ ဆောက်၊ ဓား)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the **ခ** sound.
- Ask the learners to identify the pictures that do not begin with the **ခ** and **ခ** sound. Help the learners to identify the beginning sound of these pictures as **ဆ**
- Ask the learners to name other words in any language that start with the **ဆ** sound.
- Write the letter **ဆ** on the board and teach the learners that this is the letter that stands for the **ဆ** sound and that its name is **ဆ**. Ask them to look at the letter and to repeat the sound of the letter **ဆ** several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter **ခ** on the board. Demonstrate how to write the letter **ခ**.
- Ask the learners to write **ခ** over the light print **ခ** in their textbooks. Ask the learners to write the letter **ခ** in each of the boxes. Check that they have written **ခ** correctly and help them as needed.
- Ask the learners to practice writing the letter **ခ** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Review with the learners orally counting from sixty-one to seventy in the various languages

(Rohingya, English, and Burmese).

- Write the numbers **61** to **70** in English on the board and ensure that the learners can count from **61** to **70** in English.
- Write the numbers **၆၁** to **၇၀** in Burmese on the board and ensure that the learners can count from **၆၁** to **၇၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **61** to **70** and then in Burmese from **၆၁** to **၇၀**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (fridge, gas cylinder, aircon, mobile phone, television) and Burmese names (ရေခဲသေတ္တာ၊ ဂတ်စ်အိုး၊ အဲကွန်း၊ လက်ကိုင်ဖုန်း၊ တီဗွီ) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Write the numbers from the lowest to the highest and from the highest to the lowest. (5 minutes)

- Instruct learners to write the English numbers **31** to **35** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၃၁** to **၃၅** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **35** to **31** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၃၅** to **၃၁** in descending order in all the boxes to complete the fourth row.

Step 4: Solve the problems (5 minutes)

- Review the concept of single-digit addition and single-digit subtraction.
- Review and demonstrate the addition and subtraction method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss the learners' knowledge about saving trees and maintaining a cleaner environment.
- Review the sound, name, and writing of the English letters **O** and **o**.
- Review words (in any language) that begin with the sound of the letter **O**.
- Show the learners the letter **P** and review with them words (in any language) that begin with the sound of the letter **P**.
- Tell the learners that in the next lesson they will learn how to write the letter **P**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **N**, the small **n**, the capital (big) **O**, and the small **o** in their exercise books
 - Write lines of the Burmese letters **၀** and **၁** in their exercise books
 - Write and solve single-digit addition problems in their exercise books.

Lesson 17

Fruit Trees

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners know the value of growing fruit trees in limited space and within a brief timeframe, benefiting both the family and potential income. Learners can recognise and say the sound and the name of the letter P, write the capital P and write the small letter p. Learners can say words that start with the sound of the letter Q and recognise words that start with the sound of the letter Q. Learners can recognise, say the sound and the name of and write the Burmese letter ခ. Learners can say words that start with the sound of the Burmese letter ခ and recognise words that start with the sound of the letter ခ. Learners recognise the names in English and Burmese of five objects needed for various trades. Learners can read the numbers 71- 80 and write numbers in ascending and descending order within the range of 36 to 40 in English and Burmese. Learners are able to add three single-digit numbers up to the value of twenty-two and subtract single-digit numbers. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	<p>Duration of lesson:</p> <p>Hours: 3 Minutes: 180</p>

Introduction (15 minutes)

- Discuss how growing fruit trees in a limited space and in a short time can be cost - effective for families while also benefiting the environment.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What trees produce a lot of fruit?
 - Which fruit trees can people grow in their limited space around their shelter?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **Papaya**.
- Ask if any of the learners know the English word for the picture. Repeat the word **Papaya** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **Papaya** under the sentence. Ask the students what sound **Papaya** begins with. Identify that it begins with the **p** sound.
- Name a word that starts with the **p** sound in their language and ask the learners to name other words in their language that start with the **p** sound.
- Write the capital (big) letter **P** on the board and teach the learners that this is the letter that stands for the **P** sound and that its name is **P**. Ask them to look at the letter and repeat the name of the letter **P** several times.
- Write the small letter **p** on the board and teach the learners that this is another form of the letter **p**. Ask them to look at the letter and to repeat the name of the letter **p** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (pen, oven, papaya, orange, quail). Go back and forth through the pictures asking them to name each picture in English.

- Ask the learners to identify the pictures that begin with the **o** and then with the **p** sound.
- Ask the learners to identify the picture that does not begin with the **o** or the **p** sound. Help the learners to identify the beginning sound of this picture as **q**. Ask the learners to name other words in any language that start with the **q** sound.
- Write the capital (big) letter **Q** on the board and teach the learners that this is the letter that stands for the **Q** sound and that its name is **Q**. Ask them to look at the letter and repeat the sound of the letter **Q** several times.
- Write the small letter **q** on the board and teach the learners that this is another form of the letter **q**. Ask them to look at the letter and to repeat the sound of the letter **q** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **P** on the board. Explain that this is the capital (big) **P**. Ask the learners to open their textbooks and to find where the **P** is written in the row of boxes. Demonstrate step by step how to write **P** and ask the learners to write over the light print **P** in the textbook step by step.
- Ask the learners to write **P** in their textbook to complete the line. Check that they have written **P** correctly and help them as needed.
- Write the small letter **p** on the board. Explain that this is the small **p**. Ask the learners to find where the **p** is written in the row of boxes. Demonstrate step by step how to write **p** and ask the learners to write over the light print **p** in the textbook step by step.
- Ask the learners to write **p** in their textbook to complete the line. Check that they have written **p** correctly and help them as needed.
- Remind the learners of how to write **O** and **o** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **O**, **P**, **Q**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **P** and ask the students to each write **P** in their exercise books. Ask the learners to write one line of **P**'s.
- Demonstrate on the board writing **p** and ask the students to each write **p** in their exercise books. Ask the learners to write one line of **p**'s.
- Remind the learners how to write **O** and **o** by writing the letters on the board and ask the

students to write one line of **O**'s and one line of **o**'s in their exercise books.

- Ask the learners in random order to write in their exercise books **O**, **o**, **P** or **p** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **O**, **o**, **P**, and **p**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of chisel (**ဆောက်**). Ask learners if they know what it is in their language. Ask the learners about the common uses of a chisel, and functions of it in carpentry projects, and discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **ဆောက်** several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound **ဆောက်** begins with. Identify that it begins with the **ဆ** sound.
- Name a word that starts with the **ဆ** sound in their language and ask the learners to name other words in their language that start with the **ဆ** sound.
- Write the letter **ဆ** on the board and teach the learners that this is the letter that stands for the **ဆ** sound and that its name is **ဆ**. Mention that the shape of the letter **ဆ** is similar to that of the Burmese letter **ခ** and **ဝ** are put together.
- Ask them to look at the letter and to repeat the name of the letter **ဆ** several times.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ဆင်၊ ဆောက်၊ ခေါင်တန်း၊ မူလီ၊ ခလုတံ)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the **ဆ** sound.
- Ask the learners to identify the pictures that do not begin with the **ဆ** and **ဆ** sound. Help the learners to identify the beginning sound of these pictures as **မ**
- Ask the learners to name other words in any language that start with the **မ** sound.
- Write the letter **မ** on the board and teach the learners that this is the letter that stands for the **မ** sound and that its name is **မ**. Ask them to look at the letter and to repeat the sound of the letter **မ** several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter **ဆ** on the board. Demonstrate how to write the letter **ဆ**.
- Ask the learners to write **ဆ** over the light print **ဆ** in their textbooks. Ask the learners to write the letter **ဆ** in each of the boxes. Check that they have written **ဆ** correctly and help them as needed.
- Ask the learners to practice writing the letter **ဆ** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Review with the learners orally counting from seventy-one to eighty in the various languages

(Rohingya, English, and Burmese).

- Write the numbers **71** to **80** in English on the board and ensure that the learners can count from **71** to **80** in English.
- Write the numbers **၇၁** to **၈၀** in Burmese on the board and ensure that the learners can count from **၇၁** to **၈၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **71** to **80** and then in Burmese from **၇၁** to **၈၀**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (aircon, gas cylinder, fridge, mobile phone, television) and Burmese names (ရေခဲသေတ္တာ၊ ဂတ်စ်အိုး၊ အဲကွန်း၊ လက်ကိုင်ဖုန်း၊ တီဗွီ) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Write the numbers from the lowest to the highest and from the highest to the lowest. (5 minutes)

- Instruct learners to write the English numbers **36** to **40** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၃၆** to **၄၀** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **40** to **36** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၄၀** to **၃၆** in descending order in all the boxes to complete the fourth row.

Step 4: Solve the problems (5 minutes)

- Review the concept of three single-digit numbers addition and single-digit subtraction.
- Review and demonstrate the addition and subtraction method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners the value of growing fruit trees in limited space and within a brief timeframe, benefiting both the family and potential income.
- Review the sound, name, and writing of the English letters **P** and **p**.
- Review words (in any language) that begin with the sound of the letter **P**.
- Show the learners the letter **Q** and review with them words (in any language) that begin with the sound of the letter **Q**.
- Tell the learners that in the next lesson they will learn how to write the letter **Q**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **O**, the small **o**, the capital (big) **P**, and the small **p** in their exercise books
 - Write lines of the Burmese letters **ခ** and **ဆ** in their exercise books
 - Write and solve single-digit addition problems in their exercise books.

Lesson 18 Poultry Rearing

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand how rearing quails and other poultry can contribute to both family needs and income. 2. Learners can recognise and say the sound and the name of the letter Q, write the capital Q and write the small letter q. 3. Learners can say words that start with the sound of the letter R and recognise words that start with the sound of the letter R. 4. Learners can recognise, say the sound and the name of and write the Burmese letter စ. 5. Learners can say words that start with the sound of the Burmese letter စ and recognise words that start with the sound of the letter စ. 6. Learners recognise the names in English and Burmese of five objects needed for various trades. 7. Learners can read the numbers 81 - 90 and write numbers in ascending and descending order within the range of 41 to 45 in English and Burmese. 8. Learners are able to add three single-digit numbers up to the value of twenty and subtract single-digit numbers. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss the cost-effective aspects of raising income through rearing quails and other poultry.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How many kinds of fowls can people raise in the camps?
 - How can people raise chickens and pigeons in the camps to increase the family income?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **Quail**.
- Ask if any of the learners know the English word for the picture. Repeat the word **Quail** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **Quail** under the sentence. Ask the students what sound **Quail** begins with. Identify that it begins with the **q** sound.
- Name a word that starts with the **q** sound in their language and ask the learners to name other words in their language that start with the **q** sound.
- Write the capital (big) letter **Q** on the board and teach the learners that this is the letter that stands for the **Q** sound and that its name is **Q**. Ask them to look at the letter and repeat the name of the letter **Q** several times.
- Write the small letter **q** on the board and teach the learners that this is another form of the letter **q**. Ask them to look at the letter and to repeat the name of the letter **q** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (quail, prawn, quilt, papaya, rope). Go back and forth through the pictures asking them to name each picture in English.
- Ask the learners to identify the pictures that begin with the **p** and then with the **q** sound.

- Ask the learners to identify the picture that does not begin with the **p** or the **q** sound. Help the learners to identify the beginning sound of this picture as **r**. Ask the learners to name other words in any language that start with the **r** sound.
- Write the capital (big) letter **R** on the board and teach the learners that this is the letter that stands for the **R** sound and that its name is **R**. Ask them to look at the letter and repeat the sound of the letter **R** several times.
- Write the small letter **r** on the board and teach the learners that this is another form of the letter **r**. Ask them to look at the letter and to repeat the sound of the letter **r** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **Q** on the board. Explain that this is the capital (big) **Q**. Ask the learners to open their textbooks and to find where the **Q** is written in the row of boxes. Demonstrate step by step how to write **Q** and ask the learners to write over the light print **Q** in the textbook step by step.
- Ask the learners to write **Q** in their textbook to complete the line. Check that they have written **Q** correctly and help them as needed.
- Write the small letter **q** on the board. Explain that this is the small **q**. Ask the learners to find where the **q** is written in the row of boxes. Demonstrate step by step how to write **q** and ask the learners to write over the light print **q** in the textbook step by step.
- Ask the learners to write **q** in their textbook to complete the line. Check that they have written **q** correctly and help them as needed.
- Remind the learners of how to write **P** and **p** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **P**, **Q**, **R**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **Q** and ask the students to each write **Q** in their exercise books. Ask the learners to write one line of **Q**'s.
- Demonstrate on the board writing **q** and ask the students to each write **q** in their exercise books. Ask the learners to write one line of **q**'s.
- Remind the learners how to write **P** and **p** by writing the letters on the board and ask the

students to write one line of **P**'s and one line of **p**'s in their exercise books.

- Ask the learners in random order to write in their exercise books **P**, **p**, **Q** or **q** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **P**, **p**, **Q**, and **q**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of bolt (မှုလီ). Ask learners if they know what it is in their language. Ask the learners about the common uses of a bolt, and functions of it in carpentry projects, and discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word မှုလီ several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound မှုလီ begins with. Identify that it begins with the **u** sound.
- Name a word that starts with the **u** sound in their language and ask the learners to name other words in their language that start with the **u** sound.
- Write the letter **u** on the board and teach the learners that this is the letter that stands for the **u** sound and that its name is **u**. Mention that the shape of the letter **u** is similar to the Burmese letter **u**, featuring an additional internal curved line at the bottom.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ဆောက်၊ ဆေး၊ မှုလီ၊ ဖန်ခွက်၊ မိဘ)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the **u** sound.
- Ask the learners to identify the pictures that do not begin with the **u** and **ဆ** sound. Help the learners to identify the beginning sound of these pictures as **u**
- Ask the learners to name other words in any language that start with the **u** sound.
- Write the letter **u** on the board and teach the learners that this is the letter that stands for the **u** sound and that its name is **u**. Ask them to look at the letter and to repeat the sound of the letter **u** several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter **u** on the board. Demonstrate how to write the letter **u**.
- Ask the learners to write **u** over the light print **u** in their textbooks. Ask the learners to write the letter **u** in each of the boxes. Check that they have written **u** correctly and help them as needed.
- Ask the learners to practice writing the letter **u** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Review with the learners orally counting from eighty-one to ninety in the various languages

(Rohingya, English, and Burmese).

- Write the numbers **81** to **90** in English on the board and ensure that the learners can count from **81** to **90** in English.
- Write the numbers **၈၁** to **၉၀** in Burmese on the board and ensure that the learners can count from **၈၁** to **၉၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **81** to **90** and then in Burmese from **၈၁** to **၉၀**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Count the pictures and match with the numbers. (5 minutes)

- Ask the learners to look at the pictures in the table. Help the learners identify what they are in their language and what they are used for.
- Identify the English names (television, mobile phone, aircon, gas cylinder, fridge) and Burmese names (တီဗွီ၊ လက်ကိုင်ဖုန်း၊ အဲကွန်း၊ ဂတ်စ်အို၊ ရေခဲသေတ္တာ) for each.
- Ask the learners to count the objects in each box and to draw lines from the set of pictures to the number which matches in English and Burmese.

Step 3: Write the numbers from the lowest to the highest and from the highest to the lowest. (5 minutes)

- Instruct learners to write the English numbers **41** to **45** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၄၁** to **၄၅** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **45** to **41** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၄၅** to **၄၁** in descending order in all the boxes to complete the fourth row.

Step 4: Solve the problems (5 minutes)

- Review the concept of three single-digit numbers addition and single-digit subtraction.
- Review and demonstrate the addition and subtraction method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners skills and knowledge that can be used to increase their income.
- Review the sound, name, and writing of the English letters **Q** and **q**.
- Review words (in any language) that begin with the sound of the letter **Q**.
- Show the learners the letter **R** and review with them words (in any language) that begin with the sound of the letter **R**.
- Tell the learners that in the next lesson they will learn how to write the letter **R**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **P**, the small **p**, the capital (big) **Q**, and the small **q** in their exercise books
 - Write lines of the Burmese letters **ခ** and **ဂ** in their exercise books
 - Write and solve single-digit addition problems in their exercise books.

Lesson 19

Cradles

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners recognize the cost-effective contribution of crafting various cradles at home to meet family needs. Learners can recognise and say the sound and the name of the letter R, write the capital R and write the small letter r. Learners can say words that start with the sound of the letter S and recognise words that start with the sound of the letter S. Learners can recognise, say the sound and the name of and write the Burmese letter ဝ. Learners can say words that start with the sound of the Burmese letter ဝ and recognise words that start with the sound of the letter ဝ. Learners can read the numbers 91 - 100 and write numbers in ascending and descending order within the range of 46 to 50 in English and Burmese. Learners are able to add three single-digit numbers up to the value of twenty-seven and subtract single-digit numbers. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss the different types of cradles that can be made at home and how it can save money.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What kinds of cradles did your parents have for you when you were a baby?
 - What types of cradles can people in the camps make?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **Rope**.
- Ask if any of the learners know the English word for the picture. Repeat the word **Rope** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **Rope** under the sentence. Ask the students what sound **Rope** begins with. Identify that it begins with the **r** sound.
- Name a word that starts with the **r** sound in their language and ask the learners to name other words in their language that start with the **r** sound.
- Write the capital (big) letter **R** on the board and teach the learners that this is the letter that stands for the **R** sound and that its name is **R**. Ask them to look at the letter and repeat the name of the letter **R** several times.
- Write the small letter **r** on the board and teach the learners that this is another form of the letter **r**. Ask them to look at the letter and to repeat the name of the letter **r** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (rope, queue, roll, quail, saw). Go back and forth through the pictures asking them to name each picture in English.

- Ask the learners to identify the pictures that begin with the **q** and then with the **r** sound.
- Ask the learners to identify the picture that does not begin with the **q** or the **r** sound. Help the learners to identify the beginning sound of this picture as **s**. Ask the learners to name other words in any language that start with the **s** sound.
- Write the capital (big) letter **S** on the board and teach the learners that this is the letter that stands for the **S** sound and that its name is **S**. Ask them to look at the letter and repeat the sound of the letter **S** several times.
- Write the small letter **s** on the board and teach the learners that this is another form of the letter **s**. Ask them to look at the letter and to repeat the sound of the letter **s** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **R** on the board. Explain that this is the capital (big) **R**. Ask the learners to open their textbooks and to find where the **R** is written in the row of boxes. Demonstrate step by step how to write **R** and ask the learners to write over the light print **R** in the textbook step by step.
- Ask the learners to write **R** in their textbook to complete the line. Check that they have written **R** correctly and help them as needed.
- Write the small letter **r** on the board. Explain that this is the small **r**. Ask the learners to find where the **r** is written in the row of boxes. Demonstrate step by step how to write **r** and ask the learners to write over the light print **r** in the textbook step by step.
- Ask the learners to write **r** in their textbook to complete the line. Check that they have written **r** correctly and help them as needed.
- Remind the learners of how to write **Q** and **q** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **Q**, **R**, **S**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **R** and ask the students to each write **R** in their exercise books. Ask the learners to write one line of **R**'s.
- Demonstrate on the board writing **r** and ask the students to each write **r** in their exercise books. Ask the learners to write one line of **r**'s.
- Remind the learners how to write **Q** and **q** by writing the letters on the board and ask the students to write one line of **Q**'s and one line of **q**'s in their exercise books.
- Ask the learners in random order to write in their exercise books **Q**, **q**, **R** or **r** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **Q**, **q**, **R**, and **r**.

Break: Time for relaxation and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the letter and its sound.** (5 minutes)

- Begin by showing a picture of glass (ဖန်ခွက်). Ask learners if they know what it is in their language. Ask the learners how they can use a glass and on what occasions, and discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ဖန်ခွက် several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound ဖန်ခွက် begins with. Identify that it begins with the **u** sound.
- Name a word that starts with the **u** sound in their language and ask the learners to name other words in their language that start with the **u** sound.
- Write the letter **u** on the board and teach the learners that this is the letter that stands for the **ə** sound and that its name is **u**. Mention that the shape of the letter **u** is similar to the Burmese letter **u**, and it includes an additional internal curved line on the right.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (မူလီ၊ ဝုံ၊ ဖျာ၊ မီး၊ ဖန်ခွက်)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the **u** sound.
- Ask the learners to identify the pictures that do not begin with the **u** and **ə** sound. Help the learners to identify the beginning sound of these pictures as **ə**
- Ask the learners to name other words in any language that start with the **u** sound.
- Write the letter **u** on the board and teach the learners that this is the letter that stands for the **u** sound and that its name is **u**. Ask them to look at the letter and to repeat the sound of the letter **u** several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter **u** on the board. Demonstrate how to write the letter **u**.
- Ask the learners to write **u** over the light print **u** in their textbooks. Ask the learners to write the letter

u in each of the boxes. Check that they have written u correctly and help them as needed.

- Ask the learners to practice writing the letter u in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Review with the learners orally counting from ninety-one to hundred in the various languages (Rohingya, English, and Burmese).
- Write the numbers **91** to **100** in English on the board and ensure that the learners can count from **91** to **100** in English.
- Write the numbers **၉၁** to **၁၀၀** in Burmese on the board and ensure that the learners can count from **၉၁** to **၁၀၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **91** to **100** and then in Burmese from **၉၁** to **၁၀၀**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Write the numbers from the lowest to the highest and from the highest to the lowest. (5 minutes)

- Instruct learners to write the English numbers **46** to **50** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၄၆** to **၅၀** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **50** to **46** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၅၀** to **၄၆** in descending order in all the boxes to complete the fourth row.

Step 3: Solve the problems (5 minutes)

- Review the concept of three single-digit numbers addition and single-digit subtraction.
- Review and demonstrate the addition and subtraction method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners the cost-effective contribution of crafting various cradles at home to meet family needs.
- Review the sound, name, and writing of the English letters **R** and **r**.
- Review words (in any language) that begin with the sound of the letter **R**.
- Show the learners the letter **S** and review with them words (in any language) that begin with the sound of the letter **S**.
- Tell the learners that in the next lesson they will learn how to write the letter **S**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **Q**, the small **q**, the capital (big) **R**, and the small **r** in their exercise books
 - Write lines of the Burmese letters **u** and **u** in their exercise books
 - Write and solve single-digit addition problems in their exercise books.

Lesson 20 Review

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners can name what they have learned about livelihoods and literacy skills. Learners can recognise, say the sound of and the name of and write the capital (big) and small letters j, k, l, m, n, o, p, q and r. Learners can blend the sounds of three letters to read and write pan, man and can Learners can recognise, say the sound of and the name of and write the ဝ, ဝ, ဝ, ဝ, ဝ, ဝ, ဝ, ဝ, ဝ. Learners can read the numbers 10 - 100 and write numbers in ascending and descending order within the range of 51 to 55 in English and Burmese. Learners are able to add three single-digit numbers up to the value of twenty-five and subtract single-digit numbers. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss with the learners what they have enjoyed about the lessons so far and tell them that they will discuss in this session what they have learned and how they can apply it.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What have we talked about in the last nine lessons?
 - What have we learned and how can that help us in our daily lives?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a **pan**.
- Ask if any of the learners know the English word for the picture. Repeat the word **pan** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **pan** under the sentence. Ask the students what sound **pan** begins with. Identify that it begins with the **p** sound.
- Ask the learners what the middle letter is and what sound it makes. Ensure that they recognise it as the letter **a** that makes the **a** sound.
- Ask the learners what the last letter is and what sound it makes. Ensure that they recognise it as the letter **n** that makes the **n** sound.
- Remind the learners that **p** and **n** are consonants and **a** is a vowel. In most words there is at least one vowel and one consonant.
- One at a time write the three letters on the board and explain how the sounds blend to make the word **pan**. Ask the learners to say the sounds after you and to blend the letters to make the word several times.
- Explain to the learners that as they learn more letters they will be able to read and write

more words.

Step 2: Name the pictures. (5 minutes)

- Show the first set of five pictures in the textbook and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (mat, needle, ladder, jam and kettle). Go back and forth through the pictures asking them to name each picture in English.
- One by one ask the learners to say the sound that each word begins with.
- Show the second set of pictures in the textbook and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (mat, needle, ladder, jam, kettle). Go back and forth through the pictures asking them to name each picture in English.
- One by one ask the learners to say the sound that each word begins with.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures in the textbook again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the two rows of pictures. Review with the learners the sound of each letter.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Match the letters. (5 minutes)

- Ask the learners to look in their textbooks to see the row of capital (big) letters and one row of small letters. Note that the capital (big letters) are in alphabetical order. Review the name and sound of each letter.
- Ask the learners to look at the second row of letters and note that the small letters are not in alphabetical order.
- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 5: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) letters for **J, K, L, M, N, O, P, Q** and **R**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the capital (big) letters with the small letters—to be repeated a few times so that every member of the group gets to play.

Step 6: Read and write the words (20 minutes)

- Letter by letter write the word **pan** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.
- Letter by letter write the word **man** on the board. Ask the learners to read the word in

their textbook and to write over the light print word and then to write the word three more times.

- Letter by letter write the word **can** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.

Step 7: Individual work in exercise books. (15 minutes)

- Demonstrate on the board writing **pan** and ask the students to each write **pan** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **man** and ask the students to each write **man** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **can** and ask the students to each write **can** in their exercise books. Ask the learners to write one line of the word.
- Ask the learners in random order to write in their exercise books **pan**, **man**, or **can** as directed several times.
- Ask the students to practice writing the words in their exercise books several more times. Optional homework can be to write more lines of **pan**, **man** and **can**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a မီးဖို.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word မီးဖို several times and ask the learners to repeat the word in Burmese.
- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key word မီးဖို under the sentence. Ask the students what sound မီးဖို begins with. Identify that it begins with the မ sound.
- Ask the learners what the last letter is and what sound it makes. Ensure that they recognise it as the letter ဖ that makes the ဖ sound.

Step 2: Name the pictures and match with the letter. (10 minutes)

- Discuss each picture in the first row and identify the Burmese word for each picture (ယိုဟင်းသီးဟင်းရွက်၊ ပုဆိန်၊ စက်ဘီး၊ ဓား). Go back and forth through the pictures asking them to name each picture in English.
- One by one ask the learners to say the sound that each word begins with.
- Go to the pictures in the second row and identify the Burmese word for each picture (ခလုတ်၊ ဆောက်၊ မူလီ၊ ဖန်ခွက်). Go back and forth through the pictures asking them to name each picture in Burmese.
- Point to the letters under the two rows of pictures. Review with the learners the sound of each letter.
- Discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to draw a line from each letter to the matching picture in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 3: Name the letters and their sounds. (10 minutes)

- Write the nine letters on the board. Ask the learners to say the sound and name each letter.
- Ask the learners to look in their textbooks and note that the letters are written in order in

the two rows. Each one can name the letters and their sounds, looking at the textbook.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write and count the numbers. (5 minutes)

- Review with the learners orally counting from ten to hundred in the various languages (Rohingya, English and Burmese).
- Write the numbers **10** to **100** by tens in English on the board and ensure that the learners can count from **10** to **100** by tens in English.
- Write the numbers **၁၀** to **၁၀၀** in Burmese on the board and ensure that the learners can count from **၁၀** to **၁၀၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers by tens in English from **10** to **100** and then in Burmese from **၁၀** to **၁၀၀**.
- Ask the learners to write in the blank boxes the numbers in English by tens from **10** to **100** and then in Burmese from **၁၀** to **၁၀၀**.

Step 2: Write the numbers from the lowest to the highest and from the highest to the lowest. (5 minutes)

- Instruct learners to write the English numbers **51** to **55** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၅၁** to **၅၅** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **55** to **51** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၅၅** to **၅၁** in descending order in all the boxes to complete the fourth row.

Step 3: Solve the problems (5 minutes)

- Review the concept of three single-digit numbers addition and single-digit subtraction.
- Review and demonstrate the addition and subtraction method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in lessons 11 - 20 and how this can be of help to them.
- Review the sound, name and writing of the English letters **j, k, l, m, n, o, p, q** and **r**.
- Suggest the following as optional homework for those who have time:
 - Write the capital (big) letters **J, K, L, M, N, O, P, Q** and **R** and the small letters in their exercise books several times.
 - Write the words **pan, man** and **can** several times in their exercise books.
 - Write the Burmese letters **ယ, ဟ, ဝ, စ, ဓ, ခ, ဆ, ဗ**, and **ဖ** in their exercise books several times.
 - Write the reviewed letters several times in their exercise books.
 - Write the numbers **10 – 100** in English and Burmese several times in their exercise books.

Lesson 21 A Carpenter's Tools

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
1) Learners know the tools needed for carpentry. 2) Learners can recognise and say the sound and the name of the letter S , write the capital S and write the small letter s . 3) Learners can say words that start with the sound of the letter T and recognise words that start with the sound of the letter T . 4) Learners can recognise, say the sound and the name of and write the Burmese letter စ . 5) Learners can say words that start with the sound of the Burmese letter စ and recognise words that start with the sound of the letter စ . 6) Learners can read the numbers 110 - 200 and write numbers in ascending and descending order within the range of 56 to 60 in English and Burmese. 7) Learners are able to add single-digit numbers and two-digit numbers up to the value of 29 without regrouping.	1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss the various tools used by a carpenter and how they serve practical uses.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What tools are used by carpenters?
 - What would you say are the three most useful tools?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **Saw**.
- Ask if any of the learners know the English word for the picture. Repeat the word **Saw** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **Saw** under the sentence. Ask the students what sound **Saw** begins with. Identify that it begins with the **s** sound.
- Name a word that starts with the **s** sound in their language and ask the learners to name other words in their language that start with the **s** sound.
- Write the capital (big) letter **S** on the board and teach the learners that this is the letter that stands for the **S** sound and that its name is **S**. Ask them to look at the letter and repeat the name of the letter **S** several times.
- Write the small letter **s** on the board and teach the learners that this is another form of the letter **s**. Ask them to look at the letter and to repeat the name of the letter **s** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (sand, rope, rice, saw, tomato). Go back and forth through the pictures asking them to name each picture in English.
- Ask the learners to identify the pictures that begin with the **r** and then with the **s** sound.

- Ask the learners to identify the picture that does not begin with the **r** or the **s** sound. Help the learners to identify the beginning sound of this picture as **t**. Ask the learners to name other words in any language that start with the **t** sound.
- Write the capital (big) letter **T** on the board and teach the learners that this is the letter that stands for the **T** sound and that its name is **T**. Ask them to look at the letter and repeat the sound of the letter **T** several times.
- Write the small letter **t** on the board and teach the learners that this is another form of the letter **t**. Ask them to look at the letter and to repeat the sound of the letter **t** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **S** on the board. Explain that this is the capital (big) **S**. Ask the learners to open their textbooks and to find where the **S** is written in the row of boxes. Demonstrate step by step how to write **S** and ask the learners to write over the light print **S** in the textbook step by step.
- Ask the learners to write **S** in their textbook to complete the line. Check that they have written **S** correctly and help them as needed.
- Write the small letter **s** on the board. Explain that this is the small **s**. Ask the learners to find where the **s** is written in the row of boxes. Demonstrate step by step how to write **s** and ask the learners to write over the light print **s** in the textbook step by step.
- Ask the learners to write **s** in their textbook to complete the line. Check that they have written **s** correctly and help them as needed.
- Remind the learners of how to write **R** and **r** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **R, S, T**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **S** and ask the students to each write **S** in their exercise books. Ask the learners to write one line of **S**'s.
- Demonstrate on the board writing **s** and ask the students to each write **s** in their exercise books. Ask the learners to write one line of **s**'s.
- Remind the learners how to write **R** and **r** by writing the letters on the board and ask the students to write one line of **R**'s and one line of **r**'s in their exercise books.
- Ask the learners in random order to write in their exercise books **R**, **r**, **S** or **s** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **R**, **r**, **S**, and **s**.

Break: Time for relaxation and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the letter and its sound.** (5 minutes)

- Begin by showing a picture of drum(ဥ). Ask learners if they know what it is in their language. Ask the learners about the events where they can observe a drum, its functions in musical performances, and discuss.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ဥ several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound ဥ begins with. Identify that it begins with the **o** sound.
- Name a word that starts with the **o** sound in their language and ask the learners to name other words in their language that start with the **o** sound.
- Write the letter **o** on the board and teach the learners that this is the letter that stands for the **ə** sound and that its name is **o**. Mention that the shape of the letter **o** is similar to the Burmese letter **o**, and close the opening with an inward curved line.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ဗန်း၊ ဖယောင်းတိုင်၊ ဗုံ၊ ဖန်ခွက်၊ ဇွန်း)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the **o** sound.
- Ask the learners to identify the pictures that do not begin with the **o** and **u** sound. Help the learners to identify the beginning sound of these pictures as **e**.
- Ask the learners to name other words in any language that start with the **e** sound.
- Write the letter **e** on the board and teach the learners that this is the letter that stands for the **e** sound and that its name is **e**. Ask them to look at the letter and to repeat the sound of the letter **e** several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter **o** on the board. Demonstrate how to write the letter **o**.

- Ask the learners to write **u** over the light print **u** in their textbooks. Ask the learners to write the letter **u** in each of the boxes. Check that they have written **u** correctly and help them as needed.
- Ask the learners to practice writing the letter **u** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Write the numbers **110** to **200** in English on the board and ensure that the learners can count from **110** to **200** in English.
- Write the numbers **၁၁၀** to **၂၀၀** in Burmese on the board and ensure that the learners can count from **၁၁၀** to **၂၀၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **110** to **200** and then in Burmese from **110** to **200**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Write the numbers from the lowest to the highest and from the highest to the lowest. (5 minutes)

- Instruct learners to write the English numbers **56** to **60** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၅၆** to **၆၀** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **60** to **56** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၆၀** to **၅၆** in descending order in all the boxes to complete the fourth row.

Step 3: Solve the problems (5 minutes)

- Review the concept of single-digit addition and introduce the two-digit addition.
- Demonstrate the two-digit addition method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners the significance of the tools used by a carpenter in various carpentry projects.
- Review the sound, name, and writing of the English letters **S** and **s**.
- Review words (in any language) that begin with the sound of the letter **S**.
- Show the learners the letter **T** and review with them words (in any language) that begin with the sound of the letter **T**.
- Tell the learners that in the next lesson they will learn how to write the letter **T**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **R**, the small **r**, the capital (big) **S**, and the small **s** in their exercise books
 - Write lines of the Burmese letters **u** and **u** in their exercise books
 - Write and solve single-digit and two-digit addition problems in their exercise books.

Lesson 22

Growing Vegetables

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners recognize the possibilities and benefits of growing vegetables in a limited space and a short time. 2. Learners can recognise and say the sound and the name of the letter T, write the capital T and write the small letter t. 3. Learners can say words that start with the sound of the letter U and recognise words that start with the sound of the letter U. 4. Learners can recognise, say the sound and the name of and write the Burmese letter ဓ. 5. Learners can say words that start with the sound of the Burmese letter ဓ and recognise words that start with the sound of the letter န. 6. Learners can read the numbers 210 - 300 and write numbers in ascending and descending order within the range of 61 to 65 in English and Burmese. 7. Learners are able to add two-digit numbers up to the value of 29 without regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss different vegetables that can be grown in a limited space and a short time, discussing how they can be cost-effective and contribute to meals.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What vegetables are easy to grow beside your shelter in a short time?
 - How can we increase vegetable production in the camps?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **Tomato**.
- Ask if any of the learners know the English word for the picture. Repeat the word **Tomato** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **Tomato** under the sentence. Ask the students what sound **Tomato** begins with. Identify that it begins with the **t** sound.
- Name a word that starts with the **t** sound in their language and ask the learners to name other words in their language that start with the **t** sound.
- Write the capital (big) letter **T** on the board and teach the learners that this is the letter that stands for the **T** sound and that its name is **T**. Ask them to look at the letter and repeat the name of the letter **T** several times.
- Write the small letter **t** on the board and teach the learners that this is another form of the letter **t**. Ask them to look at the letter and to repeat the name of the letter **t** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each

picture (tree, saw, salt, tomato, umbrella). Go back and forth through the pictures asking them to name each picture in English.

- Ask the learners to identify the pictures that begin with the **s** and then with the **t** sound.
- Ask the learners to identify the picture that does not begin with the **s** or the **t** sound. Help the learners to identify the beginning sound of this picture as **u**. Ask the learners to name other words in any language that start with the **u** sound.
- Write the capital (big) letter **U** on the board and teach the learners that this is the letter that stands for the **U** sound and that its name is **U**. Ask them to look at the letter and repeat the sound of the letter **U** several times.
- Write the small letter **u** on the board and teach the learners that this is another form of the letter **u**. Ask them to look at the letter and to repeat the sound of the letter **u** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **T** on the board. Explain that this is the capital (big) **T**. Ask the learners to open their textbooks and to find where the **T** is written in the row of boxes. Demonstrate step by step how to write **T** and ask the learners to write over the light print **T** in the textbook step by step.
- Ask the learners to write **T** in their textbook to complete the line. Check that they have written **T** correctly and help them as needed.
- Write the small letter **t** on the board. Explain that this is the small **t**. Ask the learners to find where the **t** is written in the row of boxes. Demonstrate step by step how to write **t** and ask the learners to write over the light print **t** in the textbook step by step.
- Ask the learners to write **t** in their textbook to complete the line. Check that they have written **t** correctly and help them as needed.
- Remind the learners of how to write **S** and **s** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **S, T, U**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **T** and ask the students to each write **T** in their exercise books. Ask the learners to write one line of **T**'s.
- Demonstrate on the board writing **t** and ask the students to each write **t** in their exercise books. Ask the learners to write one line of **t**'s.
- Remind the learners how to write **S** and **s** by writing the letters on the board and ask the students to write one line of **S**'s and one line of **s**'s in their exercise books.
- Ask the learners in random order to write in their exercise books **S**, **s**, **T** or **t** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **S**, **s**, **T**, and **t**.

Break: Time for relaxation and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the letter and its sound.** (5 minutes)

- Begin by showing a picture of spoon (ရွှန်း). Ask learners if they know what it is in their language. Ask the learners different types of spoons they use, what these spoons are made of, and discuss their various functions.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ရွှန်း several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound ရွှန်း begins with. Identify that it begins with the **e** sound.
- Name a word that starts with the **e** sound in their language and ask the learners to name other words in their language that start with the **e** sound.
- Write the letter **e** on the board and teach the learners that this is the letter that stands for the **ə** sound and that its name is **e**. Mention that the shape of the letter **e** is similar to the Burmese letter **c** and includes a spiral tail at the top.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ပုံ၊ ဇလုံ၊ ရွှန်း၊ နာရီ၊ ဝိရုံ)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the **e** sound.
- Ask the learners to identify the pictures that do not begin with the **e** and **o** sound. Help the learners to identify the beginning sound of these pictures as **ə**
- Ask the learners to name other words in any language that start with the **ə** sound.
- Write the letter **ə** on the board and teach the learners that this is the letter that stands for the **ə** sound and that its name is **ə**. Ask them to look at the letter and to repeat the sound of the letter **ə** several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter **e** on the board. Demonstrate how to write the letter **e**.
- Ask the learners to write **e** over the light print **e** in their textbooks. Ask the learners to write

the letter **e** in each of the boxes. Check that they have written **e** correctly and help them as needed.

- Ask the learners to practice writing the letter **e** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Write the numbers **210** to **300** in English on the board and ensure that the learners can count from **210** to **300** in English.
- Write the numbers **၂၁၀** to **၃၀၀** in Burmese on the board and ensure that the learners can count from **၂၁၀** to **၃၀၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **210** to **300** and then in Burmese from **၂၁၀** to **၃၀၀**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Write the numbers from the lowest to the highest and from the highest to the lowest. (5 minutes)

- Instruct learners to write the English numbers **61** to **65** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၆၁** to **၆၅** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **65** to **61** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၆၅** to **၆၁** in descending order in all the boxes to complete the fourth row.

Step 3: Solve the problems (5 minutes)

- Review the concept of the two-digit addition.
- Demonstrate the two-digit addition method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Engage with the learners in a discussion about the importance of vegetables that can be grown in limited spaces and a short time.
- Review the sound, name, and writing of the English letters **T** and **t**.
- Review words (in any language) that begin with the sound of the letter **T**.
- Show the learners the letter **U** and review with them words (in any language) that begin with the sound of the letter **U**.
- Tell the learners that in the next lesson they will learn how to write the letter **U**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **S**, the small **s**, the capital (big) **T**, and the small **t** in their exercise books
 - Write lines of the Burmese letters **ု** and **ေ** in their exercise books
 - Write and solve two-digit addition problems in their exercise books.

Lesson 23

Umbrella Decorations

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand how decorating umbrellas for resale can be creative and helpful for making extra income. 2. Learners can recognise and say the sound and the name of the letter U, write the capital U and write the small letter u. 3. Learners can say words that start with the sound of the letter V and recognise words that start with the sound of the letter V. 4. Learners can recognise, say the sound and the name of and write the Burmese letter န. 5. Learners can say words that start with the sound of the Burmese letter န and recognise words that start with the sound of the letter ဂ. 6. Learners can read the numbers 310 - 400 and write numbers in ascending and descending order within the range of 66 to 70 in English and Burmese. 7. Learners are able to add and subtract two-digit numbers up to the value of 29 without regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss creative ways to decorate umbrellas for resale, exploring how these designs can be attractive and contribute to successful selling.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What kinds of umbrellas are usually used in the camps?
 - How can umbrellas be decorated so that they can be resold for a profit?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **Umbrella**.
- Ask if any of the learners know the English word for the picture. Repeat the word **Umbrella** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **Umbrella** under the sentence. Ask the students what sound **Umbrella** begins with. Identify that it begins with the **u** sound.
- Name a word that starts with the **u** sound in their language and ask the learners to name other words in their language that start with the **u** sound.
- Write the capital (big) letter **U** on the board and teach the learners that this is the letter that stands for the **U** sound and that its name is **U**. Ask them to look at the letter and repeat the name of the letter **U** several times.
- Write the small letter **u** on the board and teach the learners that this is another form of the letter **u**. Ask them to look at the letter and to repeat the name of the letter **u** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each

picture (umpire, tomato, table, umbrella, van). Go back and forth through the pictures asking them to name each picture in English.

- Ask the learners to identify the pictures that begin with the **t** and then with the **u** sound.
- Ask the learners to identify the picture that does not begin with the **t** or the **u** sound. Help the learners to identify the beginning sound of this picture as **v**. Ask the learners to name other words in any language that start with the **v** sound.
- Write the capital (big) letter **V** on the board and teach the learners that this is the letter that stands for the **V** sound and that its name is **V**. Ask them to look at the letter and repeat the sound of the letter **V** several times.
- Write the small letter **v** on the board and teach the learners that this is another form of the letter **v**. Ask them to look at the letter and to repeat the sound of the letter **v** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **U** on the board. Explain that this is the capital (big) **U**. Ask the learners to open their textbooks and to find where the **U** is written in the row of boxes. Demonstrate step by step how to write **U** and ask the learners to write over the light print **U** in the textbook step by step.
- Ask the learners to write **U** in their textbook to complete the line. Check that they have written **U** correctly and help them as needed.
- Write the small letter **u** on the board. Explain that this is the small **u**. Ask the learners to find where the **u** is written in the row of boxes. Demonstrate step by step how to write **u** and ask the learners to write over the light print **u** in the textbook step by step.
- Ask the learners to write **u** in their textbook to complete the line. Check that they have written **u** correctly and help them as needed.
- Remind the learners of how to write **T** and **t** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **T, U, V**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **U** and ask the students to each write **U** in their exercise books. Ask the learners to write one line of **U**'s.
- Demonstrate on the board writing **u** and ask the students to each write **u** in their exercise books. Ask the learners to write one line of **u**'s.
- Remind the learners how to write **T** and **t** by writing the letters on the board and ask the students to write one line of **T**'s and one line of **t**'s in their exercise books.
- Ask the learners in random order to write in their exercise books **T, t, U** or **u** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **T, t, U,** and **u.**

Break: Time for relaxation and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the letter and its sound.** (5 minutes)

- Begin by showing a picture of clock (နာရီ). Ask learners if they know what it is in their language. Ask the learners about the different types of clocks they use, explore how these clocks look different, and discuss their unique features and functions.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word နာရီ several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound နာရီ begins with. Identify that it begins with the န sound.
- Name a word that starts with the န sound in their language and ask the learners to name other words in their language that start with the န sound.
- Write the letter န on the board and teach the learners that this is the letter that stands for the ခ sound and that its name is န. Mention that the shape of the letter န is similar to a hook and eye latch locked.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ဇာ၊ နာရီ၊ ရေ၊ နေ၊ ဇွန်း)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the န sound.
- Ask the learners to identify the pictures that do not begin with the န and ဇ sound. Help the learners to identify the beginning sound of these pictures as ရ
- Ask the learners to name other words in any language that start with the ရ sound.
- Write the letter ရ on the board and teach the learners that this is the letter that stands for the ရ sound and that its name is ရ. Ask them to look at the letter and to repeat the sound of the letter ရ several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter န on the board. Demonstrate how to write the letter န.
- Ask the learners to write န over the light print န in their textbooks. Ask the learners to write the letter န in each of the boxes. Check that they have written န correctly and help them as needed.

- Ask the learners to practice writing the letter **၎** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Write the numbers **310** to **400** in English on the board and ensure that the learners can count from **310** to **400** in English.
- Write the numbers **၃၁၀** to **၄၀၀** in Burmese on the board and ensure that the learners can count from **၃၁၀** to **၄၀၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **310** to **400** and then in Burmese from **၃၁၀** to **၄၀၀**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Write the numbers from the lowest to the highest and from the highest to the lowest. (5 minutes)

- Instruct learners to write the English numbers **66** to **70** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၆၆** to **၇၀** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **70** to **66** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၇၀** to **၆၆** in descending order in all the boxes to complete the fourth row.

Step 3: Solve the problems (5 minutes)

- Review the concept of the two-digit addition.
- Demonstrate the concept of two-digit subtraction on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with the learners how decorating umbrellas for resale can be creative and raise the family's income.
- Review the sound, name, and writing of the English letters **U** and **u**.
- Review words (in any language) that begin with the sound of the letter **U**.
- Show the learners the letter **V** and review with them words (in any language) that begin with the sound of the letter **V**.
- Tell the learners that in the next lesson they will learn how to write the letter **V**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **T**, the small **t**, the capital (big) **U**, and the small **u** in their exercise books
 - Write lines of the Burmese letters **ဇ** and **၎** in their exercise books
 - Write and solve two-digit addition and subtraction problems in their exercise books.

Lesson 24

Drivers

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners know about different types of drivers and vehicles and the skills needed for driving these vehicles. Learners can recognise and say the sound and the name of the letter V, write the capital V and write the small letter v. Learners can say words that start with the sound of the letter W and recognise words that start with the sound of the letter W. Learners can recognise, say the sound and the name of and write the Burmese letter ၇. Learners can say words that start with the sound of the Burmese letter ၇ and recognise words that start with the sound of the letter ၇. Learners can read the numbers 410 - 500 and write numbers in ascending and descending order within the range of 71 to 75 in English and Burmese. Learners are able to add and subtract two-digit numbers up to the value of 59 without regrouping. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss the opportunities for becoming drivers for different types of vehicles and understand how these skills can serve various transportation needs and incomes.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What kinds of vehicles are accessible in the camps and who drives them?
 - What skills should drivers of different vehicles have?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **Van**.
- Ask if any of the learners know the English word for the picture. Repeat the word **Van** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **Van** under the sentence. Ask the students what sound **Van** begins with. Identify that it begins with the **v** sound.
- Name a word that starts with the **v** sound in their language and ask the learners to name other words in their language that start with the **v** sound.
- Write the capital (big) letter **V** on the board and teach the learners that this is the letter that stands for the **V** sound and that its name is **V**. Ask them to look at the letter and repeat the name of the letter **V** several times.
- Write the small letter **v** on the board and teach the learners that this is another form of the letter **v**. Ask them to look at the letter and to repeat the name of the letter **v** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (vase, umbrella, umpire, van, wire). Go back and forth through the pictures asking

them to name each picture in English.

- Ask the learners to identify the pictures that begin with the **u** and then with the **v** sound.
- Ask the learners to identify the picture that does not begin with the **u** or the **v** sound. Help the learners to identify the beginning sound of this picture as **w**. Ask the learners to name other words in any language that start with the **w** sound.
- Write the capital (big) letter **W** on the board and teach the learners that this is the letter that stands for the **W** sound and that its name is **W**. Ask them to look at the letter and repeat the sound of the letter **W** several times.
- Write the small letter **w** on the board and teach the learners that this is another form of the letter **w**. Ask them to look at the letter and to repeat the sound of the letter **w** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **V** on the board. Explain that this is the capital (big) **V**. Ask the learners to open their textbooks and to find where the **V** is written in the row of boxes. Demonstrate step by step how to write **V** and ask the learners to write over the light print **V** in the textbook step by step.
- Ask the learners to write **V** in their textbook to complete the line. Check that they have written **V** correctly and help them as needed.
- Write the small letter **v** on the board. Explain that this is the small **v**. Ask the learners to find where the **v** is written in the row of boxes. Demonstrate step by step how to write **v** and ask the learners to write over the light print **v** in the textbook step by step.
- Ask the learners to write **v** in their textbook to complete the line. Check that they have written **v** correctly and help them as needed.
- Remind the learners of how to write **U** and **u** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **U, V, W**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take

turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **V** and ask the students to each write **V** in their exercise books. Ask the learners to write one line of **V**'s.
- Demonstrate on the board writing **v** and ask the students to each write **v** in their exercise books. Ask the learners to write one line of **v**'s.
- Remind the learners how to write **U** and **u** by writing the letters on the board and ask the students to write one line of **U**'s and one line of **u**'s in their exercise books.
- Ask the learners in random order to write in their exercise books **U**, **u**, **V** or **v** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **U**, **u**, **V**, and **v**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of water (ရေ). Ask learners if they know what it is in their language. Ask the learners the different ways they use water, and explore how to avoid wasting it.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ရေ several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound ရေ begins with. Identify that it begins with the ရ sound.
- Name a word that starts with the ရ sound in their language and ask the learners to name other words in their language that start with the ရ sound.
- Write the letter ရ on the board and teach the learners that this is the letter that stands for the ə sound and that its name is ရ. Mention that the shape of the letter ရ is similar to the Burmese number ၇ with a small seed at the top curve.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ဒူး၊ ရေ၊ ရွှံ့၊ ရထား၊ နာရီ)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the ရ sound.
- Ask the learners to identify the pictures that do not begin with the ရ and န sound. Help the learners to identify the beginning sound of these pictures as ဒ
- Ask the learners to name other words in any language that start with the ဒ sound.
- Write the letter ဒ on the board and teach the learners that this is the letter that stands for the ဒ sound and that its name is ဒ. Ask them to look at the letter and to repeat the sound of the letter ဒ several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter ရ on the board. Demonstrate how to write the letter ရ.

- Ask the learners to write ရ over the light print ရ in their textbooks. Ask the learners to write the letter ရ in each of the boxes. Check that they have written ရ correctly and help them as needed.
- Ask the learners to practice writing the letter ရ in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Write the numbers **410** to **500** in English on the board and ensure that the learners can count from **410** to **500** in English.
- Write the numbers **၄၁၀** to **၅၀၀** in Burmese on the board and ensure that the learners can count from **၄၁၀** to **၅၀၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **410** to **500** and then in Burmese from **410** to **500**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Write the numbers from the lowest to the highest and from the highest to the lowest. (5 minutes)

- Instruct learners to write the English numbers **71** to **75** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၇၁** to **၇၅** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **75** to **71** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၇၅** to **၇၁** in descending order in all the boxes to complete the fourth row.

Step 3: Solve the problems (5 minutes)

- Review the concept of the two-digit addition and subtraction.
- Demonstrate the two-digit addition and subtraction method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Engage with learners in a conversation about the advantages of becoming drivers for different types of vehicles.
- Review the sound, name, and writing of the English letters **V** and **v**.
- Review words (in any language) that begin with the sound of the letter **V**.
- Show the learners the letter **W** and review with them words (in any language) that begin with the sound of the letter **W**.
- Tell the learners that in the next lesson they will learn how to write the letter **W**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **U**, the small **u**, the capital (big) **V**, and the small **v** in their exercise books
 - Write lines of the Burmese letters **န** and **ရ** in their exercise books
 - Write and solve two-digit addition and subtraction problems in their exercise books.

Lesson 25 Electricians

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the benefits of acquiring skills and training as an electrician. 2. Learners can recognise and say the sound and the name of the letter W, write the capital W and write the small letter w. 3. Learners can say words that start with the sound of the letter X and recognise words that start with the sound of the letter X. 4. Learners can recognise, say the sound and the name of and write the Burmese letter ခ. 5. Learners can say words that start with the sound of the Burmese letter ခ and recognise words that start with the sound of the letter ခ. 6. Learners can read the numbers 510 - 600 and write numbers in ascending and descending order within the range of 76 to 80 in English and Burmese. 7. Learners are able to add and subtract two-digit numbers up to the value of ninety-nine. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss the various tasks done by electricians and the importance of training for mastering these skills.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How dangerous is it to work with electricity without proper training?
 - For what types of work is a trained electrician needed?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **Wire**.
- Ask if any of the learners know the English word for the picture. Repeat the word **Wire** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the keyword **Wire** under the sentence. Ask the students what sound **Wire** begins with. Identify that it begins with the **w** sound.
- Name a word that starts with the **w** sound in their language and ask the learners to name other words in their language that start with the **w** sound.
- Write the capital (big) letter **W** on the board and teach the learners that this is the letter that stands for the **W** sound and that its name is **W**. Ask them to look at the letter and repeat the name of the letter **W** several times.
- Write the small letter **w** on the board and teach the learners that this is another form of the letter **w**. Ask them to look at the letter and to repeat the name of the letter **w** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (wall, van, veranda, wire, x-ray). Go back and forth through the pictures asking them to name each picture in English.

- Ask the learners to identify the pictures that begin with the **v** and then with the **w** sound.
- Ask the learners to identify the picture that does not begin with the **v** or the **w** sound. Help the learners to identify the beginning sound of this picture as **x**. Ask the learners to name other words in any language that start with the **x** sound.
- Write the capital (big) letter **X** on the board and teach the learners that this is the letter that stands for the **X** sound and that its name is **X**. Ask them to look at the letter and repeat the sound of the letter **X** several times.
- Write the small letter **x** on the board and teach the learners that this is another form of the letter **x**. Ask them to look at the letter and to repeat the sound of the letter **x** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **W** on the board. Explain that this is the capital (big) **W**. Ask the learners to open their textbooks and to find where the **W** is written in the row of boxes. Demonstrate step by step how to write **W** and ask the learners to write over the light print **W** in the textbook step by step.
- Ask the learners to write **W** in their textbook to complete the line. Check that they have written **W** correctly and help them as needed.
- Write the small letter **w** on the board. Explain that this is the small **w**. Ask the learners to find where the **w** is written in the row of boxes. Demonstrate step by step how to write **w** and ask the learners to write over the light print **w** in the textbook step by step.
- Ask the learners to write **w** in their textbook to complete the line. Check that they have written **w** correctly and help them as needed.
- Remind the learners of how to write **V** and **v** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **V**, **W**, **X**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **W** and ask the students to each write **W** in their exercise books. Ask the learners to write one line of **W**'s.
- Demonstrate on the board writing **w** and ask the students to each write **w** in their exercise books. Ask the learners to write one line of **w**'s.
- Remind the learners how to write **V** and **v** by writing the letters on the board and ask the students to write one line of **V**'s and one line of **v**'s in their exercise books.
- Ask the learners in random order to write in their exercise books **V**, **v**, **W** or **w** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **V**, **v**, **W**, and **w**.

Break: Time for relaxation and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the letter and its sound.** (5 minutes)

- Begin by showing a picture of knee (ခွဲ). Ask learners if they know what it is in their language. Ask the learners about the various movements made by their knees, and remind them how to avoid causing harm to this vital part of their body.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ခွဲ several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound ခွဲ begins with. Identify that it begins with the ခ sound.
- Name a word that starts with the ခ sound in their language and ask the learners to name other words in their language that start with the ခ sound.
- Write the letter ခ on the board and teach the learners that this is the letter that stands for the ခ sound and that its name is ခ. Mention that the shape of the letter ခ is similar to the English number 3.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (အံဆွဲ၊ ဒန့်၊ ရွှေဘော်၊ ခူး၊ ရေ)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the ခ sound.
- Ask the learners to identify the pictures that do not begin with the ခ and ရ sound. Help the learners to identify the beginning sound of these pictures as အ
- Ask the learners to name other words in any language that start with the အ sound.
- Write the letter အ on the board and teach the learners that this is the letter that stands for the အ sound and that its name is အ. Ask them to look at the letter and to repeat the sound of the letter အ several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter ခ on the board. Demonstrate how to write the letter ခ.
- Ask the learners to write ခ over the light print ခ in their textbooks. Ask the learners to write

the letter **ဒ** in each of the boxes. Check that they have written **ဒ** correctly and help them as needed.

- Ask the learners to practice writing the letter **ဒ** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Write the numbers **510** to **600** in English on the board and ensure that the learners can count from **510** to **600** in English.
- Write the numbers **၅၁၀** to **၆၀၀** in Burmese on the board and ensure that the learners can count from **၅၁၀** to **၆၀၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **510** to **600** and then in Burmese from **၅၁၀** to **၆၀၀**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Write the numbers from the lowest to the highest and from the highest to the lowest. (5 minutes)

- Instruct learners to write the English numbers **76** to **80** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၇၆** to **၈၀** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **80** to **76** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၈၀** to **၇၆** in descending order in all the boxes to complete the fourth row.

Step 3: Solve the problems (5 minutes)

- Review the concept of two-digit addition and subtraction.
- Demonstrate the two-digit addition and subtraction method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with learners the benefits of training as an electrician and the different types of work electricians can do.
- Review the sound, name, and writing of the English letters **W** and **w**.
- Review words (in any language) that begin with the sound of the letter **W**.
- Show the learners the letter **X** and review with them words (in any language) that begin with the sound of the letter **X**.
- Tell the learners that in the next lesson they will learn how to write the letter **X**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **V**, the small **v**, the capital (big) **W**, and the small **w** in their exercise books
 - Write lines of the Burmese letters **၇** and **ဒ** in their exercise books
 - Write and solve two-digit addition and subtraction problems in their exercise books.

Lesson 26 Health Workers

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the importance of different types of skilled health workers in a community. 2. Learners can recognise and say the sound and the name of the letter X, write the capital X and write the small letter x. 3. Learners can say words that start with the sound of the letter Y and recognise words that start with the sound of the letter Y. 4. Learners can recognise, say the sound and the name of and write the Burmese letter အ. 5. Learners can say words that start with the sound of the Burmese letter အ and recognise words that start with the sound of the letter ည. 6. Learners can read the numbers 610 - 700 and write numbers in ascending and descending order within the range of 81 to 85 in English and Burmese. 7. Learners are able to add and subtract two-digit numbers without regrouping up to the value of 99. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Talk about the different types of health workers in a community and why having the necessary skills is important for doing these jobs well.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What are the different types of health workers in the community?
 - What are the basic skills these health workers should have?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **X-ray**.
- Ask if any of the learners know the English word for the picture. Repeat the word **X-ray** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **X-ray** under the sentence. Ask the students what sound **X-ray** begins with. Identify that it begins with the **x** sound.
- Name a word, if any, that starts with the **x** sound in their language and ask the learners to name other words, if any, in their language that start with the **x** sound.
- Write the capital (big) letter **X** on the board and teach the learners that this is the letter that stands for the **X** sound and that its name is **X**. Ask them to look at the letter and repeat the name of the letter **X** several times.
- Write the small letter **x** on the board and teach the learners that this is another form of the letter **x**. Ask them to look at the letter and to repeat the name of the letter **x** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each

picture (wax, X-ray, window, wire, yarn mat). Go back and forth through the pictures asking them to name each picture in English.

- Ask the learners to identify the pictures that begin with the **w** and then with the **x** sound.
- Ask the learners to identify the picture that does not begin with the **w** or the **x** sound. Help the learners to identify the beginning sound of this picture as **y**. Ask the learners to name other words in any language that start with the **y** sound.
- Write the capital (big) letter **Y** on the board and teach the learners that this is the letter that stands for the **Y** sound and that its name is **Y**. Ask them to look at the letter and repeat the sound of the letter **Y** several times.
- Write the small letter **y** on the board and teach the learners that this is another form of the letter **y**. Ask them to look at the letter and to repeat the sound of the letter **y** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **X** on the board. Explain that this is the capital (big) **X**. Ask the learners to open their textbooks and to find where the **X** is written in the row of boxes. Demonstrate step by step how to write **X** and ask the learners to write over the light print **X** in the textbook step by step.
- Ask the learners to write **X** in their textbook to complete the line. Check that they have written **X** correctly and help them as needed.
- Write the small letter **x** on the board. Explain that this is the small **x**. Ask the learners to find where the **x** is written in the row of boxes. Demonstrate step by step how to write **x** and ask the learners to write over the light print **x** in the textbook step by step.
- Ask the learners to write **x** in their textbook to complete the line. Check that they have written **x** correctly and help them as needed.
- Remind the learners of how to write **W** and **w** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **W**, **X**, **Y**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.

- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **X** and ask the students to each write **X** in their exercise books. Ask the learners to write one line of **X**'s.
- Demonstrate on the board writing **x** and ask the students to each write **w** in their exercise books. Ask the learners to write one line of **x**'s.
- Remind the learners how to write **W** and **w** by writing the letters on the board and ask the students to write one line of **W**'s and one line of **w**'s in their exercise books.
- Ask the learners in random order to write in their exercise books **W**, **w**, **X** or **x** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **W**, **w**, **X**, and **x**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of drawer (**အံဆွဲ**). Ask learners if they know what it is in their language. Ask the learners about the various steps involved in crafting a drawer out of wood.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **အံဆွဲ** several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound **အံဆွဲ** begins with. Identify that it begins with the **အ** sound.
- Name a word that starts with the **အ** sound in their language and ask the learners to name other words in their language that start with the **အ** sound.
- Write the letter **အ** on the board and teach the learners that this is the letter that stands for the **ə** sound and that its name is **အ**. Mention that the shape of the letter **အ** is similar to that of **ဒ** and **ခ** combined together.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (**ဒိုင်လွှာ**, **အံဆွဲ**, **အုတ်ခဲ**, **ညှာ**, **ဒူး**)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the **အ** sound.
- Ask the learners to identify the pictures that do not begin with the **အ** and **ဒ** sound. Help the learners to identify the beginning sound of these pictures as **ညှ**
- Ask the learners to name other words in any language that start with the **ညှ** sound.
- Write the letter **ညှ** on the board and teach the learners that this is the letter that stands for the **ညှ** sound and that its name is **ညှ**. Ask them to look at the letter and to repeat the sound of the letter **ညှ** several times.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter **အ** on the board. Demonstrate how to write the letter **အ**.

- Ask the learners to write **အ** over the light print **အ** in their textbooks. Ask the learners to write the letter **အ** in each of the boxes. Check that they have written **အ** correctly and help them as needed.
- Ask the learners to practice writing the letter **အ** in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Write the numbers **610** to **700** in English on the board and ensure that the learners can count from **610** to **700** in English.
- Write the numbers **၆၁၀** to **၇၀၀** in Burmese on the board and ensure that the learners can count from **၆၁၀** to **၇၀၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **610** to **700** and then in Burmese from **၆၁၀** to **၇၀၀**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Write the numbers from the lowest to the highest and from the highest to the lowest. (5 minutes)

- Instruct learners to write the English numbers **81** to **85** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၈၁** to **၈၅** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **85** to **81** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၈၅** to **၈၁** in descending order in all the boxes to complete the fourth row.

Step 3: Solve the problems (5 minutes)

- Review the concept of two-digit addition and subtraction.
- Demonstrate the two-digit addition and subtraction method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with learners various roles and responsibilities of different types of skilled health workers in a community.
- Review the sound, name, and writing of the English letters **X** and **x**.
- Review words (in any language) that begin with the sound of the letter **X**.
- Show the learners the letter **Y** and review with them words (in any language) that begin with the sound of the letter **Y**.
- Tell the learners that in the next lesson they will learn how to write the letter **Y**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **W**, the small **w**, the capital (big) **X**, and the small **x** in their exercise books
 - Write lines of the Burmese letters **ဒ** and **အ** in their exercise books
 - Write and solve two-digit addition and subtraction problems in their exercise books.

Lesson 27

Yarn

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners see how making things with yarn can be useful at home and to bring in income. Learners can recognise and say the sound and the name of the letter Y, write the capital Y and write the small letter y. Learners can say words that start with the sound of the letter Z and recognise words that start with the sound of the letter Z. Learners can recognise, say the sound and the name of and write the Burmese letter ယ. Learners can say words that start with the sound of the Burmese letter ယ. Learners can read the numbers 710 - 800 and write numbers in ascending and descending order within the range of 86 to 90 in English and Burmese. Learners are able to add and subtract two-digit numbers without regrouping up to the value of 99. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss the various items that can be made with yarn that serve both home needs and generate income.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How many different items can be made from yarn?
 - What can be made with yarn to increase the family income?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **Yarn**.
- Ask if any of the learners know the English word for the picture. Repeat the word **Yarn** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **Yarn** under the sentence. Ask the students what sound **Yarn** begins with. Identify that it begins with the **y** sound.
- Name a word that starts with the **y** sound in their language and ask the learners to name other words in their language that start with the **y** sound.
- Write the capital (big) letter **Y** on the board and teach the learners that this is the letter that stands for the **Y** sound and that its name is **Y**. Ask them to look at the letter and repeat the name of the letter **Y** several times.
- Write the small letter **y** on the board and teach the learners that this is another form of the letter **y**. Ask them to look at the letter and to repeat the name of the letter **y** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (yolk, X-ray, yogurt, yarn mat, zipper). Go back and forth through the pictures

asking them to name each picture in English.

- Ask the learners to identify the pictures that begin with the **x** and then with the **y** sound.
- Ask the learners to identify the picture that does not begin with the **x** or the **y** sound. Help the learners to identify the beginning sound of this picture as **z**. Ask the learners to name other words in any language that start with the **z** sound.
- Write the capital (big) letter **Z** on the board and teach the learners that this is the letter that stands for the **Z** sound and that its name is **Z**. Ask them to look at the letter and repeat the sound of the letter **Z** several times.
- Write the small letter **z** on the board and teach the learners that this is another form of the letter **z**. Ask them to look at the letter and to repeat the sound of the letter **z** several times.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **Y** on the board. Explain that this is the capital (big) **Y**. Ask the learners to open their textbooks and to find where the **Y** is written in the row of boxes. Demonstrate step by step how to write **Y** and ask the learners to write over the light print **Y** in the textbook step by step.
- Ask the learners to write **Y** in their textbook to complete the line. Check that they have written **Y** correctly and help them as needed.
- Write the small letter **y** on the board. Explain that this is the small **y**. Ask the learners to find where the **y** is written in the row of boxes. Demonstrate step by step how to write **y** and ask the learners to write over the light print **y** in the textbook step by step.
- Ask the learners to write **y** in their textbook to complete the line. Check that they have written **y** correctly and help them as needed.
- Remind the learners of how to write **X** and **x** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **X, Y, Z**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take

turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **Y** and ask the students to each write **Y** in their exercise books. Ask the learners to write one line of **Y**'s.
- Demonstrate on the board writing **y** and ask the students to each write **y** in their exercise books. Ask the learners to write one line of **y**'s.
- Remind the learners how to write **X** and **x** by writing the letters on the board and ask the students to write one line of **X**'s and one line of **x**'s in their exercise books.
- Ask the learners in random order to write in their exercise books **X**, **x**, **Y** or **y** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **X**, **x**, **Y**, and **y**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of night (ည). Ask learners if they know what it is in their language. Inquire with learners about the different aspects and tasks associated with working during the night and on a shift.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ည several times and ask the learners to repeat the word in Burmese.
- Ask the students what sound ည begins with. Identify that it begins with the ည sound.
- Name a word that starts with the ည sound in their language and ask the learners to name other words in their language that start with the ည sound.
- Write the letter ည on the board and teach the learners that this is the letter that stands for the ခ sound and that its name is ည. Mention that the shape of the letter ည is similar to that of ခ with a downward extension.

Step 2: Name the pictures. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (အံဆွဲ၊ ည၊ ညှိလေး/ညှိမလေး၊ အိမ်၊ ညစာ)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that begin with the ည and အ sound.

Step 3: Match the pictures with the letters. (5 minutes)

- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (10 minutes)

- Write the letter ည on the board. Demonstrate how to write the letter ည.
- Ask the learners to write ည over the light print ည in their textbooks. Ask the learners to write the letter ည in each of the boxes. Check that they have written ည correctly and help them

as needed.

- Ask the learners to practice writing the letter ည in their exercise books several times. Optional homework can be to write more lines of the letter.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Write the numbers **710** to **800** in English on the board and ensure that the learners can count from **710** to **800** in English.
- Write the numbers **၇၁၀** to **၈၀၀** in Burmese on the board and ensure that the learners can count from **၇၁၀** to **၈၀၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **710** to **800** and then in Burmese from **၇၁၀** to **၈၀၀**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Write the numbers from the lowest to the highest and from the highest to the lowest. (5 minutes)

- Instruct learners to write the English numbers **86** to **90** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၈၆** to **၉၀** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **90** to **86** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၉၀** to **၈၆** in descending order in all the boxes to complete the fourth row.

Step 3: Solve the problems (5 minutes)

- Review the concept of two-digit addition and subtraction.
- Demonstrate the two-digit addition and subtraction method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss with learners in a conversation about the various items that can be made with yarn, serving both household needs and contributing to income.
- Review the sound, name, and writing of the English letters **Y** and **y**.
- Review words (in any language) that begin with the sound of the letter **Y**.
- Show the learners the letter **Z** and review with them words (in any language) that begin with the sound of the letter **Z**.
- Tell the learners that in the next lesson they will learn how to write the letter **Z**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **X**, the small **x**, the capital (big) **Y**, and the small **y** in their exercise books
 - Write lines of the Burmese letters **အ** and **ည** in their exercise books
 - Write and solve two-digit addition and subtraction problems in their exercise books.

Lesson 28

Tailoring

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners can name the tools and equipment needed by a professional tailor. Learners can recognise and say the sound and the name of the letter Z, write the capital Z and write the small letter z. Learners can recognise, say the sound of and the name of and write the ဝ, ဇ, န, ရ, ဝ, ဒ, အ, and ည. Learners can read the numbers 810 - 900 and write numbers in ascending and descending order within the range of 91 to 95 in English and Burmese. Learners are able to add and subtract two-digit numbers without regrouping up to the value of 99. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson: Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss the different tools and equipment required for a professional tailor.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why do people go to a professional tailor rather than to an unskilled one?
 - What are some tools and equipment that a professional tailor needs?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **Zipper**.
- Ask if any of the learners know the English word for the picture. Repeat the word **Zipper** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **Zipper** under the sentence. Ask the students what sound **Zipper** begins with. Identify that it begins with the **z** sound.
- Name a word that starts with the **z** sound in their language and ask the learners to name other words in their language that start with the **z** sound.
- Write the capital (big) letter **Z** on the board and teach the learners that this is the letter that stands for the **Z** sound and that its name is **Z**. Ask them to look at the letter and repeat the name of the letter **Z** several times.
- Write the small letter **z** on the board and teach the learners that this is another form of the letter **z**. Ask them to look at the letter and to repeat the name of the letter **z** several times.

Step 2: Name the pictures. (5 minutes)

- Show the five pictures on the flipchart and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (zoo, yarn mat, yo-yo, zipper, X-ray). Go back and forth through the pictures asking them to name each picture in English.

- Ask the learners to identify the pictures that begin with the **x** and **y** then with the **z** sound.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the five pictures on the flipchart again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter. One by one ask the sound of each letter and ask the learners which objects in the pictures start with that sound. Ask for volunteers to come to the front and draw lines from each of the three letters to the matching pictures.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sounds go with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **Z** on the board. Explain that this is the capital (big) **Z**. Ask the learners to open their textbooks and to find where the **Z** is written in the row of boxes. Demonstrate step by step how to write **Z** and ask the learners to write over the light print **Z** in the textbook step by step.
- Ask the learners to write **Z** in their textbook to complete the line. Check that they have written **Z** correctly and help them as needed.
- Write the small letter **z** on the board. Explain that this is the small **z**. Ask the learners to find where the **z** is written in the row of boxes. Demonstrate step by step how to write **z** and ask the learners to write over the light print **z** in the textbook step by step.
- Ask the learners to write **z** in their textbook to complete the line. Check that they have written **z** correctly and help them as needed.
- Remind the learners of how to write **Y** and **y** and ask them to write the letters in their textbook to complete the lines.

Step 5: Match the letters. (5 minutes)

- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) and small letters for **X**, **Y**, **Z**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **Z** and ask the students to each write **Z** in their exercise books. Ask the learners to write one line of **Z**'s.
- Demonstrate on the board writing **z** and ask the students to each write **z** in their exercise books. Ask the learners to write one line of **z**'s.

- Remind the learners how to write **Y** and **y** by writing the letters on the board and ask the students to write one line of **Y**'s and one line of **y**'s in their exercise books.
- Ask the learners in random order to write in their exercise books **Y, y, Z** or **z** as directed several times.
- Ask the students to practice writing the letters in their exercise books several more times. Optional homework can be to write more lines of **Y, y, Z,** and **z.**

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a **နားရွက်**.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **နားရွက်** several times and ask the learners to repeat the word in Burmese.
- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key word **နားရွက်** under the sentence. Ask the students what sound **နားရွက်** begins with. Identify that it begins with the **န** sound.
- Ask the learners what the last letter is and what sound it makes. Ensure that they recognise it as the letter **ရ** that makes the **ရ** sound.

Step 2: Name the pictures and match with the letter. (10 minutes)

- Show the first set of five pictures on the flipchart and identify the Burmese word for each picture (ရေ၊ နာရီ၊ ဒူး၊ ဇွန်း၊ အံ့ဆွဲ၊ သာ၊ ပုံ). Go back and forth through the pictures asking them to name each picture in English.
- One by one ask the learners to say the sound that each word begins with.
- Point to the letters under the row of pictures. Review with the learners the sound of each letter.
- Discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to draw a line from each letter to the matching picture in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 3: Name the letters and their sounds. (10 minutes)

- Write the nine letters on the board. Ask the learners to say the sound and name each letter.
- Ask the learners to look in their textbooks and note that the letters are written in order in the two rows. Each one can name the letters and their sounds, looking at the textbook.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Write the numbers **810** to **900** in English on the board and ensure that the learners can count from **810** to **900** in English.
- Write the numbers **၈၁၀** to **၉၀၀** in Burmese on the board and ensure that the learners can count from **၈၁၀** to **၉၀၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **810** to **900** and then in Burmese from **810** to **900**.
- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Write the numbers from the lowest to the highest and from the highest to the lowest.

(5 minutes)

- Instruct learners to write the English numbers **91** to **95** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၉၁** to **၉၅** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **95** to **91** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၉၅** to **၉၁** in descending order in all the boxes to complete the fourth row.

Step 3: Solve the problems (10 minutes)

- Review the concept of two-digit addition and subtraction.
- Demonstrate the two-digit addition and subtraction method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in the lesson and how this can be of help to them.
- Discuss the significance of various tools and equipment required for a professional tailor.
- Review the sound, name, and writing of the English letters **Z** and **z**.
- Suggest the following as optional homework for those who have time:
 - Write lines of the capital (big) **Y**, the small **y**, the capital (big) **Z**, and the small **z** in their exercise books
 - Write the reviewed letters several times in their exercise books.
 - Write and solve two-digit addition and subtraction problems in their exercise books.

Lesson 29 Review

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners can name what they have learned about livelihoods and literacy skills. Learners can recognise, say the sound of and the name of and write the capital (big) and small letters s, t, u, v, w, x, y, and z. Learners can blend the sounds of three letters to read and write cat, rat and hat. Learners can recognise, say the sound of and the name of and write the o, n, m, c, oo, on, on, on, lo, wo, so, and u. Learners can read the numbers 910 - 1000 and write numbers in ascending and descending order within the range of 96 to 100 in English and Burmese. Learners are able to add and subtract two-digit numbers without regrouping up to the value of 99. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss with the learners what they have enjoyed about the lessons so far and tell them that they will discuss in this session what they have learned and how they can apply it.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What have we talked about in the last nine lessons?
 - What have we learned and how can that help us in our daily lives?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as **Wall**.
- Ask if any of the learners know the English word for the picture. Repeat the word **Wall** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **Wall** under the sentence. Ask the students what sound **Wall** begins with. Identify that it begins with the **w** sound.
- Name a word that starts with the **w** sound in their language and ask the learners to name other words in their language that start with the **w** sound.

Step 2: Name the pictures. (5 minutes)

- Show the first set of four pictures in the textbook and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (van, saw, tomato and umbrella). Go back and forth through the pictures asking them to name each picture in English.
- One by one ask the learners to say the sound that each word begins with.
- Show the second set of four pictures in the textbook and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (yarn mat, wire, X-ray, zipper). Go back and forth through the

pictures asking them to name each picture in English.

- One by one ask the learners to say the sound that each word begins with.

Step 3: Match the pictures with the letters. (10 minutes)

- Show the sets of pictures in the textbook again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the two rows of pictures. Review with the learners the sound of each letter.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Match the letters. (10 minutes)

- Ask the learners to look in their textbooks to see the row of capital (big) letters and one row of small letters. Note that the capital (big letters) are in alphabetical order. Review the name and sound of each letter.
- Ask the learners to look at the second row of letters and note that the small letters are not in alphabetical order.
- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 5: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and capital (big) letters for **S, T, U, V, W, X, Y** and **Z**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the capital (big) letters with the small letters—to be repeated a few times so that every member of the group gets to play.

Step 6: Read and write the words (20 minutes)

- Letter by letter write the word **cat** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.
- Letter by letter write the word **rat** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.
- Letter by letter write the word **hat** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.

Step 7: Individual work in exercise books. (15 minutes)

- Demonstrate on the board writing **cat** and ask the students to each write **cat** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **rat** and ask the students to each write **rat** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **hat** and ask the students to each write **hat** their exercise books. Ask the learners to write one line of the word.
- Ask the learners in random order to write in their exercise books **cat**, **rat** or **hat** as directed

several times.

- Ask the students to practice writing the words in their exercise books several more times. Optional homework can be to write more lines of **cat**, **rat** and **hat**.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a **ခက်ရင်းခွ**.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **ခက်ရင်းခွ** several times and ask the learners to repeat the word in Burmese.
- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key word **ခက်ရင်းခွ** under the sentence. Ask the students about the sounds that **ခက်ရင်းခွ** begins with and is followed by. Identify that it begins with the 'ခ' sound and is followed by the 'ရ' sound.
- Then, ask the learners to identify the last letter and the sound it makes, ensuring they recognize it as the letter **ခ**, which also makes the 'ခ' sound.

Step 2: Name the pictures. (10 minutes)

- Discuss each picture in the first row and identify the Burmese word for each picture (**ဂေါ်ပြား၊ တူ၊ ဝါး၊ ထိုင်ခုံ၊ ငါး** and, **ကော်ဇော**). Go back and forth through the pictures asking them to name each picture in English.
- One by one ask the learners to say the sound that each word begins with.
- Go to the pictures in the second row and identify the Burmese word for each picture (**ဘီး၊ သဲ၊ ယို၊ ဟင်းသီးဟင်းရွက်၊ လွှဲ** and, **ပုဆိန်**). Go back and forth through the pictures asking them to name each picture in Burmese.
- Point to the letters under the two rows of pictures. Review with the learners the sound of each letter.
- Discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to draw a line from each letter to the matching picture in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 3: Name the letters and their sounds. (10 minutes)

- Write the twelve letters on the board. Ask the learners to say the sound and name each letter.
- Ask the learners to look in their textbooks and note that the letters are written in order in the two rows. Each one can name the letters and their sounds, looking at the textbook.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Write the numbers **910** to **1000** in English on the board and ensure that the learners can count from **910** to **1000** in English.
- Write the numbers **၉၁၀** to **၁၀၀၀** in Burmese on the board and ensure that the learners can count from **၉၁၀** to **၁၀၀၀** in Burmese.
- Ask the learners to look at the table in the textbook and to read the numbers in English from **910** to **1000** and then in Burmese from **910** to **1000**.

- Ask the learners to write the numbers in English and then in Burmese under the rows in the textbook.

Step 2: Write the numbers from the lowest to the highest and from the highest to the lowest.

(5 minutes)

- Instruct learners to write the English numbers **96** to **100** in ascending order in all the boxes to complete the first row.
- Instruct learners to write the Burmese numbers **၉၆** to **၁၀၀** in ascending order in all the boxes to complete the second row.
- Instruct learners to write the English numbers **100** to **96** in descending order in all the boxes to complete the third row.
- Instruct learners to write the Burmese numbers **၁၀၀** to **၉၆** in descending order in all the boxes to complete the fourth row.

Step 3: Solve the problems (10 minutes)

- Review the concept of two-digit addition and subtraction.
- Demonstrate the two-digit addition and subtraction method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in lessons 21 - 29 and how this can be of help to them.
- Review the sound, name and writing of the English letters **s, t, u, v, w, x, y, and z**.
- Suggest the following as optional homework for those who have time:
 - Write the capital (big) letters **S, T, U, V, W, X, Y** and **Z** and the small letters in their exercise books several times.
 - Write the words **cat, rat** and **hat** several times in their exercise books.
 - Write the Burmese letters **o, n, m, c, oo, ot, ot, ot, ol, ol, ol**, and **u** in their exercise books several times.
 - Write the reviewed letters several times in their exercise books.
 - Write and solve two-digit addition and subtraction problems in their exercise books.

Lesson 30 Review

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners can name what they have learned about livelihoods and literacy skills. 2. Learners can recognise, say the sound of and the name of and write the capital (big) and small letters from a to z. 3. Learners can blend the sounds of three letters to read and write pin, tin and bin. 4. Learners can recognise, say the sound of and the name of and write the ဝ, ဂ, က, င, ထ, တ, ဘ, ဃ, လ, ယ, ဖ, ပ, စ, ဧ, ဒ, ဆ, မ, ဖ, ဝ, ဧ, န, ရ, ဒ, အ, ည. 5. Learners are able to write their own names in English and Burmese. 6. Learners can identify different denominations of banknotes and match them with numbers. 7. Learners can read the numbers up to 1,000 and are able to add and subtract two-digit numbers without regrouping up to the value of 99. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss with the learners what they have enjoyed about the lessons so far and tell them that they will discuss in this session what they have learned and how they can apply it.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What have we talked about since starting the lessons?
 - What have we learned and how can that help us in our daily lives?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Ask the learners in their language what they see in the picture. Identify the **Yarn** in the picture.
- Ask if any of the learners know the English word for the picture. Repeat the word **Yarn** several times and ask the learners to repeat the word in English.
- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **Yarn** under the sentence. Ask the students what sound **Yarn** begins with. Identify that it begins with the **y** sound.
- Name a word that starts with the **y** sound in their language and ask the learners to name other words in their language that start with the **y** sound.

Step 2: Name the pictures. (10 minutes)

- Show each set of pictures in the textbook.
- Discuss each picture and make sure learners recognise each one and can name it in their language. Go back and forth through the pictures asking them to name each picture in English.
- One by one ask the learners to say the sound that each word begins with.
- The English words for the two rows are displayed in order as follows: door, egg, car, airplane, boat, house, fan, iron and goat.

Step 3: Match the pictures with the letters. (10 minutes)

- Show each set of pictures in the textbook again and review the English words for the pictures. Repeat the words several times.
- Point to the letters under the two rows of pictures. Review with the learners the sound of each letter.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning

sounds and say which initial letter sound goes with which picture.

- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4:: Match the letters. (10 minutes)

- Ask the learners to look in their textbooks to see the rows of capital (big) letters and the rows of small letters. Note that the capital (big letters) are in alphabetical order. Review the name and sound of each letter.
- Ask the learners to look at the other rows of letters and note that the small letters are not in alphabetical order.
- Ask the learners in their groups to match and connect with lines the matching letters in the group's textbook.
- Ask the learners individually, in their textbooks, to connect with lines the matching letters.

Step 6: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with capital (big) letters for **A** to **I**.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the capital (big) letters with the small letters—to be repeated a few times so that every member of the group gets to play.

Step 7: Read and write the words (15)

- Letter by letter write the word **pin** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.
- Letter by letter write the word **tin** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.
- Letter by letter write the word **bin** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing **pin** and ask the students to each write **pin** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **tin** and ask the students to each write **tin** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **bin** and ask the students to each write **bin** their exercise books. Ask the learners to write one line of the word.
- Ask the learners in random order to write in their exercise books **pin**, **tin** or **bin** as directed several times.
- Ask the students to practice writing the words in their exercise books several more times. Optional homework can be to write more lines of **pin**, **tin** and **bin**.

Step 9: Write your name. (10 minutes)

- Begin by greeting the learners and engaging them in a short discussion about the importance of names.
- Ask if anyone already knows how to write their name and encourage them to share.
- Write your own name on the board, emphasizing each letter as you write it.
- Write the names of a few learners on the board and guide the class in writing each name together.
- Ask learners to write their own names in their textbooks individually.
- Circulate around the class, providing support and encouragement to each learner.

Break: Time for relaxation and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Ask the learners in their language what they see in the picture. Identify the picture as a မီးအိမ်.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word မီးအိမ်

several times and ask the learners to repeat the word in Burmese.

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key word မီးအိမ် under the sentence. Ask the students what sound မီးအိမ် begins with. Identify that it begins with the မ sound.
- Ask the learners what the last letter is and what sound it makes. Ensure that they recognise it as the letter အ that makes the အ sound.

Step 2: Name the pictures. (10 minutes)

- Discuss each picture in the first row and identify the Burmese word for each picture (စားဆောက်၊ စက်ဘီး၊ မူလီ၊ ရေ၊ ခလုတ်၊ ဝုံ). Go back and forth through the pictures asking them to name each picture in English.
- One by one ask the learners to say the sound that each word begins with.
- Go to the pictures in the second row and identify the Burmese word for each picture (ဒူး၊ နာရီ၊ ညှာ၊ အံဆွဲ၊ ဇွန်၊ ရေ). Go back and forth through the pictures asking them to name each picture in Burmese.
- Point to the letters under the two rows of pictures. Review with the learners the sound of each letter.
- Discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to draw a line from each letter to the matching picture in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 3: Name the letters and their sounds. (10 minutes)

- Write the twenty-five letters on the board. Ask the learners to say the sound and name each letter.
- Ask the learners to look in their textbooks and note that the letters are written in order in the two rows. Each one can name the letters and their sounds, looking at the textbook.

Part 3: Numeracy (total 20 minutes)

Step 1: Read, write, and count the numbers. (5 minutes)

- Begin by reviewing the numbers from 100 to 1000 in both English and Burmese.
- Direct learners to the table in the textbook containing numbers and ask them to write the numbers in English and then in Burmese under the rows in their textbook individually.

Step 2: Solve the problems (15 minutes)

- Review the concept of two-digit addition and subtraction.
- Demonstrate the two-digit addition and subtraction method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in lessons 1 - 30 and how this can be of help to them.
- Review the sound, name and writing of the English letters a to z.
- Suggest the following as optional homework for those who have time:
 - Write the capital (big) letters from A to Z and the small letters in their exercise books several times.
 - Write the words pin, tin and bin several times in their exercise books.
 - Write the Burmese letters ဝ, ဂ, က, င, ထ, တ, ဘ, သ, လ, ယ, ဟ, ပ, စ, ဇ, ခ, ဆ, မ, ဖ, ဗ, ဇ, န, ရ, ဒ, အ, and ည in their exercise books several times.
 - Write and solve two-digit addition and subtraction problems in their exercise books.

Lesson 31 Measurement

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the importance of accurate measurements in carpentry and other trades. 2. Learners understand that the alphabet is made up of six vowels and 20 consonants. 3. Learners understand that each vowel has two sounds, long and short. 4. Learners can blend both the long and the short vowel a sounds with consonants to read simple words 5. Learners understand that every letter in the English alphabet has two forms, the print forms and the cursive (joined up) form. 6. Learners can write the capital A and small a in print and in cursive scripts. 7. Learners can recognize, say the sound, and write the simple vowel ၁ (ရေးချ) with consonants following the order of three different tones: - (creaky), ၁ (low), and ၁း high. 8. Learners can say words that are made up of letters with the simple vowel ၁ (ရေးချ) sound. 9. Learners can write their names in English and Burmese. 10. Learners can add two-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss why it is important to measure accurately in carpentry and in other trades.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How important is measurement in carpentry?
 - What are other types of work for which measurement is essential?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **tape** under the sentence. Explain the meaning to the learners.
- Repeat the key word **tape** several times. Ask the learners what the middle letter is. Ensure that they recognise it as the letter **a**. Ask the learners what sound they hear in the middle. Identify it as the long **a**, which is the same as its name.
- Ask the learners what sound they learned for **a** in airplane. Tell them this is the short **a**.
- Write the letters a, e, i, o and u on the board. Explain to the learners that the letters a, e, i, o and u are vowels and that the other 20 letters are consonants.
- Explain that all vowels have two sounds, the long vowel and the short vowel sounds. The long vowel is the same as the letter's name. In **tape** the **a** says its name.
- Ask the learners what sound **a** makes in the word **tape**. Help them identify that it makes the long **a** sound.
- One at a time write the four letters on the board and explain how the sounds blend to make the word **tape**. Explain that if there are two vowels together, the first one usually says

its name and the second one is silent. Ask the learners to say the sounds after you and to blend the letters to make the word **tape** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (bat, tape, gate, rain, hat, cab). Go back and forth through the pictures, asking them to name each picture in English several times.
- Ask the learners to identify the pictures with the short vowel sound.
- Ask the learners to identify the pictures with the long vowel sound, the ones in which the vowel says its name.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words have the short vowel sound because there is just one vowel. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words have the long vowel sound because there are two vowels. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **A** on the board. Remind the learners that this is the capital (big) **A**. Ask the learners to open their textbooks and to find where the **A** is written in the row of boxes. Review how to write **A** and ask the learners to write over the light print **A** in the textbook and then to complete the line.
- Explain to the learners that in English every letter has two forms. One is the print form which is usually used in any printed materials such as books. The other form is called 'cursive' or 'joined-up' letters. This is the form used for handwriting.
- Write the capital (big) **A** in cursive on the board. Ask the learners to write the cursive **A** in their textbook to complete the line. Check that they have written the cursive **A** correctly and help them as needed.
- Write the print form of the small letter **a** on the board. Ask the learners to write **a** in their textbook to complete the line.
- Write the cursive form of the small letter **a**. Ask the learners to write the cursive **a** in their textbook to complete the line. Check that they have written the cursive **a** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Note which ones have the long vowel and which ones have the short vowel. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.

- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have cards for six words (cab, hat, bat, gate, tape, rain) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write your name. (5 minutes)

- Ask the learners to write their names in the lines provided. Assist the learners who need help.
- Optional homework can be to write their names several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **A** and **a** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **A** and **a** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of teacher (**ဆရာမ**). Ask learners if they know what it is in their language.
- Discuss with the learners the importance of a teacher in children's development.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **ဆရာမ** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **ဆရာမ** made up of. **ဆရာမ** is spelled with the particles blended with **-ာ** (ရေးချ) containing two different tones: **-**(creaky) and **-ာ**(low).
- Write the word **ဆရာမ** on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ကစားစရာ၊ စပါး၊ ဟင်္သာ၊ ရထား၊ ဆရာမ၊ ပဝါ)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the particles with the **-ာ** (ရေးချ) sound containing different tones: **-**(creaky), **-ာ**(low), and **-ား**(high).
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the simple vowel **-ာ** (ရေးချ) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the simple vowel ဘ (ရေးချ) containing different tones: -(creaky), ဘ- (low), and ဘး(high) on the board. Demonstrate how to write the particles properly.
- Mention that the vowel ဘ (ရေးချ) has two forms depending on the letter it is attached to. The long form of ဘ (ရေးချ) which is named ဘါ (မောက်ချ) is used in order to avoid writing something that will look like a different consonant. For example, the ပါ (par) particle uses the long ရေးချ or ဘါ (မောက်ချ) to avoid looking like ဟ (ha).
- Ask the learners to write the particles with the simple vowel ဘ (ရေးချ) containing different tones: -(creaky), ဘ(low), and ဘး(high) over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the simple vowel ဘ (ရေးချ) containing different tones: -(creaky), ဘ(low), and ဘး(high) correctly and assist them as needed.
- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the simple vowel ဘ (ရေးချ) containing different tones: -(creaky), ဘ(low), and ဘး(high) on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)**Step 1: Solve the problems** (20 minutes)

- Ask the learners to solve the first line of problems in their textbook. These are simple two-digit addition problems without regrouping.
- Demonstrate the two-digit addition with regrouping on the board. Ask the learners to look at the second line of problems in their textbooks. Demonstrate on the board how the first three problems were solved.
- Ask the learners to solve the problems in the second, third and fourth lines of their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss with the students the importance of accurate measurements in carpentry and other trades.
- Review the different sounds of short and long vowel **a**.
- Review the different forms of the print and cursive **A** and **a**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **A** in cursive, of the small **a** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the ဘ (ရေးချ) containing different tone marks in their exercise books
 - Write and solve two-digit addition with regrouping problems in their exercise books.

Lesson 32

Safety First

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners understand the various safety measures to be followed by electricians and other workers. Learners can blend both the long and the short vowel e sounds with consonants to read simple words. Learners can write the capital (big) E and small e in print and in cursive scripts. Learners can recognize, say the sound, and write the simple vowel ^o (လံးကြီးတင်) with consonants following the order of three different tones: ^o (creaky), ^e (low), and ^o (high). Learners can say words that are made up of letters write the simple vowel ^o (လံးကြီးတင်) sound. Learners can write their names in English and Burmese. Learners can add two-digit numbers with regrouping. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss various safety measures to be followed by electricians and other workers.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why do electricians have to be careful?
 - What are other safety measures that are needed for workers to keep safe?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **meter** under the sentence. Explain the meaning to the learners.
- Repeat the key word **meter** several times. Ask the learners what the middle letter is. Ensure that they recognise it as the letter **e**. Ask the learners what sound they hear in the middle. Identify it as the long **e**, which is the same as its name.
- Ask the learners what sound they learned for **e** in egg. Tell them this is the short **e**.
- Remind the learners that all vowels have two sounds, the long vowel and the short vowel sounds. The long vowel is the same as the letter's name. In **meter** the **e** says its name.
- Ask the learners what sound **e** makes in the word **meter**. Help them identify that it makes the long **e** sound.
- One at a time write the five letters on the board and explain how the sounds blend to make the word **meter**. Ask the learners to say the sounds after you and to blend the letters to make the word **meter** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (hen, leaf, meter, bed, net, lever). Go back and forth through the pictures, asking them to name each picture in English several times.

- Ask the learners to identify the pictures with the short vowel sound.
- Ask the learners to identify the pictures with the long vowel sound, the ones in which the vowel says its name.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words have the short vowel sound because there is just one vowel. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words have the long vowel sound because there are two vowels. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **E** on the board. Remind the learners that this is the capital (big) **E**. Ask the learners to open their textbooks and to find where the **E** is written in the row of boxes. Review how to write **E** and ask the learners to write over the light print **E** in the textbook and then to complete the line.
- Remind the learners that in English every letter has two forms, the print form and the cursive form.
- Write the capital (big) **E** in cursive on the board. Ask the learners to write the cursive **E** in their textbook to complete the line. Check that they have written the cursive **E** correctly and help them as needed.
- Write the print form of the small letter **e** on the board. Ask the learners to write **e** in their textbook to complete the line.
- Write the cursive form of the small letter **e**. Ask the learners to write the cursive **e** in their textbook to complete the line. Check that they have written the cursive **e** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Note which ones have the long vowel and which ones have the short vowel. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (bed, net, hen, meter, lever, leaf) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that

every member of the group gets to play.

Step 7: Write your name. (5 minutes)

- Ask the learners to write their names in the lines provided. Assist the learners who need help.
- Optional homework can be to write their names several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **E** and **e** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **E** and **e** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of light bulb (မီးသီး). Ask learners if they know what it is in their language.
- Discuss with the learners why it's important for the electrician to be careful when handling a light bulb.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word မီးသီး several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound မီးသီး made up of. မီးသီး is spelled with the particles blended with ဝဲ(လုံးကြီးတင်) containing the high tone: ဝဲး.
- Write the word မီးသီး on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (မီးနီ၊ ဆီ၊ ဝီစီ၊ ဝါ၊ စပါး၊ ပလာယာ)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the simple vowel ဝဲ(လုံးကြီးတင်) and then with the ဘဲ (ရေးချ) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the simple vowel ဝဲ(လုံးကြီးတင်) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the simple vowel ဝဲ(လုံးကြီးတင်) containing different tones: ဝဲ (creaky), ဝဲ (low), and ဝဲး (high) on the board. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the simple vowel ဝဲ(လုံးကြီးတင်) containing different tones: ဝဲ (creaky), ဝဲ (low), and ဝဲး (high) over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written

the particles with the simple vowel ဝ (လုံးကြီးတင်) containing different tones: ဝ (creaky), ဝ (low), and ဝ (high) correctly and assist them as needed.

- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the simple vowel ဝ (လုံးကြီးတင်) containing different tones: ဝ (creaky), ဝ (low), and ဝ (high) on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first line of problems in their textbook. These are simple two-digit addition problems without regrouping.
- Remind the learners about two-digit addition with regrouping. Ask the learners to look at the second line of problems in their textbooks.
- Ask the learners to solve the problems in the second, third and fourth lines of their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss the various safety measures to be followed by electricians and other workers.
- Review the different sounds of short and long vowel **e**.
- Review the different forms of the print and cursive **E** and **e**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **E** in cursive, of the small **e** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the ဝ (လုံးကြီးတင်) containing different tone marks in their exercise books
 - Write and solve two-digit addition with regrouping problems in their exercise books.

Lesson 33 Natural Pesticides

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the importance of avoiding chemical pesticides and of using natural pesticides 2. Learners can blend both the long and the short vowel i sounds with consonants to read simple words. 3. Learners can write the capital (big) I and small i in print and in cursive scripts. 4. Learners can recognize, say the sound, and write the simple vowel - (တၢ်ခၢၣ်းၣ်) with consonants following the order of three different tones: - (creaky), - (low), and - (high). 5. Learners can say words that are made up of letters with the simple vowel - (တၢ်ခၢၣ်းၣ်) sound. 6. Learners can write their names and their mother's name in English and Burmese. 7. Learners can add and subtract two-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss the importance of avoiding chemical pesticides and using natural pesticides
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How can chemical pesticides harm plants and people?
 - Why is using natural pesticides better for health and the environment?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **insects** under the sentence. Explain its meaning to the learners.
- Repeat the key word **insects** several times. Ask the learners what the first letter is. Ensure that they recognise it as the letter **i**. Ask the learners what sound they hear at the beginning. Identify it as the short **i**.
- Ask the learners what sound they learned for **i** in iron. Tell them this is the long **i**.
- Remind the learners that all vowels have two sounds, the long vowel and the short vowel sounds. The long vowel is the same as the letter's name. In **iron** the **i** says its name.
- Ask the learners what sound **i** makes in the word **insects**. Help them identify that it makes the short **i** sound.
- One at a time write the seven letters on the board and explain how the sounds blend to make the word **insects**. Ask the learners to say the sounds after you and to blend the letters to make the word **insects** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (lid, iron, bike, pipe, insects, ink). Go back and

forth through the pictures, asking them to name each picture in English several times.

- Ask the learners to identify the pictures with the short vowel sound.
- Ask the learners to identify the pictures with the long vowel sound, the ones in which the vowel says its name.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words have the short vowel sound because there is just one vowel. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words have the long vowel sound because there are two vowels. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **I** on the board. Remind the learners that this is the capital (big) **I**. Ask the learners to open their textbooks and to find where the **I** is written in the row of boxes. Review how to write **I** and ask the learners to write over the light print **I** in the textbook and then to complete the line.
- Remind the learners that in English every letter has two forms, the print form and the cursive form.
- Write the capital (big) **I** in cursive on the board. Ask the learners to write the cursive **I** in their textbook to complete the line. Check that they have written the cursive **I** correctly and help them as needed.
- Write the print form of the small letter **i** on the board. Ask the learners to write **i** in their textbook to complete the line.
- Write the cursive form of the small letter **i**. Ask the learners to write the cursive **i** in their textbook to complete the line. Check that they have written the cursive **i** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Note which ones have the long vowel and which ones have the short vowel. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (lid, iron, bike, pipe, insects, ink) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.

- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write the names. (5 minutes)

- Ask the learners to write their names and their mother's name in the lines provided. Assist the learners who need help.
- Optional homework can be to write the names several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **l** and **i** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **l** and **i** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of gourd (ဘူးသီး). Ask learners if they know what it is in their language.
- Discuss with the learners in a conversation about their experiences with picking gourds.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ဘူးသီး several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound ဘူးသီး made up of. ဘူးသီး is spelled with the particles blended with ျ (တစ်ချောင်းငင်) containing the high tone: ျး.
- Write the word ဘူးသီး on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (စုဘူး၊ ဘူးသီး၊ အကူအညီ၊ ထီး၊ သမီး၊ မီးသီး)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the simple vowel ျ (တစ်ချောင်းငင်) and then with the ျ (လုံးကြီးတင်) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the simple vowel ျ (တစ်ချောင်းငင်) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the simple vowel ျ (တစ်ချောင်းငင်) containing different tones: ျ (creaky), ျ (low), and ျ (high) on the board. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the simple vowel ျ (တစ်ချောင်းငင်) containing different tones: ျ (creaky), ျ (low), and ျ (high) over the light print in their textbooks.

Instruct them to write these particles in each of the boxes. Check that they have written the particles with the simple vowel ဘ (တစ်ချောင်းငါ) containing different tones: ဘ (creaky), ဘ (low), and ဘ (high) correctly and assist them as needed.

- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the simple vowel ဘ (တစ်ချောင်းငါ) containing different tones: ဘ (creaky), ဘ (low), and ဘ (high) on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first two lines of problems in their textbook. These are two-digit addition problems with or without regrouping.
- Ask the learners to solve the problems in the third line of their textbooks. These are subtraction problems without regrouping.
- Teach the class about subtraction with regrouping. Demonstrate on the board how a ten is taken from the tens column and added to the units column. Show how this is done and how the answer is calculated. Demonstrate solving several problems.
- Ask the learners to look at the fourth line of problems. These are subtraction problems with regrouping. Ask the learners to solve the problems.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss the importance of avoiding chemical pesticides and using natural pesticides.
- Review the different sounds of short and long vowel ဝ.
- Review the different forms of the print and cursive ဝ and ဝ.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) ဝ in cursive, of the small ဝ in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the ဘ (တစ်ချောင်းငါ) containing different tone marks in their exercise books
 - Write and solve two-digit addition with regrouping problems in their exercise books.

Lesson 34 Soap Making

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the prospect of organic (natural) soap production at home with available materials. 2. Learners can blend both the long and the short vowel o sounds with consonants to read simple words. 3. Learners can write the capital (big) O and small o in print and in cursive scripts. 4. Learners can recognize, say the sound, and write the simple vowel o- (သဝေဝဝံး) with consonants following the order of three different tones: o- (creaky), o- (low), and o-: (high). 5. Learners can say words that are made up of letters with the simple vowel o- (သဝေဝဝံး) sound. 6. Learners can write their names and their mother's name in English and Burmese. 7. Learners can add and subtract two-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss the prospect of organic (natural) soap production at home with available materials.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why is it always recommended by doctors to wash our hands with soap?
 - What would be required to make organic soap at home and is it possible in the camps?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **soap** under the sentence. Explain its meaning to the learners.
- Repeat the key word **soap** several times. Ask the learners what the middle letter is. Ensure that they recognise it as the letter **o**. Ask the learners what sound they hear in the middle. Identify it as the long **o**, which is the same as its name.
- Ask the learners what sound they learned for **o** in oven. Tell them this is the short **o**.
- Remind the learners that all vowels have two sounds, the long vowel and the short vowel sounds. The long vowel is the same as the letter's name. In **soap** the **o** says its name.
- Ask the learners what sound **o** makes in the word **soap**. Help them identify that it makes the long **o** sound.
- One at a time write the four letters on the board and explain how the sounds blend to make the word **soap**. Ask the learners to say the sounds after you and to blend the letters to make the word **soap** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners

recognize each one and can name it in their language.

- Identify the English word for each picture (box, coat, olive, soap, fox, rope). Go back and forth through the pictures, asking them to name each picture in English several times.
- Ask the learners to identify the pictures with the short vowel sound.
- Ask the learners to identify the pictures with the long vowel sound, the ones in which the vowel says its name.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words have the short vowel sound because there is just one vowel. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words have the long vowel sound because there are two vowels. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **O** on the board. Remind the learners that this is the capital (big) **O**. Ask the learners to open their textbooks and to find where the **O** is written in the row of boxes. Review how to write **O** and ask the learners to write over the light print **O** in the textbook and then to complete the line.
- Remind the learners that in English every letter has two forms, the print form and the cursive form.
- Write the capital (big) **O** in cursive on the board. Ask the learners to write the cursive **O** in their textbook to complete the line. Check that they have written the cursive **O** correctly and help them as needed.
- Write the print form of the small letter **o** on the board. Ask the learners to write **o** in their textbook to complete the line.
- Write the cursive form of the small letter **o**. Ask the learners to write the cursive **o** in their textbook to complete the line. Check that they have written the cursive **o** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Note which ones have the long vowel and which ones have the short vowel. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (box, coat, olive, soap, fox, rope) and a matching picture for each word.

- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write the names. (5 minutes)

- Ask the learners to write their names and their mother's name in the lines provided. Assist the learners who need help.
- Optional homework can be to write their names and their mother's name several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **O** and **o** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **O** and **o** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of mother (**အမေ**). Ask learners if they know what it is in their language.
- Discuss with the learners about why it is important for mothers to wash vegetables carefully.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **အမေ** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **အမေ** made up of. **အမေ** is spelled with the particles blended with **ေ-** (သေထိုး) containing the low tone: **ေ-**.
- Write the word **အမေ** on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (အဖေ၊ ရေဘူး၊ ပေသီး၊ ခူး၊ မိသားစု၊ အာလူး)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the simple vowel **ေ-** (သေထိုး) and then with the **- (တစ်ချောင်းငါ)** sound. Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the simple vowel **ေ-** (သေထိုး) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the simple vowel **ေ-** (သေထိုး) containing different tones: **ေ-** (creaky), **ေ-** (low), and **ေ-** (high) on the board. Demonstrate how to write the particles properly.

- Ask the learners to write the particles with the simple vowel ဧ- (အေဝတ်) containing different tones: ဧ- (creaky), ဧ- (low), and ဧ- (high) over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the simple vowel ဧ- (အေဝတ်) containing different tones: ဧ- (creaky), ဧ- (low), and ဧ- (high) correctly and assist them as needed.
- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the simple vowel ဧ- (အေဝတ်) containing different tones: ဧ- (creaky), ဧ- (low), and ဧ- (high) learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first two lines of problems in their textbook. These are two-digit addition problems with or without regrouping.
- Ask the learners to solve the third line of problems. These are two-digit subtraction problems without regrouping.
- Remind the learners about subtraction with regrouping and demonstrate two problems with regrouping on the board.
- Ask the learners to solve the fourth line of problems. Some of these are subtraction problems which require regrouping.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss the prospect of organic (natural) soap production at home with available materials.
- Review the different sounds of short and long vowel ဝ.
- Review the different forms of the print and cursive ဝ and ဝ.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) ဝ in cursive, of the small ဝ in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the ဧ- (အေဝတ်) containing different tone marks in their exercise books
 - Write and solve two-digit addition with regrouping problems in their exercise books.

Lesson 35 Flower Making

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand that flowers can be made with cloth at home for increasing the family's income. 2. Learners can blend both the long and the short vowel u sounds with consonants to read simple words. 3. Learners can write the capital (big) U and small u in print and in cursive scripts. 4. Learners can recognize, say the sound, and write the simple vowel - (အောက်ပစ်) with consonants following the order of three different tones: ၵ (creaky), -ဝ် (low), and ၶ (high). 5. Learners can say words that are made up of letters with the simple vowel - (အောက်ပစ်) sound. 6. Learners can write their names and their father's name in English and Burmese. 7. Learners can add and subtract two-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss flowers that can be made with cloth at home to increase the family's income.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What can people make out of cloth to generate an income?
 - What would be needed to make flowers out of cloth and is it possible at home?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **tulips** under the sentence. Explain its meaning to the learners.
- Repeat the key word **tulips** several times. Ask the learners what the second letter is. Ensure that they recognise it as the letter **u**. Ask the learners what vowel sound they hear in the first syllable of **tulips**. Identify it as the long **u**, which is the same as its name.
- Ask the learners what sound they learned for **u** in mug. Tell them this is the short **u**.
- Remind the learners that all vowels have two sounds, the long vowel and the short vowel sounds. The long vowel is the same as the letter's name. In **tulips** the **u** says its name.
- Ask the learners what sound **u** makes in the word **tulips**. Help them identify that it makes the long **u** sound.
- One at a time write the six letters on the board and explain how the sounds blend to make the word **tulips**. Ask the learners to say the sounds after you and to blend the letters to make the word **tulips** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (bud, ruler, mug, tulips, cube, tub). Go back and

forth through the pictures, asking them to name each picture in English several times.

- Ask the learners to identify the pictures with the short vowel sound.
- Ask the learners to identify the pictures with the long vowel sound, the ones in which the vowel says its name.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words have the short vowel sound because there is just one vowel. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words have the long vowel sound because there are two vowels. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **U** on the board. Remind the learners that this is the capital (big) **U**. Ask the learners to open their textbooks and to find where the **U** is written in the row of boxes. Review how to write **U** and ask the learners to write over the light print **U** in the textbook and then to complete the line.
- Remind the learners that in English every letter has two forms, the print form and the cursive form.
- Write the capital (big) **U** in cursive on the board. Ask the learners to write the cursive **U** in their textbook to complete the line. Check that they have written the cursive **U** correctly and help them as needed.
- Write the print form of the small letter **u** on the board. Ask the learners to write **u** in their textbook to complete the line.
- Write the cursive form of the small letter **u**. Ask the learners to write the cursive **u** in their textbook to complete the line. Check that they have written the cursive **u** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Note which ones have the long vowel and which ones have the short vowel. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have cards for six words (bud, ruler, mug, tulips, cube, tub) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.

- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write the names. (5 minutes)

- Ask the learners to write their names and their father's name in the lines provided. Assist the learners who need help.
- Optional homework can be to write their names and their father's name several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **U** and **u** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **U** and **u** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of watermelon (ဖရဲသီး). Ask learners if they know what it is in their language.
- Discuss with the learners the process and steps involved in growing watermelon.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ဖရဲသီး several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound ဖရဲသီး made up of. ဖရဲသီး is spelled with the particles blended with ့(နောက်ပစ်) containing the high tone: ့.
- Write the word ဖရဲသီး on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ရဲသား၊ ဘဲ၊ ပုလဲပုတီး၊ အမေ၊ ကလေး၊ ဆေးဝါး)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the simple vowel ့(နောက်ပစ်) and then with the ့(သထေထိုး) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the simple vowel ့(နောက်ပစ်) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the simple vowel ့(နောက်ပစ်) containing different tones: ့ (creaky), -ဝ် (low), and ့ (high) on the board. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the simple vowel ့(နောက်ပစ်) containing

different tones: ၵ (creaky), -ၢ (low), and ၶ (high) over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the simple vowel ၶ (နောက်ပစ်) containing different tones: ၵ (creaky), -ၢ (low), and ၶ (high) correctly and assist them as needed.

- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the simple vowel ၶ (နောက်ပစ်) containing different tones: ၵ (creaky), -ၢ (low), and ၶ (high) on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first line of problems in their textbook. These are two-digit subtraction problems without regrouping.
- For the second line of subtraction problems, remind the learners about regrouping and demonstrate several problems on the board. Ask the learners to complete the problems on the second line.
- Remind the learners about two-digit addition with regrouping. Ask the learners to solve the problems in the third and fourth lines of their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss flowers that can be made with cloth at home for increasing the family's income.
- Review the different sounds of short and long vowel ဝ.
- Review the different forms of the print and cursive ဝ and ဝ.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) ဝ in cursive, of the small ဝ in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the ၶ (နောက်ပစ်) containing different tone marks in their exercise books
 - Write and solve two-digit addition with regrouping problems in their exercise books.

Lesson 36 Natural Dyes

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the various uses of natural dyes. 2. Learners recognise and can say the sounds of y as both vowel and consonant and can read simple words with y. 3. Learners can write the capital (big) Y and small y in print and in cursive scripts. 4. Learners can recognize, say the sound, and write the vowel ဝေ-၍ (သဝေထိုး-ရေးချ) with consonants following the order of three different fones: ဝေ-၍ (creaky), ဝေ-၍ (low), and ဝေ-၍ (high). 5. Learners can say words that are made up of particles with the vowel ဝေ-၍ (သဝေထိုး-ရေးချ) sound. 6. Learners can write their names and their father's name in English and Burmese. 7. Learners can add and subtract two-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss the various uses of natural dyes.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why are natural dyes better than artificial dyes?
 - Where can natural dyes be found and what can they be used for?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words **dye** and **boy** under the sentence. Explain their meaning to the learners.
- Repeat the key words **dye** and **boy** several times. Ask the learners what the middle letter is in **dye** and the last letter in **boy**. Ensure that they recognise it as the letter **y**. Ask the learners what sound they hear. Identify it as the long **i** sound in **dye** and the long **e** sound in **boy**.
- Ask the learners what sound they learned for **y** in **yarn**. Tell them this is the consonant **y**.
- Tell the learners that the letter **y** is not like other letters. It can make three different sounds, which are the consonant **y** sound in **yarn**, the long **i** sound in **dye** and the long **e** sound in **boy**.
- Ask the learners what sounds **y** makes in the words **dye** and **boy**. Help them identify that it makes the long **i** sound in **dye** and the long **e** sound **boy**.
- One at a time write the s letters on the board and explain how the sounds blend to make the words **dye** and **boy**. Ask the learners to say the sounds after you and to blend the letters to make the words **dye** and **boy** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (shy, toy, fly, nylon, yarn, boy). Go back and forth through the pictures, asking them to name each picture in English several times.
- Ask the learners to identify the pictures with the short vowel sound.
- Ask the learners to identify the pictures with the long vowel sound, the ones in which the vowel says its name.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart, one by one, point to the first two words and the last word under the row of pictures (fly, shy and nylon). Tell the learners that the **y** in these words has the long **i** sound. Point to the third word (yarn) and tell the learners that **y** in this word has consonant sound of **y**. Point to the fourth and fifth words (toy and boy) and tell the learners that **y** in these words has the long **e** sound. Repeat each of the words several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **Y** on the board. Remind the learners that this is the capital (big) **Y**. Ask the learners to open their textbooks and to find where the **Y** is written in the row of boxes. Review how to write **Y** and ask the learners to write over the light print **Y** in the textbook and then to complete the line.
- Write the capital (big) **Y** in cursive on the board. Ask the learners to write the cursive **Y** in their textbook to complete the line. Check that they have written the cursive **Y** correctly and help them as needed.
- Write the print form of the small letter **y** on the board. Ask the learners to write **y** in their textbook to complete the line.
- Write the cursive form of the small letter **y**. Ask the learners to write the cursive **y** in their textbook to complete the line. Check that they have written the cursive **y** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Note which ones have the long **i** vowel sound and which ones have the long **e** vowel sound. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (shy, toy, fly, nylon, yarn, boy) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.

- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write the names. (5 minutes)

- Ask the learners to write their names and their father's name in the lines provided. Assist the learners who need help.
- Optional homework can be to write their names and their mother's name several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **Y** and **y** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **Y** and **y** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of forest (တော). Ask learners if they know what it is in their language.
- Discuss with the learners about what plants or trees they can see in the forest.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word တော several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound တော made up of. တော is spelled with the particles blended with ဝဲ-ာ (သဝေထိုး-ရေးချ) containing the high tone: ဝဲ-ာ.
- Write the word တော on the board and spell it out loud together.

Step 2: Name the pictures. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (သော့၊ တယော၊ ရော်ဘာ၊ လယ်သမား၊ ဖဲသား၊ အမဲသား)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the vowel ဝဲ-ာ (သဝေထိုး-ရေးချ) and then with the ဘဲ(နောက်ပစ်) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the vowel ဝဲ-ာ (သဝေထိုး-ရေးချ) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the vowel ဝဲ-ာ (သဝေထိုး-ရေးချ) containing different tones: ဝဲ-ာ (creaky), ဝဲ-ာ (low), and ဝဲ-ာ (high) on the board. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the vowel ဝဲ-ာ (သဝေထိုး-ရေးချ) containing different tones: ဝဲ-ာ (creaky), ဝဲ-ာ (low), and ဝဲ-ာ (high) over the light print in their

textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the vowel ဝေ (သဝေထိုး-ရေးချ) containing different tones: ဝေ့ (creaky), ဝေ် (low), and ဝေံ (high) correctly and assist them as needed.

- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the vowel ဝေ (သဝေထိုး-ရေးချ) containing different tones: ဝေ့ (creaky), ဝေ် (low), and ဝေံ (high) on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Remind the learners about two-digit addition with regrouping and demonstrate some problems on the board. Ask the learners to solve the problems in the first and second lines. These are addition problems with regrouping.
- Remind the learners about two-digit subtraction with regrouping and demonstrate some problems on the board. Ask the learners to solve the problems in the third and fourth lines. These are subtraction problems with regrouping.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss the various uses of natural dyes.
- Review the different sounds of consonant and vowel **y**.
- Review the different forms of the print and cursive **Y** and **y**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **Y** in cursive, of the small **y** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the ဝေ (သဝေထိုး-ရေးချ) containing different tone marks in their exercise books
 - Write and solve two-digit addition and subtraction with regrouping problems in their exercise books.

Lesson 37 Selling Ornaments

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners know about various ornaments that can be purchased and sold. 2. Learners recognise and can say the sound of the consonant digraph ch and read simple words with ch. 3. Learners can write the capital (big) C with the small h and small ch in print and in cursive scripts. 4. Learners can recognize, say the sound, and write the simple vowel ံ (သေးသေးတင်)/-နံ(နသတ်)/-မ်(မသတ်) with consonants following the order of three different tones: ံ/-နံ/မ် (creaky), ံ/-နံ/-မ် (low), and -နံ/-မ် (high). 5. Learners can say words that are made up of particles with the vowel ံ (သေးသေးတင်) sound. 6. Learners can add and subtract two-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss the various ornaments that can be purchased and sold.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What are the cultural ornaments Rohingya people wear?
 - What ornaments can be made or purchased and sold at a profit in the camps?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **chain** under the sentence. Explain its meaning to the learners.
- Repeat the key word **chain** several times. Ask the learners what the first two letters are. Ensure that they recognise them as the letters **c** and **h**. Ask the learners what sound they hear at the beginning. Identify it as the **ch** sound.
- Explain to the learners that some consonants make a different sound when they are joined together. They will learn about more of these in the next four lessons.
- One at a time write the five letters on the board and explain how the sounds blend to make the word **chain**. Ask the learners to say the sounds after you and to blend the letters to make the word **chain** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (chart, chain, boy, dye, chili, fly). Go back and forth through the pictures, asking them to name each picture in English several times.
- Ask the learners to identify the pictures with the **ch** sound.
- Ask the learners to identify the pictures with long **i** sound and with the long **e** sound.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these

words start with the **ch** sound. One by one, blend the letters to read each of the first three words. Repeat each one several times.

- On the flipchart point to the next three words under the row of pictures. Point out that these words have the letter **y**. In the first two the **y** makes the long i sound and in the last one the **y** makes the long e sound. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **C** with the small **h** on the board. Remind the learners that this is the capital (big) **C** with the small **h**. Ask the learners to open their textbooks and to find where the **Ch** is written in the row of boxes. Review how to write **Ch** and ask the learners to write over the light print **Ch** in the textbook and then to complete the line.
- Write the capital (big) **C** with the small **h** in cursive on the board. Ask the learners to write the cursive **Ch** in their textbook to complete the line. Check that they have written the cursive **Ch** correctly and help them as needed.
- Write the print form of the small letters **ch** on the board. Ask the learners to write **ch** in their textbook to complete the line.
- Write the cursive form of the small letters **ch**. Ask the learners to write the cursive **ch** in their textbook to complete the line. Check that they have written the cursive **ch** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (chart, chili, chain, fly, dye, boy) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write the names. (5 minutes)

- Ask the learners to write their names, their mother's name and their father's name in the lines provided. Assist the learners who need help.
- Optional homework can be to write their names and their mother's name several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **Ch** and **ch** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **Ch** and **ch** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the particle and its sound.** (5 minutes)

- Begin by showing a picture of pencil (**ခဲတံ**). Ask learners if they know what it is in their language.
- Discuss with the learners when they need to use a pencil and what materials it is made of.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **ခဲတံ** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **ခဲတံ** made up of. **ခဲတံ** is spelled with the particles blended with ံ (သေးသေးတင်) containing the low tone: ံ.
- Write the word **ခဲတံ** on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ခရမ်းသီး၊ ပန်းကန်၊ လမ်း၊ ကော်ဖီ၊ တော၊ သြဇာသီး)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the vowel ံ (သေးသေးတင်) /-နီ(နသတ်)/-မ်(မသတ်) and then with the ံ (သထေထိုး-ရေးချ) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the vowel ံ (သေးသေးတင်) /-နီ(နသတ်)/-မ်(မသတ်) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the vowel ံ (သေးသေးတင်) /-နီ(နသတ်)/-မ်(မသတ်) containing different tones: ံ/-နီ/မ် (creaky), ံ/-နီ/-မ် (low), and -နီး/-မ်း (high) on the board. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the vowel ံ (သေးသေးတင်) /-နီ(နသတ်)/-မ်(မသတ်) containing different tones: ံ/-နီ/မ် (creaky), ံ/-နီ/-မ် (low), and -နီး/-မ်း (high) over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the vowel ံ (သေးသေးတင်) /-နီ(နသတ်)/-မ်(မသတ်) containing different tones: ံ/-နီ/မ် (creaky), ံ/-နီ/-မ် (low), and -နီး/-မ်း (high) correctly and assist them as needed.
- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the vowel ံ (သေးသေးတင်) /-နီ(နသတ်)/-မ်(မသတ်) containing different tones: ံ/-နီ/မ် (creaky), ံ/-နီ/-မ် (low), and -နီး/-မ်း (high) on the board.

- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Remind the learners about addition with regrouping. Ask the learners to solve the first two lines of problems in their textbook.
- Remind the learners about two-digit subtraction with regrouping. Ask the learners to solve the problems in the third and fourth lines of their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss the various ornaments that can be purchased and sold.
- Review the sound of **ch**.
- Review the different forms of the print and cursive **Ch** and **ch**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **Ch** in cursive, of the small **ch** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the ◌ (သေးသေးတင်) /-န(နသတ်)/-မ(မသတ်) containing different tone marks in their exercise books
 - Write and solve two-digit addition and subtraction with regrouping problems in their exercise books.

Lesson 38

Photo Frames

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners know about various types of frames that can be made from natural products. 2. Learners recognise and can say the sound of the consonant digraph ph and read simple words with ph. 3. Learners can write the capital (big) P with the small h and small ph in print and in cursive scripts. 4. Learners can recognize, say the sound, and write the vowel $\overset{\circ}{\underset{\text{L}}{\text{I}}}$ (လုံးကြီးတင် တစ်ချောင်းငင်) with consonants following the order of three different tones: $\overset{\circ}{\underset{\text{L}}{\text{I}}}$ (creaky), $\overset{\circ}{\underset{\text{L}}{\text{I}}}$ (low), and $\overset{\circ}{\underset{\text{L}}{\text{I}}}$ (high). 5. Learners can say words that are made up of particles with the vowel $\overset{\circ}{\underset{\text{L}}{\text{I}}}$ (လုံးကြီးတင် တစ်ချောင်းငင်) sound. 6. Learners can add and subtract two-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss the various types of frames that can be made from natural products.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why do people like to take photos and to be captured in photos?
 - How can you make a photo frame at home that you can later sell for money?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **photo** under the sentence. Explain its meaning to the learners.
- Repeat the key word **photo** several times. Ask the learners what the first two letters are. Ensure that they recognise them as the letters **p and h**. Ask the learners what sound they hear in the beginning. Identify it as the **ph** sound.
- Remind the learners that some consonants make a different sound when they are joined together.
- One at a time write the five letters on the board and explain how the sounds blend to make the word **photo**. Ask the learners to say the sounds after you and to blend the letters to make the word **photo** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (phone, chili, chart, photo, graph, chain). Go back and forth through the pictures, asking them to name each picture in English several times.
- Ask the learners to identify the pictures with the **ph** sound. Repeat the words several times.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words have the **ph** sound. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words have the **ch** sound. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **Ph** with the small **h** on the board. Remind the learners that this is the capital (big) **P** with the small **h**. Ask the learners to open their textbooks and to find where the **Ph** is written in the row of boxes. Review how to write **Ph** and ask the learners to write over the light print **Ph** in the textbook and then to complete the line.
- Write the capital (big) **P** with the small **h** in cursive on the board. Ask the learners to write the cursive **Ph** in their textbook to complete the line. Check that they have written the cursive **Ph** correctly and help them as needed.
- Write the print form of the small letters **ph** on the board. Ask the learners to write **ph** in their textbook to complete the line.
- Write the cursive form of the small letters **ph**. Ask the learners to write the cursive **ph** in their textbook to complete the line. Check that they have written the cursive **ph** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (phone, chili, chart, photo, graph, chain) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write the names. (5 minutes)

- Ask the learners to write their names, their mother's name and their father's name in the lines provided. Assist the learners who need help.
- Optional homework can be to write their names, their mother's name and their father's name several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **Ph** and **ph** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **Ph** and **ph** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the particle and its sound.** (5 minutes)

- Begin by showing a picture of grandfather (**အဘိုး**). Ask learners if they know what it is in their language.
- Discuss with the learners what the grandfathers usually do when they are at home.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **အဘိုး** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **အဘိုး** made up of. **အဘိုး** is spelled with the particles blended with **ိ** (လုံးကြီးတင် တစ်ချောင်းငင်) containing the high tone: **ိး**.
- Write the word **အဘိုး** on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (မိုးကာ၊ အဘိုး၊ ရေအိုး၊ ရေကန်၊ စံပယ်ပန်း၊ ခဲတံ)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the vowel **ိ** (လုံးကြီးတင် တစ်ချောင်းငင်) and then with the **ိ** (သေးသေးတင်) /-နိ(နသတ်)/-မိ(မသတ်) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the vowel **ိ** (လုံးကြီးတင် တစ်ချောင်းငင်) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the vowel **ိ** (လုံးကြီးတင် တစ်ချောင်းငင်) containing different tones: **ိ** (creaky), **ိ** (low), and **ိး** (high) on the board. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the vowel **ိ** (လုံးကြီးတင် တစ်ချောင်းငင်) containing different tones: **ိ** (creaky), **ိ** (low), and **ိး** (high) over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the vowel **ိ** (လုံးကြီးတင် တစ်ချောင်းငင်) containing different tones: **ိ** (creaky), **ိ** (low), and **ိး** (high) correctly and assist them as needed.
- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the vowel **ိ** (လုံးကြီးတင် တစ်ချောင်းငင်) containing different tones: **ိ** (creaky), **ိ** (low), and **ိး** (high) on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them

to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.


- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first two lines of problems in their textbook. These are two-digit addition problems with regrouping.
- Ask the learners to solve the problems in the third and fourth lines of their textbooks. These are two-digit subtraction problems with regrouping.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss the various types of frames that can be made from natural products.
- Review the sound of **ph**.
- Review the different forms of the print and cursive **Ph** and **ph**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **Ph** in cursive, of the small **ph** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the  (လုံးကြီးတင် တစ်ချောင်းငါး) containing different tone marks in their exercise books
 - Write and solve two-digit addition and subtraction with regrouping problems in their exercise books

Lesson 39

Shapes

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners recognise various types of shapes and know how they can be used. Learners recognise and can say the sound of the consonant digraph sh and read simple words with sh. Learners can write the capital (big) S with the small h and small sh in print and in cursive scripts. Learners can recognize, say the sound, and write medial consonant: ျ(ယဝဠ) / ျ(ရရစ်) with various vowel sounds they have learned, following the order of three different tones: creaky, low, and high. Learners can say words that are made up of particles with medial consonant ျ(ယဝဠ) / ျ(ရရစ်) sound. Learners can add and subtract two-digit numbers with regrouping. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss the types of shapes and how they can be used.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What are some different types of shapes?
 - Why is understanding of shapes important?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **shape** under the sentence. Explain its meaning to the learners.
- Repeat the key word **shape** several times. Ask the learners what the first two letters are. Ensure that they recognise them as the letters **s** and **h**. Ask the learners what sound they hear in the beginning. Identify it as the **sh** sound.
- One at a time write the five letters on the board and explain how the sounds blend to make the word **shape**. Ask the learners to say the sounds after you and to blend the letters to make the word **shape** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (shirt, phone, shell, graph, photo, shape). Go back and forth through the pictures, asking them to name each picture in English several times.
- Ask the learners to identify the pictures with the **sh** sound.
- Ask the learners to identify the pictures with the **ph** sound.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words start with the **sh** sound. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words have the **ph** sound at the beginning (photo and phone) or the end (graph). One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **S** with the small **h** on the board. Remind the learners that this is the capital (big) **S** with the small **h**. Ask the learners to open their textbooks and to find where the **Sh** is written in the row of boxes. Review how to write **Sh** and ask the learners to write over the light print **Sh** in the textbook and then to complete the line.
- Write the capital (big) **S** with the small **h** in cursive on the board. Ask the learners to write the cursive **Sh** in their textbook to complete the line. Check that they have written the cursive **Sh** correctly and help them as needed.
- Write the print form of the small letters **sh** on the board. Ask the learners to write **sh** in their textbook to complete the line.
- Write the cursive form of the small letters **sh**. Ask the learners to write the cursive **sh** in their textbook to complete the line. Check that they have written the cursive **sh** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (shirt, phone, shell, graph, photo, shape) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write the names. (5 minutes)

- Ask the learners to write their names, their mother's name and their father's name in the lines provided. Assist the learners who need help.
- Optional homework can be to write their names, their mother's name and their father's name several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **Sh** and **sh** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **Sh** and **sh** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the particle and its sound.** (5 minutes)

- Begin by showing a picture of triangle (တြိဂံ). Ask learners if they know what it is in their language.
- Discuss with the learners how many sides and corners a triangle has and identify objects or things that have a triangle shape.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word (တြိဂံ) several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound တြိဂံ made up of. တြိဂံ is spelled with the particles blended with vowel ဝဲ (လုံးကြီးတင်) with a creaky sound and combined with medial consonant: ျ(ယပင့်) / ြ(ရရစ်).
- Write the word တြိဂံ on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (မြေပဲ၊ တြိဂံ၊ ဖျာ၊ ပိုးစ၊ ဆီးယို၊ နို့ခဲ)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have medial consonant: ျ(ယပင့်) / ြ(ရရစ်) and then with the ဝဲ (လုံးကြီးတင် တစ်ချောင်းတင်) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified medial consonant: ျ(ယပင့်) / ြ(ရရစ်) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the medial consonant: ျ(ယပင့်) / ြ(ရရစ်) and various vowel sounds they have learned on the board, following the order of three different tones: creaky, low, and high. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the medial consonant: ျ(ယပင့်) / ြ(ရရစ်) and various vowel sounds they have learned, following the order of three different tones: creaky, low, and high over the light print in their textbooks. Instruct them to write these particles in each of the boxes.
- Check that they have written the particles with the medial consonant: ျ(ယပင့်) / ြ(ရရစ်) and various vowel sounds they have learned, following the order of three different tones: creaky, low, and high correctly and assist them as needed.
- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.

- Write the words that are blended with the medial consonant: ည(ယပင့်) / ြ(ရရစ်) and various vowel sounds they have learned on the board, following the order of three different tones: creaky, low, and high on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first two lines of problems in their textbook. These are two-digit addition problems with and without regrouping.
- Ask the learners to solve the problems in the third and fourth lines of their textbooks. These are two-digit subtraction problems with and without regrouping.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss the types of shapes and how they can be used.
- Review the sound of **sh**.
- Review the different forms of the print and cursive **Sh** and **sh**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **Sh** in cursive, of the small **sh** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the medial consonant: ည(ယပင့်) / ြ(ရရစ်) and various vowel sounds they have learned containing different tone marks in their exercise books
 - Write and solve two-digit addition and subtraction with regrouping problems in their exercise books

Lesson 40 Review

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
1. Learners can name what they have learned about livelihoods and literacy skills. 2. Learners can recognise, say the sound of and the name of and write the print and cursive forms of the capital (big) and small letters a, e, i, o, u and y and the digraphs ch, sh and ph. 3. Learners can blend the sounds of letters to read and write tape, meter, insects, soap, tulips, dye, chain, photo, and shape. 4. Learners can recognize, say the sound, and write the vowels: ၵ (ရေးချ), ၶ (လုံးကြီးတင်), ၷ (တစ်ချောင်းငင်), ၸ- (သဝေထိုး), ၹ (နောက်ပစ်), ၺ (သဝေထိုး-ရေးချ), ၻ (သေးသေးတင်)/-နံ(နသတ်)/-မ်(မသတ်), ၼ (လုံးကြီးတင် တစ်ချောင်းငင်) with consonants and medial consonant: ၽ(ယပင့်) / ၾ(ရရစ်), following the order of three different tones: creaky, low, and high. 5. Learners are able to add and subtract two-digit numbers with regrouping up to the value of 99.	1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss with the learners what they have enjoyed about the lessons so far and tell them that they will discuss in this session what they have learned and how they can apply it.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What have we talked about in the last nine lessons?
 - What have we learned and how can that help us in our daily lives?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **types** under the sentence. Explain its meaning to the learners.
- Repeat the key word **types** several times.
- Point to the key word **types** under the sentence. Ask the students what sound is in the middle of **types**. Identify that it is the long **i** sound. In 'types' the **y** makes the long **i** sound.

Step 2: Name the pictures and match them with the words. (20 minutes)

- Show the first set of pictures in the textbook and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture. Go back and forth through the pictures asking them to name each picture in English.
- Assist the learners to read each of the words under the pictures in the first row. Go through the words several times, asking the learners to repeat each word as you point to it.
- Repeat the exercise for each set of pictures and words.
- Divide the class into four groups and ask each group to review the words under the pictures.

- Ask learners to decide together and to take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 3: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with nine words from lessons 31 to 39 and nine matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the words with the pictures—to be repeated a few times so that every member of the group gets to play.

Step 4: Read and write the words (20 minutes)

- Letter by letter write the word **tape** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.
- Letter by letter write the word **meter** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.
- Letter by letter write the word **insects** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.
- Letter by letter write the word **soap** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.
- Letter by letter write the word **tulips** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.
- Letter by letter write the word **dye** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.
- Letter by letter write the word **chain** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.
- Letter by letter write the word **photo** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.
- Letter by letter write the word **shape** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word three more times.

Step 5: Write the names. (15 minutes)

- Ask learners to write their own names, their mothers' and fathers' names in their textbooks individually.
- Circulate around the class, providing support and encouragement to each learner.

Step 6: Individual work in exercise books. (15 minutes)

- Demonstrate on the board writing **tape** and ask the students to each write **tape** in their exercise books. Ask the learners to write one line of the word.

- Demonstrate on the board writing **meter** and ask the students to each write **meter in** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **insects** and ask the students to each write **insects in** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **soap** and ask the students to each write **soap in** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **tulips** and ask the students to each write **tulips in** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **dye** and ask the students to each write **dye in** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **chain** and ask the students to each write **chain in** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **photo** and ask the students to each write **photo in** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **shape** and ask the students to each write **shape in** their exercise books. Ask the learners to write one line of the word.
- Ask the learners in random order to write in their exercise books **tape, meter, insects, soap, tulips, dye, chain, photo, or shape** as directed several times.
- Ask the students to practice writing the words in their exercise books several more times. Optional homework can be to write more lines of **tape, meter, insects, soap, tulips, dye, chain, photo, and shape**.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of necklace (လည်ဆွဲ). Ask learners if they know what it is in their language.
- Discuss with the learners on the diverse ways to craft necklaces using different materials.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word လည်ဆွဲ several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound လည်ဆွဲ made up of. လည်ဆွဲ is spelled with the particles blended with vowel ့ (နောက်ပတ်) with a high sound and combined with medial consonant: ့ (ဝဆွဲ).
- Write the word လည်ဆွဲ on the board and spell it out loud together.

Step 2: Name the pictures and match with the words. (10 minutes)

- Discuss each picture in the first row and identify the Burmese word for each picture (ဆရာမ, မီးသီး, ဘူးသီး, အမေ, ဖရဲသီး, တော). Go back and forth through the pictures asking them to name each picture in English.
- Go to the pictures in the second row and identify the Burmese word for each picture (ခဲတံ, အဘိုး, ကြိပ်). Go back and forth through the pictures asking them to name each picture in Burmese.
- One by one ask the learners to say the vowel sound and tone of each word.
- Point to the words under the two rows of pictures. Review with the learners the sound and tone of each word.
- Ask learners to draw a line from each correct word to the matching picture in their textbooks individually. Check to make sure the learners have identified the sound of the words and matched them with the pictures correctly.

Step 3: Name the particles and their sounds. (10 minutes)

- Write the eight sets of particles with different vowels containing three different tones and some special characters on the board. Ask the learners to say the sound and name each particle.
- Ask the learners to look in their textbooks and note that the particles are written in order in the two rows. Each one can name the particles, their sounds and tones, looking at the textbook.

Part 3: Numeracy (total 20 minutes)**Step 1: Solve the problems** (10 minutes)

- Review the concept of two-digit addition and subtraction with and without regrouping.
- Demonstrate the two-digit addition and subtraction method on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in lessons 21 - 29 and how this can be of help to them.
- Review the sound, name and writing of the English letters **a, e, i, o, u** and **y** and the digraphs **ch, sh and ph**.
- Suggest the following as optional homework for those who have time:
- Write the capital (big) letters **A, E, I, O, U** and the digraphs **Ch, Sh and Ph** and the small letters in their exercise books several times.
- Write the words **tape, meter, insects, soap, tulips, dye, chain, photo, and shape** several times in their exercise books.
- Write the Burmese particles ဘဲ (ရေးချ်), ဝဲ (လုံးကြီးတင်), ဝဲ (တစ်ချောင်းငင်), ဝဲ- (သဝေထိုး), ဝဲ (နောက်ပစ်), ဝဲဘဲ (သဝေထိုး-ရေးချ်), ဝဲ (သေးသေးတင်) / ဝဲနဲ (နသတ်) / ဝဲမဲ (မသတ်), ဝဲ (လုံးကြီးတင် တစ်ချောင်းငင်) with consonants and medial consonant: ဝဲညဲ (ယပင်) / ဝဲညဲ (ရရစ်) in their exercise books several times.
- Write the words ဆရာမ, မီးသီး, ဘူးသီး, အမေ, ဖရဲသီး, တော, ခဲတံ, အဘိုး, and ကြိမ်.
- several times in their exercise books.
- Write and solve two-digit addition and subtraction problems in their exercise books.

Lesson 41 Thin and Thick

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners know about the use of thin and thick materials in various trades. 2. Learners recognise and can say the sound of the consonant digraph th and read simple words with th. 3. Learners can write the capital (big) T with the small h and small th in print and in cursive scripts. 4. Learners can recognize, say the sound, and write aspirated consonant ၂ (တထံး) with various vowel sounds they have learned, following the order of three different tones: creaky, low, and high. 5. Learners can say words that are made up of particles with aspirated consonant ၂ (တထံး) sound. 6. Learners can add two- and three-digit numbers without regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss the use of thin and thick materials in various trades.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What are some things that are made with thick materials?
 - What are some things made with thin materials?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **thin** under the sentence. Explain its meaning to the learners.
- Repeat the key word **thin** several times. Ask the learners what the first two letters are. Ensure that they recognise them as the letters **t** and **h**. Ask the learners what sound they hear in the beginning. Identify it as the **th** sound.
- One at a time write the four letters on the board and explain how the sounds blend to make the words **thin**. Ask the learners to say the sounds after you and to blend the letters to make the words **thin** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (shell, shape, thin, shirt, thick, thumb). Go back and forth through the pictures, asking them to name each picture in English several times.
- Ask the learners to identify the pictures that start with the **th** sound.
- Ask the learners to identify the pictures that start with the **sh** sound.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words start with the **th** sound. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words start with the **sh** sound.. One by one, blend the letters to read each of these three words.

Repeat each one several times.

- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **T** with the small **h** on the board. Remind the learners that this is the capital (big) **T** with the small **h**. Ask the learners to open their textbooks and to find where the **Th** is written in the row of boxes. Review how to write **Th** and ask the learners to write over the light print **Th** in the textbook and then to complete the line.
- Write the capital (big) **T** with the small **h** in cursive on the board. Ask the learners to write the cursive **Th** in their textbook to complete the line. Check that they have written the cursive **Th** correctly and help them as needed.
- Write the print form of the small **th** on the board. Ask the learners to write **th** in their textbook to complete the line.
- Write the cursive form of the small **th**. Ask the learners to write the cursive **th** in their textbook to complete the line. Check that they have written the cursive **th** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (thick, thin, thumb, shape, shell, shirt) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write your name. (5 minutes)

- Ask the learners to write their names in the lines provided. On the line below ask the learners to write the full sentence with their name. Assist the learners who need help.
- Optional homework can be to write their names several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **Th** and **th** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **Th** and **th** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of boat (ဧကန်). Ask learners if they know what it is in their language.
- Discuss with the learners the occasions when they use a boat to cross the river.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ဧကန် several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound ဧကန် made up of. ဧကန် is spelled with the particle blended with vowel ဧ- (သဧဝုန်) with a low sound and combined with aspirated consonant န (ဂုနုန်).

- Write the word လှေ on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (လှေ၊ လှည်း၊ သားလှီးဓား၊ ကြယ်သီး၊ အဘွား၊ မြို့)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the aspirated consonant - (တထိုး) and then with medial consonants: ျ (ယပင့်) / ြ (ရရစ်), ဝ (ဝဆွဲ) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the aspirated consonant - (တထိုး) in each word and matched them with the pictures correctly.

Step 4: Write the particles and the words. (10 minutes)

- Write the particles with the aspirated consonant: - (တထိုး) and various vowel sounds they have learned on the board, following the order of three different tones: creaky, low, and high. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the aspirated consonant: - (တထိုး) and various vowel sounds they have learned, following the order of three different tones: creaky, low, and high over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the aspirated consonant: - (တထိုး) and various vowel sounds they have learned, following the order of three different tones: creaky, low, and high correctly and assist them as needed.
- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the aspirated consonant: - (တထိုး) and various vowel sounds they have learned on the board, following the order of three different tones: creaky, low, and high.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first line of problems in their textbook. These are simple two-digit addition problems with and without regrouping.
- Teach the learners about three-digit addition without regrouping. Explain that these are numbers over 100. Demonstrate adding three-digit numbers on the board.
- Ask the learners to solve the problems in the second, third, and fourth lines of their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss the use of thin and thick materials in various trades.
- Review the sound of **th**.
- Review the different forms of the print and cursive **Th** and **th**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **Th** in cursive, of the small **th** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the aspirated consonant - (တထိုး) and various vowel sounds they have learned containing different tone marks in their exercise books
 - Write and solve two-digit addition and three-digit addition problems without regrouping in their exercise books.

Lesson 42 Mechanics

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners know the training and skills required to be a mechanic. Learners recognise and can say the sound of the consonant digraph wh and read simple words with wh. Learners can write the capital (big) W with the small h and small wh in print and in cursive scripts. Learners can recognize, say the sound, and write the complex consonants ချ (ယပင့် ဝဆွဲ) / ဧ (ရရစ် ဝဆွဲ) by combining the medial consonant ျ (ယပင့်) / ဧ (ရရစ်) with another medial consonant ဝ (ဝဆွဲ). This is done with various vowel sounds they have learned, following the order of three different tones: creaky, low, and high. Learners can say words that are made up of letters with the complex consonants ချ (ယပင့် ဝဆွဲ) / ဧ (ရရစ် ဝဆွဲ) sound. Learners can add two- and three-digit numbers with regrouping. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	<p>Duration of lesson:</p> <p>Hours: 3</p> <p>Minutes: 180</p>

Introduction (15 minutes)

- Discuss the training and skills required to be a mechanic.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What skills are required to be a mechanic?
 - What training is needed to be a mechanic?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **wheels** under the sentence. Explain its meaning to the learners.
- Repeat the key word **wheels** several times. Ask the learners what the first two letters are. Ensure that they recognise them as the letters **w** and **h**. Ask the learners what sound they hear in the beginning. Identify it as the **wh** sound.
- One at a time write the six letters on the board and explain how the sounds blend to make the word **wheels**. Ask the learners to say the sounds after you and to blend the letters to make the word **wheels** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (wheel, thin, whale, thumb, wheat, thick). Go

back and forth through the pictures, asking them to name each picture in English several times.

- Ask the learners to identify the pictures that start with the **wh** sound.
- Ask the learners to identify the pictures with the **th** sound.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words start with **wh**. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words start with **th**. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **W** with the small **h** on the board. Remind the learners that this is the capital (big) **W** with the small **h**. Ask the learners to open their textbooks and to find where the **Wh** is written in the row of boxes. Review how to write **Wh** and ask the learners to write over the light print **Wh** in the textbook and then to complete the line.
- Write the capital (big) **W** with the small **h** in cursive on the board. Ask the learners to write the cursive **Wh** in their textbook to complete the line. Check that they have written the cursive **Wh** correctly and help them as needed.
- Write the print form of the small **wh** on the board. Ask the learners to write **wh** in their textbook to complete the line.
- Write the cursive form of the small **wh**. Ask the learners to write the cursive **wh** in their textbook to complete the line. Check that they have written the cursive **wh** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (whale, wheat, wheel, thick, thin, thumb) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write your name. (5 minutes)

- Ask the learners to write their names and the sentence in the lines provided. Assist the learners who need help.
- Optional homework can be to write their names several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **Wh** and **wh** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **Wh** and **wh** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the particle and its sound.** (5 minutes)

- Begin by showing a picture of snake (မြွေ). Ask learners if they know what it is in their language.
- Discuss with the learners the occasions when they come across snakes.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word မြွေ several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound မြွေ made up of. မြွေ is spelled with the particle blended with vowel ဝဲ- (သဝေထိုင်း) with a low sound and combined with the complex consonants ည (ယပင့် ဝဆွဲ) / ြ (ရရစ် ဝဆွဲ).
- Write the word မြွေ on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ငွေအကြွေ၊ ကျွဲ၊ ကြွေခရား၊ ခြေလှမ်း၊ မှို၊ ရှူဆေး)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the complex consonants -ည (ယပင့် ဝဆွဲ) / ြ (ရရစ် ဝဆွဲ) and then the aspirated consonant ျ (ဟထိုင်း) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the complex consonants ည (ယပင့် ဝဆွဲ) / ြ (ရရစ် ဝဆွဲ) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the complex consonants -ည (ယပင့် ဝဆွဲ) / ြ (ရရစ် ဝဆွဲ) and various vowel sounds they have learned on the board, following the order of three different tones: creaky, low, and high. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the complex consonants ည (ယပင့် ဝဆွဲ) / ြ

(ရရစ် ဝဆွဲ) and various vowel sounds they have learned, following the order of three different tones: creaky, low, and high over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the complex consonants ည (ယပင့် ဝဆွဲ) / ြ (ရရစ် ဝဆွဲ) and various vowel sounds they have learned, following the order of three different tones: creaky, low, and high correctly and assist them as needed.

- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the complex consonants ည (ယပင့် ဝဆွဲ) / ြ (ရရစ် ဝဆွဲ) and various vowel sounds they have learned on the board, following the order of three different tones: creaky, low, and high on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first line of problems in their textbook. These are two-digit addition problems with and without regrouping.
- Remind the learners about three-digit addition without regrouping. Ask the learners to solve the problems in the second line in their textbooks.
- Teach the learners about three-digit addition with regrouping. Demonstrate solving problems on the board.
- Ask the learners to solve the problems in the third and fourth lines of their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss the training and skills required to be a mechanic.
- Review the sound of **wh**.
- Review the different forms of the print and cursive **Wh** and **wh**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **Wh** in cursive, of the small **wh** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the complex consonants ည (ယပင့် ဝဆွဲ) / ြ (ရရစ် ဝဆွဲ) containing different tone marks in their exercise books
 - Write and solve two-and-three-digit addition problems with and without regrouping in their exercise books.

Lesson 43 Gender Equality

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the importance of gender equality. 2. Learners can say the two sounds of G and read simple words with both sounds of g. 3. Learners can write the small and capital letter G in print and cursive. 4. Learners can recognize, say the sound, and write the complex consonants ည (ယဉ် တထိုး) / ဋ (ရရစ် တထိုး) by combining the medial consonant ည (ယဉ်) / ဋ (ရရစ်) with aspirated consonant ည (တထိုး). This is done with various vowel sounds they have learned, following the order of three different tones: creaky, low, and high. 5. Learners can say words that are made up of letters with the complex consonants ည (ယဉ် တထိုး) / ဋ (ရရစ် တထိုး) sound. 6. Learners can add two and three-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss the importance of gender equality.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What do you understand by gender equality?
 - Why is it important to have gender equality in a society?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **gender** under the sentence. Explain its meaning to the learners.
- Repeat the key word **gender** several times. Ask the learners what the first letter is. Ensure that they recognise it as the letter **g**. Ask the learners what sound they hear at the beginning. Identify it as the **j** sound.
- Ask the learners what sound they learned for **g** in **goat**. Tell them this is the most common sound for **g**.
- Ask the learners what sound **g** makes in the word **gender**. Help them identify that it makes the **j** sound and tell them that sometimes the letter **g** makes the **j** sound.
- One at a time write the six letters on the board and explain how the sounds blend to make the word **gender**. Ask the learners to say the sounds after you and to blend the letters to make the word **gender** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.

- Identify the English word for each picture (gender, goat, gel, garden, orange, gate). Go back and forth through the pictures, asking them to name each picture in English several times.
- Ask the learners to identify the pictures with the **j** sound.
- Ask the learners to identify the pictures with the **g** sound.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words have the **j** sound. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words have the **g** sound. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **G** on the board. Remind the learners that this is the capital (big) **G**. Ask the learners to open their textbooks and to find where the **G** is written in the row of boxes. Review how to write **G** and ask the learners to write over the light print **G** in the textbook and then to complete the line.
- Write the capital (big) **G** in cursive on the board. Ask the learners to write the cursive **G** in their textbook to complete the line. Check that they have written the cursive **G** correctly and help them as needed.
- Write the print form of the small letter **g** on the board. Ask the learners to write **g** in their textbook to complete the line.
- Write the cursive form of the small letter **g**. Ask the learners to write the cursive **g** in their textbook to complete the line. Check that they have written the cursive **g** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (gender, goat, gel, garden, orange, gate) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write the names. (5 minutes)

- Ask the learners to write their names and their mother's name in the lines provided. Assist the learners who need help.
- Optional homework can be to write the sentences with their names and their mother's name several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **G** and **g** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **G** and **g** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the particle and its sound.** (5 minutes)

- Begin by showing a picture of slide (**လျှော့**). Ask learners if they know what it is in their language.
- Discuss with the learners the reasons why every child, regardless of gender, should be allowed to play on a slide.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **လျှော့** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **လျှော့** made up of. **လျှော့** is spelled with the particle blended with the vowel **ော** (သဝေထိုး ရေးချ) with a high sound and combined with the complex consonants **-ျှ** (ယပင့် ဟထိုး) / **ြ** (ရရစ် ဟထိုး).
- Write the word **လျှော့** on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (လျှော့၊ လျှော့၊ မီးလှုံ၊ ချွေး၊ မြွေ၊ ကျွန်းသား)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the complex consonants **-ျှ** (ယပင့် ဟထိုး) / **ြ** (ရရစ် ဟထိုး) and then the complex consonants **ျ** (ယပင့် ဝဆွဲ) / **ြ** (ရရစ် ဝဆွဲ) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the complex consonants **-ျှ** (ယပင့် ဟထိုး) / **ြ** (ရရစ် ဟထိုး) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the complex consonants ည (ယဝ်း ဟထိုး) / ဧ (ရရစ် ဟထိုး) and various vowel sounds they have learned on the board, following the order of three different tones: creaky, low, and high. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the complex consonants ည (ယဝ်း ဟထိုး) / ဧ (ရရစ် ဟထိုး) and various vowel sounds they have learned, following the order of three different tones: creaky, low, and high over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the complex consonants ည (ယဝ်း ဟထိုး) / ဧ (ရရစ် ဟထိုး) and various vowel sounds they have learned, following the order of three different tones: creaky, low, and high correctly and assist them as needed.
- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the complex consonants ည (ယဝ်း ဟထိုး) / ဧ (ရရစ် ဟထိုး) and various vowel sounds they have learned on the board, following the order of three different tones: creaky, low, and high on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)**Step 1: Solve the problems** (20 minutes)

- Remind the learners about two- and three-digit addition with and without regrouping.
- Ask the learners to solve the problems in the first, second, third and fourth lines of their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss the importance of gender equality.
- Review the two sounds of the letter **g**.
- Review the different forms of the print and cursive **G** and **g**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **G** in cursive, of the small **g** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the the complex consonants ည (ယဝ်း ဟထိုး) / ဧ (ရရစ် ဟထိုး) containing different tone marks in their exercise books
 - Write and solve two-and-three-digit addition problems with and without regrouping in their exercise books

Lesson 44 Small Businesses

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
1. Learners know what is needed to start a small business. 2. Learners can say the sound of b and read simple words with the sound of b . 3. Learners know and can write the print and the cursive forms of the letter b . 4. Learners can recognize, say the sound, and write the complex consonants ဝဲ (ဝဲခွဲ ဟထိုး) / ဝဲ (ယပင့် ဝဲခွဲ ဟထိုး) / ဧ (ရရစ် ဝဲခွဲ ဟထိုး) by combining the medial consonant ဝဲ (ဝဲခွဲ) with aspirated consonant ဟ (ဟထိုး) and occasionally adding the medial consonant ဟ or ဧ (ယပင့်, ရရစ်). This is done with various vowel sounds they have learned, following the order of three different tones: creaky, low, and high. 5. Learners can say words that are made up of letters with the complex consonants ဝဲ (ဝဲခွဲ ဟထိုး) / ဝဲ (ယပင့် ဝဲခွဲ ဟထိုး) / ဧ (ရရစ် ဝဲခွဲ ဟထိုး) sound. 6. Learners can add two and three-digit numbers with regrouping.	1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss what is needed to start a small business.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How can a person start a small business?
 - What role does numeracy play an important role in maintaining a sound and profitable business?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **business** under the sentence. Explain its meaning to the learners.
- Repeat the key word **business** several times. Ask the learners what the first letter is. Ensure that they recognise it as the letter **b**. Ask the learners what sound they hear at the beginning.
- Ask the learners what sound **b** makes in the word **business**. Help them identify that it makes the **b** sound.
- One at a time write the eight letters on the board and explain how the sounds blend to make the word **business**. Ask the learners to say the sounds after you and to blend the letters to make the word **business** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (barber, gender, bun, page, business, gel). Go back and forth through the pictures, asking them to name each picture in English several times.
- Ask the learners to identify the pictures with the **b** sound.
- Ask the learners to identify the pictures with the **j** sound.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words start with the **b** sound. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words start with the **j** sound. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **B** on the board. Remind the learners that this is the capital (big) **B**. Ask the learners to open their textbooks and to find where the **B** is written in the row of boxes. Review how to write **B** and ask the learners to write over the light print **B** in the textbook and then to complete the line.
- Write the capital (big) **B** in cursive on the board. Ask the learners to write the cursive **B** in their textbook to complete the line. Check that they have written the cursive **B** correctly and help them as needed.
- Write the print form of the small letter **b** on the board. Ask the learners to write **b** in their textbook to complete the line.
- Write the cursive form of the small letter **b**. Ask the learners to write the cursive **b** in their textbook to complete the line. Check that they have written the cursive **b** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (bun, barber, business, gender, gel, page) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.

- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write the names. (5 minutes)

- Ask the learners to write their names and their mother's name in the lines provided. Assist the learners who need help.
- Optional homework can be to write their names and their mother's name several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **B** and **b** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **B** and **b** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of gold ware (**ရွှေထည်**). Ask learners if they know what it is in their language.
- Discuss with the learners how trading gold ware can be a business and explore their experiences involved in this trade.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **ရွှေထည်** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **ရွှေထည်** made up of. **ရွှေထည်** begins with the particle blended with vowel ဝဲ- (ဝဲထိုင်း) with a low sound and combined with the complex consonants ့.
- Write the word **ရွှေထည်** on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (မွေးရန်၊ ရွှေထည်၊ ကြိုးမျှင်၊ ငါးဖျားတံ၊ မျှော့ကြိုး)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the complex consonants ့ (ဝဲဆွဲ ဟထိုင်း) and then the complex consonants ့ (ယပင့် ဟထိုင်း) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the complex consonants ့ (ဝဲဆွဲ ဟထိုင်း) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the complex consonants ြ (ဝဆွဲ တထိုး)/့ (ယပင့် ဝဆွဲ တထိုး) / ြ (ရရစ် ဝဆွဲ တထိုး) and various vowel sounds they have learned on the board, following the order of three different tones: creaky, low, and high. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the complex consonants ြ (ဝဆွဲ တထိုး)/့ (ယပင့် ဝဆွဲ တထိုး) / ြ (ရရစ် ဝဆွဲ တထိုး) and various vowel sounds they have learned, following the order of three different tones: creaky, low, and high over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the complex consonants ြ (ဝဆွဲ တထိုး)/့ (ယပင့် ဝဆွဲ တထိုး) / ြ (ရရစ် ဝဆွဲ တထိုး) and various vowel sounds they have learned, following the order of three different tones: creaky, low, and high correctly and assist them as needed.
- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the complex consonants ြ (ဝဆွဲ တထိုး)/့ (ယပင့် ဝဆွဲ တထိုး) / ြ (ရရစ် ဝဆွဲ တထိုး) and various vowel sounds they have learned on the board, following the order of three different tones: creaky, low, and high on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)**Step 1: Solve the problems** (20 minutes)

- Remind the learners about two- and three-digit addition with and without regrouping.
- Ask the learners to solve the problems in the first, second, third and fourth lines of their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss what is needed to start a small business.
- Review the different forms of the print and cursive **B** and **b**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **B** in cursive, of the small **b** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the ြ (ဝဆွဲ တထိုး)/့ (ယပင့် ဝဆွဲ တထိုး) / ြ (ရရစ် ဝဆွဲ တထိုး) containing different tone marks in their exercise books
 - Write and solve two-and-three-digit addition problems with and without regrouping in their exercise books

Lesson 45 Buying and Selling

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand types of items that can be bought and sold. 2. Learners can say the sound of d and read simple words with the sound of d. 3. Learners know and can write the print and the cursive forms of the letter d. 4. Learners can recognize, say the sound, and write the final N vowel -င (ငသတ်)/ -ငံ (ညကလေးသတ်) with occasional addition of other consonants such as ည (ယပင်) / ငြ (ရှရစ်), ည (ဟထိုး), ဝ (ဝဆွဲ), ဝ (ဆွဲ ဟထိုး) or ည (ယပင် ဝဆွဲ ဟထိုး), following the order of three different tones: creaky, low, and high. 5. Learners can say words that are made up of letters with the final N vowel -င (ငသတ်)/ -ငံ (ညကလေးသတ်) sound. 6. Learners can do complex addition with two and three-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss types of items that can be bought and sold.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What options do people in the camps have to buy and sell things?
 - What is necessary to make a profit?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (15 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **dry** under the sentence. Explain its meaning to the learners.
- Repeat the key word **dry** several times. Ask the learners what the first letter is. Ensure that they recognise it as the letter **d**. Ask the learners what sound they hear at the beginning.
- Ask the learners what sound **d** makes in the word **dry**. Help them identify that it makes the **d** sound.
- One at a time write the three letters on the board and explain how the sounds blend to make the word **dry**. Ask the learners to say the sounds after you and to blend the letters to make the word **dry** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (bun, dress, barber, dry fish, desk, business)). Go back and forth through the pictures, asking them to name each picture in English several times.

- Ask the learners to identify the pictures that start with the **d** sound.
- Ask the learners to identify the pictures that start with the **b** sound.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words start with the **d** sound. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words start with the **b** sound. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **D** on the board. Remind the learners that this is the capital (big) **D**. Ask the learners to open their textbooks and to find where the **D** is written in the row of boxes. Review how to write **D** and ask the learners to write over the light print **D** in the textbook and then to complete the line.
- Write the capital (big) **D** in cursive on the board. Ask the learners to write the cursive **D** in their textbook to complete the line. Check that they have written the cursive **D** correctly and help them as needed.
- Write the print form of the small letter **d** on the board. Ask the learners to write **d** in their textbook to complete the line.
- Write the cursive form of the small letter **d**. Ask the learners to write the cursive **d** in their textbook to complete the line. Check that they have written the cursive **d** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (desk, dry, dress, business, bun, barber) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write the names. (5 minutes)

- Ask learners to write their own names and their fathers' names in their textbooks individually.

Assist the learners who need help.

- Optional homework can be to write their names several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **D** and **d** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **D** and **d** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of grilled fish (**ငါးကင်**). Ask learners if they know what it is in their language.
- Discuss with the learners: How does selling grilled fish contribute to one's livelihood?
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **ငါးကင်** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **ငါးကင်** made up of. **ငါးကင်** is spelled with the particle blended with the final N vowel **-င်** (ငသတ်) and has a low tone.
- Write the word **ငါးကင်** on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture
(တံစဉ်၊ သူငယ်ချင်း၊ ငါးရှဉ့်၊ လွှ၊ ပျံလွှား၊ အမြွှာ)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the final N vowel **-င်** (ငသတ်)/ **-ဉ်** (ညကလေးသတ်) and then the complex consonants **့** (ခဆွဲ ဟထိုး) sound .
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the final N vowel **-င်** (ငသတ်)/ **-ဉ်** (ညကလေးသတ်) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the final N vowel **-င်** (ငသတ်)/ **-ဉ်** (ညကလေးသတ်) with occasional addition of other consonants such as **ျ** (ယပင့်) / **ြ** (ရရစ်), **့** (ဟထိုး), **့** (ခဆွဲ), **့** (ခဆွဲ ဟထိုး) or **့** (ယပင့် ခဆွဲ ဟထိုး) on the board, following the order of three different tones: creaky, low, and high. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the final N vowel **-င်** (ငသတ်)/ **-ဉ်** (ညကလေးသတ်)

with occasional addition of other consonants such as ည (ယပင့်) / ငြ (ရရစ်), ည (ဟထိုး), ဝ (ဝခွဲ), ဝ (ဝခွဲ ဟထိုး)/ or ည (ယပင့် ဝခွဲ ဟထိုး) sound, following the order of three different tones: creaky, low, and high over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the final N vowel -င (ငသတ်)/ -င (ညကလေးသတ်) with occasional addition of other consonants such as ည (ယပင့်) / ငြ (ရရစ်), ည (ဟထိုး), ဝ (ဝခွဲ), ဝ (ဝခွဲ ဟထိုး)/ or ည (ယပင့် ဝခွဲ ဟထိုး) sound, following the order of three different tones: creaky, low, and high correctly and assist them as needed.

- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the final N vowel -င (ငသတ်)/ -င (ညကလေးသတ်) with occasional addition of other consonants such as ည (ယပင့်) / ငြ (ရရစ်), ည (ဟထိုး), ဝ (ဝခွဲ), ဝ (ဝခွဲ ဟထိုး)/ or ည (ယပင့် ဝခွဲ ဟထိုး) sound, following the order of three different tones: creaky, low, and high on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Remind the learners about two- and three-digit addition with and without regrouping.
- Ask the learners to solve the problems in the first, second, third and fourth lines of their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss types of items that can be bought and sold.
- Review the different forms of the print and cursive **D** and **d**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **D** in cursive, of the small **d** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the -င (ငသတ်)/ -င (ညကလေးသတ်) containing different tone marks in their exercise books
 - Write and solve two-digit addition and-three-digit addition problems with and without regrouping in their exercise books.

Lesson 46

Bamboo

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners know about products that can be made with bamboo. Learners can say the sound of f and read simple words with the sound of f. Learners know and can write the print and the cursive forms of the letter f. Learners can recognize, say the sound, and write the final N vowel ဧ-ာင် (သဝေထိုး ရေးချ ငသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ြ (ရရစ်), ျ (ဟထိုး), ြ (ရရစ် ဟထိုး), following the order of three different tones: creaky, low, and high. Learners can say words that are made up of letters with the final N vowel ဧ-ာင် (သဝေထိုး ရေးချ ငသတ်) sound. Learners can subtract two and three-digit numbers without regrouping. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss products that can be made with bamboo.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How useful is bamboo in the camps?
 - What products can be made with bamboo in the camps?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **fence** under the sentence. Explain its meaning to the learners.
- Repeat the key word **fence** several times. Ask the learners what the middle letter is. Ensure that they recognise it as the letter **f**. Ask the learners what the first letter is. Ensure that they recognise it as the letter **f**. Ask the learners what sound they hear at the beginning.
- Ask the learners what sound **f** makes in the word **fence**. Help them identify that it makes the **f** sound.
- One at a time write the five letters on the board and explain how the sounds blend to make the words **fence**. Ask the learners to say the sounds after you and to blend the letters to make the words **fence** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (fruit, dry, farmer, dress, desk, fence). Go back

and forth through the pictures, asking them to name each picture in English several times.

- Ask the learners to identify the pictures with the **f** sound.
- Ask the learners to identify the pictures with the **d** sound.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words start with the **f** sound. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words start with the **d** sound. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **F** on the board. Remind the learners that this is the capital (big) **F**. Ask the learners to open their textbooks and to find where the **F** is written in the row of boxes. Review how to write **F** and ask the learners to write over the light print **F** in the textbook and then to complete the line.
- Write the capital (big) **F** in cursive on the board. Ask the learners to write the cursive **F** in their textbook to complete the line. Check that they have written the cursive **F** correctly and help them as needed.
- Write the print form of the small letter **f** on the board. Ask the learners to write **f** in their textbook to complete the line.
- Write the cursive form of the small letter **f**. Ask the learners to write the cursive **f** in their textbook to complete the line. Check that they have written the cursive **f** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (farmer, fence, fruit, dry, dress, desk) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write your name. (5 minutes)

- Ask the learners to write their names in the lines provided. Assist the learners who need help.
- Optional homework can be to write their names several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **F** and **f** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **F** and **f** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the particle and its sound.** (5 minutes)

- Begin by showing a picture of bamboo basket (**တောင်း**). Ask learners if they know what it is in their language.
- Discuss with the learners the process of weaving a basket with bamboo, exploring the techniques and skills involved.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **တောင်း** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **တောင်း** made up of. **တောင်း** is spelled with the particle blended with the final N vowel **ောင့်** (သဝေထိုး ရေးချ ငသတ်) and has a high tone.
- Write the word **တောင်း** on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ကျောင်း၊ ခေါင်းလောင်း၊ တောင်း၊ မြင်း၊ နှင်းဆီပွင့်၊ ချိုချဉ်)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the final N vowel **ောင့်** (သဝေထိုး ရေးချ ငသတ်) and then the final N vowel **-င်** (ငသတ်)/ **-ဉ်** (ညကလေးသတ်) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the final N vowel **ောင့်** (သဝေထိုး ရေးချ ငသတ်) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the final N vowel **ောင့်** (သဝေထိုး ရေးချ ငသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ြ (ရရစ်), ျ (ဟထိုး), ြ (ရရစ် ဟထိုး), following the order of three different tones: creaky, low, and high on the board. Demonstrate how to write the particles properly.

- Ask the learners to write the particles with the final N vowel ဝေ-ာ် (သဝေထိုး ရေးချ ငသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ျ (ရရစ်), ျ (ဟထိုး), ျ (ရရစ် ဟထိုး), following the order of three different tones: creaky, low, and high over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the final N vowel ဝေ-ာ် (သဝေထိုး ရေးချ ငသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ျ (ရရစ်), ျ (ဟထိုး), ျ (ရရစ် ဟထိုး), following the order of three different tones: creaky, low, and high correctly and assist them as needed.
- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the final N vowel ဝေ-ာ် (သဝေထိုး ရေးချ ငသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ျ (ရရစ်), ျ (ဟထိုး), ျ (ရရစ် ဟထိုး), following the order of three different tones: creaky, low, and high on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first line of problems in their textbook. These are two-digit subtraction problems without regrouping.
- Introduce the learners to subtraction of three-digit numbers without regrouping. Demonstrate solving some three-digit subtraction problems without regrouping on the board.
- Ask the learners to solve the problems in the second, third, and fourth lines of their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss products that can be made with bamboo.
- Review the different forms of the print and cursive **F** and **f**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **F** in cursive, of the small **f** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the ဝေ-ာ် (သဝေထိုး ရေးချ ငသတ်) containing different tone marks in their exercise books
 - Write and solve two-and-three-digit subtraction problems without regrouping in their exercise books.

Lesson 47 Making Houses

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand materials and skills needed to make houses. 2. Learners can say the sound of h and read simple words with the sound of h. 3. Learners know and can write the print and the cursive forms of the letter h. 4. Learners can recognize, say the sound, and write the final N vowel ဝံ့ (လုံးကြီးတင် တစ်ချောင်းငင် ငါတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ျ (ရရစ်), and ျ (ဟထိုး), following the order of three different tones: creaky, low, and high. 5. Learners can say words that are made up of letters with the final N vowel ဝံ့ sound. 6. Learners can subtract two and three-digit numbers without regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss the materials and skills needed to make houses.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What is needed to make a good house in the camps?
 - What skills are needed to make houses?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **house** under the sentence. Explain its meaning to the learners.
- Repeat the key word **house** several times. Ask the learners what the first letter is. Ensure that they recognise it as the letter **h**. Ask the learners what sound they hear at the beginning.
- Ask the learners what sound **h** makes in the word **house**. Help them identify that it makes the **h** sound.
- One at a time write the five letters on the board and explain how the sounds blend to make the word **house**. Ask the learners to say the sounds after you and to blend the letters to make the word **house** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (house, fence, fruit, hill, hat, farmer). Go back and forth through the pictures, asking them to name each picture in English several times.
- Ask the learners to identify the pictures with the **h** sound.
- Ask the learners to identify the pictures with the **f** sound.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words start with the **h** sound. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words start with the **f** sound. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **H** on the board. Remind the learners that this is the capital (big) **H**. Ask the learners to open their textbooks and to find where the **H** is written in the row of boxes. Review how to write **H** and ask the learners to write over the light print **H** in the textbook and then to complete the line.
- Write the capital (big) **H** in cursive on the board. Ask the learners to write the cursive **H** in their textbook to complete the line. Check that they have written the cursive **H** correctly and help them as needed.
- Write the print form of the small letter **h** on the board. Ask the learners to write **h** in their textbook to complete the line.
- Write the cursive form of the small letter **h**. Ask the learners to write the cursive **h** in their textbook to complete the line. Check that they have written the cursive **h** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (hat, house, hill, fence, farmer, fruit) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write your name and occupation. (5 minutes)

- Ask the learners to write their names and occupations in the lines provided. Assist the learners who need help.
- Optional homework can be to write their names and occupations several times in their

exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **H** and **h** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **H** and **h** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of pillar (**တိုင်**). Ask learners if they know what it is in their language.
- Discuss with the learners the importance and procedure of erecting pillars as a fundamental step in constructing a house.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **တိုင်** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **တိုင်** made up of. **တိုင်** is spelled with the particle blended with the final N vowel **တိုင်** (လုံးကြီးတင် တစ်ချောင်းငင် ငသတ်) and has a low tone.
- Write the word **တိုင်** on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ရေလှိုင်း၊ တိုင်၊ ပန်းခိုင်၊ ချောင်း၊ ပြောင်းဖူး၊ ဖောင်)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the final N vowel **ိုင်** (လုံးကြီးတင် တစ်ချောင်းငင် ငသတ်) and then the final N vowel **ောင်** (သဝေထိုး ရေးချ ငသတ်) sound .
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the final N vowel **ိုင်** (လုံးကြီးတင် တစ်ချောင်းငင် ငသတ်) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the final N vowel **ိုင်** (လုံးကြီးတင် တစ်ချောင်းငင် ငသတ်) with occasional addition of other consonants such as ျ (ယပင့်)/ ြ (ရရစ်), and ၼ (ဟထိုး) sound, following the order of three different tones: creaky, low, and high on the board. Demonstrate how to write the particles properly.

- Ask the learners to write the particles with the final N vowel ဝိုင် (လုံးကြီးတင် တစ်ချောင်းငင် င သတ်) with occasional addition of other consonants such as ျ (ယပင့်)/ ြ (ရရစ်), and ၵ (ဟထိုး) sound, following the order of three different tones: creaky, low, and high over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the final N vowel ဝိုင် (လုံးကြီးတင် တစ်ချောင်းငင် င သတ်) with occasional addition of other consonants such as ျ (ယပင့်)/ ြ (ရရစ်), and ၵ (ဟထိုး) sound, following the order of three different tones: creaky, low, and high correctly and assist them as needed.
- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the final N vowel ဝိုင် (လုံးကြီးတင် တစ်ချောင်းငင် င သတ်) with occasional addition of other consonants such as ျ (ယပင့်)/ ြ (ရရစ်), and ၵ (ဟထိုး) sound, following the order of three different tones: creaky, low, and high on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first line of problems in their textbook. These are simple two-digit subtraction problems without regrouping.
- Remind the learners about three-digit subtraction without regrouping. Ask the learners to solve the problems in the second, third and fourth lines of their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss the materials and skills needed to make houses.
- Review the different forms of the print and cursive **H** and **h**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **H** in cursive, of the small **h** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the final N vowel ဝိုင် (လုံးကြီးတင် တစ်ချောင်းငင် င သတ်) containing different tone marks in their exercise books
 - Write and solve two-and-three-digit subtraction problems without regrouping in their exercise books.

Lesson 48

Seasonal Business

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand types of businesses that vary with the seasons. 2. Learners can say the sound of j and read simple words with the sound of j. 3. Learners know and can write the print and the cursive forms of the letter j. 4. Learners can recognize, say the sound, and write the final N vowel ဝနံ (လုံးကြီးတင် နသတ်)/ ဝမ် (လုံးကြီးတင် မသတ်) with occasional addition of other consonants such as ည (ယပင့်) / ည (ရရစ်), and ည (ဟထိုး), following the order of three different tones: creaky, low, and high. 5. Learners can say words that are made up of letters with the final N vowel ဝနံ (လုံးကြီးတင် နသတ်)/ ဝမ် (လုံးကြီးတင် မသတ်) sound. 6. Learners can add and subtract two and three-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss types of businesses that vary with the seasons.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why do clothes shop owners' sales vary from season to season?
 - What other businesses vary from season to season?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **jackets** under the sentence. Explain its meaning to the learners.
- Repeat the key word **jackets** several times. Ask the learners what the first letter is. Ensure that they recognise it as the letter **j**. Ask the learners what sound they hear at the beginning.
- Ask the learners what sound **j** makes in the word **jackets**. Help them identify that it makes the **j** sound.
- One at a time write the six letters on the board and explain how the sounds blend to make the word **jackets**. Ask the learners to say the sounds after you and to blend the letters to make the word **jackets** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (jeep, hill, hat, jacket, house, jelly). Go back and forth through the pictures, asking them to name each picture in English several times.
- Ask the learners to identify the pictures that start with the **j** sound.
- Ask the learners to identify the pictures with the **h** sound.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words start with the **j** sound. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words start with the **h** sound. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **J** on the board. Remind the learners that this is the capital (big) **J**. Ask the learners to open their textbooks and to find where the **J** is written in the row of boxes. Review how to write **J** and ask the learners to write over the light print **J** in the textbook and then to complete the line.
- Write the capital (big) **J** in cursive on the board. Ask the learners to write the cursive **J** in their textbook to complete the line. Check that they have written the cursive **J** correctly and help them as needed.
- Write the print form of the small letter **j** on the board. Ask the learners to write **j** in their textbook to complete the line.
- Write the cursive form of the small letter **j**. Ask the learners to write the cursive **j** in their textbook to complete the line. Check that they have written the cursive **j** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (jelly, jacket, jeep, house, hat, hill) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write the occupations. (5 minutes)

- Ask the learners to write their occupations and their mother's occupation in the lines provided. Assist the learners who need help.
- Optional homework can be to write their occupation several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **J** and **j** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **J** and **j** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the particle and its sound.** (5 minutes)

- Begin by showing a picture of scales (ချိန်ခွင်). Ask learners if they know what it is in their language.
- Discuss with the learners the importance of using scales in the market.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ချိန်ခွင် several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound ချိန်ခွင် made up of. ချိန်ခွင် is spelled with the particle blended with the final N vowel ဝန် (လုံးကြီးတင် နသတ်) with the addition of the medial consonant ျ (ယပင့်) and has a low tone.
- Write the word ချိန်ခွင် on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (စိန်၊ ချိန်ခွင်၊ အိမ်၊ ဗျိုင်း၊ လှောင်ချိုင်း၊ ဆိုင်ခန်း)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the final N vowel ဝန် (လုံးကြီးတင် နသတ်) / ဝမ် (လုံးကြီးတင် မသတ်) and then the final N vowel ဝိုင် (လုံးကြီးတင် တစ်ချောင်းငင် ငသတ်) sound .
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the final N vowel ဝန် (လုံးကြီးတင် နသတ်)/ ဝမ် (လုံးကြီးတင် မသတ်) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the final N vowel ဝန် (လုံးကြီးတင် နသတ်)/ ဝမ် (လုံးကြီးတင် မသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ြ (ရရစ်), and ၵ (ဟထိုး), following the order of three different tones: creaky, low, and high on the board. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the final N vowel ဝန် (လုံးကြီးတင် နသတ်)/ ဝမ် (လုံးကြီးတင် မသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ြ (ရရစ်),

and ဟဲ (ဟဲထိုး), following the order of three different tones: creaky, low, and high over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the final N vowel ဝဲနဲ (လုံးကြီးတင် နသတ်)/ ဝဲမ် (လုံးကြီးတင် မသတ်) with occasional addition of other consonants such as ဟဲ (ယပင့်) / ဟဲ (ရရစ်), and ဟဲ (ဟဲထိုး), following the order of three different tones: creaky, low, and high correctly and assist them as needed.

- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the final N vowel ဝဲနဲ (လုံးကြီးတင် နသတ်)/ ဝဲမ် (လုံးကြီးတင် မသတ်) with occasional addition of other consonants such as ဟဲ (ယပင့်) / ဟဲ (ရရစ်), and ဟဲ (ဟဲထိုး), following the order of three different tones: creaky, low, and high on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Remind the learners about regrouping in subtraction and demonstrate solving some two- and three-digit subtraction problems with regrouping.
- Ask the learners to solve the first line of problems in their textbook. These are two- and three-digit subtraction problems with regrouping.
- Remind the learners about two-and-three-digit addition with regrouping. Ask the learners to solve the second line of problems in their textbooks.
- Ask the learners to solve the problems in the third and fourth lines of their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss types of businesses that vary with the seasons.
- Review the different forms of the print and cursive J and j.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) J in cursive, of the small j in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the final N vowel ဝဲနဲ (လုံးကြီးတင် နသတ်)/ ဝဲမ် (လုံးကြီးတင် မသတ်) containing different tone marks in their exercise books
 - Write and solve two-and-three-digit addition and subtraction problems with and without regrouping in their exercise books

Lesson 49 First Aid Kit

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the importance and use of first aid kits. 2. Learners can say the sound of k and read simple words with the sound of k. 3. Learners know and can write the print and the cursive forms of the letter k. 4. Learners can recognize, say the sound, and write the final N vowel ခ် (သေးသေးတင် တစ်ချောင်းငင်)/ ခ်န (တစ်ချောင်းငင် နသတ်)/ ခ်မ် (တစ်ချောင်းငင် မသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ျ (ရရစ်), and ျ (ဟထိုး), following the order of three different tones: creaky, low, and high. 5. Learners can say words that are made up of letters with the final N vowel ခ် (သေးသေးတင် တစ်ချောင်းငင်)/ ခ်န (တစ်ချောင်းငင် နသတ်)/ ခ်မ် (တစ်ချောင်းငင် မသတ်) sound. 6. Learners can add two and three-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss the importance and use of first aid kits.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What is a first aid kit?
 - Why is a first aid treatment necessary and why is it important to keep one in the home?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **kit** under the sentence. Explain its meaning to the learners.
- Repeat the key word **kit** several times. Ask the learners what the first letter is. Ensure that they recognise it as the letter **k**. Ask the learners what sound they hear at the beginning.
- Ask the learners what sound **k** makes in the words **kit**. Help them identify that it makes the **k** sound.
- One at a time write the three letters on the board and explain how the sounds blend to make the word **kit**. Ask the learners to say the sounds after you and to blend the letters to make the word **kit** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners

recognize each one and can name it in their language.

- Identify the English word for each picture (kidney, jacket, kit, jeep, kid, jelly). Go back and forth through the pictures, asking them to name each picture in English several times.
- Ask the learners to identify the pictures with the **k** sound.
- Ask the learners to identify the pictures with the **j** sound.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words start with the **k** sound. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words start with the **j** sound. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **K** on the board. Remind the learners that this is the capital (big) **K**. Ask the learners to open their textbooks and to find where the **K** is written in the row of boxes. Review how to write **K** and ask the learners to write over the light print **K** in the textbook and then to complete the line.
- Write the capital (big) **K** in cursive on the board. Ask the learners to write the cursive **K** in their textbook to complete the line. Check that they have written the cursive **K** correctly and help them as needed.
- Write the print form of the small letter **k** on the board. Ask the learners to write **k** in their textbook to complete the line.
- Write the cursive form of the small letter **k**. Ask the learners to write the cursive **k** in their textbook to complete the line. Check that they have written the cursive **k** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (kit, kid, kidney, jelly, jacket, jeep) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take

turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Write the occupations. (5 minutes)

- Ask the learners to write their occupations, their mother's occupation and their father's occupation in the lines provided. Assist the learners who need help.
- Optional homework can be to write their occupations several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **K** and **k** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **K** and **k** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of hospital (ဆေးရုံ). Ask learners if they know what it is in their language.
- Discuss with the learners the different types of medicines available in the hospital and their significance in healthcare.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ဆေးရုံ several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound ဆေးရုံ made up of. ဆေးရုံ is spelled with the particle blended with the final N vowel ့ (သေးသေးတင် တစ်ချောင်းငင်) and has a low tone.
- Write the word ဆေးရုံ on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ရုံ၊ ယုန်၊ ဆေးရုံ၊ မိုးတိမ်၊ ကြိမ်ခြင်း၊ မိန်းကလေး)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the final N vowel - ့ (သေးသေးတင် တစ်ချောင်းငင်)/ - ့န (တစ်ချောင်းငင် နသတ်)/ - ့မ် (တစ်ချောင်းငင် မသတ်) and then the final N vowel - ့န (လုံးကြီးတင် နသတ်)/ - ့မ် (လုံးကြီးတင် မသတ်) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the simple vowel the final N vowel ့ (သေးသေးတင် တစ်ချောင်းငင်)/ - ့န (တစ်ချောင်းငင် နသတ်)/ - ့မ် (တစ်ချောင်းငင် မသတ်) in each word and matched them with the pictures correctly.

Step 3: Write the particles and the words. (10 minutes)

- Write the particles with the final N vowel ့ (သေးသေးတင် တစ်ချောင်းငင်)/ - ့န (တစ်ချောင်းငင်

နသတ်)/ -၌ (တစ်ချောင်းငင် မသတ်) with occasional addition of other consonants such as ည (ယပင့်) / ြ (ရရစ်), and ည (ဟထိုး), following the order of three different tones: creaky, low, and high sound on the board. Demonstrate how to write the particles properly.

- Ask the learners to write the particles with the final N vowel ့ (သေးသေးတင် တစ်ချောင်းငင်)/ -၌ (တစ်ချောင်းငင် နသတ်)/ -၌ (တစ်ချောင်းငင် မသတ်) with occasional addition of other consonants such as ည (ယပင့်) / ြ (ရရစ်), and ည (ဟထိုး), following the order of three different tones: creaky, low, and high over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the final N vowel ့ (သေးသေးတင် တစ်ချောင်းငင်)/ -၌ (တစ်ချောင်းငင် နသတ်)/ -၌ (တစ်ချောင်းငင် မသတ်) with occasional addition of other consonants such as ည (ယပင့်) / ြ (ရရစ်), and ည (ဟထိုး), correctly and assist them as needed.
- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the final N vowel ့ (သေးသေးတင် တစ်ချောင်းငင်)/ -၌ (တစ်ချောင်းငင် နသတ်)/ -၌ (တစ်ချောင်းငင် မသတ်) with occasional addition of other consonants such as ည (ယပင့်) / ြ (ရရစ်), and ည (ဟထိုး) on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first line of problems in their textbook. These are simple three-digit addition problems without regrouping.
- Remind the learners about three-digit addition with regrouping. Ask the learners to solve the problems in the second, third and fourth lines of their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss the importance and use of first aid kits.
- Review the different forms of the print and cursive **K** and **k**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **K** in cursive, of the small **k** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the final N vowel ့ (သေးသေးတင် တစ်ချောင်းငင်)/ -၌ (တစ်ချောင်းငင် နသတ်)/ -၌ (တစ်ချောင်းငင် မသတ်) containing different tone marks in their exercise books
 - Write and solve two-and-three-digit addition problems with and without regrouping in their exercise books

Lesson 50 Review

Teacher’s preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners can name what they have learned about livelihoods and literacy skills. Learners can blend the sounds of three letters to read and write thin, gender, wheels, dry, fence, business, jackets, house and kit. Learners can recognize, say the sound, and write the medial consonant: ဝ (ဝဆွဲ), aspirated consonant: ့ (ဟထိုး), the complex consonants ျ (ယပင့် ဝဆွဲ) / ြ (ရရစ် ဝဆွဲ), ျ (ယပင့် ဟထိုး) / ြ (ရရစ် ဟထိုး), ့ (ဝဆွဲ ဟထိုး) / ျ (ယပင့် ဝဆွဲ ဟထိုး) / ြ (ရရစ် ဝဆွဲ ဟထိုး), and the final N vowels: -င် (သတ်)/ -င့် (ညကလေးသတ်), ဝ-င် (သဝေထိုး ရေးချ သတ်), ့င် (လုံးကြီးတင် တစ်ချောင်းငင် သတ်), ့င် (လုံးကြီးတင် နသတ်) / ့မ် (လုံးကြီးတင် မသတ်), ့ (သေးသေးတင် တစ်ချောင်းငင်) / ့င် (တစ်ချောင်း ငင် နသတ်) / ့မ် (တစ်ချောင်းငင် မသတ်), following the order of three different tones: creaky, low, and high. . Learners are able to add and subtract two and three-digit numbers with regrouping. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss with the learners what they have enjoyed about the lessons so far and tell them that they will discuss in this session what they have learned and how they can apply it.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What have we talked about in the last nine lessons?
 - What have we learned and how can that help us in our daily lives?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **thick** under the sentence. Explain its meaning to the learners.
- Repeat the key word **thick** several times. Ask the students what sound **thick** begins with. Identify that it begins with the **th** sound.
- Name a word that starts with the **th** sound in their language and ask the learners to name other words in their language that start with the **th** sound.

Step 2: Name the pictures. (5 minutes)

- Show the first set of five pictures in the textbook and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (gender, business, fence, dry fish, wheel). Go back and forth through the pictures asking them to name each picture in English.
- One by one ask the learners to say the sound that each word begins with.
- Show the second set of pictures in the textbook and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word

for each picture (fence, jacket, kit, house). Go back and forth through the pictures asking them to name each picture in English.

- One by one ask the learners to say the sound that each word begins with.

Step 3: Match the pictures with the words. (15 minutes)

- Show the pictures in the textbook again and review the English words for the pictures. Repeat the words several times.
- Point to the words under the two rows of pictures. Review with the learners the sound of each letter.
- Divide the class into four groups and ask each group to discuss the pictures and the beginning sounds and say which initial letter sound goes with which picture.
- Ask learners to decide together and to take turns drawing a line from each letter to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures and nine words from the last nine lessons.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the capital (big) letters with the corresponding pictures—to be repeated a few times so that every member of the group gets to play.

Step 5: Read and write the words (20)

- Letter by letter write the word **thin** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word two more times.
- Letter by letter write the word **wheels** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word two more times.
- Letter by letter write the word **gender** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word two more times.
- Letter by letter write the word **business** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word two more times.
- Letter by letter write the word **dry** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word two more times.
- Letter by letter write the word **fence** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word two more times.
- Letter by letter write the word **house** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word two more times.
- Letter by letter write the word **jackets** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word two more times.
- Letter by letter write the word **kit** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word two more times.

Step 6: Write the occupations. (5 minutes)

- Ask the learners to write their occupations, their mother's occupation and their father's occupation in the lines provided. Assist the learners who need help.
- Optional homework can be to write their occupations several times in their exercise books.

Step 7: Individual work in exercise books. (15 minutes)

- Demonstrate on the board writing **thin** and ask the students to each write **thin** in their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **wheels** and ask the students to each write **wheels** in their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **gender** and ask the students to each write **gender** in their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **business** and ask the students to each write **business** in their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **dry** and ask the students to each write **dry** in their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **fence** and ask the students to each write **fence** in their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **house** and ask the students to each write **house** in their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **jackets** and ask the students to each write **jackets** in their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **kit** and ask the students to each write **kit** in their exercise books. Ask the learners to write one line of the word.
- Ask the learners in random order to write in their exercise books **thin, wheels, gender, business, dry, fence, house, jackets, or kit** as directed several times.
- Ask the students to practice writing the words in their exercise books several more times. Optional homework can be to write more lines of **thin, wheels, gender, business, dry, fence, house, jackets, and kit**.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the particle and its sound.** (5 minutes)

- Begin by showing a picture of spoon (ရွှန်း). Ask learners if they know what it is in their language.
- Discuss with the learners how everyday objects as spoons are used in different tasks.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ရွှန်း several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound ရွှန်း made up of. ရွှန်း is spelled with the particle blended with the final N vowel ဝှ် (အဆွဲ နှသတ်) and has a high tone.
- Write the word ရွှန်း on the board and spell it out loud together.

Step 2: Name the pictures and match with the words. (5 minutes)

- Discuss each picture in the first row and identify the Burmese word for each picture (လျှော့, မြေ, လှေ, ရွှေထည်, ငါးကင်). Go back and forth through the pictures asking them to name each picture in English.
- Go to the pictures in the second row and identify the Burmese word for each picture (တောင်း, တိုင်, ချိန်ခွင်, ဆေးရုံ). Go back and forth through the pictures asking them to name each picture in Burmese.
- One by one ask the learners to say the sound and tone of each word.
- Point to the words under the two rows of pictures. Review the sound and tone of each

word.

- Ask learners to draw a line from each correct word to the matching picture in their textbooks individually. Check to make sure the learners have identified the sound of the words with the right tone and matched them with the pictures correctly.

Step 3: Name the particles and their sounds. (5 minutes)

- Write the nine sets of particles with different vowels and clustered consonants containing three different tones on the board. Ask the learners to say the sound and name each particle.
- Ask the learners to look in their textbooks and note that the particles are written in order in the two rows. Each one can name the particles, their sounds and tones, looking at the textbook.

Step 4: Write the words. (10 minutes)

- Ask the learners to write the words: လျှော့, မြေ့, လှေ့, ရွှေထည်, ငါးကင်, တောင်း, တိုင်, ချိန်ခွင်, ဆေးရုံ over the light print in their textbooks. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words and particles.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (10 minutes)

- Review the concept of three-digit addition and subtraction with regrouping.
- Demonstrate three-digit addition and subtraction with regrouping on the board.
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in lessons 21 - 29 and how this can be of help to them.
- Review the sound, name and writing of the English letters **th, wh, g, b, d, f, h, j and k**.
- Suggest the following as optional homework for those who have time:
 - Write the capital (big) letters **Th, Wh, G, B, D, F, H, J and K** and the small letters in their exercise books several times.
 - Write the words **thin, wheels, gender, business, dry, fence, house, jackets, and kit** several times in their exercise books.
 - Write the Burmese particles with ဝဲ (ဝဆွဲ), ှ (ဟထိုး), ျ (ယပင့် ဝဆွဲ)/ ြ (ရရစ် ဝဆွဲ), ျ (ယပင့် ဟထိုး)/ ြ (ရရစ် ဟထိုး), ျ (ဝဆွဲ ဟထိုး)/ ျ (ယပင့် ဝဆွဲ ဟထိုး)/ ြ (ရရစ် ဝဆွဲ ဟထိုး), -င် (ငသတ်)/ -ဉ် (ညကလေးသတ်), ျ (သဝေထိုး ရေးချ ငသတ်), ျ (လုံးကြီးတင် တစ်ချောင်းငင် ငသတ်), ျ (လုံးကြီးတင် နသတ်)/ ျ (လုံးကြီးတင် မသတ်), and ျ (သေးသေးတင် တစ်ချောင်းငင်)/ ျ (တစ်ချောင်းငင် နသတ်)/ -မ် (တစ်ချောင်းငင် မသတ်) in their exercise books several times.
 - Write the words လျှော့, မြေ့, လှေ့, ရွှေထည်, ငါးကင်, တောင်း, တိုင်, ချိန်ခွင်, and ဆေးရုံ several times in their exercise books.
 - Write and solve two-and-three-digit addition and subtraction problems in their exercise books.

Lesson 51 Lamp Making

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners know the materials and skills needed to make lamps. 2. Learners can say the sound of l and read simple words with the sound of l. 3. Learners know and can write the print and the cursive forms of the letter l. 4. Learners can recognize, say the sound, and write the stopped final vowel -လ် (ကသတ်) with occasional addition of other consonants such as -ျ (ယပင့်) / -ြ (ရရစ်), -့ (တထိုး) and, -ငြ (ရရစ်တထိုး), with the glottal stop. 5. Learners can say words that are made up of letters with stopped final vowel -လ် (ကသတ်) sound. 6. Learners can multiply single-digit numbers by 2 and do two and three-digit addition and subtraction with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss the materials and skills needed to make lamps.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What is the difference between the use of a lamp and use of an electric bulb to light your house at night?
 - How can you make a lamp at home at low cost?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **lamp** under the sentence. Explain its meaning to the learners.
- Repeat the key word **lamp** several times. Ask the learners what the middle letter is. Ensure that they recognise it as the letter **l**. Ask the learners what the first letter is. Ensure that they recognise it as the letter **i**. Ask the learners what sound they hear at the beginning.
- Ask the learners what sound **l** makes in the words **lamp**. Help them identify that it makes the **l** sound.
- One at a time write the four letters on the board and explain how the sounds blend to make the words **lamp**. Ask the learners to say the sounds after you and to blend the letters to make the words **lamp** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (kidney, first aid kit, leaf, ladder, lamp, kid). Go back and forth through the pictures, asking them to name each picture in English several times.

- Ask the learners to identify the pictures starting with the **ll** sound.
- Ask the learners to identify the pictures starting with the **k** sound.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words start with the **l** sound. One by one, blend the letters to read each of the first three words that start with the **l** sound. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words start with the letter **k**. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **L** on the board. Remind the learners that this is the capital (big) **L**. Ask the learners to open their textbooks and to find where the **L** is written in the row of boxes. Review how to write **L** and ask the learners to write over the light print **L** in the textbook and then to complete the line.
- Write the capital (big) **L** in cursive on the board. Ask the learners to write the cursive **L** in their textbook to complete the line. Check that they have written the cursive **L** correctly and help them as needed.
- Write the print form of the small letter **l** on the board. Ask the learners to write **l** in their textbook to complete the line.
- Write the cursive form of the small letter **l**. Ask the learners to write the cursive **l** in their textbook to complete the line. Check that they have written the cursive **l** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (leaf, lamp, ladder, kit, kid, kidney) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Fill in the blanks. (5 minutes)

- Ask the learners to fill in the blanks in the lines provided. Assist the learners who need help.

- Circulate around the class providing support as needed.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **L** and **I** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **L** and **I** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of chicken coop (ကြက်ခို). Ask learners if they know what it is in their language.
- Discuss with the learners the responsibilities of keeping a chicken coop clean and the importance of maintaining a clean environment for the chickens.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word ကြက် several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound ကြက် made up of. ကြက် is spelled with the particle blended with the stopped final vowel -က် (ကသတ်) addition of a medial consonant ငြ(ရရစ်) and has a glottal stop.
- Write the word ကြက် on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (စက်ရုံ၊ မျက်မှန်၊ ကြက်၊ စွန်၊ ရွှံ့၊ ဝမ်းစောင်)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the stopped final vowel -က် (ကသတ်) and then with the final N vowel ့ (သေးသေးတင် တစ်ချောင်းငင်) / ့န် (တစ်ချောင်းငင် နသတ်) / ့မ် (တစ်ချောင်းငင် မသတ်) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the stopped final vowel -က် (ကသတ်) in each word and matched them with the pictures correctly.

Step 4: Write the particles and the words. (10 minutes)

- Write the particles with the stopped final vowel -က် (ကသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ငြ (ရရစ်), ဝ (ဝဆွဲ) and ့ (ဟထိုး) on the board. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the stopped final vowel -က် (ကသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ငြ (ရရစ်), ဝ (ဝဆွဲ) and ့ (ဟထိုး) over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have

written the particles with the stopped final vowel **-ဂ်** (ကသတ်) with occasional addition of other consonants such as **၂** (ယပင့်) / **၂** (ရရစ်), **ဝ** (ဝဆွဲ) and **၂** (ဟထိုး) correctly and assist them as needed.

- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the stopped final vowel **-ဂ်** (ကသတ်) with occasional addition of other consonants such as **၂** (ယပင့်) / **၂** (ရရစ်), **ဝ** (ဝဆွဲ) and **၂** (ဟထိုး) on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table (5 minutes)

- Ask the learners to recite the multiplication table in their textbook.
- Circulate through the class, providing support and feedback as needed.

Step 2: Solve the problems (15 minutes)

- Ask the learners to solve the first line of problems in their textbook. These are single-digit multiplication problems.
- Remind the learners about two and three-digit addition and subtraction with and without regrouping. Ask the learners to solve the problems in the second, and third lines of their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss materials and skills needed to make lamps.
- Review the different forms of the print and cursive **L** and **I**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **L** in cursive, of the small **I** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the stopped final vowel **-ဂ်** (ကသတ်) in their exercise books
 - Write and solve two and three-digit addition and subtraction problems with regrouping and single-digit multiplication by 2 problems in their exercise books.

Lesson 52

Pottery

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners know about items made with clay and their use. Learners can say the sound of p and read simple words with the sound of p. Learners know and can write the print and the cursive forms of the letter p. Learners can recognize, say the sound, and write the stopped final vowel ဝဲ-ာက် (သဝေထိုး ရေးချ ကသတ်) with occasional addition of other consonants such as ပျ (ယပင့်) / ငြ (ရရစ်), ျ (တထိုး), ပျ (ယပင့် တထိုး), ငြ (ရရစ်တထိုး) with the glottal stop. Learners can say words that are made up of letters with the stopped final vowel ဝဲ-ာက် (သဝေထိုး ရေးချ ကသတ်) sound. Learners can multiply single-digit numbers by 2 and 3 and do addition and subtraction with two and three-digit numbers with regrouping. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson: Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss the items made with clay and their use.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Why are people using earthenware less and less nowadays?
 - What are some practical items that can be made from clay?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **mugs** under the sentence. Explain its meaning to the learners.
- Repeat the key word **mugs** several times. Ask the learners what the middle letter is. Ensure that they recognise it as the letter **m**. Ask the learners what the first letter is. Ensure that they recognise it as the letter **m**. Ask the learners what sound they hear at the beginning.
- Ask the learners what sound **m** makes in the words **mugs**. Help them identify that it makes the **m** sound.
- One at a time write the four letters on the board and explain how the sounds blend to make the word **mugs**. Ask the learners to say the sounds after you and to blend the letters to make the word **mugs** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (mugs, mask, lamp, leaf, market, ladder). Go back and forth through the pictures, asking them to name each picture in English several

times.

- Ask the learners to identify the pictures that start with the **m** sound.
- Ask the learners to identify the pictures that begin with the **l** sound.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words start with the **m** sound. One by one, blend the letters to read each of the first three words. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these words start with the **l** sound. One by one, blend the letters to read each of these three words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **M** on the board. Remind the learners that this is the capital (big) **M**. Ask the learners to open their textbooks and to find where the **M** is written in the row of boxes. Review how to write **M** and ask the learners to write over the light print **M** in the textbook and then to complete the line.
- Write the capital (big) **M** in cursive on the board. Ask the learners to write the cursive **M** in their textbook to complete the line. Check that they have written the cursive **M** correctly and help them as needed.
- Write the print form of the small letter **m** on the board. Ask the learners to write **m** in their textbook to complete the line.
- Write the cursive form of the small letter **m**. Ask the learners to write the cursive **m** in their textbook to complete the line. Check that they have written the cursive **m** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (mask, market, mugs, lamp, ladder, leaf) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Fill in the blanks. (5 minutes)

- Ask the learners to fill in the blanks in the lines provided. Assist the learners who need help.
- Circulate around the class providing support as needed.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **M** and **m** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **M** and **m** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the particle and its sound.** (5 minutes)

- Begin by showing a picture of stone (**ကျောက်တုံး**). Ask learners if they know what it is in their language.
- Discuss with the learners: How do stones contribute to the construction of houses, and what are the advantages of using stones in building structures?
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **ကျောက်တုံး** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **ကျောက်တုံး** made up of. **ကျောက်တုံး** is spelled with the particle blended with the stopped final vowel **ောက်** (သဝေထိုး ရေးချ ကသတ်) with the medial consonant -ဂျ (ယပင့်) has a glottal stop.
- Write the word **ကျောက်တုံး** on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ပဲခင်းပေါက်၊ တုတ်ကောက်၊ ကျောက်တုံး၊ ငှက်ပျောသီး၊ တံမြက်စည်း၊ ကြွက်).
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the stopped final vowel **ောက်** (သဝေထိုး ရေးချ ကသတ်) and then with the stopped final vowel **-က်** (ကသတ်) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the stopped final vowel **ောက်** (သဝေထိုး ရေးချ ကသတ်) in each word and matched them with the pictures correctly.

Step 4: Write the particles and the words. (10 minutes)

- Write the particles with the stopped final vowel **ောက်** (သဝေထိုး ရေးချ ကသတ်) with occasional addition of other consonants such as **ဂျ** (ယပင့်) / **ဂြ** (ရရစ်), **ဂ်** (ဟထိုး), **ဂျ** (ယပင့်ဟထိုး), **ဂြ**-(ရရစ်ဟထိုး) on the board. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the stopped final vowel **ောက်** (သဝေထိုး ရေးချ ကသတ်) with occasional addition of other consonants such as **ဂျ** (ယပင့်) / **ဂြ** (ရရစ်), **ဂ်** (ဟထိုး), **ဂျ**

(ယပင့်ဟထိုး), ြ (ရရစ်ဟထိုး) over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the stopped final vowel **ေ-ာန်** (သဝေထိုး ရေးချ ကသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ြ (ရရစ်), ျ (ဟထိုး), ျ (ယပင့်ဟထိုး), ြ (ရရစ်ဟထိုး) correctly and assist them as needed.

- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the stopped final vowel **ေ-ာန်** (သဝေထိုး ရေးချ ကသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ြ (ရရစ်), ျ (ဟထိုး), ျ (ယပင့်ဟထိုး), ြ (ရရစ်ဟထိုး) on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table (5 minutes)

- Ask the learners to recite the multiplication table in their textbook.
- Circulate through the class, providing support and feedback as needed.

Step 2: Solve the problems (15 minutes)

- Ask the learners to solve the first line of problems in their textbook. These are simple single-digit multiplication problems.
- Remind the learners about two and three-digit addition and subtraction with regrouping.
- Ask the learners to solve the problems in the second, and third lines of their textbooks.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss the items made with clay and their use.
- Review the different forms of the print and cursive **M** and **m**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **M** in cursive, of the small **m** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with **ေ-ာန်** (သဝေထိုး ရေးချ ကသတ်) in their exercise books
 - Write and solve two and three-digit addition and subtraction problems with regrouping and single-digit multiplication problems with values up to 30 in their exercise books.

Lesson 53

Bead Necklaces

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners know about making, wearing and selling bead necklaces. 2. Learners can say the sound of n and read simple words with the sound of n. 3. Learners know and can write the print and the cursive forms of the letter n. 4. Learners can recognize, say the sound, and write the stopped final vowel ဝှ် (လုံးကြီးတင် တစ်ချောင်းငင် ကသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ျ (ရရစ်), and ျ (တထိုး) with the glottal stop. 5. Learners can say words that are made up of letters with the stopped final vowel ဝှ် (လုံးကြီးတင် တစ်ချောင်းငင် ကသတ်) sound. 6. Learners can write their names in English and Burmese. 7. Learners can multiply single-digit numbers with values up to 40 and can solve word problems with simple addition. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss making, wearing and selling bead necklaces.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What kinds of necklaces do Rohingya women usually like to wear?
 - How can people make necklaces on their own to adorn themselves and to sell for an income?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **necklace** under the sentence. Explain its meaning to the learners.
- Repeat the key word **necklace** several times. Ask the learners what the first letter is. Ensure that they recognise it as the letter **n**. Ask the learners what sound they hear at the beginning.
- Ask the learners what sound **n** makes in the words **necklace**. Help them identify that it makes the **n** sound.
- One at a time write the eight letters on the board and explain how the sounds blend to make the word **necklace**. Ask the learners to say the sounds after you and to blend the letters to make the word **necklace** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (necklace, market, mask, mugs, nail, needle).

Go back and forth through the pictures, asking them to name each picture in English several times.

- Ask the learners to identify the pictures starting with the **n** sound.
- Ask the learners to identify the pictures starting with the **m** sound.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart, one by one, blend the letters to read the six words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **N** on the board. Remind the learners that this is the capital (big) **N**. Ask the learners to open their textbooks and to find where the **N** is written in the row of boxes. Review how to write **N** and ask the learners to write over the light print **N** in the textbook and then to complete the line.
- Write the capital (big) **N** in cursive on the board. Ask the learners to write the cursive **N** in their textbook to complete the line. Check that they have written the cursive **N** correctly and help them as needed.
- Write the print form of the small letter **n** on the board. Ask the learners to write **n** in their textbook to complete the line.
- Write the cursive form of the small letter **n**. Ask the learners to write the cursive **n** in their textbook to complete the line. Check that they have written the cursive **n** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (needle, necklace, nail, mask, market, mugs) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Fill in the blanks. (5 minutes)

- Ask the learners to fill in the blanks in the lines provided. Assist the learners who need help.
- Circulate around the class providing support as needed.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **N** and **n** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **N** and **n** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the particle and its sound.** (5 minutes)

- Begin by showing a picture of trash (**အမှိုက်**). Ask learners if they know what it is in their language.
- Discuss with the learners: Why is it important to throw trash into the trash can?
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **အမှိုက်** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **အမှိုက်** made up of. **အမှိုက်** is spelled with the particle blended the stopped final vowel **ိုက်** (လုံးကြီးတင် တစ်ချောင်းငင် ကသတ်) with addition of the aspirated consonant **့** (ဟထိုး) and has a glottal stop.
- Write the word **အမှိုက်** on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (**အမှိုက်**၊ စာကြည့်တိုက်၊ ပိုက်ကွန်၊ လက်ကောက်၊ ငါးခြောက်၊ ခေါက်ဆွဲ)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the stopped final vowel **ိုက်** (လုံးကြီးတင် တစ်ချောင်းငင် ကသတ်) and then with the stopped final vowel **ောက်** (သဝေထိုး ရေးချ ကသတ်) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the simple vowel the stopped final vowel **ိုက်** (လုံးကြီးတင် တစ်ချောင်းငင် ကသတ်) in each word and matched them with the pictures correctly.

Step 4: Write the particles and the words. (10 minutes)

- Write the particles with the stopped final vowel **ိုက်** (လုံးကြီးတင် တစ်ချောင်းငင် ကသတ်) with occasional addition of other consonants such as **ျ** (ယပင့်) / **ြ** (ရရစ်), and **့** (ဟထိုး) on the board. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the stopped final vowel **ိုက်** (လုံးကြီးတင် တစ်ချောင်းငင် ကသတ်) with occasional addition of other consonants such as **ျ** (ယပင့်) / **ြ** (ရရစ်), and **့** (ဟထိုး) over the light print in their textbooks. Instruct them to write these particles in

each of the boxes. Check that they have written the particles with the stopped final vowel ဝိုက် (လုံးကြီးတင် တစ်ချောင်းငင် ကသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ြ (ရရစ်), and ျ (ဟထိုး) correctly and assist them as needed.

- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the stopped final vowel ဝိုက် (လုံးကြီးတင် တစ်ချောင်းငင် ကသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ြ (ရရစ်), and ျ (ဟထိုး) on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table (xx minutes)

- Ask the learners to recite the multiplication table in their textbook.
- Circulate through the class, providing support and feedback as needed.

Step 2: Solve the problems (20 minutes)

- Ask the learners to solve the first two lines of problems in their textbook. These are simple single-digit multiplication problems.
- Remind the learners about two and three-digit addition and subtraction with and without regrouping. Ask the learners to solve the problems in the third line of their textbooks.
- Go over the addition word problem with the learners and give them support to understand and solve the problem.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss making, wearing and selling bead necklaces.
- Review the different forms of the print and cursive **N** and **n**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **N** in cursive, of the small **n** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the stopped final vowel ဝိုက် (လုံးကြီးတင် တစ်ချောင်းငင် ကသတ်) in their exercise books
 - Write and solve two and three-digit addition and subtraction problems with regrouping and single-digit multiplication problems with values up to 40 in their exercise books

Lesson 54 Handmade Quilt

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners know about the materials and skills needed to make quilts. 2. Learners recognise and can say the sound of the consonant digraph qu and read simple words with qu. 3. Learners can write the capital (big) Q with the small u and small q with the small u in print and in cursive scripts. 4. Learners can recognize, say the sound, and write the stopped final vowel -န (စသတ်) with occasional addition of other consonants such as ချ (ယပင်) / ငြ (ရရစ်), and ့ (ဟထိုး) with the glottal stop. 5. Learners can say words that are made up of letters with the stopped final vowel -န (စသတ်) sound. 6. Learners can multiply single-digit numbers with values up to 50 and can solve simple subtraction word problems. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss the materials and skills needed to make quilts.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What materials do people need to make a quilt?
 - How are quilts made at home?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **quilt** under the sentence. Explain its meaning to the learners.
- Repeat the key word **quilt** several times. Ask the learners what the first two letters are. Ensure that they recognise them as the letters **q** and **u**. Ask the learners what sound they hear at the beginning.
- Ask the learners what sound **qu** makes in the words **quilt**. Help them identify that it makes the **qu** sound.
- One at a time write the five letters on the board and explain how the sounds blend to make the word **quilt**. Ask the learners to say the sounds after you and to blend the letters to make the word **quilt** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (nail, necklace, queen, quail, quilt, needle). Go back and forth through the pictures, asking them to name each picture in English several times.

- Ask the learners to identify the pictures with the short vowel sound.
- Ask the learners to identify the pictures with the long vowel sound, the ones in which the vowel says its name.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the words under the row of pictures. One by one, blend the letters to read each of the words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **Q** with the small **u** on the board. Remind the learners that this is the capital (big) **Q** with a small **u**. Ask the learners to open their textbooks and to find where the **Qu** is written in the row of boxes. Review how to write **Qu** and ask the learners to write over the light print **Qu** in the textbook and then to complete the line.
- Write the capital (big) **Q** with the small **u** in cursive on the board. Ask the learners to write the cursive **Qu** in their textbook to complete the line. Check that they have written the cursive **Qu** correctly and help them as needed.
- Write the print form of the small letter **q** with the small **u** on the board. Ask the learners to write **qu** in their textbook to complete the line.
- Write the cursive form of the small letter **qu**. Ask the learners to write the cursive **qu** in their textbook to complete the line. Check that they have written the cursive **qu** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have cards words (quail, queen, quilt, necklace, needle, nail) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Fill in the blanks. (5 minutes)

- Ask the learners to fill in the blanks in the lines provided. Assist the learners who need help.
- Circulate around the class providing support as needed.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **Qu** and **qu** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **Qu** and **qu** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Name the particle and its sound.** (5 minutes)

- Begin by showing a picture of tree (**သစ်ပင်**). Ask learners if they know what it is in their language.
- Discuss with the learners: What are the benefits of planting trees, and how does it contribute to the environment and our well-being?
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **သစ်ပင်** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **သစ်ပင်** made up of. **သစ်ပင်** is spelled with the particle blended the stopped final vowel **-စ်** (စသတ်) and has a glottal stop.
- Write the word **သစ်ပင်** on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (မီးခြစ်၊ သစ်ပင်၊ မြစ်၊ ငှက်သိုက်၊ တိုက်ခန်း၊ ပိုက်ဆံ)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the stopped final vowel **-စ်** (စသတ်) and then with the stopped final vowel **ိုက်** (လုံးကြီးတင် တစ်ချောင်းငင် ကသတ်) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the stopped final vowel **-စ်** (စသတ်) in each word and matched them with the pictures correctly.

Step 4: Write the particles and the words. (10 minutes)

- Learners can recognize, say the sound, and write the stopped final vowel **-စ်** (စသတ်) with occasional addition of other consonants such as **ျ** (ယပင့်) / **ြ** (ရရစ်), and **့** (ဟထိုး) with the glottal stop. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the stopped final vowel **-စ်** (စသတ်) with occasional addition of other consonants such as **ျ** (ယပင့်) / **ြ** (ရရစ်), and **့** (ဟထိုး) over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the stopped final vowel **-စ်** (စသတ်) with occasional addition of other consonants such as **ျ** (ယပင့်) / **ြ** (ရရစ်), and **့** (ဟထိုး) correctly and assist them as needed.

- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the stopped final vowel -**၎** (စသတ်) with occasional addition of other consonants such as **၂** (ယုဇ်) / **၂** (ရုဇ်), and **၂** (ဟထိုး) on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table (5 minutes)

- Ask the learners to recite the multiplication table in their textbook.
- Circulate through the class, providing support and feedback as needed.

Step 2: Solve the problems (15 minutes)

- Ask the learners to solve the first two lines of problems in their textbook. These are simple single-digit multiplication problems.
- Ask the learners to solve the problems in the second line of their textbooks.
- Ask the learners to read and solve the subtraction word problem.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss the materials and skills needed to make quilts.
- Review the different forms of the print and cursive **Qu** and **qu**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **Q** with the small **u** in cursive, of the small **q** with the small **u** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the stopped final vowel -**၎** (စသတ်) in their exercise books
 - Write and solve two and three-digit addition and subtraction problems with regrouping and single-digit multiplication problems with values up to 50 in their exercise books.

Lesson 55

Drawing

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners know that the skill of drawing is useful for different trades. Learners can say the sound of r and read simple words with the sound of r. Learners know and can write the print and the cursive forms of the letter r. Learners can recognize, say the sound, and write the stopped final vowel -၀် (တသတ်)/ -၀် (ပသတ်) with occasional addition of other consonants such as ၂ (ယပင့်) / ၂ (ရရစ်), and း (ဟထိုး) with the glottal stop. Learners can say words that are made up of letters with the stopped final vowel -၀် (တသတ်)/ -၀် (ပသတ်) sound. Learners can write their names in English and Burmese. Learners can multiply single-digit numbers with values up to 50 and solve word problems involving subtraction without regrouping. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson: Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss the skill of drawing for different trades.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What are some different types of drawing?
 - What are some of the trades that require being able to draw?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (10 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **ruler** under the sentence. Explain its meaning to the learners.
- Repeat the key word **ruler** several times. Ask the learners what the middle letter is. Ensure that they recognise it as the letter **r**. Ask the learners what the first letter is. Ensure that they recognise it as the letter **r**. Ask the learners what sound they hear at the beginning.
- Ask the learners what sound **r** makes in the words **ruler**. Help them identify that it makes the **r** sound.
- One at a time write the five letters on the board and explain how the sounds blend to make the word **ruler**. Ask the learners to say the sounds after you and to blend the letters to make the word **ruler** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (quilt, roof, queen, ruler, rain, quail). Go back and forth through the pictures, asking them to name each picture in English several times.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the first three words under the row of pictures. Point out that these words start with the letter **r**. Repeat each one several times.
- On the flipchart point to the next three words under the row of pictures. Point out that these word start with the letters **qu**. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **R** on the board. Remind the learners that this is the capital (big) **R**. Ask the learners to open their textbooks and to find where the **R** is written in the row of boxes. Review how to write **R** and ask the learners to write over the light print **R** in the textbook and then to complete the line.
- Write the capital (big) **R** in cursive on the board. Ask the learners to write the cursive **R** in their textbook to complete the line. Check that they have written the cursive **R** correctly and help them as needed.
- Write the print form of the small letter **r** on the board. Ask the learners to write **r** in their textbook to complete the line.
- Write the cursive form of the small letter **r**. Ask the learners to write the cursive **r** in their textbook to complete the line. Check that they have written the cursive **r** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have cards words (rain, ruler, roof, quail, queen, quilt) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Fill in the blanks. (5 minutes)

- Ask the learners to fill in the blanks in the lines provided. Assist the learners who need help.
- Circulate around the class providing support as needed.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **R** and **r** ask the students to each write the letters in

cursive in their exercise books. Ask the learners to write one line of each letter.

- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **R** and **r** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of bandage (**ပတ်တီး**). Ask learners if they know what it is in their language.
- Discuss with the learners: Why is it important for a doctor to bandage a patient, and what role does this play in the healing process?
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **ပတ်တီး** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **ပတ်တီး** made up of. **ပတ်တီး** is spelled with the particles blended with the stopped final vowel **-တ်**.
- Write the word **ပတ်တီး** on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (ညှပ်ဖိနပ်၊ ပတ်တီး၊ လျှပ်စစ်အား၊ စပျစ်သီး၊ သစ်တော၊ ရေစစ်)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the stopped final vowel **-တ်** (တသတ်)/ **-ပ်** (ပသတ်) and then with the **-စ်**(စသတ်) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the stopped final vowel **-တ်** (တသတ်)/ **-ပ်** (ပသတ်) in each word and matched them with the pictures correctly.

Step 4: Write the particles and the words. (10 minutes)

- Write the particles with the stopped final vowel **-တ်** (တသတ်)/ **-ပ်** (ပသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ြ (ရရစ်), and ် (ဟထိုး) on the board. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the stopped final vowel **-တ်** (တသတ်)/ **-ပ်** (ပသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ြ (ရရစ်), and ် (ဟထိုး) over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the stopped final vowel **-တ်** (တသတ်)/ **-ပ်** (ပသတ်) occasional addition of other consonants such as ျ (ယပင့်) / ြ (ရရစ်), and ် (ဟထိုး) correctly and assist them as needed.
- Ask the learners to practice writing the Burmese particles in their exercise books several times.

Optionally, assign homework for them to write more lines of the letters.

- Write the words that are blended with the stopped final vowel **-ဝ်** (တသတ်)/ **-ဝ်** (ပသတ်) occasional addition of other consonants such as **ၿ** (ယပင်) / **ၼ** (ရရင်), and **း** (တထိုး) on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the letters.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table (5 minutes)

- Ask the learners to recite the multiplication table in their textbook.
- Circulate through the class, providing support and feedback as needed.

Step 2: Solve the problems (15 minutes)

- Ask the learners to solve the first two lines of problems in their textbook. These are simple single-digit multiplication problems.
- Ask the learners to solve the problems in the third line of their textbooks.
- Ask the learners to read and solve the written problem.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss the usefulness of the skill of drawing for different trades.
- Review the different forms of the print and cursive **R** and **r**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **R** in cursive, of the small **r** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the stopped final vowel **-ဝ်** (တသတ်)/ **-ဝ်** (ပသတ်) in their exercise books
 - Write and solve two and three-digit addition and subtraction problems with regrouping and single-digit multiplication problems with values up to 50 in their exercise books

Lesson 56 Vase Making

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners know about various types of vases and how they can be made. 2. Learners can say the sound of v and read simple words with the sound of v. 3. Learners know and can write the print and the cursive forms of the letter v. 4. Learners can recognize, say the sound, and write the stopped final vowel ွတ် (ဝဆွဲ တသတ်)/ ွပ် (ဝဆွဲ ပသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ြ (ရရစ်), and ့ (ဟထိုး) with the glottal stop. 5. Learners can say words that are made up of letters with the stopped final vowel ွတ် (ဝဆွဲ တသတ်)/ ွပ် (ဝဆွဲ ပသတ်) sound. 6. Learners can multiply single-digit numbers with values up to 60 and solve word problems involving subtraction with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss various types of vases and how they can be made.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What kind of vases do you use to hold flowers?
 - How can vases be made at home with available materials?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **vase** under the sentence. Explain its meaning to the learners.
- Repeat the key word **vase** several times. Ask the learners what the first letter is. Ensure that they recognise it as the letter **v**. Ask the learners what sound they hear at the beginning.
- Ask the learners what sound **v** makes in the words **vase**. Help them identify that it makes the **v** sound.
- One at a time write the four letters on the board and explain how the sounds blend to make the words **vase**. Ask the learners to say the sounds after you and to blend the letters to make the words **vase** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (vest, violin, rain, vase, roof, ruler). Go back and forth through the pictures, asking them to name each picture in English several times.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the words under the row of pictures. One by one, blend the letters to read each of the words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **V** on the board. Remind the learners that this is the capital (big) **V**. Ask the learners to open their textbooks and to find where the **V** is written in the row of boxes. Review how to write **V** and ask the learners to write over the light print **V** in the textbook and then to complete the line.
- Write the capital (big) **V** in cursive on the board. Ask the learners to write the cursive **V** in their textbook to complete the line. Check that they have written the cursive **V** correctly and help them as needed.
- Write the print form of the small letter **v** on the board. Ask the learners to write **v** in their textbook to complete the line.
- Write the cursive form of the small letter **v**. Ask the learners to write the cursive **v** in their textbook to complete the line. Check that they have written the cursive **v** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (vase, vest, violin, ruler, rain, roof) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Answer the questions. (10 minutes)

- Review the key sentence with the learners.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write their names several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **V** and **v** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.

- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **V** and **v** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of ring (**လက်စွပ်**). Ask learners if they know what it is in their language.
- Discuss with the learners: What materials and techniques can be used to craft rings?
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **လက်စွပ်** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **လက်စွပ်** made up of. **လက်စွပ်** is spelled with the particles blended with the stopped final vowel **့ပ်** (ဝဆွဲ ဟသတ်).
- Write the word **လက်စွပ်** on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (**လက်စွပ်**, **မုန့်ကြွပ်**, **တောင်ထွတ်**, **ရဟတ်ယာဉ်**, **ယပ်တောင်**, **အမဲနွယ်**)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the stopped final vowel **့တ်** (ဝဆွဲ တသတ်)/ **့ပ်** (ဝဆွဲ ဟသတ်) and then with the stopped final vowel **-တ်** (တသတ်)/ **-ပ်** (ဟသတ်) sound.
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the simple vowel the stopped final vowel **့တ်** (ဝဆွဲ တသတ်)/ **့ပ်** (ဝဆွဲ ဟသတ်) sound in each word and matched them with the pictures correctly.

Step 4: Write the particles and the words. (10 minutes)

- Write the particles with the stopped final vowel **့တ်** (ဝဆွဲ တသတ်)/ **့ပ်** (ဝဆွဲ ဟသတ်) with occasional addition of other consonants such as **ျ** (ယပင့်) / **ြ** (ရရစ်), and **ှ** (ဟထိုး) on the board. Demonstrate how to write the particles properly./
- Ask the learners to write the particles with the stopped final vowel **့တ်** (ဝဆွဲ တသတ်)/ **့ပ်** (ဝဆွဲ ဟသတ်) with occasional addition of other consonants such as **ျ** (ယပင့်) / **ြ** (ရရစ်), and **ှ** (ဟထိုး) over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the stopped final vowel **့တ်** (ဝဆွဲ တသတ်)/ **့ပ်** (ဝဆွဲ ဟသတ်) with occasional addition of other consonants such as **ျ** (ယပင့်) / **ြ** (ရရစ်), and **ှ** (ဟထိုး) correctly and assist them as needed.
- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the particles.
- Write the words that are blended with the stopped final vowel **့တ်** (ဝဆွဲ တသတ်)/ **့ပ်** (ဝဆွဲ ဟသတ်)

ပသတ်) with occasional addition of other consonants such as -ချ (ယပင့်) / ငြ (ရရစ်), and -ာ (ဟထိုး) on the board.

- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table (5 minutes)

- Ask the learners to recite the multiplication table in their textbook.
- Circulate through the class, providing support and feedback as needed.

Step 2: Solve the problems (15 minutes)

- Ask the learners to solve the first two lines of problems in their textbook. These are single-digit multiplication problems. The first line is set out horizontally and the second line is set out vertically.
- Ask the learners to solve the problems in the third line in their textbooks.
- Go over the written problem with the learners and ask them to solve the problem.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss types of vases and how they can be made.
- Review the different forms of the print and cursive **V** and **v**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **V** in cursive, of the small **v** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the the stopped final vowel ြတ် (ဝဆွဲ တသတ်)/ ြပ် (ဝဆွဲ ပသတ်) in their exercise books
 - Write and solve two and three-digit addition and subtraction problems with regrouping and single-digit multiplication problems with values up to 60 in their exercise books.

Lesson 57 Wooden Goods

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners know the types of goods that can be made from wood. 2. Learners can say the sound of x and read simple words with the sound of x. 3. Learners know and can write the print and the cursive forms of the letter x. 4. Learners can recognize, say the sound, and write the stopped final vowel -ိတ် (လုံးကြီးတင် တသတ်)/ ိပ် (လုံးကြီးတင် ဟသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ြ (ရရစ်), ဝ (အဆွဲ) and ျ (ဟထိုး), with the glottal stop. 5. Learners can say words that are made up of letters with the stopped final vowel -ိတ် (လုံးကြီးတင် တသတ်)/ ိပ် (လုံးကြီးတင် ဟသတ်) sound. 6. Learners can multiply single-digit numbers with values up to 70 and solve word problems involving addition of three 2-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:

Introduction (15 minutes)

- Discuss the types of goods that can be made from wood.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What kinds of boxes can be made with locally available materials?
 - What other items can be made with wood?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **box** under the sentence. Explain its meaning to the learners.
- Repeat the key word **box** several times. Ask the learners what the first letter is. Ensure that they recognise it as the letter **x**. Ask the learners what sound they hear at the beginning.
- Ask the learners what sound **x** makes in the words **box**. Help them identify that it makes the **x (ks)** sound.
- One at a time write the three letters on the board and explain how the sounds blend to make the word **box**. Ask the learners to say the sounds after you and to blend the letters to make the word **box** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.
- Identify the English word for each picture (violin, vase, x-ray, vest, axe, box). Go back and

forth through the pictures, asking them to name each picture in English several times.

- Ask the learners to identify the pictures with the short vowel sound.
- Ask the learners to identify the pictures with the long vowel sound, the ones in which the vowel says its name.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the words under the row of pictures. One by one, blend the letters to read each of the words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **X** on the board. Remind the learners that this is the capital (big) **X**. Ask the learners to open their textbooks and to find where the **X** is written in the row of boxes. Review how to write **X** and ask the learners to write over the light print **X** in the textbook and then to complete the line.
- Write the capital (big) **X** in cursive on the board. Ask the learners to write the cursive **X** in their textbook to complete the line. Check that they have written the cursive **X** correctly and help them as needed.
- Write the print form of the small letter **x** on the board. Ask the learners to write **x** in their textbook to complete the line.
- Write the cursive form of the small letter **x**. Ask the learners to write the cursive **x** in their textbook to complete the line. Check that they have written the cursive **x** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (x-ray, box, axe, vase, vest, violin) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Answer the questions. (10 minutes)

- Review the key sentence with the learners.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need

help.

- Optional homework can be to write their names several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **X** and **x** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **X** and **x** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of sling bag (လွယ်အိတ်). Ask learners if they know what it is in their language.
- Discuss with the learners: How can you make the cloth sling bag, and what materials and steps did you use in crafting it?
- Ask if any of the learners know the Burmese word for the picture. Repeat the word လွယ်အိတ် several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound လွယ်အိတ် made up of. လွယ်အိတ် is spelled with the particle blended with the stopped final vowel ဝိတ် (လုံးကြီးတင် တသတ်) and has a glottal stop.
- Write the word လွယ်အိတ် on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (လွယ်အိတ်၊ လိပ်ပြာ၊ အိပ်ယာ၊ သွားပွတ်တံ၊ ဘွတ်ဖိနပ်၊ သွပ်ပြား)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the stopped final vowel ဝိတ် (လုံးကြီးတင် တသတ်)/ ဝိမ် (လုံးကြီးတင် ဝသတ်) and then with the ဝိတ် (ဝဆွဲ တသတ်)/ ဝိမ် (ဝဆွဲ ဝသတ်).
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the stopped final vowel ဝိတ် (လုံးကြီးတင် တသတ်)/ ဝိမ် (လုံးကြီးတင် ဝသတ်) in each word and matched them with the pictures correctly.

Step 4: Write the particles and the words. (10 minutes)

- Write the particles with the stopped final vowel ဝိတ် (လုံးကြီးတင် တသတ်)/ ဝိမ် (လုံးကြီးတင် ဝသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ျ (ရရစ်), ဝ (ဝဆွဲ) and ျ (ဟထိုး) on the board. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the stopped final vowel ဝိတ် (လုံးကြီးတင် တသတ်)/ ဝိမ် (လုံးကြီးတင် ဝသတ်) with occasional addition of other consonants such as ျ (ယပင့်) / ျ (ရရစ်),

ဝဲ (ဝဲ) and ဟဲ (ဟဲ) over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the stopped final vowel ဝဲ (လုံးကြီးတင် တသတ်)/ ဝဲ (လုံးကြီးတင် ပသတ်) with occasional addition of other consonants such as ဟဲ (ယပင်) / ဟဲ (ရရစ်), ဝဲ (ဝဲ) and ဟဲ (ဟဲ) correctly and assist them as needed.

- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the letters.
- Write the words that are blended with the stopped final vowel ဝဲ (လုံးကြီးတင် တသတ်)/ ဝဲ (လုံးကြီးတင် ပသတ်) with occasional addition of other consonants such as ဟဲ (ယပင်) / ဟဲ (ရရစ်), ဝဲ (ဝဲ) and ဟဲ (ဟဲ) on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the letters.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table (5 minutes)

- Ask the learners to recite the multiplication table in their textbook.
- Circulate through the class, providing support and feedback as needed.

Step 2: Solve the problems (15 minutes)

- Ask the learners to solve the first two lines of problems in their textbook. These are simple single-digit multiplication problems.
- Ask the learners to solve the problems in the third line in their textbooks.
- Go over the written problem with the learners and ask them to solve the problem.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss the types of goods that can be made from wood.
- Review the different forms of the print and cursive **X** and **x**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **X** in cursive, of the small **x** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the stopped final vowel ဝဲ (လုံးကြီးတင် တသတ်)/ ဝဲ (လုံးကြီးတင် ပသတ်) in their exercise books
 - Write and solve two and three-digit addition and subtraction problems with regrouping and single-digit multiplication problems with values up to 70 in their exercise books.

Lesson 58 Sewing Machine

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners know about the types of sewing for which a machine is needed. 2. Learners can say the sound of z and read simple words with the sound of z. 3. Learners know and can write the print and the cursive forms of the letter z. 4. Learners can recognize, say the sound, and write the stopped final vowel -တ် (တစ်ချောင်းငင် တသတ်)/ -ပ် (တစ်ချောင်းငင် ပသတ်) with occasional addition of other consonants such as ချ (ယပင့်) / ြ(ရုရစ်), ဝ (ဝဆွဲ), ့ (ဟထိုး), and ြ(ရုရစ် ဟထိုး) with the glottal stop. 5. Learners can say words that are made up of letters with the stopped final vowel -တ် (တစ်ချောင်းငင် တသတ်)/ -ပ် (တစ်ချောင်းငင် ပသတ်) sound. 6. Learners can multiply single-digit numbers with values up to 80 and solve word problems involving addition of three 2-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss types of sewing for which a machine is needed.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Who normally makes clothes for members of a family?
 - What types of sewing requires a machine?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **zigzag** under the sentence. Explain its meaning to the learners.
- Repeat the key word **zigzag** several times. Ask the learners what the middle letter is. Ensure that they recognise it as the letter **z**. Ask the learners what the first letter is. Ensure that they recognise it as the letter **z**. Ask the learners what sound they hear at the beginning.
- Ask the learners what sound **z** makes in the words **zigzag**. Help them identify that it makes the long **z** sound.
- One at a time write the six letters on the board and explain how the sounds blend to make the word **zigzag**. Ask the learners to say the sounds after you and to blend the letters to make the word **zigzag** several times.

Step 2: Name the pictures. (5 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name it in their language.

- Identify the English word for each picture (zipper, box, zebra, x-ray, zigzag, axe). Go back and forth through the pictures, asking them to name each picture in English several times.
- Ask the learners to identify the pictures with the short vowel sound.
- Ask the learners to identify the pictures with the long vowel sound, the ones in which the vowel says its name.

Step 3: Match the pictures with the words. (10 minutes)

- On the flipchart point to the words under the row of pictures. One by one, blend the letters to read each of the words. Repeat each one several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 4: Write the letters. (15 minutes)

- Write the capital (big) letter **Z** on the board. Remind the learners that this is the capital (big) **Z**. Ask the learners to open their textbooks and to find where the **Z** is written in the row of boxes. Review how to write **Z** and ask the learners to write over the light print **Z** in the textbook and then to complete the line.
- Write the capital (big) **Z** in cursive on the board. Ask the learners to write the cursive **Z** in their textbook to complete the line. Check that they have written the cursive **Z** correctly and help them as needed.
- Write the print form of the small letter **z** on the board. Ask the learners to write **z** in their textbook to complete the line.
- Write the cursive form of the small letter **z**. Ask the learners to write the cursive **z** in their textbook to complete the line. Check that they have written the cursive **z** correctly and help them as needed.

Step 5: Read and write the words. (20 minutes)

- One by one write each of the words on the board. Help the learners to read each word. Repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words (zebra, zigzag, zipper, box, x-ray, axe) and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the cards—to be repeated a few times so that every member of the group gets to play.

Step 7: Answer the questions. (10 minutes)

- Review the key sentence with the learners.

- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write about the occupations several times in their exercise books.

Step 8: Individual work in exercise books. (10 minutes)

- Demonstrate on the board writing the cursive **Z** and **z** ask the students to each write the letters in cursive in their exercise books. Ask the learners to write one line of each letter.
- If there is sufficient time, the learners may write each of the words from Step 5.
- Optional homework can be to write more lines of **Z** and **z** and to copy the words from Step 5 in their exercise books.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of sewing machine (**အပ်ချုပ်စက်**). Ask learners if they know what it is in their language.
- Discuss with the learners: what items can they create by using a sewing machine?
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **အပ်ချုပ်စက်** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **အပ်ချုပ်စက်** made up of. **အပ်ချုပ်စက်** is spelled with the particles blended with the stopped final vowel **-ပ်** (တစ်ချောင်းငင် ဝသတ်) with an addition of the medial consonants **ျ** (ယပင့်) and has a glottal stop.
- Write the word **အပ်ချုပ်စက်** on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (10 minutes)

- Discuss each picture and make sure learners recognise each one and can name it in their language. Identify the Burmese word for each picture (**အပ်ချုပ်စက်**, **ငရုတ်သီး**, **ကြက်ဥပြုတ်**, **ဆိတ်**, **ငါးမျှားချိတ်**, **စာအိတ်**)
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Ask the learners to identify the pictures that have the stopped final vowel **တ်** (တစ်ချောင်းငင် တသတ်)/ **ပ်** (တစ်ချောင်းငင် ဝသတ်) and then with final vowel **ိတ်** (လုံးကြီးတင် တသတ်)/ **ိပ်** (လုံးကြီးတင် ဝသတ်).
- Divide the class into four groups and ask each group to discuss the pictures and the word and say which word goes with which picture.
- Ask learners to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the stopped final vowel **တ်** (တစ်ချောင်းငင် တသတ်)/ **ပ်** (တစ်ချောင်းငင် ဝသတ်) in each word and matched them with the pictures correctly.

Step 4: Write the particles and the words. (10 minutes)

- Write the particles with the stopped final vowel **တ်** (တစ်ချောင်းငင် တသတ်)/ **ပ်** (တစ်ချောင်းငင် ဝသတ်) with an addition of the medial consonants **ျ** (ယပင့်)/ **ြ** (ရရစ်), **ွ** (ဝဆွဲ), **့** (ဟထိုး), and **ြ** (ရရစ် ဟထိုး) on the board. Demonstrate how to write the particles properly.
- Ask the learners to write the particles with the stopped final vowel **တ်** (တစ်ချောင်းငင် တသတ်)/

၂် (တစ်ချောင်းငင် ပသတ်) with an addition of the medial consonants ျ (ယပင့်)/ ြ (ရရစ်), ြ (ဝဆွဲ), ျ (ဟထိုး), and ြ (ရရစ် ဟထိုး) over the light print in their textbooks. Instruct them to write these particles in each of the boxes. Check that they have written the particles with the stopped final vowel ၂် (တစ်ချောင်းငင် တသတ်)/ ၂် (တစ်ချောင်းငင် ပသတ်) with an addition of the medial consonants ျ (ယပင့်)/ ြ (ရရစ်), ြ (ဝဆွဲ), ျ (ဟထိုး), and ြ (ရရစ် ဟထိုး) correctly and assist them as needed.

- Ask the learners to practice writing the Burmese particles in their exercise books several times. Optionally, assign homework for them to write more lines of the letters.
- Write the words that are blended with the stopped final vowel ၂် (တစ်ချောင်းငင် တသတ်)/ ၂် (တစ်ချောင်းငင် ပသတ်) with an addition of the medial consonants ျ (ယပင့်)/ ြ (ရရစ်), ြ (ဝဆွဲ), ျ (ဟထိုး), and ြ (ရရစ် ဟထိုး) on the board.
- Ask the learners to write the words over the light print in their exercise books. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the letters.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table (5 minutes)

- Ask the learners to recite the multiplication table in their textbook.
- Circulate through the class, providing support and feedback as needed.

Step 2: Solve the problems (15 minutes)

- Ask the learners to solve the first two lines of problems in their textbook. These are simple single-digit multiplication problems.
- Ask the learners to solve the problems in the third line in their textbooks.
- Go over the written problem with the learners and ask them to solve the problem.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Discuss types of sewing for which a machine is needed.
- Review the different forms of the print and cursive **Z** and **z**.
- Suggest the following as optional homework for those who have time:
 - Write lines of their name, of the capital (big) **Z** in cursive, of the small **z** in cursive and of the words in Step 5 in their exercise books
 - Write lines of the Burmese particles with the the stopped final vowel ၂် (တစ်ချောင်းငင် တသတ်)/ ၂် (တစ်ချောင်းငင် ပသတ်) in their exercise books
 - Write and solve two and three-digit addition and subtraction problems with regrouping and single-digit multiplication problems with values up to 80 in their exercise books.

Lesson 59

Review

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
1. Learners can discuss what they have learned about livelihoods and literacy skills. 2. Learners can blend the sounds of the letters to read and write lamp, mug, necklace, quilt, ruler, vase, box and zigzag . 3. Learners can recognize, say the sound, and write the stopped final vowels: -က် (ကသတ်), -ောက် (သဝေထိုး ရေးချ ကသတ်), -ိုက် (လုံးကြီးတင် တစ်ချောင်းငင် ကသတ်), -စ် (စသတ်), -တ် (တသတ်)/ -ပ် (ပသတ်), -ုတ် (ဝဆွဲ တသတ်)/ -ွပ် (ဝဆွဲ ပသတ်), -ိတ် (လုံးကြီးတင် တသတ်)/ -ိပ် (လုံးကြီးတင် ပသတ်), -ုတ် (တစ်ချောင်းငင် တသတ်)/ -ပ် (တစ်ချောင်းငင် ပသတ်) and have the glottal stop. 4. Learners are able to multiply single-digit numbers with values up to 90 and solve word problems involving addition and subtraction of 2-digit numbers with regrouping.	1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson: Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss with the learners what they have enjoyed about the lessons so far and tell them that they will discuss in this session what they have learned and how they can apply it.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What have we talked about in the last eight lessons?
 - What have we learned and how can that help us in our daily lives?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **mug** under the sentence. Explain its meaning to the learners.
- Repeat the key word **mug** several times. Ask the students what sound **mug** begins with. Identify that it begins with the **m** sound.
- Name a word that starts with the **m** sound in their language and ask the learners to name other words in their language that start with the **m** sound.

Step 2: Name the pictures. (5 minutes)

- Show the first set of four pictures in the textbook and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (quilt, lamp, mug, necklace). Go back and forth through the pictures asking them to name each picture in English.
- One by one ask the learners to say each word.
- Show the second set of pictures in the textbook and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word

for each picture (ruler, vase, box, zigzag). Go back and forth through the pictures asking them to name each picture in English.

- One by one ask the learners to say each word.

Step 3: Match the pictures with the words. (10 minutes)

- Show the two rows of pictures in the textbook again and review the English words for the pictures. Repeat the words several times.
- Point to the words under the two rows of pictures. Review with the learners each word.
- Divide the class into four groups and ask each group to discuss the pictures and the words and which word goes with which picture.
- Ask learners to decide together and to take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the beginning letter sounds and matched them with the pictures correctly.

Step 4: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with pictures for lamp, mug, necklace, quilt, ruler, vase, box and zigzag.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching pictures and the words—to be repeated a few times so that every member of the group gets to play.

Step 5: Read and write the words (20)

- Letter by letter write the word **lamp** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word to complete the line.
- Letter by letter write the word **mugs** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word to complete the line.
- Letter by letter write the word **necklace** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write to complete the line.
- Letter by letter write the word **quilt** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word to complete the line.
- Letter by letter write the word **ruler** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word to complete the line.
- Letter by letter write the word **vase** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word to complete the line.
- Letter by letter write the word **box** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word to complete the line.
- Letter by letter write the word **zigzag** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word to complete the line.
- Letter by letter write the word **she** on the board. Ask the learners to read the word in their

textbook and to write over the light print word and then to write the word to complete the line.

- Letter by letter write the word **made** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word to complete the line.
- Letter by letter write the word **sold** on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word to complete the line.

Step 6: Answer the questions. (10 minutes).

- Review the key sentence with the learners.
- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write about the occupations several times in their exercise books.

Step 7: Individual work in exercise books. (20 minutes)

- Demonstrate on the board writing **lamp** and ask the students to each write **lamp** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **mugs** and ask the students to each write **mugs** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **necklace** and ask the students to each write **necklace** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **quilt** and ask the students to each write **quilt** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **ruler** and ask the students to each write **ruler** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **vase** and ask the students to each write **vase** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **box** and ask the students to each write **box** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **zigzag** and ask the students to each write **zigzag** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **she** and ask the students to each write **she** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **made** and ask the students to each write **made** their exercise books. Ask the learners to write one line of the word.
- Demonstrate on the board writing **sold** and ask the students to each write **sold** their exercise books. Ask the learners to write one line of the word.
- Ask the learners in random order to write in their exercise books **lamp, mugs, necklace, quilt, ruler, vase, box, zigzag, she, made** or **sold** as directed several times.
- Ask the students to practice writing the words in their exercise books several more times. Optional homework can be to write more lines of **lamp, mugs, necklace, quilt, ruler, vase, box, zigzag, she, made** or **sold**.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Begin by showing a picture of boss and the market (ဇေယျာ). Ask learners if they know what

it is in their language.

- Discuss with the learners the reasons why someone, like a boss, might visit a market and the types of things they could purchase.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **ဈေး** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **ဈေး** made up of. **ဈေး** is spelled with one of the letters used in words of Pali origin which are: ဃ, ဈ, ဋ, ဌ, ဍ, ဎ, ဏ, ဏ, ဏ blended with the simple vowel **ေ** (သေထိုး) and has a high tone.
- Write the word **ဈေး** on the board and spell it out loud together.

Step 2: Name the pictures and match with the words. (5 minutes)

- Discuss each picture in the first row and identify the Burmese word for each picture (**ကြက်၊ ကျောက်တုံး၊ အမှိုက်၊ သစ်ပင်**). Go back and forth through the pictures asking them to name each picture in English.
- Go to the pictures in the second row and identify the Burmese word for each picture (**ပတ်တီး၊ လက်စွပ်၊ လွယ်အိတ်၊ အပ်ချုပ်စက်**). Go back and forth through the pictures asking them to name each picture in Burmese.
- One by one ask the learners to say the sound of each word.
- Point to the words under the three rows of pictures. Review the sound of each word, and inquire which word under the row is correctly pronounced for each.
- Ask learners to draw a line from each correct word to the matching picture in their textbooks individually. Check to make sure the learners have identified the sound of the words and matched them with the pictures correctly.

Step 3: Name the particles and their sounds. (5 minutes)

- Show the twenty-eight sets of particles with different vowels and clustered consonants the text book. Ask the learners to say the sound and name each line of particles.

Step 4: Write the words. (10 minutes)

- Ask the learners to write the words: **ကြက်၊ ကျောက်တုံး၊ အမှိုက်၊ သစ်ပင်၊ ပတ်တီး၊ လက်စွပ်၊ လွယ်အိတ်၊ အပ်ချုပ်စက်** over the light print in their textbooks. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words and particles.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table (10 minutes)

- Ask the learners to sit in pairs to recite the multiplication table in their textbook.
- Circulate through the class, providing support and feedback as needed.

Step 2: Solve the problems (10 minutes)

- Review the concept of single-digit multiplication and ask the learners to solve the problems in the first two lines of their textbooks.
- Review addition and subtraction with regrouping and ask the learners to solve the problems in the third line of their textbooks.
- Go over the mixed addition and subtraction word problem with the learners and give them support to understand and solve the problem.
- Circulate through the class, providing support and feedback as needed.

- For those who have time for homework, they can use their exercise books to make up and solve similar problems.

Review (15 minutes)

- Ask the learners what new things they have learned in lessons 21 - 29 and how this can be of help to them.
- Review the sound, name and writing of the English letters **l, m, n, qu, r, v, x and z**.
- Suggest the following as optional homework for those who have time:
 - Write the capital (big) letters **L, M, N, Qu, R, V, X and Z** and the small letters in their exercise books several times.
 - Write the words **lamp, mug, necklace, quilt, ruler, vase, xerox and zigzag** several times in their exercise books.
 - Write the Burmese particles with the stopped final vowels: **-က်** (ကသတ်), **-ောက်** (သထေထိုး ရေးချ ကသတ်), **-ိုက်** (လုံးကြီးတင် တစ်ချောင်းငင် ကသတ်), **-စ်** (စသတ်), **-တ်** (တသတ်)/ **-ပ်** (ပသတ်), **-တ်** (ဝဆွဲ တသတ်)/ **-ပ်** (ဝဆွဲ ပသတ်), **-ိတ်** (လုံးကြီးတင် တသတ်)/ **-ိပ်** (လုံးကြီးတင် ပသတ်), **-ုတ်** (တစ်ချောင်းငင် တသတ်)/ **-ုပ်** (တစ်ချောင်းငင် ပသတ်) in their exercise books several times.
 - Write the words **ကြက်, ကျောက်တုံး, အမှိုက်, သစ်ပင်, ပတ်တီး, လက်စွပ်, လွယ်အိတ်, and အပ်ချုပ်စက်** several times in their exercise books.
 - Write and solve single-digit multiplication problems with values up to 90 in their exercise books.

Lesson 60 Review

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners can name what they have learned about livelihoods and literacy skills. 2. Learners can blend the sounds of the letters to read and write at least 20 words. 3. Learners can recognize, say the sound, and write the different vowels in Burmese with occasional additions of medial, aspirated and cluster of complex consonants. 4. Learners can answer simple questions in writing about themselves. 5. Learners are able to multiply single-digit numbers with values up to 90. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss with the learners what they have enjoyed about the lessons so far and tell them that they will discuss in this session what they have learned and how they can apply it.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What are the most important things we talked about in the last 30 lessons?
 - How can we apply what we have learned in our daily lives?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Name the letter and its sound. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word **quilt** under the sentence. Explain its meaning to the learners.
- Repeat the key word **quilt** several times. Ask the students what sound **quilt** begins with. Identify that it begins with the **qu** sound.
- Name a word that starts with the **qu** sound in their language and ask the learners to name other words in their language that start with the **qu** sound.

Step 2: Name the pictures. (10 minutes)

- Show the first set of five pictures in the textbook and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (soap, tape, meter, insects, tulips). Go back and forth through the pictures asking them to name each picture in English.
- One by one ask the learners to say each word in English.
- Show the second set of pictures in the textbook and discuss each picture and make sure learners recognise each one and can name it in their language. Identify the English word for each picture (shapes, photo, dye, chain). Go back and forth through the pictures asking them to name each picture in English.

Step 3: Match the pictures with the words. (15 minutes)

- Show the two rows of pictures in the textbook again and review the English words for the

pictures. Repeat the words several times.

- Point to the words under the two rows of pictures. Review with the learners each word.
- Divide the class into four groups and ask each group to discuss the pictures and the words and to say which word goes with which picture.
- Ask learners to decide together and to take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to make sure the learners have identified the words and matched them with the pictures correctly.

Step 4: Match the activity cards. (20 minutes)

- Take one set of activity cards. The set will have cards with nine words and nine matching pictures.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group.
- Ask each group to randomly place the cards on the floor. The students can then take turns in pairs playing the game of matching the capital (big) letters with the small letters—to be repeated a few times so that every member of the group gets to play.

Step 5: Read and write the words (20)

- Letter by letter write each of the twenty words on the board. Ask the learners to read the word in their textbook and to write over the light print word and then to write the word two more times.

Step 6: Answer the questions. (10 minutes)

- Ask the learners to answer the questions in the lines provided. Assist the learners who need help.
- Optional homework can be to write their names several times in their exercise books.

Step 9: Individual work in exercise books. (10 minutes)

- Ask the learners in random order to write words from Step 5 in their exercise books.
- Ask the students to practice writing the words in their exercise books several more times. Optional homework can be to write more lines of words from Step 5.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of numbers (**ကိန်းဂဏန်း**). Ask learners if they know what it is in their language.
- Discuss with the learners different situations where numerical skills are valuable and how they can be applied in various aspects of life.
- Ask if any of the learners know the Burmese word for the picture. Repeat the word **ကိန်းဂဏန်း** several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound **ကိန်းဂဏန်း** made up of. **ကိန်းဂဏန်း** is spelled with one of the letters used in words of Pali origin which are: ဃ, ဈ, ဋ, ဌ, ဍ, ဎ, ဏ, ဏှ.
- Write the word **ကိန်းဂဏန်း** on the board and spell it out loud together.

Step 2: Name the pictures and match with the words. (5 minutes)

- Discuss each picture in the first row and identify the Burmese word for each picture (**ကျောက်တုံး, အမှိုက်, သစ်ပင်, ပတ်တီး, ကြက်**). Go back and forth through the pictures asking them to

name each picture in English.

- Go to the pictures in the second row and Identify the Burmese word for each picture (**လက်စွပ်, လွယ်အိတ်, အပ်ချုပ်စက်, ဈေး**). Go back and forth through the pictures asking them to name each picture in Burmese.
- One by one ask the learners to say the sound of each word.
- Point to the words under the three rows of pictures. Review the sound of each word, and inquire which word under the row is correctly pronounced for each.
- Ask learners to draw a line from each correct word to the matching picture in their textbooks individually. Check to make sure the learners have identified the sound of the words and matched them with the pictures correctly.

Step 3: Name the particles and their sounds. (5 minutes)

- Show the twenty-eight sets of particles with different vowels and clustered consonants the text book. Ask the learners to say the sound and name each line of particles.

Step 4: Write the words. (10 minutes)

- Ask the learners to write the words: **ကျောက်တုံး, အမှိုက်, သစ်ပင်, ပတ်တီး, ကြက်, လက်စွပ်, လွယ်အိတ်, အပ်ချုပ်စက်,** and **ဈေး** in their textbooks. Instruct them to write these words in each of the boxes. Check to ensure that words are spelled correctly with appropriate tone markings and assist them as needed.
- Ask the learners to practice writing the words in their exercise books several times. Optionally, assign homework for them to write more lines of the words and particles.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table (10 minutes)

- Ask the learners to sit in pairs and recite the multiplication table in their textbook.
- Circulate through the class, providing support and feedback as needed.

Step 2: Solve the problems (10 minutes)

- Review the concept of single-digit multiplication..
- Ask the learners to solve the problems in their textbooks.
- Circulate through the class, providing support and feedback as needed.

Review (15 minutes)

- Ask the learners what new things they have learned in lessons 21 - 29 and how this can be of help to them.
- Review the sound, name and writing of all 26 letters in English.
- Suggest the following as optional homework for those who have time:
 - Write the letters of the alphabet in alphabetical order from memory.
 - Write the words from Step 5 several times in their exercise books.
 - Write the Burmese particles with the different vowels with occasional additions of medial, aspirated and cluster of complex consonants in their exercise books several times.
 - Write the words **ဆရာမ, မီးသီး, ဘူးသီး, အမေ, ဖရဲသီး, တော, ခဲတံ, အဘိုး, ကြိတ်, လှေ, မြေ, လျှော, ရွှေထည်, ငါးကင်, တောင်း, တိုင်, ချိန်ခွင်, ဆေးရုံ, ဇွန်း, ကြက်, ကျောက်တုံး, အမှိုက်, သစ်ပင်, ပတ်တီး, လက်စွပ်, လွယ်အိတ်, အပ်ချုပ်စက်, ဈေး, ကိန်းဂဏန်း** and reviewed particles several times in their exercise books.
 - Write and solve single-digit multiplication problems with values up to 90 in their exercise books.

Lesson 61 Using a Calendar

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the importance of using a calendar for different trades and occasions. 2. Learners can say and read the seven days of the week and write the first three days of the week. 3. Learners recognise and can name six tradespeople. 4. Learners can read a simple sentence with assistance. 5. Learners can recognize, say the sound, and write the subscripted letters in Pali (စာလုံးဆင့် (ပါဠိဆင့်)များ): -ကံ, -စံ, -တံ, -ပံ, -လံ, -ဂံ, -ဇံ, -ဒံ, -ဘံ, -သံ, -ဏံ, -နံ, -မံ, -ဟံ in the forms of stacked consonants and verb particles: -တယ် (te/de)(present/past tense). 6. Learners can divide with single-digit divisors. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the importance of using a calendar for different trades and occasions.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How can tracking the date, week, month and year help with one's business?
 - How can calendars be used in different types of businesses?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the 6 tradespeople in their language.
- Identify the English word for each picture (tailor, fisherman, shopkeeper, weaver, potter, carpenter). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed

the exercise correctly.

- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read the days of the week. (5 minutes)

- Discuss with the learners that each week has seven days. Ask them to name the seven days in their language.
- Read the seven days of the week in English and have the learners repeat them several times in order.
- Ask for volunteers to read the days of the week.

Step 4: Read and write the words. (20 minutes)

- Review the first three days of the week. Ask the learners to copy each one in their textbooks.
- One by one read the other words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 5: Read the sentence (10 minutes)

- Read the sentence to the learners and explain its meaning. Tell them that from this lesson there will be something for them to read each lesson.
- Ask the learners to sit in pairs and to read the sentence to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentence at home.

Step 6: Write the words and fill in the blanks (15 minutes)

- Ask the learners to fill in the blanks in the sentences. They may look at the sentence above to find the words. Assist them as needed.

Step 7: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 8: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 4 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 4.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Name the particle and its sound. (5 minutes)

- Begin by showing a picture of calendar (ပုံစံနံ). Ask learners if they know what it is in their

language.

- Discuss with the learners the significance of using a calendar.
- Ask if any of the learners know the Burmese word for the picture.
- Repeat the word ပြက္ခဒိန် several times and ask the learners to repeat the word in Burmese.
- Ask the learners what sound ပြက္ခဒိန် made up of. ပြက္ခဒိန် is spelled with the particles blended with the subscripted letters in Pali (စာလုံးဆင့် (ပါဠိဆင့်): -က် in the form of stacked consonant ကွ).
- Write the word ပြက္ခဒိန် on the board and spell it out loud together.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6 tradespeople in their language. Identify the Burmese word for each picture: (ချေးဆိုင်ပိုင်ရှင်၊ အိုးထိန်းသည်၊ စက်ချုပ်သမား၊ ငါးဖမ်းသမား၊ လက်သမား၊ ရက်ကန်းသမား)။
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Discuss with the learners that each week has seven days. Ask them to name the seven days in their language.
- Read the seven days of the week in Burmese and have the learners repeat them several times in order.
- Ensure that the learners recognize that some of the days of the week in Burmese are written with the subscripted letters in Pali (စာလုံးဆင့် (ပါဠိဆင့်)များ)။
- Read the words in the boxes following the reading of "the days." Explain to the learners that the most common verb forms in Burmese are the present and past tenses. These tenses are typically formed by appending the particle **-te (တယ်)**, commonly voiced as "**-de**") to the verb root, as exemplified by words like ဖြစ်တယ် and ဖွင့်တယ်, as mentioned in the provided list.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 5: Read the sentence. (5 minutes)

- Read the sentence to the learners and explain its meaning. Tell them that in every lesson from now on, there will be something for them to read.
- Ask the learners to sit in pairs and read the sentence to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentence at home.

Step 6: Write the words and fill in the blank. (5 minutes)

- Ask the learners to fill in the blank in the sentence. They may look at the sentence above to find the words. Assist them as needed.

Part 3: Numeracy (total 20 minutes)**Step 1: Recite the table and solve the problems** (20 minutes)

- Remind the learners about the multiplication table and explain to them that it can also be used for dividing a larger number by a smaller number.
- Ask the learners to recite the table several times.
- Ask the learners to solve the first line of problems in their textbook. These are single-digit multiplication problems.
- Demonstrate how to divide a larger number by a smaller number, giving several examples on the board.
- Help the learners solve the first row of division problems in their textbook. Ask them to solve the second row on their own.
- Ask the learners to solve the addition and subtraction problems in the last row.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the importance of using a calendar for different trades and occasions.
- Review the days of the week in their language and in English.
- Review the new words in Step 4.
- Suggest the following as optional homework for those who have time:
 - Write lines of the days of the week and new words in their exercise books.
 - Practice reading the sentence from Step 5.
 - Write lines of the days of the week and new words in Burmese in their exercise books.
- Practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Lesson 62 Working Days

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
1. Learners understand the importance of balancing work and rest. 2. Learners can say, read and write the seven days of the week. 3. Learners recognise and can name six tradespeople. 4. Learners can read a simple passage with assistance. 5. Learners can say, read and write the seven days of the week in Burmese and verb particles: -တယ် (te/de) /ခဲ့တယ် (-keh te/-geh te)/ မယ် (meh)/ လိမ့်မယ် (-lein meh) (Present/Past/future) 6. Learners can divide with single-digit divisors.	1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the importance of balancing work and rest.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Do you feel you have too much work or too much free time?
 - Why is it important to balance your work and rest?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the 6 tradespeople in their language.
- Identify the English word for each picture (welder, cook, tailor, barber, potter, carpenter). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read the days of the week. (5 minutes)

- Review with the learners that each week has seven days.
- Ask for volunteers to read the seven days of the week in English.
- Have the learners repeat the days of the week several times in order.

Step 4: Read and write the words. (20 minutes)

- Review and read the last four days of the week. Ask the learners to repeat and copy each one in their textbooks. Remind the learners of the first three days of the week and ask the learners to read and copy each one in their textbooks.
- One by one read the other words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 5: Read the passage (10 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 6: Fill in the blanks (15 minutes)

- Ask the learners to fill in the blanks in the sentences. They may look at the passage above to find the words. Assist them as needed.

Step 7: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 8: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 4 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 4.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read the sentence.** (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key words: ဒီနေ့ and မနက်ဖြန် under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time, write the key words on the board and spell them out loud together.
- Then, ask the learners to spell the letters to form the words several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6 tradespeople in their language. Identify the Burmese word for each picture: (အိုးထိန်းသည်, စက်ချုပ်သမား, လက်သမား, စားဖိုမှုူး, ဝရိန်သမား, ဆံသဆရာ).
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Divide the class into four groups and ask each group to decide together and take turns

drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.

- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Remind the learners that each week has seven days. Read the seven days of the week in Burmese and have the learners repeat them several times in order.
- Read the words in the boxes following the reading of "the days." Review the present/past tense using the particle **-te/-de (တယ်)** and mention that occasionally, the past tense is expressed using **-keh te/de (ခဲ့တယ်)**, commonly voiced as "-geh te"). Then, explain to them that the future tense is indicated by adding the particle **-meh (မယ်)** and **-lein meh (လိမ့်မယ်)** to the verb root.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Fill in the blanks. (5 minutes)

- Ask the learners to fill in the blanks in the sentence. They may look at the sentences above to find the words. Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to recite the table several times.
- Ask the learners to solve the first line of problems in their textbook. These are single-digit multiplication problems.
- Remind the learners about the method of division and demonstrate some simple division problems on the board.
- Ask the learners to solve the division problems in the 2nd and 3rd rows.
- Ask the learners to solve the written problem in the last row.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the importance of balancing work and rest.
- Review the days of the week in their language and in English.
- Review the new words in Step 4.
- Suggest the following as optional homework for those who have time:
 - Write lines of the days of the week and new words in their exercise books
 - Practice reading the sentence from Step 5.
 - Write lines of the days of the week and new words in Burmese in their exercise books.
- Practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Lesson 63 Keeping Accounts

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the importance of keeping accounts in daily life and for business. 2. Learners can say, read and write the seven days of the week. 3. Learners recognise and can name six tradespeople. 4. Learners can read a simple passage with assistance. 5. Learners can say, read, and write the days of the week, along with the corresponding verb particles: -တယ် (te/de) and -ခဲ့တယ် (-keh te/-geh te), with a specific emphasis on the past tense and yesterday. 6. Learners can divide with single-digit divisors. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the importance of keeping accounts in daily life and for business..
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How does a shopkeeper know whether he made a profit or a loss?
 - Why do we need to be able to keep accounts for our daily living?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word under the sentence. Explain the meaning of the word. Ask the learners to repeat the word several times.
- One at a time write the key word on the board and explain how the sounds blend to make the word. Ask the learners to say the sounds after you and to blend the letters to make the word several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the 6 tradespeople in their language.
- Identify the English word for each picture (barber, mason, cook, driver, welder, painter). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.

- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read the days of the week. (5 minutes)

- Review the seven days of the week in English and have the learners repeat them several times in order.
- Ask for volunteers to read the days of the week.

Step 4: Read and write the words. (20 minutes)

- Review the seven days of the week. Ask the learners to copy each one in their textbooks.
- One by one read the other words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 5: Read the passage (10 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 6: Fill in the blanks (15 minutes)

- Ask the learners to fill in the blanks in the sentences. They may look at the passage above to find the words. Assist them as needed.

Step 7: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 8: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 4 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 4.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key word: **ပုဂံ** under the sentence. Explain the meaning of the word. Ask the learners to repeat the word several times.
- Write the key word on the board and spell it out loud together.
- Then, ask the learners to spell the letters to form the word several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6

tradespeople in their language. Identify the Burmese word for each picture: စားပွဲမှူး, ဝရိန်သမား, ဆံသဆရာ, ပန်းချီဆရာ, ပန်းရံသမား, ကားသမား.

- Go back and forth through the pictures asking them to name each picture in Burmese.
- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Remind the learners that each week has seven days. Read the seven days of the week in Burmese and have the learners repeat them several times in order.
- Read the words in the boxes following the reading of "the days." Review the other tenses, with a particular focus on today's tense, which is the past tense. Revisit the use of **-keh te (ခဲ့တယ်)**, commonly voiced as "-geh te".
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Fill in the blank. (5 minutes)

- Ask the learners to fill in the blank in the sentence. They may look at the sentences above to find the words. Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table and solve the problems (20 minutes)

- Ask the learners to recite the table several times.
- Ask the learners to solve the first line of problems in their textbook. These are single-digit multiplication problems.
- Ask the learners to solve the division problems in the second and third row.
- Ask the learners to solve the written problem in the last row.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the importance of keeping accounts in daily life and for business.
- Review the days of the week in English.
- Review the new words in Step 4.
- Suggest the following as optional homework for those who have time:
 - Write lines of the days of the week and new words in their exercise books
 - Practice reading the sentences from Step 5.
 - Write lines of the days of the week and new words in Burmese in their exercise books.
- Practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Lesson 64 Working hours

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand how men can help with housework and child care. 2. Learners can say and read the seven days of the week and write the all seven days of the week. 3. Learners recognise and can name six tradespeople. 4. Learners can read a simple passage with assistance. 5. Learners can say, read, and write the days of the week, incorporating the preposition at (မှ) and ကို (ko/go) with location nouns such as home (အိမ်) and market(ဈေး). 6. Learners can divide with single-digit divisors. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss with the learners how men can help with housework and child care.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Do Rohingya men generally help with household chores? Why? Why not?
 - How can men in the camps help with childcare and children's education especially if they are not working?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word under the sentence. Explain the meaning of the word. Ask the learners to repeat the word several times.
- Write the key word on the board and explain how the sounds blend to make the word. Ask the learners to say the sounds after you and to blend the letters to make the word several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the 6 tradespeople in their language.
- Identify the English word for each picture (mason, plumber, roofer, poultryman, painter, driver). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.

- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read the days of the week. (5 minutes)

- Review the seven days of the week in English and have the learners repeat them several times in order.
- Ask for volunteers to read the days of the week..

Step 4: Read and write the words. (20 minutes)

- Review the days of the week. Ask the learners to copy each one in their textbooks.
- One by one read the other words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 5: Read the passage (10 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 6: Fill in the blanks (15 minutes)

- Ask the learners to fill in the blanks in the sentences. They may look at the passage above to find the words. Assist them as needed.

Step 7: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 8: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 4 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 4.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key word: အိမ်မှာ under the sentence. Explain the meaning of the word. Ask the learners to repeat the word several times.
- Write the key word on the board and spell it out loud together.
- Then, ask the learners to spell the letters to form the word several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6 tradespeople in their language. Identify the Burmese word for each picture: ပန်းချီဆရာ, ပန်းရံသမား, ကားသမား, ခေါင်မိုးမိုးသူ, ရေပိုက်သမား, ကြက်/ငှက်မွေးမြူရေးသမား.
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Remind the learners that each week has seven days. Read the seven days of the week in Burmese and have the learners repeat them several times in order.
- Read the words in the boxes following the reading of "the days." Review the tenses. Explain that today's focus lesson is the preposition **at -မှာ** and **to -ကို** (ko/go) with location nouns such as home and market as exemplified by words like အိမ်မှာ and ဆိုင်ကို, as mentioned in the provided words and sentences.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Fill in the blank. (5 minutes)

- Ask the learners to fill in the blank in the sentence. They may look at the sentences above to find the words. Assist them as needed.

Part 3: Numeracy (total 20 minutes)**Step 1: Recite the table and solve the problems** (20 minutes)

- Ask the learners to recite the table several times.
- Ask the learners to solve the first line of problems in their textbook. These are single-digit division problems.
- Ask the learners to solve the division and multiplication problems in the second and third row.
- Ask the learners to solve the addition and subtraction problem in the last row.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review how men can help with housework and child care.
- Review the days of the week in English.
- Review the new words in Step 4.
- Suggest the following as optional homework for those who have time:
 - Write lines of the days of the week and new words in their exercise books
 - Practice reading the sentences from Step 5.
 - Write lines of the days of the week and new words in Burmese in their exercise books.
- Practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Lesson 65 Vaccinations

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the importance and types of vaccinations for children. 2. Learners can say, read and write the seven days of the week.. 3. Learners recognise and can name six tradespeople. 4. Learners can read a simple passage with assistance. 5. Learners can say, read, and write the days of the week, as well as the "verb to be" in Burmese: Shi'te (ရှိတယ်), incorporating location nouns such as clinic (ဆေးခန်း) and camp (စခန်း). 6. Learners can divide with single-digit divisors. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the importance and types of vaccinations for children.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How important is it to vaccinate children?
 - How many different vaccines are there for children in the camps and why should they get them on time?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key word under the sentence. Explain the meaning of the word. Ask the learners to repeat the words several times.
- Write the key word on the board and explain how the sounds blend to make the word. Ask the learners to say the sounds after you and to blend the letters to make the word several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the 6 tradespeople in their language.
- Identify the English word for each picture (poultryman, roofer, electrician, gardener, plumber, farmer). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.

- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read the days of the week. (5 minutes)

- Review the seven days of the week in English and have the learners repeat them several times in order.
- Ask for volunteers to read the days of the week.

Step 4: Read and write the words. (20 minutes)

- Review the days of the week. Ask the learners to copy each one in their textbooks.
- One by one read the other words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 5: Read the passage (10 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 6: Fill in the blanks (15 minutes)

- Ask the learners to fill in the blanks in the sentences. They may look at the passage above to find the words. Assist them as needed.

Step 7: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 8: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 4 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 4.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key word: ရိတယ် under the sentence. Explain the meaning of the word. Ask the learners to repeat the word several times.
- Write the key word on the board and spell it out loud together.
- Then, ask the learners to spell the letters to form the word several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6 tradespeople in their language. Identify the Burmese word for each picture: ခေါင်မိုးမိုးသူ, ရေပိုက်သမား, ကြက်/ငှက်မွေးမြူရေးသမား, လယ်သမား, ဥယျာဉ်မှူး, လျှပ်စစ်သမား.
- Go back and forth through the pictures asking them to name each picture in Burmese.

- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Remind the learners that each week has seven days. Read the seven days of the week in Burmese and have the learners repeat them several times in order.
- Read the words in the boxes following the reading of "the days." Review the tenses. Explain that today's focus lesson is the "verb to be" in Burmese: **Shi'te (ရှိတယ်)**, incorporating location nouns such as clinic (**ဆေးခန်း**) and camp (**စခန်း**) as exemplified by words mentioned in the provided words and sentences.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Fill in the blank. (5 minutes)

- Ask the learners to fill in the blank in the sentence. They may look at the sentences above to find the words. Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Recite the table and solve the problems (20 minutes)

- Ask the learners to recite the table several times.
- Ask the learners to solve the first two lines of problems in their textbook. These are single-digit division problems.
- Ask the learners to solve the multiplication problems in the third row.
- Ask the learners to solve the written problem in the last row.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the importance and types of vaccinations for children.
- Review the days of the week in their language and in English.
- Review the new words in Step 4.
- Suggest the following as optional homework for those who have time:
 - Write lines of the days of the week and new words in their exercise books
 - Practice reading the sentence from Step 5.
 - Write lines of the days of the week and new words in Burmese in their exercise books.
 - Practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Lesson 66 Tailor

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the skills, tools and equipment needed by a professional tailor. 2. Learners recognise and can name six tradespeople. 3. Learners can read a simple passage with assistance. 4. Learners can say, read, and write the reviewed verb particles, words, and sentences with a particular focus on present continuous tense: nei-de (-နေတယ်), along with the time words for yesterday, today, and tomorrow in Burmese. 5. Learners can multiply a double-digit number with a single-digit multiplier. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the skills, tools and equipment needed by a professional tailor.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - To be a professional tailor, what skills do you think are necessary?
 - Why is training necessary to become a professional tailor?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the 6 tradespeople in their language.
- Identify the English word for each picture (gardener, fisherman, farmer, electrician, craftsperson, jeweller). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure

the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read the words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 4: Read the passage (10 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 5: Answer the questions (15 minutes)

- Ask the learners to answer the questions by filling in the blanks in the sentences. They may look at the passage above to find the words. Assist them as needed.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (15 minutes)

- Ask the learners to write each of the words from Step 4 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 4.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key words: **စက်ချုပ်သမား** and **မနေ့က** under the sentence. Explain the meaning of the words. Ask the learners to repeat the words several times.
- Write the key words on the board and spell it out loud together.
- Then, ask the learners to spell the letters to form the words several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6 tradespeople in their language. Identify the Burmese word for each picture: လယ်သမား, ဥယျာဉ်မှူး, လျှပ်စစ်သမား, ငါးဖမ်းသမား, ရတနာကုန်သည်, လက်မှုပညာရှင်.
- Go back and forth through the pictures asking them to name each picture in Burmese.

- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Point to the words in the box and read them one by one. Explain the meaning of each word, and then ask the learners to repeat the words several times.
- Review the tenses, with a particular focus on today's tense which is the present continuous: **nei-de (-နေတယ်)**, along with the time words for yesterday (**မနေ့က**), today (**ဒီနေ့**), and tomorrow (**မနက်ဖြန်**).
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Answer the questions. (5 minutes)

- Ask the learners to fill in the blank in the sentence. They may look at the sentences above to find the words. Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first two lines of problems in their textbook. These are single-digit division problems.
- Demonstrate how to multiply a 2-digit number with a single-digit multiplier, giving several examples on the board.
- Help the learners solve the third row of problems in their textbook. Ask them to solve the fourth row on their own.
- Ask the learners to solve the written problem in the last row.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the skills, tools and equipment needed by a professional tailor.
- Review the new words in Step 3.
- Suggest the following as optional homework for those who have time:
 - Write lines of the new words in their exercise books
 - Practice reading the passage from Step 4.
 - Write lines of the new words in Burmese in their exercise books.
 - Practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Lesson 67

Drying Fruit

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners understand the process of drying fruit and how it can contribute to a family's income. Learners recognise and can name six tradespeople. Learners can read a simple passage with assistance. Learners can say, read, and write the reviewed verb particles, words, and sentences with a specific focus on the future tense with plural subjects: -ကလိမ္မော် (-gya lein meh), along with the time word for tomorrow pronoun "they" in Burmese. Learners can multiply a double-digit number with a single-digit multiplier. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the process of drying fruit and how it can contribute to a family's income.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How did your family use to dry fruits in Rakhine state?
 - Can you dry fruits in the camps in order to earn extra money? How?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the 6 tradespeople in their language.
- Identify the English word for each picture (craftsperson, laundryman, barber, baker, electrician, mason). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.

- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read the other words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 4: Read the passage. (10 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 5: Answer the questions. (15 minutes)

- Ask the learners to answer the questions by filling in the blanks in the sentences. They may look at the passage above to find the words. Assist them as needed.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (15 minutes)

- Ask the learners to write each of the words from Step 3 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 3.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key words: လမ်းကြလိမ့်မယ် and မနက်ဖြန် under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time, write the key words on the board and spell them out loud together.
- Then, ask the learners to spell the letters to form the words several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6 tradespeople in their language. Identify the Burmese word for each picture: (လျှပ်စစ်သမား, လက်မှုပညာရှင်, ရွှေငွေရတနာရောင်းသူ, မုန့်ဖုတ်သမား, ပန်းရံသမား, ဆံသဆရာ).

- Go back and forth through the pictures asking them to name each picture in Burmese.
- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Point to the words in the box and read them one by one. Explain the meaning of each word, and then ask the learners to repeat the words several times.
- Review that the future tense is indicated by adding the particle **-meh (မယ်)** and **-lein meh (လိမ်မယ်)** to the verb root and the future tense with plural subjects can be used with the particles **-gya lein meh (-ကြလိမ်မယ်)**, along with the time word for tomorrow (**မနက်ဖြန်**) and the pronoun "they" (**သူတို့**).
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Fill in the blank. (5 minutes)

- Ask the learners to fill in the blank in the sentence. They may look at the sentences above to find the words. Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first and second lines of problems in their textbook. These are double-digit number multiplied by single-digit number problems.
- Ask the learners solve the third row of addition and subtraction problems in their textbook.
- Ask the learners to solve the written problem.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the process of drying fruit and how it can contribute to a family's income.
- Review the new words in Step 3.
- Suggest the following as optional homework for those who have time:
 - Write lines of the new words in their exercise books.
 - Practice reading the passage from Step 3.
 - Write lines of the new words in Burmese in their exercise books
 - Practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Lesson 68

Storing Dry Food

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the ways dry food can be stored and sold for a profit. 2. Learners recognise and can name six tradespeople. 3. Learners can read a simple passage with assistance. 4. Learners can say, read, and write verb particles, words, and sentences, with a specific focus on the question words "when" (ဘယ်တုန်းက) and "where" (ဘယ်မှာ), along with the words for trades associated with food. 5. Learners can multiply a double-digit number with a single-digit multiplier. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the ways dry food can be stored and sold for a profit.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - How would people in Rakhine state dry fruits?
 - Could it be profitable to store dry foods and later sell them when prices are higher?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the 6 tradespeople in their language.
- Identify the English word for each picture (concreter, barber, mechanic, food processor, mason, baker). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.

- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read the words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 4: Read the passage (10 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 5: Write the answers. (15 minutes)

- Ask the learners to answer the questions by filling in the blanks in the sentences. They may look at the passage above to find the words. Assist them as needed.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 3 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 4.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key words: ရောင်း and ရှေး under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time, write the key words on the board and spell them out loud together.
- Then, ask the learners to spell the letters to form the words several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6 tradespeople in their language. Identify the Burmese word for each picture: (မုန့်ဖုတ်သမား, ပန်းရံသမား, ဆံသဆရာ, ကွန်ကရစ်ဖျော်သူ, အစားအသောက်ထုပ်ပိုးပြင်ဆင်သူ, စက်ပြင်ဆရာ).
- Go back and forth through the pictures asking them to name each picture in Burmese.

- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Point to the words in the box and read them one by one. Explain the meaning of each word, and then ask the learners to repeat the words several times.
- Review the tenses with a specific focus on the question words "when" (ဘယ်တုန်းက) and "where" (ဘယ်မှာ), along with the words for trades associated with food.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Fill in the blanks. (5 minutes)

- Ask the learners to fill in the blanks in the sentences. They may look at the sentences above to find the words. Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first line problems in their textbook. These are single-digit division problems.
- Ask the learners to solve the second row of multiplication problems.
- Ask the learners solve the third row of addition problems in their textbook.
- Ask the learners to solve the written problem.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the ways dry food can be stored and sold for a profit.
- Review the new words in Step 3.
- Suggest the following as optional homework for those who have time:
 - Write lines of the days of the week and new words from Step 3 in their exercise books
 - Practice reading the passage from Step 4.
 - Write lines of the new words in Burmese in their exercise books.
 - Practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Lesson 69

Jeweller

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners know the occasions for which jewellery is required and ways a family can reduce costs. Learners recognise and can name six tradespeople. Learners can read a simple passage with assistance. Learners can say, read, and write verb particles, words, and sentences, with a specific focus on particle suffixed to verbs: -တော့ (-ta), along with the time words for today, yesterday and tomorrow in Burmese. Learners can multiply a double-digit number with a single-digit multiplier. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the occasions for which jewellery is required and how a family can reduce costs.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - When do Rohingya women and girls usually adorn themselves with jewellery?
 - How can a family reduce its expenditure? Name ways.
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the 6 tradespeople in their language.
- Identify the English word for each picture (concreter, health worker, food processor, carpenter, mechanic, tea seller). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match

which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.

- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- One by one read the words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 4: Read the passage (10 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 5: Write the answers. (15 minutes)

- Ask the learners to answer the questions by filling in the blanks in the sentences. They may look at the passage above to find the words. Assist them as needed.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (15 minutes)

- Ask the learners to write each of the words from Step 3 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 3.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key words: ရွှေငွေရတနာရောင်းသူ and မနုဿိ under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time, write the key words on the board and spell them out loud together.
- Then, ask the learners to spell the letters to form the words several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6

tradespeople in their language. Identify the Burmese word for each picture: (စက်ပြင်ဆရာ, အစားအသောက်ထုပ်ပိုးပြင်ဆင်သူ, ကွန်ကရစ်ဖျော်သူ, လက်ဖက်ရည်ရောင်းသူ, လက်သမား, ကျန်းမာရေး ဝန်ထမ်း).

- Go back and forth through the pictures asking them to name each picture in Burmese.
- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Point to the words in the box and read them one by one. Explain the meaning of each word, and then ask the learners to repeat the words several times.
- Review verb particles, with a specific focus on particle suffixed to verbs: **-တာ (-ta)**, along with the time words for today (**ဒီနေ့**), yesterday (**မနေ့က**) and tomorrow (**မနက်ဖြန်**).
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Fill in the blank. (5 minutes)

- Ask the learners to fill in the blank in the sentence. They may look at the sentences above to find the words. Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first line problems in their textbook. These are simple division problems.
- Ask the learners to solve the second row of multiplication problems.
- Ask the learners to solve the third row of addition and subtraction problems in their textbook.
- Ask the learners to solve the written problem.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the occasions for which jewellery is required and how a family can reduce costs.
- Review the new words in Step 3.
- Suggest the following as optional homework for those who have time:
 - Write new words in their exercise books
 - Practice reading the passage from Step 3.
 - Write lines of the new words in Burmese in their exercise books.
 - Practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Lesson 70 Review

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners can recount what they have learned about livelihoods and literacy skills. Learners recognise and can name six tradespeople. Learners can read a simple passage with assistance. Learners can say, read, and write the reviewed verb particles, words, and sentences with a specific focus on a verb particle chin/gyin (-ချင်) as exemplified by phrases like လိုချင်တယ် and ဖြစ်ချင်တယ်. Learners can multiply a double-digit number with a single-digit multiplier.. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss with the learners what they have enjoyed about the lessons so far and tell them that they will discuss in this session what they have learned and how they can apply it.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What have we talked about in the last nine lessons?
 - What have we learned and how can that help us in our daily lives?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Row by row show the two rows of pictures and discuss each picture, making sure learners recognize each one and can name the nine tradespeople in their language.
- Review the English word for each picture in the first row (barber, electrician, carpenter, tailor, craftsperson). Review the English word for each picture in the second row (tailor, food processor, health worker, mechanic).
- One by one ask which picture matches with each word.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure

the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read and write the words. (15 minutes)

- One by one read the words in the list and review the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 4: Write the names of the days. (5 minutes)

- Review with the learners that each week has seven days. Ask them to name the seven days in their language
- Ask the learners to write down the names of the days in the blank lines provided.

Step 5: Read the passage (10 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 6: Answer the questions. (15 minutes)

- Ask the learners to answer the questions by filling in the blanks in the sentences. They may look at the passage above to find the words. Assist them as needed.

Step 7: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have nine words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 8: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 3 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 3.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key words: **ရေပိုက်သမား** and **ပြင်တယ်** under the sentence. Explain the meaning of the words. Ask the learners to repeat the words several times.
- Write the key words on the board and spell them out loud together.
- Then, ask the learners to spell the letters to form the words several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the learnt tradespeople in their language. Identify the Burmese word for each picture: လက်သမား, ဆံသဆရာ, လျှပ်စစ်သမား, လက်မှုပညာရှင်, ရေပိုက်သမား, စက်ချုပ်သမား,

ကျန်းမာရေး ဝန်ထမ်း၊ စက်ပြင်ဆရာ၊ အစားအသောက်ပြင်ဆင်ထုပ်ပိုးသူ။

- Go back and forth through the pictures for each line asking them to name each picture in Burmese.
- One by one ask which picture matches with each word. Ask the learners to draw lines from the words to the corresponding pictures in their textbook.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Point to the words in the box and read them one by one. Explain the meaning of each word, and then ask the learners to repeat the words several times.
- Review the tenses, with a particular focus on a verb particle **chin/gyin (-ချင်)** that can't be used on its own and has to be combined with a verb as exemplified by phrases like **လိုချင်တယ်** and **ဖြစ်ချင်တယ်**, as mentioned in the provided words and sentences.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Fill in the blank. (5 minutes)

- Ask the learners to fill in the blank in the sentence. They may look at the sentences above to find the words. Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first line of problems in their textbook. These are single-digit division problems.
- Ask the learners to solve the multiplication problems in the second row.
- Ask the learners to solve the addition and subtraction problems in the third row.
- Ask the learners to solve the written problem in the last row.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the days of the week in English.
- Review the new words in Step 3.
- Suggest the following as optional homework for those who have time:
 - Write lines of the days of the week and new words in their exercise books
 - Practice reading the passage from Step 5.
 - Write lines of the new words in Burmese in their exercise books.
 - Practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Lesson 71

Jute Goods

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners understand how jute goods can be made and sold to raise a family's income. Learners can say and read the twelve months of the year and write the first four months. Learners recognise and can name six jute goods. Learners can read a simple passage with assistance. Learners can say, read, and write the months of the year in Burmese, verb particles, words, and sentences in different tenses with a specific focus on the word "all" လုံး/အားလုံး. Learners can add four-digit numbers without regrouping. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss with the learners how jute goods can be made and sold to raise a family's income.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What items made of jute are useful in the camps?
 - Is it possible to make jute bags in the camps to raise family income? How?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the 6 jute goods in their language.
- Identify the English word for each picture (mat, table, bag, cage, rack, basket). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read the months of the year. (5 minutes)

- Discuss with the learners that each year has twelve months. Ask them to name the twelve

months in their language.

- Read the twelve months of the year in English and have the learners repeat them several times in order.
- Ask for volunteers to read the months of the year.

Step 4: Read and write the words. (20 minutes)

- Review the first four months of the year. Ask the learners to copy each one in their textbooks.
- One by one read the other words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 5: Read the passage (10 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 6: Answer the questions (15 minutes)

- Ask the learners to answer the questions by filling in the blanks in the sentences. They may look at the passage above to find the words. Assist them as needed.

Step 7: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 8: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 4 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 4.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key words: ဆယ့်နှစ် and လ under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time, write the key words on the board and spell them out loud together.
- Then, ask the learners to spell the letters to form the words several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6 pictures in their language. Identify the Burmese word for each picture: (စင်, အိတ်, စားပွဲ, ခြင်းတောင်း, ဖျာ, လှောင်ခိုင်း).
- Go back and forth through the pictures asking them to name each picture in Burmese.

- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Discuss with the learners that each year has twelve months. Ask them to name the months in their language.
- Read the months of a year in Burmese and have the learners repeat them several times in order.
- Point to the other words in the box and read them one by one. Explain the meaning of each word, and then ask the learners to repeat the words several times.
- Review verb particles and different tenses, with a specific focus on "all" လုံး/အားလုံး.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Answer the question. (5 minutes)

- Ask the learners to answer the question by writing the sentence.
- They may look at the sentences above to find the words.
- Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first and second lines of problems in their textbook. These are four-digit addition problems.
- Ask the learners to solve the third row of multiplication and division problems in their textbook.
- Ask the learners to solve the written problem in the last row.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review how jute goods can be made and sold to raise a family's income.
- Review the new words in Step 4.
- Suggest the following as optional homework for those who have time:
 - Write lines of the first four days of the week and new words in Step 4 in their exercise books
 - Practice reading the passage from Step 5.
 - Write lines of the new words in Burmese in their exercise books.
 - Practice the times table and use their exercise books to make up and solve addition and subtraction problems.

Lesson 72

Barber

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners understand the tools, other materials and training needed by a mobile barber. Learners can say and read the twelve months of the year and write the first six months. Learners recognise and can name six tools. Learners can read a simple passage with assistance and answer questions in writing about the passage. Learners can say, read, and write the reviewed verb particles, words, and sentences with a specific focus on the barber and the adjective "last" (ပြီးခဲ့တဲ့-) as exemplified by phrases like "last month" (ပြီးခဲ့တဲ့လ). Learners can add four-digit numbers with regrouping. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson: Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the tools, other materials and training needed by a mobile barber.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What are the basic tools needed by a mobile barber? Name as many of them as possible.
 - If hair-cutting is a means of making an income in the camps, how can you learn hair-cutting?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the pictures in their language.
- Identify the English word for each picture (bag, basket, mat, scissors, mirror, apron). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.

- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read the months of the year. (5 minutes)

- Discuss with the learners that each year has twelve months. Ask them to name the twelve months in their language.
- Read the twelve months of the year in English and have the learners repeat them several times in order.
- Ask for volunteers to read the months of the year.

Step 4: Read and write the words. (20 minutes)

- Review the first six months of the year. Ask the learners to copy each one in their textbooks.
- One by one read the other words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 5: Read the passage (10 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 6: Answer the questions (15 minutes)

- Ask the learners to answer the questions based on the passage. Assist them as needed.

Step 7: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 8: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 4 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 4.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key words: ဆံသဆရာ and ပြီးခဲ့တဲ့ under the sentence. Explain the meaning of the words. Ask the learners to repeat the words several times.
- Write the key words on the board and spell them out loud together.
- Then, ask the learners to spell the letters to form the words several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6 pictures in their language. Identify the Burmese word for each picture:

အိတ်, ခြင်းတောင်း, ဖျာ, ကတ်ကြေး, မှန်, ဘီး

- Go back and forth through the pictures asking them to name each picture in Burmese.
- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Review and read the months of the year. Ask the learners to repeat and copy each one in their textbooks.
- Point to the words in the box and read them one by one. Explain the meaning of each word, and then ask the learners to repeat the words several times.
- Review the tenses, with a specific focus on the barber and the adjective "last" (ပြီးခဲ့တဲ့-) as exemplified by phrases like "last month" (ပြီးခဲ့တဲ့လ).
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Answer the questions. (5 minutes)

- Ask the learners to answer the question by writing the sentence.
- They may look at the sentences above to find the words.
- Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Review with the learners regrouping in addition. Ask the learners to solve the first and second lines of problems in their textbook. These are four-digit addition problems with and without regrouping.
- Ask the learners to solve the third row of addition and subtraction problems in their textbook.
- Ask the learners to solve the written problem .
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the tools, other materials and training needed by a mobile barber.
- Review the new words in Step 4.
- Suggest the following as optional homework for those who have time:
 - Write lines of the months of the year and new words in Step 4 in their exercise books
 - Practice reading the passage from Step 4.
 - Write lines of the new words in Burmese in their exercise books.
 - Practice the times table and use their exercise books to make up and solve addition and subtraction problems.

Lesson 73 Furniture Shop

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the resources and skills needed to set up a furniture shop or any other shop. 2. Learners can say and read the twelve months of the year and write the first eight months. 3. Learners recognise and can name six tools and items of furniture. 4. Learners can read a simple passage with assistance and answer questions about the passage in writing. 5. Learners can say, read, and write the reviewed verb particles, words, and sentences, with a specific focus on the trade "shop" (ဆိုင်) and verb phrase "start + verb" (စတင်/စလုပ်), which is used to describe initiating an activity. 6. Learners can add four-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the resources and skills needed to set up a furniture shop or any other shop.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What would you need to open a furniture shop or any other shop in the camps?
 - To set up a shop, what kinds of skills would you need to have?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the 6 barber tools and items of furniture in their language. (chair, almirah, scissors, apron, mirror, table).
- Identify the English word for each picture. Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure

the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read the months of the year. (5 minutes)

- Review the twelve months of the year in English and have the learners repeat them several times in order.
- Ask for volunteers to read the months of the year.

Step 4: Read and write the words. (20 minutes)

- Review the eight months given in the textbook. Ask the learners to copy each one in their textbooks.
- One by one read the other words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 5: Read the passage (10 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 6: Answer the questions (15 minutes)

- Ask the learners to answer the questions about the passage. Assist them as needed.

Step 7: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 8: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 4 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 4.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key words: စတင်လုပ် and ဆိုင် under the sentence.
- Explain the meaning of the words. Ask the learners to repeat the words several times.
- Write the key words on the board and spell them out loud together.
- Then, ask the learners to spell the letters to form the words several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6 pictures in their language. Identify the Burmese word for each picture: ကတ်ကြေး, မှန်, ဘီး, ထိုင်ခုံ, စားပွဲ, ဗီဂျီ.
- Go back and forth through the pictures asking them to name each picture in Burmese.

- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Review and read the months of a year in Burmese and have the learners repeat them several times in order.
- Point to the words in the box and read them one by one. Explain the meaning of each word, and then ask the learners to repeat the words several times.
- Review the verbs and verb particles. Then, have them focus on the trade "shop" (ဆိုင်) and verb phrase "start + verb" (စတင်/စလုပ်), which is used to describe initiating an activity.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Answer the question. (5 minutes)

- Ask the learners to answer the question by writing the sentence.
- They may look at the sentences above to find the words.
- Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first line of problems in their textbook. These are four-digit addition problems without regrouping.
- Help the learners to solve the second line of problems. These are four-digit addition problems with regrouping.
- Ask the learners to solve the third row of addition and subtraction problems.
- Ask the learners to solve the written problem using addition and division.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the resources and skills needed to set up a furniture shop or any other shop.
- Review the new words in Step 4.
- Suggest the following as optional homework for those who have time:
 - Write lines of the months of the year and new words in their exercise books
 - Practice reading the passage from Step 5.
 - Write lines of the new words in Burmese in their exercise books.
 - Practice the times table and use their exercise books to make up and solve addition and subtraction problems.

Lesson 74 House Wiring

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the materials and skills needed for house wiring. 2. Learners can say and read the twelve months of the year and write the first ten months. 3. Learners recognise and can name six tools and items of furniture. 4. Learners can read a simple passage with assistance and answer questions about the passage in writing. 5. Learners can say, read, and write the reviewed verb particles, words, and sentences with a specific focus on electricians and their activity, particularly with the verb phrase "wiring electricity" (မီးဆင်တယ်). 6. Learners can add four-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the materials and skills needed for house wiring.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What is needed to wire houses?
 - What skills, training and safety measures are necessary to wire a house?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the 6 electrician tools and items of furniture in their language.
- Identify the English word for each picture (table, tester, meter, chair, wire, almirah). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read the months of the year. (5 minutes)

- Review the twelve months of the year in English and have the learners repeat them several times in order.
- Ask for volunteers to read the months of the year.

Step 4: Read and write the words. (20 minutes)

- Review the ten months of the year given in the textbook. Ask the learners to copy each one in their textbooks.
- One by one read the other words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 5: Read the passage (10 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 6: Answer the questions for Esa (15 minutes)

- Ask the learners to answer the questions by filling in the blanks in the sentences. They may look at the passage above to find the words. Assist them as needed.

Step 7: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 8: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 4 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 4.

Break: Time for relaxation, games and discussion (15 minutes)**Part 2: Burmese Literacy** (total 25 minutes)**Step 1: Read the sentence.** (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key words: လျှပ်စစ်သမား, မီးဆင်တယ် and အိမ် under the sentence.
- Explain the meaning of the words. Ask the learners to repeat the words several times.
- Write the key words on the board and spell them out loud together.
- Then, ask the learners to spell the letters to form the words several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6 pictures in their language. Identify the Burmese word for each picture: ထိုင်ခုံ, စားပွဲ, ဗီဒီယို, မီတာ, တက်စတာ, ဓာတ်ကြိုး.

- Go back and forth through the pictures asking them to name each picture in Burmese.
- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Review and read the months of a year in Burmese and have the learners repeat them several times in order.
- Point to the words in the box and read them one by one. Explain the meaning of each word, and then ask the learners to repeat the words several times.
- Review the tenses, verbs, and verb particles. Then, have them focus on electricians and their activity, particularly with the verb phrase "wiring electricity" (**မီးဆင်တယ်**).
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Answer the question. (5 minutes)

- Ask the learners to answer the question by writing the sentence.
- They may look at the sentences above to find the words.
- Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first line and the second line of problems in their textbook. These are four-digit addition problems with regrouping.
- Ask the learners solve the third and fourth row of addition and subtraction problems in their textbook.
- Ask the learners to solve the written problem.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the materials and skills needed for house wiring.
- Review the new words in Step 4.
- Suggest the following as optional homework for those who have time:
 - Write lines of the months of the year and new words in Step 4 in their exercise books
 - Practice reading the passage from Step 5.
 - Write lines of the new words in Burmese in their exercise books.
 - Use their exercise books to make up and solve addition and subtraction problems.

Lesson 75

Community Health Worker

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the role of a community health worker in keeping families healthy and well. 2. Learners can say, read and write the twelve months of the year. 3. Learners recognise and can name six tools. 4. Learners can read a simple passage with assistance and answer questions about the passage in writing. 5. Learners can say, read, and write the reviewed verb particles, words, and sentences, with a specific focus on the health worker and the related verb phrase "thank you" (ကျေးဇူးတင်). 6. Learners can add four-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the role of a community health worker in keeping families healthy and well.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What is the role of a community health worker?
 - What does a community health worker do to help keep our families healthy and well?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the six pictures in their language.
- Identify the English word for each picture (blood, wire, syringe, meter, tester, tablet). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.

- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read the months of the year. (5 minutes)

- Review the twelve months of the year in English and have the learners repeat them several times in order.
- Ask for volunteers to read the months of the year.

Step 4: Read and write the words. (20 minutes)

- Review the twelve months of the year. Ask the learners to copy each one in their textbooks.
- One by one read the other words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 5: Read the passage (10 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 6: Answer the questions. (15 minutes)

- Ask the learners to answer the questions by referring to the passage. Assist them as needed.

Step 7: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 8: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 4 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 4.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key words: **အစ်မ** and **ကျန်းမာရေးဝန်ထမ်း** under the sentence.
- Explain the meaning of the words. Ask the learners to repeat the words several times.
- Write the key words on the board and spell them out loud together.
- Then, ask the learners to spell the letters to form the words several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6 pictures in their language. Identify the Burmese word for each picture: မိတာ, တက်စတာ, ဓာတ်ကြိုး, ဆေးပြား, သွေး, ဆေးထိုးအပ်.

- Go back and forth through the pictures asking them to name each picture in Burmese.
- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Review and read the months of a year in Burmese and have the learners repeat them several times in order.
- Point to the words in the box and read them one by one. Explain the meaning of each word, and then ask the learners to repeat the words several times.
- Review the verbs and verb particles. Then, have them focus on the health worker and the related verb phrase "thank you" (ကျေးဇူးတင်).
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Answer the question. (5 minutes)

- Ask the learners to answer the question by writing the sentence.
- They may look at the sentences above to find the words.
- Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first line and the second line of problems in their textbook. These are four-digit number addition problems with or without regrouping.
- Ask the learners to solve the third and fourth row of multiplication and division problems in their textbook.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the role of a community health worker in keeping families healthy and well.
- Review the new words in Step 4.
- Suggest the following as optional homework for those who have time:
 - Write lines of the months of the year and new words in Step 4 in their exercise books
 - Practice reading the passage from Step 5.
 - Write lines of the new words in Burmese in their exercise books.
 - Practice the times table and use their exercise books to make up and solve addition problems.

Lesson 76

Bricklayer

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners understand the tradespeople and skills needed to build a house. Learners can say, read and write the twelve months of the year.. Learners recognise and can name six items in the pictures. Learners can read a simple passage with assistance and answer questions about the passage in writing. Learners can say, read, and write the reviewed verb particles, words, and sentences, with a specific focus on the tradesperson bricklayer and suffixes: တွဲ [dwè] in colloquial Burmese or များ [mjà] in formal Burmese to pluralize the noun. Learners can subtract four-digit numbers with regrouping. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the tradespeople and skills needed to build a house.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Which tradespeople are needed to build cement houses?
 - What are the necessary skills needed to build houses, walls, and fences?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the six pictures in their language.
- Identify the English word for each picture (syringe, level, tablet, cement, blood, brick). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word

to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.

- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- Review the twelve months of the year. Ask the learners to copy each one in their textbooks.
- One by one read the other words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 4: Read the passage (15 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 5: Answer the questions (15 minutes)

- Ask the learners to answer the questions. Assist them as needed.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 3 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 3.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key words: အုတ်စီသမား and နံရံတွေ under the sentence.
- Explain the meaning of the words. Ask the learners to repeat the words several times.
- Write the key words on the board and spell them out loud together.
- Then, ask the learners to spell the letters to form the words several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6 pictures in their language. Identify the Burmese word for each picture: အုတ်ခဲ, ဘိလပ်မြေ, ရေချိန်, ဆေးထိုးအပ်, ဆေးပြား, သွေး.

- Go back and forth through the pictures asking them to name each picture in Burmese.
- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Review and read the months of a year in Burmese and have the learners repeat them several times in order.
- Point to the words in the box and read them one by one. Explain the meaning of each word, and then ask the learners to repeat the words several times.
- Review the verbs and verb phrases. Then, have them focus on the tradesperson bricklayer and the suffixes **တို့** (twe [dwè] in colloquial Burmese or **များ** mya [mjà] in formal Burmese) to pluralize the noun.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Answer the question. (5 minutes)

- Ask the learners to answer the question by writing the sentence.
- They may look at the sentences above to find the words.
- Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first and second lines of problems in their textbook. These are four-digit subtraction problems with and without regrouping.
- Ask the learners to solve the third row of addition problems.
- Ask the learners to solve the written problem.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the tradespeople and skills needed to build a house.
- Review the new words in Step 3.
- Suggest the following as optional homework for those who have time:
 - Write lines of the new words in Step 3 in their exercise books
 - Practice reading the passage from Step 4.
 - Write lines of the new words in Burmese in their exercise books.
 - Use their exercise books to make up and solve addition and subtraction problems.

Lesson 77

Pipe Repair

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> Learners understand the skills and equipment needed for pipe repair. Learners can say, read and write the twelve months of the year. Learners recognise and can name six tools. Learners can read a simple passage with assistance and answer questions about the passage in writing. Learners can say, read, and write the reviewed verbs, words, and sentences, with a specific focus on the plumber and related adjective phrase "leaking" (ပေါက်နေတဲ့) as exemplified by a phrase "leaking pipe" (ပေါက်နေတဲ့ ပိုက်). Learners can subtract four-digit numbers with regrouping. 	<ol style="list-style-type: none"> Teacher's guide in English and/or Burmese Flipchart English activity cards (4 sets) Textbook for each learner + 4 textbooks for group work Exercise book for each learner Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the skills and equipment needed for pipe repair.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What is needed to repair a leaking pipe?
 - What skills and equipment are needed to repair worn out pipe lines?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the 6 tools in their language.
- Identify the English word for each picture (cement, hacksaw, brick, wrench, level, pliers). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.

- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- Review the twelve months of the year. Ask the learners to copy each one in their textbooks.
- One by one read the other words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 4: Read the passage (15 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 5: Answer the questions (15 minutes)

- Ask the learners to answer the questions. Assist them as needed.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 3 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 3.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key words: **ရေပိုက်သမား, ပြုပြင်ပေး, and ပေါက်နေတဲ့** under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time, write the key words on the board and spell them out loud together.
- Then, ask the learners to spell the letters to form the words several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6 pictures in their language. Identify the Burmese word for each picture: အုတ်ခဲ, ဘိလပ်မြေ, ရေချိန်, ဒိုင်းလွှာ, ပလာယာ, ဂူ.
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.

- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Review and read the months of a year in Burmese and have the learners repeat them several times in order.
- Point to the other words in the box and read them one by one. Explain the meaning of each word, and then ask the learners to repeat the words several times.
- Review the verbs and verb phrases. Then, have them focus on the plumber and the related adjective phrase "leaking" (ပေါက်နေတဲ့) as exemplified by the phrase "leaking pipe" (ပေါက်နေတဲ့ ပိုက်).
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Answer the question. (5 minutes)

- Ask the learners to answer the question by writing the sentence.
- They may look at the sentences above to find the words.
- Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first line of problems in their textbook. These are four-digit subtraction problems.
- Remind the learners of subtraction with regrouping by demonstrating on the board. Ask them to solve the second line of problems.
- Ask the learners to solve the third row of addition and subtraction problems.
- Ask the learners to solve the fourth line of multiplication and division problems in their textbook.
- Ask the learners to solve the written problem.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the skills and equipment needed for pipe repair.
- Review the new words in Step 3.
- Suggest the following as optional homework for those who have time:
 - Write lines of the new words in Step 3 in their exercise books
 - Practice reading the passage from Step 4.
 - Write lines of the new words in Burmese in their exercise books.
 - Practice the times table and use their exercise books to make up and solve addition and subtraction problems.

Lesson 78 Making Clothes

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners can talk about the special days and special clothes worn by different communities. 2. Learners can say, read and write the twelve months of the year. 3. Learners recognise and can name six pictures. 4. Learners can read a simple passage with assistance and answer questions about the passage in writing. 5. Learners can say, read, and write the reviewed verbs, words, and sentences, with a specific focus on the tailor and related adjective phrases "lots of" (များပြားလှတဲ့) and "special" (ထူးခြားတဲ့). 6. Learners can subtract four-digit numbers with regrouping. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the special days and special clothes worn by different communities.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What are some of the special days and clothes for Muslims?
 - What are some of the special days and clothes for other communities?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the 6 pictures in their language.
- Identify the English word for each picture (wrench, frock, hacksaw, bobbin, salwar, pliers). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks individually. Check to ensure

the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- Review the twelve months of the year. Ask the learners to copy each one in their textbooks.
- One by one read the other words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 4: Read the passage (15 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 5: Answer the questions (15 minutes)

- Ask the learners to answer the questions. Assist them as needed.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 3 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 3.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key words: များပြားလှတဲ့, အမျိုးမျိုး and အဝတ်အစား under the sentence.
- Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time, write the key words on the board and spell them out loud together.
- Then, ask the learners to spell the letters to form the words several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6 pictures in their language. Identify the Burmese word for each picture: ဒိုင်းလွ, ပလာယာ, ဝှ, ဘုရိကာ, ချည်ရစ်လုံး, ဆေးလ်ဝါရိကာမိစ်.
- Go back and forth through the pictures asking them to name each picture in Burmese.
- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check

that each group has completed the exercise correctly.

- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Review and read the months of a year in Burmese and have the learners repeat them several times in order.
- Point to the other words in the box and read them one by one. Explain the meaning of each word, and then ask the learners to repeat the words several times.
- Review the verbs and verb phrases. Then, have them focus on the tailor and related adjective phrases “lots of” (များပြားလှတဲ့) and “special” (ထူးခြားတဲ့).
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Answer the question. (5 minutes)

- Ask the learners to answer the question by writing the sentence.
- They may look at the sentences above to find the words.
- Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Review with the learners how to regroup to solve subtraction problems. Ask the learners to solve the first line of problems in their textbook. These are four-digit subtraction problems with regrouping.
- Ask the learners to solve the second line of problems. These are mixed subtraction and addition problems.
- Ask the learners to solve the two written problems.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the special days and special clothes worn by different communities.
- Review the new words in Step 3.
- Suggest the following as optional homework for those who have time:
 - Write lines of the months of the year and new words in their exercise books
 - Practice reading the passage from Step 4.
 - Write lines of the new words in Burmese in their exercise books.
 - Practice the times table and use their exercise books to make up and solve addition and subtraction problems.

Lesson 79

Use of Gas Cylinders

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners understand the safe use of gas cylinders. 2. Learners can say, read and write the twelve months of the year. 3. Learners recognise and can name six pictures. 4. Learners can read a simple passage with assistance and answer questions about the passage in writing. 5. Learners can say, read, and write the reviewed verb particles, words, and sentences, with a specific focus on the gas cylinder and related verbs; use (အသုံးပြုတယ်), save (သက်သာစေတယ်), and care (ဂရုတစိုက်). 6. Learners can multiply double-digit numbers and can divide three-digit numbers by single-and-double-digit dividends. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3
	Minutes: 180

Introduction (15 minutes)

- Discuss with the learners the safe use of gas cylinders.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - Who usually plugs and unplugs the hose of the gas cylinder in your house?
 - What could be the possible consequences of the careless use of a gas cylinder?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the six pictures on the flipchart and discuss each picture, making sure learners recognize each one and can name the six pictures in their language.
- Identify the English word for each picture (bobbin, frock, valve, salwar, stove, regulator). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed

the exercise correctly.

- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read and write the words. (20 minutes)

- Review the twelve months of the year. Ask the learners to copy each one in their textbooks.
- One by one read the other words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 4: Read the passage (15 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 5: Answer the questions (15 minutes)

- Ask the learners to answer the questions. Assist them as needed.

Step 6: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have six words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 7: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 3 in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 3.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key words: **ကတ်အိုး** and **သစ်ပင်တွေ** under the sentence.
- Explain the meaning of the words. Ask the learners to repeat the words several times.
- Write the key words on the board and spell them out loud together.
- Then, ask the learners to spell the letters to form the words several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the 6 pictures in their language. Identify the Burmese word for each picture: ဘုရဲက၊ ချည်ရစ်လုံး၊ ဆေးလ်ဝါရ်ကမိစ်၊ အပိတ်အဖွင့်ဘား၊ ထိန်းညှိကိရိယာ၊ မီးဖို.
- Go back and forth through the pictures asking them to name each picture in Burmese.

- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Review and read the months of a year in Burmese and have the learners repeat them several times in order.
- Point to the words in the box and read them one by one. Explain the meaning of each word, and then ask the learners to repeat the words several times.
- Review the verbs and verb phrases. Then, have them focus on the gas cylinder and related verbs; use (အသုံးပြုတယ်), save (သက်သာစေတယ်), and care (ဂရုစိုက်တယ်).
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Answer the question. (5 minutes)

- Ask the learners to answer the question by writing the sentence.
- They may look at the sentences above to find the words.
- Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Remind the learners of how to do double-digit multiplication and demonstrate solving some problems on the board. Assist the learners to solve the first row of double-digit multiplication problems in their textbook.
- Demonstrate how to divide three-digit numbers. Assist the learners to complete the second row of problems.
- Ask the learners to complete the rest of the problems.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the safe use of gas cylinders.
- Review the new words in Step 3.
- Suggest the following as optional homework for those who have time:
 - Write lines of the months of the year and new words in Step 3 in their exercise books.
 - Practice reading the passage from Step 4.
 - Write lines of the new words in Burmese in their exercise books.
 - Practice the times table and use their exercise books to make up and solve addition and subtraction problems.

Lesson 80 Review

Teacher's preparation before the lesson

Expected learning outcomes:	Teaching resources:
<ol style="list-style-type: none"> 1. Learners can discuss what they have learned about livelihoods and literacy skills. 2. Learners recognise and can match words with pictures.. 3. Learners can read a simple passage with assistance and answer questions about the passage in writing. 4. Learners can say, read, and write the reviewed verb particles, verbs, adjectives, words, sentences, tradespeople, tools of trades, and months of the year. 5. Learners can multiply a double-digit number with a double-digit multiplier. 	<ol style="list-style-type: none"> 1. Teacher's guide in English and/or Burmese 2. Flipchart 3. English activity cards (4 sets) 4. Textbook for each learner + 4 textbooks for group work 5. Exercise book for each learner 6. Pencil, eraser and ruler for each learner
	Duration of lesson:
	Hours: 3 Minutes: 180

Introduction (15 minutes)

- Discuss with the learners what they have enjoyed about the lessons so far and tell them that they will discuss in this session what they have learned and how they can apply it.
- Divide the learners into three groups and give them the following questions to discuss and answer:
 - What have we talked about in the last nine lessons?
 - What have we learned and how can that help us in our daily lives?
- After five minutes ask a member of each group to report on the group's answers to the questions. After all three groups have reported their answers, discuss the answers as a class.

Part 1: English Literacy (total 90 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in English and explain its meaning in their language.
- Point to the key words under the sentence. Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time write the key words on the board and explain how the sounds blend to make the words. Ask the learners to say the sounds after you and to blend the letters to make the words several times.

Step 2: Name the pictures and match them with the words. (10 minutes)

- Show the 9 pictures in the textbooks and discuss each picture, making sure learners recognize each one and can name the pictures in their language.
- Identify the English word for each picture in the first row (scissors, almirah, blood, bag, wire). Go back and forth through the pictures, asking them to name each picture in English several times.
- Identify the English word for each picture in the second row (hacksaw, stove, wrench, brick)). Go back and forth through the pictures, asking them to name each picture in English several times.
- One by one ask which picture matches with each word. Ask for volunteers to come to the front and draw lines from the words to the corresponding pictures.
- Divide the class into four groups and instruct each group to discuss which pictures match

which words. Ask learners to decide together and take turns drawing lines from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.

- Ask the learners to complete the exercise in their textbooks individually. Check to ensure the learners have identified the blending sounds and matched them with the pictures correctly.

Step 3: Read and write the words. (15 minutes)

- One by one read the other words in the list and explain the meaning in their language. Ask them to repeat each word several times.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.
- Optional homework can be to write each of the words several times in their exercise books.

Step 4: Write the names of the months. (5 minutes)

- Review with the learners the twelve months of the year in English.
- Ask the learners to write down the names of the months in the space provided.

Step 5: Read the passage (15 minutes)

- Read the passage to the learners and explain its meaning.
- Ask the learners to sit in pairs and to read the passage to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the passage at home.

Step 6: Answer the questions. (15 minutes)

- Ask the learners to answer the questions. Assist them as needed.

Step 7: Match the activity cards. (15 minutes)

- Take one set of activity cards. The set will have nine words and a matching picture for each word.
- Ask the learners to sit in the same four groups as before. Distribute a set of activity cards to each group and ask them to take turns playing the matching game. Every member of each group should get an opportunity to play.

Step 8: Individual work in exercise books. (10 minutes)

- Ask the learners to write each of the words from Step 3 and the months of the year in their exercise books.
- If there is sufficient time, the learners may write each of the words several times.
- Optional homework can be to write more lines of the words from Step 3.

Break: Time for relaxation, games and discussion (15 minutes)

Part 2: Burmese Literacy (total 25 minutes)

Step 1: Read the sentence. (5 minutes)

- Read the key sentence in Burmese and explain its meaning in their language.
- Point to the key words: ရောင်းတယ် and မြေပဲထုပ် under the sentence.
- Explain the meaning of each word. Ask the learners to repeat the words several times.
- One at a time, write the key words on the board and spell them out loud together.
- Then, ask the learners to spell the letters to form the words several times.

Step 2: Name the pictures and match the pictures with the words. (5 minutes)

- Discuss each picture and make sure learners recognise each one and can name the

previously learnt pictures in their language. Identify the Burmese word for each picture: အိတ်, ကတ်ကြေး, ဗီရို, ဓာတ်ကြိုး, သွေး, အုတ်ခဲ, ပိုက်ဂိုက်, ဒိုင်လွှာ, မီးဖို.

- Go back and forth through the pictures asking them to name each picture in Burmese.
- Divide the class into four groups and ask each group to decide together and take turns drawing a line from each word to the matching picture in the group's textbook. Check that each group has completed the exercise correctly.
- Ask the learners to complete the exercise in their textbooks. Check to make sure the learners have identified the tradespeople in each word and matched them with the pictures correctly.

Step 3: Read and write the words. (5 minutes)

- Review the months of the year in Burmese.
- Point to the other words in the box and read them one by one. Explain the meaning of each word, and then ask the learners to repeat the words several times.
- Review with the learners to reinforce the learning of verb particles, verbs, adjectives, words, sentences, tradespeople, tools of trades, and months of the year.
- Demonstrate on the board writing the first word. Ask the learners to copy the word in their textbooks and to complete the line.
- Demonstrate and practice writing each word in the same way.

Step 4: Read the passage. (5 minutes)

- Read the sentences to the learners and explain their meaning.
- Ask the learners to sit in pairs and read the sentences to each other. Assist them as needed.
- Optional homework can be for the learners to practice reading the sentences at home.

Step 5: Answer the questions. (5 minutes)

- Ask the learners to answer the question by writing the sentence.
- They may look at the sentences above to find the words.
- Assist them as needed.

Part 3: Numeracy (total 20 minutes)

Step 1: Solve the problems (20 minutes)

- Ask the learners to solve the first and the second line of addition and subtraction problems in their textbook.
- Ask the learners to solve the multiplication problems in the third row.
- Ask the learners to solve the division problems in the last row.
- Circulate through the class, providing support and feedback as needed.
- For those who have time for homework, they can practice the times table and use their exercise books to make up and solve simple multiplication and division problems.

Review (15 minutes)

- Review the days of the week and months of the year in English.
- Review the new words in Step 3 and the months of the year.
- Suggest the following as optional homework for those who have time:
 - Write lines of the months of the year and new words in Step 3 in their exercise books
 - Practice reading the passage from Step 5.
 - Write lines of the new words in Burmese in their exercise books.
 - Use their exercise books to make up and solve simple multiplication and division problems.





Accelerated Adult Learning - Basic Literacy

Lesson 1

Literacy and Livelihood Skills

 Name the letter and its sound.



Father made an airplane

airplane

A

Name the pictures and match them with the letters.



A B a b A B

