

**RADIO SCRIPT**

Lower Primary

Literacy

Week 3

Lesson 2 (25 - 35 minutes)

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**Literacy**

**Week 3**

**Lesson 2**

Yellow highlights are sections that can be adapted for your context

Blue highlights are sections that can be trimmed for time purposes

**Sound Workout Words**

|  |  |  |  |
| --- | --- | --- | --- |
| neck | teeth | vehicle | anchor |

**Brilliant Blending Words**

|  |  |  |  |
| --- | --- | --- | --- |
| lad | tin | vat | sop |
| hip | kid | ham | job |

**Story**

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| --- |
| The Toothache  Adapted from:  The Royal Toothache (English), translated by Manisha Chaudhry, based on original story राजा का दर्द (Hindi), written by Sanjiv Jaiswal 'Sanjay', illustrated by Ajit Narayan, published by Pratham Books (© Pratham Books, 2016) under a CC BY 4.0 license on StoryWeaver. Read, create and translate stories for free on www.storyweaver.org.in |

|  |
| --- |
| **Class Greeting / Intro** |
| Hello to my wonderful students. My name is XXX and I am the teacher who will talk to you on the radio. I wish I could see you in person, but I know that you will listen carefully and do your best. But first, I want to talk about something serious. |
| **Health** |
| **Person 1:** Our country is currently fighting the spread of COVID-19, also called the Coronavirus. Right now, the government has given us a few rules to follow in order to protect ourselves. Can you tell me one of them?  **Person 2:** Yes! The government told us to not go to school and to learn from the radio instead right now.  **Person 1:** Very good. The government has told us to not gather in large groups of people, this includes going to school, church or the mosque. It is best we stay home right now with our families, or with the people who we live with directly. Even though this rule is difficult, we must follow it very closely. You may want to go play with your friends right now, but it is important that you stay at home and only play with those who live in your house. Do you understand?  **Person 2:** Yes! We shouldn't go play with our friends right now, and it is better that we stay at home with the people who live in our house with us. When we stay home with the people who live in our house, we are protecting ourselves from the sickness.  **Person 1:** I am so happy you are really understanding how important this is. We can protect ourselves and our families by continuing to follow the government’s rules! |
| **Safety** |
| **Person 1:** We have been talking about some serious topics, and I am so proud of everything you have learned over the radio so far. We have been talking about how to get help if you or someone you know is being hurt by an adult. Do you remember what to do?  **Person 2:** Yes! You told us that if we are being hurt by an adult, we should tell someone we trust. Then we should go to the police station to talk to a police officer about what is happening.  **Person 1:** Very good! [Insert specific country-specific content. For example - Liberia: I also want to tell you about one important phone number, just in case someone either tries to hurt you or hurts you. Are you listening?  **Person 2:** Yes! What is the number?  **Person 1:** The number is \*2883\*. You can use any cell phone to call this number. When you call it, someone will answer and ask you what you are calling for. You can tell that person what is happening, and they will try to find you help. Let's say the number again - 2-8-8-3! Say it with me!  **Person 2:** 2-8-8-3!  **Person 1:** Very good. Write that number in your notebook now. 2-8-8-3. If an adult is hurting you, you can call this number and get help.] Thank you for listening so well to this lesson. We want to make sure each of our students is protected from abuse - because it is their right! |
| **Back to lesson** |
| Now it is time for our lesson. I have a few lucky students in the studio with me today. Hello students, can you please introduce yourselves? *[Student introduce themselves]*  Today is our 12th reading session together. I am feeling great because I know we will do lots of fun activities. How are you feeling today?  *[Let students answer.]*  Remember, last time, we practiced the sentence: **Chimpanzees resemble humans closely.** We reviewed the beginning sounds of the words **jersey**, **lake, match,** and **ostrich**. Then we blended our sounds together with our blending boxes and read our words. We practiced the sounds **/j/, /l/, /m/** and **/o/** Last, we read the story “The Toothache” .  Also, I want to remind your families about your assignment. Hello families! Please ask your child about the assignment they did last time to draw a picture of the beginning, middle, and end of the story. We are proud of them!  For today’s class, you need a notebook, a pencil, and three small stones or counters. Please gather the materials you need! You will also need to ask someone in your house to write 8 words for you. Please call them now. I will tell them what they need to do in one minute. They will be your special helper!  We have 5 fun activities to do today.  Sentence Warm-up  Sound Workout  Brilliant Blending  Word Reading  Storytime |
| Okay, now it is time for someone from your house to help write down words for you. They will be the special helper, please give them your notebook and pencil.  Hello special helper! Thank you for helping my students prepare for their class. I would like for you to write down 8 words. I will spell them for you but I will not read the word..  Write 1. The first word is spelled **l-a-d** Please write the word spelled: **l-a-d**  Write 2. The next word is spelled **t-i-n** Please write the word spelled: **t-i-n**  Write 3. The next word is spelled **v-a-t** Please write the word spelled: **v-a-t**  Write 4. The next word is spelled **s-o-p** Please write the word spelled: **s-o-p**  Write 5. The next word is spelled **h-i-p** Please write the word spelled: **h-i-p**  Write 6. The next word is spelled **k-i-d** Please write the word spelled: **k-i-d**  Write 7. The next word is spelled **h-a-m** Please write the word spelled: **h-a-m**  Write 8. The next word is spelled **j-o-b** Please write the word spelled: **j-o-b**  Okay, that is all the help we need writing words. Thank you for your support! |
| Hello, students. Do you have a notebook, a pencil, and three small stones or counters?  YES  Excellent! Now we are ready to begin! Remember, our five activities are:  Sentence Warm-up  Sound Workout  Brilliant Blending  Word Reading  Storytime  Let’s have a great class together! |
| **Sentence Warm-up** |
| Today our practice sentence is: **Frogs are amphibians.**  You will listen, while I say the sentences 2 times. Then, I will tell you when it is your turn to say it.  Ready? Listen first:  **Frogs are amphibians.**  **Frogs are amphibians.**  Okay, when I say “your turn”, then we can all say it together. Ready? Your turn  **Frogs are amphibians.**  **Frogs are amphibians.**  Wonderful! Now we are going to count the words. You will listen, while I count the words 2 times. Then, I will tell you when it is your turn to try.  Ready? Listen first:  **Clap each word** - **3** words  **Clap each word** - **3** words  Okay, when I say “your turn”, then we can all clap it neighbor. Ready? Your turn  **Clap each word**  **Frogs / are / amphibians.** - How many words? **3** words  Again - **Frogs / are / amphibians** - How many words? **3** words  Excellent! So we know our sentence has **3** words.  When I hear the sentence, Frogs are amphibians, I think of pretending to be a frog hopping in the water. Amphibians are animals with backbones that can live in water and on land. Frogs, toads, and salamanders are all amphibians. I want to think about how you will do a drama for the sentence “Frogs are amphibians ”. Will you pretend to be a frog? Will you pretend to splash in the water? I will give you 5 seconds to think about how you will do a drama to show the sentence Frogs are amphibians.  *[Pause for 5 seconds - let students give their answer]*  I hope you have your drama idea ready! Now I will say the sentence and you will do your drama.  Ready? Your turn. **Frogs are amphibians.**  Wow! The students here with me did a wonderful drama. I wish I could see your beautiful drama at home too. I am sure you did a great job.  Now I have some questions for you. When I ask the question, if the answer is YES, stand up. If the answer is NO, sit down  Let’s practice.  If the answer is Yes - stand up  If the answer is No - sit down  Yes - stand up  No - sit down  Now I will ask you questions and you will answer by standing up or sitting down. Ready? Listen.  First question: **Do you think birds are amphibians?**  Next question: **Do you think snakes are amphibians?**  Next question: **Do you think people are amphibians?**  Next question: **Do you think toads are amphibians?**  Wonderful job answering those questions!!  Now, we will clap the syllables in our sentence. You will listen, while I clap the syllables 2 times. Then, I will tell you when it is your turn to try.  Ready? Listen:  **Clap each syllable** **Frogs - are - am-phi-bi-ans**  **Clap each syllable** **Frogs - are - am-phi-bi-ans**    Okay, when I say “your turn”, then we can all clap it together. Ready? Your turn  **Clap each syllable** **Frogs - are - am-phi-bi-ans**  Again: **Frogs - are - am-phi-bi-ans**  Now let’s say the word **am-phi-bi-ans.**. You will listen, while I clap the syllables 2 times. Then, I will tell you when it is your turn to try.  Ready? Listen: *[clap while saying]*  **am-phi-bi-ans.**  **am-phi-bi-ans.**  Ready? Your turn.  **am-phi-bi-ans.**  Again: **am-phi-bi-ans.**  How many syllables in **am-phi-bi-ans.**? **4** Yes, there are **4** syllables.  **am-phi-bi-ans.** is one word with **4** syllables  Excellent job in our Sentence Warm Up!!! |
| **Sound Workout** |
| Today in Sound Workout, we will practice 4 key words. Key word means it is the important word for today.  The first key word is **neck**. **Put your hands on your neck** *[PAUSE]***. Say, thank you neck for holding my head up!**  **neck** starts with the letter **N** Can you draw the letter **N** in the air with your finger?  **neck** starts with the **/n/** sound.  Ready? Listen: **/n/ /n/ /n/** **neck**. **/n/ /n/ /n/** **neck**  Ready? Your turn **/n/ /n/ /n/** **neck**  Again **/n/ /n/ /n/** **neck**  The next key word is **teeth**. **Open your mouth and show your teeth** *[PAUSE]***. Aaaahhhhhhhh. My teeth are white and clean.**  **teeth** starts with the letter **T** Can you draw the letter **T** in the air with your finger?  **teeth** with the **/t/** sound.  Ready? Listen: **/t/ /t/ /t/** **teeth** **/t/ /t/ /t/** **teeth**  Ready? Your turn **/t/ /t/ /t/** **teeth**  Again **/t/ /t/ /t/** **teeth**  The next key word is **vehicle**. **Close your eyes and imagine a vehicle** [*PAUSE]***. I imagine a big white vehicle driving on the road.**  **vehicle** starts with the letter **V** Can you draw the letter **V** in the air with your finger?  **vehicle** starts with the **/v/** sound.  Ready? Listen: **/v/ /v/ /v/** **vehicle** **/v/ /v/ /v/** **vehicle**  Ready? Your turn **/v/ /v/ /v/** **vehicle**  Again **/v/ /v/ /v/** **vehicle**  The next key word is **anchor**. **Close your eyes and imagine an anchor** *[PAUSE]***. I imagine a heavy iron anchor that a boat uses to stop moving.**  **anchor** starts with the letter **A** Can you draw the letter **A** in the air with your finger?  **anchor** starts with the **/a/** sound.  Ready? Listen: **/a/ /a/ /a/** **anchor** **/a/ /a/ /a/** **anchor**  Ready? Your turn **/a/ /a/ /a/** **anchor**  Again **/a/ /a/ /a/** **anchor**  Those are our 4 key words  **neck**  **teeth**  **vehicle**  **anchor**  Now I will say a new word together with our key words. I will say it two times. The first time, just listen. The second time, when you hear the two words with the same sound, I want you to stand up!  Number 1 is napkin  **1st time**  Just listen **2nd time** Stand up when you hear the same sound   |  |  |  |  | | --- | --- | --- | --- | | napkin | napkin | napkin | napkin | | neck | teeth | vehicle | anchor |   The correct answer is **napkin / neck**. They both have the **/n/** sound at the beginning.  Number 2 is ticket  **1st time**  Just listen **2nd time** Stand up when you hear the same sound   |  |  |  |  | | --- | --- | --- | --- | | ticket | ticket | ticket | ticket | | neck | teeth | vehicle | anchor |   The correct answer is **ticket / teeth**. They both have the **/t/** sound at the beginning.  Number 3 is afternoon  **1st time**  Just listen **2nd time** Stand up when you hear the same sound   |  |  |  |  | | --- | --- | --- | --- | | afternoon | afternoon | afternoon | afternoon | | neck | teeth | vehicle | anchor |   The correct answer is **afternoon / anchor**. They both have the **/a/** sound at the beginning.  Number 4 is vitamin  **1st time**  Just listen **2nd time** Stand up when you hear the same sound   |  |  |  |  | | --- | --- | --- | --- | | vitamin | vitamin | vitamin | vitamin | | neck | teeth | vehicle | anchor |   The correct answer is **/v/**. They both have the **/v/**sound at the beginning.  Okay, now I will only say the words ONE TIME. Listen carefully and stand up when you hear the same sound.  Number 5 is taste   |  |  |  |  | | --- | --- | --- | --- | | taste | taste | taste | taste | | neck | teeth | vehicle | anchor |   The correct answer is **taste / teeth**. They both have the **/t/** sound at the beginning.  Number 6 is advice   |  |  |  |  | | --- | --- | --- | --- | | advice | advice | advice | advice | | neck | teeth | vehicle | anchor |   The correct answer is **advice / anchor**. They both have the **/a/** sound at the beginning.  Number 7 is vote   |  |  |  |  | | --- | --- | --- | --- | | vote | vote | vote | vote | | neck | teeth | vehicle | anchor |   The correct answer is **vote / vehicle**. They both have the **/v/** sound at the beginning.  Number 8 is neighbor   |  |  |  |  | | --- | --- | --- | --- | | neighbor | neighbor | neighbor | neighbor | | neck | teeth | vehicle | anchor |   The correct answer is **neighbor / neck**. They both have the **/n/** sound at the beginning.  Okay, great job everyone!!!!! That is the end of Sound Workout |
| **Brilliant Blending** |
| Everyone, I am so excited because we have already done Sentence Warm up and Sound Workout and now it is time for Brilliant Blending!  Open your book to the first page with the three boxes. Now we will do a blending activity. Put your stones on top of the boxes. When I say a sound, we will move one stone into each box.  Ready? Let’s try.  The first sound is **/l/** Move your first stone down into the first box.  The next sound is **/a/** Move the next stone down into the middle box.  The next sound is **/d/** Move the last stone down into the last box.  Now, sweep your finger underneath along the arrow to blend the sounds together.  **llllll-aaaaa-d**  Okay, put your stones back up. Let’s practice that again.  The first sound is /l/ Move the stone  The next sound is /a/ Move the stone  The next sound is /d/ Move the stone  Blend with your finger **llllll-aaaaa-d**  Okay, put your stones back up. Now, just listen:  **/l/ /a/ /d/ lad**  **/l/ /a/ /d/ lad**  Now it is your turn to move the stones and blend with your finger. Ready?  Your turn:  **/l/ /a/ /d/ lad**  **/l/ /a/ /d/ lad**  Wonderful! Let’s try it with some different sounds.  **Number two**. First, you will listen.  **/t/ /i/ /n/ tin**  **/t/ /i/ /n/ tin**  Now it is your turn to move the stones and blend with your finger. Ready?  Your turn:  **/t/ /i/ /n/ tin**  **/t/ /i/ /n/ tin**  **Number 3**. Listen:  **/v/ /a/ /t/ vat**  **/v/ /a/ /t/ vat**  Now it is your turn to move the stones and blend with your finger. Ready?  Your turn:  **/v/ /a/ /t/ vat**  **/v/ /a/ /t/ vat**  **Number 4**. Listen:  **/s/ /o/ /p/ sop**  **/s/ /o/ /p/ sop**  Now it is your turn to move and blend. Ready?  Your turn:  **/s/ /o/ /p/ sop**  **/s/ /o/ /p/ sop**  **Number 5**. Listen:  **/h/ /i/ /p/ hip**  **/h/ /i/ /p/ hip**  Now it is your turn to move the stones and blend with your finger. Ready?  Your turn:  **/h/ /i/ /p/ hip**  **/h/ /i/ /p/ hip**  **Number 6**. Listen:  **/k/ /i/ /d/ kid**  **/k/ /i/ /d/ kid**  Now it is your turn to move and blend. Ready?  Your turn:  **/h/ /i/ /p/ hip**  **/h/ /i/ /p/ hip**  **Number 7**. Listen:  **/h/ /a/ /m/ ham**  **/h/ /a/ /m/ ham**  Now it is your turn to move and blend. Ready?  Your turn:  **/h/ /a/ /m/ ham**  **/h/ /a/ /m/ ham**  **Number 8**. Listen:  **/j/ /o/ /b/ job**  **/j/ /o/ /b/ job**  Now it is your turn to move and blend. Ready?  Your turn:  **/j/ /o/ /b/ job**  **/j/ /o/ /b/ job**  Well done! That is our Brilliant Blending! |
| **Word Reading** |
| Now it is time for Word Reading.  Take out the words that your special helper wrote down for you.  Now it is time for you to read the words on your own. Start with #1 and go all the way to #8. If you know the word, just say it. If you need to say the sounds of each letter and blend, then sound and blend.  If you read all the words, you can go back and read them a second time.  *[Have students in the studio whisper the words quietly. Enough so you can hear people reading, but not so loud that people can hear exactly what they are saying]*  *[wait 2 mins. Give students encouragement and reminders during this time e.g. “good job reading; keep blending those sounds; one more minute of reading; good job - read the words again; 10 more seconds]*  Great job practicing your reading!  Now, I will read the words and you will listen. Then, I will tell you when it is your turn.  **1st time**  Just listen **2nd time** Your turn.   |  |  |  |  | | --- | --- | --- | --- | | lad | tin | vat | sop | | hip | kid | ham | job |   Let’s read it one more time.  Wow! You did a wonderful job. We took the sounds that we know and blended them together to read words. You are amazing!! |
| **Storytime (Pre-read)** |
| Yesterday we read a story called:  The Toothache.  This is an adaptation of a book written by Jada Lo and Published by StoryWeaver Community.  We discussed what happened at the beginning, middle and end of the story. Today we will read the story again and make connections.  Before we start the story let’s think about what making connections mean. It helps you find meaning in a story.  First you are going to make connections with other stories that you have read. Then you are going to make connections with yourself and finally you are going to make connections with the world.  I can’t wait to read the story again but before we listen to the story let’s make sure we get our body ready to listen. Make sure your body is calm, your ears are listening, your lips are closed and your brain is thinking. |
| **Read Story** |
| Lion was the king of the jungle.  Everyone shivered and shook when he roared.  He had a terrible toothache that had lasted for two days.  “King, you should get this tooth taken out” suggested monkey.  “Alright” agreed lion.  Who would take the king’s tooth out? All the animals in the jungle were terrified of him.  “I will give you a kick with my hind legs. The tooth will pop out” said deer.  “You will kick the king?” said lion. The deer ran off.  All the animals were all worried. Who would stick their hand into lion’s mouth?  Two days passed. The king’s toothache was getting worse.  “Should I take a look?” asked mouse.  “Alright” said lion and opened his mouth wide.  “Oh! There is a lot of dirt trapped between your teeth!” said the mouse taking a peep inside. Using his sharp teeth, he cleaned out lion’s mouth. Lion felt much better.  “King. Please clean your teeth every day, or else your teeth will rot” said wise mouse.  “Yes. You are right but please don’t tell the other animals. They will say their king doesn’t keep clean” whispered lion.  “Alright” laughed mouse.  Lion also laughed.  The End |
| **Post-read** |
| I want you to think about making connections. Can you remember what making connections means? *[Let students respond]*  Yes that’s right.Making connections is when we find meaning in the story by thinking about other stories, yourself and the world.  Does this story remind you of another story? *[Let students respond]*  Have you read a story about a sore tooth? Have you read a story with jungle animals in it? *[Pause to let students reflect]*  Has something like this ever happened to you before? *[Let students respond]*  Have you ever had a sore tooth before like the lion in the story? Have you ever been scared before like the animals in the jungle? *[Pause to let students reflect]*  Is this story similar to something that is happening in the world?*[Let students respond]*  Have you seen people be kind to each other just like the mouse in the story?Have you seen photos of jungle animals just like in the story? *[Pause to let students reflect]*  Great job.Today we used our brains to make connections with other stories we have read, ourselves and the world. Using our brain to remember things about our life, other stories and the world is fun!  Now I have an assignment for you, students. First I want you to draw a picture of a story that you thought of when you listened to The Toothache. Second, I want you to draw something you do that is similar to the story. Third, I want you to draw something in the world that is similar to the story we just read. Then, show the pictures to someone in your family. |
| **Storytime (Pre-read)** |
| That is the end of our class for today. I’m so happy you were here with me. Thank you so much!  Remember, we practiced the sentence: **Frogs are amphibians**. We reviewed the beginning sounds of the words **neck**, **teeth, vehicle,** and **anchor** . Then we blended our sounds together with our blending boxes and read our words. We practiced the sounds **/n/, /t/, /v/,** and **/a/** Last, we read the story “The Toothache” .  Tomorrow, we will practice a new sentence and new key words. We will read a new story and talk about what happens at the beginning, middle, and end. |

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