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?):Do ?.fac cal Wk
(Ci: st u(al cm JCQTW 00;? ,,

- a) Duet the shelves and tine each day. If the ehelvee, the tine, the bottlel are leit dusty your hand. will got dirty when you are using the tine or bottles.
- b) Always wipe up any aru food on the shelf.
- o) Once a Vaek take all the tine. bottle. and bin. out aha wipe them. Wash the shelve. or bore. and leave to dry.
- 6.) Put back the tin: and bottles tidily.
- 11) How you should care for your food safe:-
- a) Never leave the door of your food eefe open for fltee to get in and make the food dirty.
- b) atop ante and insects from climbing up into the safe by standing the legs of the safe in tin: of water or paraffin oil.
- 0) Remember to change the water each week.
- d) Wipe the shelves of the safe every day.
- e) Remember to store the foods in clean bowl! or on clean plates.
- f) Cover the Iilk and drinking water.
- 5) Wash meat or tieh or vegetable. when you take the: out of the safe to be cooked.

- 1) Salt will out into the metal.
- 2) Salt turns into lulse in wet plane: or wet season
if the lid is not tight.
- b) Show to the class how to store food:-
 - 1) hlnh: keep closed. dry and of! the ground (A picture)
 - 11) When empty. wash, line and dry in the sun (A picture)
 - 111) Put new stock in clean empty bin. (Picture)

4. Imitation:

- a) Read slowly and distinctly the new words and sentence-
you have written on the blackboard.
- b) Let the learners read aloud the sentences after you.
- c) Take the pictures and flash cards with the words of
the three main food groups, and ask the class to read
then individually one after the other.

5. Presentation:

- a) Model Re 3
 - 1) Let the class open their books on page
 - 11) Read slowly and distinctly the sentence: on page
 - 111) Let the class follow you in their books
- b) Silent Read 3
 - 1) Let the class read silently in their books on page
 - 11) Help individual learners who may have reading
difficulties.
- c) Read Aloud:
 - 1) Let the class read aloud in their books in groups,
and let the group leader correct any mistakes the
learners make.
 - 11) Help the learners who may have difficulties in
reading aloud.

6. Writing Exercise:

- 3) Explain to the class how to do the exercise which appear
under the word "WRITING".
- b) Let the class fill/correctly the missing the word.
- e) Go around the class: correcting and helping those who
may have difficulties in writing.

7. Practical:

Do practical work on:-

- 1) How you should care for: your dry food store:

AIM:

To teach learners basic skills in functional literacy on "car. when storing food: from each of the thru main food growl".

NEW WORDS:

Lids. faster, tins, tight, plastic, aorta. container.
cool. longer, keep, go bad.

TEACHING AIDS:

Pictures of:

A cupboard, tins, bottles, a box, a bin. :1 thou, food Info,
a refrigerator (if applicable). Flank card. with the word.
of each of the thru food groups.

TEACHING STAGES:

1 . Introduction:

Divide the class into than 520an oach group rephrasing
one of the three main food group. Let the group. read
flash cards with the ml?! of each of the throo food group.
in competition in oomtiuaa.

2.D'l_gma;og:h I

1) Let the clan discuss from the picture. on page that
dry foods will not keep well if they are left in tub
or page: has. because mason, ants. birds. rat. can
enter and damage the food mm.

11) Demonstrate how to store lacks or main or 311101: in :
clean dry bin that will keep out anti. insects and rats.

5.5.1) When the food is finished in the sack. wash the bin and
dry it in the hot sun.

3.Demonstration:

a) Show and explain to the clan how to keep your food
in a cool. dry: and dry places.-

1) Immune mason (A pm)

11) You can in a box (A picture)

111) You can not a gnu: (A thou) (A picture)

17) You can an m (a. picture!!!)

v) Concoct tin: and bottles with tight lid: to atom dry
food: ml: :1 tea. cotton. sugar, flour: and rice.

v1) Store salt in a. bottle or plats.- container with a.
tight lid mason:-