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**Literacy
lesson plans**
Primary 1

Term 2
Creating
opportunities for
classroom talk

Weeks
16—20

Type of lesson plans/
Grade

Term/
Learning theme

Literacy lesson plans Primary 1 Term 2

▶ Creating opportunities for classroom talk

This is the fourth
in a series of six
literacy lesson
plan publications,
designed to be
used throughout
the three academic
school terms.

English

15-6-2011

Exercises Corrections

I	shall	go to the market tomorrow
We		play football next week
He	will not	cut the grass
She		buy the car
you		
They	will	

- 1 shall not play football next week.
- 2 We shall not go to the market tomorrow.
- 3 He will not cut the grass.
- 4 She will not buy the car.
- 5 You will not play football next week.
- 6 They will not buy the car.

Maths

15-6-2011

Finding the area using space counting



Corrections

1gbo

ony ogugy 1gbo

- 1 410: nari anọ na iri
 - 2 415: nari anọ na iri na
 - 3 420 nari anọ na iri abụ
 - 4 428 nari anọ na iri abụ
- 16-6-2011
- ony ogugy ndia
- 1 iri anọ iri ato na atobu
 - 2 nari anọ iri anọ by
 - 3 nari anọ iri ise ndia
 - 4 415
 - 5 420



Foreword

Quality education comes about as a mix of factors. The teacher is the most important element in ensuring that a child acquires the right kind of education to meet acceptable learning outcome benchmarks. It takes a lot to bring a teacher to exhibit the right mix of attitudes, aptitudes and skills, which is why the state has partnered with ESSPIN to develop literacy and numeracy lesson plans.

I hope the lesson plans will empower our teachers to equip our children with the literacy and numeracy skills they need to succeed in both school and society.

Finally, I commend all who have worked hard to develop and produce the lesson plans, especially the Enugu State Universal Basic Education Board, the UK Department for International Development (DFID) and the DFID-funded Education Sector Support Programme in Nigeria (ESSPIN).



Professor Chris Uchechukwu Okoro
Honourable Commissioner for Education
Enugu State

Introduction

The literacy and numeracy lesson plans arising from the School Improvement Programme (SIP) are part of efforts to improve teaching and learning in response to the baseline surveys and classroom observations in 2010. These indicated that teachers had challenges with lesson delivery, which in turn negatively affected children's learning.

The state plans to make the lesson plans available to teachers in all 1,223 public primary schools at the beginning of the 2014/15 school year.

I hereby call on all stakeholders to ensure the lesson plans are put to effective use to improve teaching and learning in our schools.



Nneka Onuora
Executive Chairman
Enugu State Universal Basic Education Board

**Literacy
lesson plans
Primary 1**

**Term 2
Creating
opportunities for
classroom talk**

**Weeks
16—20**

Introduction

▶ Creating opportunities for classroom talk

Classroom talk

In any classroom, the pupils should do most of the talking, not the teacher. If pupils have the chance to talk they will quickly improve their language skills.

They should experience lots of different types of talk, in pairs, small groups, and within the whole class, eg:

Having conversations between themselves and with adults in the school.

Asking questions of each other and of the adults in the school.

Answering questions.

Telling stories.

Taking part in role play.

Expressing opinions.

Explaining how to do something.

Giving instructions.

Solving problems.

Sharing ideas.

Retelling experiences.

Singing songs.

Saying rhymes.

These are all included in the literacy lesson plans.

Here are some ideas to help you encourage all pupils to join in classroom talk:

Ask questions which have lots of different answers and can be answered by individuals, not the whole class at the same time.

When you ask a question, count to 15 in your head before you choose someone to answer. This gives all pupils the chance to think of something to say, not just the 'quick thinkers'.

When you ask a question, give the pupils 2 or 3 minutes to discuss the answer with a partner before putting their hands up.

When you ask a question, give the pupils 2 or 3 minutes to write the answer in their exercise books and then ask random pupils. This makes all pupils try to think of the answer.

Sit the pupils in a circle and ask them a question which has lots of different answers. Go around the circle and ask every pupil to answer.

**Literacy
lesson plans**
Primary 1

Term 2
Creating
opportunities for
classroom talk

Weeks
16—20

Introduction

▶ Songs and stories for the term

In the classroom

Ayo and Bola are best friends. They are in the same class at school and always sit at the same table.

One day, the teacher wrote some sentences on the chalkboard and asked Ayo to come out and read the sentences carefully. Ayo could not read some of the words. The teacher asked if any of the other children could help Ayo read the words.

Bola put her hand high in the air so that the teacher would choose her to help her friend. The teacher saw her and said, 'Bola, can you help Ayo please?' Bola came out to the front of the class and helped her friend read the words.

The teacher said, 'Well done', to both of them and they sat on their chairs feeling very happy.

Ebun, the funny elephant

Inside the forest there lived a group of elephants. All the elephants were large and grey with long trunks. All except for Ebun, who was small and yellow.

Every day, Ebun played with all the other animals, who lived under the trees. He laughed at the lion, smiled at the snake, ran with the rat and danced with the dog. They loved him, and when the sun rose in the morning, they woke up ready to play. One day however the sun rose, but there was no Ebun. The animals were sad. The cat cried, the spider shouted and the monkey jumped up and down between the trees. 'Where is Ebun?', they yelled.

The animals went to look for him. They looked under the leaves, over the trees, between the grass and behind the flowers, but they couldn't find him. The lion cried 'Let's go home', so the monkey, the snake, the dog, the spider, the cat, the rat and the lion went back to their homes under the trees.

Suddenly they heard a noise – 'boo!' – and Ebun jumped out from behind a tree to surprise them. 'Hurray', the animals cheered, 'here he is', and they all laughed at the funny joke.

**Literacy
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The alphabet song

ABCDEFGH /
HIJKLMN OP /
QRS, TUV /
WXY and Z /

Happy, happy I can be /
Now I know my ABC.

**Here we go round
the cashew tree**

Here we go round the
cashew tree, the cashew
tree, the cashew tree /
Here we go round the
cashew tree, on a hot
and sunny morning /

Every day I sweep
the floor, sweep the floor,
sweep the floor /
Every day I sweep
the floor, on a wet and
rainy morning /

Every day I say my
prayers, say my prayers,
say my prayers /
Every day I say my
prayers, on a hot and
windy morning /

Every day I go to
school, go to school,
go to school /
Every day I go to
school, on a cool
and sunny morning /

Every day I read my
book, read my book,
read my book /
Every day I read my
book, on a hot and
rainy morning /

Here we go round the
cashew tree, the cashew
tree, the cashew tree /
Here we go round
the cashew tree, on a hot
and sunny morning.

The clapping rhyme

(Pupils stand in a circle
and do the actions)
Clap in, clap out /
Clap up, clap down /
Clap over, clap under /
Clap all around.

Under the table

On the table, put your
hand on the table /
Under the table, put your
ball under the table /
Inside the pot, put your
food inside the pot /
Inside the class, put your
bag inside the class.

Work!

All work and no play /
Makes Jack a dull boy /
Work, work, work /
Walk, walk /
Walk to the well /
Fetch the water /
Wash your hair.

If you're happy and you know it

If you're happy and
you know it clap your
hands, (clap clap) /
If you're happy and
you know it clap your
hands, (clap clap) /
If you're happy and you
know it and you really
want to show it, if you're
happy and you know it
clap your hands.
(clap clap)

If you're happy and
you know it stamp your
feet, (stamp stamp) /
If you're happy and
you know it stamp your
feet, (stamp stamp) /
If you're happy and you
know it and you really
want to show it, if you're
happy and you know it
stamp your feet.
(stamp stamp)

My head, my shoulders

My head, my shoulders,
my knees, my toes /
(sing three times, pointing
to the part of the body
mentioned as you sing)

All belong to me.
(raise hands up in the air)



Week
16
In the classroom

Letters/sounds

'z'
zip
zoo
zebra
zinc
zoom
zero
zigzag

Words/phrases

write
sweep
talk
read
draw
sing
say
under
cat
behind
in
over
beside
Where is the?
Answer the
question
Come to the
chalkboard
Sit down
Stand up

CVCs

A consonant vowel
consonant (CVC) word
is made up of three
sounds. A consonant
sound can be one or
more letter, eg: 'sh' has
two consonants, but
is one sound. A vowel
sound can also be
more than one letter,
eg: 'oa'.

Introduce one new
word per day and
revise words
previously learned.

log
dog
on
get
got

Assessment

During the lesson, walk
round the classroom
and ask questions to
see if the pupils clearly
understand what you
have taught them. If not,
help them to understand
by explaining the idea
to them again, or asking
other pupils to help them.
You may need to use
some different examples
of the idea.

What is happening?

Learning outcomes

By the end of the lesson, most pupils will be able to:

Say the sound for the letter 'z'.

Answer simple questions about a picture.

Teaching aids

Before the lesson:

Write the letter 'z' on the chalkboard.

Have ready the set of flash cards for all previous letters.

Write the key words on the chalkboard.

Read Macmillan New Primary English 1, page 72.

Letters and sounds

Whole class teaching

Quickly flash the cards of previous letters and ask the pupils to say each sound.

Say the sound that 'z' makes, as in 'zip'.

Ask the pupils to practise saying this sound to a partner.

Show pupils how to form the letter 'z' in the air and ask them to copy.

Sound out the CVC letter by letter so that the pupils can hear the sounds, eg: 'l-o-g' = log.

Ask pupils to say each sound as you write 'log' on the chalkboard.

Say 'l-o-g', emphasising each sound, and ask pupils to write it.

10
minutes

Introduction

Whole class teaching

Read out the key words twice and ask the pupils to read them after you.

Explain the meaning of each in your local language.

25
minutes

Macmillan New
Primary English 1

Main activity

Whole class teaching

Ask the pupils to look at the picture in Macmillan New Primary English 1, page 72.

Pair task

Tell pupils to talk about what they can see in the pictures.

Ask a pupil from each pair to say one thing that is happening in one of the pictures.

Ask a follow-up question about what they have said, eg: If they said, 'I can see a boy standing' ask them 'What is the colour of his shirt?'

Individual task

Tell the pupils to choose two words that are written on the chalkboard and draw a picture in their books to illustrate each word.

10
minutes

Plenary

Whole class teaching

Show the pictures to other pupils to see if they can guess the word.

The pencil is under the table

Learning outcomes

By the end of the lesson, most pupils will be able to:

Recognise words containing 'z'.

Make sentences using prepositions.

Teaching aids

Before the lesson:

Have ready the set of flash cards for all previous letters.

Write the key words on the chalkboard, and write several words using 'z' among them.

Make a set of flash cards for each group which make the sentence: 'The pencil is under the table'.

Read Macmillan New Primary English 1, page 52.

Prepare sand trays.

Letters and sounds

Whole class teaching

Quickly show the flash cards of previous letters, including 'z'.

Ask the pupils to say each sound.

Ask pupils to form the letter 'z' in the air, on the desk and in the sand trays with a finger.

Read out the words on the chalkboard.

Ask pupils to 'stand up' if the word has the sound 'z' in it and 'sit down' if it doesn't.

Sound out today's CVC word, for the pupils: 'd-o-g' = dog.

Ask pupils to say each sound as you write 'dog' on the chalkboard.

Say the CVCs, emphasising each sound, and ask pupils to write them.

10
minutes

25
minutes

Macmillan New
Primary English 1

10
minutes

Introduction

Whole class teaching

Read a key word and ask a pupil to point to it.

Point to a word and ask pupils to read it.

Main activity

Whole class teaching

Ask pupils to look at the picture in Macmillan New Primary English 1, page 52.

After a few minutes, ask them to tell you about the position of the objects in the picture using prepositions:

under
on
behind
in
over
beside
in front of

Pair task

Ask one person in each pair to hide their pencil and ask the other the question: 'Where is the pencil?'.

The other pupil answers using a preposition, eg: 'The pencil is **under** the table'.

Group task

Write the following sentence on the chalkboard and ask the pupils to help you read it: 'The pencil is under the table'.

Give each group a set of flash cards containing the words in the sentence.

Ask the pupils to arrange the words in the same order as written on the chalkboard.

Plenary

Whole class teaching

See how many words containing the letter 'z' they can tell you.

The bee

Learning outcomes

By the end of the lesson, most pupils will be able to:

Say a simple rhyme that illustrates the letter 'z'.

Read key words.

Teaching aids

Before the lesson:

Have ready the set of sound flash cards for all previous letters.

Write the words containing the letter 'z' on the chalkboard.

Write key words on the chalkboard.

Prepare sand trays.

Letters and sounds

Whole class teaching

Quickly show the flash cards of previous letters.

Ask the pupils to say each sound out loud.

Read out the words containing the letter sound 'z' to the pupils.

Sound out today's CVC, 'c-a-t' = 'cat'. Ask pupils to sound it out as you write it on the chalkboard.

10
minutes

Macmillan New
Primary English 1

25
minutes

10
minutes

Introduction

Whole class teaching

Ask the pupils to look at the pictures in Macmillan New Primary English 1, page 30.

Ask them to say something about any of the pictures, in their local language.

Main activity

Whole class teaching

Read the instructions in Macmillan New Primary English 1, page 30 to the class.

Ask them to point to the right picture as you read each sentence.

Give instructions to the pupils and ask them to obey, making it as much fun as possible, eg:

'Read a book'
'Come to the chalkboard'
'Put the pencil on the table'
'Sit down'
'Stand up', etc.

Ask the pupils to write simple words in a sand tray, eg:

'sit'
'read'
'talk'

Plenary

Individual task

Ask pupils at random to give an instruction to another pupil to obey.

Literacy
lesson plans
Primary 1

Term 2
Creating
opportunities for
classroom talk

Week 16
In the classroom
Day 4

Lesson
title

The dog is on the log

15
minutes

Zz

Learning outcomes

By the end of the lesson, most pupils will be able to:

Say a simple rhyme in English.

Write and read simple sentences.

Teaching aids

Before the lesson:

Have ready the set of flash cards for all previous letters.

Write the letter 'z' on the chalkboard.

Write the words containing the letter 'z' on the chalkboard.

Letters and sounds

Whole class teaching

Quickly show the flash cards of previous letters.

Ask the pupils to say each sound.

Read out the words with the sound 'z' in them to the pupils.

Sound out today's CVC: 'g-e-t' = get. Say the word. Ask pupils to say each sound as you write the word on the chalkboard.

Say the CVCs and ask the class to write them down.

Dictate the simple sentence to the pupils to write in their books: 'The dog is on the log'.

10
minutes

Introduction

Whole class teaching

Whisper an instruction to a pupil.

Ask the pupil to obey your instruction.

Ask another pupil to say what action the pupil is doing.

Repeat until about five pupils have had a turn.

25
minutes

Macmillan New
Primary English 1

Main activity

Group task

Ask the pupils to look at Macmillan New Primary English 1, page 18.

Ask them to talk about the picture in their local language.

Ask the pupils to say a simple sentence in English about something that is happening in the picture.

Write the sentences on the chalkboard as they say them, and ask the pupils to read them after you.

Leave these sentences on the chalkboard as you will need them on Day 5.

10
minutes

Plenary

Pair task

Ask the pupils to read their sentence to a partner.

Listen to a simple story

Learning outcomes

By the end of the lesson, most pupils will be able to:

Write and say the letter sound 'z'.

Sequence words to form a sentence.

Teaching aids

Before the lesson:

Have ready the set of flash cards for all previous letters.

Write words that have the sound 'z' in them on the chalkboard.

Make flash cards of the sentences the pupils created yesterday. Write one word on each card.

Read the story 'In the classroom'.

Letters and sounds

Whole class teaching

Quickly show the flash cards of previous letters.

Ask the pupils to say each sound.

Ask pupils to touch the sound 'z' in the words on the chalkboard.

Sound out today's CVC: 'g-o-t'. Say the whole word, 'got'.

Ask the pupils to say out loud each sound as you write 'got' on the chalkboard.

Repeat with other CVCs.

Dictate the simple sentences below to the pupils to write in their books:

'The dog has got the log.'

'The log is on the dog.'

'Get on the log.'

'Get on the dog.'

10
minutes

Introduction

Group task

Whisper an instruction to a pupil.

Tell the pupil to obey your instruction.

Ask another pupil to say what action the pupil is doing.

Repeat until about five pupils have had a turn.

25
minutes

Main activity

Group task

Remind the pupils of the pictures and sentences they wrote on the previous day.

Give each group a set of sentence flash cards.

Ask pupils in their groups to arrange the words to form the sentence.

Ask each group to read their sentence to the rest of the class.

Story

Whole class teaching

Read the pupils the simple story 'In the classroom' from the introduction section.

Ask the pupils questions about the story, eg:

'Who are the people in the story?'

'What did the teacher ask Ayo to do?'

'What did Bola do?'

10
minutes

Plenary

Whole class teaching

Ask the pupils to role play the story while you read it.

Story



Week
17
In the classroom

Letters/sounds**Words/phrases****CVCs****Assessment**

'w'
walk
wall
wide
well
white
will

over
under
near
behind
in
beside
on
between
inside
outside
far
in front of

A consonant vowel
consonant (CVC) word
is made up of three
sounds. A consonant
sound can be one or
more letter, eg: 'sh' has
two consonants, but
is one sound. A vowel
sound can also be
more than one letter,
eg: 'oa'.

Introduce one new
word per day and
revise words
previously learned.

bed
bad
jug
bit
bet

During the lesson, walk
round the classroom
and ask questions to
see if the pupils clearly
understand what you
have taught them. If not,
help them to understand
by explaining the idea
to them again, or asking
other pupils to help them.
You may need to use
some different examples
of the idea.

Position of objects

Learning outcomes

By the end of the lesson, most pupils will be able to:

Write and say the letter sound 'w'.

Say the position of an object using a preposition.

Teaching aids

Before the lesson:

Write the letter 'w' on the chalkboard.

Make flash cards containing the prepositions 'under', 'behind', 'in front of', 'inside', 'between', 'outside'.

Letters and sounds

Whole class teaching

Tell the pupils that the letter 'w' makes the sound 'w', as in wall.

Quickly show the flash cards of previous letters.

Ask the pupils to say each sound.

Introduce the new CVC by sounding it out: 'b-e-d.'

Ask the pupils to tell you the word.

Tell them to form the letter 'w' in the air, then on the desk with a finger.

10
minutes

Introduction

Whole class teaching

Ask all the pupils to stand in a straight line, one in front of the other.

Ask them the questions:
'Who is **in front of** you?'
'Who is **behind** you?'

25
minutes

Main activity

Whole class teaching

Put a ball on, under, near to, far away from and behind different objects.

Describe the position of the ball, eg:
'The ball is **under** the chair'.

Give several pupils an object to place in the room and ask other pupils to describe the position of the objects using the same type of sentence as you.

Ask the pupils to sit in a circle, each with a pencil.

Ask them to place the pencil in different positions, eg:

'Place your pencil **under** your leg'

'Place your pencil **behind** you', etc.

Show the pupils the preposition flash card describing each action.

Pair task

Give each pair a preposition flash card and ask them to draw a picture illustrating the word.

10
minutes

Plenary

Whole class teaching

Jumble up a sentence with CVC words in it and write it on the chalkboard, eg:
'The cat sat on a red mat'.

Ask pupils to sequence the sentence correctly and write it in their books.

Position of objects

Learning outcomes

By the end of the lesson, most pupils will be able to:

Read words starting with 'w'.

Write simple sentences containing CVC words.

Answer questions using the word 'where'.

Teaching aids

Before the lesson:

Write 'w' on the chalkboard.

Have ready flash cards of words containing the letter 'w'.

Collect a bucket, ball, duster, cup, pen and pencil.

Read Macmillan New Primary English 1, page 52.

Letters and sounds

Whole class teaching

Quickly show the pupils the flash cards with the words starting with 'w', and help them to read the words out loud.

Introduce the new CVC by sounding it out, 'b-a-d'.

Ask the pupils if they can tell you the word.

Write the word on the chalkboard, with the initial sound missing, and ask pupils to say the missing sound. Repeat but miss out the vowel, and then the last sound.

Rub the word off chalkboard, say it and ask pupils to write it in their books.

Say different CVCs and ask pupils to sound them out, then write them in their books.

10
minutes

Introduction

Whole class teaching

Give pupils different objects and ask them to place them somewhere in the classroom.

Ask the pupils:

‘Where is your pencil?’

‘Where is your duster?’, etc.

Encourage them to use the prepositions they learned on Day 1 in their answer.

25
minutes

Macmillan New
Primary English 1

Main activity

Whole class teaching

Ask the pupils to open Macmillan New Primary English 1, page 52 and say sentences to describe the position of the objects.

Individual task

Dictate the following sentences for the pupils to write in their exercise books:

‘A bug sat in a red bag.’

‘A rat and a cat ran on a bed.’

Sound out the words slowly and clearly.

If there is time, ask them to draw a funny picture to go with one sentence.

10
minutes

Plenary

Pair task

Ask the pupils to share their pictures with a partner and read the sentences to each other.

Position of objects

Learning outcomes

By the end of the lesson, most pupils will be able to:

Read words containing the sound 'w' and demonstrate their meaning.

Read simple words describing position.

Read, write and say simple sentences in English.

Teaching aids

Before the lesson:

Have ready the flash cards containing the letter 'w' and 'over', 'under', 'near', 'behind'.

Letters and sounds

Whole class teaching

Write the letter 'w' on the chalkboard.

Ask the pupils to come and stand in a circle and put the flash cards of words beginning with 'w' face down in the middle.

Ask one pupil to choose a card, read it silently and do an action which shows its meaning.

Ask the other pupils to guess what the word is.

Introduce a new CVC by sounding it out, 'j-u-g', and ask the pupils to tell you the word.

Write the word on the chalkboard, with the first sound missing, ask pupils to say the missing sound.

Rub the word off the chalkboard, say the word and ask pupils to write it in their books.

10
minutes

Rhyme

Introduction

Whole class teaching

Say 'The clapping rhyme' and ask pupils to join in with the words and actions to teach the position of objects.

Ask the pupils to tell you some words that describe the position of objects.

25
minutes

Main activity

Pair task

Give each pair a position card, eg: 'under'.

Ask the paired pupils to tell each other a sentence using their word and the position of different objects in the classroom, eg:

'The chair is **under** the table.'

'The chalk is **on** the chalkboard.'

'The book is **inside** the table.'

Repeat by swapping the cards several times among the pairs.

Ask each pair to say one of their sentences to the class.

10
minutes

Plenary

Whole class teaching

Flash the cards and ask the pupils to place their pencils somewhere that would match the word on the card, eg: for 'under', the pupils put their pencils under another object in the classroom.

Position of objects

Learning outcomes

By the end of the lesson, most pupils will be able to:

Say a simple rhyme in English that contains the letter 'w'.

Read sentences that describe the position of objects in the classroom.

Build CVC words.

Teaching aids

Before the lesson:

Write the rhyme 'Work!' on the chalkboard.

Write the following funny sentences on the chalkboard that show the position of objects:

'The pencil is under the dog.'

'The chair is on the cow.'

'The elephant jumps over the duster.'

Letters and sounds

Whole class teaching

Read the rhyme 'Work!' and encourage the pupils to join in with you.

Ask pupils to come to the chalkboard and underline the letter 'w' in the rhyme.

Introduce a new CVC by sounding it out, 'b-i-t', and ask the pupils to tell you the word.

Say previously learned CVCs and ask pupils to sound them out, then write them in their books.

10
minutes

Rhyme

25
minutes

10
minutes

Introduction

Whole class teaching

Say 'The clapping rhyme', with the whole class standing in a circle.

Ask them to find a partner and say the rhyme with them.

Main activity

Whole class teaching

Ask the pupils to copy the funny sentences into their books and underline the words that show the position of the objects.

Ask them to draw a picture to illustrate one of the sentences.

Ask them to show their pictures to the rest of the class.

Pair task

Write several CVCs on the chalkboard, with a variety of first, middle and ending sounds missing.

Ask pupils in their pairs to decide on the missing sounds and write the complete words in their books.

Ask some pairs to read the words they have made.

Plenary

Whole class teaching

Say several letter sounds and ask pupils to form each letter in the air.

Position of objects

Learning outcomes

By the end of the lesson, most pupils will be able to:

Recognise the sound 'w' in words.

Read simple sentences in English.

Write words that show the position of objects in the classroom.

Teaching aids

Before the lesson:

Write the words 'weak', 'will', 'well', 'wall', 'ball', 'bed', 'feet' on the chalkboard.

Prepare flash cards with the words to make the following sentences:
'The ball is under the table.'
'A book is on the chair.'
'A pencil is beside the chalkboard.'
'The chair is between the tables.'
'The book is inside the table.'

Letters and sounds

Whole class teaching

Write the letter 'w' on the chalkboard.

Ask the pupils to form the letter several times in the air.

Ask pupils to say the sound the letter 'w' makes.

Read out the words on the chalkboard and ask pupils to put their hand up if the word contains the sound 'w'.

Introduce a new CVC by sounding it out, 'b-e-t', and ask the pupils to tell you the word.

Write the word on the chalkboard, with the first sound missing, and ask pupils to say the missing sound.

Rub the word off the chalkboard, say the word and ask pupils to write it in their books.

10
minutes

Introduction

Whole class teaching

Put the class into two teams and ask each team to tell you words that describe position.

Write the words on the chalkboard as each team says them.

The winning team will be the one that can think of the most words.

Ask them to perform some actions that show they understand the words.

25
minutes

Main activity

Whole class teaching

Write some sentences on the chalkboard that show the position of objects.

Read the sentences to the pupils.

Ask the pupils to read the sentences.

Ask them to point out the words from each sentence that show the position of objects.

10
minutes

Rhyme

Plenary

Whole class teaching

Say 'The clapping rhyme' together and do the actions.



Week
18
Animals

Letters/sounds

Words/phrases

CVCs

Assessment

'v'
van
vim
village
visit
very
have
ever
shave

'y'
yam
yellow
yes
yell
young
every
play
day

dog
cat
elephant
lion
snake
goat
cow
frog
sheep
horse
duck
bird
What is?

A consonant vowel
consonant (CVC) word
is made up of three
sounds. A consonant
sound can be one or
more letter, eg: 'sh' has
two consonants, but
is one sound. A vowel
sound can also be
more than one letter,
eg: 'oa'.

Introduce one new
word per day and
revise words
previously learned.

lot
cot
rot
hot
pot

During the lesson, walk
round the classroom
and ask questions to
see if the pupils clearly
understand what you
have taught them. If not,
help them to understand
by explaining the idea
to them again, or asking
other pupils to help them.
You may need to use
some different examples
of the idea.

Animals

Learning outcomes

By the end of the lesson, most pupils will be able to:

Say the sound 'v'.

Say the names of different animals.

Write the names of animals.

Teaching aids

Before the lesson:

Write the letter 'v' on the chalkboard.

Draw or find pictures of as many different animals as you can.

Read Macmillan New Primary English 1, page 61.

Letters and sounds

Whole class teaching

Show the pupils the letter v and tell them it makes the sound 'v', as in van. Ask them to practise saying the sound with a partner.

Introduce the new CVC, 'lot'.

Write about 10 different letters of the alphabet on the chalkboard.

Ask pupils to say each sound as you point to it.

In pairs, ask pupils to see if they can make any CVC words using the letters on the chalkboard.

Ask some pairs to share their words with the rest of the class.

10
minutes

Macmillan New
Primary English 1

25
minutes

10
minutes

Introduction

Whole class teaching

Tell pupils to look at the pictures in Macmillan New Primary English 1, page 61.

Group task

Ask the pupils to talk to each other about the animals they can see in the pictures.

Ask a pupil from each group to say the name of one of the animals.

Write their responses on the chalkboard.

Main activity

Whole class teaching

Read out the names of the animals you have written and ask the pupils to read them after you.

Show the pictures of the different animals and ask the pupils if they can say their names.

Pair task

Ask the pupils to tell each other what they know about the animals in the pictures (they can use their local language).

Ask a pupil from each pair to name and describe an animal from the pictures on the chalkboard (in English).

Ask them to draw a picture of an animal of their choice and write the name of the animal underneath.

Plenary

Whole class teaching

Ask some pupils to show their pictures to the rest of the class and read the name of the animal.

Names of animals

Learning outcomes

By the end of the lesson, most pupils will be able to:

Identify and sequence initial sounds.

Identify and name animals.

Teaching aids

Before the lesson:

Write the words containing the sound 'v' on the chalkboard.

Make a set of animal name flash cards for each group.

Have ready pictures of different animals.

Write the names of the animals on the chalkboard.

Read Macmillan New Primary English 1, page 62.

Letters and sounds

Whole class teaching

Read the words and ask the pupils to read after you, emphasising the 'v' sound.

Ask the pupils to look at the chalkboard and identify whether the sound 'v' comes at the start, middle or end of each word.

Introduce the new CVC word: 'cot'.

Write about 10 different letters of the alphabet on the chalkboard.

Ask the pupils to say each sound as you point to it.

Ask the pupils, in pairs, to write CVC words using the letters on the chalkboard.

10
minutes

Introduction

Whole class teaching

Display the pictures of different animals where everyone can see them.

Ask one pupil to point to a picture and another pupil to point at the correct name.

25
minutes

Song

Main activity

Whole class teaching

Ask pupils to sing 'The alphabet song'.

Show a flash card with the name of an animal on it.

Ask the pupils to say the sound at the beginning and the end of the animal's name.

Macmillan New
Primary English 1

Whole class teaching

Tell the pupils to open Macmillan New Primary English 1, page 62 and do activity 1 together.

Ask them to follow the words in their books as you read them.

Ask them to read the sentences in pairs, while you go around and help them.

10
minutes

Macmillan New
Primary English 1

Plenary

Pair task

Ask the pupils to read activity 2 to each other.

Ebun, the funny elephant

Learning outcomes

By the end of the lesson, most pupils will be able to:

Say the sound that the letter 'y' makes in a word.

Read and write the names of different animals.

Answer simple questions about a story.

Write simple sentences in English.

Teaching aids

Before the lesson:

Write the words 'yellow', 'yam' and 'yes' on the chalkboard.

Collect animal name flash cards for each group including all of the animals from 'Ebun, the funny elephant'.

Letters and sounds

Whole class teaching

Say the sound the letter 'y' makes as in 'yam'.

Ask the pupils the following questions and ask them to point to the correct answer on the chalkboard:

'What is a colour starting with the letter y?' (yellow)

'What is a type of vegetable starting with the letter y?' (yam)

'Are you a boy?' (yes)

'Are you a girl?' (yes)

Introduce the new CVC, 'rot'.

Write about 10 different letters of the alphabet on the chalkboard.

Ask pupils to say the sound as you point to each letter.

10
minutes

Introduction

Individual task

Ask the pupils to write the name of the animals on the chalkboard in their exercise books.

Ask them to draw one of the animals.

25
minutes

Story

Main activity

Whole class teaching

Read the story 'Ebum, the funny elephant'.

Ask the pupils simple questions about the story.

Group task

Give each group a set of flash cards containing the names of animals in the story.

Read the story again and when you come to the name of the animal, ask a pupil to hold up the name of that animal for everyone to see.

Ask another pupil to point to the picture of the animal mentioned.

10
minutes

Plenary

Whole class teaching

Dictate simple sentences for the pupils to write in their exercise books, using words containing the sound 'y', eg:
'I like yams.'
'Yams are good.'
'Yes, I can hop and run.'

Animal noises

Learning outcomes

By the end of the lesson, most pupils will be able to:

Write and read CVCs.

Sequence words to make a sentence.

Teaching aids

Before the lesson:

Write words with the sound 'y' on the chalkboard.

Write the following jumbled sentences on the chalkboard using the name of animals:

'dog is this a.'

'mouse this a is.'

'lion is a this.'

'is a monkey this.'

Display the pictures of animals.

Letters and sounds

Whole class teaching

Read out the words containing the sound 'y' to the pupils and ask them to read them after you, emphasising the sound 'y' in each word.

Introduce the new CVC, 'hot'.

Write about 10 different letters of the alphabet on the chalkboard.

Ask pupils to say the sound as you point to each letter.

Ask pupils to work in pairs and see which pair can write the most CVCs in a minute.

10
minutes

Introduction

Whole class teaching

Show the pictures of animals.

Ask the pupils to say simple sentences about each of the pictures.

Read one of the jumbled up sentences on the chalkboard and ask pupils to say it in the correct order, eg: 'dog is this a' becomes 'this is a dog' when it is sequenced correctly.

25
minutes

Main activity

Individual task

Help the pupils to read the rest of the sentences.

Macmillan New
Primary English 1

Pair task

Ask a pupil to point at the picture of an animal in Macmillan New Primary English 1, page 61.

Ask the other pupil to say a sentence about the animal.

10
minutes

Story

Plenary

Whole class teaching

Read the story 'Ebum, the funny elephant' and ask the pupils to make the sounds of the animals when they are mentioned in the story, eg: 'hissss' for the snake.

Ebun, the funny elephant

Learning outcomes

By the end of the lesson, most pupils will be able to:

Say the sounds 'v' and 'y'.

Say words with letter sounds 'v' and 'y'.

Write simple CVC words.

Sequence a story.

Teaching aids

Before the lesson:

Write words containing the letter sounds 'v' and 'y' on the chalkboard.

Read the story 'Ebun, the funny elephant'.

Letters and sounds

Whole class teaching

Say the sounds 'v' and 'y' and ask the pupils to practise making the sounds with a partner.

Read words that contain 'v' and 'y' sounds and ask the pupils to read after you.

Introduce the new CVC, 'pot'.

Write about 10 different letters of the alphabet on the chalkboard.

Ask pupils to say the sound as you point to each letter.

See which pupils can make the most CVCs in 1 minute.

10
minutes

Macmillan New
Primary English 1

25
minutes

Story

10
minutes

Introduction

Whole class teaching

Ask the pupils to look at the pictures in Macmillan New Primary English 1, page 61.

Ask the pupils to sit in a circle.

Go round the circle in turn and ask them to say one thing they know about one of the animals in their local language.

Main activity

Whole class teaching

Read the story 'Ebum, the funny elephant' to the pupils.

Individual task

Ask the pupils to draw a line down the middle of the page of their exercise books, to divide the page into two sections.

Ask them to draw a picture of something that happens at the start of the story on one side of the paper, and a picture of something that happens at the end of the story on the other side of the paper.

Group task

Tell each group to prepare a role play of the story to show to the rest of the class.

Plenary

Whole class teaching

Ask each group to show their role play to the rest of the class.



Week
19
Daily activities

Letters/sounds

Words/phrases

CVCs

Assessment

'x'
fix
six
box
fox
ox
exit

'ai'
pail
fail
tail
laid
braid
sail
snail

eat
run
come
sweep
read
wash
walk
bath
drink
cook
play

Every day, I

A consonant vowel consonant (CVC) word is made up of three sounds. A consonant sound can be one or more letter, eg: 'sh' has two consonants, but is one sound. A vowel sound can also be more than one letter, eg: 'oa'.

Introduce one new word per day and revise words previously learned.

bug
hut
but
rug
tug

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

Every day at home

Learning outcomes

By the end of the lesson, most pupils will be able to:

Say and write the sound 'x'.

Say a simple sentence in English.

Write CVCs.

Teaching aids

Before the lesson:

Write words that contain the sound 'x' on the chalkboard.

Prepare a list of all CVCs previously learned.

Write key words on the chalkboard.

Read Macmillan New Primary English 1, page 21.

Prepare sand trays.

Letters and sounds

Whole class teaching

Write the letter 'x' on the chalkboard.

Tell the class it makes the sound 'x', as in express.

Ask the pupils to read the words with you, emphasising the sound 'x'.

Introduce the new CVC word 'bug' in the same way as in previous weeks.

Ask three pupils to come out to the chalkboard: one pupil writes the first sound, one the second sound and one the last sound of the word 'get' (repeat with several CVCs).

10
minutes

25
minutes

Macmillan New
Primary English 1

10
minutes

Introduction

Whole class teaching

Read the key words on the chalkboard and ask the pupils to read after you.

Main activity

Whole class teaching

Ask the pupils to look at the pictures in Macmillan New Primary English 1, page 21.

Pair task

Ask pupils to talk about what the people in the pictures are doing.

Tell a pupil from each pair to say something about the activities happening in the picture.

Ask the pupils to tell their partners one thing they do every day at home.

Ask them to tell you what they do every day by completing the sentence: 'Every day, I ___'.

Tell the pupils to write the letter 'x' in sand trays.

Individual task

Ask the pupils to write the letter 'x' in their exercise books.

Plenary

Whole class teaching

Read out the list of CVC words you prepared earlier and ask pupils to spell them in their exercise books.

Write the correct spellings on the chalkboard and ask pupils to check their spellings.

Every day

Learning outcomes

By the end of the lesson, most pupils will be able to:

Recognise the letter and say the sound 'x'.

Say simple sentences.

Read simple sentences.

Teaching aids

Before the lesson:

Make enough sets of sentence cards for each group with the following sentences on them:

'Every day I walk to school.'

'Every day I wash my hands.'

'Every day I go to sleep.'

'Every day I sweep the floor.'

'Every day I drink some water.'

'Every day I play at home.'

Letters and sounds

Whole class teaching

Introduce the new CVC, 'hut'.

Ask three pupils to come out to the chalkboard: one pupil writes the first sound, one the second sound and one the last sound of the word 'bed' (repeat with several CVCs).

Demonstrate writing several letters in the air and ask the pupils to copy you.

Read out the words containing the sound 'x' to the pupils and ask them to touch their head when they hear it.

10
minutes

Macmillan New
Primary English 1

25
minutes

10
minutes

Introduction

Whole class teaching

Ask the pupils to look at the pictures in Macmillan New Primary English 1, page 21.

Ask them if they can use their local language to tell you as many things as possible that are happening in the pictures.

Main activity

Whole class teaching

Tell the pupils some of your daily activities, eg:
'Every day I come to school.'
'Every day I eat.'
'Every day I sleep.'
'Every day I wash.', etc.

Pair task

Ask the pupils to tell their partners about things they do every day, using the phrase:
'Every day, I _ '.

Write simple sentences on the chalkboard that describe daily activities.

Read these sentences to the pupils.

Group task

Ask the pupils to read the short sentences on the flash cards.

Ask pupils to exchange cards within their groups and read them.

Plenary

Whole class teaching

Tell individuals to act out a daily activity and ask other pupils to guess the action.

Sweep, wash, play

Learning outcomes

By the end of the lesson, most pupils will be able to:

Say the sound 'ai'.

Build CVCs and simple regular words.

Make simple sentences with the key words.

Teaching aids

Before the lesson:

Write 'ai' on the chalkboard.

Write key words on the chalkboard.

Prepare enough sets of flash cards for each pair, with the key words written on them.

Collect 10 counters for each pair.

Letters and sounds

Whole class teaching

Show the class where you have written 'ai' on the chalkboard.

Tell the pupils the letters make the sound 'ai', as in rain.

Ask the pupils to practise saying the sound with a partner.

Write the following words on the chalkboard:

'r _ _ n' (rain)

'p _ _ n' (pain)

Ask pupils to work out the words and say them aloud.

Introduce the new CVC, 'but'.

Ask one pupil to write the first sound, one the second sound and one the last sound of the word 'but' (repeat with several CVCs).

10
minutes

Introduction

Whole class teaching

Read out the key words describing daily activities and ask the pupils to read after you.

25
minutes

Main activity

Whole class teaching

Ask pupils to suggest sentences using the key words.

Write the sentences on the chalkboard and ask individual pupils to help you read them.

Pair task

Give a set of flash cards and 10 counters to each pair.

Tell each pair to turn the flash cards face down on the table between them.

Ask them to guess which word they think might be on the other side of the card before they turn it over.

Ask one member of the pair to turn over the card and read the word.

If they get it right they get a counter.

Continue the game until one member of the pair has five counters.

10
minutes

Plenary

Whole class teaching

Sit on the floor in a circle.

Ask each pupil to go into the centre and mime an activity.

Other pupils guess the activity.

The pupil in the centre chooses the next person to do the mime.

Here we go round the cashew tree

Learning outcomes

By the end of the lesson, most pupils will be able to:

Write 'ai'.

Read words containing the sound 'ai'.

Write simple sentences.

Read the key words.

Write some CVC words.

Teaching aids

Before the lesson:

Write CVC words on the chalkboard.

Make a set of key word flash cards for each group.

Letters and sounds

Whole class teaching

Write 'ai' on the chalkboard.

Say words that contain the sound 'ai' and ask pupils to join in with you.

Introduce the new CVC, 'rug'.

Air write several letters and ask pupils to copy you.

Carefully sound out the 'ai' words and ask pupils to copy you.

Ask pupils to spell each word in their exercise books.

Tell them to underline the 'ai' letters in the words.

10
minutes

Song

25
minutes

10
minutes

Introduction

Whole class teaching

Teach the pupils the song 'Here we go round the cashew tree'.

Ask the pupils to sing the song and suggest actions to go with the words.

Main activity

Whole class teaching

Ask pupils to read the CVC words on the chalkboard as you point to them quickly, and in random order.

Group task

Tell pupils to talk to each other about their daily activities at home and at school.

Give each group a set of flash cards with the key words written on them.

Ask each group to turn the cards face down on the table and get each member to choose a card.

Tell them to read the word on the card and draw a picture in their exercise book which shows them doing the action.

Ask them to write the sentence 'Every day, I __', completing the sentence with the word on their flash card.

Ask them to show the picture and read the sentence to the rest of the group.

Plenary

Pair task

Write the following letters on the chalkboard:
i, s, p, n, t, d, o, g, h.

Ask pairs to write down as many CVCs as they can in 2 minutes.

Ask for their results and write them all on the chalkboard.

Here we go round the cashew tree

Learning outcomes

By the end of the lesson, most pupils will be able to:

Say the sounds 'x' and 'ai'.

Recognise these sounds in words.

Write letter sounds 'x' and 'ai'.

Say simple rhymes.

Answer simple questions about a rhyme.

Teaching aids

Before the lesson:

Write words containing the sounds 'x' and 'ai' on the chalkboard.

Write the letters 'x' and 'ai' on the chalkboard.

Prepare sand trays.

Letters and sounds

Whole class teaching

Say the sounds 'x' and 'ai'.

Ask the pupils to say the words on the chalkboard by first sounding them out.

Introduce the new CVC, 'tug'.

Ask three pupils to come out to the chalkboard: one pupil writes the first sound, one the second sound and one the last sound of the word 'hut' (repeat with several CVCs).

Ask the pupils to practise writing the letters 'x' and 'ai' in sand trays and in their exercise book.

10
minutes

Introduction

Whole class teaching

Sit the pupils in a circle.

Ask them to tell the person sitting next to them their daily activities at home, for 5 minutes.

Ask them to retell what their partners said to the rest of the class, taking it in turns round the circle so that everyone has the chance to speak.

25
minutes

Song

Main activity

Individual task

Instruct pupils to divide a page of their exercise book into four and number each square 1—4.

Ask them to draw a picture of four daily activities in the order in which they do them.

Ask pupils to write a sentence under each picture: 'Every day, I ___'.

Pair task

Ask the pupils to sing the song, 'Here we go round the cashew tree' and do the actions with a partner.

Tell them to choose one of their daily activities and put it into the song to make a new verse, eg:

'Every day I wash my teeth, wash my teeth, wash my teeth /
Every day I wash my teeth, on a hot and sunny morning'.

10
minutes

Song

Plenary

Whole class teaching

Ask each pair to sing their verse to the rest of the class.



Week
20
Objects around us

Letters/sounds

'oa'
goat
boat
soap
coat

'ee'
tree
free
bee
week
feet
see
peep

Words/phrases

ball
pencil
pen
book
chair
table
floor
chalkboard
box
ruler
window
door
bag
paper
house

Can you see?
I can see
Where is?
Go and touch

Simple words

Introduce one new word per day and revise words previously learned.

if
meet
feet
greet
jog

Assessment

During the lesson, walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If not, help them to understand by explaining the idea to them again, or asking other pupils to help them. You may need to use some different examples of the idea.

Simple objects

Learning outcomes

By the end of the lesson, most pupils will be able to:

Say the sound 'oa'.

Use simple nouns to name objects.

Play I spy.

Build simple words.

Teaching aids

Before the lesson:

Make a set of flash cards with the words containing 'oa'.

Look at Macmillan New Primary English 1, page 15, picture A.

Letters and sounds

Whole class teaching

Teach the sound that 'oa' makes, as in goat.

Ask the pupils to fill these gaps with correct letters, eg:

b _ _ t = boat

s _ _ p =

t _ _ d =

l _ _ d =

c _ _ t =

Ask them to read the words they have written, trying to sound out the word.

Tell the pupils to write several previously learned letters in the air, in their books, and on the chalkboard with a finger dipped in water.

Introduce today's word, 'if'.

10
minutes

25
minutes

Macmillan New
Primary English 1

10
minutes

Game

Introduction

Whole class teaching

Ask the pupils to look around the class and name as many objects as they can.

Main activity

Whole class teaching

Ask the pupils to open Macmillan New Primary English 1, page 15 and name all the objects they can see in picture A.

Whole class teaching

Write the names of the objects they identified on the chalkboard.

Say one of the words and ask a pupil to come out and point to the word.

Point to a word and ask a pupil to read it.

Pair task

In pairs, tell the pupils to ask each other questions, eg:
'Where is the pencil?'
'Can you see five chairs?'

Individual task

Ask the pupils to draw three objects in their exercise books and write the names underneath.

Plenary

Whole class teaching

Play 'I spy'.

Choose an object in the room.

If you are thinking of a table you would say 'I spy, with my little eye, something beginning with t'.

The pupils then suggest things beginning with 't' until someone says the right one.

Giving instructions

Learning outcomes

By the end of the lesson, most pupils will be able to:

Recognise and say the sound 'oa' in words.

Give and follow a simple instruction in English.

Teaching aids

Before the lesson:

Write the words containing 'oa' on the chalkboard.

Read Macmillan New Primary English 1, page 15, section B.

Have ready some everyday objects, such as a ball, book, pencil, etc.

Letters and sounds

Whole class teaching

Ask the pupils if they can tell you the sound 'oa' makes in a word.

Remind them that it makes the sound 'oa' as in goat and ask them to practise saying it to a partner.

Write words that contain the sound 'oa' on the chalkboard.

Ask one half of the class to sound out a word, eg: 'c-oa-t'.

Ask the other half to say the word 'coat'.

Repeat with several 'oa' words.

Ask pupils to write words that contain the sound 'oa' in their exercise book.

Introduce today's word, 'meet'.

10
minutes

Macmillan New
Primary English 1

25
minutes

10
minutes

Introduction

Whole class teaching

Ask the pupils to look at the picture of some objects in Macmillan New Primary English 1, page 15, section B, and say their names.

Main activity

Pair task

In pairs, ask pupils to talk about what they can see in the picture.

Whole class teaching

Sit in a circle and place many different objects on the floor in the centre of the circle.

Ask a pupil to follow instructions, making sure you use their name, eg: 'Hassan, go and touch the ball'.

Ask another pupil to give the same instruction, naming a different pupil and saying a different object.

Plenary

Whole class teaching

Read these word puzzles for the children to guess the answer to:

'I have four legs, I have a flat top, put your books on me' (a table).

'I am flat, I am black, I love chalk' (chalkboard).

'I have legs, but can't walk' (a chair).

'I used to be a tree, but now I'm flat. People write on me' (paper).

Lesson
title

15
minutes

ee

**Literacy
lesson plans**
Primary 1

Term 2
**Creating
opportunities for
classroom talk**

Week 20
Objects around us
Day 3

What is this?

Learning outcomes

By the end of the lesson, most pupils will be able to:

Say the sound 'ee'.

Build CVCs and simple regular words.

Read the names of objects.

Teaching aids

Before the lesson:

Write words that contain the sound 'ee' on the chalkboard.

Make each group a set of flash cards, containing the key words.

Read Macmillan New Primary English 1, page 25.

Letters and sounds

Whole class teaching

Say the words on the chalkboard, emphasising the 'ee' sound in each word.

Say the words again and ask the pupils to join in with you.

Ask some pupils to come out and underline the letters 'ee' in the words on the chalkboard.

Divide the class into two teams. One team thinks of a CVC and says it out loud.

The other team has to sound it out and spell it on the chalkboard.

Now swap roles.

Introduce today's word, 'feet'.

10
minutes

Macmillan New
Primary English 1

25
minutes

Macmillan New
Primary English 1

10
minutes

Introduction

Whole class teaching

Ask the pupils to open Macmillan New Primary English 1, page 25, and look at the pictures.

Ask them to name all the objects they can see in the pictures.

Main activity

Whole class teaching

Write the names of the objects on the chalkboard as they say them.

Point to each word and ask the pupils to read them.

Pair task

Ask the pupils to ask each other questions about the pictures in Macmillan New Primary English 1, page 25 using the phrase: 'What is this?'

They should answer using the phrase, 'This is a _'

Ask them to fill in these gaps with correct letters:

b _ ll

b _ _ k

b _ g

sp _ _ n

b _ x

Plenary

Whole class teaching

Draw some objects on the chalkboard.

Ask the pupils to pick the name of an object on the flash card and place it under the matching picture.

Matching words to objects

Learning outcomes

By the end of the lesson, most pupils will be able to:

Read words that contain the
sound 'ee'.

Build simple words.

Match words to objects.

Say a simple sentence.

Teaching aids

Before the lesson:

Write words containing the sound
'ee' on the chalkboard.

Have ready the set of flash cards
with the key words.

Letters and sounds

Whole class teaching

Say the sound 'ee' and point to it
on the chalkboard.

Sound out each word containing
this sound, eg: 'f-ee-t'.

Ask pupils if they can tell you
the word you have sounded out.

Introduce today's word, 'greet'.

Individual task

Write these words on the chalk-
board and ask the pupils to fill
the gaps with the correct letters,
in their exercise books:

tr _ _

b _ _

s _ _

fr _ _

10
minutes

Introduction

Whole class teaching

Ask the pupils to name several objects in the classroom.

25
minutes

Main activity

Group task

Give each group a set of flash cards.

Ask them to place the words next to the correct object in the classroom and say the name.

Ask each group to think of two simple sentences using the name of an object.

Individual task

Dictate these simple sentences for the pupils to try and write in their exercise books:

'I can see a book.'

'My feet can tap.'

'We can see a pen and a book.'

Encourage them to look for the words around the classroom to help them.

10
minutes

Game

Plenary

Whole class teaching

Play 'I spy'.

See if any pupils can lead the game.

I can see

Learning outcomes

By the end of the lesson, most pupils will be able to:

Say the sounds 'oa' and 'ee'.

Read and write simple words.

Match the names of objects with their picture.

Teaching aids

Before the lesson:

Write the words containing 'oa' and 'ee' on the chalkboard.

Write the key words on the chalkboard.

Find a large piece of blank paper for each group, eg: the back of a calendar.

Read Macmillan New Primary English 1, page 25.

Letters and sounds

Whole class teaching

Point to 'oa' and 'ee' on the chalkboard and say the sounds.

Ask pupils to repeat them out loud.

Read the words that contain the sounds 'oa' and 'ee'.

Introduce today's word, 'jog'.

Pair task

One partner sounds out a word and the other partner spells it and says the word.

Swap over roles.

Ask each pair to draw a picture of their favourite word and write the word next to it.

10
minutes

Macmillan New
Primary English 1

25
minutes

10
minutes

Game

Introduction

Whole class teaching

Ask the pupils to look at the pictures in Macmillan New Primary English 1, page 25.

Ask the pupils to read the names of the objects.

Main activity

Group task

Give each group a sheet of paper and ask them to draw and write as many objects as they can think of: in the house in the classroom in the market

Ask them to show their pictures to the rest of the class and read the names of the objects.

Pair task

Ask each pair to ask each other the questions:

‘What can you see in the house?’

‘I can see __.’

‘What can you see in the classroom?’

‘I can see __.’

Plenary

Whole class teaching

Play ‘I spy’.

Credits

In 2008, Kwara State carried out a Teachers' Development Needs Assessment for all primary school teachers. This showed that most teachers in Kwara State did not have strong literacy and numeracy skills. The Kwara State Government responded by developing a strategy to support existing teachers and improve new teachers' pre-service training.

These literacy and numeracy lesson plans, developed by the Kwara State School Improvement Team, were part of that strategy. Two years after introducing these plans alongside the training and support programme, Kwara State began to see strong improvements in teachers' teaching skills and pupils' learning outcomes.

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