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**Literacy
lesson plans**
Primary 1

Term 1
Organising the
classroom for
effective learning

Weeks
6—10

Type of lesson plans/
Grade

Term/
Learning theme

Literacy lesson plans Primary 1 Term 1 ▶ Organising the classroom for effective learning

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



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**

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classroom for
effective learning**

**Weeks
6—10**

Introduction

▶ Organising the classroom for effective learning

Organising the classroom for effective learning

Your classroom is a flexible space. You can change it to suit the learning activities.

Pupils take part in many different activities during each week, eg: games, role plays, circle discussions, group tasks, copying from the chalkboard, using teaching aids, working with a partner, working alone, etc. All these activities need different ways of organising your classroom, eg:

Tables arranged around the edge of the room so there is a space in the middle for games, songs or role play. Pupils can see each other and this helps communication.

Tables arranged in rows so that the pupils can see the chalkboard. This is useful when they need to see something you have written or drawn on the chalkboard.

Tables arranged in groups. This helps pupils to talk together and share ideas. They can see each other clearly and can easily work with one set of number cards or one sheet of paper to produce a joint end product.

Each time you start the day you should think about the activities you need to do and decide if your classroom needs to be arranged differently. Work with the other teachers in your school and cluster, your head teacher and SSO to discuss different ways of arranging your classroom for learning.

Group and pair work

Group and pair work is the basis of a learner-centred classroom, it allows pupils to work together:

To discuss, solve problems or to play learning games.

To find their own way in their learning.

The main benefits of group and pair work are:

More pupils can be active at one time. Pupils can talk and listen to each other, or work on a problem together.

The teacher can walk around the room to monitor what groups and individuals are doing, and can stop with each group to help them with their task. Spending more time with the pupils helps teachers better understand what individual pupils know and can do.

Group work is also one of the best ways of teaching social skills to pupils. While working in groups, pupils are learning a variety of skills including:

Co-operation.

Taking turns.

Listening to others.

Sharing.

Working harmoniously with others.

Solving problems.

The development of these life skills is a major reason why group and pair work is undertaken in most modern classrooms.

**Literacy
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Introduction

▶ Songs, stories and games
for the term

What is in the box?

Write words on flash cards.

Gather a set of objects and/or pictures to explain the words.

Put the pictures or objects in a box.

Hold up one of the flash cards to the class.

Read the word slowly.

Choose a pupil to come and find the matching object or picture in the box.

My head, my shoulders

My head, my shoulders /
My knees, my toes /
(Repeat both lines
twice more)
All belong to God.

Objects in the classroom

In my class /
I have chalks /
Chalks, chalks, chalks! /
In my class /
I have chairs /
Chairs, chairs, chairs! /
In my class /
I have desks /
Desks, desks, desks! /
In my class /
I have pupils /
Pupils, pupils, pupils! /
In my class /
The teacher teaches /
Teaches, teaches, teaches!

Point to the window

Point to the window /
Point to the door /
Point to the ceiling /
Point to the floor /
Point to the chalkboard /
Point to the wall /
Clap your hands together /
One, two, three /
Put your hands together /
On your knee.

**Literacy
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**Sound story:
h**

Hassan is outside his hut.
He is looking at his animals.
He has a horse, two goats,
three hens and four cows.
He is happy.

**Sound story:
d**

Dad has a red hat. Dad
digs in the mud. Dad is sad.
He sits down. He hears
Dennis. Dennis is playing
on his drum.

Sound story:

e

Joke has a pet hen. The hen lays an egg. The hen pecks Joke. Joke runs after the hen. Joke puts her net over the hen.

Sound story:

c

Funke gets milk from the cow. She puts it in a cup. She has a cake as well. 'I can eat and drink', she says.

Sound story:

n

Nandi saw ants in a pan. She hit the ants with a tin. Nandi sat down. Nandi had a nap.

Sound story:

m

Mum is making moi moi for the family. She mixes beans, onions and pepper and wraps the mixture in leaves. 'Yum, yum' say her family.

Sound story:

r

The rat ran on the track. The rat had a rest. Tomi played a trick on the rat. He put a rag on the rat. The rat was in a trap.



Week
6
Myself

Letters/sounds

'n'
nap
pin
pan
tin
ant
tin
pin
pant
pants
snap
snip

Words/phrases

I am __
he is __
she is __
me
myself
What is your name?
How old are you?
Where do you live?
What do you like to eat?

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.

Describing myself

Learning outcomes

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

Say something about themselves in English.

Talk using some English words.

Teaching aids

Before the lesson:

Have ready all the sound flash cards 's', 'a', 't', 'i', 'p' and 'n'.

Make a card with letter 'n' on one side and draw someone having a nap on the other side.

Write these questions on the chalkboard: 'What is your name?', 'How old are you?', 'Where do you live?', 'What do you like to eat?'

Write the key words and phrases for the week on the chalkboard.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Show the 'nap' picture and ask pupils: 'What is happening?'

Teach them the word 'nap'. Point to the picture and say 'nnnnap'.

Show the letter 'n' and say 'nnnn' with the pupils.

Write the letter 'n' in the air and ask them to copy you, writing in the air, on their backs, on their desks, etc.

Put the card behind your back and explain that when you show the 'nap' side the pupils should say 'nap' and when you show the 'n' side they should say 'n'.

10
minutes

Introduction

Pair task

Ask pupils to tell their partner their own names, saying: 'I am ___'.

Demonstrate for them by telling them your name in the same way.

Once pupils have introduced themselves, ask them to tell another pair their partner's name, saying 'He is ___' or 'She is ___'.

25
minutes

Main activity

Whole class teaching

Show the pupils the questions on the chalkboard and read them out.

You may need to explain these in the pupils' local language.

Invite one pupil to ask you the first question and answer it.

Repeat with different pupils for the other questions.

10
minutes

Song

Plenary

Whole class teaching

Sing a simple song with the pupils, such as 'My head, my shoulders'.

Describing myself

Learning outcomes

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

Recognise the letter sound 'n'.

Write the letter 'n'.

Confidently say simple sentences about themselves in English.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Write the 'n' words on the chalkboard.

Have a sand tray for each pair of pupils.

Read Macmillan New Primary English 1, page 8.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Read and explain the 'n' words to the class.

Tell pupils to listen for the 'n' sound and ask them to say the words after you.

Sound out 'nap' carefully: 'n-a-p'.

Choose someone to point to and say each sound.

Repeat the process with 'pin', 'pan' and 'tin'.

Tell the class to copy you writing the letter 'n' in the air.

Tell pairs to write the letter 'n' as big and as small as they can in the sand trays.

10
minutes

Macmillan New
Primary English 1

25
minutes

10
minutes

Introduction

Pair task

Ask pupils to look at Macmillan New Primary English 1, page 8.

Give them a few minutes to look closely at the pictures and work out what they can see.

Ask pupils to tell their partner what they can see in the pictures, using their local language or English words if they can.

Main activity

Whole class teaching

Ask pupils what they can see in the pictures. Make sure they use the phrases, 'He is ___' and 'She is ___' in their answers.

When they make suggestions, ask another question. If a pupil says 'I can see a teacher', ask: 'What is she doing?' 'Do you think she is a nice teacher?'

Pair task

Ask pupils to tell their partners one thing they do: after school at break time during lessons.

Ask pupils to help their partner decide on a simple action to show each activity. Model this by showing some simple actions for activities such as eating, or playing football.

Plenary

Whole class teaching

Take the class outside or into a space large enough to stand in a circle.

Tell the pupils that they will each walk into the circle and say their name using 'I am ___', and then say and act one thing they do, eg: 'I am Umar. I play football.'

Tell the other pupils to repeat what is said together, saying: 'He is Umar. He plays football'.

Describing actions at home

Learning outcomes

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

Hear the 'n' sound in words.

Write the letter 'n'.

Think of and describe some
actions at home.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Practise reading the 'n story'.

Write the 'n story' on the
chalkboard.

Look at the picture in Macmillan
New Primary English 1, page 31.

Letters and sounds

Whole class teaching

Quickly show all the sound
flash cards and ask pupils to
say them.

Say the words containing
the 'n' sound and ask the pupils
to say them after you.

Read and explain the 'n story'.

Read it again, emphasising the
words with 'n'.

Ask them to touch their head
when they hear a word with the
sound 'n'.

Ask them to draw a picture
about the story and write 'n'
underneath it.

Introduction

Pair task

Ask pupils to look at the pictures on Macmillan New Primary English 1, page 31.

Ask pupils to tell each other who they can see in the picture and what is happening.

Ask them who they have seen in the picture.

Tell pupils to use 'He is ___' and 'She is ___' when they answer.

Ask them to say other things that they or their parents do in their homes.

Main activity

Group task

Tell groups that they will use their own bodies to show each of the pictures in the textbook. One of them will sit like the mother; another will stand like the boy, etc. They should try to make their bodies and faces look exactly like the ones in the picture.

The pupils must decide which person each of them will show, and what they are doing. Explain that, when they show their 'body picture', you will ask them:
'Who are you?'
'What are you doing?'

Give the groups time to discuss and practice. Tell them the English words for their actions.

Plenary

Whole class teaching

Ask each group to show their 'pictures' in turn. Each time, give them a few seconds to get into position and then say 'freeze' to make sure they all stand still.

For each picture, go up to at least two pupils.

Ask them:
'Who are you?'
'What are you doing?'

Support them to answer using 'I am ___ and I ___', eg: 'I am Ali and I am reading'.

Writing about myself

Learning outcomes

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

Begin to read and spell words with 'n'.

Say something about themselves in English.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Write the 'n story' on the chalkboard.

Have ready a blank card for each pair.

Write 'I am ___' and your name very large on the chalkboard. Draw simple pictures around it to show things about you.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Point to and read the 'n story' on the chalkboard.

Role play the story and get the class to join in.

Read the story with them.

Choose pupils to underline words with the letter 'n'.

In pairs, ask pupils to write 'n' on their blank card.

Ask them to put the letters together to make the words 'nap', 'pan', 'tin', 'ant'.

Choose some pupils to try to write the words on the chalkboard.

10
minutes

Introduction

Whole class teaching

Show the class your sentence and pictures on the chalkboard.

Ask them what they think the pictures show about you, and write their ideas underneath each picture.

25
minutes

Main activity

Individual task

Tell pupils that they will do the same as you in their exercise books.

Ask them to write 'I am ___' and their name in the middle of a page, and draw pictures around it to show things about themselves.

As you go around the class, encourage pupils to think about all the different things they could draw by asking them questions.

10
minutes

Plenary

Pair task

Ask pupils to show their pictures to their partner and explain what each one shows.

Writing about myself

Learning outcomes

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

Hear known sounds in words.

Match sounds to a letter to make simple words.

Write some words that relate to themselves.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Write the 'n' words on the chalkboard.

Have the drawings from Day 4 on the chalkboard.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Ask the pupils to say the sounds.

Ask them to touch the letter 'n' in the words on the chalkboard.

Say one of the words and choose a pupil to point to the correct word on the chalkboard.

Repeat this process with the other words.

Ask the class to read the words with you.

Say the words: 'nap', 'sat', 'pan', 'pit', 'ant', 'tin' and 'pin', slowly.

Ask the pupils to write each word in their exercise books as you say them.

10
minutes

Introduction

Whole class teaching

Ask the pupils what the drawings on the chalkboard show about you.

Ask the pupils what pictures they saw in their partners' books yesterday.

25
minutes

Main activity

Individual task

Ask pupils to look back at their 'I am' pictures. Tell them that they will be writing the English words to go with their pictures.

Ask some pupils to tell you their words.

Write each word in a different place on the chalkboard. Tell the pupils they should try to find their words where you have written them, and use the correct spelling when they write each one down.

Tell the class to write their words under their pictures.

10
minutes

Plenary

Pair task


Ask pupils to swap books with their partners.

They should read what their partner has written and underline any 'n's in their words.

Whole class teaching

Show the class the words on the chalkboard. For each one, say the word and ask someone who has used it to show the class an action to go with the word.

Each time, ask the class to do the action and say the word.



Week
7
In my classroom

Letters/sounds

'c'
cat
can
cap
cow
cot
cup
cake

Words/phrases

'k'
king
kid
skip
skin
key
kite

pencil
book
bell
ball
table
chair
teacher
pupil
door
window
chalkboard
ceiling
floor
wall
map

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.

Objects in the classroom

Learning outcomes

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

Say and write the sound 'c'.

Say some of the names of objects in the classroom.

Teaching aids

Before the lesson:

Have ready all the sound flash cards 's', 'a', 't', 'i', 'p', 'n' and 'c'.

Make a flash card with the letter 'c' on one side and a picture of a cow on the other.

Have ready sticks and sand trays.

Read Macmillan New Primary English 1, page 15.

Write the key words on the chalkboard.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Place the flash cards around the playground.

Say a sound and tell pupils to run and stand by the correct card. Repeat several times.

Point to the picture of the cow and say 'c, c, cow'.

Show the letter 'c' and say 'c, c, c' with the pupils.

Write the letter 'c' in the air and ask the class to copy you.

Tell pupils to use the sticks to write 'c' in the ground or in sand trays.

Introduction

Pair task

Ask pupils to look at the pictures in Macmillan New Primary English 1, page 15.

Ask pairs to look around the classroom to see if they can find any of the objects in the pictures.

Main activity

Whole class teaching

Look at the pictures again. Say the name of an object and ask pupils to point to it in their textbooks.

Tell them to say the words with you.

For each object, ask if anyone found examples of it in the classroom.

If the object is not in the classroom, ask pupils where they might see it.

If the object is in the classroom, tell all pupils to point to it and say the name.

Plenary

Whole class teaching

Lead the class in singing 'Point to the window', pointing to each object as they name it.

Naming classroom objects

Learning outcomes

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

Recognise the sound that the letter 'c' makes.

Write the letter 'c'.

Identify some classroom objects using their English name.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Have ready the 'c' sound and picture card from Day 1.

Write the 'c' words on the chalkboard and draw pictures to explain them.

Make a set of classroom object flash cards for each group.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Hide the 'c' card behind your back, explaining that when you show the cow side the pupils should say 'cow' and when you show the 'c' side they should say 'c'.

Read the 'c' words on the chalkboard, explain them and ask pupils to say the words with you.

Choose pupils to underline the 'c' sound on the chalkboard.

Ask the pupils to write the letter 'c' on the back of their partner.

Ask them to draw a picture for one of the 'c' words in their exercise books and write 'c' under the picture.

10
minutes

Macmillan New
Primary English 1

25
minutes

10
minutes

Song

Introduction

Pair task

Ask pupils to look at the picture in Macmillan New Primary English 1, page 15.

Ask pairs to tell one another the names of the objects in the picture.

Ask pupils to share the names of the objects with the rest of the class.

Main activity

Whole class teaching

Show flash cards with the names of objects in the classroom.

Ask pupils to say the name of the object.

Ask if anyone can see where that object is in the classroom.

Give the card to a pupil and ask them to stick the flash card to the object.

Tell them to point to the object and say its name.

Group task

Give a set of flash cards containing names of objects on or near their tables to each group, eg: table, chair, pencil, book.

Tell the groups to fix their flash cards to the correct objects.

Ask them to copy some of the words carefully in their exercise books.

Plenary

Whole class teaching

Sing 'Point to the window' with the class.

Drawing objects in the classroom

Learning outcomes

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

Recognise and spell words
containing the sound 'c'.

Identify classroom objects
and say their names.

Teaching aids

Before the lesson:

Have ready the sound flash cards
and a blank card for each pair.

Write the 'c story' on the
chalkboard.

Have ready the classroom
object flash cards from Day 2
for each group.

Letters and sounds

Whole class teaching

Quickly show all the sound
flash cards and ask pupils to
say them.

Read and explain the 'c story'.

Choose pupils to role play
the story with you and point to
the story as you read it.

Ask the pupils to clap when they
hear the sound 'c'.

Give pairs a blank card and ask
them to write 'c' on it.

Ask them to look at all their cards
and make the word 'cat'.

Ask them to make the words
'can' and 'cap'.

Choose pupils to write the words
on the chalkboard.

10
minutes

Game

Introduction

Whole class teaching

Explain or remind the pupils of the rules of 'Simon says'.

Line up the group across from you, 10—20 feet away.

Tell the pupils that they should all obey you if you first say the words 'Simon says'.

Tell them that they are out of the game if they follow an order that doesn't begin with 'Simon says', or if they fail to do what Simon says to do.

Begin by saying something like, 'Simon says, put your hands on your head'.

Look to make sure everybody has put their hands on their heads.

Give another order such as, 'Simon says, stand on one foot'. Check again.

Continue giving orders. Mix it up and say something like, 'Raise your right hand' without first saying 'Simon says'.

Play the game, each time giving an instruction connected to a classroom object, eg: 'Simon says: pick up your pencil'.

25
minutes

Main activity

Group task

Choose some of the classroom object flash cards and ask the pupils how you should say the words.

Tell the pupils to say the words with you.

Give each group a set of flash cards to match to objects.

Tell them to take it in turns to pick a card from their set and fix it to the object described.

10
minutes

Plenary

Pair task

Ask pairs to discuss any objects in the classroom that do not have a flash card, particularly if they do not know its name in English.

Tell them the names of the objects. Make flash cards of these for the next lesson.

Lesson
title

Classroom diagrams

15
minutes

k

Learning outcomes

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

Say the sound 'k' and identify the sound 'k' in a word.

Write the names of some objects.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Make a flash card with the letter 'k' on one side and a picture of a king on the other.

Have ready the flash cards from Days 2 and 3.

Have a large piece of paper for each group with a map of the classroom on, as described opposite.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Tell pupils there is another letter that makes the same sound as the letter 'c'.

Write 'k' on the chalkboard and say the sound.

Hide the card behind your back, explaining that when you show the king side the pupils should say 'king' and when you show the 'k' side they should say 'k'.

Read the 'k' words and explain them.

Ask pupils to say the words with you.

10
minutes

Introduction

Whole class teaching

Draw a simple diagram of the classroom as if seen from above on the chalkboard. You should draw lines to show the walls of the classroom, and rectangles to show the desks, etc.

Draw a circle to show yourself at the front of the room.

25
minutes

Main activity

Group task

Give a large sheet of paper to each group with the classroom outline drawn on.

Ask groups to draw some of the classroom objects that they know the names for in the correct places on their map.

Ask pupils to label these items as you did on the chalkboard.

10
minutes

Plenary

Whole class teaching

Ask each group in turn to show the class their map so far. Praise the work they have done.

Identifying classroom objects

Learning outcomes

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

Write the letter 'k'. Hear the 'c' and 'k' sounds in words.

Name classroom objects.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Write all the 'c' and 'k' words on the chalkboard.

Have ready the group maps from Day 4.

Have a sand tray ready for each pair.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Read the 'c' and 'k' words with the pupils.

Write 'k' on the chalkboard and in the air.

Tell pupils to write it in the air and on their arm using their fingers.

Tell the pupils to take turns, in pairs, to write 'k' in the sand tray.

Ask them to write a big and a small 'k' in their exercise books.

10
minutes

Introduction

Whole class teaching

Ask the class to remind you of the names of some of the classroom objects.

For each object they name, ask pupils to point to that object and then lead them in writing its name in the air.

25
minutes

Main activity

Group task

Ask groups to complete their classroom maps, started on Day 4.

Once they have included and labelled all of the objects they can think of, they should label where the pupils in their group sit, including each pupil's name.

Ask groups to choose one or two 'experts' to stay with their map.

The rest of the pupils in that group should go and look at the other groups' maps.

10
minutes

Song

Plenary

Whole class teaching

Sing 'Point to the window' with the class and do the actions.

If possible, show the pupils where their maps will be displayed in the classroom.



Week
8
Around the school

Letters/sounds

'ck'
sack
pack
kick
pick
sick
tick

'e'
set
pet
net
ten
peck

'h'
hat
hen
hip
hit
has

Words/phrases

school
tree
bush
flower
ball
lizard
machine
car
stone
leaf

This is __

Is this a __?

What is this?

Where is __?

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.

Objects in the school compound

Learning outcomes

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

Say the sound 'ck'.

Spell words with 'ck'.

Identify some objects in the school compound.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Write the 'ck' words on the chalkboard and draw pictures to explain them.

Have ready the sound flash cards 's', 'a', 't', 'i', 'p', 'n', 'c', 'k' and a blank card for each pair of pupils.

Practise saying the English names for most objects in the school compound.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Tell the class that 'ck' together also make the same sound as 'c' and 'k'.

Read the 'ck' words to the class and explain them.

Ask pupils where 'ck' comes (at the end of the word).

Say the 'ck' words with them.

Ask pairs of pupils to get out their sound cards.

Give them a blank card and tell them to write 'ck' on it.

Call out some of the 'ck' words and ask pupils to make the words with their cards.

10
minutes

Introduction

Pair task

Tell the pairs to go into the school compound and try to identify as many objects as they can.

They must remember the objects they see. It doesn't matter if they don't know the English for their objects.

After 5 minutes, call them back into the classroom.

25
minutes

Main activity

Whole class teaching

Ask pupils to tell you the objects they saw in the school compound.

Write each one on the chalkboard. If they do not know the English for their object, tell them the English word and write it on the chalkboard. Ask them to say the new word with you.

Once you have a full list, read through it with the pupils, saying each word as a class, and ask if there are any more objects they would like to add.

Individual task

Ask each pupil to choose five of the objects from the chalkboard and write the names of these things down in their exercise books.

10
minutes

Game

Plenary

Whole class teaching

Ask pupils to bring their list and a pencil with them, and take the class outside to a place where you can see most of the objects from your list.

Explain that you will pick up or point to objects in turn. You can also say their names in the local language. If that object is on their list, they should tick it off.

When a pupil has ticked all of the objects on their list, they should shout 'Bingo!' That pupil has won the game.

You can continue playing until about five pupils have ticked off all of their objects.

**Literacy
lesson plans**
Primary 1

Term 1
**Organising the
classroom for
effective learning**

Week 8
Around the school
Day 2

Lesson
title

'This is a ___'

15
minutes

Game

e

Learning outcomes

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

Recognise the sound 'e' and read words with the letter 'e'.

Use the phrase 'This is a'.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Make a card with 'e' on one side and a picture of an egg on the other.

Have ready flash cards with 'e' words on one side and a picture on the other.

Make flash cards of the list of objects from the previous lesson. Have a picture of the object on one side and the word on the other.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Write 'e' on the chalkboard.

Say the sound and ask the pupils to join you in making the sound.

Hide the card behind your back, explaining that when you show the egg side the pupils should say **egg** and when you show the 'e' side they should say **e**.

Read the 'e' words and explain them to the class.

Ask the class to say the words with you.

Play 'What's in the box?' using the 'e' flash cards.

10
minutes

Introduction

Whole class teaching

Point to a table and say 'This is a table'. Point to a chair and say, 'This is a chair'.

Write 'This is a' on the chalkboard and explain that we can use this phrase when saying **what something is called**.

Ask pupils to say the following phrases with you: 'This is a table' and 'This is a chair', while pointing at those objects.

25
minutes

Main activity

Group task

Show the flash cards with the names of the objects from yesterday. Ask if anyone can remember where those objects are.

Give each group a set of flash cards. Tell them to go outside and find each of their objects. When they are next to the object, they should find the correct flash card and say: 'This is a __', and then the object's name.

10
minutes

Game

Plenary

Whole class teaching

Ask pupils to stand in a circle.

Place a simple object, such as a pencil or a shoe, in the middle of the circle.

Explain that they are going to play a game called 'This is a __'.

Go into the centre of the circle, pick up the object and pretend to play it like a drum. Say, 'This is a drum'.

Ask a pupil to come into the circle and take it from you, saying: 'No, this is not a drum. This is a __'.

Each pupil in turn should take the object and say a new 'This is a __' until all pupils have had a turn.

**Literacy
lesson plans**
Primary 1

Term 1
**Organising the
classroom for
effective learning**

Week 8
Around the school
Day 3

Lesson
title

'Is this a __?'

15
minutes

Story

e

Learning outcomes

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

Write the letter 'e'.

Hear the sound 'e' in words.

Use the question 'Is this a __?'

Use the English names for objects.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Write the 'e story' on the chalkboard.

Display the flash cards from Day 2 around the room.

Look at the picture on Macmillan New Primary English 1, page 20.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Read and explain the 'e story'.

Choose pupils to help you to role play the story.

Read the story again.

Ask the pupils to shout 'e' when they hear the 'e' sound.

Show the pupils how to write the letter 'e'.

Tell them to write it in the air and on the ground.

Tell them to draw an egg in their exercise books and write 'e' under it.

10
minutes

Introduction

Whole class teaching

Ask the class: 'Can you remember the phrase from yesterday?'

Ask all pupils to join you in saying:
'This is a table'
'This is a chair'.

Write 'Is this a ___?' on the chalkboard. Explain that you can **ask a question** using this phrase.

Point to a chair and ask the class: 'Is this a chair?'

Encourage them to answer: 'Yes'.

Point to a table and ask: 'Is this a chair?' Encourage them to answer: 'No. It is a table.'

25
minutes

Macmillan New
Primary English 1

Main activity

Individual task

Ask the pupils to open Macmillan New Primary English 1, page 20 and look at the picture.

Ask them to choose one object from the picture that they can say the name of.

Ask pupils to draw a picture of that object in their exercise book and write its name next to it.

Encourage them to look at the flash cards to help them with the names.

Pair task

Ask pairs to look at each other's pictures and to ask each other: 'Is this a ___?'

Ask pairs to write a list together of five objects from the flash cards, including the ones they have drawn.

10
minutes

Game

Plenary

Whole class teaching

Play 'Bingo!' with the class, with pairs working together to mark objects off their list.

For each object, show pupils the picture side of the flash card. If the pictures are not complete or not very clear, tell them the local name for that object.

'What is this?'

Learning outcomes

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

Say and write the sound 'h'.

Ask and answer the question 'What is this?'

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Make a flash card with the letter 'h' on one side and a picture of a hat on the other.

Have a sand tray ready for each pair of pupils.

Write 'What is this?' on the chalkboard.

Display flash cards of the objects around the room.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Write 'h' on the chalkboard. Say the sound and ask the pupils to join you in making the sound.

Hide the card behind your back, explaining that when you show the hat side they should say 'hat' and when you show the 'h' side they should say 'h'.

Show them how to write the letter 'h'. Write it in the air and on the ground with them.

Choose pupils to write 'h' and 'e' on the chalkboard.

In pairs, tell pupils to write 'e' and 'h' in the sand trays as big as they can and as small as they can.

10
minutes

Introduction

Whole class teaching

Remind the pupils that yesterday they asked the question 'Is this a ___?'

Explain that **when you don't know what something is**, you can ask:

'What is this?'

Show them the object flash cards and say the word with the pupils.

Point to a chair and ask: 'What is this?'

Encourage pupils to answer: 'It is a chair.'

25
minutes

Main activity

Pair task

Take the pupils outside in pairs. Ask each person in the pair to take turns to point to an object and ask: 'What is this?'

Ask their partner to answer.

If their partner does not know the name of the object, they should help each other or ask another pair.

If they cannot find the answer, they should come and find you and ask: 'What is this?'

Each person should ask their partner the names of five objects.

10
minutes

Song

Plenary

Whole class teaching

Sing 'Objects in the classroom' to the pupils, and ask them to sing it with you.

If possible, ask them to point to the flash card for each object as they sing its name.

'Where is ___?'

Learning outcomes

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

Read and spell some words starting with 'h'.

Ask the question 'Where is?'

Teaching aids

Before the lesson:

Have ready the sound flash cards and two blank cards for each pair.

Have ready two sets of flash cards, enough for each pupil to have one card:

Set 1:

Objects from outside, eg: tree, motorcycle, chair, etc.

Set 2:

Pictures of the objects.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Write the 'h' words on the chalkboard and read them with the pupils, sounding them out carefully.

Point to the words randomly and ask pupils to try to read them.

Give each pair the blank cards and ask them to write 'h' on one and 'e' on the other.

Ask them to look at all their cards and make the word 'hat'.

Repeat this process, to make 'hen' and 'hip'.

Choose pupils to write these words on the chalkboard.

10
minutes

Introduction

Whole class teaching

Write 'What?' on the chalkboard.

Ask if any pupils can use it in a sentence. If not, point to a chair and ask: 'What is this?'

Ask pupils to answer you.

Write 'Where is ___?', 'Is this a ___?', and 'What is this?' on the chalkboard.

Explain that today's question word is 'Where'. You can use this question to **help find a place or object**.

25
minutes

Main activity

Whole class teaching

Give out the flash cards to pupils.

Ask one pupil to come to the front with a word on their flash card.

Ask him or her to show the flash card to the class and ask: 'Where is my friend?'

Ask the pupil with a picture showing that word to come to the front and say: 'I am your friend.'

Ask pupils to stand next to each other and ask: 'Are they friends?'

Encourage the class to say: 'Yes'.

Ask the class to say the name of the object together and ask the two 'friends' to shake hands.

Take the flash cards off the pupils and tell them to sit down.

Ask another pupil to bring their word to the front of the room and repeat until all of the flash cards have been used.

10
minutes

Plenary

Individual task

Write the phrases 'Is this a ___?', 'What is this?' and 'Where is ___?' on the chalkboard.

Ask pupils to copy the phrases down. For each, they should complete the questions with an object and a possible answer.



Week
9
In the house

Letters/sounds

'm'
man
men
mat
map
him
hem
mist
stem
ram

Words/phrases

'r'
rat
rag
rip
ran
rub
trap
trip

mat
spoon
plate
cup
pot
bed
brush
basket
clock
knife
fork
bottle
key
bowl
television
radio
It is in —

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.

Objects in the house

Learning outcomes

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

Recognise the sound that the letter 'r' makes.

Say the names of objects found at home.

Teaching aids

Before the lesson:

Have ready the sound flash cards, 's', 'a', 't', 'i', 'p', 'n', 'c', 'k', 'ck', 'e', 'h'.

Make a flash card with 'r' on one side and a picture of a rat on the other.

Bring in some real household objects.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Point to the picture and say 'rrrat'.

Show the letter 'r'.

Say 'rrr' and ask the pupils to join you in making the sound.

Write the letter 'r' in the air and ask the class to copy you, writing in the air, on their backs, etc.

Put the card behind your back and explain that when you show the 'rat' side the pupils should say **rct** and when you show the 'r' side they should say **r**.

10
minutes

Introduction

Whole class teaching

Ask the pupils to name different objects they can find in their homes.

Show them real household objects.

Say the names and tell pupils to say them with you.

25
minutes

Main activity

Whole class teaching

Ask pupils to explain what they do with the household objects you have discussed, using 'in my house', eg: 'I sit on a chair in my house'.

Show the class the flash cards with the words on.

Explain the words and tell the class to read them with you.

Role play drinking from a cup and say: 'I drink from a cup in my house'.

Macmillan New
Primary English 1

Pair task

Tell the pupils to look at Macmillan New Primary English 1, page 14.

Read some of the words and ask pupils to touch the matching picture.

Say the names of the objects and tell pupils to repeat them after you.

One pupil should role play an action for an object on the page.

Their partner should point to the object and try to say its name.

10
minutes

Plenary

Whole class teaching

Ask the pupils to draw the objects that start with the sounds 't', 'p' and 'c'.

Tell them to write the sound by the picture they draw.

Objects in the house

Learning outcomes

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

Read words with the sound 'r' and write the letter 'r'.

Say sentences about objects using the word 'in'.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Write the 'r' words on the chalkboard.

Prepare a sand tray for each group.

Write 'clock', 'cup', 'mat' and 'pot' on cards.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Write 'r' on the chalkboard.

Say the sound and ask the pupils to join you in making the sound.

Read the 'r' words and explain them to the class.

Ask pupils to say the words with you.

Choose pupils to underline the 'r' sound in the words on the chalkboard.

In pairs, tell the pupils to take turns to write 'r' in the sand.

Ask them to write 'r' and draw pictures in their books.

10
minutes

Introduction

Whole class teaching

Ask if pupils can say any objects they have in their homes.

Tell them the names of the objects in English.

25
minutes

Main activity

Whole class teaching

Draw a house on the chalkboard. Divide it into three and label each section 'bedroom', 'kitchen' and 'parlour'. Keep it so that it can be used for the rest of the week.

Tell pupils to look at the drawing of the house.

Ask them what objects might be in a kitchen and draw these objects on the chalkboard as pupils say them.

Tell them to put their ideas in a sentence, eg:
'The cup is **in** the kitchen'.

10
minutes

Plenary

Pair task

Show the pairs the objects.

Ask them to say a sentence about each one, eg: 'It is in the kitchen'.

Sentences about the house

Learning outcomes

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

Hear the sound 'r' in words.

Write the letter 'r'.

Name objects found in different
rooms in the house.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Write the 'r story' on the chalkboard.

Have ready word and picture
flash cards for each group: 'clock',
'cup', 'mat' and 'pot'.

Have ready the house drawing
from yesterday.

Letters and sounds

Whole class teaching

Quickly show all the sound
flash cards and ask pupils to
say them.

Write 'r' on the chalkboard.

Say the sound and ask the pupils
to join in with you.

Read and explain the 'r story'.

Choose pupils to help you to role
play the story.

Read the story again.

Ask the pupils to shout 'r' when
they hear the 'r' sound.

Ask pupils to draw a picture
to explain the story in their
exercise books.

Tell them to write the word 'rat'
under the picture.

10
minutes

Macmillan New
Primary English 1

Introduction

Whole class teaching

Tell the pupils to look at Macmillan New Primary English 1, page 14.

Point to each object in turn and say its name.

Tell the pupils to repeat it after you.

Point to each object again and choose pupils to say a sentence about it, eg: 'The knife is in the kitchen'.

Pair task

Tell one member of each pair to point to an object in Macmillan New Primary English 1, page 14 and ask the other to try to say its name.

25
minutes

Main activity

Whole class teaching

Look at the house pictures from Day 2.

Choose pupils to say sentences about the objects in the kitchen.

Then choose pupils to say sentences about the objects in the parlour.

Group task

Ask the groups what might be found in the bedroom.

As they say their objects, draw them on the house on the chalkboard.

10
minutes

Plenary

Group task

Show pupils the flash cards with the names of the objects.

Tell them to say the names after you.

Give each group a set of pictures and a set of words.

Ask them to try to put the words next to the correct pictures.

Ask each group to hold up their pictures and words.

The other groups should say if they think they are correct.

Objects in the home

Learning outcomes

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

Say the sound and write the letters 'r' and 'm'.

Match pictures to English words.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Have ready a flash card with the letter 'm' on one side and a picture of a mat on the other.

Make a set of cards with the words 'kitchen', 'parlour' and 'bedroom' for each group.

Make a set of pictures of objects found in the kitchen, parlour and the bedroom for each group.

Have ready a sand tray for each group.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Write 'm' on the chalkboard.

Say the sound and ask the pupils to join in making the sound.

Hide the card behind your back, explaining that when you show the mat side they should say **'mat'** and when you show the 'm' side they should say **'m'**.

Tell pupils to write 'm' in the air and on the ground.

Choose pupils to write 'm' and 'r' on the chalkboard.

In groups, tell the pupils to write 'm' and 'r' in the sand trays as big as they can.

10
minutes

Song

Introduction

Whole class teaching

Sing 'Objects in the classroom'.

Tell the pupils to look at the house drawing.

Ask the class where the objects are, eg: 'Where is the bed?'

Tell pupils to reply with a sentence, eg: 'The bed is in the bedroom.'

25
minutes

Main activity

Group task

Read the words 'parlour', 'bedroom' and 'kitchen' with the pupils.

Give each group a set of these words and a set of pictures.

Tell them to put the pictures next to the word for the room they are in.

Ask each group to say where their pictures are, eg: 'The cup is in the kitchen'.

Ask the other groups if they are correct.

10
minutes

Plenary

Individual task

Ask the pupils to draw some objects in the home beginning with the sounds 'm' and 's' in their exercise books.

Tell them to write the sound by the object they draw.

Objects at school and at home

Learning outcomes

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

Read and spell some words with 'm' and 'r'.

Identify some objects using their English name.

Teaching aids

Before the lesson:

Have ready the sound flash cards and two blank cards for each pair.

Write the 'm' words on the chalkboard and draw pictures to explain them.

Make sure each pair has a set of 's', 'a', 't', 'i', 'p', 'n', 'c', 'k', 'ck', 'e' and 'h' cards.

Make sets of cards containing these words for each group: 'mat', 'key', 'chalk', 'teacher', 'book', 'table', 'chair', 'clock'.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Read the 'm' words with the pupils and explain them.

Point to the words randomly and ask pupils to try to point to the matching picture.

Give each pair the blank cards and ask them to write 'r' on one and 'm' on the other.

Ask them to look at all their cards and make the word 'mat'.

Ask them to make the words 'rat' and 'man' in the same way.

Choose pupils to write the words on the chalkboard.

Say some of the sounds and ask them to hold up the matching card.

10
minutes

Introduction

Group task

Ask the pupils to look at the house picture from Days 3 and 4.

Ask them to tell you what is in the rooms, eg: 'What is in the bedroom?'

They should reply with a sentence, eg: 'The bed is in the bedroom'.

Tell each group to think about a room in the home.

Ask them to name as many objects as they can in their room.

Each group should say their words in a sentence, eg: 'The _ is in the kitchen'

25
minutes

Macmillan New
Primary English 1

Main activity

Whole class teaching

Ask the class to look at the pictures on Macmillan New Primary English 1, page 14.

Ask the pupils what objects they can see in the house and write their answers on the chalkboard.

Ask them to look at the pictures on Macmillan New Primary English 1, page 15.

Ask pupils what objects they can see in the school and write their ideas on the chalkboard.

Ask the class:
'Are there any objects in both pictures?'

10
minutes

Plenary

Group task

Ask each group to put their cards into two piles. One pile should be for objects found in school and the other should be for objects found in the home.

Ask each group to say which objects they have in each pile. The other groups should say if they are correct.



Week
10
Where I live



Letters/sounds

Words/phrases

Assessment

'd'
dad
red
mad
sad
add
end
stand
damp
desk
spend

hut
house
church
mosque
school
market
tree
shop
well
goat
dog
village

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.

My village

Learning outcomes

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

Write the letter 'd'.

Say simple sentences using 'this'.

Teaching aids

Before the lesson:

Have the sounds the class has learned so far on flash cards ('s', 'a', 't', 'i', 'p', 'n', 'c', 'k', 'ck', 'e', 'h', 'r', 'm').

Make a set of flash cards for each group with the names of eight things that can be found in a village, eg: house, market, etc.

Have eight pieces of paper for each group.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Write 'd' on the chalkboard, say the sound and ask the pupils to join in making the sound.

Tell the pupils to join in.

Write 'd' in the air.

Tell the class to copy you then write it on the ground, on their backs, etc.

Take the class outside and tell them to write 'd' with sticks in the ground.

10
minutes

Macmillan New
Primary English 1

25
minutes

10
minutes

Introduction

Whole class teaching

Ask the pupils to look at Macmillan New Primary English 1, page 38.

Tell them that the pictures show things that can be found in a village.

Point to the first picture and ask: 'What is this?'

Tell them to reply: 'It is a frog'.

Repeat with each picture.

Help the pupils to read the first box on Macmillan New Primary English 1, page 38 with a partner.

Main activity

Whole class teaching

Ask the pupils what other things they can see in their villages.

Write their ideas on the chalkboard, eg: school, market.

Show them the flash cards of the names of things in the village.

Explain each word and tell the class to say them after you.

Group task

Give each group flash cards containing names of what can be seen in a village.

Give each group eight pieces of paper and ask them to draw one picture on each to explain each word.

When they have finished, say one of the words and ask the pupils to hold up the picture they have drawn for it.

Repeat until you have said all the words.

Keep their pictures for tomorrow.

Plenary

Whole class teaching

Choose one of the pictures and ask the class: 'What is this?'

The pupils should reply: 'It is a ___.'

Repeat for all the words.

My village

Learning outcomes

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

Read words with the sound 'd' and write the letter 'd'.

Answer the question, 'What is this?'.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Write the 'd' words on the chalkboard.

Choose six 'd' words, draw pictures on cards to explain them and put these in a box.

Have ready the flash cards for objects found in a village and the pictures the pupils drew yesterday.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Play 'I spy'.

Choose an object or picture the pupils can see, eg: a desk.

Say, 'I spy with my little eye something beginning with ___' (say the first sound of the object, eg: d).

Ask the pupils to guess the object you are thinking about.

Repeat with a different object.

Ask the pupils to draw some words with 'd' in their exercise books.

Ask them to write 'd' as big as they can and as small as they can under their pictures.

10
minutes

Introduction

Group task

Ask the pupils to name things they can see in their villages and you write them on the chalkboard.

Give the pupils the pictures they drew yesterday.

Say one of the words and ask pupils to hold up the matching picture.

Repeat until you have said all the words.

25
minutes

Main activity

Whole class teaching

Write the key words on the chalkboard.

Point to the key words.

Read and explain each one.

Tell the class to say the words with you.

Point to each word and say: 'What is this?'

The class should reply: 'It is a hut', etc.

Pair task

Ask each pair to draw two things they can see in their village.

Ask one member of each pair to point to their partner's drawing and say, 'What is this?'

The partner should reply: 'It is a ___'

Tell the pairs to swap roles and repeat the activity.

Choose some pairs to say this to the rest of the class.

10
minutes

Plenary

Whole class teaching

Point to the key words on the chalkboard.

Choose some pupils to come out, point to the words and ask: 'What is this?'

The class should reply: 'It is a ___'

Ask the pupils to draw a picture of their village.

My village

Learning outcomes

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

Hear the sound 'd' in words and write the letter 'd'.

Answer the questions, 'What is this?' and 'Where is this?'.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Write the 'd story' on the chalkboard.

Write the key words on the chalkboard.

Bring in objects from the kitchen.

Draw things found in the village.

Make each pair a set of flash cards with the words: 'This', 'it', 'is', 'a', 'tree'.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Write 'd' on the chalkboard.

Say the sound and ask the pupils to join in making the sound with you.

Read and explain the 'd story'.

Choose pupils to help you to role play the story.

Read the story again.

Ask the pupils to shout 'd' when they hear the 'd' sound.

Ask the pupils to draw a picture in their exercise books to explain the story.

Tell them to write the word 'dad' under their picture.

10
minutes

Introduction

Whole class teaching

Point to and read the key words on the chalkboard.

Point to words at random and choose pupils to say them. Repeat this several times.

Say a word and ask a pupil to come and touch it.

25
minutes

Main activity

Group task

Point to the pictures of things in the village and ask: 'What is this?'

Tell the class to reply: 'It is a ___'

Explain that they can also answer the question 'What is this?' with 'This is ___'

Show pupils the objects from the kitchen and ask: 'What is this?'

They should reply: 'This is the ___'

Point to a kitchen object and ask: 'Where is this?'

Help them reply: 'It is in the kitchen.'

Repeat with the village pictures.

10
minutes

Plenary

Pair task

Give each pair a set of cards. Tell them to shuffle these cards.

Tell the pairs to put their cards in the correct order to make the sentence 'It is a tree' or 'This is a tree'.

Choose a pair to read their sentence.

Tell pupils to write their sentences in their exercise books.

Where I live

Learning outcomes

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

Say and write the sound 'd'.

Read and write sentences beginning with, 'This is a ___'.

Teaching aids

Before the lesson:

Have ready the sound flash cards for each pair.

Make large flash cards for the class and small flash cards for each pair:

'What is this?'

'This is a ___'.

'It is a ___'.

Draw pictures on the chalkboard of a bed, a shop, a hut, a bus and a tree.

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

Play 'I spy'.

Tell pupils to try to read the 'd story' with you.

Give each pair the blank cards and ask them to write 'd' on each one.

Ask them to look at all their cards and make the word 'dad'.

Tell them to repeat this process to make 'red' and 'sad'.

Choose pupils to write the words on the chalkboard.

Say one of the sounds.

Ask the pupils to hold up the matching card.

Introduction

Whole class teaching

Write 'This is a hut' on the chalkboard.

Ask the class to try to read it with you.

Choose a pupil to point to the picture of a hut.

Ask them to read the first box on Macmillan New Primary English 1, page 38.

Main activity

Whole class teaching

Point to the pictures on the chalkboard and ask if anyone can say the names.

Write the names under the words as pupils say them.

Show the class the large flash card and ask the individual pupils to take turns to read 'What is this?'

Show them the other large flash cards and tell them to reply 'This is a ___' or 'It is a ___'.

Pair task

Give each pair 'What is this?', 'This is a ___' and 'It is a ___' flash cards.

Tell the pairs to draw two pictures from the chalkboard and use the flash cards to write a sentence under each one, eg: 'This is a bed'.

When they have finished they should read their sentences to another pair.

Choose some pairs to read their sentences to the whole class.

Plenary

Pair task

Tell the class to look at Macmillan New Primary English 1, page 18.

Ask the pupils to ask each other and answer the question 'What is this?' about items in the picture.

Lesson
title

15
minutes

Game

d

**Literacy
lesson plans**
Primary 1

Term 1
**Organising the
classroom for
effective learning**

Week 10
Where I live
Day 5

My village

Learning outcomes

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

Say all the sounds they have learned so far.

Make sentences with the key words.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Make one set of flash cards for each group, containing:

All of the key words.

Pictures to show the meaning of each word (on separate cards).

Letters and sounds

Whole class teaching

Quickly show all the sound flash cards and ask pupils to say them.

As you write each sound, ask the class to say it with you.

Play 'I spy'.

Ask pupils to look at the sound cards in pairs.

Say a sound and ask them to hold up the correct card.

Ask them to make the following words with their cards: 'sat', 'sad', 'net', 'red', 'man'.

Ask them if they can make up any of their own words.

10
minutes

Introduction

Whole class teaching

Gather the pupils in a circle.

Put one set of flash cards of the words and pictures face up on the floor.

Choose a pupil to pick a word card and read it.

He/she should then point to the matching picture.

Repeat until all the words have been read and all the pupils have had a turn.

25
minutes

Main activity

Group activity

Give each group a set of key words cards.

Tell them to place the cards face down on their desks.

Ask each pupil to take turns to turn over two cards. If the cards match, he/she keeps them.

If they are not the same the cards must be put back in the same place.

Continue until no cards remain.

The pupil with the most cards is the winner.

10
minutes

Plenary

Individual task

Write 'This is a hut' on the chalkboard and ask the pupils to read it with you.

Write 'It is a tree' and ask the pupils to read it with you.

Ask pupils to write their own sentences containing the key words.

Choose some pupils to read their sentences to the class.

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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