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**Literacy
lesson plans**
Primary 1

Term 1
Creating an
effective learning
environment

Weeks
1—5

Type of lesson plans/
Grade

Term/
Learning theme

Literacy lesson plans Primary 1 Term 1 ▶ Creating an effective learning environment

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



Introduction

Teacher training remains a key element in improving schools and increasing learning outcomes. Where teachers are not supported, there may be high rates of teacher absenteeism, pupil drop out and apathy from parents. Jigawa State Ministry of Education, Science and Technology and the State Universal Basic Education Board (SUBEB) are working with the UK Department for International Development (DFID) and Education Sector Support Programme in Nigeria (ESSPIN) to increase the capacity of teachers and school heads to be effective and accountable.

Following the 2010 Teacher Development Needs Assessment, we collectively embarked on a series of reforms to strengthen teacher quality and school leadership. This work has focused on how to make teaching child-centred, and the organisational structures needed to improve service delivery.

These lesson plans are not designed to replace professional teachers' preparations. They address gaps in linking theory and practice and focus on improving pupils' literacy and numeracy through a step-by-step guide for teachers, while ensuring children that become active learners. Alongside the plans, new structures and processes ensure that teachers are continuously supported by both the State School Improvement Team (SSIT) and the LGEA-based school support officers (SSOs).

I am confident that with correct implementation and targeted support, these lesson plans will raise standards and improve the quality of teaching and learning outcomes.

The Ministry of Education, Science and Technology appreciates all those who have worked hard to produce these lesson plans and train our teachers to use them. Specifically, I offer thanks to DFID for its ongoing support through the ESSPIN programme.

Professor Haruna Wakili
Honourable Commissioner,
Ministry of Education,
Science and Technology,
Jigawa State

**Literacy
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Primary 1

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effective learning
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Weeks
1—5

Introduction

▶ Creating an effective learning environment

An effective learning environment

The school environment has to make pupils feel comfortable, and stimulate their minds for learning to take place. There is plenty you can do to improve the feel of the classroom for your pupils.

1 Teaching methodology

The lesson plans use a large variety of activities. If followed carefully, they will keep the pupils interested, motivated and will support effective learning in a structured way. These methods are designed to involve pupils in their learning and give them the opportunity to learn from each other.

2 Build good relationships

Learn all your pupils' names and use them frequently.

Find out about your pupils' lives and interests by listening to them and asking questions. Greet them individually in the mornings and encourage them to greet and talk to each other.

Tell them about yourself and your family. Pupils love finding out that teachers are 'human' too!

Notice when pupils are unhappy and make an extra effort to be friendly to them. Smile and make learning fun for the pupils.

Praise and encourage pupils for effort and achievement, instead of punishing them for 'laziness' or getting things wrong. Shouting and treating your pupils harshly, or beating them, will affect them emotionally and make them unable to learn.

3 Use classroom space

Arrange the seating in different ways. Look at the photographs in some of the lesson plans to help you think of different ways of working.

U-shaped formations mean all the pupils can see each other and there is a space in the middle for activities.

Pushing tables together means that four or six pupils can sit together.

If there is no space in your classroom, take the pupils outside to play circle games or do activities.

4 Display

Displaying pupils' work is motivating and helps them to remember things they have learned. The activities in these lesson plans encourage you to display pupils' work in different ways.

At the start of each week display the key words.

5 Teaching aids

There are lots of suggestions in the lesson plans for making low- and no-cost teaching aids. Making these may take some time, but they can be used more than once and can last a long time if they are made carefully.

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Introduction

▶ Sounds and handwriting

Sounds

Learning the sounds of letters is very important to help teach pupils to read and spell. Use the sounds not the alphabet names when helping pupils read and spell words. The letters and sounds section in each day's plan will tell you how to teach the sound correctly.

The following list gives examples of how each letter should sound when you teach it.

s

as in sit

a

as in ant

t

as in tap

i

as in it

p

as in pan

n

as in nap

c

as in cat

k

as in kin

e

as in net

h

as in hen

r

as in rip

m

as in man

d

as in dad

g

as in gap

o

as in on

l

as in lip

f

as in fan

b

as in bat

u

as in bus

j

as in jam

z

as in zip

w

as in win

v

as in van

y

as in yam

x

as in box

ai

as in rain

oa

as in boat

ee

as in feet

or

as in corn

ow

as in down

sh

as in sheep

ch

as in chin

th

as in path

**Literacy
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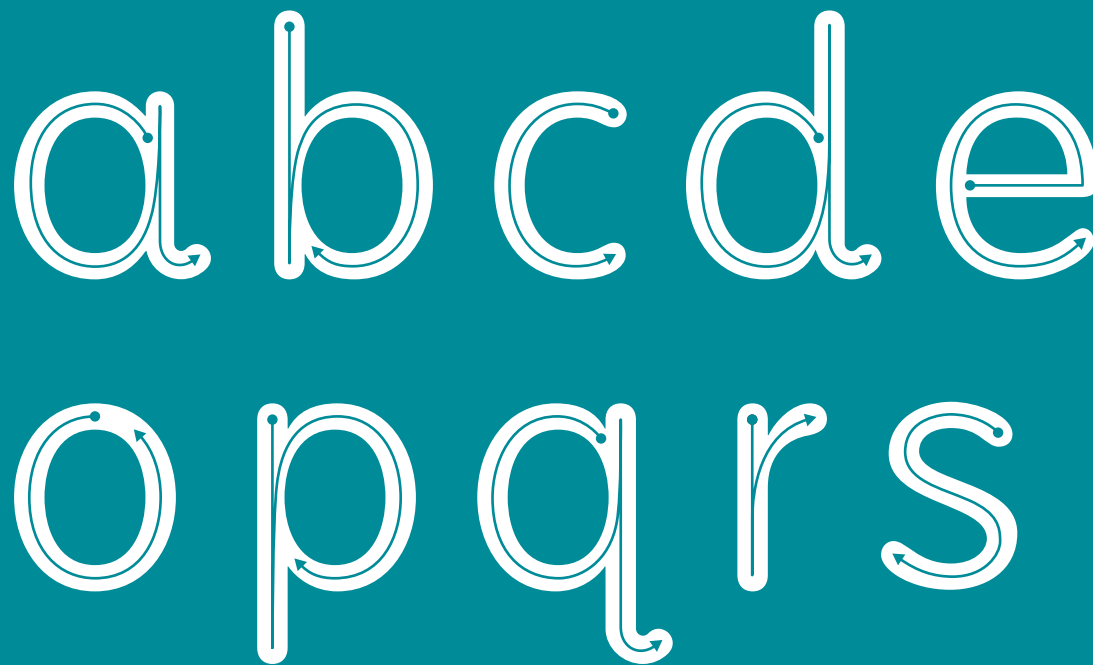
Handwriting

It is very important that pupils learn to write their letters correctly so that others can read what they write.

By following the system opposite the pupils will be able to make their writing flow more easily.

To write each letter start at the dot and follow the direction of the arrow without taking the pencil off the paper. When there are two dots it means that the pencil needs to leave the paper to finish the letter.

The letters and sounds section of the lesson plans show you how to teach the writing of these letters.



f g h i j k l m n
t u v w x y z

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Introduction

▶ Songs and stories for the term

The wheels on the bus

The wheels on the bus
go round and round,
round and round, round
and round /

The wheels on the bus
go round and round /
all day long.

The horn on the bus goes
beep, beep, beep, etc.

The children on the
bus go wriggle, wriggle,
wriggle, etc.

Hickety Pickety

Hickety Pickety,
my black hen /
She lays eggs for
gentlemen /
Sometimes two,
sometimes 10 /
Hickety Pickety,
my black hen.

My head, my shoulders

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

The yam is in the bag

The yam is in the bag,
the yam is in the bag /
ee i adieyo, the yam is in
the bag /

The rat eats the yam,
the rat eats the yam /
ee i adieyo, the rat eats
the yam /

The cat chased the rat,
the cat chased the rat /
ee i adieyo, the cat chased
the rat /

The cat caught the rat,
the cat caught the rat /
ee i adieyo, the cat caught
the rat.

or

The rat escaped the cat,
the rat escaped the cat /
ee i adieyo, the rat escaped
the cat.

Sing a beautiful song

Sing, sing /
Sing a beautiful song /
Sit to sing a song /
Stand to sing a song /
a beautiful song.

Rainbow song

Red and yellow and pink
and green /
purple and orange and blue /
I can sing a rainbow,
sing a rainbow,
sing a rainbow too /
Listen with your eyes /
listen with your eyes
and sing every song you see /
I can sing a rainbow,
sing a rainbow,
sing along with me.
(repeat)

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Sound story:

a

Adebayo and Asha go to fetch water from the stream. When they get to the stream Adebayo says, 'Sit down here. I am tired.' They sit down to rest. Suddenly, Asha shouts: 'Ants!' There are ants everywhere. The children are sitting on an ants' nest. They wave their arms and stamp their feet and run away as fast as they can.

Sound story:

i

Inchy the dog runs very fast. He digs in the garden. He chases the kitten. A little boy called Idemayo is his friend.

Sound story:**p**

Peter has a fine shirt.
He likes it very much.
One day, he went to a shop
to buy a new pink shirt.
While he was in the shop
the lights went out and
it went dark. The shopkeeper
had to light a candle.
It was a pink candle.
Peter was happy because
pink was his favourite colour.

Sound story:**s**

Sunya fetches some water
from the stream. Suddenly,
she hears a sound. She
shouts and drops her bucket.
On the path by her feet is
a big, spotty snake. Sunya
picks up a stick and tries
to hit the snake, but it quickly
slithers away.

Sound story:**t**

Tahira lives in a village.
Her mother Tara sells garri
in the town. Tahira takes
the cassava to the grinding
machine. On the way she
sees a cat. She takes the
ground cassava to her mum.



Week 1 Greetings

Unit 10

Writing

Learn first When you write to thank someone, you use (formal or informal) because of who you are writing to. If you know the person well or they are a parent or close friend, you know well, you can write an informal thank you letter. If you don't know well, you can write a formal thank you letter.

Exercise 1

Why are these two letters different? Which one is a formal letter? Write down the differences.

Hi Mum
I hope you
are well.
I'm writing to
thank you for
the birthday
present you
gave me.
I love it.
I'll be home
in a few days.
Love,
John

Dear Sir,
I am writing to
thank you for
the letter you
sent me on
15th October.
I was very
pleased to hear
from you and
to hear that
you were well.
I am well at
the moment.
I will be home
in a few days.
Yours faithfully,
John

Exercise 2

I have been to your friend's house. I found your wife there and she was very kind. Write a letter to thank your friend.

Letters/sounds

Words/phrases

Assessment

's'
sit
slow
snake
sing
stamp

Good morning
What is your name?
My name is __
How are you?
I am fine
What is this?
This is a __
I can see a __
hen
duck
dog
cat
goat

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 name is

Learning outcomes

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

Hear and say the sound 's'.

Distinguish print from pictures.

Say a simple phrase in English.

Teaching aids

Before the lesson:

Practise writing the letter 's' in the correct way.

Draw a snake on the chalkboard.

Prepare a sand tray for each pair of pupils.

Prepare a flash card showing, on one side, a picture of a snake in the shape of the letter 's' and on the other side the letter 's'.

Make a sock puppet.

Letters and sounds

Whole class teaching

Point to the snake and write 's' next to it.

Say 'sssssake'.

Say 'sssss' with the pupils.

Show the class how to write the letter 's' in the air and ask them to copy you, writing in the air, on their backs, on their desks, etc.

Hide the flash card and explain that when you show the snake side they should say 'snake' and when you show the 's' side they should say 's'.

Tell the pupils to take it in turns, in pairs, to write the letter 's' and draw snakes in the sand.

10
minutes

Introduction

Whole class teaching

Say to the pupils: 'Good morning, my name is ___'

Ask them to repeat back to you: 'Good morning, auntie (or uncle).'

Put the puppet on your hand and show it to the pupils.

25
minutes

Macmillan New
Primary English 1

Main activity

Individual task

Ask the pupils to open Macmillan New Primary English 1, page 3.

Ask the pupils to touch a picture of a man, then touch a picture of a woman, touch a picture of a boy and finally, touch a picture of a girl.

Ask them to say the name of each as they touch them.

Ask each pupil to draw a picture of a boy and girl, then show it to the person sitting next to them and say the correct word to match their picture.

10
minutes

Plenary

Individual task

Tell the pupils to touch the appropriate picture in their exercise books as you say each word: 'boy', 'man', 'girl' and 'woman'.

Good morning

Learning outcomes

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

Say and hear the sound 's'.

Write the letter 's'.

Recognise that writing is used in their environment.

Say a simple phrase in English.

Teaching aids

Before the lesson:

Write 's' words on the chalkboard.

Have ready the sock puppet.

Collect cartons, bottles and packets that have clear labels on them.

Have sand trays ready for each group.

Letters and sounds

Whole class teaching

Repeat yesterday's activity with the 's' flash card.

Ask all the pupils to stand up and space themselves out.

Say one of the 's' words and ask them to do a related action, saying the word as they do it, eg: 'sit', all the pupils sit down and say 'sit'.

Show them how to write the letter 's' in the air and ask them to copy you, writing in the air, on their backs, on their desks, etc.

Ask groups of pupils to draw large snakes in their sand trays.

Write the letter 's' next to them.

10
minutes

Introduction

Whole class teaching

Use the sock puppet to greet individual pupils, eg: 'Good morning, what is your name?'

The pupil replies 'Good morning, my name is ___'

Ask pupils to turn to a partner and greet them, using the question and answer they have just learned.

25
minutes

Main activity

Whole class teaching

Ask the pupils to tell you all the places where they see writing.

Record their answers on the chalkboard.

Walk around the school and the school grounds with your class and see if you can find any signposts, posters, notices, etc that have words on them.

Read some of the words for the pupils.

Group task

Hand out cartons, bottles and packets to each group.

Ask the pupils to look at them and see if they can find any writing.

Ask pupils if they can tell you why they have writing on them and what they think it says.

Ask them to draw a picture of one item they have looked at.

10
minutes

Plenary

Whole class teaching

Ask each group to show their drawings and display them on the wall.

How are you?

Learning outcomes

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

Hear and say the sound 's' in a word.

Recognise that print and pictures are different.

Say some simple words in English.

Teaching aids

Before the lesson:

Have ready the 's' flash card.

Write the 's' words on the chalkboard.

Practise reading the 's' story and make sure you understand it.

Draw pictures of animals on the chalkboard and write their names underneath.

Letters and sounds

Whole class teaching

On the card with the snake picture, move your finger down the snake from its mouth, saying 'sssss' and saying 'sssnake' when you reach its tail.

Repeat a number of times, encouraging the pupils to join in, repeating 'sssss'.

Say one of the 's' words and ask the class to do a related action, saying the word as they do it, eg: for 'sit', all the pupils sit down and say 'sit'.

Read the 's' story and explain it to the pupils in your local language.

Ask each pupil to draw a picture about the story.

10
minutes

25
minutes

Macmillan New
Primary English 1

10
minutes

Introduction

Whole class teaching

Put the puppet on to your hand and greet it, saying: 'Good morning, how are you?'

Make the puppet answer 'I am fine.'

Make the puppet greet the class: 'Good morning, how are you?'

Ask the pupils to answer 'I am fine.'

Main activity

Whole class teaching

Ask the pupils to open Macmillan New Primary English 1, page 22.

Say the names of each animal, eg hen, duck, etc and ask pupils to repeat them after you, pointing to the picture as they say it.

Ask pairs to work together, pointing to each picture and saying the name.

Point to the names of the animals on the chalkboard and say the name while the pupils point to the picture.

Pair task

Ask each pupil to draw two animals and ask their partner to guess what they have drawn.

Go round the class and you write the names of the animals under their pictures.

Ask the pupils to draw a line from the picture to the word you have written.

Plenary

Whole class teaching

Ask the pupils to practise greeting each other in pairs.

What is this?

Learning outcomes

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

Say and hear the sound 's'.

Write the letter 's'.

Say simple words to match a picture.

Ask questions based upon a picture.

Teaching aids

Before the lesson:

Practise reading the 's' sound story.

Collect a stick and a bucket for the role play.

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

Read Macmillan New Primary English 1, page 25.

Letters and sounds

Whole class teaching

Write on the chalkboard the letter 's' and ask pupils to say the sound.

Read the story with the sound 's' and ask a pupil to explain it in the local language.

Read the story again. Ask the pupils to put a finger on their ear every time they hear the sound 's'.

Ask pupils to find a partner and decide who will be the snake and who will be Sunya.

Ask pairs to role play the story independently.

Choose some pupils to act out the story for the class.

Ask the pupils to write the letter 's' in the air, on another child's back and in their exercise books.

10
minutes

Introduction

Whole class teaching

Greet the pupils using the greetings they have learned in the previous two days.

Use the sock puppet to point at the pictures of different animals and ask the pupils: 'What is this?'

Choose pupils to answer the puppet by saying: 'This is a ___'

25
minutes

Macmillan New
Primary English 1

Main activity

Pair task

Ask one pupil to point to a picture in Macmillan New Primary English 1, page 25 and the other pupil to point to the word under the picture and say its name.

In pairs, ask the pupils to look at pictures in Macmillan Primary English 1, page 25.

In turn, each pupil points to a picture and asks: 'What is this?' Their partner says: 'This is a ___'

10
minutes

Plenary

Whole class teaching

Ask the pupils to choose an animal and come out and pretend to be that animal.

Ask other pupils to try and guess the name of the animal.

Telling a simple story

Learning outcomes

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

Hear the sound 's' in words.

Listen to a simple story.

Say simple sentences in English.

Teaching aids

Before the lesson:

Write the 's' sound story on the chalkboard.

Prepare a set of flash cards with 's' words for each pair of pupils.

Make up a simple story about animals.

Prepare sets of animal picture cards with matching word cards for each group.

Write the names of the animals in your story on the chalkboard.

Letters and sounds

Whole class teaching

Write the letter 's' on the chalkboard. Ask pupils to say the sound.

Say several words, some with the 's' sound and some without, eg: 'bag', 'sat', 'water', 'sand', 'sad', 'under'.

Tell pupils to **jump up** each time they hear the sound 's' in the word and **crouch down** if they do not hear it.

Ask pupils to read with you the 's' sound story from the chalkboard.

Give 's' flash cards to each pair.

Ask one pupil to say the word and the other to do a related action.

10
minutes

Introduction

Whole class teaching

Ask the pupils to greet each other using the greetings you have been learning all week.

Tell the pupils the short story about animals that you have prepared in English.

Tell the story again and point to the names of the animals as you say them.

25
minutes

Main activity

Group work

Give each group a set of animal pictures and a set of matching name cards.

Ask them to turn all the cards face down on the table.

In turn, ask each pupil to turn over one card and try to find the matching picture or name.

Continue until all pictures and names are matched together.

10
minutes

Game

Plenary

Whole class teaching

Teach the pupils how to play the game 'The yam is in the bag'.

Ask the pupils to stand in a circle.

Choose three pupils to be the yam, the rat and the cat.

Sing the first verse of the song, and ask the yam to stand in the middle while you sing.

Sing the second verse and ask the rat to pretend to eat the yam.

Sing the third verse and ask the cat to chase the rat around the outside of the circle.

If the cat catches the rat before the end of the third verse, sing: 'The cat caught the rat', etc. If they don't catch the rat before the end of the verse sing: 'The rat escaped the cat'.

Play again, choosing different pupils to be the rat, cat and yam.



Week
2
Ways of travelling

Letters/sounds

Words/phrases

Assessment

'a'
ant
pan
tap
car
bag
rat
cat
yam

bus
wheels
horn
beep
car
lorry
boat
canoe
motorboat
bicycle
river
road
path

Which is the fastest?
Which is the slowest?
Which is the largest?
Which is the smallest?

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.

The wheels on the bus

Learning outcomes

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

Say the sound 'a'.

Hear the sound 'a' in a word.

Talk about their travel experiences in their local language.

Teaching aids

Before the lesson:

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

Prepare pictures for the words 'cat' and 'rat' and bring in a bag and a yam.

Look at how to form the letter 'a' and practise writing it.

Letters and sounds

Whole class teaching

Write the letter 'a' on the chalkboard. Say the sound 'a' and ask the class to join in with you.

On the flash card with the ant picture, move your finger around the ant, saying 'a-a-a-a-ant'.

Flash the 's' and 'a' cards and ask pupils to say the sound for each one.

Explain that 'a' is a sound found in many English words, eg: 'cat'.

Show the class pictures and objects one at a time and say each word, emphasising the 'a' sound.

Ask the pupils to listen and repeat the words.

Ask pupils to come out and choose an object or picture and say the name.

10
minutes

Introduction

Whole class teaching

Ask the pupils to greet each other.

Use your local language for the following discussion about travel.

Ask the pupils:

‘How did you travel to school today?’

‘Can you think of any other ways people move around from place to place?’ (eg: car)

‘Tell us about a time when you have travelled from one place to another.’

‘How did you travel?’

‘What did the journey feel like?’

25
minutes

Song

Main activity

Whole class teaching

Ask the pupils:

‘Have you ever travelled by bus?’

‘Tell us everything you could see on the bus.’ (eg: wheels, men, children, driver, horn)

Draw a large picture of a bus on the chalkboard and as the pupils tell you what they saw, write the name of the object in the correct place on the bus, reading it aloud as you write.

10
minutes

Song

Plenary

Whole class teaching

Sing ‘The wheels on the bus’ again and ask the pupils to hold up their pictures for everyone to see.

Individual task

Ask the pupils to draw a large bus in their exercise books and include everything from the song in the picture.

Go round the class, talking to the pupils about their picture and help them to say the names of the things they have drawn.

The bus

Learning outcomes

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

Recognise the sounds that the letters 'a' and 's' make.

Say simple words in English.

Teaching aids

Before the lesson:

Have ready the 'a' and 's' flash cards.

Prepare enough sand trays for one between four pupils.

Make flash cards containing the words 'car', 'bicycle', 'bus', 'canoe', 'lorry'.

Collect a large selection of old packets, plastic bottles, bottle tops, etc.

Letters and sounds

Whole class teaching

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

Point to the letters 's' and 'a' on the flash cards and ask the class to say the sounds with you.

Read out the word list, asking pupils to listen and tell you if words contain the 'a' sound.

Ask the pupils to write the letter 'a' on the back of their partner and say the sound 'a'.

Ask them to practise writing the letter 'a' in the sand trays.

10
minutes | Song

25
minutes | Macmillan New
Primary English 1

10
minutes

Introduction

Whole class teaching

Sing 'The wheels on the bus' with the pupils and do the actions.

Main activity

Pair task

Ask the pupils to open Macmillan New Primary English 1, page 21.

Ask them to look at the picture and, in their local language, tell you what they can see.

Ask them if they can tell you any other types of transport in their language.

Say the names of each type of transport in English to the pupils.

Ask the pupils to say each name after you.

Show them the flash cards with the words 'car', 'bicycle', 'bus', 'canoe', 'lorry'.

Group task

Give each group a selection of cartons, empty bottles, packets, etc and ask them to try and build their own bus, car or lorry.

Plenary

Whole class teaching

Ask each group to show their model to the rest of the class and tell them something about it.

'Which is the fastest?'

'Which is the slowest?'

'Which is the largest?'

'Which is the smallest?'

Find somewhere to display the models in the classroom and label each one with the name of the vehicle, and the names of the pupils who built it.

Matching

Learning outcomes

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

Say words with the 'a' sound in them.

Write the letter 'a' using the correct method.

Match pictures to English words.

Teaching aids

Before the lesson:

Have ready the flash cards 's' and 'a'.

Practise reading the 'a' story.

Make sets of flash cards for each group, containing the names and matching pictures of different ways of travel, eg: car, bicycle, bus, lorry, canoe, aeroplane.

Letters and sounds

Whole class teaching

Quickly show the pupils the 'a' and 's' flash cards, asking them to say the sounds.

Read the story with the sound 'a' and explain it to the pupils in your local language.

Read it again, asking the pupils to listen for the 'a' sound.

Ask them to practise writing the letters 's' and 'a' in the air, on another child's back or arms, on their desks, etc.

Ask them to write the letter 'a' in their exercise books.

Say the words with the 'a' sound in them and ask the pupils to repeat them after you, twice.

10
minutes

Introduction

Whole class teaching

Ask the class to name any of the forms of travel that they have learned about during the past few days.

Tell them the names in English and write these names on the chalkboard as pupils say them.

Read the names to the class and ask the pupils to use their bodies to show you how these forms of transport move, and their voices to show you how they sound.

25
minutes

Main activity

Group task

Give each group a set of word and picture flash cards.

Ask the pupils to match the word with its picture.

Ask the pupils to say each name before matching.

Ask them to repeat it two or three times.

Individual task

Ask the pupils to choose one of the words and draw a picture in their books or in the sand to match the word.

10
minutes

Plenary

Whole class teaching

Bring the pupils together and ask them to show their pictures and say the word they have drawn to the class.

**Literacy
lesson plans
Primary 1**

**Term 1
Creating an
effective learning
environment**

**Week 2
Ways of travelling
Day 4**

Lesson
title

Roads

15
minutes

Story

a

Learning outcomes

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

Identify the sounds 'a' and 's' in a word.

Role play a story.

Use language about vehicles and roads.

Teaching aids

Before the lesson:

Have ready 'a' and 's' flash cards.

Have ready two buckets for the role play.

Make cards for each group with the words 'river' or 'road'.

Collect newspapers and as many empty cartons, boxes and bottles as you can find.

Letters and sounds

Whole class teaching

Show the pupils the 'a' and 's' flash cards, asking them to say the sounds.

Say the words: 'ant', 'cat', 'yam', 'sing', 'pan', 'slow', 'sit', 'bag', 'rat'.

Tell the pupils to **crouch down** when they hear the 'a' sound and **jump up** when they hear the 's' sound.

Read the 'a' story, asking the pupils to listen for the 'a' sound.

Ask pairs to role play the story, independently.

Choose some pupils to perform for the class.

10
minutes

Introduction

Whole class teaching

Ask the pupils to say ways of travelling from one place to another. List all the names on the chalkboard.

Ask the class to say where each of these things travels, eg: on a road, in the river, on paths.

Ask them:
'How many different ways of travelling have we named?'

'Which is the fastest?'
'Which is the slowest?'
'Which is the largest?'
'Which is the smallest?'

25
minutes

Main activity

Group task

Give each group a card and ask them to read whether they have a 'river' or a 'road'.

Give them a pile of newspaper and some empty cartons and packets.

Ask them to pretend the cartons are different ways of travelling and the newspaper is their river or road.

Ask them to make their own model of the river or road, using the cartons and packets as ways of travelling.

10
minutes

Plenary

Whole class teaching

Ask each group to show their models and explain them to the rest of the class.

Which is the fastest?

Learning outcomes

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

Hear the 'a' and 's' sounds in a word.

Write the letters 'a' and 's' using the correct method.

Demonstrate understanding of English words.

Teaching aids

Before the lesson:

Have ready one blank card for each pair of pupils.

Have ready the letter flash cards 'a' and 's'.

Have ready a ball.

Letters and sounds

Whole class teaching

Show the pupils the 'a' and 's' flash cards, asking them to say the sound.

Read the 'a' story, asking them to listen for the 'a' sound.

Say the letters 'a' and 's' and ask pupils to write them in their exercise books.

Give each pair a blank card and ask them to write the letter 'a' on one side and 's' on the other.

Read out the words from Week 1 and 2 lists and ask the pupils to hold up the 'a' or 's' when they hear the sound.

Play 'The yam is in the bag' in the same way as in Week 1.

10
minutes | Song

25
minutes | Macmillan New
Primary English 1

10
minutes

Introduction

Whole class teaching

Sing the 'The wheels on the bus' with the class and do the actions.

Main activity

Pair task

Ask the pupils to open Macmillan New Primary English 1, page 21 and talk to a partner about the picture, trying to use the words they have learned during the last week.

Tell them to ask each other and answer the following questions about forms of travel:
'Which is the fastest?'
'Which is the slowest?'
'Which is the largest?'
'Which is the smallest?'

Whole class teaching

Ask the pupils to come out and stand in a circle.

Put the words face down in the middle of the circle and ask a pupil to come out, take one, read it to themselves (with help if necessary), and do an action to show what the word is.

Ask the rest of the class to guess what it is.

Plenary

Whole class teaching

Take a ball and roll it to a pupil.

When a pupil gets the ball, ask them to tell you one thing they have learned during the week.

Ask them to roll the ball to another pupil in the circle.



Week
3
Parts of the body

Letters/sounds

Words/phrases

Assessment

't'
tea
tree
top
two
ten
sat
at

head
eye
leg
arm
ear
mouth
nose
foot
fingers
toes
hands
hair

This is my _

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.

Drawing ourselves

Learning outcomes

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

Hear and say the letter sound 't' in a word.

Say the name of different parts of the body.

Teaching aids

Before the lesson:

Practise writing the letter 't' correctly.

Make a flash card with the letter 't' on one side and a picture of a tap on the other.

Have ready 's', 't' and 'a' flash cards.

Collect newspapers and stick pieces together so that a pupil can lie down on it easily. Make one for each group.

Letters and sounds

Whole class teaching

Tell the pupils the sound 't' and ask them to join in with you.

Flash the 't', 's' and 'a' cards and ask them to say the sound for each one.

Hide the card behind your back, explaining that when you show the tap side the pupils should say 'tap' and when you show the 't' side they should say 't'.

Explain that 't' is a sound in many English words, eg: cat, tap, ten, tree.

Ask the pupils to listen and say the words after you.

10
minutes

Introduction

Whole class teaching

Put the newspaper on the floor and ask one of the pupils to come out and lie on it.

Using chalk or a marker if possible, ask another pupil to draw around the shape of the first pupil.

25
minutes

Main activity

Group task

Give out a newspaper to each group and ask them to repeat the activity you have just done, so that each group has an outline of a person.

Ask them to draw: a head, eyes, a mouth, hands, ears and hair on their outline. Use the English words and point to the correct part of the body as you say it.

Ask them to draw: feet and toes, hands and fingers.

Ask them to use the following sentence to talk about their drawings: 'This is my ___'

10
minutes

Plenary

Whole class teaching

Let each group show their drawings to one another using the sentence: 'This is my ___'

Keep the drawings so they can be used another day. If possible, display them in the classroom.

This is my head

Learning outcomes

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

Write and recognise the letter 't'.

Match sounds to letters to make a simple word.

Say simple sentences about the body.

Teaching aids

Before the lesson:

Have ready the sound flash cards.

Have ready a set of 's', 'a' and a blank card for each pair.

Have ready pictures of different parts of the body.

Prepare a sand tray for each group.

Letters and sounds

Pair task

Flash the cards with the letters 't', 's' and 'a' for the pupils to make the sounds.

Ask the pupils to say the sound 't' to their partner.

Ask the pupils to write the letter 't' on the back or arm of their partner.

Give each pair a blank card and ask them to write the letter 't' on it.

Give out the 's' and 'a' cards.

Sound out the word 's-a-t'.

Ask pupils to hold up the correct letter card as they hear the sound.

Ask them to try sounding out the word and making it themselves.

10
minutes

Introduction

Whole class teaching

Ask the pupils to touch different parts of their body while saying the name, eg: 'This is my head', 'This is my nose'.

Repeat the activity, but this time in pairs.

25
minutes

Main activity

Whole class teaching

Take pupils outside and arrange them in two rows.

Ask each pupil to touch his or her head saying, 'This is my head'.

Ask everyone to point to the child opposite and say 'That is your head', eg:

'This is my head –
That is your head'

'This is my nose –
That is your nose'

'This is my knee –
That is your knee'

'This is my toe –
That is your toe'.

Pair task

Ask the pupils to go into the classroom and draw their partner's head and face in their exercise books.

10
minutes

Plenary

Whole class teaching

Ask the pupils to display their drawings and let them discuss with each other.

My head, my shoulders

Learning outcomes

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

Hear the sound 't' in simple words.

Listen to a simple story.

Say simple sentences.

Teaching aids

Before the lesson:

Read the rhyme 'Hickety Pickety' and make sure you can say it easily without reading it.

Read the 't' story and make sure you can read it aloud easily.

Have ready the 's', 'a' and 't' flash cards.

Find a ball which the pupils can throw and catch easily.

Letters and sounds

Whole class teaching

Say the rhyme 'Hickety Pickety' and ask the pupils to listen for the 't' sounds in the words.

Ask the pupils to say the rhyme with you, emphasising the letter 't'.

Flash the 't', 'a' and 's' cards.

Bring three pupils out and ask the rest of the class to help them stand in order to make the word 'sat'.

Read the story with the sound 't' and explain it to the pupils in your local language.

Read the story again, asking the pupils to **nod their head** when they hear the 't' sound.

10
minutes

Song

25
minutes

10
minutes

Introduction

Whole class teaching

Ask pupils to sing the song, 'My head, my shoulders'.

Ask them to sing it faster, for fun.

Main activity

Whole class teaching

Stand the pupils in a circle.

Say 'This is my __', pointing to each part of your body and demonstrating the meaning with an action. Ask the pupils to put up their hand if they can finish the sentence: 'This is my __'

Individual task

Throw the ball to a pupil.

Ask them to finish the sentence and throw the ball to another pupil who points to that part of the body.

Ask that pupil to say the sentence, then throw the ball to another pupil who points to that part of their body.

Continue until all or most pupils have had a turn.

If you have a large class, make two circles and have a ball for each circle.

Plenary

Pair task

Ask the pupils to show their drawings to each other and use the sentence: 'This is my __' to tell their partner about it.

This is my

Learning outcomes

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

Write the letter 't'.

Put letters together to make simple words.

Say what they do with different parts of their body.

Teaching aids

Before the lesson:

Prepare a sand tray for each pair.

Make a set of flash cards for each group with the words 'eyes', 'nose', 'ears', 'fingers', 'legs', 'hands', 'feet', 'mouth' and 'head'.

Letters and sounds

Whole class teaching

Flash the cards 's', 'a' and 't' and ask the pupils to say the sounds.

Ask pairs to find the letter cards 's', 'a' and 't'.

Ask them to take it in turns to pick a card and say the sound.

Ask them to put the letters together to make the words 'sat' and 'at'.

Show pupils how to write the letter 't' in the air and ask them to copy you, writing in the air, on their backs, on their desks, etc.

Ask them to practise writing the letter 't' in the sand trays.

10
minutes

Introduction

Whole class teaching

Stand the pupils in a circle.

Ask them to do one action and say what they are doing in their local language.

Ask the rest of the pupils to copy the action.

25
minutes

Main activity

Group task

Give each group a set of flash cards and the picture of the body that they made on Day 1.

Write one of the names of the parts of the body on the chalkboard and use it to finish the sentence, saying: 'This is my ___'

Ask the pupils to say the word, then find the flash card which matches the word on the chalkboard.

Ask them to place each flash card by the correct part of the body as they say it.

Repeat until every word is placed.

10
minutes

Plenary

Whole class teaching

Show the cards to the pupils and ask them to touch that part of their body and say the sentence:

'This is my ___'

Sticky fingers

Learning outcomes

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

Hear the 't' sound in words.

Write the letters 's', 'a' and 't'.

Recognise the names for different parts of the body.

Follow instructions.

Teaching aids

Before the lesson:

Have ready the 's', 'a' and 't' flash cards.

Collect a box or bucket for the role play.

Have ready the flash cards from Day 4.

Collect enough counters for each group to have eight.

Letters and sounds

Whole class teaching

Show the pupils the 't', 'a' and 's' flash cards and ask them to say the sounds.

Put the cards in different places around the classroom, or outside.

Say the sounds 't', 'a' and 's' in random order and ask the pupils to stand near the card with the letter that represents that sound.

Read the 't' story twice. The second time, ask the pupils to listen for the 't' sound.

Ask pairs to role play the story, independently.

Say the letters 't', 'a' and 's' and ask pupils to write them in their exercise books.

10 minutes | Game

Introduction

Whole class teaching

Play the game 'Sticky fingers'.

Say 'sticky fingers' and then name a part of the body, eg: 'sticky fingers – hands'.

Ask the pupils to find someone and touch hands together.

Play again with a different part of the body, eg: feet, head, elbows.

25 minutes | Game

Main activity

Group task

Give each group a set of flash cards and eight counters.

Ask them to take out one card from the pack and put it to one side. Ask them to lay the rest face up on the table in front of them, where they can all see.

Read out a word, ask groups to find the word and cover it up with a counter. Repeat.

Tell them that the first group to cover all their words are the winners.

Repeat the game twice, asking pupils to take out different cards each time.

10 minutes | Game

Plenary

Whole class teaching

Show the pupils the meaning of the phrase: 'Point to your ...'

Play 'Simon says'.

If you start sentences with 'Simon says' the pupils should follow the instructions. If you don't say 'Simon says', the pupils should not move.

If pupils move at the wrong time, they sit down and are out of the game.

Give the pupils instructions, eg:
'Point to your fingers'
'Simon says, point to your legs'
'Point to your mouth', etc.

The person who is left standing at the end is the winner because they have listened very carefully.



Week
4
Colours

Letters/sounds

Words/phrases

Assessment

'i'
hit
tin
bit
win
fill
fit
sit
pit
hill
it
is
will

red
green
blue
yellow
pink
purple
orange
brown
black
white
rainbow
colour
corner

What colour is this?

This is __

**What is your
favourite colour?**

**__ is my favourite
colour**

**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.**

Colours around us



Learning outcomes

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

Say and hear the sound 'i' in words.

Recognise and say the names of colours.

Teaching aids

Before the lesson:

Make a flash card with 's-i-t' on one side and a picture to illustrate it on the back.

Look at how to form the letter 'i' and practise writing it.

Collect objects of different colours.

Letters and sounds

Whole class teaching

Say the sound 'i' and ask the class to join in.

Flash the 'i', 't', 's' and 'a' cards, asking pupils to say the sounds.

Show each 'i' card with the picture. Sound out the word carefully, 's-i-t' = sit.

Explain that when you show the picture the pupils should say 'sit', and when you show the 's-i-t' side they should say 's-i-t'.

Repeat several times.

Read the list of words with 'i' in them and ask the pupils to listen for the 'i' sound.

10
minutes

Introduction

Whole class teaching

Show the pupils different coloured objects, eg: white paper, white chalk, black charcoal.

Ask each pupil to say the colour of each object raised.

Ask the pupils to say the colour of their clothes in their local language.

Ask them if they can say the colour of their clothes in English.

25
minutes

Macmillan New
Primary English 1

Main activity

Pair task

Ask pupils to look at the colour of each object in Macmillan New Primary English 1, page 33.

Point to the pictures and ask the pupils: 'What colour is this?'

Ask each pair to put up their hands when they know the answer.

Ask the questions again. This time, ask them to reply by completing the sentence: 'This is ___'

Ask each pair to practise asking and answering the same questions together.

10
minutes

Game

Plenary

Whole class teaching

Play the 'Colours' game.

Tell the pupils they are going to walk around the room and you will shout out a colour.

When you call that colour they have to find something of that colour and touch it.

The first person to touch the colour calls out the next colour for everyone to touch.

Rainbows



Learning outcomes

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

Recognise, say and write the sound 'i' in a word.

Make simple words by matching letters to sounds.

Recognise and say the names of colours.

Teaching aids

Before the lesson:

Have ready the 'i', 't', 's' and 'a' flash cards.

Make sure pairs of pupils have their 't', 's' and 'a' cards.

Practise singing the 'Rainbow song'.

Letters and sounds

Whole class teaching

Show pupils how to write the letter 'i' in the air and ask them to copy you, writing in the air, on their backs, on their desks etc.

Flash the cards 'i', 't', 's' and 'a' for the pupils to make the sounds.

Ask each pair to write the letter 'i' on their blank card.

Sound out the word 's-i-t' and ask pairs to use the rest of their letter cards to pick out the correct letter as they hear the sound.

Ask the pupils to try and put the letters together to make the words 'sit', 'sat', 'at', 'is' and 'it'.

10 minutes | Game

Introduction

Whole class teaching

Play 'Colour corners'.

Place one coloured object in each of the four corners of the room, or in four places outside. Check that the pupils know the names of the colours.

Choose one pupil to be the 'colour controller' and ask them to come out and close their eyes.

Ask the rest of the pupils to stand up and move to a colour corner of their choice.

When they are all in a corner, ask the 'colour controller' to shout out one of the four colours.

All the pupils who are standing in that corner should go and sit down. The pupils who are still standing should now choose and move to a different corner.

Continue in the same way until there is only one pupil left standing. That pupil becomes the 'colour controller' for the next game.

Play the game two or three times.

25 minutes | Macmillan New Primary English 1

Main activity

Pair task

Ask the pupils in pairs to look at the colour chart in Macmillan New Primary English 1, page 33.

Mention any colour.

Ask each pair to touch the colour mentioned.

Ask them to tell each other colours to touch, using the phrase:

'Touch the colour __'

Ask the other person in the pair to answer: 'This is __'

Whole class teaching

Hold a discussion about rainbows in the pupils' local language.

Ask the pupils if they can explain what a rainbow is.

Explain that it is a curve of colours in the sky when it is raining and sunny at the same time.

10 minutes | Song

Plenary

Whole class teaching

Teach the pupils the 'Rainbow song'.

Repeat, this time asking pupils to touch the colours in their books when they are mentioned in the song.

My favourite colour

Learning outcomes

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

Hear the sound 'i' in a word.

Write the letter 'i'.

Listen to a story.

Recognise and say the names of colours.

Teaching aids

Before the lesson:

Have ready flash cards for 'i', 't', 'a' and 's.'

Practise reading the 'i' story.

Collect a piece of net and a cup of water for the role play.

Make sets of flash cards with colour words on one side and a spot of that colour on the other side.

Letters and sounds

Whole class teaching

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

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

Flash the 'i', 't', 'a' and 's' cards.

Read the story with the sound 'i' and explain it to the pupils in your local language.

Read the story again, asking the pupils to listen for the 'i' sound.

Ask two pupils to come out and role play the story.

Ask pupils to try to write the word 'sit' in the sand.

10
minutes

Song

25
minutes

Game

Macmillan New
Primary English 1

10
minutes

Introduction

Whole class teaching

Sing the 'Rainbow song' all together.

Ask the pupils: 'What is your favourite colour?'

Explain what it means in your local language.

Ask them to reply using the sentence:

'__ is my favourite colour.'

Ask them in their local language: 'Why do you like that colour the best?'

Ask the pupils to show that colour somewhere in the classroom.

Main activity

Whole class teaching

Play the 'Colour corners' game, as yesterday, but this time alongside the colour in the corner put a large label saying the name of the colour.

When the pupils are standing by a colour ask individuals to tell you where they are using the sentence: 'This is __'

Pair task

Give each pair a set of flash cards containing the names of the colours and ask them to look at Macmillan New Primary English 1, page 33.

Ask each pair to match the words with the colours and words on the chart.

Plenary

Pair task

Call out the name of a colour and ask the pupils to hold up the flash card with the correct name of the colour written on it.

Colour questions



Learning outcomes

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

Make simple words by matching letters to sounds.

Answer simple questions about colours.

Teaching aids

Before the lesson:

Write the 'i' words on the chalkboard.

Make flash cards with 'hill', 'tin', 'sit', 'will' and 'fill', and put the cards around the classroom or outside.

Have ready the colour flash cards you made for Day 3.

Read Macmillan New Primary English 1, page 33.

Letters and sounds

Whole class teaching

Read the 'i' words and get the pupils to join in.

Call out the words on the flash cards and ask the pupils to go and stand by the correct flash card.

Ask each pair to find the letter cards: 'i', 's', 'a' and 't'.

Ask them to take it in turns to pick a card and say the sound.

Ask them to put the letters together to make the words: 'sit', 'sat', 'is', 'it' and 'at'.

10
minutes

Introduction

Whole class teaching

Ask the pupils to say the colours of any objects in the classroom.

25
minutes | Game

Main activity

Group task

Give each group two sets of colour flash cards to play 'Matching pairs'.

Ask each group to place the colour side face down.

Ask one of the group members to pick one card and say the colour.

Ask the same pupil to pick another card and say the colour.

If the two cards have the same colour, they should be put aside.

If the two cards are different colours, both cards should be placed face down in the same place again.

The process should continue until all the pairs of colours have been collected.

Macmillan New
Primary English 1

Pair task

Ask the pupils to open Macmillan New Primary English 1, page 33.

Ask the following questions, and tell each pair to point to the correct colour:
'What colour is the book?'
'What colour is the bag?'
'What colour is the leaf?'
'What colour is the hat?'
'What colour is the shirt?'

10
minutes | Song

Plenary

Whole class teaching

Sing the 'Rainbow song' with the pupils.

Colours

Learning outcomes

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

Match sounds to their letters.

Write simple words.

Ask and answer the question 'what colour is this?'

Teaching aids

Before the lesson:

Have ready the flash cards 'i', 's', 'a' and 't'.

Write the words containing 'i' and 'n' on the chalkboard.

Prepare a sand tray for each group.

Letters and sounds

Whole class teaching

Show the pupils the 'i', 't', 'a' and 's' flash cards and ask them to say the sounds.

Say the sounds 'i', 't', 'a' and 's' in random order and ask the pupils to hold up the card with the letter that represents that sound.

Read the story with the sound 'i'.

Ask pairs to role play the story.

Say the words: 'sat', 'at', 'sit', 'is' and 'it', slowly sounding out each letter. Ask the pupils to write them in their exercise books as you say them.

10
minutes

Introduction

Group task

Give each group a sand tray.

Ask each pupil to practise writing the letters 's', 'i', 't', and 'a' in the sand tray.

25
minutes

Main activity

Individual task

Ask one member of each group to come out and pick a flash card with the name of a colour on it.

Give the groups 10 minutes to collect as many things as they can of that colour from around the classroom and the school grounds.

Ask them to find a space and use their objects to make a picture of a person.

Ask them to put the flash card with the name of the colour next to their picture.

10
minutes

Plenary

Whole class teaching

Ask all the pupils to look at the pictures and say the name of the colour that the groups have used, asking the question: 'What colour is this?'

Ask the pupils to sing the 'Rainbow song'.

Song

Week
5
Introducing CVC
words

subject English

Topic: Bear & chart

Adjective: all lost

he is a small animal

Topic: bear & chart

subject: English language

Topic: indicating sizes

This is a big basket. 

This is a small basket. 

This is a long pencil. 

This is a short pencil. 

Letters/sounds

'p'
pit
pip
spit
puff
pink
pot

Words/phrases

head
eye
leg
arm
ear
mouth
nose
foot
fingers
toes
hands
hair
This is my —

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.

tap
pat
pin
tip
pan
sip

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.

Recognising words

Learning outcomes

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

Hear, say and write the letter 'p'.

Read CVC words.

Teaching aids

Before the lesson:

Look at how to form the letter 'p' and practise writing it.

Draw a pot on the chalkboard.

Make a card with the letter 'p' on one side and draw a pot on the other side.

Prepare sand trays for each pair of pupils.

Have ready four or five sets of flash cards containing CVC words.

Letters and sounds

Whole class teaching

Point to the pot and write 'p' next to it.

Say 'p, p, p, p, pot'.

Say 'p, p, p, p' with the pupils.

Show them how to write the letter 'p' 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 'pot' side the pupils should say 'pot' and when you show the 'p' side they should say 'p'.

Ask pairs to take turns to write the letter 'p' and draw pots in the sand trays.

10
minutes

Introduction

Whole class teaching

Introduce pupils to the following words as you write them on the chalkboard:

tap
pat
pin
tip
pan
sip

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

25
minutes

Game

Main activity

Whole class teaching

Play a matching game with the pupils.

Place all the flash cards face up on the floor.

Ask individual pupils to come out and pick a card.

Ask another pupil to pick a matching card, and read the word on the card.

Ask pupils to copy the words into their books and read them to a partner.

Group task

Divide the pupils into four or five groups.

Give each group a set of flash cards.

Ask pupils to find words that are the same and match them.

Ask a pupil from each group to hold up one of the words and face the class.

Ask a pupil from another group to read the word to the class.

Repeat with pupils from different groups.

10
minutes

Plenary

Whole class teaching

Point to the words on the chalkboard and ask individual pupils to read them to you.

s, i, p, t, n, a

Learning outcomes

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

Recognise the letter sound 'p'.

Write the letter 'p'.

Make simple words by matching letters to sounds.

Teaching aids

Before the lesson:

Have ready the flash cards 's', 'a', 't', 'i' and 'p' for each group.

Write the 'p' words on the chalkboard.

Letters and sounds

Whole class teaching

Show the letter cards to the pupils and encourage them to make the sounds.

Read the list of words with 'p' in them. Ask the pupils to listen for the 'p' sound and then say the words after you.

Say these words: 'pot', 'sit', 'snake', 'tap', 'spit', 'sit', 'pan', 'pip'.

Ask the pupils to touch their nose when they hear the 'p' sound in each word.

Show pupils how to write the letter 'p' in the air and ask them to copy you.

Ask pupils to write the letter 'p' as many times as they can in their exercise books.

10
minutes

Puzzle

25
minutes

10
minutes

Introduction

Whole class teaching

Draw a grid containing 's', 'a', 't', 'i' and 'p' on the chalkboard, as shown right.

Ask the pupils if they can make any words from the grid.

If not, make some CVC words and read them out.

Ask the pupils to read them out after you.

Main activity

Group task

Divide the pupils into small groups.

Give each group a set of cards containing 's', 'a', 't', 'i' and 'p'.

Ask each group to use the cards to make words.

Ask a representative from a group to display the words they have arranged.

Ask a pupil from another group to read the word.

Ask the pupils take it in turns to show and read.

Plenary

Whole class teaching

Ask individual pupils to show their pictures to the rest of the class and read the words as they do so.

Word grid

s	a	t
i	p	

CVC words

Learning outcomes

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

Hear the 'p' sound in words.

Write the letter 'p'.

Listen to a story.

Play a game with CVC words.

Answer simple questions about CVC words.

Teaching aids

Before the lesson:

Cut a blank card for each pair.

Have ready the set of flash cards containing CVC words.

Letters and sounds

Whole class teaching

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

Flash the letter cards 'i', 't', 's', 'a' and 'p' and ask pupils to say the sounds.

Give pairs a blank card and ask them to write the letter 'p' on it, to add to their other letter cards.

Sound out the word 'p- a- t' and ask pairs to hold up each letter as they hear the sound.

Ask the pupils to try to put the letters in the correct order to make the words: 'pit', 'tap', 'tip', 'sat', 'sit'.

10 minutes | Story

Introduction

Whole class teaching

Read the 'p' story and explain it to the pupils in their local language.

25 minutes

Main activity

Group task

Give a set of flash cards to each group.

Ask them to place the set of cards on the table in each group.

Ask the pupils to play in pairs.

Ask a pupil to pick a word and ask another pupil to say the word and do a related action.

Ask a different pupil to say the sounds in that word.

Ask pupils to continue to play in turns.

Story

Whole class teaching

Read the 'p' story again, slowly and ask them to **stand up** when they hear the sound 'p.'

10 minutes | Song

Plenary

Whole class teaching

Sing a song that the pupils enjoy.

Pit pat pot

Learning outcomes

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

Match sounds to letters to make simple words.

Practise saying words containing the letters, 's', 'a', 't', 'p' and 'i'.

Listen to a story.

Teaching aids

Before the lesson:

Make sure each pair has a set of letter cards.

Have ready a set of CVC flash cards.

Prepare a story from your local area to tell to the pupils.

Letters and sounds

Whole class teaching

Read the 'p' story to the pupils

Choose pupils to role play the story.

Ask each pair to find the letter cards 'p', 'i', 's', 'a' and 't.'

Ask them to take it in turns to pick a card and say the sound.

Read the following words: 'sit', 'sat', 'is', 'it', 'at', 'pip', 'pat', 'tap', 'pit' and ask the pupils to make them using their letter cards.

10
minutes

Song

25
minutes

Story

10
minutes

Introduction

Main activity

Plenary

Whole class teaching

Sing the 'Rainbow song'.

Group task

Give each group a set of flash cards

Ask a pair from each group to hold up one card.

Ask a pupil from another group to read out the word.

Continue until each group has had two turns.

Ask the pupils to repeat the game, this time taking turns within their groups.

Whole class teaching

Tell a story from your locality and ask the pupils about it in their local language.

Ask the pupils to draw a picture of something that happens in the story in their exercise books.

Whole class teaching

Ask the pupils to show the class their pictures and say something about them.

Peter's pink shirt

Learning outcomes

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

Match sounds to letters to make simple words.

Answer questions about a story.

Teaching aids

Before the lesson:

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

Write the 'p' words on the chalkboard.

Letters and sounds

Whole class teaching

Quickly flash the letter cards 's', 'a', 't', 'i' and 'p' to the pupils.

Ask the pupils to say the sounds.

Ask them to look at the words on the chalkboard and touch the letter 'p' in them.

Gather the pupils into a circle and put the letter cards in the middle, face up.

Say the sounds in random order and ask pupils to come and find the letter that represents that sound.

Say the words: 'sat', 'at', 'sit', 'is', 'it', 'pip', 'pit' and 'pat', slowly sounding out the words, and ask the pupils to write them in their exercise books as you say them.

10
minutes

Introduction

Whole class teaching

Stand the pupils in a circle.

Call out an action, eg: 'jump', 'skip', 'hop', 'run', 'walk'. Demonstrate it and ask the pupils to copy you.

Whisper one of these actions to a pupil and tell them to do it for the class.

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

Repeat until about five pupils have had a turn.

25
minutes

Story

Main activity

Individual task

Read the 'p' story to the pupils.

Ask pupils to draw a picture about the story.

Ask them to write the letter 'p' and any words containing 'p' under the picture.

Pair task

Ask the pupils to tell a partner about the story and picture in their local language, using English words where they can remember them.

10
minutes

Plenary

Whole class teaching

Say the letter sound 'p' and ask pupils to form the letter in the air.

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.

Special thanks go to:

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