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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.



To Improve Upon What We Have  
We Do Not Need Their Invented  
Goods, When We Have The  
Resources To Be Just As Good  
\* Let US Try Our Best  
We Must Not Fail This Test  
For We Have No Friends In The West  
We Are No More Slaves  
We Are Strong, Free And Brave  
And We Are Determined To Make  
Our Continent Great

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document. It is used to demonstrate  
the layout and formatting of the  
text.

## Introduction

Quality education is a direct result of the quality of teaching and teachers, more than anything else. Unfortunately, it is in these most critical factors that Kwara State education has suffered the worst setback in recent years.

Reports showing that the majority of children completing the first six years of basic education are unable to read or write have raised serious concerns about the quality of teaching and teachers in our schools.

It was concluded that pupils failed because the teachers' basic education had also failed. In other words, they were all victims of an education system that has collapsed at all levels. Therefore, in seeking to address this serious problem, our intervention is holistic and delivered on a sustained basis.

These lesson plans have been described as a 'cookery book' approach to teacher training. As a teaching manual, they have been designed to provide a step-by-step guide to teachers of literacy and numeracy, while ensuring that children become active learners.

In using these lesson plans, teachers are continuously supported by both the State School Improvement Team and the school support officers who have been trained to provide such support.

I am delighted to note that within a very short time of these lesson plans being introduced into our schools, children's learning abilities have improved considerably. The lesson plans have also made learning and teaching a lot more exciting for both teachers and pupils.

I am confident that these lesson plans will raise standards in our schools and improve the quality of children proceeding to higher levels of education in the near future.

I commend all those who have worked very hard to produce these lesson plans and thank the UK Department for International Development (DFID) for its abiding support to Kwara's education reform through its ESSPIN project.

**Bolaji Abdullahi**  
Honourable Commissioner  
for Education,  
Science and Technology,  
Kwara State

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**Literacy  
lesson plans**  
Primary 1

---

**Term 1**  
Creating an  
effective learning  
environment

---

**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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**Literacy  
lesson plans  
Primary 1**

---

**Term 1  
Creating an  
effective learning  
environment**

---

**Weeks  
1—5**

# 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



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**Literacy  
lesson plans  
Primary 1**

---

**Term 1  
Creating an  
effective learning  
environment**

---

**Weeks  
1—5**

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**Handwriting**

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

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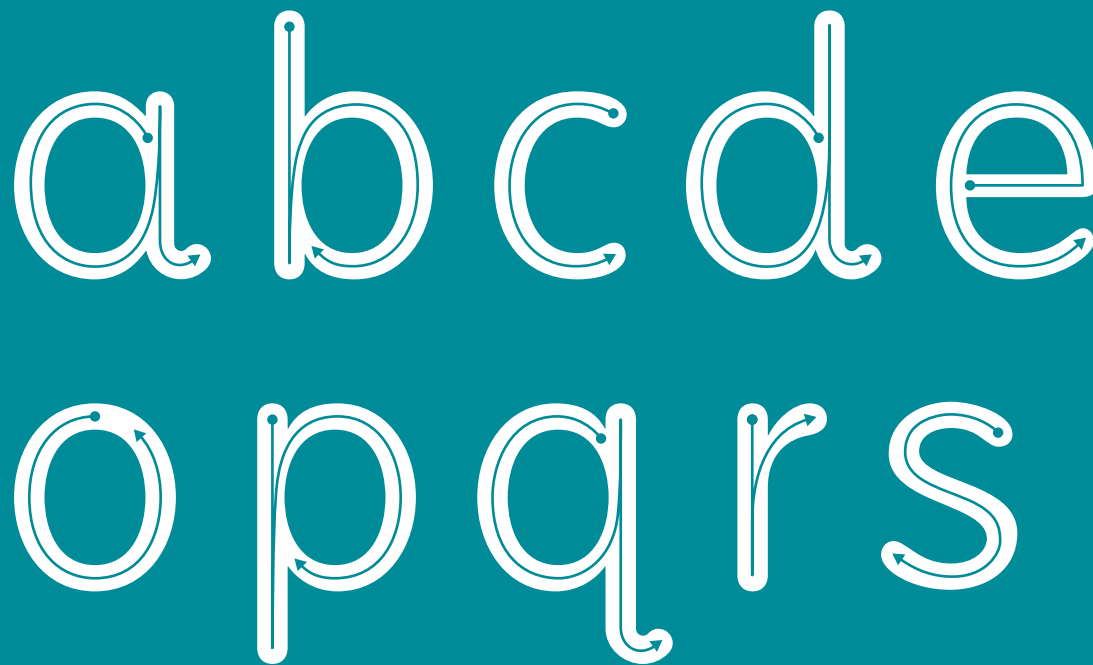
By following the system opposite the pupils will be able to make their writing flow more easily.

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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.

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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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**Literacy  
lesson plans**  
Primary 1

---

**Term 1**  
Creating an  
effective learning  
environment

---

**Weeks**  
1—5

# Introduction

## ▶ Songs and stories for the term

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### **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 God.

## 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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**Literacy  
lesson plans  
Primary 1**

---

**Term 1  
Creating an  
effective learning  
environment**

---

**Weeks  
1—5**

---

**Sound story:**

**a**

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Adebayo and Ajoke 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, Ajoke 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.

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**Sound story:**

**i**

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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**

Sylvanus 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. Sylvanus  
picks up a stick and tries  
to hit the snake, but it quickly  
slithers away.

**Sound story:****t**

Titi lives in a village. Her  
mother Taiye sells garri in the  
town. Titi 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





**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 \_\_  
snake  
lizard  
bird  
cat  
rat  
fish

**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.

Say: 'Good morning, my name is \_\_\_' Tell the pupils to choose a name that begins with 's'.

When they have chosen a name, ask some pupils to come out, put the puppet on their hand and say 'Good morning, my name is \_\_\_' (use the name of the puppet).

Ask the other pupils to say: 'Good morning, \_\_\_' back to the puppet.

25  
minutes | Macmillan  
Primary English 1

## Main activity

### Individual task

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

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 | Macmillan  
Primary English 1

## Plenary

### Group task

Ask each group to touch the following words in Macmillan Primary English 1, page 1: '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.

**Literacy  
lesson plans  
Primary 1**

**Term 1  
Creating an  
effective learning  
environment**

**Week 1  
Greetings  
Day 3**

# 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

## 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.'

25  
minutes

Macmillan  
Primary English 1

## Main activity

### Whole class teaching

Ask the pupils to open Macmillan Primary English 1, page 4.

Say the names of each animal, eg lizard, snake, 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 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.

10  
minutes

## 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 Primary English 1, pages 5—6.

## 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 Sylvanus.

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  
Primary English 1

## Main activity

### Pair task

Ask one pupil to point to a picture in Macmillan Primary English 1, page 4 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 4.

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

'a'  
ant  
pan  
tap  
car  
bag  
rat  
cat  
yam

## Words/phrases

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?

## 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.

# 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.

Sing ‘The wheels on the bus’, asking the class to join in the actions with you to demonstrate the meaning of each verse.

Repeat the song, asking pupils to join in where they can.

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  
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 Primary English 1, page 7.

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

Say the names of each picture 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  
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 Primary English 1, page 21 and talk to a partner about the pictures, 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

't'  
tea  
tree  
top  
two  
ten  
sat  
at

## Words/phrases

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

## 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.





# 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.

Lesson  
title

15  
minutes

Rhyme

Story

t

**Literacy  
lesson plans**  
Primary 1

**Term 1**  
**Creating an  
effective learning  
environment**

**Week 3**  
**Parts of the body**  
Day 3

# 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  
Primary English 1

## Main activity

### Pair task

Ask pupils to look at the colour of each shape in Macmillan Primary English 1, 'Shapes and colours'.

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'.

## 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.

## Main activity

### Pair task

Ask the pupils in pairs to open Macmillan Primary English 1, 'Shapes and colours'.

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.

## 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  
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 Primary English 1, page 44.

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 Primary English 1, pages 44 and 45.

## 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  
Primary English 1

### Pair task

Ask the pupils to open Macmillan Primary English 1, page 44.

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 cat?'  
'What colour is the bowl?'  
'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



## 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.

**Literacy  
lesson plans  
Primary 1**

**Term 1  
Creating an  
effective learning  
environment**

**Week 5  
Introducing  
CVC words  
Day 2**

Lesson  
title

**s, i, p, t, n, a**

15  
minutes

**p**

**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 | Story

## 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

### Whole class teaching

Sing the 'Rainbow song'.

## Main activity

### 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.

## Plenary

### 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

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