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**Literacy  
lesson plans**  
Primary 1

**Term 3**  
Assessment for  
learning

**Weeks**  
26—30

Type of lesson plans/  
Grade

Term/  
Learning theme

# Literacy lesson plans Primary 1

## Term 3

# ▶ Assessment for learning

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



## Foreword

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

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

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



**Professor Chris Uchechukwu Okoro**  
Honourable Commissioner for Education  
Enugu State

## Introduction

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

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

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



**Nneka Onuora**  
Executive Chairman  
Enugu State Universal Basic Education Board

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**Literacy**  
**lesson plans**  
Primary 1

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**Term 3**  
**Assessment for**  
**learning**

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**Weeks**  
26—30

# Introduction

## ▶ Assessment for learning

## Assessment for learning

Effective assessment supports learning, giving all pupils the chance to be successful learners.

Assessment in the classroom happens all the time, it is an ongoing process. It helps you to find out:

What your pupils have learned.

How well you are teaching.

How to plan your next steps of teaching.

What your pupils are doing well and what they need to practise.

In every lesson you should walk round the classroom and ask questions to see if the pupils clearly understand what you have taught them. If they do not, then you should help by explaining the idea to them again – maybe in a different way or with another example, or you could ask another pupil to help them.

Assessment used each day in the classroom gives you a much broader picture of your pupils' ability and progress. It also helps to give your pupils a sense of achievement, helping them to understand what they can do well and what they still need to practise.

There are many ways that you can assess your pupils' knowledge and understanding:

By observing.

Using careful questioning.

Through discussion with individuals, pairs or groups of pupils.

When marking work produced by individual pupils.

Looking at exams at the end of a term.

In every classroom there will always be some pupils who learn faster than others. When you read the learning outcomes for each day, think about which of your pupils will achieve them at the end of the lesson and which of them will need more time to achieve the learning outcomes.

As you get to know your pupils you will be able to plan how you can help each pupil to do their best in every lesson.

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Literacy  
lesson plans  
Primary 1

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Assessment for  
learning

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26—30

# Introduction

▶ Teaching aids,  
songs, stories and games  
for the term

## Spelling tricky words

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**Look** carefully at the word.  
How many letters has it got?  
Are there any dangly or tall  
letters? Can you sound any  
letters out? **Air write** the  
word.

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**Say** the word five times.

---

**Hide** the word.

---

**Write** the word.

---

**Check** the word carefully.  
Well done if it is correct,  
but if any letters are wrong  
change them.

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**Look** at the word again  
carefully and repeat the  
steps if necessary.

## Sound grids

Draw a grid on the chalkboard as shown below.

Tell the pupils to draw a grid in their exercise books.

Say a CVC word (eg: cat) and then sound it out, 'c-a-t'.

Say another CVC word (eg: sit) and ask the pupils to sound it out with a partner.

Find 's' from the alphabet letter cards and put it in the first square on the sound grid, 'i' in the second square and 't' in the third square.

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Sound it out: 's-i-t, sit'.

Say another CVC word (eg: pin) and ask the pupils to sound it out with a partner.

Ask the pupils to tell you what to put in the first square in the sound grid and then in the second and third squares.

Tell the pupils to make the word in their own sound grids.

## Alphabet jungle rhyme

a - b - c - d - e  
I'm in the jungle in  
a coconut tree /  
f - g - h - i - j  
Do you want to come  
and play? /  
k - l - m - n - o - p - q  
I will bring a friend or two /  
r - s - t - u - v  
A zebra and a chimpanzee /  
w - x - y - z  
We'll play until it's time  
for bed.

(Repeat the whole rhyme a second time.)

## Five little ducks song

Five little ducks went  
swimming one day /  
Over the hills and far away /  
Mummy duck called,  
'Quack, quack,  
quack quack', /  
But only four little ducks  
came back.  
Four little ducks...  
Three little ducks...  
Two little ducks...  
One little duck...

## One to ten rhyme

One, two, six, ten are  
three-letter number words /  
Four, five, nine are  
four-letter number words /  
While three, seven and eight  
are five-letter number words.



## Tortoise and the dog story

Once upon a time it did not rain for a long time. The crops did not grow. There was very little food to eat. One day, Tortoise told his wife that he was going to get food. He told his friend Dog to follow him to a farm. Yams were growing on the farm. Dog took two yams and ran home. Tortoise kept packing more and more yams into his big bag. Suddenly the farmer came. He was very cross. It is not good to steal or take things that do not belong to us.

## Market story

On Saturday afternoon, Simbi is sent to the market by her mother. Simbi has to buy a pineapple for the family to eat.

At the market place, Simbi sees a lot of shops where many things are sold. She also sees many buyers and sellers. The buyers are busy moving from one shop to the other. A hen is pecking corn. Simbi sees Mustapha. Mustapha is buying fish for his mother. It is hot and Simbi cannot see a pineapple. Simbi is sad.

At last Simbi sees a woman selling pineapples. The woman is Simbi's friend. Simbi plays with the baby. The woman is happy to see Simbi. She gives her some sweets.

The woman is also selling rice, yams, beans and fish. Simbi buys a pineapple. The woman gives Simbi her change. Simbi goes home happy because she has the pineapple and her sweets.

## Questions

- 1 Who sends Simbi to the market?
- 2 What can Simbi see at the market?
- 3 What is Mustapha buying?
- 4 What is the woman selling?
- 5 What is the hen doing?
- 6 What does the woman give Simbi?

## Answers

- 1 Simbi's mother sends her to the market.
- 2 Simbi can see a lot of shops.
- 3 Mustapha is buying fish.
- 4 The woman is selling pineapples.
- 5 The hen is pecking.
- 6 The woman gives Simbi sweets.

### Ali at home story

Ali is playing with his friends. Simbi is under the tree. She wants to sleep. Some children are sleeping. Tunde is eating. Sani is sitting by Tunde. Mummy is sitting by the house. Daddy is pushing the cow.

Ali is swinging on the tree. He wants to get the mangoes off the tree. He stands on the chair but it falls over. He does not want to fall.

### I spy game

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

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

Ask the pupils to think of something they can see that begins with that sound.

The first pupil to guess the object correctly then says, 'I spy \_\_\_\_' and chooses a different object with a different sound and says the sound for the others to try to guess.

### Alphabet I spy game

Play 'I spy', but tell the pupils to say the letter name and the sound.

'I spy with my little eye something beginning with \_\_\_\_.' (Say the first sound and the letter name of the object.)

### What is in the box? game

Write words on flash cards.

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

Put the pictures or objects in a box.

Hold up one of the flash cards.

Read the word, sounding it out carefully.

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


### Market game

Pupil 1: I went to the market. I bought a banana.

Pupil 2: I went to the market. I bought a banana and a carrot.

Pupil 3: I went to the market. I bought a banana, a carrot and a yam.

Continue adding a different food each time until the list is too long to remember!



Week  
26  
The food we eat

## Letters/sounds

## Words/phrases

## Assessment

### 'Revision sounds'

s	d	ai	sh
a	g	oa	ch
t	o	ee	th
i	l	or	
p	f	ow	
n	u		
c	b		
k	j		
e	z		
h	w		
r	v		
m	y		
	x		

plantain  
carrot  
yam  
corn  
sweets  
coconut  
rice  
banana  
soup  
bread  
water  
fish  
beans  
egg

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.

# Talking about food

## Learning outcomes

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

Spell words with 'sh', 'ch' and 'th'.

Talk about and name different types of food.

## Teaching aids

### Before the lesson:

Have ready a set of alphabet cards and 3 blank cards for each pair.

Bring in some food and write the names on flash cards, eg: 'yam', 'plantain'.

Read Macmillan New Primary English 1, page 98, I can eat.

Write the revision sounds grid on the left on to a large piece of cardboard.

s	a	t	i	p	n	c	k	e
h	r	m	d	g	o	l	f	u
b	j	z	w	v	y	x		
ai	oa	ee	or	ow	sh	ch	th	

## Letters and sounds

### Whole class teaching

Read the sounds in the revision sounds grid with the pupils.

Point to sounds at random and ask the pupils to shout them out.

Say some of the sounds and ask pupils to come and point to them.

Ask the pupils to say the sounds 'sh', 'ch' and 'th'.

Tell the pairs to write 'sh', 'ch' and 'th' on their blank cards.

Ask them to use these cards and their alphabet cards to make and write as many words as they can in 10 minutes.

Check their work and ask the pupils to read their words to you.

10  
minutes

Rhyme

25  
minutes

Macmillan New  
Primary English 1

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to join you in saying the following rhyme:

Hickety Pickety my  
black hen,  
She lays eggs for gentlemen,  
Sometimes nine and  
sometimes ten,  
Hickety Pickety my  
black hen.

Put the yam on a chair and  
the plantain on another chair.

Touch the yam and plantain  
and say, 'This is a yam.'  
'This is a plantain.'

Choose pupils to touch  
the other food and say,  
'This is a \_\_\_\_.'

## Main activity

### Pair task

Ask the pupils to name  
some food they like.

Write their ideas on the  
chalkboard.

Ask the pupils to open  
Macmillan New Primary  
English 1, page 98, I can eat,  
touch the pictures of food  
and say their names.

Tell them to point to the fish,  
beans, bananas and egg.

Ask them to say which  
food they like the best.

Write 'I like' and 'You like'  
in large writing on the  
chalkboard.

Say, 'I like \_\_\_\_.' (name the  
food). Point to one of the  
pupils and say, 'You like \_\_\_\_.'  
(name the food).

Tell one of the pupils to  
point to a picture and say,  
'I like \_\_\_\_.' (name the food).

Tell their partner to say,  
'You like \_\_\_\_.'

Repeat with other pictures  
and swap roles.

Tell the pupils to draw  
their favourite food in their  
exercise books.

Tell them to write 'I like \_\_\_\_.'  
under the picture.

## Plenary

### Whole class teaching

Ask the pupils what food  
they like eating at home.

Encourage them to say,  
'I like \_\_\_\_.'

# Spelling words related to food

## Learning outcomes

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

Blend sounds to make new words.

Read and spell some food words.

## Teaching aids

### Before the lesson:

Have ready the alphabet and food flash cards from yesterday. Draw picture cards to explain the food words.

Make the following flash cards for each group: 'corn', 'egg', 'yam', 'plantain', 'sweets'.

Write the following words on the chalkboard, fun run, ran, rat, hat, hot, hut, but, bun, fun.

## Letters and sounds

### Whole class teaching

Tell the pupils they are going to play a game called 'Full circle'.

Say 'fun' and ask the pupils to make it with their letter cards.

Tell them to sound it out with you.

Write 'fun' on the chalkboard and explain that they are going to keep **changing one sound at a time** to make new words.

When they make 'fun' again, they should call out 'Full circle' and the game ends.

Change the 'f' to 'r' and make 'run' then the 'u' to 'a' to make 'ran', the 'n' to 't' to make 'rat'.

Continue to make all the words in the list, showing the pupils how to play.

Ask groups to use their letters to repeat the game.

10 minutes | Rhyme

## Introduction

### Whole class teaching

Ask the pupils to join you in reciting the rhyme 'Hickety Pickety my black hen' to the class.

25 minutes | Game

## Main activity

### Group task

Play 'What is in the box?' with the food flash cards and pictures.

Give the groups flash cards for: 'corn', 'egg', 'yam', 'plantain' and 'sweets'.

Ask them to draw pictures to match the words on the flash cards.

Ask them to write the words under their pictures.

Ask each group to choose their favourite food from the flash cards.

Tell them to say, 'I like \_\_\_\_.'

10 minutes

## Plenary

### Pair task

Ask the pupils to describe their picture to their partner.

Choose some pairs to talk about their pictures to the class.



# Food we like to eat

## Learning outcomes

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

Use blending to read new words with the same pattern.

Say simple sentences using food words.

## Teaching aids

### Before the lesson:

Have ready the revision sounds grid from Day 1, and 'sh', 'ch' and 'th' flash cards.

Have ready pictures of different types of food and a piece of paper for each group.

Find the right letter cards for the pupils for the following 'Full circle' words: 'ship', 'chip', 'chin', 'thin', 'than', 'can', 'cash', 'rash', 'rap', 'rip'.

## Letters and sounds

### Whole class teaching

Read the sounds from the revision grid with the pupils.

Point to sounds at random and ask the pupils to say them.

Write the list of words for today's 'Full circle' game on the chalkboard.

Ask the pupils to make the first word, 'ship' with their cards.

Tell them to sound it out.

Ask them to change the 'sh' for a 'ch' and sound the new word out.

Continue until they have made all the words.

10  
minutes

## Introduction

### Whole class teaching

Sit the pupils in a circle.

Ask them to tell the pupil sitting next to them what they eat at home.

Tell them to say, 'I eat \_\_\_\_.'

Ask them to explain to the class what their partner eats at home.

Tell them to say,

'**He** eats \_\_\_\_.' if their partner is a boy, and

'**She** eats \_\_\_\_.' if their partner is a girl.

Go round the circle until everyone has had a turn.

25  
minutes

## Main activity

### Group task

Give each group a piece of paper.

Ask them to draw pictures of foods they enjoy.

Ask each group to hold up their pictures and describe what they have drawn.

Ask them to discuss in their groups how they prepare the food they have drawn.

Ask a pupil from each group to name and describe how their food is prepared. (They can use their local language.)

On the chalkboard, write 'To make food I like I need \_\_\_\_.' (You can choose any food.)

Ask the pupils to help you list the things you need.

10  
minutes

## Plenary

### Whole class teaching

Ask a few pupils to read their list of words and show their pictures.

# Food in plurals

## Learning outcomes

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

Spell words by sounding them out.

Make words plural by adding 's'.

## Teaching aids

### Before the lesson:

Write the sounds 'ai', 'oa', 'ee', 'or' and 'ow' on flash cards.

Have fruit or vegetables in pairs or groups of more than two, eg: yams, plantains, carrots.

Look at Macmillan New Primary English 1, page 98, I can eat.

Read the instructions for the 'Market' game.

## Letters and sounds

### Whole class teaching

Hold up the flash cards and say the sounds with the pupils.

Say a CVC word, eg: 'man' and ask the pupils to sound it out.

Draw a sound grid on the chalkboard.

Choose a pupil to write 'man' in the grid, putting one sound in each box.

Repeat with the word 'shop'.

Make sure the pupils know that 'sh' is one sound and write it in one box.

Repeat with rain, road, corn and town.

10  
minutes

Macmillan New  
Primary English 1

25  
minutes

10  
minutes

Game

## Introduction

### Pair task

Ask the pupils to open Macmillan New Primary English 1, page 98, I can eat and name the food they can see.

Write: 'This is a banana' and 'This is a yam' and read it with the pupils.

Ask them to look in their textbooks and find more pictures of food.

Choose pairs to say what they can see.

Tell them to say, 'This is \_\_\_\_.'

## Main activity

### Whole class teaching

Show the pupils the real fruit and vegetables.

Write the names of the fruit and vegetables on the chalkboard.

Tell the pupils to draw some food in pairs, eg: two yams, two carrots in their exercise books.

Choose pupils to tell you what they have drawn, eg: two yams.

Ask them what sound they can hear at the end of the word(s).

## Plenary

### Whole class teaching

Play the 'Market' game.

Draw one of the foods on the chalkboard and ask a pupil to write the word underneath it.

Draw the same food three times, eg: three carrots and ask a pupil to write the word underneath.

Explain that they should add an 's' on to 'carrot' to show that there is more than one.

Repeat with the other food, explaining that adding an 's' on the end shows there is more than one.

Ask the pupils to write words under the pictures in their exercise books.

Lesson  
title

# Telling a story about food

15  
minutes

Spelling

## Learning outcomes

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

Spell words by sounding them out.

Write simple sentences about food.

## Teaching aids

### Before the lesson:

Have ready the sound flash cards from yesterday.

Write the 'Tortoise and the dog' story on the chalkboard.

## Letters and sounds

### Whole class teaching

Say 'boat' and ask the pupils how many sounds they can hear.

Draw a sound grid on the chalkboard.

Choose pupils to come and write the sounds in the grid, as shown below.

Repeat with 'rain' and 'town'.

Give each group a different sound card from yesterday.

Ask them to draw a sound grid in their exercise books and put their sound in the middle.

Tell them to write letters before and after the sound to make words.

b	oa	t
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10  
minutes

## Introduction

### Whole class teaching

Draw a yam on the chalkboard and write 'This is a yam.'

Ask the pupils to read it with you.

Draw two yams and write 'These **are yams**.'

Ask the pupils to read it with you.

Ask them why there is an 's' on 'yams'.

Explain that when there is more than one we often add an 's' to the end.

25  
minutes

Story

## Main activity

### Group task

Read and explain the 'Tortoise and the dog' story.

Ask the pupils what food is mentioned in the story.

Put the pupils in groups of three.

Tell them to role play the story, ie: one group acts as Tortoise, one as Dog and one as the farmer. Stones can be used to represent the yams.

10  
minutes

## Plenary

### Pair task

Ask the pupils to read their sentences to a partner.



Week  
27  
Eating outside

**Letters/sounds****Words/phrases****Assessment****'Letter names'**

a n  
b o  
c p  
d q  
e r  
f s  
g t  
h u  
i v  
j w  
k x  
l y  
m z

bananas  
pineapple  
plantain  
corn  
yams  
pounded yam  
fried yam  
roasted yam  
juice  
restaurant  
waiter  
customer  
food  
drink

**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.**



# Cooking yam

## Learning outcomes

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

Know the names of some letters in the alphabet.

Talk about how to cook yam.

## Teaching aids

### Before the lesson:

Write the alphabet in lower case letters on a large piece of paper. Draw an animal for each letter if possible.

Write the 'Alphabet jungle' rhyme on the chalkboard.

Find a food wrapper for each group with the name of food written clearly on it, eg: a biscuit packet.

Have ready a yam to show the pupils.

## Letters and sounds

### Whole class teaching

Point to some of the animal pictures and ask the pupils to say each animal's name.

Ask them to say what sound the animal makes in a sentence, eg: 'A dog makes the sound woof'.

Point to a letter, eg: 't' and tell the pupils it is a 't' (say its name) and stands for the sound 't' (say its sound).

Repeat with six more letters.

Read and explain the 'Alphabet jungle' rhyme.

Ask the pupils to sing it with you.

Point to the letters as they sing the song.

10  
minutes

## Introduction

### Group task

Give each group the food wrappers you brought in.

Ask them to discuss and name the food that was in the wrapper.

Choose a pupil from each group to draw the food on the chalkboard.

Ask the other groups to try to name it.

Ask a pupil from each group to say a sentence about the food, eg:

'I like \_\_\_\_.'

'We eat \_\_\_\_ at home.'

25  
minutes

## Main activity

### Whole class teaching

Show the class the yam.  
Ask, 'What is this?'

Ask the pupils to say some ways it can be eaten, eg: pounded yam, boiled yam.

Ask, 'How do you cook yam?' (First you peel the yam.)

Ask, 'Why do you peel the yam?'

Ask, 'What do I need to do next?' (Cut the yam into small pieces.)

Ask, 'Why do I need to cut the yam into pieces?'

Ask, 'What do I need to do next?' (Cook the yam.)

Ask, 'What do you need to cook the yam?'

Write their ideas on the chalkboard, eg: 'yam, knife, stove, pot, water, salt'.

### Individual task

Tell the pupils to divide a page of their exercise book into four.

Tell them to draw four things that they do to prepare and cook yam, one in each box.

Ask the pupils to write some words on their pictures to explain them.

10  
minutes

## Plenary

### Whole class teaching

Ask the pupils to say what they think about yam, eg: 'I like it', 'It is hot'.

Lesson  
title

15  
minutes

Letters

Rhyme

Game

**Literacy  
lesson plans  
Primary 1**

**Term 3  
Assessment for  
learning**

**Week 27  
Eating outside  
Day 2**

# Eating outside

## Learning outcomes

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

Know the names of some letters of the alphabet.

Role play eating outside.

## Teaching aids

**Before the lesson:**

Have ready the alphabet letters and pictures from the previous day.

Make sure you know the 'Alphabet jungle' rhyme and have it written on the chalkboard.

Read the instructions for 'Alphabet I spy'.

## Letters and sounds

**Whole class teaching**

Say the names of the letters of the alphabet, pointing to each letter as you say its name.

Sing the 'Alphabet jungle' rhyme, pointing to each letter as you say it.

Point to a letter and say its name.

Ask the pupils to say the sound.

Repeat with five new letters.

Play 'Alphabet I spy' using the alphabet pictures.

Ask the pupils to draw five animals in their exercise books.

Tell them to write the letter that each animal begins with by each picture.

10  
minutes

## Introduction

### Pair task

Ask the pairs to talk about the foods they like to eat.

Write a list of the foods on the chalkboard.

Ask the pupils if they know the names of any other foods and write them on the chalkboard.

25  
minutes

## Main activity

### Whole class teaching

Explain to the class that they will be pretending to eat outside in a restaurant.

Explain that when people eat at a restaurant, someone called a 'waiter' brings their food.

Set up a 'restaurant' with a table and seats.

Choose two pupils to be the 'customers' in the restaurant.

Tell another pupil to be the 'waiter' and ask them to greet each other.

Tell the waiter to say, 'What would you like to eat?'

Ask the customers to reply, 'I would like \_\_\_\_.' (say a food they like).

Tell the waiter to use his or her exercise book to write the food in.

Ask the waiter to mime bringing the food and placing it in front of the customers.

Ask the class what they think the waiter might say, eg: 'Enjoy your food.'

Tell the 'customers' to say something about the food, eg: 'This is good.'

10  
minutes

## Plenary

### Whole class teaching

Ask the pupils to tell you the different foods they chose and you write them on the chalkboard.

**Literacy  
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learning**

**Week 27  
Eating outside  
Day 3**

Lesson  
title

# Eating out

15  
minutes

Letters

Rhyme

## Learning outcomes

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

Know the names of some letters of the alphabet.

Ask and answer questions in a restaurant.

## Teaching aids

### Before the lesson:

Have ready the alphabet letters and pictures.

Ensure the 'Alphabet jungle' rhyme is on the chalkboard.

## Letters and sounds

### Whole class teaching

Say the alphabet letter names, pointing to each letter as you say its name.

Say the 'Alphabet jungle' rhyme, pointing to each letter as you all say it.

Point to a letter and say its name.

Ask the pupils to say the sound.

Repeat with five new letters.

Say some sounds and ask the pupils to say the letter names.

Ask the pupils to draw some more animals in their exercise books and write the letter they begin with next to it.

10  
minutes

## Introduction

### Whole class teaching

Choose some pupils to say the names of food they would like to order in a restaurant.

Write their ideas on the chalkboard.

Remind them that they did a role play about a restaurant yesterday.

Choose some different pupils to do the role play.

Guide them through each step.

25  
minutes

## Main activity

### Group task

Ask the pupils what else they can order in a restaurant, ie: a drink.

Ask the pupils to name some drinks they like and write them on the chalkboard.

Ask groups to discuss what happens when they have finished eating their food.

Explain that when you have finished eating, you need to pay for it.

Choose pupils to do a role play. Tell them to ask how much the food and drink cost and then pay the waiter.

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to read out the lists of food they wrote in their exercise books when they role played the waiter.

Ask some pupils to say what they had to eat in the role play. Tell them to say, 'I had \_\_\_ and a drink of \_\_\_.'

Ask them what they think happens next, eg: the waiter says, 'Goodbye. Have a good day.' and everyone leaves.

Appoint different waiters from yesterday and ask groups to role play going to a restaurant, ordering food and drink, eating it, paying for it and going home.

Tell the waiters to write down the food orders in their exercise books.

Repeat the activity, swapping roles, until everyone has had a turn at being the waiter.

# Food sentences

## Learning outcomes

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

Know the names of most letters of the alphabet.

Say and write some sentences about food.

## Teaching aids

### Before the lesson:

Have ready the alphabet letters and pictures.

Read the instructions for playing 'What is in the box'.

Draw some pictures of food and drink on flash cards, eg: banana, yam, juice.

## Letters and sounds

### Whole class teaching

Say the 'Alphabet jungle' rhyme with the pupils.

Teach the pupils five more letter names.

Say some sounds and ask the pupils to tell you the letter names.

Put the food and drink pictures in the box and play 'What is in the box?'

Emphasise the first letter and sound when you are playing this game.

10  
minutes

Game

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Arrange the pupils in a circle.

Give some of them the food picture cards to pass round.

When you say 'stop', each pupil holding a card should make up a sentence about it, eg: 'I like boiled yams.', 'My mother cooked some rice.'

Repeat until all the pupils have had a turn.

## Main activity

### Pair task

Ask the pupils to tell their partners what they like to eat and drink.

Choose some pairs and ask them to tell the class what they have found out, eg: 'Tunde likes mango and juice'.

In their exercise books, ask the pupils to draw a picture of their family and friends eating together.

Tell them to draw the food on their plates.

Ask them to write the names of the food and the people in their picture.

Tell them to write sentences under their picture to explain what everyone is eating.

Tell the pupils to try and write what some of the people are saying, eg: 'Daddy likes yams.'

Choose some pairs to hold up their pictures and explain them to the class.

Ask other pairs to ask questions, eg:  
'What is Mummy eating?'  
'What are they drinking?'

## Plenary

### Group task

Tell each group to role play being in a restaurant. Appoint pupils to be the waiter and customers.

Remind them to greet one another, order food and drink, talk about the food, pay for the food and leave.



# Describing food

## Learning outcomes

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

Say the letters of the alphabet in the correct order.

Write sentences to describe their favourite food.

## Teaching aids

### Before the lesson:

Make sure each pair has a set of alphabet cards.

Have ready word and picture cards of different types of food for each group.

## Letters and sounds

### Whole class teaching

Say the 'Alphabet jungle' rhyme.

Teach the class the remaining letter names.

Play 'Alphabet I spy'.

Tell the pupils to get out their letter cards and work in pairs.

Say a letter name and ask the pairs to hold up the correct card.

Ask them to arrange their cards in alphabetical order.

Ask one pupil to say the name and the other to say its sound.

Tell the pairs to swap roles and go through the alphabet again.

10  
minutes

## Introduction

### Whole class teaching

Ask some groups to do their restaurant role play for the class.

Ask the class to try to remember the names of the food and drinks ordered.

Choose some pupils to say the name of some of the food and drinks.

Write them on the chalkboard.

Ask the pupils to help you spell them.

25  
minutes

## Main activity

### Pair task

Ask the pupils questions about food: 'Which foods do you like to eat? What colour is it? When do you eat it? Does your mother like to eat it?'

Tell them what your favourite food is, why you like it and when you eat it.

Say 'It tastes good' and explain the meaning of 'taste' (in your local language).

10  
minutes

## Plenary

### Pair task

Tell the pupils that you are going to see how many different types of food and drink the class can name.

Ask pairs to think of some names of food and drink.

Go round the class and ask each pair to say one item of food and drink they thought of.

Ask everyone to count the number of different names they thought of.



Week  
28  
Numbers

## Letters/sounds

## Words/phrases

## Assessment

### 'Blending'

at	pet	pot
mat	net	cot
fat	set	not
sat	bet	dot
hat	get	hot
cat	jet	got
bat	let	lot
pat	met	
rat		

one  
two  
three  
four  
five  
six  
seven  
eight  
nine  
ten

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.

# Number names

## Learning outcomes

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

Blend sounds to read words.

Read the numbers one to ten in words.

## Teaching aids

### Before the lesson:

Make sure there are enough alphabet letters for each pair of pupils.

Write the numbers one to ten in words on flash cards for each group.

Prepare a sand tray for each group.

Read Macmillan New Primary English 1, pages 36—39.

## Letters and sounds

### Whole class teaching

Say the 'Alphabet jungle' rhyme with the class.

Say some sounds and ask the pupils to say the letter names.

Write 'at' on the chalkboard.

Ask the pupils to sound it out and say it with you.

Put 'p' in front of it and say 'p-at is pat'.

Rub out 'p' and do this again with other letters, eg: 'm', 'b', 'c', 's'.

Ask pairs of pupils to make 'at' with their letters.

Tell them to choose different letters to go in front of 'at' to make a word.

10  
minutes

## Introduction

### Pair task

Ask the pupils to count the numbers from 1—10 with you.

In pairs, ask one to count the numbers from 1—10 while the other shows the correct number of fingers.

Tell the pupils to swap roles with their partner.

25  
minutes

Macmillan New  
Primary English 1

## Main activity

### Group task

Hold up each number word flash card in turn.

Ask the pupils to look at them very carefully.

Ask the pupils to read the words after you.

Ask them to look at Macmillan New Primary English 1, page 36.

Say some of the numbers and ask the pupils to point to the correct word.

Place the set of number flash cards face down in front of each group.

10  
minutes

## Plenary

### Group task

Give a sand tray to each group.

Write 'one', 'two', 'three' on the chalkboard.

Ask the pupils to take it in turns to write these words in the sand trays.

While they are waiting their turn, tell the pupils to draw pictures in their exercise books.

Tell them to draw one car, two balls and three sticks.

# Write numbers to five

## Learning outcomes

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

Blend sounds to read words.

Write number words from one to five.

## Teaching aids

### Before the lesson:

Have ready enough alphabet letters for each pair of pupils.

Have ready the one to five word flash cards and 15 counters for each group.

Copy the following 1—5 missing letter words on to a large piece of paper for each group:

- 1 \_ n \_
- 2 t \_ \_
- 3 thr \_ \_
- 4 \_ ou \_
- 5 fi \_ \_

## Letters and sounds

### Whole class teaching

Say the 'Alphabet jungle' rhyme with the class.

Say the letters of the alphabet and ask the pupils to say the sounds.

Write 'et' on the chalkboard and ask the pupils to sound it out.

Put 'p' in front of it and say 'p-et is pet'.

Do this again with 'n', 'b', 'g' and 's'.

Ask pairs of pupils to make 'et' with their letters.

Tell them to choose different letters to go in front of 'et' to make a word.

10  
minutes

Game

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Place a set of the number word flash cards in different places on the ground outside.

Call out a number from one to five and tell the pupils to run and stand by the matching number card.

The last pupil to reach the card is out.

Anyone standing by the wrong number is out.

Repeat with the other numbers until most of the pupils are out.

## Main activity

### Group task

Place the number word flash cards in random order in front of each group and give them the counters.

Ask the groups to read the numbers and place the correct number of counters by each flash card.

When they have finished, let them go round to see what other groups have done.

Give each group the paper with the missing letter words.

Ask them to write in the missing letters to make the number words.

Ask each group to hold up their paper and check that they are correct.

## Plenary

### Individual task

Ask the pupils to look at the drawings they did yesterday.

Ask, 'How many cars are there? How many balls? How many sticks?'

Tell them to write the correct number under each picture.

Tell them to use the number word flash cards if they need help.



# Read and write numbers to ten

## Learning outcomes

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

Blend sounds to read words.

Read and write number words up to ten.

## Teaching aids

### Before the lesson:

Have ready enough alphabet letters for each pair of pupils.

Find flash cards with the number words from six to ten and 40 counters for each group.

Copy the following 6—10 missing letter words on to a large piece of paper for each group:

6 s \_ \_

7 \_ \_ v \_ n

8 ei \_ \_ \_

9 n \_ n \_

10 t \_ n

## Letters and sounds

### Whole class teaching

Say the letters of the alphabet.

Write 'ot' on the chalkboard.

Ask the pupils to sound it out and say it with you.

Put 'p' in front of it and say 'p-ot is pot'.

Do this again with other letters, eg: 'n', 'h', 'g', 'l'.

Ask pairs of pupils to make 'ot' with their letters.

Tell them to choose a letter to go in front of 'ot' to make a word.

Tell them to write the word in their exercise books.

Ask them to repeat this with the letters, n, h, g and l and read the words to their partner.

10  
minutes

Song

25  
minutes

10  
minutes

Game

## Introduction

### Whole class teaching

Write the words for the numbers one to five on the chalkboard.

Sing 'Five little ducks' with the class.

Choose pupils to name the numbers mentioned in the song.

Flash the number word cards for 6—10 at random and ask the pupils to read them.

Flash the cards again and ask the pupils to hold up the correct number of fingers for each card you show.

## Main activity

### Group task

Place the number word cards for 6—10 in random order in front of each group and give them the counters.

Ask them to read the number words and place the correct number of counters by each flash card.

When they have finished, let them go round to see what other groups have done.

Give each group the paper with the missing letter words.

Ask them to write in the missing letters to make the number words.

Ask each group to hold up their paper and check that they are correct.

## Plenary

### Whole class teaching

Place a set of the number cards 6—10 in different places on the ground outside.

Call out a number from 6—10 and tell the pupils to run and stand by the matching number card.

The last pupil to reach the card is out.

Anyone standing by the wrong number is out.

Repeat with the other numbers until most of the pupils are out.

# Making sentences with number words

## Learning outcomes

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

Start blending sounds to read words.

Write sentences with number words.

## Teaching aids

### Before the lesson:

Make sure there are enough alphabet letters for each pair of pupils.

Have ready a set of number cards 1—10 and number word cards 1—10 for each group.

Write the following word list on the chalkboard: 'cat', 'can', 'man', 'map', 'mop', 'top', 'tap', 'cap', 'cat'.

## Letters and sounds

### Whole class teaching

Say the letters of the alphabet and ask the pupils to say the sounds.

In pairs, ask the pupils to get out their alphabet cards.

Play 'Full circle' using the list on the chalkboard.

10  
minutes

Game

## Introduction

### Group task

Place the set of number word cards and number cards face down in random order in front of each group.

Ask a pupil to turn over one number card and one number word card and look at them.

If the word number is the same as the number card, the pupil keeps the cards.

Continue around the group until all the cards have been taken.

25  
minutes

## Main activity

### Whole class teaching

Choose a pupil to come and draw two hens.

Write on the chalkboard, 'There are two hens'.

Ask them to read the sentence with you.

Ask, 'What is the job of the letter "s" on the end of this word?'

10  
minutes

Game

## Plenary

### Whole class teaching

Place a set of the number word cards 1—10 in different places on the ground outside.

Call out a number from 1—10 and tell the pupils to run and stand by the matching number card.

The last pupil to reach the card is out.

Anyone standing by the wrong number is out.

Repeat with the other numbers until most of the pupils are out.

# Questions about numbers

## Learning outcomes

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

Start using sounds to spell words.

Ask and answer simple questions about numbers.

## Teaching aids

### Before the lesson:

Write the 'One to ten' rhyme on the chalkboard.

Have ready 10 pieces of string for each group.

Shuffle each group's sets of number and number word cards.

Read Macmillan New Primary English 1, page 39.

## Letters and sounds

### Whole class teaching

Show the letters of the alphabet and ask the pupils to say the sounds.

Draw a sound grid on the chalkboard.

Say 'rat' and ask the pupils to say the sounds.

Choose three pupils to come and write the sounds in the grid.

Repeat with 'pin', 'sun', 'net' and 'pot'.

Draw a picture of a cat in a hat on the chalkboard.

Ask the pupils to tell you what they can see in the picture.

Dictate 'a cat in a hat' and ask them to write it in their exercise books.

10  
minutes

25  
minutes

Macmillan New  
Primary English 1

10  
minutes

Rhyme

## Introduction

### Group task

Ask pupils to help you write the number words from one to ten on the chalkboard.

Give each group the set of 1—10 number and number word flash cards.

Ask them to use the pieces of string to connect the number to the correct word.

Ask them to count the number of letters in each number word.

## Main activity

### Whole class teaching

Ask the pupils to look at Macmillan New Primary English 1, page 39.

Read and explain it to the class.

Remind the pupils that when there is more than one they add an 's' at the end of the word.

Hold up three pens and ask, 'How many pens are there?'

Tell them to reply 'There are three pens'.

Write 'There are' on the chalkboard and repeat with different numbers and different objects.

## Plenary

### Whole class teaching

Say the 'One to ten' rhyme together.

Ask the pupils to draw a picture of some objects, eg: books.

Tell them to draw between 2 and 10 objects.

Ask them to write 'How many \_\_\_ are there?' in their exercise book.

Tell them to give their exercise book to their partner.

Tell them to write the answer in their partner's book, eg: 'There are four books.'

Choose some pairs to read their questions and answers.

Week  
29  
Stories

## Letters/sounds

## Words/phrases

## Assessment

### 'Tricky words'

no  
go  
into  
was  
you  
they  
all  
are  
my  
her

sells  
buys  
market  
yam  
pineapple  
bananas  
beans  
rice  
woman  
baby

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.



# At the market

## Learning outcomes

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

Read some tricky words.

Say sentences about a picture.

## Teaching aids

### Before the lesson:

Write 'no', 'go' and 'to' on flash cards.

Write the first five key words on flash cards for each group.

Look at the picture in Macmillan New Primary English 1, page 21.

## Letters and sounds

### Whole class teaching

Explain to the class that they are going to look at words that are tricky to sound out.

Display 'no', 'go' and 'to' and read them to the class.

Write 'I went to the top of the hill' on the chalkboard.

Read it then point to 'to' and explain that the 'o' in 'to' does not have the same sound as the 'o' in dog.

Read the sentence with the pupils several times.

Repeat with 'I go to the log hut' and 'There is no lid on the pan'.

10  
minutes

## Introduction

### Whole class teaching

Ask pupils to think about when they go to the market.

Ask them to talk about what they see.

Ask them what they buy.

25  
minutes

Macmillan New  
Primary English 1

## Main activity

### Group task

Give each group the key word flash cards.

Explain each word and ask the groups to find and hold up the correct flash card.

Ask them to put the words into sentences.

Ask each group to say their sentences.

Write some of their sentences on the chalkboard and ask the class to read them with you.

10  
minutes

## Plenary

### Whole class teaching

Choose some pairs to share their role plays with the class.

# The market story

## Learning outcomes

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

Read some tricky words.

Retell a simple story.

## Teaching aids

### Before the lesson:

Have the tricky words from yesterday and write 'was', 'you' and 'they' on new flash cards.

Copy the 'Market' story on to the chalkboard and keep it on display for the rest of the week.

Write the last five key words on flash cards for each group and have the key word cards from yesterday.

## Letters and sounds

### Whole class teaching

Flash the cards 'no', 'go' and 'into'.

Write 'A man was sad' and read it, pointing to each word.

Write 'was' on the chalkboard and sound it out.

Discuss the tricky bit of the word where the letters do not match the sound, ie: the 'a' in 'was' does not have the same sound as the 'a' in 'man'.

Read the sentence with the pupils several times.

Repeat with 'You need a pen'.

Repeat with, 'They run from the dog'.

Display the words and ask the pupils to read them without sounding them out.

10  
minutes

## Introduction

### Whole class teaching

Give each group the last five key word flash cards.

Explain each word and ask the groups to hold up the correct flash card.

Ask the pupils to put each word in a sentence.

Write their sentences on the chalkboard and ask the class to read them with you.

25  
minutes

Story

## Main activity

### Group task

Give each group the key words from yesterday so they have all 10 now.

Ask the pupils to practise reading them in their groups.

Choose groups to read some of the words to the class.

Read the 'Market' story and explain it to the class.

Choose some pupils to help you role play the story as you read it again.

10  
minutes

## Plenary

### Group task

Ask pupils from each group to hold up their pictures and talk about the story.

Tell the class to listen carefully and say if the groups miss out any parts of the story.

## Questions and answers

### Learning outcomes

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

Read some tricky words.

Read and answer questions about  
a story.

### Teaching aids

#### Before the lesson:

Have two sets of this week's key  
word flash cards for each group.

Make separate flash cards  
for each group containing the  
questions and answers about  
the 'Market' story from the  
introduction.

### Letters and sounds

#### Whole class teaching

Flash the tricky words, display  
the word cards and read them  
to the class.

Write 'All fish can swim' on the  
chalkboard.

Read it, pointing to each word,  
then point to 'all' and read it again.

Write 'all' on the chalkboard and  
sound it out.

Discuss the tricky bit, ie: the  
'a' in 'all' does not have the same  
sound as the 'a' in 'man'.

Read the sentence with the pupils  
several times.

Repeat with 'Fish are in a dish'.

Display the tricky words and ask  
the pupils to read them without  
sounding them out.

10  
minutes

Game

## Introduction

### Group task

Shuffle each group's sets of key word flash cards and place them face down in front of the group.

Ask a pupil to turn over two cards and read them.

If the cards are the same, tell the pupil to keep them.

Continue around the group until all the matching cards have been taken.

25  
minutes

Story

## Main activity

### Group task

Ask if anyone can remember the 'Market' story.

Read it again and choose pupils to help you role play the story.

Give each group the questions and answers for the story.

Shuffle the answers for each group.

Write '?' on the chalkboard and tell the pupils that this is used at the end of a question sentence.

10  
minutes

## Plenary

### Whole class teaching

Ask the pupils to choose one of the answer cards and write it in their exercise books.

Tell them to draw a picture to explain it.

Ask them to find the questions on the cards.

Tell the pupils to read the questions with you.

Tell them to read the other cards carefully. They are the answers.

Explain that they have to find the answer to each question.

Tell them to place each answer card next to the correct question card.

Ask each group to read one of their questions and answers and ask the others if they are correct.

# Role play

## Learning outcomes

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

Read tricky words in sentences.

Act out a simple story.

## Teaching aids

### Before the lesson:

Write the following 'tricky word sentences' on flash cards. Cut each sentence into words and mix them up: 'You need a pen', 'They ran from the dog', 'A man was sad'.

Have ready two sets of the key word flash cards for each group.

Set up a market stall with cartons, tins and some real food.

## Letters and sounds

### Group task

Flash the tricky words learned so far.

Give each group the words for a tricky word sentence.

Ask the pupils to put the words in the correct order to make sense.

Tell them to copy the sentence into their exercise books and draw a picture to explain the meaning.

Tell the groups to read their sentence to the class and check they make sense.

If there is time, swap the sentence cards around the groups and repeat.

10  
minutes

Game

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Shuffle each group's two sets of key word flash cards and place them face down in front of the group.

Ask a pupil to turn over two cards and read them.

If the cards are the same, tell the pupil to keep them.

Continue around the group until all the cards have been taken.

## Main activity

### Whole class teaching

Tell the pupils they are going to make up their own market story.

Tell them the classroom is now a market. Make sure there is space to walk around.

Choose about six pupils to be 'buyers'.

Ask them to think who they are shopping for and what they are going to buy.

Tell them to greet one another and talk about what they are doing in the market.

Tell the other pairs they are 'sellers'.

Tell them to choose an item from the market stall to sell.

Ask them to think about what they are selling.

Tell them to shout out, 'Come and buy my \_\_\_\_.'

Tell the 'buyers' to walk around and visit all the 'sellers'.

Tell the 'sellers' to ask them, 'What do you want to buy?'

Tell the 'buyers' to ask what they want and the 'sellers' to tell them if they are selling it.

Encourage all the pupils to say something.

## Plenary

### Whole class teaching

Ask the 'buyers' if they were able to find what they wanted.

Ask the 'sellers' if they sold anything.



# At the market

## Learning outcomes

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

Read tricky words without sounding them out.

Write a story about a market.

## Teaching aids

### Before the lesson:

Have ready the tricky word flash cards learned so far and write 'my' and 'her' on flash cards.

Have ready the market stall from yesterday.

## Letters and sounds

### Whole class teaching

Flash the tricky words learned so far.

Write 'My pen is in my bag' on the chalkboard.

Read it, point to 'my' and explain that the 'y' in 'my' does not have the same sound as the 'y' in 'yam'.

Read the sentence with them a few times.

Repeat with, 'Chinelo put her pen in her bag'.

Display the words and ask the pupils to read them without sounding them out.

10  
minutes

## Introduction

### Whole class teaching

Flash the key words and tell the pupils to read them with you.

Ask them to say some of the things they bought at the market in the role play yesterday.

Write these words on the chalkboard.

Ask the pupils if anything has ever happened to them at a market, eg: did they get lost? Did someone give them a sweet? Did someone drop the food?

25  
minutes

## Main activity

### Individual task

Tell the pupils they are going to write their own story about the market.

Write 'I am at the market.' on the chalkboard.

Ask the pupils to copy this carefully in their exercise books.

Ask them to write sentences about what they are buying and who they see.

Tell them to try to write about something that happens.

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to read their stories to the class.

Ask the class to ask questions about the stories.



Week  
30  
Stories



**Letters/sounds**

**Words/phrases**

**Assessment**

**'Tricky words'**

**I  
the  
no  
go  
into  
was  
you  
they  
all  
are  
my  
her**

**Ali  
Simbi  
Sani  
Tunde  
tree  
house  
cow  
chair  
mummy  
daddy**

**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.**

# Ali at home

## Learning outcomes

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

Read and write the word 'I'.

Listen to a story and predict the ending.

## Teaching aids

### Before the lesson:

Have the tricky word flash cards from last week and write 'I' on a large flash card.

Write the story 'Ali at home' on the chalkboard.

## Letters and sounds

### Whole class teaching

Flash the tricky word cards.

Write 'I can run. I can hop.' on the chalkboard.

Read the sentences and do some actions to explain them.

Display the 'I' card.

Explain that **I** is an important word, is written with a capital 'I' and has a different sound from 'i' in words like 'it', 'sit' and 'big'.

Ask the pupils to read the sentences and do the actions with you.

Ask them what else they can do and write their answers like this, eg: 'I can jump.'

In pairs, ask them to draw a picture of something they can do.

Write underneath it, 'I can \_\_\_\_.'

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to think about what their family does at home.

Ask them what they do at home.

Ask them what their mummy does at home.

Ask them what their daddy does at home.

Read the story 'Ali at home'.

## Main activity

### Group task

Ask the pupils to discuss what might happen to Ali if he falls, eg: he might hurt his leg and have to go to the hospital.

Ask them to discuss what Ali might do to stop himself falling, eg: he might shout and ask Simbi to pick up the chair or he might jump down.

Tell them they have to decide what happens at the end of the story.

In groups of six, ask them to role play what happens to Ali.

Tell the groups to share their role plays with the rest of the class.

Ask each group what they think Ali's daddy and mummy will do and say.

## Plenary

### Whole class teaching

Write 'Ali will fall' and 'Ali will not fall' on the chalkboard.

Ask the pupils to choose one of the sentences and copy it in their exercise books.

Tell them to draw a picture to show what they think happens at the end of the story.

# Writing sentences

## Learning outcomes

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

Read and write the word 'the'.

Write simple sentences.

## Teaching aids

### Before the lesson:

Have ready all the tricky words taught so far.

Write the story 'Ali at home' on the chalkboard.

Write the first five key words on flash cards for each group.

## Letters and sounds

### Whole class teaching

Flash the tricky word cards.

Write ' \_\_\_ snake is in \_\_\_ grass.' on the chalkboard.

Ask the pupils, 'What are the missing words?'

Explain that **the** is a tricky word because the 'e' has a different sound from 'e' in 'net'.

Write 'The \_\_\_ is in the \_\_\_.'

Ask the pupils to think of some words to put in the gaps, eg: 'The yam is in the pan'.

Take about six suggestions and write them on the chalkboard.

In pairs, ask the pupils to copy the sentence with the blanks and put in their own words.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Group task

Read the story 'Ali at home' to the pupils again.

Give each group the first five key word flash cards.

Read and explain each one.

Say each word and ask the groups to find and hold up the correct flash card.

## Main activity

### Group task

Write 'swinging', 'eating', 'sitting' and 'pushing' on the chalkboard.

Read and explain the words.

Tell the pupils to use the words to answer these questions:

'What is Ali doing?'

'What is Ali's mummy doing?'

'What is Ali's daddy doing?'  
and

'What is Tunde doing?'

Give them time to discuss each question then ask each group to say their answer, eg: 'Ali is swinging.'

## Plenary

### Pair task

Ask the pupils to discuss what they would like to do if they were at Ali's home.

Choose some pairs to say their ideas.

Ask them to discuss some of the things they do in their own home.

Choose some different pairs to say their ideas.



# What are they saying?

## Learning outcomes

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

Spell some tricky words.

Write simple speech.

## Teaching aids

### Before the lesson:

Make large flash cards of the words 'no', 'go', 'I' and 'the'.

Read the instructions for spelling tricky words.

Write the last five key words on flash cards for each group.

## Letters and sounds

### Whole class teaching

Say some letter sounds at random and ask the pupils to say the letter names.

Tell them you are going to teach them an easy way to learn to spell tricky words.

Hold up the 'no' card.

Tell the pupils to **look** at it carefully.

**Say** it with them five times. **Air write** it five times.

**Hide** the card and ask the pupils to **write** it in their exercise books.

**Show** them the card and ask them to check their answer.

If they are wrong, they can change it.

Repeat with the other words.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Read the story 'Ali at home' to the pupils again.

Give each group the last five key word flash cards.

Read and explain each one.

Say each word and ask the groups to find and hold up the correct flash card.

## Main activity

### Pair task

Write 'Tunde' and 'Sani' on the chalkboard and draw speech bubbles by their names, as shown below.

Ask the pupils to discuss what Tunde and Sani are saying to each other.

Suggest they may be talking about school, football or their family.

Ask the pairs to role play what Tunde and Sani are saying.

Choose pairs to show their role play to the class.

Write some of the things they say in the speech bubbles.

Ask the pupils to choose two people in the story and draw them in their exercise books.

Tell the pupils to write their names and some of the things they are saying.

Tell them to draw a speech bubble around the words they say.

## Plenary

### Whole class teaching

Choose some pupils to read their speech to the class.

Ask the class how they could continue it, ie: 'What did he say next?'



Tunde



Sani

# At break time

## Learning outcomes

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

Spell some tricky words.

Role play ideas for a story.

## Teaching aids

### Before the lesson:

Make large flash cards of 'into', 'was', 'you' and 'they'.

## Letters and sounds

### Whole class teaching

Say some sounds and ask the pupils to say the letter names.

Tell them you are going to use the easy way to learn to spell some more tricky words.

Hold up the 'into' card.

Tell them to **look** at it carefully.

**Say** it with them five times. **Air write** it five times.

**Hide** the card and ask the pupils to **write** the word in their exercise books.

**Show** them the card and ask them to check their answer.

If they are wrong, they can change it.

Repeat with the other words.

10  
minutes

## Introduction

### Whole class teaching

Tell the class they are going to create their own story called 'At break time'.

Ask them to discuss in their local language what sorts of things they like to do at break time.

Ask them to say some of the games they play.

Write their ideas on the chalkboard.

25  
minutes

## Main activity

### Group task

Take the pupils outside and put them into small groups.

Give each group an activity to role play, eg: eating, talking to friends, playing football.

Tell them to decide what they are going to do and what they are going to say.

Give them time to practise their role play.

Ask each group to do their role play for the class to watch.

Encourage the class to ask each group questions, eg: 'What are you eating? What did she say next? What games are you playing?'

10  
minutes

## Plenary

### Whole class teaching

Ask some pairs to show their drawings to the class and explain them.

Lesson  
title

# Writing a story

15  
minutes

Tricky words

## Learning outcomes

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

Use the easy method to learn to spell words.

Write a short story.

## Teaching aids

### Before the lesson:

Make large flash cards for the words 'all', 'are', 'my' and 'her'.

## Letters and sounds

### Whole class teaching

Say some letter sounds and ask the pupils to say the names.

Show the pupils the flash cards and read them.

Use the easy method to learn these new tricky spellings.

Say, 'The dog was in her shop' and ask the pupils to write it in their exercise books.

Read it again slowly and give them time to write it.

Repeat with 'I can go to the hut.'

10  
minutes

## Introduction

### Whole class teaching

Tell the pupils to look at their drawings from yesterday.

Ask the pupils what else happens at break time, eg: pupils are carrying bags for the teachers, some pupils are sweeping, women are making the breakfast.

25  
minutes

## Main activity

### Pair task

Tell the pupils to write 'At break time' in their exercise books.

Ask them to suggest ways to make break time more fun, eg: have swings and see-saws.

Tell them to add these new ideas to their drawing from yesterday.

Tell the pupils to draw four children in their exercise books and give them names.

10  
minutes

## Plenary

### Whole class teaching

Read some of the pupils' stories to the class.

Ask the pupils questions about the stories.

## Credits

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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.

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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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