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**Literacy  
lesson plans**  
Primary 1

**Term 3**  
Asking questions

**Weeks**  
21—25

Type of lesson plans/  
Grade

Term/  
Learning theme

# Literacy lesson plans

## Primary 1 Term 3

### ▶ Asking questions

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



## Introduction

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

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

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

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

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

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

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

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**Term 3**  
**Asking questions**

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**Weeks**  
**21—25**

# Introduction

## ▶ Asking questions

## Effective questioning in the classroom

Questioning is a very useful way to find out what pupils already know and whether they understand what they are learning. It is also a strategy to measure how successful your teaching is.

When you use questioning as part of your teaching, you are involving pupils in their learning, and giving them immediate feedback. This is a good way to develop motivation.

## Pupil participation

Ask pupils to discuss questions in pairs or small groups. This is a good way to get the whole class talking. It gives pupils the chance to explain their thinking.

Explain to your class that the question is for them to discuss in a pair or a group. Tell them they have 2—3 minutes to discuss it. Ask the question and walk around the class listening to the pupils talk. You can then ask further questions to extend their thinking or help their understanding.

## Thinking time

It is really important that when you ask pupils questions you count to 15 in your head before you choose someone to answer. This gives all pupils the chance to think of something to say, not just the ‘quick thinkers’.

When asking questions remember to choose pupils from different areas of the classroom – choose pupils who do not have their hand up and choose pupils whose understanding you want to check.

## Different questions

The main types of questions are ‘closed’ questions and ‘open’ questions. When you ask closed questions there will only be one answer, eg: ‘What is 3 x 4?’, ‘What colour is the dog in the story?’. It is easier to ask closed questions. An open question is one that has many answers, eg: ‘What do you think Musa likes doing on a Saturday?’ Asking open questions makes children think of different ideas.

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**Literacy**  
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# Introduction

▶ Songs, stories and games  
for the term

### 'or' song

Sit up or stand /  
Point to the sky  
or to the ground /  
Smile or frown /  
laugh or cry /  
run or walk /  
jump or hop.

### 'sh' story

Yusuf's sheep is hot. She goes to her shed. She gets stuck in a bush. She starts to cry. Yusuf is going to the shop. He sees his sheep. 'I will get you out. Hush, hush! Sh, sh, sh!', he says.

### Market poem

Good morning,  
market woman /  
What have you got to sell? /  
I've got some fruits and  
fresh green shoots /  
And plenty of rice as well.

### Market story

Mr Amedu and Lami are going to the market. Mrs Amedu is at home taking care of their baby. Lami is skipping to the market with her father.

At the market Lami buys a pineapple from a woman trader. She is carrying a baby on her back. Mr Amedu buys a tin of milk and a packet of sugar from another woman trader.

### Market playscript

Child: Good morning.  
Market trader:  
Good morning.  
Child: Are you selling \_\_\_?  
Market woman:  
Yes I am selling \_\_\_ .  
Child: How much do they cost?  
Market woman:  
They cost \_\_\_ Naira.  
Child: Here is the money.  
Market woman: Thank you.

### 'ch' mime

Tap your chin!  
Chop the wood!  
Ch, ch, ch!

### 'ow' story

Omar takes the brown cow to town. The brown cow is sitting down. Omar starts to frown. He cannot make her stand up. He says, 'Please cow, get up now.' The cow does not move. Omar pulls the cow's tail. The cow jumps up and falls on top of Omar. 'Ow, ow, ow', he cries.



### The football dog story

Musa and Sabo are playing football. Musa is kicking the ball into the penalty box.

Sabo is heading the ball and pushes him over. The referee is blowing his whistle. He is throwing the ball to Musa. Musa is putting the ball on the white spot to take a penalty.

A dog is running on to the pitch, barking. It is running up to the ball and pushing it with its nose. The little dog is pushing the ball into the net.

'Goal!' Musa and his friends are laughing.

### Ali's family story

Monday

Hello! My name is Ali. My parents are Mr and Mrs Jamila. I have two brothers and two sisters.

It is Monday morning. We are getting ready for school. My baby brother is crying. My senior brother is brushing his teeth. My junior sister is washing her face. My older sister is reading her school books. I am cutting vegetables. My mother is cooking breakfast. My father is eating his breakfast.

Saturday

It is Saturday afternoon. We are in the field. My grandmother is talking to my mother. My father is talking to my grandfather. My auntie is eating her biscuit. My uncle is drinking his water. My cousin is playing football with my brothers and sisters in the field.

### What is in the box? game

Write words on flash cards.

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

Put the pictures or objects in a box.

Hold up one of the flash cards.

Read the word, sounding it out carefully.

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

## Sound bingo game

Write 'or', 'born', 'torn', 'corn', 'worn', 'sort', 'port', 'cork' and 'fork' on the chalkboard and make a set of flash cards of these words for each group.

Give each group a set of cards.

Say one of the 'or' words and ask the pupils to find the correct card.

Take the card from the first group to hold it up.

Continue until one group has no cards left.

Tell them to shout 'Bingo!'.

Declare that group the winners.

Use this game to learn other sounds. Write the words on the chalkboard and make sets of the words for each group. Eg: for the 'ow' sound write, 'cow', 'how', 'now', 'owl', 'down', 'town', 'clown', 'frown', 'brown' on the chalkboard and make a set of these words for each group.



Week  
21  
Going to the market

## Letters/sounds

'or'  
or  
born  
torn  
corn  
worn  
sort  
port  
cork  
fork  
sore  
core  
more

## Words/phrases

market  
yam  
buying  
paying  
selling  
fish  
rice  
man  
woman  
beans  
stall  
hen  
baby  
drinks  
car

## 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.**

# In the market

## Learning outcomes

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

Say the sound 'or'.

Say the words for things they can see at a market.

## Teaching aids

### Before the lesson:

Have ready the 'or' flash cards.

Write the 'or' song on the chalkboard.

Write the 'Market' poem on the chalkboard (you will use this all week).

Make market flash cards with matching picture cards: 'market', 'yam', 'buying', 'paying', 'selling', 'fish', 'rice', 'woman', 'beans', 'stall', 'hen', 'baby', 'man', 'drinks', 'car'.

## Letters and sounds

### Whole class teaching

Flash the 'or' revision cards.

Write 'or' on the chalkboard.

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

Gather the pupils in a circle around you.

Read the song, pointing to the word 'or'.

Explain the meaning of the song by doing actions with the pupils.

Ask the pupils to draw a happy face and a sad face in their exercise books.

Tell them to write 'or' in big writing between the faces.

Tell them to say a sentence about the pictures, eg: 'I can be sad or happy'.

10  
minutes

Poem

25  
minutes

Macmillan New  
Primary English 1

10  
minutes

## Introduction

### Whole class teaching

Say the 'Market' poem with the pupils.

Explain it to them.

Ask them, 'Do you go to the market?' and 'What do you see at the market?'

## Main activity

### Pair task

Ask the pupils to open Macmillan New Primary English 1, page 21 and look carefully at the picture.

Tell pairs to ask each other questions about the picture.

Ask them what they can see in the picture.

Write their words on the chalkboard.

Show the flash cards and say each word three times to the class.

Point to the matching picture or object as you say the word.

## Plenary

### Whole class teaching

Ask each pupil to show their picture to the class.

Write their ideas on the chalkboard so you have a 'shopping list'.

# Buying and selling

## Learning outcomes

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

Read words with the 'or' sound.

Say simple sentences about a market.

## Teaching aids

### Before the lesson:

Read the instructions for 'Sound bingo' and 'What is in the box?'

Write: 'or', 'born', 'torn', 'corn', 'worn', 'sort', 'port', 'cork', 'fork' on the chalkboard and make a set of flash cards of these words for each group.

Write 'or' in large letters on a flash card.

Have ready the 'Market' flash cards and pictures of market food for each group.

## Letters and sounds

### Whole class teaching

Flash the 'or' revision cards.

Flash the 'or' card and say the sound with the pupils.

Act out the 'or' song with them.

Read the 'or' words and use the pictures to explain their meaning.

Ask some pupils to come and point to the 'or' sound in each word.

Play 'Sound bingo'.

10  
minutes

25  
minutes

Macmillan New  
Primary English 1

10  
minutes

Game

## Introduction

### Whole class teaching

Arrange the pupils in a circle.

Pass one of the picture cards to a pupil and tell him or her to say the name, eg: banana.

Tell them to pass it to the next pupil to say the name.

Repeat until everyone has had a turn.

Do the same with the other pictures.

Repeat until everyone has had a turn with all the pictures.

## Main activity

### Group task

Tell the pupils to look at Macmillan New Primary English 1, page 21 and talk about the picture.

Show the market flash cards to the pupils.

Say the words carefully and ask the pupils to repeat them several times.

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

Say one of the words and ask them to hold up the correct flash card and picture card and say it.

## Plenary

### Whole class teaching

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

Explain the meaning of the words 'selling' and 'buying'.

Choose one pupil in each group to be the 'seller'.

Tell the seller to hold up a picture card and say, 'I am selling \_\_\_\_.'

Tell the group to reply, 'I am buying \_\_\_\_.'

Swap roles until everyone has had a turn at being the 'seller'.



# Market sentences

## Learning outcomes

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

Read and spell words with the 'or' sound.

Read sentences about a market.

## Teaching aids

### Before the lesson:

Have ready the 'ee' flash cards from last week.

Make sure each pair has a set of alphabet cards/letters.

Write the 'or' words from Day 2 on the chalkboard.

Ensure the 'Market' poem is still on the chalkboard.

## Letters and sounds

### Whole class teaching

Flash the 'ee' revision cards.

Sound out the 'or' words with the pupils.

Count the sounds, eg: 'b-or-n' (3).

Write: 'sore, more, core' on the chalkboard.

Tell the pupils that 'ore' makes the same sound as 'or'.

Say: 's-ore has two sounds'.

Repeat for 'more' and 'core'.

Ask pairs to make some of the 'or' words with their cards.

Tell them to sound out and say the word they have made.

Share some pupils' words with the rest of the class.

10  
minutes | Poem

25  
minutes | Macmillan New  
Primary English 1

10  
minutes

## Introduction

### Whole class teaching

Read the 'Market' poem to the class.

Read it line by line and ask the pupils to repeat each line with you.

Ask them to role play the poem in pairs.

Choose some pairs to show their role play to the class.

## Main activity

### Whole class teaching

Tell the pupils to look at the picture in Macmillan New Primary English 1, page 21.

Ask them to say what they can see.

Write the following market sentences on the chalkboard:

'The woman trader is selling corn.'

'The boy is buying some corn.'

'The lady is carrying mangoes on her tray.'

## Plenary

### Whole class teaching

Ask one or two pupils to show their pictures and read their sentences to the rest of the class.

Read the sentences to the class and point to each word as you read it.

Ask the pupils to point to the correct parts of the picture as you say each sentence.

Ask them to read the sentences with you. Point to each word as they say it.

Ask pairs of pupils to role play the sentences for the class so they all understand the meaning.

Ask the pupils to copy one of the sentences and draw a picture to explain it.

# Market sentences

## Learning outcomes

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

Read sentences containing words with the sound 'or'.

Write simple sentences about a market.

## Teaching aids

### Before the lesson:

Have ready the 'ee' flash cards and write the 'or' words on the chalkboard.

Ensure the 'Market' poem is still on the chalkboard and have the 'Market' flash cards ready.

Have ready two large pieces of paper for each group.

Write the following 'or' sentences on flash cards: 'Habiba has torn her dress.', 'A baby is born.', 'Aliyu eats with a fork.', 'Asabe has a sore leg.'

## Letters and sounds

### Group task

Flash the 'ee' revision cards.

Sing the 'or' song with the pupils.

Read the 'or' words with them.

Ask some pupils to sound out the words.

Hold up the sentence cards.

Read and explain the sentences in the pupils' local language.

Give groups of pupils a sentence card each.

Ask each group to read their card and draw a picture of it on a large piece of paper.

Choose someone from each group to read their sentence and show their picture.

10  
minutes | Poem

25  
minutes | Macmillan New  
Primary English 1

10  
minutes

## Introduction

### Whole class teaching

Say the 'Market' poem with the pupils.

Ask them to tell you what they can buy at the market.

Write a 'shopping list' of their ideas on the chalkboard.

## Main activity

### Whole class teaching

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

Ask, 'What is the woman selling?' and, 'What is the boy buying?'

Show them the market flash cards and picture cards.

Choose pupils to name each card, one by one.

### Group task

Give each group a large piece of paper.

Ask the pupils to draw a picture of someone selling and someone buying in the market.

Ask the pupils to finish the following sentences and write them underneath their pictures:  
'She is selling \_\_\_\_.'  
'She is buying \_\_\_\_.'

## Plenary

### Group task

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

# Market story

## Learning outcomes

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

Read and spell words with the 'or' sound.

Act out a story about a market.

## Teaching aids

### Before the lesson:

Have ready the 'ee' flash cards, the 'or' sentence cards and the 'or' pictures the pupils drew yesterday.

Write the 'or' words on the chalkboard.

Ensure the 'Market' poem is still on the chalkboard.

Write the 'Market' story on the chalkboard.

## Letters and sounds

### Whole class teaching

Flash the 'ee' revision cards.

Read the 'or' words with the pupils, sounding them out carefully.

Look at the pictures from yesterday and ask the pupils to read the sentences that go with them.

Read five of the 'or' words slowly and ask the pupils to try to write them in their exercise books.

Sound out each word carefully.

Say, 'corn' and ask them to sound it out: 'c-or-n'.

Repeat with 'lord'.

Dictate, 'A lord had corn.' and ask the pupils to write it in their exercise books.

10  
minutes

Poem

## Introduction

### Whole class teaching

Read the 'Market' poem to the pupils.

Help them say it line by line.

Ask them to practise saying the poem in pairs.

25  
minutes

Story

## Main activity

### Whole class teaching

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

Ask the pupils the following questions about the story:

'Who is at the market with Lami?'

'What is Lami buying?'

'Who is selling the pineapple?'

'What is Mr Amedu buying?'

10  
minutes

## Plenary

### Group task

Ask each group to role play being at a market.

Tell some pupils to be sellers and some to be buyers.

Ask the pupils to say what they are buying and selling.



Week  
22  
Going to the market

## Letters/sounds

## Words/phrases

## Assessment

**'ow'**  
cow  
how  
now  
owl  
down  
town  
clown  
frown  
brown

my  
stall  
yams  
banana  
beans  
rice  
bowl  
garri  
orange  
pineapple  
buying  
selling  
jumping  
hopping  
skipping  
running  
walking  
eating  
looking

**Where are you going?**

**What are you doing?**

**I am at the market**

**I am eating my**

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



# Are you selling?

## Learning outcomes

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

Recognise the 'ow' sound in words.

Ask and answer the question, 'Are you selling?'

## Teaching aids

### Before the lesson:

Have ready the 'or' flash cards and the 'Market' flash cards.

Write the 'ow' words on the chalkboard and draw pictures to explain their meaning.

Make a flash card with 'owl' on one side and draw an owl on the other.

Have ready 5 and 10 Naira notes to show the pupils.

Write the 'Market' playscript on the chalkboard.

## Letters and sounds

### Whole class teaching

Flash the 'or' cards to the class.

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

Tell the pupils to join in with you.

Show the owl card and ask the pupils to say 'ow-I is owl.'

Read the other 'ow' words with the pupils and explain their meaning.

Tell the pupils to sound the words out with you and count the sounds, eg: 'c-ow' (2), 'd-ow-n' (3).

Show the pupils how to write 'ow' in the air.

Tell them to write it on the ground and on a partner's back.

Ask them to write 'ow' in their exercise books. Check they form the letters correctly.

10  
minutes

## Introduction

### Whole class teaching

Quickly read through the market flash cards with the pupils.

Ask the pupils to stand in a circle.

Say,

'I am at the market.  
I am selling \_\_\_\_.'

(Name a market object.)

Ask them to take turns to repeat this sentence and say a different object.

Continue round the circle until everyone has said something they are selling.

25  
minutes

## Main activity

### Pair task

Show the pupils the Naira notes and ask them to say the numbers in English.

Ask them to say how much the items on the market flash cards might cost.

Read through the 'Market' playscript on the chalkboard and point to the words as you say them.

Ask the pupils to say what the missing words could be.

Tell the pairs that one will be the child and the other will be the market trader.

10  
minutes

## Plenary

### Pair task

Ask the pupils to draw what they have been buying and selling.

Ask them to try to write the number of Naira it cost underneath.

Lesson  
title

# I am walking to the market

15  
minutes

Story

**OW**

## Learning outcomes

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

Write the sound 'ow'.

Ask and answer the question  
'Where are you going?'

## Teaching aids

**Before the lesson:**

Write the 'ow' words on the  
chalkboard.

Write the 'ow' story on the  
chalkboard.

Have ready the market flash  
cards and write the market words  
on the chalkboard.

Find the alphabet letter flash cards.

## Letters and sounds

**Whole class teaching**

Flash the 'or' cards to the class.

Read the 'ow' words with the pupils.

Read the 'ow' story on the  
chalkboard, pointing to the words  
as you say them.

Ask some pupils to come and  
underline the words with 'ow'.

Read the story again and ask  
the pupils to shout 'ow' when they  
hear a word with 'ow'.

Ask them to draw a picture about  
the story.

Tell them to write 'ow' underneath  
the picture.

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils the question, 'Where are you going?'

Tell them to answer, 'I am going to the market.'

Ask the class to do some different actions, eg: skipping, walking, running, jumping, hopping.

Explain that instead of saying, 'I am **going** to the market' they can replace it with an action.

25  
minutes

## Main activity

### Pair task

Write 'I am skipping.' on the chalkboard.

Ask a pupil to perform the action.

Ask the pupils to draw a picture to show this action.

Repeat with:  
'I am walking.'  
'I am hopping.' and  
'I am running.'

Tell them to ask each other the question, 'Where are you going?'

Tell them to answer by completing the sentence 'I am \_\_\_ to the market.'

Tell them to use 'going' or another action word.

10  
minutes

## Plenary

### Group task

Write the words 'yam', 'sell' and 'run' on the chalkboard.

Ask the groups to make these words with their alphabet letters.

Ask them to sound out and read the words.

Ask them if they can make and read any other words.

# What are you doing?

## Learning outcomes

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

Read and write words with the sound 'ow'.

Ask and answer the question 'What are you doing?'

## Teaching aids

### Before the lesson:

Make a set of action word flash cards for each group: 'skipping', 'walking', 'running', 'jumping', 'hopping', 'selling', 'buying', 'eating', 'looking'.

Have ready a large piece of paper for each group, with the words 'What are you doing?' written at the top.

## Letters and sounds

### Whole class teaching

Flash the 'or' cards to the class.

Write 'ow' and ask the pupils to say the sound.

Tell them to write 'ow' in the air with you.

Write the following sentences on the chalkboard:

'The cow sat down.'

'The owl sat down.'

'The clown sat down.'

Ask the pupils to read the sentences and mime the different characters.

Say, 'cow, owl, clown' and ask the pupils to write them in their exercise books.

Tell the pupils to sound the words as they write them.

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils the question 'Where are you going?'

Ask them to answer using the words from Day 2 (skipping, walking, running, jumping, hopping), eg: 'I am walking to the market.'

Tell the pupils to think of some things they can do at the market, using the words they have learned during the week.

Write their ideas on the chalkboard so you have a list, eg: buying, selling, eating, looking.

25  
minutes

## Main activity

### Group task

Give each group an action word flash card and a large piece of paper.

Tell them to work together to complete the sentence 'I am \_\_\_ at the market.'

Ask them to use their flash card to complete the sentence.

Tell them to write the sentence near the top of their piece of paper.

Change the flash cards around the groups.

10  
minutes

## Plenary

### Pair task

Tell the pairs to ask each other the question, 'What are you doing?'

Tell them to answer by completing the sentence 'I am \_\_\_ at the market.'

Choose some pairs to act out their sentence for the class.

# I am eating my \_\_\_\_\_

## Learning outcomes

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

Read words with the 'ow' sound.

Ask and answer the question 'What are you doing?', using the word 'my'.

## Teaching aids

### Before the lesson:

Write the 'ow' words on the chalkboard and have pictures or actions ready to explain them.

Read the instructions for 'Sound bingo'.

Make 'ow' cards for each group.

Write the sentence 'I am eating my \_\_\_\_\_' on the chalkboard.

## Letters and sounds

### Whole class teaching

Flash the 'or' cards.

Write 'ow' on the chalkboard.

Say the sound with the pupils.

Do a mime or point to a picture for one of the words.

Ask a pupil to come and point to the correct word.

Ask them to sound it out and read it.

Encourage them to blend the sounds together.

Divide the class into groups and play 'ow' sound bingo.

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to tell you the names of food they can buy at the market and write their ideas on the chalkboard to make a shopping list, eg: 'yams', 'banana', 'beans', 'rice', 'garri', 'orange', 'pineapple'.

Write 'my' on the chalkboard.

Explain that the word **my** tells us that it is something that **belongs to me**.

Ask the pupils the question 'What are you doing?'

Write 'I am eating my \_\_\_\_.'

25  
minutes

## Main activity

### Individual task

Ask the pupils to divide a page of their exercise book into four and draw a different piece of food from the shopping list in each section.

Go round the class as they are working and ask each pupil to say a sentence for each picture using the phrase 'I am eating my \_\_\_\_.'

Ask them to copy and complete the sentence underneath one picture, finding the word in the shopping the list.

10  
minutes

## Plenary

### Whole class teaching

Ask individual pupils, 'What are you doing?'  
Tell them to reply, 'I am eating my \_\_\_\_.'

Ask,  
'Where are you going?'  
Tell them to reply,  
'I am \_\_\_\_ to the market'.

Ask,  
'Are you selling \_\_\_\_?'  
Tell them to reply,  
'I am selling \_\_\_\_.'



# Sentences about the market

## Learning outcomes

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

Read and write words with the 'ow' sound.

Read and write a sentence about a market.

## Teaching aids

### Before the lesson:

Write the 'ow' words on the chalkboard.

Make sure each pair has a set of alphabet cards and a blank card.

Have ready the 'Market' flash cards with matching picture cards from last week and a ball.

## Letters and sounds

### Whole class teaching

Flash the 'or' cards.

Write 'ow' on the chalkboard.

Say the sound with the pupils.

Ask pupils to read the 'ow' words.

Count the number of sounds in each word eg: 'd-ow-n' (3), 'ow-l' (2).

Sound out some of the words and ask the pupils to say the word, eg: say 'b-r-ow-n' and ask if they can now say the word (brown).

Give each pair a blank card and ask them to write 'ow' on it.

Ask the pupils to use the alphabet cards and the 'ow' card to make some words and write them in their exercise books.

Ask some pairs to read out their words to the class.

10  
minutes

Game

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Stand all the pupils in a circle and give one pupil a ball.

Ask them to throw the ball to another pupil in the circle, asking the question, 'Where are you going?'

Ask the pupil who has caught the ball to answer, 'I am \_\_\_ to the market.'

Repeat for about five pupils then change the question to 'What are you doing?'

Continue until most pupils have had a turn.

## Main activity

### Pair task

Ask the pupils to read the market words with you.

Show the market pictures and choose pupils to match them to the words.

Ask each pair to look at the market pictures.

Ask,  
'What can you see?'

Tell the pupils to reply,  
'I can see \_\_\_.'

Tell them to complete the sentence using words from the market flash cards.

Ask them to draw a picture of a market.

## Plenary

### Pair task

Tell the pupils to take turns at buying and selling.

Ask one pupil to say,  
'Are you selling \_\_\_?'

Tell the partner to say,  
'Yes. I am selling \_\_\_.'

Choose pairs to share their role play with the class.

Week  
23  
Games we play

subject English

Topic: Bean techaan

Subject: all 60

in Hindi is a short pencil

he is a small animal

Topic: in Hindi

subject: English in Hindi

Topic: indicating sizes

This is a big basket.

This is a small basket.

This is a long pencil.

This is a short pencil.

## Letters/sounds

**'sh'**  
shop  
ship  
shed  
shell  
sheep  
bush  
fish  
cash  
bash  
hush  
rush

## Words/phrases

**whistle**  
**football**  
**shirt**  
**boots**  
**socks**  
**player**  
**field**  
**goal**  
**goalpost**  
**net**  
**team**  
**my**  
**your**  
**his**  
**her**  
**our**  
**their**

## 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.**

# Football

## Learning outcomes

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

Say the sound 'sh'.

Say some football words.

## Teaching aids

### Before the lesson:

Have ready the 'ow' flash cards from last week.

Write the 'sh' words on the chalkboard and read the 'sh' story.

Make football flash cards: 'whistle', 'football', 'shirt', 'boots', 'socks', 'player', 'field', 'goal', 'goalpost', 'net', 'team'. Make a set for each group.

Draw pictures or collect objects and pictures to explain the flash cards.

## Letters and sounds

### Whole class teaching

Flash the 'ow' cards to the class.

Write 'sh' on the chalkboard.

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

Emphasise the 'sh' as you sound out and read the words, eg: 'sh-ee-p, sheep' and 'b-u-sh, bush'.

Ask the pupils if they know any other sound that needs two letters, eg: ow, ee, oa.

Read the 'sh' story to the pupils in their own language.

Act out the story in pairs.

Make sure they say, 'sh, sh' loudly at the end.

10  
minutes

## Introduction

### Pair task

Ask pupils to talk to each other in their local language about the games they enjoy playing.

Write the names of any games they know on the chalkboard.

Tell them that during the week they are going to have a turn to teach the rest of the class how to play a game.

25  
minutes

## Main activity

### Group task

Ask the pupils to say something they know about football in their local language.

Show the pupils the football objects and pictures and ask them to tell you their names in their local language.

Show the football flash cards, with an object or picture for each word.

Read each word to the pupils and ask them to say it after you.

Repeat three times.

10  
minutes

## Plenary

### Whole class teaching

Ask each group to tell you some football words.

Give each group a set of flash cards.

Point to each football picture or object and ask each group to hold up the matching word flash card.

Ask each group to draw a large football and inside it write as many football words as they can, using the flash cards and the pictures or objects to help them.

# Football

## Learning outcomes

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

Read words containing the sound 'sh'.

Read some football words.

## Teaching aids

### Before the lesson:

Write the 'sh' story on the chalkboard.

Have ready a large piece of cardboard.

Have ready a set of football flash cards and objects or pictures to explain them.

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

## Letters and sounds

### Whole class teaching

Flash the 'ow' cards.

Write 'sh' on the chalkboard and say the sound with the pupils.

Write the following words on the chalkboard: 'need', 'bush', 'stuck', 'rush', 'shed', 'stick', 'shop', 'hot', 'hush'.

Ask some pupils to underline words with the 'sh' sound.

Choose some pupils to sound out these words and read them.

Read the 'sh' story to the pupils, pointing to the words as you read them.

Write 'sh' on the chalkboard.

Get the pupils to write 'sh' in the air, on the floor or on their backs.

Tell them to write 'sh' five times in their exercise books. Check they form the letters correctly.

10  
minutes

Game

## Introduction

### Whole class teaching

Ask the pupils if anyone can teach the rest of the class a game they enjoy playing with their friends.

Take them outside and play the game.

Write: 'I am playing \_\_\_\_.'  
(Write the name of the game on the large piece of cardboard.)

Ask the pupils to read it with you.

Display it in the classroom.

25  
minutes

Game

## Main activity

### Group task

Show the pupils the football pictures and objects.

Show the word flash cards and say the words as you point to the pictures.

Write the following, one at a time on the chalkboard, asking groups to guess the missing letter each time:  
'pla \_ er', 'w \_ istle',  
'\_ ield', 'goa \_', '\_ eam',  
'boo \_ s'.

Give the group that guesses the correct answer first a point.

The group that gets the most points is the winner.

Play 'What is in the box?' with the words and pictures.

10  
minutes

## Plenary

### Whole class teaching

Show the pupils the sentence on the cardboard, 'I am playing \_\_\_\_.'

Ask them to read it with you.

Write 'I am playing with my football.' on the chalkboard.

Ask the pupils to read it with you and write it in their exercise books.



# Your football

## Learning outcomes

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

Read and write words with the 'sh' sound.

Say 'my' and 'your' in sentences.

## Teaching aids

### Before the lesson:

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

Have ready the cardboard from yesterday.

Ensure there are enough sand trays for each pair.

Have ready a football for each group.

Have ready pictures or real football objects, eg: whistle, shirt, socks, net.

## Letters and sounds

### Whole class teaching

Flash the 'ow' cards.

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

Read the 'sh' words, pointing to the pictures or doing actions to show their meaning.

Sound out the words, eg: 'sh-i-p' and ask the pupils to say the word, ie: 'ship'.

Repeat with other 'sh' words.

Ask the pupils to tell you where 'sh' comes in each word (at the beginning or at the end).

Ask them to sound out the words carefully and count the sounds, eg: 'r-u-sh' (3), 'sh-ee-p' (3).

Ask pairs to take it in turns to write 'sheep' in the sand.

10  
minutes

Game

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Show the pupils the cardboard with 'I am playing \_\_\_\_' on it, from yesterday.

Ask them to read it with you.

Ask if anyone can teach the rest of the class a different game they enjoy playing.

Play the game outside.

Write 'I am playing \_\_\_\_.'  
(Write the name of the new game on the cardboard under the sentence you wrote yesterday.)

Ask the pupils to read the sentences with you.

## Main activity

### Group task

Take the pupils outside.

Ask them to stand in a circle and give one pupil a football.

Ask this pupil to play with it in the middle of the circle.

Ask, 'What are you doing?'

Tell the pupil to say, 'I am playing with **my** football.'

Ask other pupils to point and say, 'You are playing with **your** football.'

Repeat three times with different pupils.

Ask each group to stand in a circle and give them a ball.

## Plenary

### Individual task

Show the pupils the football objects and pictures.

Explain them in their local language.

Write the names of the objects on the chalkboard.

Ask pupils to help you by writing the first sound for each word.

# His and her football

## Learning outcomes

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

Write words with the 'sh' sound.

Say 'his' and 'her' in sentences.

## Teaching aids

### Before the lesson:

Place 'sh' word flash cards around the classroom.

Have ready the cardboard from yesterday.

Write the sentences in the main activity on the chalkboard and on sentence cards, one for each group.

Cut the last two sentences into separate words, one sentence set for each group.

## Letters and sounds

### Whole class teaching

Flash the 'ow' cards.

Write 'sh' on the chalkboard and say the sound with the pupils.

Ask if anyone can remember any 'sh' words and write their ideas on the chalkboard

Say a 'sh' word and ask a pupil to find the matching card and stand by it.

Repeat five times.

Write the following on the chalkboard and ask the pupils to copy them into their exercise books, putting in the missing 'sh' sound: 'fi \_ \_', '\_ \_ ip', '\_ \_ op', '\_ \_ eep', 'bu \_ \_'.

Tell the pupils to draw a picture to explain each word.

10  
minutes

Game

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Show the pupils the cardboard from yesterday and read the sentences with them.

Ask if anyone knows any other games they could teach the class.

Play the game outside.

Write 'I am playing \_\_\_\_.'  
(Write the name of the new game on the cardboard under the sentence you wrote yesterday.)

Ask the class to read the sentences with you.

## Main activity

### Group task

Read the first two sentences below to the pupils and ask them to read each after you:

'I am playing with my football.'

'You are playing with your football.'

'He is playing with his football.'

'She is playing with her football.'

Ask the pupils to show you what the sentences mean.

Read the next two sentences to the class.

Bring a girl and a boy to the front to explain their meaning.

Give each group a set of cut up football sentence cards.

Ask them to join the words together to form a sentence.

Ask two pupils from each group to show and read their sentence to the class.

Ask the pupils to copy the sentences into their exercise books.

Tell them to draw a boy if their sentence has 'his' in it and a girl if their sentence has 'her' in it.

## Plenary

### Whole class teaching

Hold up the flash cards of the football sentences and ask the pupils to read them with you.

# A simple story about football

## Learning outcomes

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

Read and write words with the 'sh' sound.

Tell a story using words about football.

## Teaching aids

### Before the lesson:

Make sure each pair of pupils has a set of alphabet cards and a blank flash card.

Read 'The football dog' story.

Have ready newspaper cuttings showing some football pictures, eg: showing kicking, heading and throwing.

## Letters and sounds

### Whole class teaching

Flash the 'ow' cards.

Write 'sh' on the chalkboard and say the sound with the pupils.

Ask pupils to give you words with the 'sh' sound.

Write them on the chalkboard, saying each sound as you do.

Choose some pupils to sound out the words and write them on the chalkboard.

Give each pair a blank card and ask them to write 'sh' on it.

Ask the pupils to use the alphabet cards and the 'sh' card to make some words and write them in their exercise books.

Ask the pairs to read out their words to the class.

10  
minutes

Game

## Introduction

### Whole class teaching

Show the pupils the cardboard from yesterday and read the sentences with them.

Ask if anyone knows any other game they can teach the class.

Play the game outside.

Write 'I am playing \_\_\_\_.'  
(Write the name of the new game on the cardboard under the sentence you wrote yesterday.)

Ask the pupils to read the sentences with you.

Ask them to say which game they like the best.

25  
minutes

Story

## Main activity

### Group task

Write the following football words on the chalkboard: 'whistle', 'football', 'shirt', 'socks', 'field', 'boots', 'footballer', 'goal', 'numbers', 'team'.

Read the words to the class and choose pupils to try and explain some of them.

Show the pupils the newspaper cuttings of football actions.

Ask the pupils to say what actions they can see.

Write the actions on the chalkboard, eg: kicking, heading, throwing.

10  
minutes

## Plenary

### Whole class teaching

Ask one or two pupils to show their football pictures and read their words and sentences to the class.

Read the story 'The football dog' and explain it in the pupils' language.

Ask the following questions in English:

'What is Musa doing?'

'What is Sabo doing?'

'What is the referee doing?'

'What is the dog doing?'

Choose groups to role play the story.

Ask pupils to draw an action picture about the story and write any football words and sentences they know to tell the story.



Week  
24  
My family

### Letters/sounds

**'ch'**  
chin  
chop  
chip  
such  
rich  
chilli  
chicken  
child

### Words/phrases

**brother**  
**sister**  
**father**  
**mother**  
**baby**  
**younger**  
**junior**  
**senior**  
**older**  
**crying**  
**washing**  
**sweeping**  
**cooking**  
**eating**  
**sitting**  
**chopping**  
**cleaning**  
**my**  
**his**  
**her**  
**your**

### 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.**



# Family names

## Learning outcomes

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

Say the sound 'ch'.

Say words for family members.

## Teaching aids

### Before the lesson:

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

Read the 'ch' mime.

Make a flash card with a chicken on one side and 'ch' on the other.

Make family flash cards:  
'junior brother', 'older sister',  
'senior brother', 'younger sister',  
'baby', 'father', 'mother'.

## Letters and sounds

### Whole class teaching

Flash the 'sh' cards from last week.

Write 'ch' on the chalkboard and say 'ch'.

Show the picture and ask the pupils what it is.

Turn the card over and tell them to say 'ch' with you.

Teach them the 'ch' mime.

Ask them to listen for the 'ch' words as you say the mime.

Sound out the 'ch' words on the chalkboard with the pupils.

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to tell you about the members of their family, in their local language.

Show the pupils the flash cards with the English names for family members.

Read and explain the words to the class.

Draw a picture of a mother on the chalkboard.

25  
minutes

## Main activity

### Whole class teaching

Ask the pupils to draw a picture of their family in their exercise books.

Move around the class and ask the pupils to tell you the English names of each family member.

Ask them if their brothers and sisters are older or younger than they are.

Read out the names of family members, eg: father, mother, sister, junior brother and ask pupils to point to that person if they have drawn them.

10  
minutes

## Plenary

### Pair task

Ask the pupils to show their picture to a partner and say sentences about their family members, eg: 'This is my mother.', 'This is my sister.'

Ask them to write some of these sentences in their exercise books.

# Talk about the family

## Learning outcomes

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

Say and write the sound 'ch'.

Use action words (verbs) to talk about the family.

## Teaching aids

### Before the lesson:

Write the 'ch' words on the chalkboard.

Write the following words **in a circle** on the chalkboard: 'chin', 'rain', 'fork', 'chicken', 'wish', 'chop', 'chip'.

Make sure there are enough sand trays for each pair.

Have ready the family flash cards from Day 1 and the following action flash cards: 'washing', 'sweeping', 'cooking', 'eating', 'chopping', 'cleaning', 'sitting', 'crying'.

## Letters and sounds

### Whole class teaching

Flash the 'sh' cards.

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

Get the pupils to write 'ch' in the air, on the floor or on their backs.

Point to the words in the circle and choose pupils to underline the words with the 'ch' sound.

Read the 'ch' words and explain their meaning.

Tell the pupils to sound the words out with you and count the sounds, eg: 'ch-i-n' (3), 'm-u-ch' (3).

Ask pairs to write 'ch' in the sand trays. Check they form their letters correctly.

10  
minutes

## Introduction

### Whole class teaching

Show the pupils the family flash cards and read them out together.

Choose pupils to draw family members on the chalkboard and say sentences about them, eg: 'This is my father.'

25  
minutes

## Main activity

### Pair task

Ask pairs to come out and mime something that a family member does in the home, eg: sweeping, cooking.

Ask the other pupils to guess what the action is (in their local language).

Write the following words on the chalkboard and show actions to explain their meaning: 'washing', 'sweeping', 'cooking', 'eating', 'chopping', 'cleaning', 'sitting', 'crying'.

10  
minutes

Game

## Plenary

### Whole class teaching

Tell the pupils they are going to play a game.

Tell them to look at the pictures they have drawn and the words they have written.

Place the action flash cards face down on the table.

Turn a card over and read out the word.

If the pupils have written that word, tell them to tick it in their book.

The first pupil to tick all four words is the winner.

Continue until all the flash cards have been read.

# Sentences about the family

## Learning outcomes

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

Read words with the 'ch' sound.

Say a sentence about their family using an action word (verb).

## Teaching aids

**Before the lesson:**

Write the 'ch' words on flash cards.

Write the following phrases on large flash cards: 'a rich man', 'a chicken', 'a child with a chilli', 'chop the wood'.

Have ready a large piece of paper for each pair.

Have ready all the action flash cards.

Have ready two blank flash cards for each pupil.

Write the family and action words on the chalkboard.

## Letters and sounds

**Whole class teaching**

Flash the 'sh' cards.

Write 'ch' on the chalkboard and say the sound with the pupils.

Hold up each flash card and tell the pupils to sound out the word and read it.

Role play to explain the meanings.

Choose pupils to come and point to the 'ch' sounds in the words.

Ask the pupils to read the phrases on the large flash cards with you.

Explain the meaning and read again.

Give each group a large flash card and piece of paper.

Tell them to draw a picture to explain the phrase on their card.

Let each group hold up their picture and the others guess what the phrase is.

10  
minutes

Game

## Introduction

### Whole class teaching

Quickly show the action flash cards and ask the class to read them.

Stand the pupils in a circle and put the family flash cards in the middle, face down.

Put the action cards in a different place in the middle of the circle.

Ask one pupil to come out, pick a family flash card and also an action flash card.

Ask them to read the cards and do the action as that person.

Tell them to ask the other pupils, 'What is \_\_\_ doing?' (Name the family member on the card.)

Choose a pupil in the circle to answer using a sentence, eg: 'Father is sitting'.

Ask the pupil in the middle of the circle to say whether the answer is correct and show their cards to the other pupils.

The pupil who gives the correct answer chooses the next cards.

Repeat so that everyone can have a turn.

25  
minutes

## Main activity

### Group task

Give each group two blank cards for each pupil in the group.

Ask each pupil to choose a family member and make a flash card with the name of the family member on one side and a picture of that person on the other side.

Tell them to try and make sure each pupil writes a different family member on their card.

When they have finished ask them to write an action word on their other card, in the same way.

Tell them to put their cards on the table so they can see the words.

Ask the pupils to take turns to choose a family card and an action card and answer the question, 'What is \_\_\_ doing?'

10  
minutes

## Plenary

### Group task

Ask each group to say a sentence using their flash cards, eg: 'The baby is crying.', 'Mother is eating.'

# Ali's family

## Learning outcomes

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

Read and write words with the 'ch' sound.

Read a family story in English.

## Teaching aids

### Before the lesson:

Place the 'ch' word flash cards around the room or outside.

Write the following words on the chalkboard: 'my', 'is'.

Read 'Ali's family' (Monday) and write it on the chalkboard. You will need this tomorrow as well.

Have ready the family and action flash cards the pupils made yesterday.

## Letters and sounds

### Whole class teaching

Flash the 'sh' cards.

Write 'ch' on the chalkboard and say the sound with the pupils.

Say all the 'ch' words one at a time.

Ask them to look for each matching word and stand by it.

Give each group a different phrase card from yesterday.

Ask them to write the phrase in their exercise books and draw a picture to explain it.

Ask each group to read their phrase to the class.

10  
minutes

## Introduction

### Group task

Ask the pupils to find the flash cards they made on Day 3.

Tell them to take it in turns to show each other the flash cards and read them.

Ask each group to choose two flash cards and use them to say one sentence to the rest of the class.

25  
minutes

Story

## Main activity

### Whole class teaching

Read 'Ali's family' (Monday) to the class.

Ask seven pupils to come to the front and pretend to be members of Ali's family.

As you read each sentence, ask pupils to tell the 'family members' what to do.

Repeat with seven different pupils, and tell them to do the actions as you read the sentence.

10  
minutes

Story

## Plenary

### Whole class teaching

Ask the pupils to help you read 'Ali's family' (Monday).

### Group task

Ask the groups to choose a family flash card and an action word.

Ask each pupil to use the words 'my' and 'is' with their group's flash cards to write a sentence in their exercise book, eg: 'My father is eating.'

Ask them to read each other's sentences.

Move round the class and help the pupils read their sentences.

Ask the groups to read some of their sentences to the class.



# Ali's family

## Learning outcomes

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

Read and spell words with the 'ch' sound.

Say a simple sentence using a possession word.

## Teaching aids

### Before the lesson:

Make sure each pair of pupils has a set of alphabet cards.

Prepare a blank flash card for each pair.

Ensure that 'Ali's family' (Monday) is still on the chalkboard.

Have ready possession flash cards: 'my', 'her', 'his', 'their' and 'your'.

Make a set of possession cards for each group.

## Letters and sounds

### Whole class teaching

Flash the 'sh' cards.

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

Ask pupils to give you words with the sound 'ch' and write them on the chalkboard.

Choose some pupils to try to write the words.

Give each pair a blank card and ask them to write 'ch' on it.

Ask them to use the alphabet cards and the 'ch' card to make some words.

Tell the pupils to write their words in their exercise books.

Ask some pupils to read out their words to the class.

10  
minutes

Story

## Introduction

### Whole class teaching

Read 'Ali's family' (Monday) to the class and ask seven pupils to come out and do the actions as on Day 4.

Write the sentence:  
'My junior sister is washing her face.' on the chalkboard.

Read it with the pupils.

Replace the first word in each sentence with one of the words on the possession flash cards, eg: 'His junior sister is washing her face.'

Ask pupils to read the new sentence.

25  
minutes

Story

## Main activity

### Group task

Give each group a set of possession cards.

Ask them to read the words with you.

Write the following sentence on the chalkboard:  
'My baby brother is crying.'

Read it with the class.

Ask the pupils to write the sentence in their exercise books.

Ask them to change the first word to one of the words on the possession flash cards.

Tell them to write the new sentence in their exercise books.

10  
minutes

## Plenary

### Whole class teaching

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

Ask some of the characters:  
'What are you doing?' Ask the 'character' to answer,  
'I am \_\_\_\_.'



## Letters/sounds

## Words/phrases

## Assessment

**'th'**  
**them**  
**then**  
**that**  
**this**  
**with**  
**moth**  
**thin**  
**thick**  
**path**  
**bath**

**grandfather**  
**grandmother**  
**uncle**  
**auntie**  
**cousin**  
**talking**  
**eating**  
**biscuit**  
**drinking**  
**playing**  
**games**  
**afternoon**  
**my**  
**us**

**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's family

## Learning outcomes

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

Say the sound 'th' and recognise it in words.

Read simple sentences in English.

## Teaching aids

### Before the lesson:

Have ready the flash cards for 'sh' and 'ch' words.

Write the 'th' words on the chalkboard.

Divide the story 'Ali's family' (Monday) into sections.

Write the sections in large writing on separate pieces of paper, so each group can have a different part of the story.

## Letters and sounds

### Whole class teaching

Flash the 'sh' and 'ch' words.

Write 'th' on the chalkboard and tell the pupils to say 'th'.

Write the following sentences on the chalkboard:

'The boy is with his mother.'

'The boy is with his goat.'

'The child eats yam then goes out to play.'

'The girl likes playing with them.'

Read and explain the sentences.

Sound out and read the 'th' words with the pupils.

Ask some of them to come and underline the 'th' sound in the words.

Give each group a sentence from the chalkboard and ask them to draw a picture to explain it in their exercise books.

10 minutes | Story

## Introduction

### Whole class teaching

Ask the pupils what they can remember about the story 'Ali's family' (Monday).

Read the story to the class.

Ask pupils questions about the story, eg:

'How many brothers does Ali have?'

'How many sisters does Ali have?'

'What is Ali's father doing?'

'What is Ali's baby brother doing?'

'What is Ali doing?'

'What is Ali's senior sister doing?'

25 minutes | Story

## Main activity

### Group task

Give each group one section of the story and ask them to practise reading it together so they are confident with the words.

Read the story again, asking each group to hold up their section when they hear you read it.

Ask one pupil from each group to come out to the front and hold up their story section.

10 minutes

## Plenary

### Whole class teaching

Ask the pupils to say some of the action words from the story.

Choose pupils to write the words on the chalkboard.

Choose pupils to mime the actions. Say 'What is \_ doing?' (Put in the pupil's name.)

Tell the pupil to reply 'I am \_\_\_\_ .' (Put in the action.)

# More family members

## Learning outcomes

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

Read and write words with the sound 'th'.

Say and recognise more family words.

## Teaching aids

### Before the lesson:

Write the 'th' words on the chalkboard.

Make family flash cards: 'grandfather', 'grandmother', 'uncle', 'auntie' and 'cousin'.

Have a sand tray ready for each pair.

## Letters and sounds

### Whole class teaching

Flash the 'sh' and 'ch' word cards.

Write 'th' on the chalkboard and say the sound with the pupils.

Say the words with the pupils and count the sounds, eg: 'th-e-m' (3).

Write 'th' in the air and tell the pupils to join in with you.

Tell the pupils to write 'th' on the floor, on their desks and on their arms.

In pairs, tell the pupils to write 'th' in the sand tray as big as they can.

Tell them to write 'th' in their exercise books as big as they can and as small as they can.

Check they form the letters correctly.

10  
minutes

## Introduction

### Whole class teaching

Ask the pupils to name members of their family and you write their suggestions on the chalkboard.

Read out the names one at a time and ask individual pupils to say one thing about that person in their local language.

25  
minutes

Game

## Main activity

### Whole class teaching

Stand the pupils in a circle and give one of them a ball.

Ask them to throw the ball across the circle and say, 'Your auntie is skipping.'

Ask the pupil who catches the ball to point to the first pupil and say, 'My auntie is skipping.'

Tell them to do the action.

Repeat with different family members and actions until everyone has had a turn.

### Pair task

Ask each pair to choose one person from the list on the chalkboard and draw that person in their exercise book.

Ask them to copy the name of that person underneath the picture with the word 'my', eg: 'My grandmother.'

Tell the pairs to swap books and write underneath the picture in their partner's book, eg: 'Your grandmother'.

Ask them to choose another person from the list and repeat the activity.

This time, tell the pupils to write 'his' or 'her' instead of 'your.'

Remind them that if their partner is a girl they write **'her'** and if their partner is a boy they write **'his'**.

10  
minutes

## Plenary

### Whole class teaching

Choose some pupils to talk about their pictures and read what they have written to the class.



# Ali's family – Saturday

## Learning outcomes

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

Read words with the sound 'th'.

Ask and answer questions in English.

## Teaching aids

### Before the lesson:

Make two sets of flash cards for the 'th' word list.

Read the story 'Ali's family' (Saturday) and write it on the chalkboard.

Have ready all the family flash cards.

Have ready the action flash cards from last week.

## Letters and sounds

### Whole class teaching

Flash the 'sh' and 'ch' words.

Write 'th' on the chalkboard and say the sound with the pupils.

Gather the pupils in a circle and put the 'th' words face down in the middle.

Choose a pupil to turn over a card, show the class and read it.

Ask the pupil to guess where the matching card is and turn another card over and say it.

If the card matches, the pupil keeps both cards.

If it doesn't match, they should put the cards back face down in exactly the same place.

Choose another pupil and repeat the process until all the cards have gone.

10  
minutes

## Introduction

### Pair task

Quickly show the class the family flash cards and ask the pupils to read them.

Tell the pairs to ask each other, 'What is your uncle doing?'

Tell them to start their answer with 'My uncle is \_\_\_\_.'

Tell them to ask each other and answer the question, 'What is your cousin doing?'

25  
minutes

Story

## Main activity

### Whole class teaching

Read and explain the story 'Ali's family' (Saturday).

Read the story again and choose pupils to come and underline the action words.

Ask them the following questions:

'What is Ali's grandmother doing?'

'What is Ali's auntie doing?'

'What is Ali's uncle doing?'

'What is Ali's cousin doing?'

Tell them to answer using the word 'his' instead of Ali, eg: 'His grandmother is talking.'

10  
minutes

## Plenary

### Whole class teaching

Show the action flash cards to the class.

Ask the pupils to do the action and read the word.

Ask them to use the action words to say a sentence about a family member, eg: 'My grandfather is skipping.'

# Ali's family – Saturday

## Learning outcomes

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

Read 'th' words in a sentence.

Write simple sentences about their own family.

## Teaching aids

### Before the lesson:

Write 'path', 'bath', 'moth', 'thin' and 'thick' on the chalkboard and draw pictures to show their meaning.

Write 'A moth has thin wings.' on the chalkboard.

Write each sentence from 'Ali's family' (Saturday) on separate sheets of paper.

Have ready all the family flash cards and pictures.

## Letters and sounds

### Whole class teaching

Flash the 'sh' and 'ch' words.

Read the 'th' words from the chalkboard, pointing to each word as you say it.

Point to a picture and choose a pupil to point to the matching word.

Read the sentence on the chalkboard with the pupils.

Ask them to copy it into their exercise books and draw a picture about it.

10  
minutes

Game

25  
minutes

Story

10  
minutes

## Introduction

### Whole class teaching

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

## Main activity

### Whole class teaching

Ask the pupils to tell you something about the story 'Ali's family' (Saturday) and write their ideas on the chalkboard

Read the story to the pupils.

Read it again and this time ask them to listen for the word 'my' and put their hand in the air when they hear it, then put it down when you read the next word.

### Group task

Give each group a sentence from the story and ask them to read it together.

Read the story again, asking each group to hold up their sentence when you read it.

Ask one pupil from each group to come to the front and hold up their story sentence.

Ask the class to help the pupils stand in the correct order of the story.

Ask a pupil from each group to read their sentence.

Ask each group to choose pupils to be the character from their sentence.

Help the pupils perform the story for the class.

Ask each group to practise reading their story again to each other.

## Plenary

### Whole class teaching

Ask each pupil to draw a picture of their family on a Saturday afternoon.

Tell them to write some sentences about the picture.

# My family

## Learning outcomes

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

Read and spell words with 'th'.

Make up and write a sentence.

## Teaching aids

### Before the lesson:

Write the whole of 'Ali's family' story on the chalkboard.

Make sure each pair has a set of alphabet cards and a blank card.

Have ready family and action, 'my' and 'is' flash cards for each group.

Write the following on the chalkboard: 'Which letter does each word begin with?', 'Which word is the action word?', 'Which three letters does the action word end with?', 'How do you spell your family word?'

## Letters and sounds

### Whole class teaching

Flash the 'sh', 'ch' and 'th' words.

Write 'th' on the chalkboard and tell the pupils to say it.

Give each pair a blank card and ask them to write 'th' on it.

Ask the pupils to use the alphabet and 'th' cards to make some words and write them in their exercise books.

Ask some pupils to read out their words to the class.

Dictate, 'A thin man is in a bath,' and ask the pupils to write it in their exercise books.

10  
minutes

Story

25  
minutes

10  
minutes

## Introduction

### Whole class teaching

Read the whole 'Ali's family' story to the class.

Ask the pupils questions about the family using the question form, 'What is Ali's \_\_\_ doing?'

Ask them to answer using the phrase, 'His \_\_\_ is \_\_\_.'

## Main activity

### Group task

Give each group the action, family, 'my' and 'is' flash cards.

Ask them to make a sentence using their flash cards.

Read the questions on the chalkboard with the pupils.

Tell them to read the sentence they have made, look very carefully and answer the questions about their words.

When they have answered the questions, ask the pupils to read the sentence again to each other.

Take the flash cards away.

### Individual task

Ask each pupil to try and write more sentences about someone in their family, thinking about what to say and how to spell it.

Move round the class and help the pupils.

## Plenary

### Whole class teaching

Choose some pupils to read their sentences to the class.

## 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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